

1

Democracy

CASE STUDY: Latin American Democracies

MAIN IDEA

ECONOMICS In Latin America, economic problems and authoritarian rule delayed democracy.

WHY IT MATTERS NOW

By the mid-1990s, almost all Latin American nations had democratic governments.

TERMS & NAMES

- Brasília
- land reform
- standard of living
- recession
- PRI

SETTING THE STAGE By definition, democracy is government by the people. Direct democracy, in which all citizens meet to pass laws, is not practical for nations. Therefore, democratic nations developed indirect democracies, or republics, in which citizens elect representatives to make laws for them. For example, the United States is a republic. But democracy is more than a form of government. It is also a way of life and an ideal goal. A democratic way of life includes practices such as free and open elections.

Democracy As a Goal

The chart below lists four practices in a democracy, together with conditions that help these democratic practices succeed. Many nations follow these practices to a large degree. However, establishing democracy is a process that takes years.

Even in the United States, the establishment of democracy has taken time. Although the principle of equality is part of the Constitution, many Americans have struggled for equal rights. To cite one example, women did not receive the right to vote until 1920. Democracy is always a “work in progress.”

CALIFORNIA STANDARDS

10.10.1 Understand the challenges in the regions, including their geopolitical, cultural, military, and economic significance and the international relationships in which they are involved.

10.10.2 Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.

10.10.3 Discuss the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy.

CST 3 Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.

TAKING NOTES

Summarizing Use a chart to sum up the steps Brazil, Mexico, and Argentina have taken toward democracy.

Nation	Steps toward democracy
Brazil	
Mexico	
Argentina	

CASE STUDY 599

Making Democracy Work	
Common Practices	Conditions That Foster Those Practices
• Free elections	• Having more than one political party • Universal suffrage—all adult citizens can vote
• Citizen participation	• High levels of education and literacy • Economic security • Freedoms of speech, press, and assembly
• Majority rule, minority rights	• All citizens equal before the law • Shared national identity • Protection of such individual rights as freedom of religion • Representatives elected by citizens to carry out their will
• Constitutional government	• Clear body of traditions and laws on which government is based • Widespread education about how government works • National acceptance of majority decisions • Shared belief that no one is above the law

OBJECTIVES

- Identify key features of democracy.
- Describe Brazil’s and Mexico’s efforts to build democracy.
- Describe key events in postwar Argentina.

1 FOCUS & MOTIVATE

In what ways is U.S. democracy a “work in progress”? (*Possible Answers: concerns over civil liberties, the influence of lobbyists, campaign funding, and affirmative action*)

2 INSTRUCT

Democracy As a Goal

10.10.3

Critical Thinking

- Can one nation *force* another to become a democracy? (*No—Democratization is an organic process. Yes—With enough financial and human resources, it would be possible.*)

CALIFORNIA RESOURCES

- California Reading Toolkit, p. L85
- California Modified Lesson Plans for English Learners, p. 165
- California Daily Standards Practice Transparencies, TT77
- California Standards Enrichment Workbook, pp. 107–108, 109–110, 111–112
- California Standards Planner and Lesson Plans, p. L161
- California Online Test Practice
- California Test Generator CD-ROM
- California Easy Planner CD-ROM
- California eEdition CD-ROM

SECTION 1 PROGRAM RESOURCES

ALL STUDENTS

In-Depth Resources: Unit 5

- Guided Reading, p. 50
- Geography Application: Democracy in Central and South America, p. 57
- History Makers: Juan and Eva Perón, p. 66

Formal Assessment

- Section Quiz, p. 330

ENGLISH LEARNERS

In-Depth Resources in Spanish

- Guided Reading, p. 147
- Geography Application: Democracy in Central and South America, p. 153

Reading Study Guide (Spanish), p. 201

Reading Study Guide Audio CD (Spanish)

STRUGGLING READERS

In-Depth Resources: Unit 5

- Guided Reading, p. 50
- Building Vocabulary, p. 55
- Geography Application: Democracy in Central and South America, p. 57
- Reteaching Activity, p. 69

Reading Study Guide, p. 201

Reading Study Guide Audio CD

GIFTED AND TALENTED STUDENTS

In-Depth Resources: Unit 5

- Literature: from *Brazil*, p. 63

INTEGRATED TECHNOLOGY

eEdition CD-ROM

Voices from the Past Audio CD

Power Presentations CD-ROM

World Art and Cultures Transparencies

- AT76 *The Family*

classzone.com

Tip for Gifted and Talented Students

Tell students that Thomas Jefferson once remarked that “Eternal vigilance is the price of liberty.” Ask them to explain what Jefferson meant by this remark. *(Possible Answer: People must pay attention to what government does so that freedoms are not taken away.)*

Dictators and Democracy

10.10.1; 10.10.2; 10.10.3

Critical Thinking

- What are the potential benefits and drawbacks of the foreign investment encouraged by Kubitschek and his successors? *(Benefit—It would allow Brazil to pursue projects it could not finance itself. Drawback—Brazil might have to surrender some control over its domestic affairs to foreign investors.)*
- What factors would you consider before introducing land reform? *(Possible Answers: fairness, how to persuade landowners, how to ensure cooperation of the military and police)*
- Why is it significant that Cardoso, a promoter of free markets, was trained as a Marxist scholar? *(Possible Answer: Marxists see markets as a way for capitalists to take advantage of their wealth.)*

World Art and Cultures Transparencies

- AT76 *The Family*

Democratic institutions may not ensure stable, civilian government if other conditions are not present. The participation of a nation’s citizens in government is essential to democracy. Education and literacy—the ability to read and write—give citizens the tools they need to make political decisions. Also, a stable economy with a strong middle class and opportunities for advancement helps democracy. It does so by giving citizens a stake in the future of their nation.

Other conditions advance democracy. First, a firm belief in the rights of the individual promotes the fair and equal treatment of citizens. Second, rule by law helps prevent leaders from abusing power without fear of punishment. Third, a sense of national identity helps encourage citizens to work together for the good of the nation.

The struggle to establish democracy continued into the 21st century as many nations abandoned authoritarian rule for democratic institutions. However, a United Nations study released in July 2002 warned that the spread of democracy around the world could be derailed if free elections in poor countries are not followed by economic growth. The UN Development Program’s annual report warned particularly about Latin America.

CASE STUDY: Brazil

Dictators and Democracy

Many Latin American nations won their independence from Spain and Portugal in the early 1800s. However, three centuries of colonial rule left many problems. These included powerful militaries, economies that were too dependent on a single crop, and large gaps between rich and poor. These patterns persisted in the modern era.

After gaining independence from Portugal in 1822, Brazil became a monarchy. This lasted until 1889, when Brazilians established a republican government, which a wealthy elite controlled. Then, in the 1930s, Getulio Vargas became dictator. Vargas suppressed political opposition. At the same time, however, he promoted economic growth and helped turn Brazil into a modern industrial nation.

Kubitschek’s Ambitious Program After Vargas, three popularly elected presidents tried to steer Brazil toward democracy. Juscelino Kubitschek (zhoo•suh•LEE•nuh KOO•bih•chehk), who governed from 1956 to 1961, continued to develop Brazil’s economy. Kubitschek encouraged foreign investment to help pay for development projects. He built a new capital city, **Brasília** (bru•ZIHL•yuh), in the country’s interior. Kubitschek’s dream proved expensive. The nation’s foreign debt soared and inflation shot up.

Kubitschek’s successors proposed reforms to ease economic and social problems. Conservatives resisted this strongly. They especially opposed the plan for **land reform**—breaking up large estates and distributing that land to peasants. In 1964, with the blessing of wealthy Brazilians, the army seized power in a military coup.

Military Dictators For two decades military dictators ruled Brazil. Emphasizing economic growth, the generals fostered foreign investment. They began huge development projects in the Amazon jungle. The economy boomed.

The boom had a downside, though. The government froze wages and cut back on social programs. This caused a decline in the **standard of living**, or level of material comfort, which is judged by the amount of goods people have. When Brazilians protested, the government imposed censorship. It also jailed, tortured, and sometimes killed government critics. Nevertheless, opposition to military rule continued to grow.

The Road to Democracy By the early 1980s, a **recession**, or slowdown in the economy, gripped Brazil. At that point, the generals decided to open up the political system. They allowed direct elections of local, state, and national officials.

MAIN IDEA

Making Inferences

Why would democracy suffer if citizens didn’t participate?

A. Possible Answer If a low percentage of the citizens voted, then a minority would end up making decisions, which contradicts majority rule.

MAIN IDEA

Analyzing Motives

Why might the wealthy have preferred military rule to land reform?

B. Possible Answer They feared that land reform would take away their property and believed the army would protect their property rights.

DIFFERENTIATING INSTRUCTION: ENGLISH LEARNERS

Obstacles to Democracy

Class Time 20 minutes

Task Rewording a chart

Purpose To have students review information in a chart

Instructions Divide students into small groups. Tell students to read “Democracy As a Goal” on pages 599–600. Then ask them to redraw the chart on page 599. Have groups replace the second column heading with “Conditions That Stop Those Practices” and rewrite the entries to reflect the new heading. Point out that simply changing words to their opposite will not always result in a logical entry. Examples from rows two and three follow.

Citizen participation

- Few people can read or go to school.
- People don’t know if they will have money in the future.
- People are not allowed to say what they think to others, in newspapers or magazines, on television or radio, or in public places.

Majority rule, minority rights

- Some citizens have few or no rights.
- People don’t think of themselves as one nation.
- Individual rights, such as freedom of religion, are not respected.
- Citizens have few or no elected representatives in the government.

**GEOGRAPHY SKILLBUILDER: Interpreting Maps**

- Location** Which country—Argentina, Brazil, or Mexico—spans the equator?
- Region** Which one of the three countries has a coast on the Caribbean Sea?

History from Visuals**Interpreting the Map**

Point out that Latin America is made up of South America, Mexico, Central America, and the West Indies. Ask students to list the countries of Central America. (*Guatemala, El Salvador, Honduras, Nicaragua, Costa Rica, Panama, Belize*)

Extension Ask students to review their textbook or use other resources to find out which colonial powers are associated with the following countries: Mexico, Belize, Haiti, Suriname, and Brazil. (*Mexico—Spain; Belize—Britain; Haiti—France; Suriname—Netherlands; Brazil—Portugal*)

SKILLBUILDER Answers

- Location** Brazil
- Region** Mexico

More About . . .**Latin American Languages**

In 1989, several prominent publications attributed this remark to Vice President Dan Quayle: “I was recently on a tour of Latin America, and the only regret I have was that I didn’t study Latin harder in school so I could converse with those people.” The quotation turned out to be a fabrication, but many people believed it because of the vice president’s reputation as a poor public speaker. Of course, the people of Latin America do not speak Latin, but rather languages derived from Latin—Romance languages such as Spanish, Portuguese, and French.

COOPERATIVE LEARNING**Designing an Interactive Map of Latin America**

Class Time 40 minutes

Task Creating a design for an interactive map

Purpose To increase students’ knowledge about the nations of Latin America

Instructions Divide the class into heterogeneous groups. Explain to students that they are going to create a design for an interactive map based on the map on this page. Have them use the textbook to find information about some of the countries on the map.

After students have compiled their data, have them create a design that describes how their maps will look and how users will interact with the map. Encourage students to be creative with their designs. Students might want to tailor the visual aspects of their maps to the types of information they have chosen. For example, if they feature economic information, they could incorporate clickable icons shaped like coins. Also, to access the data they have collected, students could have users click on a country’s name, answer a multiple-choice question from a pull-down menu, or drag items from a data list to the country with which the data corresponds.

From 1934 to 1940, President Lázaro Cárdenas (KAHR•day•nahs) tried to improve life for peasants and workers. He carried out land reform and promoted labor rights. He nationalized the Mexican oil industry, kicking out foreign oil companies and creating a state-run oil industry. After Cárdenas, however, a series of more conservative presidents turned away from reform.

The Party Becomes the PRI In 1946, the main political party changed its name to the Institutional Revolutionary Party, or **PRI**. In the half-century that followed, the PRI became the main force for political stability in Mexico.

Although stable, the government was an imperfect democracy. The PRI controlled the congress and won every presidential election. The government allowed opposition parties to compete, but fraud and corruption tainted the elections.

Even as the Mexican economy rapidly developed, Mexico continued to suffer severe economic problems. Lacking land and jobs, millions of Mexicans struggled for survival. In addition, a huge foreign debt forced the government to spend money on interest payments. Two episodes highlighted Mexico's growing difficulties. In the late 1960s, students and workers began calling for economic and political change. On October 2, 1968, protesters gathered at the site of an ancient Aztec market in Mexico City. Soldiers hidden in the ruins opened fire on the protesters. The massacre claimed several hundred lives.

A second critical episode occurred during the early 1980s. By that time, huge new oil and natural gas reserves had been discovered in Mexico. The economy had become dependent on oil and gas exports. In 1981, world oil prices fell, cutting Mexico's oil and gas revenues in half. Mexico went into an economic decline. **D**

Economic and Political Crises The 1980s and 1990s saw Mexico facing various crises. In 1988, opposition parties challenged the PRI in national elections. The PRI candidate, Carlos Salinas, won the presidency. Even so, opposition parties won seats in the congress and began to force a gradual opening of the political system.

D. Answer If prices for that product drop, the economy is severely damaged.

MAIN IDEA

Recognizing Effects

Why does over-reliance on one product weaken an economy?

➤ Analyzing Political Cartoons

Military Rule and Democracy

Throughout the 20th century, many Latin American countries were ruled by military dictators or political bosses. Most typically, the dictator's support came from the wealthy and the military. But sometimes the dictator's support came from the people.

SKILLBUILDER:

Interpreting Visual Sources

- Drawing Conclusions** Do dictators typically take into account the opinions of the people they rule?
- Making Inferences** What does this cartoon suggest about the dictator's attitude toward the opinion of the people he rules?



CASE STUDY 603

More About . . .

Massacre at Tlatelolco

The protest at the ancient Aztec market of Tlatelolco took place at a time of worldwide student protests. It also occurred on the eve of the Mexico City Olympics, when Mexico was eager to present a positive image to the world. But the events at Tlatelolco were not the only manifestation of unrest at the 1968 Olympics. As the U.S. flag rose at a medal ceremony for the winners of the 200-meter race, African-American sprinters Tommie Smith and John Carlos stood on the medal podium with heads bowed and fists raised in a controversial protest against racism in the United States.

Analyzing Political Cartoons

Military Rule and Democracy

Ask what visual clues the cartoonist used to show that the speaker is a dictator. (Possible Answers: in an elaborate military uniform, standing on a balcony above a crowd)

SKILLBUILDER Answers

- Drawing Conclusions** Dictators typically do not concern themselves with the opinions of their subjects.
- Making Inferences** It suggests that he is ruled by the wishes of the people, which is one source of the cartoon's humor.

DIFFERENTIATING INSTRUCTION: GIFTED AND TALENTED STUDENTS

Writing About Episodes in Mexico's History

Class Time 40 minutes

Task Writing a magazine article

Purpose To learn more about 20th-century Mexico

Instructions Have students read "One-Party Rule" on pages 602–604. After they have finished reading, tell students to use facts and details from the text to write a magazine article about an event described in the passage—for example, nationalization of the Mexican oil industry or the massacre at the Aztec ruins. Tell them to pick an event and to choose a magazine for which they wish to write. Before they begin their essay,

students should identify the magazine's readership. Are readers younger or older, more or less educated, progressive or conservative, wealthy or less well off? Tell students to keep this audience in mind as they write their articles. After they have completed their articles, have students add a paragraph at the head of their article that describes the readership. At the end of the article, ask them to write a paragraph that describes how their essay was tailored or not tailored to this readership. (Students might opt to challenge the magazine's readers—at least to an extent allowed by the magazine's editors.)

History from Visuals

Interpreting the Graph

Ask students which of the nations represented is not a South American country. (*Mexico*)

SKILLBUILDER Answers

- 1. **Comparing** Argentina, Chile, Uruguay
- 2. **Comparing** Bolivia, Ecuador, Colombia

Political and Economic Disorder

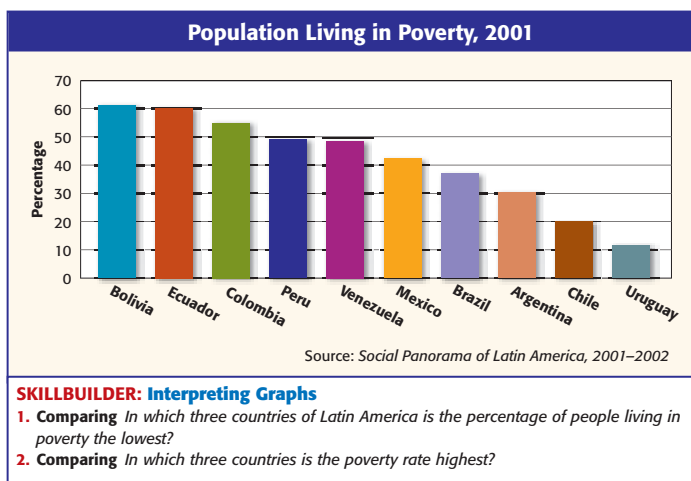
10.10.1; 10.10.2; 10.10.3

Critical Thinking

- How might the Catholic Church have become an enemy of President Juan Perón? (*Possible Answer: Perón may have initiated policies that offended Church officials or harmed Church interests.*)
- Why might the Argentine military have attacked the Falkland Islands? (*Possible Answers: They may have believed that the United Kingdom would be unwilling to defend such a distant and relatively insignificant territory. Undertaking such a campaign may have been perceived as a way to unite Argentines behind their military rulers.*)

In-Depth Resources: Unit 5

- Geography Application: Democracy in Central and South America, p. 57



SKILLBUILDER: Interpreting Graphs

- 1. **Comparing** In which three countries of Latin America is the percentage of people living in poverty the lowest?
- 2. **Comparing** In which three countries is the poverty rate highest?

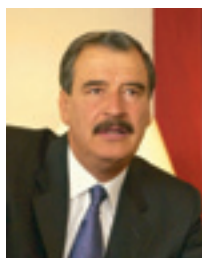
During his presidency, Salinas signed NAFTA, the North American Free Trade Agreement. NAFTA removed trade barriers between Mexico, the United States, and Canada. In early 1994, peasant rebels in the southern Mexican state of Chiapas (chee•AH•pahs) staged a major uprising. Shortly afterward, a gunman assassinated Luis Donaldo Colosio, the PRI presidential candidate for the upcoming election.

The PRI Loses Control After these events, Mexicans grew increasingly concerned about the prospects for democratic stability. Nevertheless, the elections of 1994 went ahead. The new PRI candidate, Ernesto Zedillo (zuh•DEE•yoh), won. Opposition parties continued to challenge the PRI.

In 1997, two opposition parties each won a large number of congressional seats, denying the PRI control of congress. Then, in 2000, Mexican voters ended 71 years of PRI rule by electing center-right candidate Vicente Fox as president.

New Policies and Programs Fox’s agenda was very ambitious. He advocated reforming the police, rooting out political corruption, ending the rebellion in Chiapas, and opening up Mexico’s economy to free-market forces.

Fox also argued that the United States should legalize the status of millions of illegal Mexican immigrant workers. Fox hoped that a negotiated agreement between the United States and Mexico would provide amnesty for these undocumented Mexican workers in the United States. In the wake of the terrorist attacks of September 11, 2001, any such agreement appeared remote. However, in 2002, Fox created a cabinet-level agency to lobby for the interests of Mexico’s 22 million citizens who lived abroad, a great many of whom lived in the United States. In the meantime, Mexico’s democracy continued to strengthen.



▲ President Vicente Fox of Mexico

CASE STUDY: Argentina

Political and Economic Disorder

Mexico and Brazil were not the only Latin American countries where democracy had made progress. By the late 1990s, most of Latin America was under democratic rule.

Perón Rules Argentina Argentina had struggled to establish democracy. It was a major exporter of grain and beef. It was also an industrial nation with a large working class. In 1946, Argentine workers supported an army officer, Juan Perón, who won the presidency and then established a dictatorship.

DIFFERENTIATING INSTRUCTION: STRUGGLING READERS

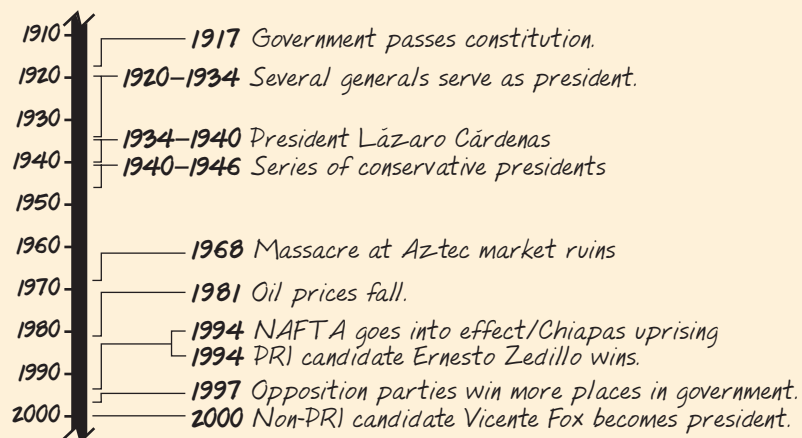
Tracing Change in Mexico

Class Time 30 minutes

Task Creating a time line

Purpose To use a visual aid to help students understand the order of recent political history of Mexico

Instructions Pair students. Explain that creating a time line can improve students’ understanding of the material and can be helpful to review before a test. Ask pairs to review “One-Party Rule” on pages 602–604 and write down significant events and dates. Then have students order the events on a time line. A sample time line is shown.



Vocabulary

welfare state: a government that tries to provide for all its citizens' needs—including health, education, and employment

E. Answer The military government lost a humiliating war and had to turn the government over to civilians.

MAIN IDEA

Analyzing Causes

What finally caused military rule to end in Argentina?

Perón did not rule alone. He received critical support from his wife, Eva—known as Evita to the millions of Argentines who idolized her. Together, the Peróns created a welfare state. The state offered social programs with broad popular appeal but limited freedoms. After Eva's death in 1952, Perón's popularity declined and his enemies—the military and the Catholic Church—moved against him. In 1955, the military ousted Perón and drove him into exile.

Repression in Argentina For many years, the military essentially controlled Argentine politics. Perón returned to power once more, in 1973, but ruled for only a year before dying in office. By the mid-1970s, Argentina was in chaos.

In 1976, the generals seized power again. They established a brutal dictatorship and hunted down political opponents. For several years, torture and murder were everyday events. By the early 1980s, several thousand Argentines had simply disappeared, kidnapped by their own government.

Democracy and the Economy In 1982, the military government went to war with Britain over the nearby Falkland Islands and suffered a defeat. Disgraced, the generals agreed to step down. In 1983, Argentines elected Raúl Alfonsín (ahl•fohn•SEEN) president in the country's first free election in 37 years.

During the 1980s, Alfonsín worked to rebuild democracy and the economy. Carlos Menem gained the presidency in 1989 and continued the process. He attempted to stabilize the currency and privatize industry. By the late 1990s, however, economic problems intensified as the country lived beyond its means.

A Growing Crisis In December 2001, the International Monetary Fund (IMF) refused to provide financial aid to Argentina. Then President Fernando de la Rúa resigned in the face of protests over the economy. He was succeeded by Eduardo Duhalde, who tried to deal with the economic and social crisis. In 2002, Argentina had an unemployment rate of about 24 percent. The country defaulted on \$132 billion in debt, the largest debt default in history, and devalued its currency. In 2003, Argentina struggled to regain its political and economic footing. In elections that year, Nestor Kirchner became the new president of Argentina.



▲ Eva Perón

Vocabulary Note:

Academic Vocabulary

Some students may misunderstand the term *welfare state* because of the negative connotations associated with the term *welfare*. Help students understand the broader meaning of *welfare state* by explaining more about its historical background, such as public provision of basic education.

More About . . .

Eva Perón

British composer Andrew Lloyd Webber and lyricist Tim Rice based their hit Broadway musical *Evita* (1978) on the life of Eva Perón. In 1996, the musical was made into a movie starring Madonna and Antonio Banderas.

In-Depth Resources: Unit 5

- History Makers: Juan and Eva Perón, p. 66

SECTION 1 ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- Brasília
- land reform
- standard of living
- recession
- PRI

USING YOUR NOTES

2. Which country do you think has made the most progress? Explain. (10.10.3)

Nation	Steps toward democracy
Brazil	
Mexico	
Argentina	

MAIN IDEAS

3. What role did the military play in shaping the economy of Brazil? (10.10.2)
4. What were some of the positive benefits of one-party rule in Mexico? (10.10.2)
5. What effect did the Falklands war have on the military government in Argentina? (10.10.2)

CRITICAL THINKING & WRITING

6. **COMPARING AND CONTRASTING** Compare and contrast the roles of the military in the governments of Brazil, Mexico, and Argentina. (10.10.2)
7. **SYNTHESIZING** What have been some of the obstacles to democracy in Latin America? (10.10.1)
8. **DEVELOPING HISTORICAL PERSPECTIVE** What are some of the attributes of democracy? (10.10.3)
9. **WRITING ACTIVITY [ECONOMICS]** What might be the effect of a welfare state (such as that created in Argentina by the Peróns) on a nation's economy? Support your opinions in a two-paragraph **essay**. (Writing 2.4.c)

CONNECT TO TODAY MAKING A GRAPH

Research the economies of Mexico, Brazil, and Argentina to determine which is doing the best. Present your findings in a **graph**. (Writing 2.3.d)

CASE STUDY 605

3 ASSESS

SECTION 1 ASSESSMENT

Have students work in pairs to answer the questions and then share their answers with other pairs.

Formal Assessment

- Section Quiz, p. 330

4 RETEACH

Have students write at least three statements about each country's quest for democracy.

In-Depth Resources: Unit 5

- Guided Reading, p. 50
- Reteaching Activity, p. 69

ANSWERS

- 1. Brasília, p. 600 • land reform, p. 600 • standard of living, p. 600 • recession, p. 600 • PRI, p. 603

2. **Sample Answer:** Brazil—Direct elections; Mexico—Democratic constitution; Argentina—Civilian government. Most progress—Mexico, because of economy and multiple parties.
3. It emphasized economic growth and opened Brazil to foreign investment.
4. political stability, civilian rule
5. It led to the end of military rule.

6. In Brazil and Argentina, the military overthrew civilian governments but were eventually forced to yield power and allow free elections. In Mexico, the military has never directly controlled the government.
7. **Possible Answers:** powerful militaries; rule of law weak
8. **Possible Answers:** free elections; citizen participation

9. **Rubric** Essays should discuss
 - the reasons for social programs.
 - the strain on a weak or developing economy of social programs.

CONNECT TO TODAY

- Rubric** Graphs should
- use a standard economic indicator, such as GDP.
 - cite sources.

LESSON PLAN

OBJECTIVES

- Explain Africa's legacy of colonialism.
- Describe Nigeria's civil war and events in Nigeria since 1970.
- Trace the history of white rule in South Africa and the change to democracy.

1 FOCUS & MOTIVATE

Ask students when legal segregation ended in the United States. (*Some students will cite the passage of the 1964 Civil Rights Act.*)

2 INSTRUCT

Colonial Rule Limits Democracy 10.10.1; 10.10.2

Critical Thinking

- Do you think colonial powers deliberately ignored ethnic and cultural divisions when they established boundaries? (*No—Competition with rival powers determined such decisions. Yes—Such divisions made colonies easier to manage.*)

CALIFORNIA RESOURCES

California Reading Toolkit, p. L86
California Modified Lesson Plans for English Learners, p. 167
California Daily Standards Practice Transparencies, TT78
California Standards Enrichment Workbook, pp. 107–108, 109–110, 111–112
California Standards Planner and Lesson Plans, p. L163
California Online Test Practice
California Test Generator CD-ROM
California Easy Planner CD-ROM
California eEdition CD-ROM



A man chisels a piece of the Berlin Wall for a souvenir just after the fall of communism in East Germany

Soldiers of the Chinese People's Liberation Army in Hong Kong, 1998

MAIN IDEA

REVOLUTION As the recent histories of Nigeria and South Africa show, ethnic and racial conflicts can hinder democracy.

WHY IT MATTERS NOW

In 1996, as Nigeria struggled with democracy, South Africa adopted a bill of rights that promotes racial equality.

TERMS & NAMES

- federal system
- martial law
- dissident
- apartheid
- Nelson Mandela

CALIFORNIA STANDARDS

10.10.1 Understand the challenges in the regions, including their geopolitical, cultural, military, and economic significance and the international relationships in which they are involved.

10.10.2 Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.

10.10.3 Discuss the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy.

REP 3 Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.

REP 4 Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

SETTING THE STAGE Beginning in the late 1950s, dozens of European colonies in Africa gained their independence and became nations. As in Latin America, the establishment of democracy in Africa proved difficult. In many cases, the newly independent nations faced a host of problems that slowed their progress toward democracy. The main reason for Africa's difficulties was the negative impact of colonial rule. European powers had done little to prepare their African colonies for independence.

Colonial Rule Limits Democracy

The lingering effects of colonialism undermined efforts to build stable, democratic economies and states. This can be seen throughout Africa.

European Policies Cause Problems When the Europeans established colonial boundaries, they ignored existing ethnic or cultural divisions. New borders divided peoples of the same background or threw different—often rival—groups together. Because of this, a sense of national identity was difficult to develop. After independence, the old colonial boundaries became the borders of the newly independent states. As a result, ethnic and cultural conflicts remained.

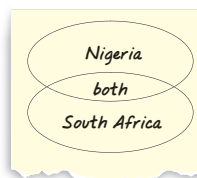
Other problems had an economic basis. European powers had viewed colonies as sources of wealth for the home country. The colonial powers encouraged the export of one or two cash crops, such as coffee or rubber, rather than the production of a range of products to serve local needs. Europeans developed plantations and mines but few factories. Manufactured goods were imported from European countries. These policies left new African nations with unbalanced economies and a small middle class. Such economic problems lessened their chances to create democratic stability.

European rule also disrupted African family and community life. In some cases, colonial powers moved Africans far from their families and villages to work in mines or on plantations. In addition, most newly independent nations still lacked a skilled, literate work force that could take on the task of building a new nation.

Short-Lived Democracies When Britain and France gave up their colonies, they left fragile democratic governments in place. Soon problems threatened those governments. Rival ethnic groups often fought for power. Strong militaries became tools for ambitious leaders. In many cases, a military dictatorship replaced democracy.

TAKING NOTES

Comparing Use a Venn diagram to compare political events in Nigeria and South Africa.



606 Chapter 19

SECTION 2 PROGRAM RESOURCES

ALL STUDENTS

In-Depth Resources: Unit 5

- Guided Reading, p. 51
- History Makers: Nelson Mandela, p. 67

Formal Assessment

- Section Quiz, p. 331

ENGLISH LEARNERS

In-Depth Resources in Spanish

- Guided Reading, p. 148

Reading Study Guide (Spanish), p. 203

Reading Study Guide Audio CD (Spanish)

STRUGGLING READERS

In-Depth Resources: Unit 5

- Guided Reading, p. 51
- Building Vocabulary, p. 55
- Reteaching Activity, p. 70

Reading Study Guide, p. 203

Reading Study Guide Audio CD

GIFTED AND TALENTED STUDENTS

In-Depth Resources: Unit 5

- Primary Sources: from *Kaffir Boy*, p. 59; Mandela's Inaugural Address, p. 60

Electronic Library of Primary Sources

- from "Masakhane—Let Us Build Together"

INTEGRATED TECHNOLOGY

eEdition CD-ROM

Power Presentations CD-ROM

World Art and Cultures Transparencies

- AT77 Multiple-Mask Headdress

Electronic Library of Primary Sources

- from "Masakhane—Let Us Build Together"

Patterns of Interaction Video

- Struggling Toward Democracy: Revolutions in Latin America and South Africa

classzone.com



GEOGRAPHY SKILLBUILDER: Interpreting Maps

- 1. Region** Describe the Eastern Region, which seceded as Biafra. Describe its size and location compared to the rest of Nigeria.
- 2. Location** In which region is Lagos, Nigeria's capital in 1967?

Civil War in Nigeria

Nigeria, a former British colony, won its independence peacefully in 1960. Nigeria is Africa's most populous country and one of its richest. However, the country was ethnically divided. This soon created problems that led to war.

A Land of Many Peoples Three major ethnic groups live within Nigeria's borders. In the north are the Hausa-Fulani, who are mostly Muslim. In the south are the Yoruba and the Igbo (also called Ibo), who are mostly Christians, Muslims, or animists, who believe that spirits are present in animals, plants, and natural objects. The Yoruba, a farming people with a tradition of kings, live to the west. The Igbo, a farming people who have a democratic tradition, live to the east.

After independence, Nigeria adopted a **federal system**. In a federal system, power is shared between state governments and a central authority. The Nigerians set up three states, one for each region and ethnic group, with a political party in each.

War with Biafra Although one group dominated each state, the states also had ethnic minorities. In the Western Region, non-Yoruba minorities began to resent Yoruba control. In 1963, they tried to break away and form their own region. This led to fighting. In January 1966, a group of army officers, most of them Igbo, seized power in the capital city of Lagos. These officers abolished the regional governments and declared **martial law**, or temporary military rule.

The Hausa-Fulani, who did not trust the Igbo, launched an attack from the north. They persecuted and killed many Igbo. The survivors fled east. In 1967, the Eastern Region seceded from Nigeria, declaring itself the new nation of Biafra (bee•AF•ruh).

The Nigerian government then went to war to reunite the country. The Igbo were badly outnumbered and outgunned. In 1970, Biafra surrendered. Nigeria was reunited, but perhaps more than a million Igbo died, most from starvation.

A. Answer They were forced to rejoin Nigeria; a million died.

MAIN IDEA

Recognizing Effects

What was the effect of the war on the Igbo?

History from Visuals

Interpreting the Map

Have students identify Nigeria and its major cities. Point out the inset map and help students understand how it relates to the larger map.

Extension Have students compare this map with the political and physical maps of Africa in the textbook atlas. How do Nigeria's geography and size make it one of the more important nations in Africa? *(It is one of the larger countries and has access to the sea.)*

SKILLBUILDER Answers

- 1. Region** Biafra is in the southeastern part of Nigeria and is small, though comparable in size to the Western Region.
- 2. Location** the Western Region

Civil War in Nigeria

10.10.1; 10.10.2

Critical Thinking

- Why might ethnic identity in Nigeria be more important than national identity? *(Possible Answer: The nation is based on artificial colonial borders.)*
- Based on the events in Biafra, how significant was Igbo representation in the federal government? *(Possible Answer: It was probably weak. If the Igbo had been well-represented at the federal level, they might have sought a political resolution to their dispute with the Yoruba.)*

World Art and Cultures Transparencies

- AT77 Multiple-Mask Headdress

Struggles for Democracy 607

COOPERATIVE LEARNING

Ethnic Groups in Nigeria

Class Time 15 minutes

Task Creating a chart of Nigeria's ethnic groups

Purpose To familiarize students with characteristics of Nigeria's major ethnic groups

Instructions Divide students into small groups. Ask each group to create a table with four columns. Then have students read "Civil War in Nigeria" on this page. Ask them to fill in their tables as they read the passage. An example follows. Discuss what conflicts are likely to occur between such groups. *(Possible Answer: differences over religion and preferred type of government)*

Ethnic Group	Location	Culture
Hausa-Fulani	north	mostly Muslim
Yoruba	south	Christian, Muslim, and animist; farming people with tradition of kings
Igbo/Ibo	south	Christian, Muslim, and animist; farming people with democratic traditions

Nigeria's Nation-Building

10.10.1; 10.10.2; 10.10.3

Critical Thinking

- Why do you think the Nigerian government paid to rebuild the rebellious Igbo region? (*Possible Answer: wanted to reunite the country rather than punish rebellion*)
- Is canceling debts incurred by nations such as Nigeria a good idea? (*Good—It would allow governments to devote more resources to public health and education. Bad—It would hurt lenders and send the message to borrowers that there are no repercussions for financial mismanagement.*)

Analyzing Primary Sources

Ken Saro-Wiwa

Ask students to read the primary source from Ken Saro-Wiwa. Then lead students in a discussion focused on determining which tactic is more difficult for people who are resisting an oppressive regime—nonviolence or violence.

Extension Ask students to use the library or the Internet to find out where Nigeria's Ogoni people live. (*in the south, in the Niger River delta area*)

Answers to Document-Based Questions

1. **Drawing Conclusions** government was ruthless and murderous
2. **Making Inferences** He seems contemptuous of their power; though they have the power to execute him, they are fools.

Nigeria's Nation-Building

After the war, Nigerians returned to the process of nation-building. “When the war ended,” noted one officer, “it was like a referee blowing a whistle in a football game. People just put down their guns and went back to the business of living.” The Nigerian government did not punish the Igbo. It used federal money to rebuild the Igbo region.

Federal Government Restored The military governed Nigeria for most of the 1970s. During this time, Nigerian leaders tried to create a more stable federal system, with a strong central government and a number of regional units. The government also tried to build a more modern economy, based on oil income.

In 1979, the military handed power back to civilian rulers. Nigerians were cheered by the return to democracy. Some people, however, remained concerned about ethnic divisions in the nation. Nigerian democracy was short-lived. In 1983, the military overthrew the civilian government, charging it with corruption. A new military regime, dominated by the Hausa-Fulani, took charge.

A Return to Civilian Rule In the years that followed, the military governed Nigeria, while promising to bring back civilian rule. The army held elections in 1993, which resulted in the victory of popular leader Moshood Abiola. However, officers declared the results invalid, and a dictator, General Sani Abacha, took control.

General Abacha banned political activity and jailed **dissidents**, or government opponents. Upon Abacha's death in 1998, General Abdulsalami Abubakar seized power and promised to end military rule. He kept his word. In 1999, Nigerians elected their first civilian president, Olusegun Obasanjo, in nearly 20 years. In 2003, Obasanjo was reelected.

Analyzing Primary Sources

Ken Saro-Wiwa

On November 10, 1995, Nigeria hanged nine political prisoners—all critics of the military government. Many around the world believed the nine were convicted on false charges to silence them. One of the nine was Ken Saro-Wiwa, a noted writer and activist. Shortly before his death, Saro-Wiwa smuggled several manuscripts out of prison.

DOCUMENT-BASED QUESTIONS

1. **Drawing Conclusions** *What do Saro-Wiwa's imprisonment and execution suggest about the government of the military dictator, General Sani Abacha?*
2. **Making Inferences** *What seems to be Saro-Wiwa's attitude toward his persecutors?*

PRIMARY SOURCE

Injustice stalks the land like a tiger on the prowl. To be at the mercy of buffoons [fools] is the ultimate insult. To find the instruments of state power reducing you to dust is the injury. . . .

It is also very important that we have chosen the path of non-violent struggle. Our opponents are given to violence and we cannot meet them on their turf, even if we wanted to. Non-violent struggle offers weak people the strength which they otherwise would not have. The spirit becomes important, and no gun can silence that. I am aware, though, that non-violent struggle occasions more death than armed struggle. And that remains a cause for worry at all times. Whether the Ogoni people will be able to withstand the rigors of the struggle is yet to be seen. Again, their ability to do so will point the way of peaceful struggle to other peoples on the African continent. It is therefore not to be underrated.



KEN SARO-WIWA, *A Month and a Day: A Detention Diary*

DIFFERENTIATING INSTRUCTION: GIFTED AND TALENTED STUDENTS

Politics and Oil in Nigeria

Class Time 30 minutes

Task Delivering a television news report

Purpose To learn about current events in Nigeria

Instructions After students have read “Civil War in Nigeria” and “Nigeria's Nation-Building” on pages 607–608, have them use the Internet or the library to search for information about Nigeria's oil industry. Tell students to focus on the oil industry's impact on Nigeria's economy and politics.

After they have finished their research, ask students to use their findings to create and deliver a brief news report. Tell students they will be reporting for a major news network and that their story will target viewers who know little or nothing about Nigeria. Explain that, because they are reporting for a major network, they will be expected to be objective. After they complete the project, have students discuss how they made their reports objective and what they might have added if they had been allowed to express a subjective point of view.

President Obasanjo Obasanjo was an ethnic Yoruba from southwest Nigeria. As a critic of Nigerian military regimes, he had spent three years in jail (1995–1998) under Sani Abacha. As a former general, Obasanjo had the support of the military.

Obasanjo worked for a strong, unified Nigeria. He made some progress in his battle against corruption. He also attempted to draw the attention of the world to the need for debt relief for Nigeria. In May 2001, he called on President George W. Bush to support the canceling of Nigeria's \$30 billion debt to the international community. Obasanjo saw debt relief as essential to the relief of hunger and the future of democracy in Nigeria and the rest of Africa.

Despite Obasanjo's efforts, Nigeria was still beset by a variety of problems. These included war, violence, corruption, poverty, and hunger. Nonetheless, Nigeria was increasing its oil exports and experiencing economic growth.

South Africa Under Apartheid

In South Africa, racial conflict was the result of colonial rule. From its beginnings under Dutch and British control, South Africa was racially divided. A small white minority ruled a large black majority. In 1910, South Africa gained self-rule as a dominion of the British Empire. In 1931, it became an independent member of the British Commonwealth. Although South Africa had a constitutional government, the constitution gave whites power and denied the black majority its rights.

Apartheid Segregates Society In 1948, the National Party came to power in South Africa. This party promoted Afrikaner, or Dutch South African, nationalism. It also instituted a policy of **apartheid**, complete separation of the races. The minority government banned social contacts between whites and blacks. It established segregated schools, hospitals, and neighborhoods.

In 1959, the minority government set up reserves, called homelands, for the country's major black groups. Blacks were forbidden to live in white areas unless they worked as servants or laborers for whites. The homelands policy was totally unbalanced. Although blacks made up about 75 percent of the population, the government set aside only 13 percent of the land for them. Whites kept the best land.

Blacks Protest The blacks of South Africa resisted the controls imposed by the white minority. In 1912, they formed the African National Congress (ANC) to fight for their rights. The ANC organized strikes and boycotts to protest racist policies. The government banned the ANC and imprisoned many of its members. One was ANC leader **Nelson Mandela** (man•DEHL•uh).

The troubles continued. In 1976, riots over school policies broke out in the black township of Soweto, leaving about 600 students dead. In 1977, police beat popular protest leader Stephen Biko to death while he was in custody. As protests mounted, the government declared a nationwide state of emergency in 1986.

▼ A young South African poll worker helps an elderly man to vote in the first election open to citizens of all races.



Struggles for Democracy 609

South Africa Under Apartheid

10.10.1; 10.10.2

Critical Thinking

- Why didn't South Africa's black majority use its greater numbers to overpower the white minority? (*Possible Answers: Whites had greater military strength. Poverty may have made it difficult to organize resistance.*)
- Ask students if the United States had anything comparable to South Africa's "homelands." (*Possible Answers: Some students might argue that reservations for Native Americans are similar. Others may note that discriminatory policies, such as "redlining"—refusing to offer home mortgages or home insurance to certain areas because of the race or income of the residents—contributed to the formation of ghettos.*)

In-Depth Resources: Unit 5

- Primary Source: from *Kaffir Boy*, p. 59

Tip for Gifted and Talented Students

As the former colonies of the British Empire gained independence, they decided to join Britain in a free, voluntary association called the British Commonwealth. The members have no legal or formal obligation to one another, but rather are held together by shared traditions and institutions, as well as by economic self-interest. Today, there are more than 50 members in the Commonwealth. (In 1946, the word *British* was dropped from the organization's title.)

MAIN IDEA

Making Inferences

How did the policy of apartheid strengthen whites' hold on power?

B. Possible

Answers It kept the races separate; forced blacks to use segregated, inferior facilities; and gave whites the best land.

DIFFERENTIATING INSTRUCTION: ENGLISH LEARNERS

Creating a South Africa Glossary

Class Time 20 minutes

Task Creating a glossary

Purpose To familiarize students with difficult words

Instructions Have students read "South Africa Under Apartheid" on this page. Then have them use the text and a dictionary to create a glossary of challenging words in the passage. Tell students that words should be in alphabetical order and that students should note the number of the paragraph in which the word appears. A sample glossary follows.

African National Congress organization that wanted to end apartheid (4)

Afrikaner a Dutch South African (2)

apartheid complete separation of races (2)

homelands poor-quality land set aside for South Africa's major black groups (3)

Nelson Mandela African National Congress leader (4)

Stephen Biko popular protest leader killed by police (5)

Struggle for Democracy

10.10.1; 10.10.2; 10.10.3

Critical Thinking

- Do you think economic sanctions can help eliminate racism? (*No—Sanctions do not change the way people think. Yes—Sanctions gradually contribute to a shift in people’s beliefs.*)
- Why would the *New York Times* assert that Mbeki’s views on AIDS might undermine “all his good work”? (*Possible Answer: believed that Mbeki’s statements called into question his suitability for public office*)

Electronic Library of Primary Sources

- from “Masakhane—Let Us Build Together”

History Makers

Nelson Mandela and F. W. de Klerk

Ask students why legal training might be useful to political leaders such as Nelson Mandela and F. W. de Klerk. (*Possible Answer: would be indispensable to leaders seeking to end discrimination*)

Both Mandela and de Klerk were called traitors by some members of their own parties. Some whites believed that black rule would destroy South Africa, while some members of the ANC wanted to rid South Africa of all whites. Moderate voices won out, and both races are working together.

In-Depth Resources: Unit 5

- Primary Source: Mandela’s Inaugural Address, p. 60
- History Makers: Nelson Mandela, p. 67

Patterns of Interaction Video Series

- Revolutions in Latin America and South Africa

Struggle for Democracy

By the late 1980s, South Africa was under great pressure to change. For years, a black South African bishop, Desmond Tutu, had led an economic campaign against apartheid. He asked foreign nations not to do business with South Africa. In response, many nations imposed trade restrictions. They also isolated South Africa in other ways, for example, by banning South Africa from the Olympic Games. (In 1984, Tutu won the Nobel Peace Prize for his nonviolent methods.)

The First Steps In 1989, white South Africans elected a new president, F. W. de Klerk. His goal was to transform South Africa and end its isolation. In February 1990, he legalized the ANC and also released Nelson Mandela from prison.

These dramatic actions marked the beginning of a new era in South Africa. Over the next 18 months, the South African parliament repealed apartheid laws that had segregated public facilities and restricted land ownership by blacks. World leaders welcomed these changes and began to ease restrictions on South Africa.

Although some legal barriers had fallen, others would remain until a new constitution was in place. First, the country needed to form a multiracial government. After lengthy negotiations, President de Klerk agreed to hold South Africa’s first universal elections, in which people of all races could vote, in April 1994.

Majority Rule Among the candidates for president were F. W. de Klerk and Nelson Mandela. During the campaign, the Inkatha Freedom Party—a rival party to the ANC—threatened to disrupt the process. Nevertheless, the vote went smoothly. South Africans of all races peacefully waited at the polls in long lines. To no one’s surprise, the ANC won 63 percent of the vote. They won 252 of 400 seats in the National Assembly (the larger of the two houses in Parliament). Mandela was elected president. Mandela stepped down in 1999, but the nation’s democratic government continued.

A New Constitution In 1996, after much debate, South African lawmakers passed a new, more democratic constitution. It guaranteed equal rights for all citizens. The constitution included a bill of rights modeled on the U.S. Bill of Rights. The political changes that South Africa had achieved gave other peoples around the world great hope for the future of democracy.

South Africa Today In 1999, ANC official Thabo Mbeki won election as president in a peaceful transition of power. As Mbeki assumed office, he faced a number of serious challenges. These included high crime rates—South Africa’s

MAIN IDEA

Recognizing Effects

How did Desmond Tutu help force South Africa to end apartheid?

C. Answer He convinced the world to bring economic pressure on South Africa.

History Makers



Nelson Mandela 1918–

Nelson Mandela has said that he first grew interested in politics when he heard elders in his village describe how freely his people lived before whites came. Inspired to help his people regain that freedom, Mandela trained as a lawyer and

became a top official in the ANC. Convinced that apartheid would never end peacefully, he joined the armed struggle against white rule. For this, he was imprisoned for 27 years.

After his presidential victory, Mandela continued to work to heal his country.



F. W. de Klerk 1936–

Like Mandela, Frederik W. de Klerk also trained as a lawyer. Born to an Afrikaner family with close links to the National Party, de Klerk was elected to Parliament in 1972.

A firm party loyalist, de Klerk backed apartheid but was also open to

reform. Friends say that his flexibility on racial issues stemmed from his relatively liberal religious background.

In 1993, de Klerk and Mandela were jointly awarded the Nobel Peace Prize for their efforts to bring democracy to South Africa.

INTEGRATED TECHNOLOGY

RESEARCH LINKS For more on Nelson Mandela and F. W. de Klerk, go to classzone.com

DIFFERENTIATING INSTRUCTION: STRUGGLING READERS

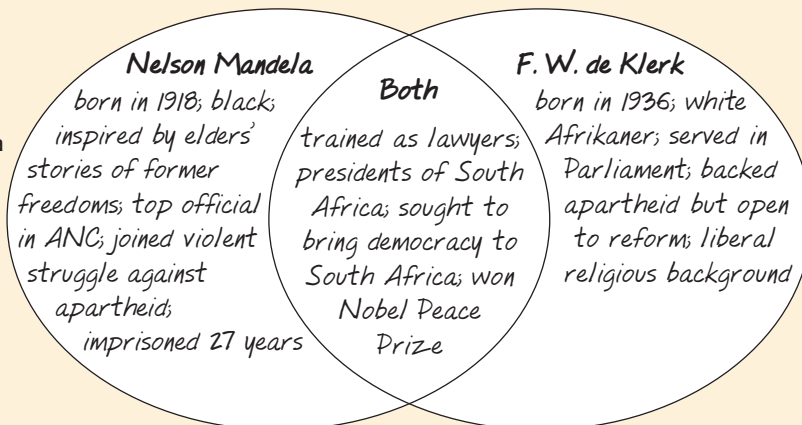
South African Leaders

Class Time 15 minutes

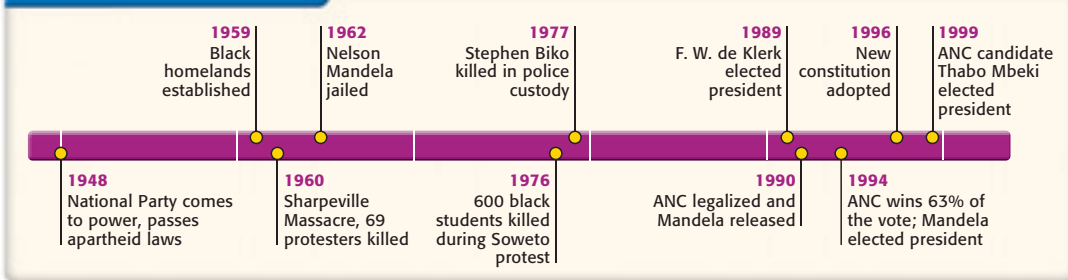
Task Creating a Venn diagram

Purpose To help students learn about the backgrounds of Nelson Mandela and F. W. de Klerk

Instructions Ask students to draw a Venn diagram in their notebooks. Then ask them to read the History Makers feature on this page and fill in the diagram. An example follows.



South Africa, 1948–2000




▲ This was South Africa's flag from 1927 to 1994.


▲ South Africa adopted this flag in 1994.

rape and murder rates were among the highest in the world. Unemployment stood at about 40 percent among South Africa's blacks, and about 60 percent lived below the poverty level. In addition, an economic downturn discouraged foreign investment. Mbeki promoted a free-market economic policy to repair South Africa's infrastructure and to encourage foreign investors. In 2002, South Africa was engaged in negotiations to establish free-trade agreements with a number of countries around the world, including those of the European Union as well as Japan, Canada, and the United States. This was an attempt at opening the South African economy to foreign competition and investment, and promoting growth and employment. One of the biggest problems facing South Africa was the AIDS epidemic. Some estimates concluded that 6 million South Africans were likely to die of AIDS by 2010. Mbeki disputed that AIDS was caused by HIV (human immunodeficiency virus). His opinion put South Africa at odds with the scientific consensus throughout the world. The *New York Times* stated that Mbeki was in danger of undermining "all his good work with his stance on AIDS." In Section 3, you will read how democratic ideas changed another part of the world, the Communist Soviet Union.

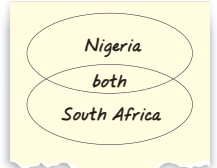
More About . . .

Thabo Mbeki
South African President Thabo Mbeki's controversial statements have not been restricted to AIDS. About the 2003 war in Iraq, Mbeki remarked that "The prospect facing the people of Iraq should serve as sufficient warning that in [the] future we too might have others descend on us, guns in hand to force-feed us [with their democracy]." Mbeki insisted that democracy had to be homegrown and practiced within a country's social context, not imported.

SECTION 2 ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.
• federal system • martial law • dissident • apartheid • Nelson Mandela

USING YOUR NOTES
2. Which country is more democratic? Explain. (10.10.3)



MAIN IDEAS
3. What effect did old colonial boundaries have on newly independent African states? (10.10.2)
4. What was the outcome of the war between Nigeria and Biafra? (10.10.2)
5. What were the homelands in South Africa? (10.10.2)

CRITICAL THINKING & WRITING
6. **IDENTIFYING PROBLEMS** What do you think is the main problem that Nigeria must overcome before it can establish a democratic government? (10.10.1)
7. **ANALYZING ISSUES** What are some of the important issues facing South Africa today? (10.10.1)
8. **RECOGNIZING EFFECTS** What were the main negative effects of the European colonizers' economic policies? (10.10.2)
9. **WRITING ACTIVITY** **REVOLUTION** Working in small teams, write **biographies** of South African leaders who were instrumental in the revolutionary overturn of apartheid. Include pictures if possible. (Writing 2.1.a)

CONNECT TO TODAY **MAKING AN ORAL REPORT**
Do research on the current policy of Thabo Mbeki and the South African government on HIV and AIDS in South Africa. Report your findings in an **oral report** to the class. (Writing 2.3.a)

3 ASSESS SECTION 2 ASSESSMENT

Have students answer the questions and then discuss their answers to items 6 and 7 in class.
Formal Assessment
• Section Quiz, p. 331

4 RETEACH
Have students make a time line (similar to the one on this page) showing important events in Nigeria's struggle for democracy. Discuss why Nigeria has had a difficult time achieving self-government.

In-Depth Resources: Unit 5
• Guided Reading, p. 51 (also in Spanish)
• Reteaching Activity, p. 70

ANSWERS

- 1. federal system, p. 607 • martial law, p. 607 • dissident, p. 608 • apartheid, p. 609 • Nelson Mandela, p. 609
- 2. **Sample Answer:** Nigeria—Civil war when Biafra seceded; South Africa—Passage of apartheid; Both—Former British colonies. South Africa's institutions make it more democratic.
- 3. dividing people of similar backgrounds or throwing rival groups together
- 4. Nigeria defeated and reabsorbed Biafra.
- 5. reserves set up by the minority white government for major black groups
- 6. **Possible Answer:** Leaders must end corruption and see that Nigeria's people benefit from its resource wealth.
- 7. high crime rates, unemployment, economic downturn, AIDS epidemic
- 8. **Possible Answers:** border issues; economic dependence on one or two products
- 9. **Rubric** Biographies should
 - describe important events in a person's life.
 - explain how the person helped overturn apartheid.

CONNECT TO TODAY
Rubric Oral reports should

- explain the government's policy.
- be well researched and clearly presented.

LESSON PLAN

OBJECTIVES

- Discuss Mikhail Gorbachev and his reforms.
- Identify events leading to the breakup of the Soviet Union.
- Describe Russia under Boris Yeltsin.
- Describe Russia under Vladimir Putin.

1 FOCUS & MOTIVATE

Ask students to describe what happens when a government collapses. (Possible Answers: confusion, violence, economic disruption)

2 INSTRUCT

Gorbachev Moves Toward Democracy

10.9.7

Critical Thinking

- Why did it take so long for Soviet leaders to reform their system? (Possible Answers: They were blinded by political ideology; they were interested in their own power and wealth, not the state's.)

CALIFORNIA RESOURCES

California Reading Toolkit, p. L87
California Modified Lesson Plans for English Learners, p. 169
California Daily Standards Practice Transparencies, TT79
California Standards Enrichment Workbook, pp. 103–104
California Standards Planner and Lesson Plans, p. L165
California Online Test Practice
California Test Generator CD-ROM
California Easy Planner CD-ROM
California eEdition CD-ROM



A man chisels a piece of the Berlin Wall for a souvenir just after the fall of communism in East Germany

Soldiers of the Chinese People's Liberation Army in Hong Kong, 1998

3

The Collapse of the Soviet Union

MAIN IDEA

REVOLUTION Democratic reforms brought important changes to the Soviet Union.

WHY IT MATTERS NOW

Russia continues to struggle to establish democracy.

TERMS & NAMES

- Politburo
- Mikhail Gorbachev
- glasnost
- perestroika
- Boris Yeltsin
- CIS
- “shock therapy”

CALIFORNIA STANDARDS

10.9.7 Analyze the reasons for the collapse of the Soviet Union, including the weakness of the command economy, burdens of military commitments, and growing resistance to Soviet rule by dissidents in satellite states and the non-Russian Soviet republics.

CST 3 Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.

REP 4 Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

SETTING THE STAGE After World War II, the Soviet Union and the United States engaged in a Cold War, which you read about in Chapter 17. Each tried to increase its worldwide influence. The Soviet Union extended its power over much of Eastern Europe. By the 1960s, it appeared that communism was permanently established in the region. During the 1960s and 1970s, the Soviet Union's Communist leadership kept tight control over the Soviet people. But big changes, including democratic reforms, were on the horizon.

Gorbachev Moves Toward Democracy

Soviet premier Leonid Brezhnev and the **Politburo**—the ruling committee of the Communist Party—crushed all political disagreement. Censors decided what writers could publish. The Communist Party also restricted freedom of speech and worship. After Brezhnev's death in 1982, the aging leadership of the Soviet Union tried to hold on to power. However, each of Brezhnev's two successors died after only about a year in office. Who would succeed them?

A Younger Leader To answer that question, the Politburo debated between two men. One was **Mikhail Gorbachev** (mih•KYL GAWR•buh•chawf). Gorbachev's supporters praised his youth, energy, and political skills. With their backing, Gorbachev became the party's new general secretary. In choosing him, Politburo members did not realize they were unleashing another Russian Revolution.

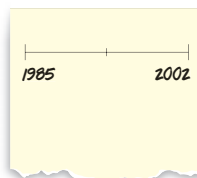
The Soviet people welcomed Gorbachev's election. At 54, he was the youngest Soviet leader since Stalin. Gorbachev was only a child during Stalin's ruthless purge of independent-minded party members. Unlike other Soviet leaders, Gorbachev decided to pursue new ideas.

Glasnost Promotes Openness Past Soviet leaders had created a totalitarian state. It rewarded silence and discouraged individuals from acting on their own. As a result, Soviet society rarely changed, and the Soviet economy stagnated. Gorbachev realized that economic and social reforms could not occur without a free flow of ideas and information. In 1985, he announced a policy known as **glasnost** (GLAHS•nuhst), or openness.

Glasnost brought remarkable changes. The government allowed churches to open. It released dissidents from prison and allowed the publication of books by previously banned authors. Reporters investigated problems and criticized officials.

TAKING NOTES

Following Chronological Order Use a time line to record significant events in the Soviet Union and Russia.



612 Chapter 19

SECTION 3 PROGRAM RESOURCES

ALL STUDENTS

In Depth Resources: Unit 5

- Guided Reading, p. 52

Formal Assessment

- Section Quiz, p. 332

ENGLISH LEARNERS

In Depth Resources in Spanish

- Guided Reading, p. 149

Reading Study Guide (Spanish), p. 205

Reading Study Guide Audio CD (Spanish)

STRUGGLING READERS

In Depth Resources: Unit 5

- Guided Reading, p. 52
- Building Vocabulary, p. 55
- Reteaching Activity, p. 71

Reading Study Guide, p. 205

Reading Study Guide Audio CD

GIFTED AND TALENTED STUDENTS

In Depth Resources: Unit 5

- Primary Source: Political Cartoon, p. 61

INTEGRATED TECHNOLOGY

eEdition CD-ROM

Power Presentations CD-ROM

classzone.com

➤ Analyzing Political Cartoons

Glasnost

Mikhail Gorbachev's policies of glasnost and perestroika shook up the traditional way of doing things in the Soviet economy and in the society at large.

SKILLBUILDER:

Interpreting Visual Sources

- 1. Making Inferences** One arrow points down the road toward stagnation. Where is the other arrow, pointing in the opposite direction, likely to lead?
- 2. Drawing Conclusions** Why might the Soviet Union look different to the figure in the cartoon?



Analyzing Political Cartoons

Glasnost

Ask students if they are familiar with the reference to “Toto” in the cartoon bubble. (a play on the famous line in the movie *The Wizard of Oz*, in which Dorothy says to her dog, “Toto, I’ve a feeling we’re not in Kansas anymore.”)

Extension Ask students if they can think of any Russian words that have entered English as loanwords. (Possible Answers: *beluga*, *mammoth*, *steppe*, *babushka*)

SKILLBUILDER Answers

- 1. Making Inferences** away from stagnation to a dynamic new society and economy
- 2. Drawing Conclusions** because Gorbachev’s policies were so different

Reforming the Economy and Politics

The new openness allowed Soviet citizens to complain about economic problems. Consumers protested that they had to stand in lines to buy food and other basics.

Economic Restructuring Gorbachev blamed these problems on the Soviet Union’s inefficient system of central planning. Under central planning, party officials told farm and factory managers how much to produce. They also told them what wages to pay and what prices to charge. Because individuals could not increase their pay by producing more, they had little motive to improve efficiency. 📌

In 1985, Gorbachev introduced the idea of **perestroika** (PEHR•ih•STROY•kuh), or economic restructuring. In 1986, he made changes to revive the Soviet economy. Local managers gained greater authority over their farms and factories, and people were allowed to open small private businesses. Gorbachev’s goal was not to throw out communism, but to make the economic system more efficient and productive.

Democratization Opens the Political System Gorbachev also knew that for the economy to improve, the Communist Party would have to loosen its grip on Soviet society and politics. In 1987, he unveiled a third new policy, called democratization. This would be a gradual opening of the political system.

The plan called for the election of a new legislative body. In the past, voters had merely approved candidates who were handpicked by the Communist Party. Now, voters could choose from a list of candidates for each office. The election produced many surprises. In several places, voters chose lesser-known candidates and reformers over powerful party bosses.

Foreign Policy Soviet foreign policy also changed. To compete militarily with the Soviet Union, President Ronald Reagan had begun the most expensive military buildup in peacetime history, costing more than \$2 trillion. Under pressure from U.S. military spending, Gorbachev realized that the Soviet economy could not afford the costly arms race. Arms control became one of Gorbachev’s top priorities. In December 1987, he and Reagan signed the Intermediate-Range Nuclear Forces (INF) Treaty. This treaty banned nuclear missiles with ranges of 300 to 3,400 miles.

Struggles for Democracy 613

MAIN IDEA

Making Inferences

📌 Why would it be inefficient for the central government to decide what should be produced all over the country?

A. Possible Answer because the central government would not understand local conditions, needs, or problems

Reforming the Economy and Politics

10.9.7

Critical Thinking

- Why might Gorbachev have chosen to allow private businesses only on a small scale? (Possible Answer: He believed that broader reforms would have harmed the interests of powerful people to whom he was politically vulnerable.)
- Why might people have voted for powerful party bosses rather than for candidates who advocated change? (Possible Answer: They may not have dared to risk the anger of the powerful bosses.)

DIFFERENTIATING INSTRUCTION: ENGLISH LEARNERS

Charting Gorbachev’s Reforms

Class Time 20 minutes

Task Creating a table

Purpose To familiarize students with Gorbachev’s three major reform policies

Instructions Have students read pages 612–613 and create a three-column list like the one shown. Students who need more help should complete the Reading Study Guide activity for this lesson (also available in Spanish).

<i>glasnost</i>	<i>perestroika</i>	<i>democratization</i>
<ul style="list-style-type: none"> • = “openness” • Churches opened • Political prisoners released • Banned authors allowed to publish books • Okay for reporters to criticize officials 	<ul style="list-style-type: none"> • = “economic restructuring” • Managers of farms and factories could make more decisions on their own • People could open small private businesses • Tried to preserve communism 	<ul style="list-style-type: none"> • Gradual opening of the political system • Election of a new group of lawmakers • Communist Party no longer chose all candidates

The Soviet Union Faces Turmoil

10.9.7

Critical Thinking

- Based on Gorbachev's use of force in Lithuania in 1991, what were his views on the future of the Soviet Union at that time? (*Possible Answer: He probably had faith in the survival of the Union, otherwise he would not have ordered the attack on unarmed civilians.*)
- Why might Soviet military leaders have ignored orders to attack the parliament? (*Possible Answer: probably believed that the military would fare better under reformers*)
- Why might the August coup have accelerated the breakup of the Soviet Union? (*central authority too weak to prevent secessions*)

In Depth Resources: Unit 5

- Primary Source: Political Cartoon, p. 61

History Makers

Mikhail Gorbachev and Boris Yeltsin

Ask students to describe the differences between the characters of Gorbachev and Yeltsin. (*Possible Answer: Gorbachev seems more deliberative and diplomatic, while Yeltsin appears impulsive.*)

Gorbachev brought a new sense of energy and style to official life in the Soviet Union. He even walked through crowds, shaking hands like an American politician, a custom unheard of in Soviet politics.

The Soviet Union Faces Turmoil

Gorbachev's new thinking led him to support movements for change in both the economic and political systems within the Soviet Union. Powerful forces for democracy were building in the country, and Gorbachev decided not to oppose reform. Glasnost, perestroika, and democratization were all means to reform the system. However, the move to reform the Soviet Union ultimately led to its breakup.

Various nationalities in the Soviet Union began to call for their freedom. More than 100 ethnic groups lived in the Soviet Union. Russians were the largest, most powerful group. However, non-Russians formed a majority in the 14 Soviet republics other than Russia.

Ethnic tensions brewed beneath the surface of Soviet society. As reforms loosened central controls, unrest spread across the country. Nationalist groups in Georgia, Ukraine, and Moldavia (now Moldova) demanded self-rule. The Muslim peoples of Soviet Central Asia called for religious freedom.

Lithuania Defies Gorbachev The first challenge came from the Baltic nations of Lithuania, Estonia, and Latvia. These republics had been independent states between the two world wars, until the Soviets annexed them in 1940. Fifty years later, in March 1990, Lithuania declared its independence. To try to force it back into the Soviet Union, Gorbachev ordered an economic blockade of the republic.

Although Gorbachev was reluctant to use stronger measures, he feared that Lithuania's example might encourage other republics to secede. In January 1991, Soviet troops attacked unarmed civilians in Lithuania's capital. The army killed 14 and wounded hundreds.

Yeltsin Denounces Gorbachev The assault in Lithuania and the lack of economic progress damaged Gorbachev's popularity. People looked for leadership to **Boris Yeltsin**. He was a member of parliament and former mayor of Moscow. Yeltsin criticized the crackdown in Lithuania and the slow pace of reforms. In June 1991, voters chose Yeltsin to become the Russian Federation's first directly elected president.

In spite of their rivalry, Yeltsin and Gorbachev faced a common enemy in the old guard of Communist officials. Hard-liners—conservatives who opposed reform—were furious that Gorbachev had given up the Soviet Union's role as the dominant force in Eastern Europe. They also feared losing their power and privileges. These officials vowed to overthrow Gorbachev and undo his reforms.

History Makers



Mikhail Gorbachev 1931–

Mikhail Gorbachev's background shaped the role he would play in history. Both of his grandfathers were arrested during Stalin's purges. Both were eventually freed. However, Gorbachev

never forgot his grandfathers' stories.

After working on a state farm, Gorbachev studied law in Moscow and joined the Communist Party. As an official in a farming region, Gorbachev learned much about the Soviet system and its problems.

He advanced quickly in the party. When he became general secretary in 1985, he was the youngest Politburo member and a man who wanted to bring change. He succeeded. Although he pursued reform to save the Soviet Union, ultimately he triggered its breakup.



Boris Yeltsin 1931–

Boris Yeltsin was raised in poverty. For 10 years, his family lived in a single room.

As a youth, Yeltsin earned good grades but behaved badly. Mikhail Gorbachev named him party boss and mayor of

Moscow in 1985. Yeltsin's outspokenness got him into trouble. At one meeting, he launched into a bitter speech criticizing conservatives for working against perestroika. Gorbachev fired him for the sake of party unity.

Yeltsin made a dramatic comeback and won a seat in parliament in 1989. Parliament elected him president of Russia in 1990, and voters reelected him in 1991. Due at least in part to his failing health (heart problems), Yeltsin resigned in 1999.

COOPERATIVE LEARNING

Creating a Travel Guide

Class Time 35 minutes

Task Creating a travel brochure

Purpose To familiarize students with a former Soviet republic

Instructions Divide students into pairs and tell them that they will be assembling a travel guide booklet for Lithuania. Explain that they are to use the library or the Internet to gather information. Tell each group that they will need to allocate responsibility for each section of their booklet before they begin their research. Each booklet should include a short historical essay; details about geography and climate; concise outlines of

Lithuania's government, economy, and people; and brief descriptions of its languages and religions. Students can also choose to include additional information, such as the current average cost of airfare; an outline of the country's arts; maps and other visuals; and details about Lithuania's currency, major newspapers and magazines, places to stay and eat, and the best spots to shop or be entertained. Encourage students to think carefully about how to order their information and to be creative in designing their guides.

The Breakup of the Soviet Union, 1991

**GEOGRAPHY SKILLBUILDER: Interpreting Maps**

- Place** What are the 15 republics of the former Soviet Union?
- Region** Which republic received the largest percentage of the former Soviet Union's territory?

The August Coup On August 18, 1991, the hardliners detained Gorbachev at his vacation home on the Black Sea. They demanded his resignation as Soviet president. Early the next day, hundreds of tanks and armored vehicles rolled into Moscow. However, the Soviet people had lost their fear of the party. They were willing to defend their freedoms. Protesters gathered at the Russian parliament building, where Yeltsin had his office.

Around midday, Yeltsin emerged and climbed atop one of the tanks. As his supporters cheered, Yeltsin declared, “We proclaim all decisions and decrees of this committee to be illegal. . . . We appeal to the citizens of Russia to . . . demand a return of the country to normal constitutional developments.”

On August 20, the hardliners ordered troops to attack the parliament building, but they refused. Their refusal turned the tide. On August 21, the military withdrew its forces from Moscow. That night, Gorbachev returned to Moscow.

End of the Soviet Union The coup attempt sparked anger against the Communist Party. Gorbachev resigned as general secretary of the party. The Soviet parliament voted to stop all party activities. Having first seized power in 1917 in a coup that succeeded, the Communist Party now collapsed because of a coup that failed.

The coup also played a decisive role in accelerating the breakup of the Soviet Union. Estonia and Latvia quickly declared their independence. Other republics soon followed. Although Gorbachev pleaded for unity, no one was listening. By early December, all 15 republics had declared independence.

Yeltsin met with the leaders of other republics to chart a new course. They agreed to form the Commonwealth of Independent States, or **CIS**, a loose federation of former Soviet territories. Only the Baltic republics and Georgia declined to

MAIN IDEA**Analyzing Motives**

Why do you think the Soviet troops refused the order to attack the parliament building?

B. Possible

Answers They were inspired by Yeltsin's courage, they were sick of Communist rule, or they were unwilling to gun down civilians.

History from Visuals

Interpreting the Map

List the former Soviet republics that do not share a border with Russia. (*Moldova, Armenia, Turkmenistan, Uzbekistan, Tajikistan, and Kyrgyzstan*)

Extension Which of the former Soviet republics do you think have the best prospects for economic and political success? (*Possible Answer: Estonia, Latvia, and Lithuania, because of their proximity to Europe and access to the Baltic Sea*)

SKILLBUILDER Answers

- Place** Russia, Kazakhstan, Ukraine, Turkmenistan, Uzbekistan, Belarus, Kyrgyzstan, Tajikistan, Azerbaijan, Georgia, Lithuania, Latvia, Estonia, Moldova, Armenia
- Region** Russia

More About . . .

The August Coup

The coup attempt hurt Gorbachev politically by making it appear that he lacked control. Yeltsin, on the other hand, emerged as a triumphant figure. To many Soviets, Gorbachev seemed to represent the past, and Yeltsin symbolized the future.

Vocabulary Note: Word Origins

The U.S. state of Georgia is named for England's King George II. The name for the Republic of Georgia is said to derive from *gurj*—a Persian name for the region's inhabitants.

Struggles for Democracy 615

DIFFERENTIATING INSTRUCTION: GIFTED AND TALENTED STUDENTS

Creating a Biography of Boris Yeltsin

Class Time 40 minutes

Task Writing a biography of Boris Yeltsin

Purpose To learn more about a Soviet leader

Instructions Tell students that they will be writing a biography about Boris Yeltsin for young readers. Explain that readers will be about ten years old, so the books need to be written at a level that such an audience can understand. Before students begin their research, ask them to create a preliminary design for their books. Have them decide on a number of chapters or sections. These might include chapters about Yeltsin's

childhood and education, his work experience and involvement with the Communist Party, his family life, Yeltsin's presidency, and his retirement. Suggest to students that they include a glossary at the end of their books so that readers can look up difficult terms, such as *Communist Party*. Ask students to think hard about how to enliven the text for young readers. Encourage them to think of ways to connect the information to readers' lives and to incorporate lots of interesting pictures and other visuals—maps and illustrated time lines, for example.

Russia Under Boris Yeltsin 10.9.7

Critical Thinking

- What consequences might result from 800-percent inflation? (*Possible Answers: development of a black market; widespread poverty; increase in crime*)
- How might Yeltsin's response to Chechnya's declaration of independence parallel Gorbachev's reaction to Lithuania's? (*Possible Answer: Yeltsin may have felt that using force in Chechnya would discourage other regions of the Russian Republic from seceding.*)

More About . . .

Boris Yeltsin's Retirement

Yeltsin announced his retirement on New Year's Eve of 2000. During his speech to the Russian people, he expressed remorse for the hardship his policies had caused, saying, "I want to ask you for forgiveness, because many of our hopes have not come true, because what we thought would be easy turned out to be painfully difficult. I ask [you] to forgive me for not fulfilling some hopes of those people who believed that we would be able to jump from the grey, stagnating, totalitarian past into a bright, rich and civilized future in one go. I myself believed in this. But it could not be done in one fell swoop. In some respects I was too naive. Some of the problems were too complex."

▼ A Russian soldier throws away a spent shell case near the Chechnyan capital of Grozny.



join. The formation of the CIS meant the death of the Soviet Union. On Christmas Day 1991, Gorbachev announced his resignation as president of the Soviet Union, a country that ceased to exist.

Russia Under Boris Yeltsin

As president of the large Russian Federation, Boris Yeltsin was now the most powerful figure in the CIS. He would face many problems, including an ailing economy, tough political opposition, and an unpopular war.

Yeltsin Faces Problems One of Yeltsin's goals was to reform the Russian economy. He adopted a bold plan known as "**shock therapy**," an abrupt shift to free-market economics. Yeltsin lowered trade barriers, removed price controls, and ended subsidies to state-owned industries.

Initially, the plan produced more shock than therapy. Prices soared; from 1992 to 1994, the inflation rate averaged 800 percent. Many factories dependent on government money had to cut production or shut down entirely. This forced thousands of people out of work. By 1993, most Russians were suffering economic hardship:

PRIMARY SOURCE

A visitor to Moscow cannot escape the feeling of a society in collapse. Child beggars accost foreigners on the street. . . . Children ask why they should stay in school when educated professionals do not make enough money to survive. . . . A garment worker complains that now her wages do not cover even the food bills, while fear of growing crime makes her dread leaving home.

DAVID M. KOTZ, "The Cure That Could Kill"

Economic problems fueled a political crisis. In October 1993, legislators opposed to Yeltsin's policies shut themselves inside the parliament building. Yeltsin ordered troops to bombard the building, forcing hundreds of rebel legislators to surrender. Many were killed. Opponents accused Yeltsin of acting like a dictator.

Chechnya Rebels Yeltsin's troubles included war in Chechnya (CHEHCH•nee•uh), a largely Muslim area in southwestern Russia. In 1991, Chechnya declared its independence, but Yeltsin denied the region's right to secede. In 1994, he ordered 40,000 Russian troops into the breakaway republic. Russian forces reduced the capital city of Grozny (GROHZ•nee) to rubble. News of the death and destruction sparked anger throughout Russia.

With an election coming, Yeltsin sought to end the war. In August 1996, the two sides signed a cease-fire. That year, Yeltsin won reelection. War soon broke out again between Russia and Chechnya, however. In 1999, as the fighting raged, Yeltsin resigned and named Vladimir Putin as acting president.

Vocabulary
subsidies: government funds given in support of industries

MAIN IDEA

Evaluating Decisions

Compare Yeltsin's action here to his actions during the August Coup. Which were more supportive of democracy?

C. Possible Answer
He was more supportive of democracy during the August Coup, because he defied a military takeover. Here he used the military to stay in power.

DIFFERENTIATING INSTRUCTION: STRUGGLING READERS

Russia Under Boris Yeltsin

Class Time 25 minutes

Task Rewriting passages in students' own words

Purpose To help students understand the text by having them rephrase passages

Instructions Tell students to pick two paragraphs from "Russia Under Boris Yeltsin" and paraphrase them. Make the activity more enjoyable for students by encouraging them to use informal language. A sample paragraph follows.

Students who need more help should complete the Guided Reading activity for this section.

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Yeltsin Has a Rough Time

One thing Yeltsin wanted to do was to bring free markets to Russia. He didn't want to take his time about it, so he just plowed right ahead with his plans. He made it easier for other nations to trade with Russia by charging them less. He told the government to stop deciding what prices people had to sell stuff for. And he stopped giving money to industries that were owned by the government.

19 GUIDED READING The Collapse of the Soviet Union
Section 3

A. Analyzing Causes and Recognizing Effects As you read this section, explain how economic factors contributed to each problem or crisis.

Problem/Crisis	Response
1. Soviet citizens that received payments as a result of devaluation on public's banking national deposits.	
2. The Russian economy was inefficient and unproductive.	
3. The Soviet U.S. arms race had become too costly.	
4. In August 1991, hard-line staged a coup against Yeltsin.	
5. The Soviet Union broke up.	
6. The Russian economy under Boris Yeltsin was ailing.	
7. In 1991, Chechnya declared its independence.	

B. Classifying On the back of this paper, divide the following terms.

glasnost perestroika CIS

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In Depth Resources: Unit 5

Russia Under Vladimir Putin

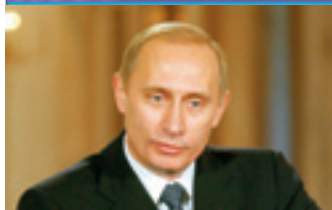
Putin forcefully dealt with the rebellion in Chechnya—a popular move that helped him win the presidential election in 2000. Nonetheless, the fighting in the region dragged on for years.

Troubles Continue in Chechnya In 2002, Russia said that the war in Chechnya was nearing an end. In July 2002, the Kremlin said it would begin pulling some of its 80,000 troops out of Chechnya, but Russia had made and broken such a promise before. Then, in October 2002, Chechen rebels seized a theater in Moscow, and more than 150 people died in the rescue attempt by Russian forces.

Economic, Political, and Social Problems The nation's economic problems continued, and some observers wondered whether Russian democracy could survive. A decade of change and reform between 1992 and 2002 caused enormous social upheaval in Russia. Experts estimated that there were between 30,000 and 50,000 homeless children on the streets of Moscow. About half of these children were younger than 13. Other indications of a society experiencing severe stress included high rates of domestic violence and unemployment, a steep population decline, and declines in the standard of living and the average life expectancy.

Nonetheless, there were some signs of improvement under Putin. He stated that he favored a market economy, but one adapted to Russia's special circumstances. Unrest in the Soviet Union had an enormous impact on Central and Eastern Europe, as you will read in the next section.

History Makers



Vladimir Putin
1952–

Vladimir Putin worked for 15 years as an intelligence officer in the KGB (Committee for State Security). Six of those years were spent in East Germany. In 1990, at the age of 38, he retired from the KGB with the rank of lieutenant colonel.

Putin became first deputy mayor of Leningrad. In 1996, he moved to Moscow, where he joined the presidential staff. Eventually, Boris Yeltsin appointed Putin prime minister. When Yeltsin resigned at the end of 1999, he appointed Putin acting president. In March 2000, Putin won election as president.

INTEGRATED TECHNOLOGY

RESEARCH LINKS For more on Vladimir Putin, go to classzone.com

Russia Under Vladimir Putin

10.9.7

Critical Thinking

- How might Russians have felt about Yeltsin appointing Putin instead of calling an early election? (*Possible Answers: Some may have seen the move as a setback for democratic reform. Others may have seen the appointment as a wise move that would help maintain stability.*)
- Ask students what they think will happen to the Russian Republic if the current economic trend continues. (*Possible Answers: regional secession movements, a military coup*)

History Makers

Vladimir Putin

Why might Yeltsin have chosen Putin as his successor? (*Possible Answer: Yeltsin felt he could trust Putin to carry out the reforms he had initiated.*)

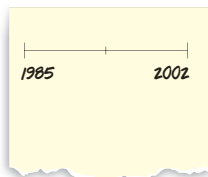
SECTION 3 ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- Politburo
- Mikhail Gorbachev
- glasnost
- perestroika
- Boris Yeltsin
- CIS
- “shock therapy”

USING YOUR NOTES

2. In what year did the Soviet Union break apart? (10.9.7)



MAIN IDEAS

3. What are some of the changes that Gorbachev made to the Soviet economy? (10.9.7)
4. After the breakup of the Soviet Union, what problems did Yeltsin face as the president of the Russian Federation? (10.9.7)
5. How did Putin deal with Chechnya? (10.9.7)

CRITICAL THINKING & WRITING

6. **SYNTHESIZING** How did Gorbachev's reforms help to move the Soviet Union toward democracy? (10.9.7)
7. **ANALYZING ISSUES** What are some of the problems that faced President Vladimir Putin in Russia? (10.9.7)
8. **COMPARING** In what ways were the policies of Gorbachev, Yeltsin, and Putin similar? (10.9.7)
9. **WRITING ACTIVITY** **REVOLUTION** It has been said that Gorbachev's reforms led to another Russian Revolution. In your opinion, what did this revolution overthrow? Support your opinion in a two-paragraph **essay**. (Writing 2.3.a)

INTEGRATED TECHNOLOGY INTERNET ACTIVITY

Use the Internet to research the situation in Chechnya today. Make a **poster** that includes a time line of the conflict, the leaders of the two sides, and war images. (CST 3)

INTERNET KEYWORD
Chechnya

Struggles for Democracy **617**

ASSESS

SECTION 3 ASSESSMENT

Have students work in small groups to discuss the questions.

Formal Assessment

- Section Quiz, p. 332

RETEACH

Have students use the Guided Reading activity to review main ideas.

In Depth Resources: Unit 5

- Guided Reading, p. 52 (also in Spanish)
- Reteaching Activity, p. 71

ANSWERS

1. Politburo, p. 612 • Mikhail Gorbachev, p. 612 • glasnost, p. 612 • perestroika, p. 613 • Boris Yeltsin, p. 614 • CIS, p. 615 • “shock therapy,” p. 616

2. **Sample Answer:** 1985 to 1987—Gorbachev introduces glasnost; 1991—coup attempt; 1992—Yeltsin's “shock therapy” begins; 1994—Russian forces destroy Chechen capital; 2000—Putin elected president. The Soviet Union collapsed in 1991.
3. gave local managers more authority, encouraged establishment of small businesses
4. economic reform, political opposition, rebellion in Chechnya

5. He took a hard line, gaining popularity with Russian voters.
6. by initiating glasnost and perestroika, which promoted civic and economic liberalization
7. rebellion in Chechnya, economic problems, social upheaval
8. All supported glasnost and perestroika; all favored economic reform; all favored greater democratization.

9. **Rubric** Essays should mention
- the breakup of the Soviet Union.
 - that authoritarian rule was replaced by more democratic practices.
 - that conservative Communists lost power.

INTEGRATED TECHNOLOGY

- Rubric** Posters should
- reflect current information on the conflict.
 - use appropriate visuals.

LESSON PLAN

OBJECTIVES

- Explain reforms in Poland and Hungary.
- Summarize changes in Germany.
- Describe democratic change in Czechoslovakia and Romania.
- Explain the conflict in the former Yugoslavia.

1 FOCUS & MOTIVATE

Ask students how living in a communist country might change their lives. (*Possible Answers: limits on speech and worship, fewer consumer goods available*)

2 INSTRUCT

Poland and Hungary Reform 10.9.1; 10.9.5

Critical Thinking

- Why might Hungary's Communist Party have voted itself out of existence? (*Possible Answer: Communism had a bad reputation, so party members may have wished to regroup under a different name.*)

CALIFORNIA RESOURCES

California Reading Toolkit, p. L88
California Modified Lesson Plans for English Learners, p. 171
California Daily Standards Practice Transparencies, TT80
California Standards Enrichment Workbook, pp. 91–92, 99–100, 103–104
California Standards Planner and Lesson Plans, p. L167
California Online Test Practice
California Test Generator CD-ROM
California Easy Planner CD-ROM
California eEdition CD-ROM



A man chisels a piece of the Berlin Wall for a souvenir just after the fall of communism in East Germany

Soldiers of the Chinese People's Liberation Army in Hong Kong, 1998

4

Changes in Central and Eastern Europe

MAIN IDEA

CULTURAL INTERACTION
Changes in the Soviet Union led to changes throughout Central and Eastern Europe.

WHY IT MATTERS NOW

Many Eastern European nations that overthrew Communist governments are still struggling with reform.

TERMS & NAMES

- Solidarity
- Lech Walesa
- reunification
- ethnic cleansing

CALIFORNIA STANDARDS

- 10.9.1** Compare the economic and military power shifts caused by the war, including the Yalta Pact, the development of nuclear weapons, Soviet control over Eastern European nations, and the economic recoveries of Germany and Japan.
- 10.9.5** Describe the uprisings in Poland (1952), Hungary (1956), and Czechoslovakia (1968) and those countries' resurgence in the 1970s and 1980s as people in Soviet satellites sought freedom from Soviet control.
- 10.9.7** Analyze the reasons for the collapse of the Soviet Union, including the weakness of the command economy, burdens of military commitments, and growing resistance to Soviet rule by dissidents in satellite states and the non-Russian Soviet republics.

SETTING THE STAGE The Soviet reforms of the late 1980s brought high hopes to the people of Central and Eastern Europe. For the first time in decades, they were free to make choices about the economic and political systems governing their lives. However, they soon discovered that increased freedom sometimes challenges the social order. Mikhail Gorbachev's new thinking in the Soviet Union led him to urge Central and Eastern European leaders to open up their economic and political systems.

Poland and Hungary Reform

The aging Communist rulers of Europe resisted reform. However, powerful forces for democracy were building in their countries. In the past, the threat of Soviet intervention had kept such forces in check. Now, Gorbachev was saying that the Soviet Union would not oppose reform.

Poland and Hungary were among the first countries in Eastern Europe to embrace the spirit of change. In 1980, Polish workers at the Gdansk shipyard went on strike, demanding government recognition of their union, **Solidarity**. When millions of Poles supported the action, the government gave in to the union's demands. Union leader **Lech Walesa** (lehk vah•WEHN•sah) became a national hero.

Solidarity Defeats Communists The next year, however, the Polish government banned Solidarity again and declared martial law. The Communist Party discovered that military rule could not revive Poland's failing economy. In the 1980s, industrial production declined, while foreign debt rose to more than \$40 billion.

Public discontent deepened as the economic crisis worsened. In August 1988, defiant workers walked off their jobs. They demanded raises and the legalization of Solidarity. The military leader, General Jaruzelski (YAH•roo•ZEHL•skee), agreed to hold talks with Solidarity leaders. In April 1989, Jaruzelski legalized Solidarity and agreed to hold Poland's first free election since the Communists took power.

In elections during 1989 and 1990, Polish voters voted against Communists and overwhelmingly chose Solidarity candidates. They elected Lech Walesa president.

Poland Votes Out Walesa After becoming president in 1990, Lech Walesa tried to revive Poland's bankrupt economy. Like Boris Yeltsin, he adopted a strategy of shock therapy to move Poland toward a free-market economy. As in Russia, inflation and unemployment shot up. By the mid-1990s, the economy was improving.

TAKING NOTES

Analyzing Causes Use a chart to record reasons that nations in Central and Eastern Europe broke apart.

Former nations	Reasons for breakup
Yugoslavia	
Czechoslovakia	

618 Chapter 19

SECTION 4 PROGRAM RESOURCES

ALL STUDENTS

In-Depth Resources: Unit 5

- Guided Reading, p. 53

Formal Assessment

- Section Quiz, p. 333

ENGLISH LEARNERS

In-Depth Resources in Spanish

- Guided Reading, p. 150

Reading Study Guide (Spanish), p. 207

Reading Study Guide Audio CD (Spanish)

STRUGGLING READERS

In-Depth Resources: Unit 5

- Guided Reading, p. 53
- Building Vocabulary, p. 55
- Reteaching Activity, p. 72

Reading Study Guide, p. 207

Reading Study Guide Audio CD

GIFTED AND TALENTED STUDENTS

In-Depth Resources: Unit 5

- Primary Source: from The Road to Manjača, p. 62
- Connections Across Time and Cultures, p. 68

Electronic Library of Primary Sources

INTEGRATED TECHNOLOGY

eEdition CD-ROM

Power Presentations CD-ROM

Geography Transparencies

- GT35 Germany, Post World War I–Present

World Art and Cultures Transparencies

- AT78 Burning Rods

Electronic Library of Primary Sources

- "Destruction of the Berlin Wall"
- "Will I Ever Go Home Again?"

classzone.com

Nevertheless, many Poles remained unhappy with the pace of economic progress. In the elections of 1995, they turned Walesa out of office in favor of a former Communist, Aleksander Kwasniewski (k-fahs•N'YEHF•skee).

Poland Under Kwasniewski President Kwasniewski led Poland in its drive to become part of a broader European community. In 1999, Poland became a full member of NATO. As a NATO member, Poland provided strong support in the war against terrorism after the attack on the World Trade Center in New York on September 11, 2001. In appreciation of Poland's support, President Bush invited Kwasniewski to Washington for a formal state visit in July 2002.

Kwasniewski continued the efforts of previous leaders to establish a strong market economy in Poland. Although unemployment and poverty continued to be deep-rooted problems, Kwasniewski pushed for democracy and free markets.

Hungarian Communists Disband Inspired by the changes in Poland, Hungarian leaders launched a sweeping reform program. To stimulate economic growth, reformers encouraged private enterprise and allowed a small stock market to operate. A new constitution permitted a multiparty system with free elections.

The pace of change grew faster when radical reformers took over a Communist Party congress in October 1989. The radicals deposed the party's leaders and then dissolved the party itself. Here was another first: a European Communist Party had voted itself out of existence. A year later, in national elections, the nation's voters put a non-Communist government in power.

In 1994, a socialist party—largely made up of former Communists—won a majority of seats in Hungary's parliament. The socialist party and a democratic party formed a coalition, or alliance, to rule.

In parliamentary elections in 1998, a liberal party won the most seats in the National Assembly. In 1999, Hungary joined the North Atlantic Treaty Organization as a full member. In the year 2001, there was a general economic downturn in Hungary. This was due to weak exports, decline in foreign investment, and excessive spending on state pensions and increased minimum wages.

▼ The fall of the Berlin Wall, November 10, 1989

Vocabulary
deposed: removed from power

Germany Reunifies

While Poland and Hungary were moving toward reform, East Germany's 77-year-old party boss, Erich Honecker, dismissed reforms as unnecessary. Then, in 1989, Hungary allowed vacationing East German tourists to cross the border into Austria. From there they could travel to West Germany. Thousands of East Germans took this new escape route to the west. 🗺️

Fall of the Berlin Wall In response, the East German government closed its borders entirely. By October 1989, huge demonstrations had broken out



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A. Answer The government of Hungary gave East Germans access to Hungary as an escape route to Austria and West Germany.

MAIN IDEA

Analyzing Causes
🗺️ How did the fall of communism in Hungary contribute to turmoil in East Germany?

More About . . .

Lech Walesa

When Lech Walesa was 18 months old, his father died. Before dying, he predicted that his wife would be proud of Lech someday.

At 24, Walesa began to work at the shipyard in Gdansk, Poland. He took up the struggle for free trade unions after seeing police shoot protesters. During the 1980 strike, Walesa and others locked themselves inside the shipyard. This attracted the attention of the world to their demands for a legally recognized union and the right to strike.

The government granted these demands but later outlawed Solidarity and jailed Walesa and other leaders. After his release, Walesa won both the Nobel Prize and his country's presidency.

Germany Reunifies

10.9.7

Critical Thinking

- Why did Hungary and Austria allow East Germans to cross their borders? (to pressure East German leaders into initiating reforms)
- How might West Germans' views about reunification have changed over time? (Possible Answer: At first, they were overjoyed to be reunited. Later, they worried about economic sacrifices.)

Electronic Library of Primary Sources

- "Destruction of the Berlin Wall"

Geography Transparencies

- GT35 Germany, Post World War I–Present

DIFFERENTIATING INSTRUCTION: ENGLISH LEARNERS

Writing Mini-Biographies

Class Time 15 minutes

Task Writing short biographies

Purpose To familiarize students with important individuals from the recent history of Poland

Instructions Ask students to read "Poland and Hungary Reform" on pages 618–619, listing the people mentioned in the text as they read. Then have students write down information next to each individual's name that describes why they are relevant to the passage.

Students who need more help should complete the Reading Study Guide activity for this section (also available in Spanish).

Mikhail Gorbachev Soviet reformer who encouraged Central and Eastern Europe to change economic and political systems

Lech Walesa A leader of Poland's Solidarity union who became president of Poland in 1990

General Jaruzelski Poland's military leader who agreed to hold free elections

Boris Yeltsin Russian president who introduced economic "shock therapy"

Aleksander Kwasniewski Former communist who became president of Poland in 1995

More About . . .

Germany's Challenges

After communism fell, refugees flooded into Germany from the poorer countries of Eastern Europe. This angered many Germans, who accused foreigners of stealing jobs by working for cheap wages. Thousands of angry young people joined neo-Nazi groups, which began to carry out violent actions against foreigners. In May 1993, five Turkish immigrants died when their house was set on fire. Attacks such as this revived the ugly memories of Nazi violence in the 1930s. By the 1990s, however, Germany had deep democratic roots, and millions of Germans spoke out against racism and antiforeign violence.

History from Visuals

Interpreting the Map

Have students look over the major German industries listed in the key. Ask if they know of any products from these industries that are exported to the United States. (Possible Answer: Mercedes-Benz cars)

SKILLBUILDER Answers

- 1. Location** They are near borders and ports, which makes international trade easier.
- 2. Movement** They are near rivers and the sea, which provide a way to ship goods around the world.

in cities across East Germany. The protesters demanded the right to travel freely, and later added the demand for free elections. Honecker lost his authority with the party and resigned on October 18.

In June 1987, President Reagan had stood before the Berlin Wall and demanded: "Mr. Gorbachev, tear down this wall!" Two years later, the wall was indeed about to come down. The new East German leader, Egon Krenz, boldly gambled that he could restore stability by allowing people to leave East Germany. On November 9, 1989, he opened the Berlin Wall. The long-divided city of Berlin erupted in joyous celebration. Krenz's dramatic gamble to save communism did not work. By the end of 1989, the East German Communist Party had ceased to exist.

Reunification With the fall of Communism in East Germany, many Germans began to speak of **reunification**—the merging of the two Germanys. However, the movement for reunification worried many people, who feared a united Germany.

The West German chancellor, Helmut Kohl, assured world leaders that Germans had learned from the past. They were now committed to democracy and human rights. Kohl's assurances helped persuade other European nations to accept German reunification. Germany was officially reunited on October 3, 1990.

Germany's Challenges The newly united Germany faced serious problems. More than 40 years of Communist rule had left eastern Germany in ruins. Its railroads, highways, and telephone system had not been modernized since World War II. East German industries produced goods that could not compete in the global market.

Rebuilding eastern Germany's bankrupt economy was going to be a difficult, costly process. To pay these costs, Kohl raised taxes. As taxpayers tightened their belts, workers in eastern Germany faced a second problem—unemployment. Inefficient factories closed, depriving millions of workers of their jobs.

A New Chancellor In 1998, voters turned Kohl out of office and elected a new chancellor, Gerhard Schroeder, of the Socialist Democratic Party. Schroeder started out as a market reformer, but the slow growth of the German economy made the task of reform difficult. Although Germany had the world's third largest economy, it was the slowest-growing economy in Europe in the early years of the 21st century. Germany's unemployment rate was among the highest in Europe, and rising inflation was also a continuing problem. Nonetheless, Schroeder won re-election in 2002.

Reunification forced Germany to rethink its role in international affairs. As Central Europe's largest country, Germany gained global responsibilities. Schroeder and his foreign minister took an active role in European affairs.

MAIN IDEA

Clarifying
 Why would Europeans fear the reunification of Germany?
B. Possible Answer
 A reunified Germany would be larger and stronger than the two separate Germanys—and could once again be a military threat as Nazi Germany had been.



GEOGRAPHY SKILLBUILDER: Interpreting Maps
1. Location What is the relative location of business centers? Give possible reasons.
2. Movement Why might Hamburg and Kiel be shipbuilding centers, and what does this suggest about the movement of goods?

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DIFFERENTIATING INSTRUCTION: STRUGGLING READERS

Analyzing a Political Cartoon

Class Time 25 minutes

Task Analyzing a political cartoon

Purpose To have students think more about the events that shook communist Europe in October 1989

Instructions Have students study the political cartoon in In-Depth Resources: Unit 5. If students are having difficulty understanding the cartoon, encourage them to review "The Soviet Union Faces Turmoil" (pp. 614–616), "Poland and Hungary Reform" (pp. 618–619), and "Germany Reunifies" (pp. 619–620).

After they have studied the cartoon, ask students what has taken the place of trick or treat. (*reform, freedom*) What does USSR stand for, and what is the symbol on the bear's apron? (*Union of Soviet Socialist Republics; hammer and sickle—which represented the alliance of Soviet workers and peasants*) Why is the USSR represented as a bear? (*The bear is a national symbol of Russia.*) After students have answered these questions, have them complete the activity options.

19 PRIMARY SOURCE Political Cartoon

The political cartoon illustrates the dramatic revolutions that took place in October 1989, which converted governments in Poland, Hungary, and Czechoslovakia, Austria, and eastern-western Germany. According to the cartoon, what are the symbols of political ideology represented in the cartoon, and what message is the artist attempting to convey?

Activity Options

- 1. Distinguishing Main Ideas** With a small group of classmates, analyze the political cartoon. Which European countries and their symbols are represented as the bear's trick or treat? What do these countries and symbols represent? How do these countries and symbols relate to the events of October 1989?
- 2. Analyzing Political Cartoons** Share your own political cartoon about one of the struggles for democracy that are featured in Chapter 19. Discuss the political cartoon and share on page 622 and level of your interest in other cartoons. You display your cartoon in the classroom.

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In-Depth Resources: Unit 5

Democracy Spreads in Czechoslovakia

Changes in East Germany affected other European countries, including Czechoslovakia and Romania.

Czechoslovakia Reforms While huge crowds were demanding democracy in East Germany, neighboring Czechoslovakia remained quiet. A conservative government led by Milos Jakes resisted all change. In 1989, the police arrested several dissidents. Among these was the Czech playwright Václav Havel (VAH•tshlahv HAH•vehl), a popular critic of the government.

On October 28, 1989, about 10,000 people gathered in Wenceslas Square in the center of Prague. They demanded democracy and freedom. Hundreds were arrested. Three weeks later, about 25,000 students inspired by the fall of the Berlin Wall gathered in Prague to demand reform. Following orders from the government, the police brutally attacked the demonstrators and injured hundreds.

The government crackdown angered the Czech people. Huge crowds gathered in Wenceslas Square. They demanded an end to Communist rule. On November 25, about 500,000 protesters crowded into downtown Prague. Within hours, Milos Jakes and his entire Politburo resigned. One month later, a new parliament elected Václav Havel president of Czechoslovakia.

Czechoslovakia Breaks Up In Czechoslovakia, reformers also launched an economic program based on “shock therapy.” The program caused a sharp rise in unemployment. It especially hurt Slovakia, the republic occupying the eastern third of Czechoslovakia.

Unable to agree on economic policy, the country’s two parts—Slovakia and the Czech Republic—drifted apart. In spite of President Václav Havel’s pleas for unity, a movement to split the nation gained support among the people. Havel resigned because of this. Czechoslovakia split into two countries on January 1, 1993.

Havel was elected president of the Czech Republic. He won reelection in 1998. Then, in 2003, Havel stepped down as president, in part because of ill health. The Czech parliament chose Václav Klaus, a right-wing economist and former prime minister, to succeed him. The economy of the Czech Republic slowly improved in the face of some serious problems. The Czech Republic pushed to become a full member of the European Union (EU) by 2004.

Slovakia, too, proceeded on a reformist, pro-Western path. It experienced one of the highest economic growth rates in the region in 2002. It hoped to join both NATO and the EU in the near future.

Overthrow in Romania

By late 1989, only Romania seemed unmoved by the calls for reform. Romania’s ruthless Communist dictator Nicolae Ceausescu (chow•SHES•koo) maintained a firm grip on power. His secret police enforced his orders brutally. Nevertheless, Romanians were aware of the reforms in other countries. They began a protest movement of their own.

A Popular Uprising In December, Ceausescu ordered the army to fire on demonstrators in the city of Timisoara

Social History

The Romanian Language

The Romanians are the only people in Eastern Europe whose ancestry and language go back to the ancient Romans. Romanian is the only Eastern European language that developed from Latin. For this reason, Romanian is very different from the other languages spoken in the region.

Today’s Romanians are descended from the Dacians (the original people in the region), the Romans, and tribes that arrived later, such as the Goths, Huns, and Slavs.

Romanian remains the official language today. Minority groups within Romania (such as Hungarians, Germans, Gypsies, Jews, Turks, and Ukrainians) sometimes speak their own ethnic languages among themselves. Nonetheless, almost all the people speak Romanian as well.

INTEGRATED TECHNOLOGY

INTERNET ACTIVITY Create a poster on all the Romance languages, which developed from Latin. Go to classzone.com for your research.

Struggles for Democracy 621

Democracy Spreads in Czechoslovakia

10.9.5

Critical Thinking

- Why is the fall of communism in Czechoslovakia sometimes called the “Velvet Revolution”? (*Possible Answer: happened relatively smoothly*)
- What, in addition to economic differences, may have led to the division of Czechoslovakia? (*Possible Answer: ethnic differences*)

Overthrow in Romania

10.9.5; 10.9.7

Critical Thinking

- How could Ceausescu have been shocked by the sudden collapse of his power? (*Possible Answer: He may have mistaken fear of his power for loyalty.*)
- What factors might predispose some post-Communist states to corruption? (*Possible Answers: antiquated infrastructures; greater distance from democratic countries*)

Social History

The Romanian Language

Isolation of Romanian from other Romance tongues and close contact with Slavic languages and Hungarian caused Romanian phonology and grammar to develop differently.

INTEGRATED TECHNOLOGY

Rubric Posters should

- identify the different languages.
- use appropriate visuals.

COOPERATIVE LEARNING

Debating the Merits of Economic “Shock Therapy”

Class Time 45 minutes

Task Preparing for and holding a debate

Purpose To improve understanding of historical events and hone persuasive speaking skills

Instructions Divide students into small groups. Remind students that they learned in Section 3 that Boris Yeltsin’s plan of economic “shock therapy” initially produced more shock than therapy. Have groups review Sections 3 and 4 so that they are able to describe the following in their own words:

- what economic “shock therapy” is
- which governments have tried it
- what the results have been

Have half the groups gather information that shows positive results of this type of economic change. The other groups should look for negative results. As a class, discuss whether the positive results of economic shock therapy are worth the disruption it causes.

The Breakup of Yugoslavia
10.9.1; 10.9.5; 10.9.7

Critical Thinking

- Why might it have been easier for Slovenia and Croatia to win independence than Bosnia and Herzegovina? (*Possible Answers: stronger militarily; ethnically more homogeneous*)
- Why might Muslims make up a large percentage of Bosnia and Herzegovina's and Kosovo's populations? (*These regions were once part of the Muslim Ottoman Empire.*)
- Why was Milosevic extradited instead of being tried in Serbia? (*Possible Answer: Many Serbians continued to support him.*)

More About . . .

Ethnic Differences

Most Serbs are Orthodox Christians, unlike Croats, who are primarily Roman Catholic, and Muslims, who follow Islam. In the past, Croats and Muslims have dominated Serbs. Muslim Turks ruled Serbia for 400 years. During World War II, Croats joined forces with the Nazis in persecuting Serbs.

Tip for English Learners

Explain to students that a *broker* is somebody who acts as an intermediary, or go-between. A broker negotiates agreements between different people or groups.

▼ A view of downtown Sarajevo through a bullet-shattered window



(tee•mee•SHWAH•rah). The army killed and wounded hundreds of people. The massacre in Timisoara ignited a popular uprising against Ceausescu. Within days, the army joined the people. Shocked by the collapse of his power, Ceausescu and his wife attempted to flee. They were captured, however, and then tried and executed on Christmas Day, 1989. Romania held general elections in 1990, 1992, and 1996. In the 2000 elections, Ion Iliescu was elected to a third term as president.

The Romanian Economy Throughout the 1990s, Romania struggled with corruption and crime as it tried to salvage its economy. In 2001, overall production was still only 75 percent of what it had been in 1989, the year of Ceausescu's overthrow. In the first years of the 21st century, two-thirds of the economy was still state owned.

However, the government made economic reforms to introduce elements of capitalism. The government also began to reduce the layers of bureaucracy in order to encourage foreign investors. Furthermore, in order to achieve membership in the European Union, the Romanian government began to move away from a state-controlled economy.

The Breakup of Yugoslavia

Ethnic conflict plagued Yugoslavia. This country, formed after World War I, had eight major ethnic groups—Serbs, Croats, Muslims, Slovenes, Macedonians, Albanians, Hungarians, and Montenegrins. Ethnic and religious differences dating back centuries caused these groups to view one another with suspicion. After World War II, Yugoslavia became a federation of six republics. Each republic had a mixed population.

A Bloody Breakup Josip Tito, who led Yugoslavia from 1945 to 1980, held the country together. After Tito's death, ethnic resentments boiled over. Serbian leader Slobodan Milosevic (mee•LOH•sheh•vihch) asserted leadership over Yugoslavia. Many Serbs opposed Milosevic and his policies and fled the country.

Two republics, Slovenia and Croatia, declared independence. In June 1991, the

Serbian-led Yugoslav army invaded both republics. After months of bloody fighting, both republics freed themselves from Serbian rule. Early in 1992, Bosnia-Herzegovina joined Slovenia and Croatia in declaring independence. (In April, Serbia and Montenegro formed a new Yugoslavia.) Bosnia's population included Muslims (44 percent), Serbs (31 percent), and Croats (17 percent). While Bosnia's Muslims and Croats backed independence, Bosnian Serbs strongly opposed it. Supported by Serbia, the Bosnian Serbs launched a war in March 1992.

During the war, Serbian military forces used violence and forced emigration against Bosnian Muslims living

in Serb-held lands. Called **ethnic cleansing**, this policy was intended to rid Bosnia of its Muslim population. By 1995, the Serbian military controlled 70 percent of Bosnia. In December of that year, leaders of the three factions involved in the war signed a UN- and U.S.-brokered peace treaty. In September 1996, Bosnians elected a three-person presidency, one leader from each ethnic group. By 2001, Bosnia and

DIFFERENTIATING INSTRUCTION: GIFTED AND TALENTED STUDENTS

International Criminal Tribunal for the Former Yugoslavia

Class Time 20 minutes

Task Delivering a speech summarizing the work of the International Criminal Tribunal for the Former Yugoslavia

Purpose To familiarize students with efforts to bring war criminals to justice

Instructions Ask students to use the library or the Internet to learn about the work of the International Criminal Tribunal for the Former Yugoslavia (ICTFY). Explain that the ICTFY was established by a May 1993 UN Security Council resolution for the prosecution of war

crimes committed in the former Yugoslavia. Tell students that they will be using their research to prepare an oral report summarizing the work of the tribunal, which they will deliver to the class. Encourage students to include information about the location and structure of the tribunal; important indictments, trials, and appeals (such as the trial of former Yugoslav president Slobodan Milosevic); and efforts to arrest top fugitives, such as Radovan Karadzic and Ratko Mladic. Students may use the primary source activity from In-Depth Resources: Unit 5 for background information.

MAIN IDEA

Contrasting
Contrast the democratic revolutions in Czechoslovakia and Romania.

C. Answer In
Czechoslovakia, the Communist government resigned without violence. In Romania, the government used violence, and the victorious protesters executed Ceausescu.

19 PRIMARY SOURCE from *The Road to Manjača* by Orlan Benjovic

In 2004 a British media crew wanted to gather news about the Serbian-led Yugoslav army and war in Bosnia. A newspaper editor in Sarajevo refused to let them photograph the war. A newspaper editor in Sarajevo refused to let them photograph the war. A newspaper editor in Sarajevo refused to let them photograph the war.

Research Options

1. Research and summarize the report. Write a one-paragraph summary of the report. Share your summary with a partner.

2. Research and summarize the report. Write a one-paragraph summary of the report. Share your summary with a partner.

Ethnic Groups in the Former Yugoslavia

Many ethnic and religious groups lived within Yugoslavia, which was a federation of six republics. The map shows how the ethnic groups were distributed. Some of those groups held ancient grudges against one another. The chart summarizes some of the cultural differences among the groups.

CALIFORNIA STANDARDS

10.9.7 Analyze the reasons for the collapse of the Soviet Union, including the weakness of the command economy, burdens of military commitments, and growing resistance to Soviet rule by dissidents in satellite states and the non-Russian Soviet republics.



Differences Among the Ethnic Groups

Group	Language (slavic unless noted)	Religion
Albanians	Albanian (not Slavic)	mostly Muslim
Croats	dialect of Serbo-Croatian*	mostly Roman Catholic
Hungarians	Magyar (not Slavic)	many types of Christians
Macedonians	Macedonian	mostly Eastern Orthodox
Montenegrins	dialect of Serbo-Croatian*	mostly Eastern Orthodox
Muslims	dialect of Serbo-Croatian*	Muslim (converted under Ottoman rule)
Serbs	dialect of Serbo-Croatian*	mostly Eastern Orthodox
Slovenes	Slovenian	mostly Roman Catholic

* Since Yugoslavia broke apart, many residents of the former republics have started to refer to their dialects as separate languages: Croatian for Croats, Bosnian for Muslims, Serbian for Serbs and Montenegrins.

SKILLBUILDER: Interpreting Visuals

- Analyzing Issues** Use the chart to find out information about the various groups that lived in Bosnia and Herzegovina (as shown on the map). What were some of the differences among those groups?
- Contrasting** Kosovo was a province within Serbia. What group was in the majority there, and how did it differ from Serbs?

History *in* Depth

OBJECTIVE

- Identify linguistic, ethnic, and religious differences in the former Yugoslavia.

INSTRUCT

Explain that the map shows ethnic groups in the former Yugoslavia and the chart identifies linguistic and religious differences. Point out that the distinction between ethnic and religious identity is complex and that the two sometimes overlap. Have students identify evidence of this overlap in the feature. (*Muslim is listed as an ethnic group in the map key.*)

In-Depth Resources: Unit 5

- Primary Source: from *The Road to Manjača*, p. 62
- Electronic Library of Primary Sources
- “Will I Ever Go Home Again?”

More About . . .

Serbo-Croatian

Vocabulary and pronunciation differences exist among the Croatian, Bosnian, and Serbian dialects, but these differences are no real obstacle to verbal communication. The Croats and Bosnians use the Roman, or Latin, alphabet. The Serbs and Montenegrins use the Cyrillic alphabet.

SKILLBUILDER: ANSWERS

1. Analyzing Issues

There were three major religions practiced there (Catholicism, Orthodox Christianity, and Islam); three different dialects were spoken.

2. Contrasting

The Albanians were the majority; they were not Slavic, and they were Muslim, not Christian.

More About . . .

Macedonia

Macedonia escaped much of the ethnic violence that plagued Yugoslavia after it began to disintegrate in the early 1990s. Even so, it came close to civil war a decade after declaring independence. In early 2001, ethnic Albanian rebels staged an uprising. After months of skirmishes, the EU and NATO were able to broker a peace deal under which Albanian fighters laid down their arms in return for greater recognition of their rights. In late 2001, this agreement was formalized in a new constitution.

3 ASSESS

SECTION 4 ASSESSMENT

As a class, discuss the answer to question 2.

Formal Assessment

- Section Quiz, p. 333

4 RETEACH

Arrange small groups of students in the classroom to mimic the geographic locations of the countries discussed in this section. Tell each group which country they represent and have them explain who they are, who the prominent people in their country are, and what is currently going on in their country.

In-Depth Resources: Unit 5

- Guided Reading, p. 53 (also in Spanish)
- Reteaching Activity, p. 72

Herzegovina began to stand on its own without as much need for supervision by the international community.

Rebellion in Kosovo The Balkan region descended into violence and bloodshed again in 1998, this time in Kosovo, a province in southern Serbia made up almost entirely of ethnic Albanians. As an independence movement in Kosovo grew increasingly violent, Serbian military forces invaded the province and fought back with a harsh hand. In response to growing reports of atrocities—and the failure of diplomacy to bring peace—NATO began a bombing campaign against Yugoslavia in the spring of 1999. After enduring more than two months of sustained bombing, Yugoslav leaders finally withdrew their troops from Kosovo.

The Region Faces Its Problems In the early years of the 21st century, there were conflicting signs in Yugoslavia. Slobodan Milosevic was extradited to stand trial for war crimes. A large portion of the country’s foreign debt was erased. Despite an independence movement in Kosovo, parliamentary elections under UN supervision took place in November 2001 without violence.

And in Montenegro (which together with Serbia made up Yugoslavia), an independence movement seemed to lack support from the people as well as from the international community. Nonetheless, in February 2003, Yugoslavia’s parliament voted to replace what remained of the federation with a loose union of Serbia and Montenegro. Outright independence for each could come as early as 2006. However, problems remained, as indicated by the assassination of the Serbian prime minister, Zoran Djindjic, in March 2003.

The nations of Central and Eastern Europe made many gains in the early years of the 21st century. Even so, they continued to face serious obstacles to democracy. Resolving ethnic conflicts remained crucial, as did economic progress. If the nations of Central and Eastern Europe and the former Soviet Union can improve their standard of living, democracy may have a better chance to grow. Meanwhile, economic reforms in Communist China sparked demands for political reforms, as you will read in the next section.

MAIN IDEA

Identifying Problems

Why did Bosnia’s mixed population cause a problem after Bosnia declared independence?

D. Answer Bosnia’s Serbs did not want to lose their ties to Serbia, while Croats and Muslims did.

SECTION 4 ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- Solidarity
- Lech Walesa
- reunification
- ethnic cleansing

USING YOUR NOTES

2. Which nation seems to have done best since the breakup? Explain. (10.9.5)

Former nations	Reasons for breakup
Yugoslavia	
Czechoslovakia	

MAIN IDEAS

- How did Solidarity affect Communist rule in Poland? (10.9.7)
- What effect did reunification have on Germany’s international role? (10.9.1)
- What was the main cause of the breakup of Czechoslovakia? (10.9.5)

CRITICAL THINKING & WRITING

- ANALYZING CAUSES** Why did ethnic tension become such a severe problem in the Soviet Union and Yugoslavia? (10.9.5)
- DRAWING CONCLUSIONS** What are some of the problems faced in 21st century Central and Eastern Europe? (10.9.7)
- RECOGNIZING EFFECTS** What effect did economic reform have on Slovakia? (10.9.7)
- WRITING ACTIVITY** **CULTURAL INTERACTION** With a partner, create a **cause-and-effect diagram** to show how democratic reform spread through Central and Eastern Europe. It should show the order in which reform happened and which countries influenced others. (Writing 2.3.d)

CONNECT TO TODAY **MAKING A PIE GRAPH**

Research the size of the populations of Central and Eastern Europe countries mentioned in this section. Construct a **pie graph** showing the comparative sizes of the populations. (Writing 2.3.d)

ANSWERS

1. Solidarity, p. 618 • Lech Walesa, p. 618 • reunification, p. 620 • ethnic cleansing, p. 622

- Sample Answer:** Yugoslavia—Ethnic tensions, loss of Tito’s authority, Serbian aggression. Czechoslovakia—Economic problems. Best—Slovakia had one of the best economic growth rates in the area.
- It undermined Communist rule.
- It made Germany the largest country in Central Europe, and with that came new international responsibilities.

- disagreements over economic policy
- In the past, Communist leaders had suppressed nationalism. With the spread of democratic reforms, many ethnic groups demanded self-rule.
- ethnic conflict, economic slowdown, and the need for political reform
- Economic reform caused a sharp rise in unemployment in Slovakia, which undermined Czechoslovakian unity.

- 9. Rubric** Diagrams should
- include only important events.
 - show how each event led to the next.
 - show how various nations influenced one another.

CONNECT TO TODAY

- Rubric** Pie graphs should show that
- Germany and Poland are the most populous.
 - the countries created by the breakup of Yugoslavia are among the least populous.

A man chisels a piece of the Berlin Wall for a souvenir just after the fall of communism in East Germany

Soldiers of the Chinese People's Liberation Army in Hong Kong, 1998

China: Reform and Reaction

MAIN IDEA

CULTURAL INTERACTION In response to contact with the West, China's government has experimented with capitalism but has rejected calls for democracy.

WHY IT MATTERS NOW

After the 1997 death of Chinese leader Deng Xiaoping, President Jiang Zemin seemed to be continuing Deng's policies.

TERMS & NAMES

- Zhou Enlai
- Deng Xiaoping
- Four Modernizations
- Tiananmen Square
- Hong Kong

SETTING THE STAGE The trend toward democracy around the world also affected China to a limited degree. A political reform movement arose in the late 1980s. It built on economic reforms begun earlier in the decade. However, although the leadership of the Communist Party in China generally supported economic reform, it opposed political reform. China's Communist government clamped down on the political reformers. At the same time, it maintained a firm grip on power in the country.

The Legacy of Mao

After the Communists came to power in China in 1949, Mao Zedong set out to transform China. Mao believed that peasant equality, revolutionary spirit, and hard work were all that was needed to improve the Chinese economy.

However, lack of modern technology damaged Chinese efforts to increase agricultural and industrial output. In addition, Mao's policies stifled economic growth. He eliminated incentives for higher production. He tried to replace family life with life in the communes. These policies took away the peasants' motive to work for the good of themselves and their families.

Facing economic disaster, some Chinese Communists talked of modernizing the economy. Accusing them of "taking the capitalist road," Mao began the Cultural Revolution in 1966 to cleanse China of antirevolutionary influences.

CALIFORNIA STANDARDS

10.9.4 Analyze the Chinese Civil War, the rise of Mao Tse-tung, and the subsequent political and economic upheavals in China (e.g., the Great Leap Forward, the Cultural Revolution, and the Tiananmen Square uprising).

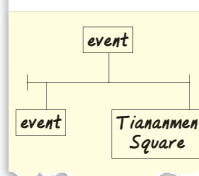
10.10.1 Understand the challenges in the regions, including their geopolitical, cultural, military, and economic significance and the international relationships in which they are involved.

10.10.2 Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.

10.10.3 Discuss the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy.

TAKING NOTES

Following Chronological Order Use a diagram to show events leading up to the demonstration in Tiananmen Square.



Struggles for Democracy 625

OBJECTIVES

- Summarize Mao Zedong's rule.
- Explain changes under Deng Xiaoping.
- Describe China's democracy movement.
- Discuss the relationship between economic and political change in China.

1 FOCUS & MOTIVATE

In this section, students will read about the Tiananmen Square massacre. Ask students if they can think of a similar crackdown in U.S. history. *(Some students might mention the Boston Massacre.)*

2 INSTRUCT

The Legacy of Mao

10.9.4

Critical Thinking

- Do you think Chinese peasants favored a Communist takeover of China? *(Yes—Communism promised equality. No—Mao's policies were unfavorable to family life and made work less rewarding.)*

CALIFORNIA RESOURCES

- California Reading Toolkit, p. L89
- California Modified Lesson Plans for English Learners, p. 173
- California Daily Standards Practice Transparencies, TT81
- California Standards Enrichment Workbook, pp. 97–98, 107–108, 109–110, 111–112
- California Standards Planner and Lesson Plans, p. L169
- California Online Test Practice
- California Test Generator CD-ROM
- California Easy Planner CD-ROM
- California eEdition CD-ROM

SECTION 5 PROGRAM RESOURCES

ALL STUDENTS

In-Depth Resources: Unit 5

- Guided Reading, p. 54
- Skillbuilder Practice, p. 56

Formal Assessment

- Section Quiz, p. 334

ENGLISH LEARNERS

In-Depth Resources in Spanish

- Guided Reading, p. 151
- Skillbuilder Practice, p. 152

Reading Study Guide (Spanish), p. 209

Reading Study Guide Audio CD (Spanish)

STRUGGLING READERS

In-Depth Resources: Unit 5

- Guided Reading, p. 54
- Building Vocabulary, p. 55
- Skillbuilder Practice, p. 56
- Reteaching Activity, p. 73

Reading Study Guide, p. 209

Reading Study Guide Audio CD

GIFTED AND TALENTED STUDENTS

Electronic Library of Primary Sources

- "The Massacre in Tiananmen Square"

INTEGRATED TECHNOLOGY

eEdition CD-ROM

Power Presentations CD-ROM

Critical Thinking Transparencies

- CT35 Democratic Struggles Around the Globe
- CT71 Chapter 35 Visual Summary

Electronic Library of Primary Sources

- "The Massacre in Tiananmen Square"

classzone.com

China and the West

10.9.4; 10.10.1; 10.10.2

Critical Thinking

- Why might Zhou have chosen to invite a U.S. table-tennis team to China? (Possible Answer: politically neutral way to open relations with the West)
- Ask students if Deng’s Four Modernizations are consistent with communism. (Possible Answer: No—Motivation by profit and private enterprise are practices that communism was supposed to eliminate.)

More About . . .

Deng Xiaoping

Deng Xiaoping embraced economic pragmatism—he was interested in results, not communist theory. He summed up his views by saying, “It doesn’t matter whether a cat is black or white, so long as it catches mice.” A key figure in world history, Deng is remembered for opening up China’s economy while maintaining strict communist rule.

Tip for Gifted and Talented Students

Students may be mystified about what exactly defines communism. Explain that their confusion is warranted. In fact, not long before his death in 1883, Karl Marx, author of *The Communist Manifesto*, remarked to his son-in-law, “One thing I am certain of; that is that I myself am not a Marxist.”



▲ Zhou Enlai, a translator, Mao Zedong, President Nixon, and Henry Kissinger meet in Beijing in 1972.

Instead of saving radical communism, however, the Cultural Revolution turned many people against it. In the early 1970s, China entered another moderate period under **Zhou Enlai** (joh ehnh•ly). Zhou had been premier since 1949. During the Cultural Revolution, he had tried to restrain the radicals.

China and the West

Throughout the Cultural Revolution, China played almost no role in world affairs. In the early 1960s, China had split with the Soviet Union over the leadership of world communism. In addition, China displayed hostility toward the United States because of U.S. support for the government on Taiwan.

China Opened Its Doors China’s isolation worried Zhou. He began to send out signals that he was willing to form ties to the West. In 1971, Zhou startled the world by inviting an American table-tennis team to tour China. It was the first visit by an American group to China since 1949.

The visit began a new era in Chinese-American relations. In 1971, the United States reversed its policy and endorsed UN membership for the People’s Republic of China. The next year, President Nixon made a state visit to China. He met with Mao and Zhou. The three leaders agreed to begin cultural exchanges and a limited amount of trade. In 1979, the United States and China established diplomatic relations.

Economic Reform Both Mao and Zhou died in 1976. Shortly afterward, moderates took control of the Communist Party. They jailed several of the radicals who had led the Cultural Revolution. By 1980, **Deng Xiaoping** (duhng show•pihng) had emerged as the most powerful leader in China. He was the last of the “old revolutionaries” who had ruled China since 1949.

Although a lifelong Communist, Deng boldly supported moderate economic policies. Unlike Mao, he was willing to use capitalist ideas to help China’s economy. He embraced a set of goals known as the **Four Modernizations**. These called for progress in agriculture, industry, defense, and science and technology. Deng launched an ambitious program of economic reforms.

First, Deng eliminated Mao’s communes and leased the land to individual farmers. The farmers paid rent by delivering a fixed quota of food to the government. They could then grow crops and sell them for a profit. Under this system, food production increased by 50 percent in the years 1978 to 1984.

Deng extended his program to industry. The government permitted private businesses to operate. It gave the managers of state-owned industries more freedom to set production goals. Deng also welcomed foreign technology and investment.

Deng’s economic policies produced striking changes in Chinese life. As incomes increased, people began to buy appliances and televisions. Chinese youths now wore stylish clothes and listened to Western music. Gleaming hotels filled with foreign tourists symbolized China’s new policy of openness.

MAIN IDEA

Recognizing Effects

What was the ultimate result of Mao’s radical Communist policies?

A. Answer The destructiveness of the Cultural Revolution turned many Chinese people away from radical communism.

DIFFERENTIATING INSTRUCTION: STRUGGLING READERS

Causes and Effects of Chinese Reforms

Class Time 30 minutes

Task Making a diagram

Purpose To help readers understand Deng Xiaoping’s “Four Modernizations”

Instructions After students have read the material on pages 626–627, have them create a simple cause-effect chart about Deng Xiaoping’s Four Modernizations. A sample chart is shown. Point out that an effect (such as incomes increasing) can in turn become a cause. Students who need more help should complete the Guided Reading activity for this section.

Reform	Effect
Farmers given more control	Food production went up.
Private businesses and foreign investment allowed, industry managers given more control.	Incomes increased.
Incomes increased.	Gap between rich and poor got wider.
Students demanded political reforms.	Deng Xiaoping sent in soldiers.

19 GUIDED READING *China: Reform and Reaction*
Section 5

A. Analyzing Causes and Recognizing Effects As you read about Communism, think of the cause for each goal and outcome of each reform listed.

Goals	Actions	Outcomes
	1. Mao begins the Cultural Revolution.	
	2. Zhou Enlai invites Americans, who bring tennis to the U.S.	
	3. Deng Xiaoping launches a bold program of economic reforms.	
	4. Students begin to organize in business schools.	
	5. British invade Hong Kong over in China.	

B. Determining Main Idea On the back of this page, identify the Four Modernizations and evaluate Deng’s success in meeting these goals.

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In-Depth Resources: Unit 5

Massacre in Tiananmen Square

Deng's economic reforms produced a number of unexpected problems. As living standards improved, the gap between the rich and poor widened. Increasingly, the public believed that party officials profited from their positions.

Furthermore, the new policies admitted not only Western investments and tourists but also Western political ideas. Increasing numbers of Chinese students studied abroad and learned about the West. In Deng's view, the benefits of opening the economy exceeded the risks. Nevertheless, as Chinese students learned more about democracy, they began to question China's lack of political freedom.

Students Demand Democracy In 1989, students sparked a popular uprising that stunned China's leaders. Beginning in April of that year, more than 100,000 students occupied **Tiananmen** (tyahn•ahn•mehn) **Square**, a huge public space in the heart of Beijing. The students mounted a protest for democracy. (See photograph on page 630.)

The student protest won widespread popular support. When thousands of students began a hunger strike to highlight their cause, people poured into Tiananmen Square to support them. Many students called for Deng Xiaoping to resign.

Deng Orders a Crackdown Instead of considering political reform, Deng declared martial law. He ordered about 100,000 troops to surround Beijing. Although many students left the square after martial law was declared, about 5,000 chose to remain and continue their protest. The students revived their spirits by defiantly erecting a 33-foot statue that they named the "Goddess of Democracy."

On June 4, 1989, the standoff came to an end. Thousands of heavily armed soldiers stormed Tiananmen Square. Tanks smashed through barricades and crushed the Goddess of Democracy. Soldiers sprayed gunfire into crowds of frightened students. They also attacked protesters elsewhere in Beijing. The assault killed hundreds and wounded thousands.

MAIN IDEA

Analyzing Causes

How did economic reform introduce new political ideas to China?

B. Answer Western businesses and tourists brought Western ideas into the country, and students went to school overseas for economic reasons but learned about democracy.

➤ Analyzing Primary Sources

Training the Chinese Army

After the massacre in Tiananmen Square, Xiao Ye (a former Chinese soldier living in the United States) explained how Chinese soldiers are trained to obey orders without complaint.

PRIMARY SOURCE

We usually developed bleeding blisters on our feet after a few days of . . . hiking. Our feet were a mass of soggy peeling flesh and blood, and the pain was almost unbearable. . . . We considered the physical challenge a means of tempering [hardening] ourselves for the sake of the Party. . . . No one wanted to look bad. . . .

And during the days in Tiananmen, once again the soldiers did not complain. They obediently drove forward, aimed, and opened fire on command. In light of their training, how could it have been otherwise?

XIAO YE, "Tiananmen Square: A Soldier's Story"



DOCUMENT-BASED QUESTIONS

- 1. Making Inferences** For whom did the soldiers seem to believe they were making their physical sacrifices?
- 2. Drawing Conclusions** What attitude toward obeying orders did their training seem to encourage in the soldiers?

Struggles for Democracy 627

Massacre in Tiananmen Square

10.9.4; 10.10.1; 10.10.2

Critical Thinking

- Why might Deng have been successful in crushing dissent when so many Eastern European leaders had failed? (*Possible Answers: He controlled the media. He had made efforts to reform Chinese communism.*)
- Why are students so often involved in protest movements? (*Possible Answers: youthful idealism; they have the time to protest*)

Electronic Library of Primary Sources

- "The Massacre in Tiananmen Square"

Analyzing Primary Sources

Training the Chinese Army

Ask students how the training and attitude of U.S. soldiers might be different from Xiao Ye's. (*Some students might argue that the training is similar, but that most U.S. soldiers would be unlikely to fire on peaceful protesters, even if they were ordered to do so.*)

Extension Ask interested students to find out if any formal rules exist regarding when a U.S. soldier should disobey the direct orders of a superior officer. Students might begin with the *Uniform Code of Military Justice*.

Answers to Document-Based Questions

- 1. Making Inferences** the Communist Party
- 2. Drawing Conclusions** to follow orders blindly

SKILLBUILDER PRACTICE: ANALYZING PRIMARY AND SECONDARY SOURCES

Analyzing Primary and Secondary Sources

Class Time 20 minutes

Task Comparing primary and secondary sources

Purpose To help students understand the difference between the two types of sources

Instructions Explain that primary sources provide firsthand evidence of historical events. They can include manuscripts, photographs, maps, artifacts, audio and video recordings, oral histories, postcards, and posters. Secondary sources are materials, such as textbooks, that synthesize and interpret primary materials.

Have students read "Massacre in Tiananmen Square" and the "Analyzing Primary Sources" feature on this page. Lead a class discussion that focuses on how reading the primary source—the excerpt from Xiao Ye's "Tiananmen Square: A Soldier's Story"—changes, or does not change, the impression of the massacre that they received from the secondary source (the textbook).

For more practice, have students complete the Skillbuilder activity for this chapter.

Date _____

19 SKILLBUILDER PRACTICE Analyzing Primary and Secondary Sources

A primary source is an item that comes from the time of an event or a person. A secondary source is an item that comes from a later time and is based on primary sources. The skillbuilder practice is a secondary source. It is based on the primary source "Tiananmen Square: A Soldier's Story" and the secondary source "Massacre in Tiananmen Square."

Now it's your turn to analyze. In this practice, you will read the primary source "Tiananmen Square: A Soldier's Story" and the secondary source "Massacre in Tiananmen Square." You will compare the two sources and answer questions about them.

1. According to the primary source, what was the long-term goal for China?

2. According to the primary source, what was wrong with previous economic programs?

3. How did the Communist view its plans for the modernization of China?

4. If you were writing an explanation of the Four Modernizations for a world history textbook, what words or phrases might you quote from the primary source?

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In-Depth Resources: Unit 5

China Enters the New Millennium

10.10.1; 10.10.2; 10.10.3

Critical Thinking

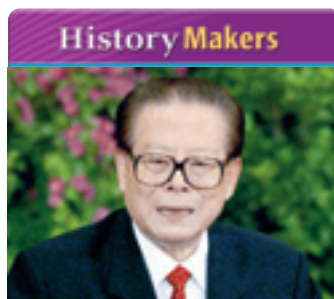
- Why might U.S. leaders pressure China to improve its human rights record? *(Possible Answers: concern about the way the Chinese government treats its citizens; human rights record might interfere with the economic relationship between the United States and China)*
- Why might China have promised to respect Hong Kong's economic system and political liberties for 50 years? *(Possible Answer: It saw Hong Kong as a potential revenue stream. China neither wanted to disturb the economic system nor to cause the emigration of the people who managed and sustained it.)*

History Makers

Jiang Zemin

Ask students why Jiang Zemin might have been chosen to succeed Deng Xiaoping as president. *(Communist Party officials may have seen his administrative competence and industrial background as useful skills in a time of economic transition.)*

In an October 1995 speech at the UN, Jiang Zemin asserted that "Certain big powers, often under the cover of 'freedom,' 'democracy,' and 'human rights,' set out to encroach upon the sovereignty of other countries."



Jiang Zemin
1926–

Jiang Zemin was trained as an engineer. After working as an engineer, heading several technological institutes, and serving as minister of the electronics industry, he moved up in politics.

In 1982, he joined the Central Committee of the Communist Party in China. He became mayor of Shanghai in 1985, in which post he proved to be an effective administrator. In 1989, he became general secretary of the Chinese Communist Party. This promotion was largely due to his support for the government's shutdown of the prodemocracy demonstrations in that year. In 1993, he became president. In 2003, he stepped down and was replaced by Hu Jintao; however, Jiang retained power behind the scenes.

The attack on Tiananmen Square marked the beginning of a massive government campaign to stamp out protest. Police arrested thousands of people. The state used the media to announce that reports of a massacre were untrue. Officials claimed that a small group of criminals had plotted against the government. Television news, however, had already broadcast the truth to the world.

China Enters the New Millennium

The brutal repression of the prodemocracy movement left Deng firmly in control of China. During the final years of his life, Deng continued his program of economic reforms.

Although Deng moved out of the limelight in 1995, he remained China's leader. In February 1997, after a long illness, Deng died. Communist Party General Secretary Jiang Zemin (jee•ahng zeh•meen) assumed the presidency.

China Under Jiang Many questions arose after Deng's death. What kind of leader would Jiang be? Would he be able to hold on to power and ensure political stability? A highly intelligent and educated man, Jiang had served as mayor of Shanghai. He was considered skilled, flexible, and practical. However, he had no military experience. Therefore, Jiang had few allies among the generals. He also faced challenges from rivals, including hard-line officials who favored a shift away from Deng's economic policies.

Other questions following Deng's death had to do with China's poor human rights record, its occupation of Tibet, and relations with the United States. During the 1990s, the United States pressured China to release political prisoners and ensure basic rights for political opponents. China remained hostile to such pressure. Its government continued to repress the prodemocracy movement. Nevertheless, the desire for freedom still ran through Chinese society. If China remained economically open but politically closed, tensions seemed bound to surface.

In late 1997, Jiang paid a state visit to the United States. During his visit, U.S. protesters demanded more democracy in China. Jiang admitted that China had made some mistakes but refused to promise that China's policies would change.

President Jiang Zemin and Premier Zhu Rongji announced their retirement in late 2002. Jiang's successor was Hu Jintao. However, Jiang was expected to wield influence over his successor behind the scenes. Hu became president of the country and general secretary of the Communist Party. Jiang remained political leader of the military. Both supported China's move to a market economy.

Transfer of Hong Kong Another major issue for China was the status of **Hong Kong**. Hong Kong was a thriving business center and British colony on the southeastern coast of China. On July 1, 1997, Great Britain handed Hong Kong over to China, ending 155 years of colonial rule. As part of the transfer, China promised to respect Hong Kong's economic system and political liberties for 50 years.

Many of Hong Kong's citizens worried about Chinese rule and feared the loss of their freedoms. Others, however, saw the transfer as a way to reconnect with their Chinese

DIFFERENTIATING INSTRUCTION: GIFTED AND TALENTED STUDENTS

Writing a Poem About Human Rights

Class Time 20 minutes

Task Writing a poem

Purpose To encourage students to think deeply about human rights issues

Instructions Tell students to read "China Enters the New Millennium" and "China Beyond 2000" on pages 628–629. Ask them to pay close attention to the passages that address human rights issues and to think

carefully about the statement that "Supporters of [the normalization of trade with China] argue that the best way to prompt political change in China is through greater engagement rather than isolation." Tell students to use these passages as a springboard for creating a poem about human rights issues in today's global society.

Encourage volunteers to read their poems in front of the class.

heritage. In the first four or five years after the transfer, the control of mainland China over Hong Kong tightened.

China Beyond 2000

The case of China demonstrates that the creation of democracy can be a slow, fitful, and incomplete process. Liberal reforms in one area, such as the economy, may not lead immediately to political reforms.

Economics and Politics In China, there has been a dramatic reduction in poverty. Some experts argue that China managed to reform its economy and reduce poverty because it adopted a gradual approach to selling off state industries and privatizing the economy rather than a more abrupt approach. At any rate, as the global economy slowed in the early years of the 21st century, China managed to maintain economic growth.

People in China and around the world have a desire for more political freedom. As economic and social conditions improve—for example, as the middle class expands and educational opportunities grow—the prospects for democracy also may improve. In addition, as countries are increasingly linked through technology and trade, they will have more opportunity to influence each other politically. In 2000, for example, the U.S. Congress voted to normalize trade with China. Supporters of such a move argue that the best way to prompt political change in China is through greater engagement rather than isolation. Another sign of China's increasing engagement with the world is its successful campaign to host the 2008 Summer Olympics in Beijing.



▲ People celebrate in Tiananmen Square after Beijing won the bid for the 2008 Olympic Games.

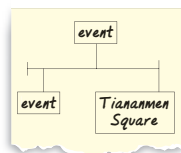
SECTION 5 ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- Zhou Enlai
- Deng Xiaoping
- Four Modernizations
- Tiananmen Square
- Hong Kong

USING YOUR NOTES

2. Other than the demonstration in Tiananmen Square, which of these events was most important? Explain. (10.9.4)



MAIN IDEAS

3. What effect did Mao's policies have on economic growth? (10.9.4)
4. What were some of Deng Xiaoping's economic reforms? (10.10.2)
5. How would you describe China's record on human rights? (10.10.2)

CRITICAL THINKING & WRITING

6. **SUPPORTING OPINIONS** Based on what you have read about the Chinese government, do you think Hong Kong will keep its freedoms under Chinese rule? Explain. (10.10.3)
7. **FOLLOWING CHRONOLOGICAL ORDER** What were some of the events that followed the demonstration in Tiananmen Square? (10.9.4)
8. **COMPARING AND CONTRASTING** Has there been greater progress in political or economic reform in China? (10.10.2)
9. **WRITING ACTIVITY** **CULTURAL INTERACTION** Imagine that you are a Chinese student visiting the West. Write a letter home in which you explain what you have seen. (Writing 2.1.c)

CONNECT TO TODAY MAKING A POSTER

China will be hosting the 2008 Summer Olympics in Beijing. Research the efforts that China is making to prepare the city for the festivities and present your findings in a poster. (Writing 2.3.d)

Struggles for Democracy 629

China Beyond 2000

10.10.3

Critical Thinking

- What might have happened if China's leaders had adopted a "shock therapy" economic policy? (Possible Answer: It might have caused economic upheaval and widespread popular discontent, perhaps even leading to overthrow of the regime.)
- Do you think the best way to prompt political change in China is through greater engagement, not isolation? (Yes—The United States is unlikely to change the human rights situation in China through a boycott. China would simply seek economic and political relationships with other nations. No—Abuse of human rights should not be tolerated.)

3 ASSESS

SECTION 5 ASSESSMENT

Divide questions among groups. Have them present answers orally.

Formal Assessment

- Section Quiz, p. 334

4 RETEACH

Use CT35 and the Visual Summary to review this section and chapter.

Critical Thinking Transparencies

- CT35 Democratic Struggles Around the Globe
- CT71 Chapter 35 Visual Summary

In-Depth Resources: Unit 5

- Reteaching Activity, p. 73

ANSWERS

1. Zhou Enlai, p. 626 • Deng Xiaoping, p. 626 • Four Modernizations, p. 626 • Tiananmen Square, p. 627 • Hong Kong, p. 628
2. **Sample Answer:** 1971—Zhou opens China to West. 1980s—Four Modernizations (most important because changed economy).
3. They undermined economic growth.
4. limited sales for profit; privatization of some businesses
5. relatively poor
6. It is difficult to predict, but so far Hong Kong has been given some freedom.
7. Chinese government massacred protesters and repressed the pro-democracy movement.
8. economic reform
9. **Rubric** Letters should
 - mention characteristics of Western democracy such as free elections, majority rule, minority rights, and citizen participation.
 - use standard grammar and punctuation.

CONNECT TO TODAY

Rubric Posters should include

- information about new sports and visitor facilities.
- effective visuals.