

The Impact of Science and Technology

MAIN IDEA

SCIENCE AND TECHNOLOGY
Advances in technology after World War II led to increased global interaction and improved quality of life.

WHY IT MATTERS NOW

Advances in science and technology affect the lives of people around the world.

TERMS & NAMES

- International Space Station
- Internet
- genetic engineering
- cloning
- green revolution

CALIFORNIA STANDARDS

10.11 Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).

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.

SETTING THE STAGE Beginning in the late 1950s, the United States and the Soviet Union competed in the exploration of space. The Soviets launched Earth's first artificial satellite and put the first human in orbit around the planet. By the late 1960s, however, the United States had surpassed the Soviets. U.S. astronauts landed on the moon in 1969. The heavy emphasis on science and technology that the space race required led to the development of products that changed life for people across the globe.

Exploring the Solar System and Beyond

In its early years, competition between the United States and the Soviet Union in the space race was intense. Eventually, however, space exploration became one of the world's first and most successful arenas for cooperation between U.S. and Soviet scientists.

Cooperation in Space In 1972, years before the end of the Cold War, the United States and Soviet space programs began work on a cooperative project—the docking of U.S. and Soviet spacecraft in orbit. This goal was achieved on July 17, 1975, when spacecraft from the two countries docked some 140 miles above Earth. Television viewers across the globe watched as the hatch between the space vehicles opened and crews from Earth's fiercest rival countries greeted each other.

This first cooperative venture in space between the United States and the Soviet Union was an isolated event. People from different countries, however, continued to work together to explore space. The Soviets were the first to send an international crew into space. The crew of *Soyuz 28*, which orbited Earth in 1978, included a Czech cosmonaut. Since the mid-1980s, crews on United States space shuttle flights have included astronauts from Saudi Arabia, France, Germany, Canada, Italy, Japan, Israel, and Mexico. (Space shuttles are larger than other spacecraft and are reusable.) Shuttle missions put crews in orbit around Earth to accomplish a variety of scientific and technological tasks.

The space shuttle is being used in the most ambitious cooperative space venture. The project, sponsored by the United States, Russia, and 14 other nations, involves the building of the **International Space Station** (ISS). Since 1998, U.S. shuttles and Russian spacecraft have transported sections of the ISS to be assembled in space. By the time it is completed, the ISS will cover an area the size

TAKING NOTES

Recognizing Effects Use a chart to list the effects of scientific and technological developments.

| Developments | Effects |
|---------------------|---------|
| Communications | |
| Health and Medicine | |
| Green Revolution | |

Global Interdependence 637

OBJECTIVES

- Trace the exploration of outer space.
- Identify effects of expanding global communications.
- Evaluate effects of advances in health care, medicine, and agriculture.

1 FOCUS & MOTIVATE

Discuss ways that advances in technology have changed the ways students communicate. (*Possible Answers: voice mail, e-mail, cell phones, fax machines*)

2 INSTRUCT

Exploring the Solar System and Beyond

10.11

Critical Thinking

- Why did the crash of the shuttle *Columbia* adversely affect the International Space Station? (*Possible Answers: Safety questions put the shuttle program on hold; the shuttle transports people and supplies to the ISS.*)

CALIFORNIA RESOURCES

California Reading Toolkit, p. L90
California Modified Lesson Plans for English Learners, p. 175
California Daily Standards Practice Transparencies, TT82
California Standards Enrichment Workbook, pp. 113–114
California Standards Planner and Lesson Plans, p. L171
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. 74

Formal Assessment

- Section Quiz, p. 348

ENGLISH LEARNERS

In-Depth Resources in Spanish

- Guided Reading, p. 155

Reading Study Guide (Spanish), p. 215

Reading Study Guide Audio CD (Spanish)

STRUGGLING READERS

In-Depth Resources: Unit 5

- Guided Reading, p. 74
- Building Vocabulary, p. 79
- Reteaching Activity, p. 93

Reading Study Guide, p. 215

Reading Study Guide Audio CD

GIFTED AND TALENTED STUDENTS

In-Depth Resources: Unit 5

- Primary Source: from “Down to Earth,” p. 83

INTEGRATED TECHNOLOGY

eEdition CD-ROM

Voices from the Past Audio CD

Power Presentations CD-ROM

Patterns of Interaction Video Series

- The Industrial and Electronic Revolutions
- classzone.com

Expanding Global Communications

10.11

Critical Thinking

- Why does the phrase *global village* describe the results of satellite communication? (Possible Answer: Events all over the world can be experienced with the immediacy of events in one's neighborhood.)
- What power have individuals gained from the miniaturization of computers? (Possible Answer: Knowledge once available only to computer experts is available to ordinary people.)

More About . . .

Computer Chips

Silicon is used for computer chips because it can be made to conduct electricity at room temperature. The chips that tell computers and other electronic devices what to do are microprocessors. They were first used in desktop calculators in 1971.

More About . . .

Changes in Communication

The video "The Industrial and Electronic Revolutions" analyzes how advances in technology have caused a global communications revolution.

Patterns of Interaction Video Series

- The Industrial and Electronic Revolutions



▲ This view of the ISS was taken from the space shuttle *Endeavor*.

of a football field and house a crew of six. Since October 2000, smaller crews have been working aboard the ISS. By early 2003, they had conducted more than 100 experiments. However, the suspension of the shuttle program after the crash of the shuttle *Columbia* in February 2003 put the future of the ISS in question.

Exploring the Universe Unmanned space probes have been used to study the farther reaches of the solar system. The Soviet *Venera* spacecraft in the 1970s and the U.S. probe *Magellan* in 1990 provided in-depth information about Venus. On a 12-year journey that began in 1977, the U.S. *Voyager 2* sent dazzling pictures of Jupiter, Saturn, Uranus, and Neptune back to Earth. Both the United States and the Soviet Union have shown particular interest in the planet Mars. The United States probe *Pathfinder*, which landed on Mars in 1997, provided spectacular results.

In 1990, the U.S. space agency, NASA, and the European space agency, ESA, worked together to develop and launch the Hubble Space Telescope. This orbiting telescope continues to observe and send back images of objects in the most remote regions of the universe. 📡

Expanding Global Communications

Since the 1960s, artificial satellites launched into orbit around Earth have aided worldwide communications. With satellite communication, the world has been gradually transformed into a global village. Today, political and cultural events occurring in one part of the world often are witnessed live by people thousands of miles away. This linking of the globe through worldwide communications is made possible by the miniaturization of the computer.

Smaller, More Powerful Computers In the 1940s, when computers first came into use, they took up a huge room. The computer required fans or an elaborate air-conditioning system to cool the vacuum tubes that powered its operations. In the years since then, however, the circuitry that runs the computer has been miniaturized and made more powerful. This change is due, in part, to the space program, for which equipment had to be downsized to fit into tiny space capsules. Silicon chips replaced the bulky vacuum tubes used earlier. Smaller than contact lenses, silicon chips hold millions of microscopic circuits.

Following this development, industries began to use computers and silicon chips to run assembly lines. Today a variety of consumer products such as microwave ovens, telephones, keyboard instruments, and cars use computers and chips. Computers have become essential in most offices, and millions of people around the globe have computers in their homes.

MAIN IDEA

Hypothesizing

📡 Why might rival nations cooperate in space activities but not on Earth?
A. Possible Answer
 The great expense can be shared. Scientists, not politicians, plan the activities.

▼ Some computers are so small that they can be held in the hand.



DIFFERENTIATING INSTRUCTION: STRUGGLING READERS

Dramatizing Space Travel

Class Time 45 minutes

Task Researching and putting together a class presentation

Purpose To help students experience and express the drama and challenges of space exploration

Instructions To explore broad coverage of various events, divide the class into four groups. Each will research a particular period: 1950–1967, 1968–1978, 1979–1989, and 1990–present. Mix students of varying reading abilities in each group. Have students use library and Internet resources to gather firsthand and eyewitness reports of

events such as the first walk on the moon in 1969 and the explosion of the space shuttle *Challenger* in 1986. After each group collects two or three accounts, have the groups meet as a class. Select one account from each group and decide in which order to present the accounts. Then ask each group to prepare its own skit or dramatic reading and present it to the class.

Students who need more help with this section should use the Reading Study Guide, available in English and Spanish.

CHAPTER 20 Section 1 (pages 637–640)

The Impact of Science and Technology

ANTES DE LEER
 ¿En el siguiente artículo, cómo afecta de los hechos por la democracia en China.
 En esta sección, identifica acerca de cambios recientes en la ciencia y la tecnología.

AL LEER
 Usa el cuadro para tomar notas sobre los avances y descubrimientos recientes y sus efectos.

| AVANCE/DESCUBRIMIENTO | EFECTO |
|-----------------------|--------|
| | |
| | |
| | |
| | |

Exploring the Solar System and Beyond
¿Por qué la cooperación fue esencial para la cooperación espacial?
 Entre los decenios de 1950 y de 1970, Estados Unidos y Unión Soviética fueron la Guerra Fría. La cooperación espacial había sido un tema de cooperación entre los países de la Guerra Fría.

Exploring the Solar System and Beyond
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Cuenta 28 Ciencia 2008/2009: 215

Access to the Internet, 2002

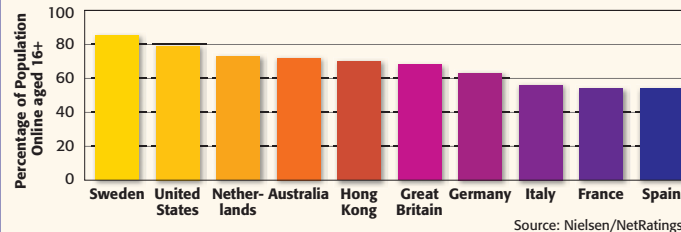
Internet Users Worldwide

| | |
|----------------------|----------------|
| Africa | 6.31 million |
| Asia and the Pacific | 187.24 million |
| Europe | 190.91 million |
| Middle East | 5.12 million |
| Canada and U.S. | 182.67 million |
| Latin America | 33.35 million |

Worldwide 605.60 million

Source: Nua Internet Surveys

Some Major Internet Nations (By Percentage of Population Online)



Source: Nielsen/NetRatings

SKILLBUILDER: Interpreting Charts and Graphs

- 1. Comparing** In which world region do most Internet users live?
- 2. Drawing Conclusions** How would you describe most of the nations with large percentages of their populations online?

Communications Networks Starting in the 1990s, businesses and individuals began using the **Internet**. The Internet is the voluntary linkage of computer networks around the world. It began in the late 1960s as a method of linking scientists so they could exchange information about research. Through telephone-line links, business and personal computers can be hooked up with computer networks. These networks allow users to communicate with people across the nation and around the world. Between 1995 and late 2002, the number of worldwide Internet users soared from 26 million to more than 600 million.

Conducting business on the Internet has become a way of life for many. The Internet, along with fax machines, transmits information electronically to remote locations. Both paved the way for home offices and telecommuting—working at home using a computer connected to a business network. Once again, as it has many times in the past, technology has changed how and where people work. 🖨️

Transforming Human Life

Advances with computers and communications networks have transformed not only the ways people work but lifestyles as well. Technological progress in the sciences, medicine, and agriculture has improved the quality of the lives of millions of people.

Health and Medicine Before World War II, surgeons seldom performed operations on sensitive areas such as the eye or the brain. However, in the 1960s and 1970s, new technologies, such as more powerful microscopes, the laser, and ultrasound, were developed. Many of these technologies advanced surgical techniques.

Advances in medical imaging also helped to improve health care. Using data provided by CAT scans and MRI techniques, doctors can build three-dimensional images of different organs or regions of the body. Doctors use these images to diagnose injuries, detect tumors, or collect other medical information.

In the 1980s, genetics, the study of heredity through research on genes, became a fast-growing field of science. Found in the cells of all organisms, genes are hereditary units that cause specific traits, such as eye color, in every living organism. Technology allowed scientists to isolate and examine individual genes that are responsible for different traits. Through **genetic engineering**, scientists were able to introduce new genes into an organism to give that organism new traits.

Another aspect of genetic engineering is **cloning**. This is the creation of identical copies of DNA, the chemical chains of genes that determine heredity. Cloning actually allows scientists to reproduce both plants and animals that are identical to

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History from Visuals

Interpreting the Chart

Point out that the table shows the breakdown of Internet users by world regions. The bar graph shows the percentage of online usage in some major nations. Which nation that has high Internet usage is not shown on the bar graph? (*Canada*)

Extension Ask students which countries on the bar graph are from the region with highest Internet usage. (*Sweden, Netherlands, Great Britain, Germany, Italy, France, Spain*)

SKILLBUILDER Answers

- 1. Comparing** Europe
- 2. Drawing Conclusions** developed nations

Tip for English Learners

Explain that the word *telecommute* contains the prefix *tele-*, which means “distance” or “far off.” What other words have this prefix? (*Possible Answers: telephone, television*)

Transforming Human Life
10.11**Critical Thinking**

- How do new medical imaging techniques relate to the need for surgery? (*Possible Answer: Doctors are able to see inside the body without having to do as much exploratory surgery.*)
- In what way was the green revolution not green? (*Possible Answer: Pesticides and fertilizers are not generally environmentally friendly.*)

B. Answer computers, Internet, fax machines

MAIN IDEA**Summarizing**

What types of technology have recently changed the workplace?

DIFFERENTIATING INSTRUCTION: GIFTED AND TALENTED STUDENTS**Advances in Modern Medicine**

Class Time 45 minutes

Task Researching and preparing a news special

Purpose To expand knowledge about scientific advances in medicine

Instructions Encourage interested students to do additional research on the Internet or in scientific or medical journals concerning advances in modern medicine. Some possible topics to research include:

- imaging techniques such as MRI and CAT scans
- surgical methods such as the use of lasers
- gene therapy

- organ transplantation
- the ongoing search for plants with naturally occurring medicinal properties

Suggest that students prepare their information in the form of a television or radio news special that they can share with the class. News specials should include a description of a particular medical advance, examples of practical applications, and a conclusion about the significance of the advance.

Social History

Molecular Medicine

Genetic diseases are not just hereditary. Genes affected by viruses or environmental toxins may also contribute to illness. As researchers gain more understanding of the molecular nature of disease, they expect more accurate testing and diagnoses and medications that cause fewer side effects. A major risk involved for those undergoing genetic testing is the question of how the knowledge of their genetic makeup may be used by insurers or employers.

Social History

Molecular Medicine

In 2003, scientists employed on the Human Genome Project completed work on a map of the thousands of genes contained in DNA—human genetic material. The information provided by this map has helped in the development of a new field of medicine. Called “molecular medicine,” it focuses on how genetic diseases develop and progress.

Researchers in molecular medicine are working to identify the genes that cause various diseases. This will help in detecting diseases in their early stages of development. Another area of interest to researchers is gene therapy. This involves replacing a patient’s diseased genes with normal ones. The ultimate aim of workers in this field is to create “designer drugs” based on a person’s genetic makeup.

existing plants and animals. The application of genetics research to everyday life has led to many breakthroughs, especially in agriculture.

The Green Revolution In the 1960s, agricultural scientists around the world started a campaign known as the **green revolution**. It was an attempt to increase food production worldwide. Scientists promoted the use of fertilizers, pesticides, and high-yield, disease-resistant strains of a variety of crops. The green revolution helped avert famine and increase crop yields in many parts of the world.

However, the green revolution had its negative side. Fertilizers and pesticides often contain dangerous chemicals that may cause cancer and pollute the environment. Also, the cost of the chemicals and the equipment to harvest more crops was far too expensive for an average peasant farmer. Consequently, owners of small farms received little benefit from the advances in agriculture. In some cases, farmers were forced off the land by larger agricultural businesses.

Advances in genetics research seem to be helping to fulfill some of the goals of the green revolution. In this new “gene revolution,” resistance to pests is bred into plant strains, reducing the need for pesticides. Plants being bred to tolerate poor soil conditions also reduce the need for fertilizers. The gene revolution involves some risks, including the accidental

creation of disease-causing organisms. However, the revolution holds great promise for increasing food production in a world with an expanding population.

Science and technology have changed the lives of millions of people. What people produce and even their jobs have changed. These changes have altered the economies of nations. Not only have nations become linked through communications networks but they are also linked in a global economic network, as you will see in Section 2.

C. Possible Answers Positive—more food available, reduced need for fertilizer; negative—accidental creation of disease-causing organisms

MAIN IDEA

Recognizing Effects

What are some of the positive and negative effects of genetic engineering?

3 ASSESS

SECTION 1 ASSESSMENT

Have students complete questions 1–5 individually. Then divide the class into three groups and have each group do one of questions 6, 7, and 8.

Formal Assessment

- Section Quiz, p. 348

4 RETEACH

Have the class complete a two-column pro-and-con chart on the various applications of technology covered in this section.

In-Depth Resources: Unit 5

- Reteaching Activity, p. 93

SECTION 1 ASSESSMENT

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

- International Space Station
- Internet
- genetic engineering
- cloning
- green revolution

USING YOUR NOTES

2. Which of the three developments do you think has had the greatest global effect? Why? (10.11)

| Developments | Effects |
|---------------------|---------|
| Communications | |
| Health and Medicine | |
| Green Revolution | |

MAIN IDEAS

- How does the development of the International Space Station show that space exploration has become a cooperative endeavor? (10.11)
- How has the development of the computer and Internet changed people work? (10.11)
- What areas of medicine have benefited from scientific and technological developments? (10.11)

CRITICAL THINKING & WRITING

- MAKING INFERENCES** Why do you think that space exploration became an arena for cooperation between the Soviet Union and the United States? (10.11)
- HYPOTHESIZING** How do you think the Internet will affect the world of work in the future? (10.11)
- FORMING AND SUPPORTING OPINIONS** Is there a limit to how far cloning should go? Why or why not? (10.11)
- WRITING ACTIVITY** **SCIENCE AND TECHNOLOGY** Use encyclopedia yearbooks and science magazines to identify a technological advance made in the last year. Write a brief report on its impact on daily life. (Writing 2.3.b)

CONNECT TO TODAY CREATING A GRAPH

Conduct research into how people use the Internet. Use your findings to construct a graph showing the most common Internet activities. (Writing 2.3.d)

ANSWERS

1. International Space Station, p. 637 • Internet, p. 639 • genetic engineering, p. 639 • cloning, p. 639 • green revolution, p. 640

- Sample Answer:** Communications—Worldwide television, home offices and telecommuting; Health and Medicine—Improved diagnoses and surgery, genetic engineering; Green Revolution—Increased crop yields, decreased use of pesticides. Greatest global effect—Green Revolution, because food production affects everyone.
- It is sponsored by 16 nations.
- Many people now have home offices and telecommute by using a home computer connected to a network.

- diagnoses, surgical procedures
- Possible Answer:** Both nations saw the advantages of sharing costs and information, pooling resources, and increasing goodwill.
- Possible Answer:** More telecommuting will decrease office size and reduce the need for business travel.
- Possible Answer:** Cloning humans for medical research or cloning plants to create biological weapons goes too far.

- Rubric** Reports should
 - describe the advance and its impact.
 - cite sources.

CONNECT TO TODAY

- Rubric** Graphs should
- indicate the most common Internet activities cited in surveys.
 - be clearly labeled.

Global Economic Development

MAIN IDEA

ECONOMICS The economies of the world's nations are so tightly linked that the actions of one nation affect others.

WHY IT MATTERS NOW

Every individual is affected by the global economy and the environment.

TERMS & NAMES

- developed nation
- emerging nation
- global economy
- free trade
- ozone layer
- sustainable growth

SETTING THE STAGE At the end of World War II, much of Europe and Asia lay in ruins, with many of the major cities leveled by bombing. The devastation of the war was immense. However, with aid from the United States, the economies of Western European nations and Japan began expanding rapidly within a decade. Their growth continued for half a century, long after the United States ceased supplying aid. Advances in science and technology contributed significantly to this ongoing economic growth.

Technology Revolutionizes the World's Economy

In both Asia and the Western world, an explosion in scientific knowledge prompted great progress that quickly led to new industries. A prime example was plastics. In the 1950s, a process to develop plastics from petroleum at low pressures and low temperatures was perfected. Within a few years, industries made a host of products easily and cheaply out of plastics. Other technological advances have also changed industrial processes, lowered costs, and increased the quality or the speed of production. For example, robotic arms on automobile assembly lines made possible the fast and safe manufacture of high-quality cars.

Information Industries Change Economies Technological advances in manufacturing reduced the need for factory workers. But in other areas of the economy, new demands were emerging. Computerization and communications advances changed the processing of information. By the 1980s, people could transmit information quickly and cheaply. Information industries such as financial services, insurance, market research, and communications services boomed. Those industries depended on “knowledge workers,” or people whose jobs focus on working with information.

The Effects of New Economies In the postwar era, the expansion of the world's economies led to an increase in the production of goods and services so that many nations benefited. The economic base of some nations shifted. Manufacturing jobs began to move out of **developed nations**, those nations with the industrialization, transportation, and business facilities for advanced production of manufactured goods. The jobs moved to **emerging nations**, those in the process of becoming industrialized. Emerging nations became prime locations for new manufacturing operations. Some economists believe these areas were chosen because

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.

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

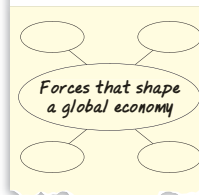
10.11 Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).

HI 1 Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.

HI 5 Students analyze human modifications of landscapes and examine the resulting environmental policy issues.

TAKING NOTES

Categorizing Use a web diagram to identify the forces that have shaped the global economy.



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OBJECTIVES

- Discuss the effects of technology on the world economy.
- Define the global economy.
- Describe the environmental impact of global development.

1 FOCUS & MOTIVATE

Ask students if they or their families have recently bought something made in another country. (*Possible Answers: clothing, shoes, consumer electronics, cars*)

2 INSTRUCT

Technology Revolutionizes the World's Economy

10.11

Critical Thinking

- How has the new economy affected the lives of factory workers in the United States? (*Jobs have decreased because of technology and movement of manufacturing to emerging nations.*)

CALIFORNIA RESOURCES

California Reading Toolkit, p. L91
 California Modified Lesson Plans for English Learners, p. 177
 California Daily Standards Practice Transparencies, TT83
 California Standards Enrichment Workbook, pp. 107–108, 111–112, 113–114
 California Standards Planner and Lesson Plans, p. L173
 California Online Test Practice
 California Test Generator CD-ROM
 California Easy Planner CD-ROM
 California eEdition CD-ROM

SECTION 2 PROGRAM RESOURCES

ALL STUDENTS

In-Depth Resources: Unit 5

- Guided Reading, p. 75
- Skillbuilder Practice: Analyzing Motives, p. 80
- Geography Application, p. 81

Formal Assessment

- Section Quiz, p. 349

ENGLISH LEARNERS

In-Depth Resources in Spanish

- Guided Reading, p. 156
- Skillbuilder Practice: Analyzing Motives, p. 159
- Geography Application, p. 160

Reading Study Guide (Spanish), p. 217

Reading Study Guide Audio CD (Spanish)

STRUGGLING READERS

In-Depth Resources: Unit 5

- Guided Reading, p. 75
- Skillbuilder Practice: Analyzing Motives, p. 80
- Geography Application, p. 81

Reading Study Guide, p. 217

Reading Study Guide Audio CD

GIFTED AND TALENTED STUDENTS

In-Depth Resources: Unit 5

- Primary Source: Recycling Symbol, p. 84

- Literature: “Paper”, p. 87

Electronic Library of Primary Sources

- “Tackling the Menace of Space Junk”

INTEGRATED TECHNOLOGY

eEdition CD-ROM

Power Presentations CD-ROM

Geography Transparencies

- GT36 World Per Capita Income

World Art and Cultures Transparencies

Patterns of Interaction Video Series

- Trade Connects the World

Economic Globalization

10.10.1; 10.10.3; 10.11

Critical Thinking

- Why is improved technology important to multinational corporations? (*Possible Answer: Some technologies allow use of fewer or less-educated workers.*)
- Why might developed countries benefit most from globalization? (*Possible Answer: higher-paying jobs available; less manufacturing-related pollution*)

More About . . .

Multinational Corporations

The global economy includes about 37,000 multinational corporations, which control one-third of the world’s wealth (excluding governmental assets). Because these corporations carry such weight in the global economy, some policymakers are pushing the World Trade Organization (WTO) to adopt guidelines to regulate them.

History from Visuals

Interpreting the Graph

Remind students that GDP stands for gross domestic product—the total value of all services and goods produced within a country’s borders within a certain period.

Extension What two industries are represented by most of the multinationals shown? (*automotive, oil/petroleum*)

SKILLBUILDER Answers

1. **Comparing** Poland
2. **Clarifying** Mitsubishi and Mitsui

they had many eager workers whose skills fit manufacturing-type jobs. Also, these workers would work for less money than those in developed nations. On the other hand, information industries that required better-educated workers multiplied in the economies of developed nations. Thus the changes brought by technology then changed the workplace of both developed and emerging nations.

Economic Globalization

Economies in different parts of the world have been linked for centuries through trade and through national policies, such as colonialism. However, a true global economy did not begin to take shape until well into the second half of the 1800s. The **global economy** includes all the financial interactions—among people, businesses, and governments—that cross international borders. In recent decades, several factors hastened the process of globalization. Huge cargo ships could inexpensively carry enormous supplies of fuels and other goods from one part of the world to another. Telephone and computer linkages made global financial transactions quick and easy. In addition, multinational corporations developed around the world.

MAIN IDEA

Analyzing Causes

What elements helped to accelerate the process of globalization?

A. Answer better communication and transportation systems and the development of multinational companies

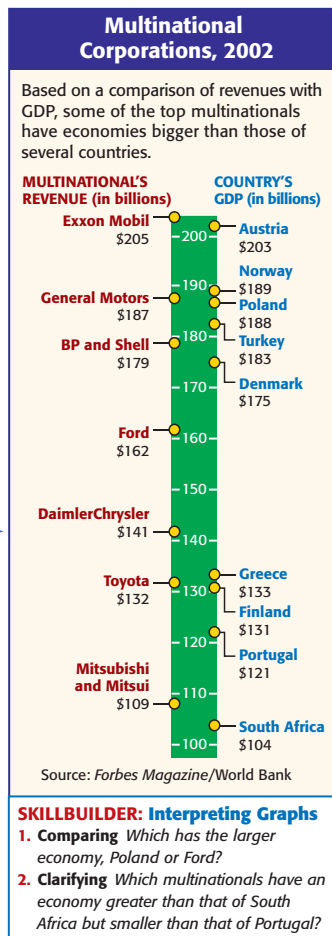
Multinational Corporations Companies that operate in a number of different countries are called multinational or transnational corporations. U.S. companies such as Exxon Mobil, General Motors, and Ford; European companies such as BP, DaimlerChrysler, and Royal Dutch/Shell; and Japanese companies such as Toyota, Mitsubishi, and Mitsui all became multinational giants.

All of these companies have established manufacturing plants, offices, or stores in many countries. For their manufacturing plants, they select spots where the raw materials or labor are cheapest. This enables them to produce components of their products on different continents. They ship the various components to another location to be assembled. This level of economic integration allows such companies to view the whole world as the market for their goods. Goods or services are distributed throughout the world as if there were no national boundaries.

Expanding Free Trade Opening up the world’s markets to trade is a key aspect of globalization. In fact, a major goal of globalization is **free trade**, or the elimination of trade barriers, such as tariffs, among nations. This movement toward free trade is not new. As early as 1947, nations began discussing ways to open trade. The result of these discussions was the General Agreement on Tariffs and Trade (GATT). Over the years, several meetings among the nations that signed the GATT have brought about a general lowering of protective tariffs and considerable expansion of free trade. Since 1995, the World Trade Organization (WTO) has overseen the GATT to ensure that trade among nations flows as smoothly and freely as possible.

Regional Trade Blocs A European organization set up in 1951 promoted tariff-free trade among member countries. This experiment in economic cooperation was so successful that six years later, a new organization, the European Economic Community (EEC), was formed. Over time,

Vocabulary
tariff: a tax on goods imported from another country



SKILLBUILDER: Interpreting Graphs

1. **Comparing** Which has the larger economy, Poland or Ford?
2. **Clarifying** Which multinationals have an economy greater than that of South Africa but smaller than that of Portugal?

SKILLBUILDER PRACTICE: ANALYZING MOTIVES

Analyzing Motives of Multinational Corporations

Class Time 20 minutes

Task Analyzing and discussing information

Purpose To understand the motives behind the establishment of multinational corporations

Instructions Explain that people and governments make decisions and take actions based on many factors, which may be complex and confusing even to the people involved. Among these factors are the motives, or reasons, for why people act as they do. Examining the needs, emotions, prior experiences, and goals of a person or government can help historians understand the motives that lie behind historical decisions.

Ask students to examine the text and the graph on this page and think about the reasons multinational corporations are established. Have them consider these questions:

1. What needs or goals might motivate corporations? (*Possible Answers: profit, longevity, desire to be successful*)
2. What do corporations gain from operating worldwide? (*Possible Answers: more flexibility, greater profits*)
3. What do consumers gain from buying products made by multinational corporations? (*Possible Answer: lower prices*)

For more help with this skill, see the Skillbuilder Handbook and the Skillbuilder Practice activity for this lesson, found in In-Depth Resources: Unit 5.



GEOGRAPHY SKILLBUILDER: Interpreting Maps
 1. **Location** Which countries in OPEC are located outside of Southwest Asia?
 2. **Location** To which world trade organizations does the United States belong?

most of the other Western European countries joined the organization, which has been known as the European Union (EU) since 1992. Several of the former Communist nations of Eastern Europe also have applied to become EU members.

Through this economic unification, Europe began to exert a major force in the world economy. The economic success of the EU inspired countries in other regions to make trade agreements with each other. The

North American Free Trade Agreement (NAFTA), put into effect in 1994, called for the gradual elimination of tariffs and trade restrictions among Canada, the United States, and Mexico. Organizations in Asia, Africa, Latin America, and the South Pacific have also created regional trade policies.

Globalization—For and Against In recent years, there has been considerable debate on the impact of globalization. Supporters suggest that open, competitive markets and the free flow of goods, services, technology, and investments benefit all nations. Globalization, they argue, has resulted in a dramatic increase in the standard of living across the world. Even some opponents agree that practically all nations have seen some benefit from globalization. However, they note that the developed nations have benefited the most. Other opponents charge that globalization has been a disaster for the poorest countries. They suggest that many poor countries are worse off today than they were in the past. They argue that investment practices, trade agreements, and aid packages must be designed to protect the interests of the poorest nations.

Global Interdependence 643

History from Visuals

Interpreting the Map

Which countries are members of the Group of Eight? (*United States, Canada, United Kingdom, Germany, France, Italy, Russia, Japan*)

Extension Ask students to name the trading groups located partly or entirely in Africa. (*OPEC, CAEU, CEMAC, SADC*)

SKILLBUILDER Answers

- Location** Venezuela, Nigeria, Algeria, Libya, Indonesia
- Location** NAFTA, Group of Eight, APEC

INTEGRATED TECHNOLOGY

Interactive An interactive version of this map is available on the eEdition. Students can view members of each trading group separately or in successive combinations.

More About . . .

NAFTA

The assumptions underlying the formation of NAFTA are the same as those underlying the European Union: lowering or eliminating tariffs and other trade barriers should cause regional trade and economic growth to increase significantly. Some U.S. and Canadian citizens opposed the agreement, fearing that their countries would lose jobs to Mexico, where wages tend to be lower.

DIFFERENTIATING INSTRUCTION: GIFTED AND TALENTED STUDENTS

Evaluating NAFTA

Class Time 45 minutes

Task Researching and debating an issue

Purpose To help students understand the North American economy; to improve persuasive-speaking skills

Instructions NAFTA has been controversial since its enactment in 1994. Proponents touted its advantages for the region and for the U.S. economy. Critics warned of dire consequences in the areas of balance of trade, labor, and the environment. Ask students to research what current thoughts are about the success or failure of the agreement. After preliminary research on the Internet or in newspapers or magazines, have each student choose

a particular aspect to follow up in depth. Possible topics to research include:

- how the balance of trade has changed in the region
- how NAFTA has affected the labor market
- what impact NAFTA has had on the environment
- who the key proponents and opponents are
- how current reality compares to predictions

Make sure students also check the background of their sources.

When students have completed their research, have them present a panel discussion to the class.

Analyzing Key Concepts

OBJECTIVES

- Explain globalization.
- Summarize opposing points of view on globalization.

INSTRUCT

Introduce globalization as a key phenomenon of world history since the 1990s. Point out that the global corporation shown has manufacturing and production centers located in a number of developed countries and produces a variety of products sold throughout the world. Have students discuss the ways globalization has affected the goods and services they purchase. Ask students to think about the pros and cons of globalization.

Patterns of Interaction Video Series

- Trade Connects the World

Geography Transparencies

- GT36 World Per Capita Income

More About . . .

The World Trade Organization

The Internet and use of e-mail had a major impact on the organizing of large-scale protests against the World Trade Organization (WTO) at its 1999 conference in Seattle, Washington. More than 50,000 people voiced their concerns about the impact of globalization and multinational corporations on the environment and labor markets. Critics of the organization come from both developed and developing countries.

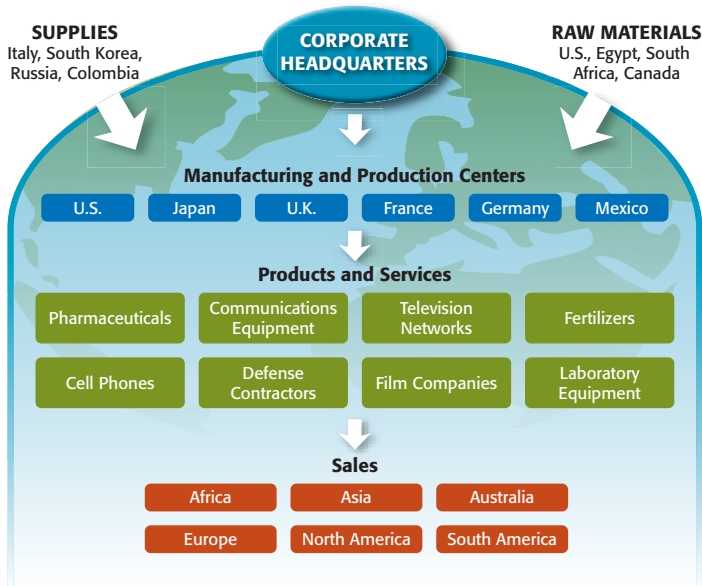
> Analyzing Key Concepts

Globalization

CALIFORNIA STANDARDS
10.11, CST 2

Globalization can be described in broad terms as a process that makes something worldwide in its reach or operation. Currently, globalization is most often used in reference to the spread and diffusion of economic or cultural influences. The graphics below focus on economic globalization. The first shows a global corporation. The second lists some arguments for and against economic globalization.

Global Corporation



Arguments for and Against Economic Globalization

| For | Against |
|---|---|
| • promotes peace through trade | • creates conflict because of an inherently unfair system |
| • raises the standard of living around the world | • benefits developed nations disproportionately |
| • creates jobs in emerging countries | • takes jobs from high-paid laborers in developed countries |
| • promotes investment in less developed countries | • benefits those who already have money |
| • creates a sense of world community | • erodes local cultures |

INTEGRATED TECHNOLOGY
RESEARCH LINKS For more on globalization, go to classzone.com

> DATA FILE

INTERNATIONAL REGULATION

Many countries have joined international organizations to help regulate and stimulate the global economy. Such groups face the same criticisms against globalization in general.

World Trade Organization (WTO)

- Stated goal: "Help trade flow smoothly, freely, fairly, and predictably"
- 146 member nations; around 30 nations negotiating for admission (193 countries in the world)
- WTO members account for over 97 percent of world trade.

International Monetary Fund (IMF)

- Stated goal: "Promote international monetary cooperation; to foster economic growth and high levels of employment; and to provide temporary financial assistance to countries"
- 184 member countries
- In March 2003, IMF total resources were around \$300 billion.

The World Bank Group

- Stated goal: "A world free of poverty"
- 184 member countries
- In 2002, this group provided \$19.5 billion to emerging countries.

Connect to Today

- 1. Making Inferences** How are money and culture related to each other when discussing globalization? See Skillbuilder Handbook, page R10.
- 2. Making Predictions** Will globalization continue or will another process replace it? Why or why not?

CONNECT TO TODAY: ANSWERS

1. Making Inferences

Possible Answer: Wealthy, developed countries that are able to play a larger role in the global economy are more likely to spread their culture around the world.

2. Making Predictions

In support of globalization continuing, students might cite the growing number of countries involved in the WTO, IMF, and World Bank and the lack of limitations on the power of multinational corporations. Other students might say that there are growing grassroots movements dedicated to encouraging the strengthening of local cultures and economies.

Impact of Global Development

The development of the global economy has had a notable impact on the use of energy and other resources. Worldwide demand for these resources has led to both political and environmental problems.

Political Impacts Manufacturing requires the processing of raw materials. Trade requires the transport of finished goods. These activities, essential for development, require the use of much energy. For the past 50 years, one of the main sources of energy used by developed and emerging nations has been oil. For nations with little of this resource available in their own land, disruption of the distribution of oil causes economic and political problems.

On the other hand, nations possessing oil reserves have the power to affect economic and political situations in countries all over the world. For example, in the 1970s the Organization of Petroleum Exporting Countries (OPEC) declared an oil embargo—a restriction of trade. This contributed to a significant economic decline in many developed nations during that decade.

In 1990, Iraq invaded Kuwait and seized the Kuwaiti oil fields. Fears began to mount that Iraq would also invade Saudi Arabia, another major source of oil. This would have put most of the world's petroleum supplies under Iraqi control. Economic sanctions imposed by the UN failed to persuade Iraq to withdraw from Kuwait. Then, in early 1991, a coalition of some 39 nations declared war on Iraq. After several weeks of fighting, the Iraqis left Kuwait and accepted a cease-fire. This Persian Gulf War showed the extent to which the economies of nations are globally linked.

Environmental Impacts Economic development has had a major impact on the environment. The burning of coal and oil as an energy source releases carbon dioxide into the atmosphere, causing health-damaging air pollution and acid rain. Some scientists believe that the buildup of carbon dioxide in the atmosphere also has contributed to global warming.

The release of chemicals called chlorofluorocarbons (CFCs), used in refrigerators, air conditioners, and manufacturing processes, has destroyed ozone in Earth's upper atmosphere. The [ozone layer](#) is our main protection against the Sun's damaging ultraviolet rays. With the increase in ultraviolet radiation reaching Earth's surface, the incidence of skin cancer continues to rise in many parts of the world. Increased ultraviolet radiation also may result in damage to populations of plants and plankton at the bases of the food chains, which sustain all life on Earth.

▼ During the 1991 Persian Gulf War, the Iraqis set hundreds of Kuwaiti oil wells ablaze. Smoke from these fires clouded the skies more than 250 miles away.



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Impact of Global Development

10.10.1; 10.10.3

Critical Thinking

- What was the impact of the 1991 Persian Gulf War on the environment? (Possible Answer: Burning oil fields polluted the atmosphere.)
- How does United States' dependence on foreign oil make its economy vulnerable? (Possible Answer: Oil is needed to keep offices, factories, and transportation systems running. The price of oil affects the price of other goods.)

In-Depth Resources: Unit 5

- Geography Application: Deforestation in Brazil, p. 81
- Primary Source: Recycling Symbol, p. 84

Electronic Library of Primary Sources

- "Tackling the Menace of Space Junk"

More About . . .

The 1991 Persian Gulf War

The first Gulf War showed how nations depend on one another. Southwest Asia contains 65 percent of all known oil resources. When Iraq threatened to cut off supplies of oil from the region, nations around the world worked together to stop that threat. The war resulted in great environmental damage. More than 465 million gallons of oil were dumped into the Persian Gulf.

INTEGRATED TECHNOLOGY

An interactive feature on the 1991 Persian Gulf War is on the eEdition.

DIFFERENTIATING INSTRUCTION: STRUGGLING READERS

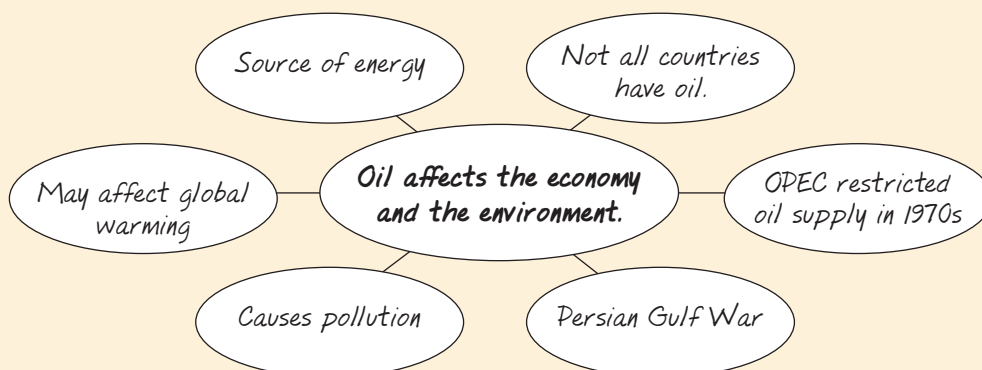
Evaluating the Effects of Oil

Class Time 20 minutes

Task Creating a concept web

Purpose To improve understanding of the text

Instructions Ask students to reread the text on this page, looking for references to oil and petroleum. Then display Critical Thinking Transparency CT78. As a class, create a concept web that shows the effects oil has on the economy and the environment. A partly completed web is at right.

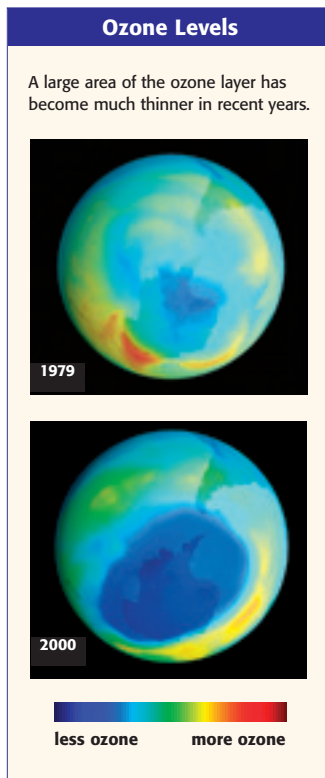


History from Visuals

Interpreting the Photographs

Point out the key at the bottom of the image that shows the colors used to indicate various levels of ozone. Ask students what general conclusion they can draw by comparing the two images. (Possible Answer: There was much less ozone in the Southern Hemisphere in 2000.) Explain that scientists have discovered a hole in the ozone layer in an area above the continent of Antarctica. Every spring, ozone in this location decreases. The hole gets bigger each year and has dropped to 33 percent of the 1975 amount.

Extension Ask students to use a dictionary to find out how far from the earth the ozone layer is located. (6–30 miles)



Economic development has also led to problems with the land. Large-scale soil erosion is a worldwide problem due to damaging farming techniques. The habitat destruction that comes from land development has also led to shrinking numbers of wildlife around the world. At present, the extinction rate of plants and animals is about a thousand times greater than it would naturally be, and appears to be increasing. This high extinction rate means that certain species can no longer serve as an economic resource. The resulting loss of wildlife could endanger complex and life-sustaining processes that keep Earth in balance.

“Sustainable Growth” Working together, economists and scientists are looking for ways to reduce the negative effect that development has on the environment. Their goal is to manage development so that growth can occur, but without destroying air, water, and land resources. The concept is sometimes called “green growth.” Many people feel that the negative impact of economic growth on the environment will not be completely removed.

But “greener growth,” also known as **sustainable growth**, is possible. This involves two goals: meeting current economic needs, while ensuring the preservation of the environment and the conservation of resources for future generations. Making such plans and putting them into practice have proved to be difficult. But many scientists believe that meeting both goals is essential for the health of the planet in the future. Because the economies of nations are tied to their political climates, such development plans will depend on the efforts of nations in both economic and political areas.

B. Answer
Sustainable growth involves meeting current economic needs without endangering the environment or depleting resources.

MAIN IDEA

Clarifying

What is meant by the term sustainable growth?

3 ASSESS

SECTION 2 ASSESSMENT

Have students work as a class to complete a concept web for question 2 on the chalkboard.

Formal Assessment

- Section Quiz, p. 349

4 RETEACH

Use the map on page 643 and the graphics on page 644 to review the main ideas in the section.

In-Depth Resources: Unit 5

- Reteaching Activity, p. 94

SECTION 2 ASSESSMENT

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

- developed nation
- emerging nation
- global economy
- free trade
- ozone layer
- sustainable growth

USING YOUR NOTES

2. Which of these forces do you think has had the greatest impact on the development of a global economy? (10.11)



MAIN IDEAS

- Why are “knowledge workers” becoming more important in the developed nations? (10.10.3)
- What impact did the economic success of the EU have on other regions of the world? (10.10.3)
- How has global economic development affected the environment? (10.10.1)

CRITICAL THINKING & WRITING

- RECOGNIZING EFFECTS** In what ways has technology changed the workplace of people across the world? (10.11)
- ANALYZING MOTIVES** Why might some nations favor imposing tariffs on the imports of certain products? (10.10.1)
- SUPPORTING OPINIONS** Do you think that sustainable growth is possible? Why or why not? (10.10.1)
- WRITING ACTIVITY [ECONOMICS]** Make a survey of the labels on class members’ clothing and shoes. List the countries in which these items were produced. Write a short **explanation** of how the list illustrates the global economy. (Writing 2.3.a)

CONNECT TO TODAY CREATING A POSTER

Recycling is an important aspect of sustainable growth. Create a **poster** encouraging local businesses to recycle cans, paper products, and plastics. (Writing 2.4.c)

ANSWERS

- developed nation, p. 641 • emerging nation, p. 641 • global economy, p. 642 • free trade, p. 642 • ozone layer, p. 645 • sustainable growth, p. 646

- Sample Answer:** Advances in communication and transportation; development of multinational corporations; expanded free trade; regional trading agreements. Greatest impact—Free trade, because it has removed many economic barriers.
- number of information industries has increased in developed nations
- It inspired other countries to make regional trade agreements.

- pollution, damage to the ozone layer, deterioration of farmland
- Possible Answer:** Developed nations—More people work in information industries, some people telecommute; Emerging nations—More people work in manufacturing.
- to protect their own industries from competing products
- Possible Answers:** Yes—Industrial practices can be adjusted to limit adverse impact on environment. No—The negative impact of

economic growth can never be completely removed.

- Rubric** Explanations should
 - note the array of countries on the list.
 - point out that recognizable American brand names may be produced elsewhere.

CONNECT TO TODAY

- Rubric** Posters should
- illustrate the goal—recycling.
 - explain why businesses should support that goal.

INTERACTIVE

Economics and the Environment

Economists, politicians, and environmentalists came up with the concept of “sustainable growth”—both economic development and environmental protection are considered when producing a development plan for a nation. Some people see the relationship between economics and the environment as strained and getting worse. Others view policies protecting the environment as harmful to economies and ultimately harmful to the environment. The selections below examine these different perspectives.

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.

A PRIMARY SOURCE

Lester R. Brown

Lester R. Brown is president of the Earth Policy Institute, which researches how to attain an environmentally sustainable economy and assesses current economic programs around the world.

Most decisions taken in economic policy are made by economic advisors. You can see this in the World Bank’s annual development reports where they see the environment as a sub-sector of the economy. However, if you look at it as a natural scientist or ecologist, you have to conclude that the economy is a subset of the earth’s ecosystem. . . .

Many of the problems that we face are the result of the incompatibility of the economy with the ecosystem. The relationship between the global economy, which has expanded sixfold over the last half century, and the earth’s ecosystem is a very stressed one. The manifestations of this stress are collapsing fisheries, falling water tables, shrinking forests, expanding deserts, rising carbon dioxide levels, rising temperatures, melting ice, dying coral reefs, and so forth. Not only is this a stressed relationship but a deteriorating one.

B PRIMARY SOURCE

The Liberty Institute

The Liberty Institute is based in India and seeks to strengthen individual rights, rule of law, limited government, and free markets.

The market is the natural ally of the environment. Environmental resources, like other economic resources can be most efficiently allocated if these are brought under the discipline of the marketplace. It is ironic . . . [that] rather than creating a market for environmental resources, new restrictions are being imposed on the economy in the name of protecting the environment.

Environmental quality is like a value-added product that becomes economically affordable and technologically viable with economic growth. It is no paradox therefore that the environment is much cleaner and safer in industrially developed countries that adopted a more market-friendly approach. . . .

The market allows the consumer to register his price preference for a particular quality of product, including environmental quality.

C POLITICAL CARTOON

Chris Madden

Educating through humor, cartoonist Chris Madden illustrates the close connection between the environment and economics. A “ship of fools” is a metaphor for human weakness.



The ship of fools and the rocks of short-term economic planning

Document-Based QUESTIONS

1. Compare Sources A and B. Which perspective do you support? Why?
2. In your own words, describe the meaning of the cartoon in Source C.
3. Research an environmental issue facing your community and how economics is a part of the debate. Present your findings to the class.

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Different Perspectives

OBJECTIVE

- Compare different points of view on the question of sustainable development.

INSTRUCT

Ask students to consider whether sustainable development is possible. Suggest that they find articles or editorials that address these questions:

- What is the best way to help the economies of developing nations grow?
- How much does a nation’s economy need to grow for its people to prosper?
- Who has the right to a nation’s resources?
- Who is responsible for protecting and repairing damage to the environment?

Make sure students understand that the search for answers to these complex questions shapes the continuing debate on this topic.

classzone.com

- NetExplorations: The Environment

INTEGRATED TECHNOLOGY

Interactive This feature is available in an expanded interactive format on the eEdition. An enlarged version of the political cartoon is available, as are links to more information about the sources.

Inclusion Tip

Students who have difficulty reading primary sources may benefit from the audio versions, available on the eEdition.

DOCUMENT-BASED QUESTIONS: ANSWERS

1. *Possible Answers:* A, because natural resources are difficult or impossible to restore once they have been damaged; B, because consumers can demand that manufacturers produce environmentally friendly products.
2. The cartoonist is making the point that the blissful ignorance many people enjoy with regard to the environment will come to a sudden halt when poor economic planning leads to a deteriorating environment.
3. Answers will vary based on research, but encourage students to use newspapers, magazines, and interviews with local officials or environmental groups.

LESSON PLAN

OBJECTIVES

- Identify ways that nations deal with issues of war and peace.
- Give examples of human rights issues and world health issues.
- Explain the increase in migration and discuss its worldwide effects.

1 FOCUS & MOTIVATE

Ask students what kind of world events might threaten their personal security. (Possible Answers: violence, including terrorism or war; ethnic, religious, or gender prejudice; infectious disease)

2 INSTRUCT

Issues of War and Peace 10.9.1; 10.9.8

Critical Thinking

- Why might UN peacekeepers be more effective than one nation's forces? (Possible Answer: UN forces are from different countries, so they are less likely to take sides.)

CALIFORNIA RESOURCES

California Reading Toolkit, p. L92
California Modified Lesson Plans for English Learners, p. 179
California Daily Standards Practice Transparencies, TT84
California Standards Enrichment Workbook, pp. 91–92, 105–106, 109–110, 111–112, 113–114
California Standards Planner and Lesson Plans, p. L175
California Online Test Practice
California Test Generator CD-ROM
California Easy Planner CD-ROM
California eEdition CD-ROM



Integrated circuit

International Space Station

Global Security Issues

MAIN IDEA

POWER AND AUTHORITY Since 1945, nations have used collective security efforts to solve problems.

WHY IT MATTERS NOW

Personal security of the people of the world is tied to security within and between nations.

TERMS & NAMES

- proliferation
- Universal Declaration of Human Rights
- political dissent
- gender inequality
- AIDS
- refugee

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.

10.9.8 Discuss the establishment and work of the United Nations and the purposes and functions of the Warsaw Pact, SEATO, NATO, and the Organization of American States.

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.

10.11 Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).

SETTING THE STAGE World War II was one of history's most devastating conflicts. More than 55 million people died as a result of bombings, the Holocaust, combat, starvation, and disease. Near the end of the war, one of humankind's most destructive weapons, the atomic bomb, killed more than 100,000 people in Hiroshima and Nagasaki in a matter of minutes. Perhaps because of these horrors, world leaders look for ways to make the earth a safer, more secure place to live.

Issues of War and Peace

In the years after the end of World War II, the Cold War created new divisions and tensions among the world's nations. This uneasy situation potentially threatened the economic, environmental, and personal security of people across the world. So, nations began to work together to pursue collective security.

Nations Unite and Take Action Many nations consider that having a strong military is important to their security. After World War II, nations banded together to create military alliances. They formed the North Atlantic Treaty Organization (NATO), the Southeast Asia Treaty Organization (SEATO), the Warsaw Pact, and others. The member nations of each of these alliances generally pledged military aid for their common defense.

In addition to military alliances to increase their security, world leaders also took steps to reduce the threat of war. The United Nations (UN) works in a variety of ways toward increasing collective global security.

Peacekeeping Activities One of the major aims of the UN is to promote world peace. The UN provides a public forum, private meeting places, and skilled mediators to help nations try to resolve conflicts at any stage of their development. At the invitation of the warring parties, the UN also provides peacekeeping forces. These forces are made up of soldiers from different nations. They work to carry out peace agreements, monitor cease-fires, or put an end to fighting to allow peace negotiations to go forward.

As of the end of 2002, the UN had close to 40,000 soldiers and police in 13 peacekeeping forces around the world. Some forces, such as those in India and Pakistan, have been in place for decades. Others, such as those in East Timor, achieved their goals in only a few months.

TAKING NOTES

Categorizing Use a chart to list collective methods employed by the world's nations to increase global security.

| Method | Examples |
|-------------------------|--------------------------|
| Form military alliances | NATO, SEATO, Warsaw Pact |
| | |

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SECTION 3 PROGRAM RESOURCES

ALL STUDENTS

In-Depth Resources: Unit 5

- Guided Reading, p. 76
- History Makers: Kofi Annan, p. 91

Formal Assessment

- Section Quiz, p. 350

ENGLISH LEARNERS

In-Depth Resources in Spanish

- Guided Reading, p. 157

Reading Study Guide (Spanish), p. 219

Reading Study Guide Audio CD (Spanish)

STRUGGLING READERS

In-Depth Resources: Unit 5

- Guided Reading, p. 76
- Building Vocabulary, p. 79
- Reteaching Activity, p. 95

Reading Study Guide, p. 219

Reading Study Guide Audio CD

GIFTED AND TALENTED STUDENTS

In-Depth Resources: Unit 5

- Primary Source: from The Universal Declaration of Human Rights, p. 85

INTEGRATED TECHNOLOGY

eEdition CD-ROM

Power Presentations CD-ROM

Critical Thinking Transparencies

- CT36 Patterns of Refugee Movement
- classzone.com

Weapons of Mass Destruction

Nations have not only worked to prevent and contain conflicts, they also have forged treaties to limit the manufacturing, testing, and trade of weapons. The weapons of most concern are those that cause mass destruction. These include nuclear, chemical, and biological weapons that can kill thousands, even millions of people.

In 1968, many nations signed a Nuclear Non-Proliferation Treaty to help prevent the **proliferation**, or spread, of nuclear weapons to other nations. In the 1970s, the United States and the Soviet Union signed the Strategic Arms Limitation Treaties. In the 1980s, both countries talked about deactivating some of their nuclear weapons. Many nations also signed treaties promising not to produce biological or chemical weapons.

Disarming Iraq Other nations, however, have tried to develop weapons of mass destruction. Iraq, for example, used chemical weapons in conflicts during the 1980s. Many people suspected that the Iraqi leader, Saddam Hussein, had plans to develop biological and nuclear weapons too. As part of the cease-fire arrangements in the Persian Gulf War, Iraq agreed to destroy its weapons of mass destruction. UN inspectors were sent to monitor this disarmament process. However, in 1998, the Iraqis ordered the inspectors to leave.

In 2002, Saddam Hussein again was suspected of developing weapons of mass destruction. The UN Security Council issued a resolution threatening Iraq with “severe consequences” unless weapons inspectors were allowed to return. Iraq complied, but when some UN members suspected that the Iraqis were not fully cooperating, a coalition led by the United States and Great Britain sent troops to disarm Iraq by force in March 2003. Saddam Hussein’s government fell after four weeks of fighting. Hussein was later captured December 13, 2003. By November 2004, no weapons of mass destruction had been found.

Ethnic and Religious Conflicts Conflicts among people of different racial, national, religious, linguistic, or cultural groups are not new. The roots of some struggles are decades—even centuries—old. Such conflicts include those between Protestants and Catholics in Ireland, between Palestinians and Israelis in the Middle East, and among Serbs, Bosnians, and Croats in the former Yugoslavia.

Ethnic and religious conflicts have often led to terrible violence. People caught in these conflicts sometimes suffered torture, or massacres of their whole towns or villages. The Kurds of southwest Asia have been the victims of such violence. For decades, Kurds have wanted their own separate country. But their traditional lands cross the borders of three nations—Turkey, Iran, and Iraq. In the past, the Turks responded to Kurdish nationalism by forbidding Kurds to speak their native language. The Iranians also persecuted the Kurds, attacking them over religious issues. In the late 1980s, the Iraqis dropped poison gas on the Kurds, killing 5,000. Several international organizations, including the UN, are working to end the human rights abuses inflicted upon the Kurds.



▲ In central Baghdad, a U.S. Marine watches as a statue of Saddam Hussein is pulled down.

More About . . .**Nuclear Weapons**

The United States, Russia, Great Britain, France, China, Pakistan, and India have nuclear weapons, and it is likely that Israel does. North Korea, Iran, and some countries of the former Soviet Union may also have the ability to produce nuclear weapons.

Tip for Gifted and Talented Students

The word *proliferation* comes from Latin meaning “bearing offspring.”

More About . . .**The Kurds**

The Kurds, a nomadic people, follow their herds through the mountains and high plateaus of eastern Turkey, western Iran, and northern Iraq. Recently, many have begun to settle in urban areas, where they have adopted the customs and occupations of non-Kurds.

Global Interdependence 649

DIFFERENTIATING INSTRUCTION: GIFTED AND TALENTED STUDENTS**Understanding Ethnic Conflicts**

Class Time 45 minutes

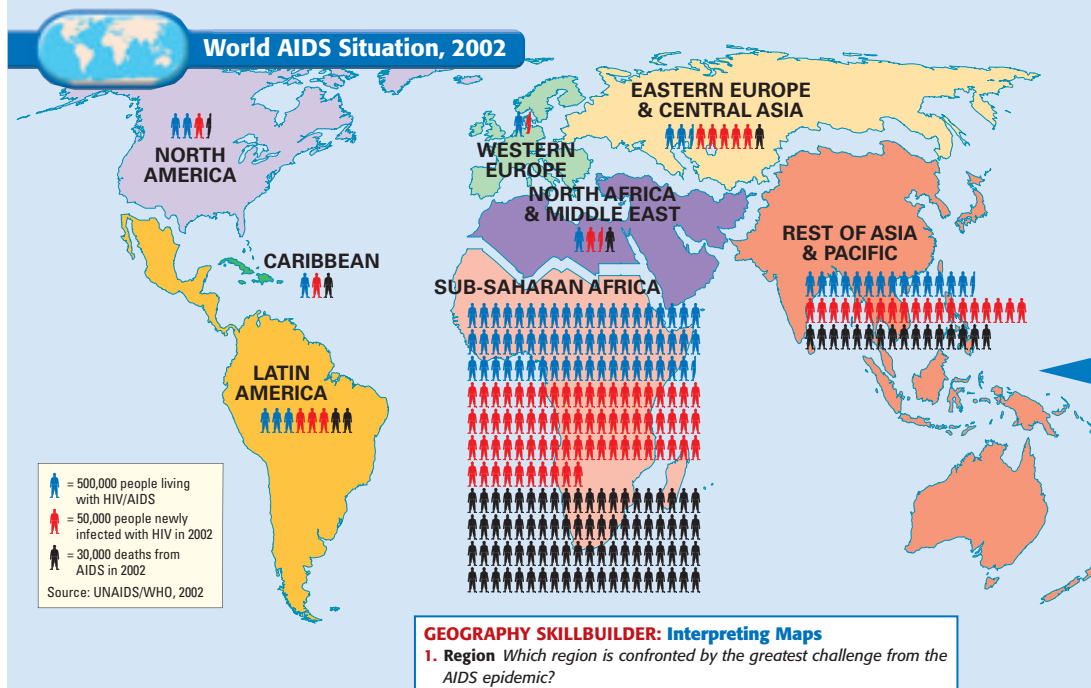
Task Researching and creating a short documentary

Purpose To deepen students’ understanding of the effect of ethnic conflicts on children and teenagers

Instructions Ask students to choose an example of ethnic conflict to research. Encourage them to choose different countries in order to present a diversity of experiences. Have students use the Internet, books, newspapers, or magazines to research how the particular ethnic conflict affects families, especially the lives of children and teenagers.

Ask them to include personal stories whenever possible. A pair of students might work together to present stories from both sides—for example, a story of Israeli and Palestinian children. Stories might involve young people as victims, combatants, or peacemakers.

Have students prepare short documentaries to share the stories they have researched with the class. Use the documentaries as the basis for a class discussion. Ask the class to notice similarities and differences among the experiences of people in different conflicts.



GEOGRAPHY SKILLBUILDER: Interpreting Maps

- 1. Region** Which region is confronted by the greatest challenge from the AIDS epidemic?
- 2. Region** Which region had the greatest number of new HIV infections in 2002, Latin America or Eastern Europe and Central Asia?

Health Issues

In recent decades, the enjoyment of a decent standard of health has become recognized as a basic human right. However, for many people across the world, poor health is still the norm. World health faced a major threat in 2003, with the outbreak of severe acute respiratory syndrome (SARS). This pneumonia-like disease emerged in China and rapidly spread to other Asian countries, Europe, and North America. Afraid of infection, many people canceled travel to Asia. The resulting loss of business hurt the economies of several Asian countries.

The AIDS Epidemic Perhaps the greatest global health issue is a disease known as **AIDS**, or acquired immune deficiency syndrome. It attacks the immune system, leaving sufferers open to deadly infections. The disease was first detected in the early 1980s. Since that time, AIDS has claimed the lives of nearly 25 million people worldwide. By the end of 2002, there were 42 million people across the world living with HIV (the virus that causes AIDS) or AIDS. And in 2002, 5 million people were newly infected with HIV.

While AIDS is a worldwide problem, Sub-Saharan Africa has suffered most from the epidemic. About 70 percent of the world's HIV and AIDS sufferers live in this region. And in 2002, on average more than 6,500 people died of AIDS each day. Most of the people dying are between the ages of 15 and 49—the years when people are at their most productive economically. AIDS, therefore, is reducing the number of people available as workers, managers, and entrepreneurs. As a result, economic growth is slowing in many countries in the region.

In response to the devastating impact of the disease, the UN issued the Declaration of Commitment on HIV/AIDS in 2001. This document set targets for halting the spread of AIDS and provided guidelines on how countries could pool their efforts.

Global Interdependence **651**

Tip for Struggling Readers

Sub-Saharan Africa refers to the part of the continent that is below, or south of, the Sahara Desert.

History from Visuals

Interpreting the Map

How would the relative difference in the rate of infection between Sub-Saharan Africa and North America be stated as a ratio? (*70 to 1*) Where is AIDS having the least impact? (*Western Europe*)

Extension Ask students to use the political map of Africa in the textbook atlas to locate the countries of Botswana, Lesotho, Namibia, South Africa, Swaziland, Zambia, and Zimbabwe. The HIV infection rate in these countries is estimated to be one in five persons aged 15 to 49.

SKILLBUILDER Answers

- 1. Region** Sub-Saharan Africa
- 2. Region** Eastern Europe and Central Asia

Health Issues

10.9.8; 10.10.2; 10.10.3

Critical Thinking

- What do SARS and AIDS have in common? (*both infectious diseases*)
- Why is AIDS particularly a problem in poorer countries? (*Possible Answer: lower standard of living and poorer health-care facilities there*)

DIFFERENTIATING INSTRUCTION: ENGLISH LEARNERS

Understanding Medical Vocabulary

Class Time 20 minutes

Task Looking up words in a dictionary and making a chart

Purpose To break down complex phrases into smaller parts

Instructions Explain that a good strategy to use while reading is to break down long phrases into parts. Have students analyze the meaning of *severe acute respiratory syndrome (SARS)* and *acquired immune deficiency syndrome (AIDS)*. Point out that the first letter of each word is used to create the acronym that is a shorthand word for the disease. Students should create a two-column chart. Have students define the words, using English or Spanish dictionaries as needed.

Ask students to notice what word both diseases have in common

(*syndrome*). Ask them to identify the key word or words in each name that describes how and where the disease affects the body. (*SARS—respiratory; AIDS—immune deficiency*)

| | |
|-------------|---|
| Severe | serious, damaging, dangerous |
| Acute | a medical term that means "happens suddenly or rapidly" |
| Respiratory | affecting breathing, related to lungs |
| Syndrome | group of symptoms (signs or indications of a disease) that together define an illness |

Population Movement

10.10.2; 10.10.3; 10.11

Critical Thinking

- Why do refugees have a more difficult time than other immigrants? (*Possible Answer: often forced to flee without having anyplace to go*)
- How does a country's labor market affect its attitude toward immigrants? (*Possible Answer: If unemployment is high, a country may not want immigrants who will compete with citizens for jobs.*)

Critical Thinking Transparencies

- CT36 Patterns of Refugee Movement

3 ASSESS

SECTION 3 ASSESSMENT

Have students work in pairs to answer question 1. Then have groups of four work together to answer question 2. Ask students to complete questions 3–8 as a class.

Formal Assessment

- Section Quiz, p. 350

4 RETEACH

List the phrases *international peace*, *human rights*, *world health*, and *global migration* on the board. Divide the class into four groups. Have each group present the main ideas about one of these issues to the class. Then ask students to discuss how the four issues relate to global security.

In-Depth Resources: Unit 5

- Reteaching Activity, p. 95



▲ Two Afghan girls quietly wait for food at a refugee camp on the Afghanistan-Iran border.

Effects of Migration Everyone has the right to leave his or her country. However, the country to which a migrant wants to move may not accept that person. The receiving country might have one policy about accepting refugees from political situations, and another about migrants coming for economic reasons. Because of the huge volume of people migrating from war-torn, famine-stricken, and politically unstable regions, millions of immigrants have no place to go. Crowded into refugee camps, often under squalid conditions, these migrants face a very uncertain future.

On the positive side, immigrants often are a valuable addition to their new country. They help offset labor shortages in a variety of industries. They bring experiences and knowledge that can spur the economy. In addition, they contribute to the sharing, shaping, and blending of a newly enriched culture.

Population Movement

The global movement of people has increased dramatically in recent years. This migration has taken place for both negative and positive reasons.

Push-Pull Factors People often move because they feel pushed out of their homelands. Lack of food due to drought, natural disasters, and political oppression are examples of push factors of migration. In 2001 alone, the number of **refugees**—people who leave their country to move to another to find safety—stood at 12 million.

Not only negative events push people to migrate. Most people have strong connections to their home countries and do not leave unless strong positive attractions pull them away. They hope for a better life for themselves and for their children, and thus migrate to developed nations. For example, hundreds of thousands of people migrate from Africa to Europe and from Latin America to the United States every year.

MAIN IDEA

Analyzing Causes

What push and pull factors cause people to migrate?
B. Answer Push: natural disasters, political problems, lack of food. **Pull:** hope for a better life

SECTION 3 ASSESSMENT

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

- proliferation
- Universal Declaration of Human Rights
- political dissent
- gender inequality
- AIDS
- refugee

USING YOUR NOTES

2. What methods have resulted in the greatest contribution to global security? Why? (10.9.1)

| Method | Examples |
|-------------------------|--------------------------|
| Form military alliances | NATO, SEATO, Warsaw Pact |
| | |

MAIN IDEAS

3. What steps have nations taken to control the proliferation of weapons of mass destruction? (10.10.2)
4. How has AIDS affected the economy of Sub-Saharan Africa? (10.10.2)
5. What positive effects does immigration have? (10.10.2)

CRITICAL THINKING & WRITING

6. **MAKING INFERENCES** Why might nations want to retain or develop an arsenal of nuclear, biological, and chemical weapons? (10.10.3)
7. **IDENTIFYING PROBLEMS** How are ethnic and religious conflicts related to problems of global security? (10.10.2)
8. **RECOGNIZING EFFECTS** How can individuals affect social conditions around the world? Consider the example of Mother Teresa when writing your answer. (CST 2)
9. **WRITING ACTIVITY** **SCIENCE AND TECHNOLOGY** Write a **paragraph** explaining how advances in science and technology have increased global security threats. (Writing 2.3.b)

CONNECT TO TODAY CREATING A DATABASE

Locate recent information on refugees around the world. Use your findings to create a **database** of charts and graphs titled "The Global Refugee Situation." (Writing 2.3.d)

ANSWERS

1. proliferation, p. 649 • Universal Declaration of Human Rights, p. 650 • political dissent, p. 650 • gender inequality, p. 650 • AIDS, p. 651 • refugee, p. 652

2. **Sample Answer:** Formation of the UN—Reduced threat of conflict, promoted peace; Arms-control agreements—Reduced number of weapons of mass destruction. Most important—Arms control, because it lessens the threat of mass destruction.
3. nuclear nonproliferation treaties, treaties limiting biological and chemical weapons
4. The region has lost many of its most economically productive people, leading to slower economic growth.

5. Immigrants can offset labor shortages, bring experience and knowledge, and contribute elements of their culture.
6. as a deterrent
7. **Possible Answer:** Conflicts can destabilize the countries involved. Refugees may also create security problems.
8. by bringing problems to the attention of the world community

9. **Rubric** Paragraphs should
 - note how biological and chemical weapons are a threat to security.
 - describe how improved transportation has made the movement of such weapons easier.

CONNECT TO TODAY

- Rubric** Databases should
- give details of the world refugee situation.
 - include a variety of charts and graphs.

Terrorism

CASE STUDY: September 11, 2001

MAIN IDEA

POWER AND AUTHORITY
Terrorism threatens the safety of people all over the world.

WHY IT MATTERS NOW

People and nations must work together against the dangers posed by terrorism.

TERMS & NAMES

- terrorism
- cyberterrorism
- Department of Homeland Security
- USA Patriot Act

SETTING THE STAGE Wars are not the only threat to international peace and security. **Terrorism**, the use of violence against people or property to force changes in societies or governments, strikes fear in the hearts of people everywhere. Recently, terrorist incidents have increased dramatically around the world. Because terrorists often cross national borders to commit their acts or to escape to countries friendly to their cause, most people consider terrorism an international problem.

What Is Terrorism?

Terrorism is not new. Throughout history, individuals, small groups, and governments have used terror tactics to try to achieve political or social goals, whether to bring down a government, eliminate opponents, or promote a cause. In recent times, however, terrorism has changed.

Modern Terrorism Since the late 1960s, more than 14,000 terrorist attacks have occurred worldwide. International terrorist groups have carried out increasingly destructive, high-profile attacks to call attention to their goals and to gain major media coverage. Many countries also face domestic terrorists who oppose their governments' policies or have special interests to promote.

The reasons for modern terrorism are many. The traditional motives, such as gaining independence, expelling foreigners, or changing society, still drive various terrorist groups. These groups use violence to force concessions from their enemies, usually the governments in power. But other kinds of terrorists, driven by radical religious and cultural motives, began to emerge in the late 20th century.

The goal of these terrorists is the destruction of what they consider the forces of evil. This evil might be located in their own countries or in other parts of the world. These terrorists are ready to use any kind of weapon to kill their enemies. They are even willing to die to ensure the success of their attacks.

Terrorist Methods Terrorist acts involve violence. The weapons most frequently used by terrorists are the bomb and the bullet. The targets of terrorist attacks often are crowded places where people normally feel safe—subway stations, bus stops, restaurants, or shopping malls, for example. Or terrorists might target something that symbolizes what they are against, such as a government building

CALIFORNIA STANDARDS

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

Categorizing Use a chart to note information about the September 11 terrorist attacks and other terrorist incidents around the world.

| |
|---------------------------|
| World Terrorist Incidents |
| |
| September 11 Attacks |
| |

CASE STUDY 653

OBJECTIVES

- Define modern terrorism and give examples from around the world.
- Describe the September 11, 2001, terrorist attacks on the United States.
- Summarize U.S. response to this attack.

1 FOCUS & MOTIVATE

Ask students to discuss what their personal experiences were in connection with the September 11, 2001, terrorist attacks.

2 INSTRUCT

What Is Terrorism?

10.10.3

Critical Thinking

- How might globalization be a factor in the growth of terrorism? (*Possible Answer: Some terrorists may believe globalization undermines local or religious values.*)

Electronic Library of Primary Sources

- "The Making of a Terrorist"

CALIFORNIA RESOURCES

California Reading Toolkit, p. L93
California Modified Lesson Plans for English Learners, p. 181
California Daily Standards Practice Transparencies, TT85
California Standards Enrichment Workbook, pp. 111–112
California Standards Planner and Lesson Plans, p. L177
California Online Test Practice
California Test Generator CD-ROM
California Easy Planner CD-ROM
California eEdition CD-ROM

SECTION 4 PROGRAM RESOURCES

ALL STUDENTS

In-Depth Resources: Unit 5

- Guided Reading, p. 77

Formal Assessment

- Section Quiz, p. 351

ENGLISH LEARNERS

In-Depth Resources in Spanish

- Guided Reading, p. 158

Reading Study Guide (Spanish), p. 221

Reading Study Guide Audio CD (Spanish)

STRUGGLING READERS

In-Depth Resources: Unit 5

- Guided Reading, p. 77
- Building Vocabulary, p. 79
- Reteaching Activity, p. 96

Reading Study Guide, p. 221

Reading Study Guide Audio CD

GIFTED AND TALENTED STUDENTS

Electronic Library of Primary Sources

- "The Making of a Terrorist"

INTEGRATED TECHNOLOGY

eEdition CD-ROM

Power Presentations CD-ROM

Electronic Library of Primary Sources

- "The Making of a Terrorist"

classzone.com

More About . . .

Internet Security

The U.S. government significantly increased spending on computer security after the attacks of September 11, 2001. Carnegie Mellon University received a multimillion dollar, five-year grant to study cyberterrorism. One aspect of the research focused on ways to identify hackers or terrorists in the act of attempting to disrupt computer systems. Researchers are also exploring methods of making computers shut down automatically when attacked.

Tip for English Learners

Point out that the affixes *-ism* (action, process or practice of) and *-ist* (one who performs an action) are added to the word *terror* (intense fear) to create new words. What *-ism* words do students recall from earlier chapters? (*communism, imperialism, Social Darwinism*)

Terrorism Around the World
10.10.3

Critical Thinking

- How would you compare terrorism in the Middle East to terrorism in Northern Ireland? (*Both involve opposing groups fighting over control of territory.*)
- Why was the attack on the Tokyo subway system significant? (*It focused attention on the use of chemical weapons by terrorists.*)



▲ The sarin gas attack in the Tokyo subway in 1995 is the most notorious act of biochemical terrorism.

Responding to Terrorism Governments take various steps to stamp out terrorism. Most adopt a very aggressive approach in tracking down and punishing terrorist groups. This approach includes infiltrating the groups to gather information on membership and future plans. It also includes striking back harshly after a terrorist attack, even to the point of assassinating known terrorist leaders.

Another approach governments use is to make it more difficult for terrorists to act. This involves eliminating extremists' sources of funds and persuading governments not to protect or support terrorist groups. It also involves tightening security measures so as to reduce the targets vulnerable to attack.

Terrorism Around the World

The problem of modern international terrorism first came to world attention in a shocking way during the 1972 Summer Olympic Games in Munich, Germany (then West Germany). Members of a Palestinian terrorist group killed two Israeli athletes and took nine others hostage. Five of the terrorists, all the hostages, and a police officer were later killed in a bloody gun battle. Since then, few regions of the world have been spared from terrorist attacks.

The Middle East Many terrorist organizations have roots in the Israeli-Palestinian conflict over land in the Middle East. Groups such as the Palestine Islamic Jihad, Hamas, and Hizballah have sought to prevent a peace settlement between Israel and the Palestinians. They want a homeland for the Palestinians on their own terms, with the most extreme among them denying Israel's right to exist. In a continual cycle of violence, the Israelis retaliate after most terrorist attacks, and the terrorists strike again. Moderates in the region believe that the only long-term solution is a compromise between Israel and the Palestinians over the issue of land. However, the violence has continued with only an occasional break.

or a religious site. Such targets are carefully chosen in order to gain the most attention and to achieve the highest level of intimidation. 🗿

Recently, some terrorist groups have used biological and chemical agents in their attacks. These actions involved the release of bacteria or poisonous gases into the atmosphere. While both biological and chemical attacks can inflict terrible casualties, they are equally powerful in generating great fear among the public. This development in terrorism is particularly worrisome, because biochemical agents are relatively easy to acquire. Laboratories all over the world use bacteria and viruses in the development of new drugs. And the raw materials needed to make some deadly chemical agents can be purchased in many stores.

Cyberterrorism is another recent development. This involves politically motivated attacks on information systems, such as hacking into computer networks or spreading computer viruses. Experts suggest that as more governments and businesses switch to computers to store data and run operations, the threat of cyberterrorism will increase.

MAIN IDEA

Analyzing Motives

🗿 Of what value would gaining public attention be to a terrorist group?

A. Possible Answer It allows them to tell thousands what their positions are on issues that concern them.

DIFFERENTIATING INSTRUCTION: ENGLISH LEARNERS

Understanding Words in Context

Class Time 20 minutes

Task Reading, defining unfamiliar terms, and paraphrasing

Purpose To understand various forms of terrorism

Instructions Read aloud the two paragraphs at the top of the page that describe different forms of terrorism. As you read each sentence, write down difficult or unfamiliar words or phrases on the chalkboard. Ask students to look for clues as they read—such as synonyms or examples—to help them understand these terms. As students discover the clue words, write them down opposite the words in your list. After you have defined all the unfamiliar terms, ask the students to summarize the paragraphs in their own words. Your list might include:

| | |
|----------------------------|---|
| <i>biological agents</i> | <i>living substances (point out that agents here are not people)</i> |
| <i>biochemical</i> | <i>biological + chemical</i> |
| <i>cyberterrorism</i> | <i>cyber (having to do with computers) + terrorism</i> |
| <i>information systems</i> | <i>computer networks</i> |
| <i>hacking</i> | <i>breaking into computer systems illegally</i> |
| <i>computer virus</i> | <i>secret computer program that spreads through a computer and causes it to break down (the way a biological virus can cause disease)</i> |

More About . . .

Al-Qaeda

Al-Qaeda was established in the late 1980s to support Muslims fighting against the Soviet Union in Afghanistan. The organization trained thousands in paramilitary skills and has groups located in 100 countries. Since the September 11, 2001, attacks on the United States, more than 3,000 suspects have been arrested throughout the world. Yet al-Qaeda has been involved in ongoing terrorist attacks, including the bombing of a Bali nightclub in 2002.

B. Possible Answers conflict over territory, government control, religious beliefs, civil unrest, narcotics trafficking

MAIN IDEA

Analyzing Causes

What are some reasons for terrorism in various regions of the world?

Tip for Struggling Readers

The word *narcoterrorism* comes from combining *narcotics* (another word for drugs) and *terrorism*.

History from Visuals

Interpreting the Chart

Explain to students that the line graph shows the total number of terrorist attacks each year for a 20-year period. Line graphs are used to show trends. The chart shows the total number of casualties each year over a five-year period in different regions of the world. Point out that there is not necessarily a correlation between the number of attacks and the number of casualties.

SKILLBUILDER Answers

- 1. Comparing** Africa, Asia, and North America
- 2. Drawing Conclusions** decreasing

Europe Many countries in Europe have been targets of domestic terrorists who oppose government policies. For example, for decades the mostly Catholic Irish Republican Army (IRA) engaged in terrorist attacks against Britain because it opposed British control of Northern Ireland. Since 1998, however, the British, the IRA, and representatives of Northern Ireland's Protestants have been negotiating a peaceful solution to the situation.

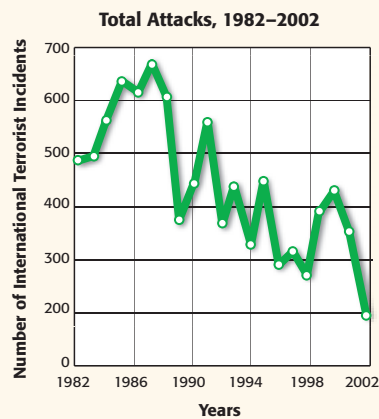
Asia Afghanistan, in Southwest Asia, became a haven for international terrorists after the Taliban came to power in 1996. (See Chapter 18.) In that year, Osama bin Laden, a Saudi Arabian millionaire involved in terrorist activities, moved to Afghanistan. There he began using mountain hideouts as a base of operations for his global network of Muslim terrorists known as al-Qaeda.

Terrorist groups have arisen in East Asia, as well. One, known as Aum Shinrikyo ("Supreme Truth"), is a religious cult that wants to control Japan. In 1995, cult members released sarin, a deadly nerve gas, in subway stations in Tokyo. Twelve people were killed and more than 5,700 injured. This attack brought global attention to the threat of biological and chemical agents as terrorist weapons.

Africa Civil unrest and regional wars were the root causes of most terrorist activity in Africa at the end of the 20th century. But al-Qaeda cells operated in many African countries, and several major attacks against U.S. personnel and facilities in Africa were linked to al-Qaeda. In 1998, for example, bombings at the U.S. embassies in Kenya and Tanzania left over 200 dead and more than 5,000 people injured. The United States responded to these attacks with missile strikes on suspected terrorist facilities in Afghanistan and in Sudan, where bin Laden was based from 1991 to 1996.

Latin America Narcoterrorism, or terrorism linked to drug trafficking, is a major problem in Latin America, particularly in Colombia. The powerful groups that control that country's narcotics trade have frequently turned to violence. The Revolutionary Armed Forces of Colombia (FARC) is a left-wing guerrilla group that has links with these drug traffickers. The FARC has attacked Colombian political, military, and economic targets, as well as those with American ties.

International Terrorist Attacks



| | Africa | Asia | Eurasia | Latin America | Middle East | North America | Western Europe |
|-------|--------|-------|---------|---------------|-------------|---------------|----------------|
| 1997 | 28 | 344 | 27 | 11 | 480 | 7 | 17 |
| 1998 | 5,379 | 635 | 12 | 195 | 68 | 0 | 405 |
| 1999 | 185 | 690 | 8 | 10 | 31 | 0 | 16 |
| 2000 | 102 | 904 | 103 | 20 | 78 | 0 | 4 |
| 2001 | 150 | 651 | 0 | 6 | 513 | 4,091 | 20 |
| 2002 | 12 | 1,281 | 615 | 52 | 772 | 0 | 6 |
| Total | 5,856 | 4,505 | 765 | 294 | 1,942 | 4,098 | 468 |

Source: U.S. Department of State

SKILLBUILDER: Interpreting Charts and Graphs

- 1. Comparing** Which three areas suffered the greatest numbers of casualties of terrorism?
- 2. Drawing Conclusions** How would you describe the overall trend in worldwide terrorist attacks since the mid-1980s?

DIFFERENTIATING INSTRUCTION: STRUGGLING READERS

Mapping Terrorism Around the World

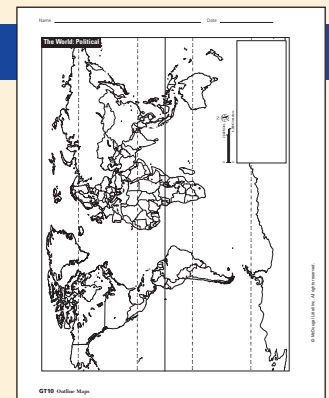
Class Time 30 minutes

Task Reading and creating a map

Purpose To visualize the location of terrorist activity

Instructions Pair a struggling reader with a more proficient reader. Ask students to read the section on Terrorism Around the World, making note of every place name that is mentioned. (*Munich, Germany; land claimed by both Israelis and Palestinians; Britain and Northern Ireland; Afghanistan; Saudi Arabia; Tokyo, Japan; Kenya; Tanzania; Sudan; Colombia*)

Have students use the textbook atlas or a globe to help them find each of the places mentioned. Then have students use a blank world map from the Geography Skills and Outline Maps book to show each location and label it to identify its significance. Ask students how this activity affected their comprehension of the material. Encourage students to refer to an atlas whenever they are reading text that includes place names.



Geography Skills and Outline Maps

Attack on the United States 10.10.3

Critical Thinking

- Why were Americans so shocked by the attack of September 11, 2001? *(Possible Answer: Americans had thought that terrorism was confined to other parts of the world.)*
- How would you contrast the anthrax attacks with the attack of September 11? *(Possible Answer: little loss of life compared to September 11, but widespread feeling of vulnerability)*

More About . . .

Anthrax

Anthrax is a very old disease, mentioned in the Bible and by ancient Greek and Roman writers. It mostly infects animals such as cows and sheep. The form of anthrax that affects the lungs was called woolsorter's disease. Humans contracted it by inhaling spores from the wool of infected animals. Louis Pasteur developed a vaccine in 1881.

History from Visuals

Interpreting the Photographs

Point out that the photographs were taken from different perspectives. Ask students to describe differences between them. *(Possible Answer: New York—taken from the ground up at the time of the event; Pentagon—aerial view after the attack.)*

Extension Ask students to describe the different feelings they have looking at the two photos.

CASE STUDY: September 11, 2001

Attack on the United States

On the morning of September 11, 2001, 19 Arab terrorists hijacked four airliners heading from East Coast airports to California. In a series of coordinated strikes, the hijackers crashed two of the jets into the twin towers of the World Trade Center in New York City and a third into the Pentagon outside Washington, D.C. The fourth plane crashed in an empty field in Pennsylvania.

The Destruction The planes, loaded with fuel, became destructive missiles when they crashed into the World Trade Center and the Pentagon. The explosions and fires so weakened the damaged skyscrapers that they crumbled to the ground less than two hours after impact. The fire and raining debris caused nearby buildings to collapse as well. The damage at the Pentagon, though extensive, was confined to one section of the building.

The toll in human lives was great. About 3,000 people died in the attacks. All passengers on the four planes were killed, as well as workers and visitors in the World Trade Center and the Pentagon. The dead included more than 340 New York City firefighters and 60 police officers who rushed to the scene to help and were buried in the rubble when the skyscrapers collapsed.

The Impact of the Attack September 11 had a devastating impact on the way Americans looked at life. Many reported feeling that everything had changed—that life would never be the same. Before, Americans had viewed terrorism as something that happened in other countries. Now they felt vulnerable and afraid.

This sense of vulnerability was underscored just a few days after September 11, when terrorism struck the United States again. Letters containing spores of a bacterium that causes the disease anthrax were sent to people in the news media and to members of Congress in Washington, D.C. Anthrax bacteria, when inhaled, can

MAIN IDEA

Making Inferences

Why were the specific targets of the September 11 attacks selected by the terrorists?

C. Possible Answers They were symbols of American power. Also, many people would be killed in the World Trade Center, heightening the level of intimidation.

Destruction in New York City and the Pentagon



▲ The strike on the Pentagon left a charred, gaping hole in the southwest side of the building.

◀ Stunned bystanders look on as smoke billows from the twin towers of the World Trade Center.

656 Chapter 20

DIFFERENTIATING INSTRUCTION: GIFTED AND TALENTED STUDENTS

Analyzing the Damage After September 11

Class Time 45 minutes

Task Researching and creating a visual presentation

Purpose To understand the scope of the damage caused by the terrorist attacks on the World Trade Center and the Pentagon

Instructions Encourage students to explore the types of damage caused by the terrorist attacks and to analyze the causes. Students may find resources on the Internet or in the library from newspaper or magazine articles. After students have researched a topic, ask them to present their findings in the form of a display board, model, diagram, or photo essay. Some possible approaches:

1. Why did the airplanes cause so much damage when they crashed into the World Trade Center?
 2. How did the design of the World Trade Center lead to the collapse of the towers and nearby buildings?
 3. Given what happened, was the loss of life greater or less than might have been expected? Why?
 4. What kind of environmental damage did the attacks cause?
 5. What confined the damage in the Pentagon to one area?
 6. How was the Pentagon designed to withstand attack?
- Have students share their findings with the class.

More About . . .

Aviation Security

In less than two years following the September 11, 2001, terrorist attack, the new Transportation Security Administration spent more than \$9 billion on improvements in aviation security. The number of federal airport screeners hired topped 55,000. In spite of these efforts, areas of concern still existed. While passenger baggage was routinely being screened for explosives, the other cargo carried by planes was not being screened. With the large number of ground workers with access to aircraft—including caterers, mechanics, and baggage handlers—thorough background checks of all airport personnel was critical.



▲ Passengers wait to go through a security check at La Guardia Airport in New York.

President Bush signed an antiterrorism bill into law. The law, known as the **USA Patriot Act**, allowed the government to

- detain foreigners suspected of terrorism for seven days without charging them with a crime
- tap all phones used by suspects and monitor their e-mail and Internet use
- make search warrants valid across states
- order U.S. banks to investigate sources of large foreign accounts
- prosecute terrorist crimes without any time restrictions or limitations.

Again, critics warned that these measures allowed the government to infringe on people's civil rights.

Aviation Security The federal government also increased its involvement in aviation security. The Federal Aviation Administration (FAA) ordered airlines to install bars on cockpit doors to prevent passengers from gaining control of planes, as the

hijackers had done. Sky marshals—trained security officers—were assigned to fly on planes, and National Guard troops began patrolling airports.

The Aviation and Transportation Security Act, which became law in November 2001, made airport security the responsibility of the federal government. Previously, individual airports had been responsible. The law provided for a federal security force that would inspect passengers and carry-on bags. It also required the screening of checked baggage.

Airline and government officials debated these and other measures for making air travel more secure. Major concerns were long delays at airports and respect for passengers' privacy. It has also become clear that public debate over security measures will continue as long as the United States fights terrorism and tries to balance national security with civil rights.

3 ASSESS

SECTION 4 ASSESSMENT

Have students answer questions 1–6 individually. Discuss questions 7 and 8 as a class.

Formal Assessment

- Section Quiz, p. 351

4 RETEACH

Use the Reteaching Activity to review this section.

In-Depth Resources: Unit 5

- Reteaching Activity, p. 96

SECTION 4 ASSESSMENT

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

- terrorism
- cyberterrorism
- Department of Homeland Security
- USA Patriot Act

USING YOUR NOTES

2. How were the September 11 terrorist attacks unique? How were they similar to other terrorist incidents? (10.10.3)



MAIN IDEAS

3. How has terrorism changed in recent years? (10.10.3)
4. What methods do terrorists use? (10.10.3)
5. What steps did the United States take in response to the terrorist attacks of September 11, 2001? (10.10.3)

CRITICAL THINKING & WRITING

6. **ANALYZING MOTIVES** What might cause individuals to use terror tactics to bring about change? (10.10.3)
7. **FORMING AND SUPPORTING OPINIONS** Is it important for the U.S. government to respect peoples' civil rights as it wages a war against terrorism? Why or why not? (10.10.3)
8. **DRAWING CONCLUSIONS** What do you think has been the greatest impact of terrorism on American life? (10.10.3)
9. **WRITING ACTIVITY** **SCIENCE AND TECHNOLOGY** Conduct research on how science and technology are used to combat terrorism. Then write an **illustrated report** titled "Science and Counterterrorism." (Writing 2.3.d)

INTEGRATED TECHNOLOGY INTERNET ACTIVITY

Use the Internet to research terrorist incidents since the end of 2001. Use your findings to create a **time line** titled "Recent Major Terrorist Attacks." (Writing 2.3.d)

INTERNET KEYWORD
terrorism

ANSWERS

1. terrorism, p. 653 • cyberterrorism, p. 654 • Department of Homeland Security, p. 657 • USA Patriot Act, p. 658

2. **Sample Answer:** World Incidents—Munich Olympics, 1972; Tokyo subway attacks, 1995; bombings in U.S. embassies, 1998. Unique—In scale; Similar—Designed to cause death and destruction and gain worldwide attention.
3. now is usually driven by religious and cultural motives
4. violent attacks, biological or chemical attacks, cyberterrorism

5. removed Taliban government from Afghanistan, established Department of Homeland Security, passed antiterrorism law, improved aviation security
6. **Possible Answer:** feel regular political activity won't cause change
7. **Possible Answers:** Yes—Limiting freedoms means terrorists win. No—We must defeat terrorists, whatever the costs.
8. **Possible Answers:** continued fear, limits on civil rights, the economic cost of fighting terrorism

9. **Rubric** Illustrated reports should
- show how science helps fight terrorism.
 - include appropriate visual materials.

INTEGRATED TECHNOLOGY

- Rubric** Time lines should
- include major worldwide terrorist incidents since the end of 2001.
 - clearly calibrate time measurements.

Cultures Blend in a Global Age

MAIN IDEA

CULTURAL INTERACTION
Technology has increased contact among the world's people, changing their cultures.

WHY IT MATTERS NOW

Globalization of culture has changed the ways people live, their perceptions, and their interactions.

TERMS & NAMES

- popular culture
- materialism

SETTING THE STAGE Since the beginnings of civilization, people have blended ideas and ways of doing things from other cultures into their own culture. The same kind of cultural sharing and blending continues today. But, because of advances in technology, it occurs at a much more rapid pace and over much greater distances. Twenty-first-century technologies allow people from all over the world to have increasing interaction with one another. Such contacts promote widespread sharing of cultures.

Cultural Exchange Accelerates

Cultural elements that reflect a group's common background and changing interests are called **popular culture**. Popular culture involves music, sports, movies, clothing fashions, foods, and hobbies or leisure activities. Popular culture around the world incorporates features from many different lands. Of all the technologies that contribute to such cultural sharing, television, movies, and other mass media have been the most powerful.

Mass Media More people in the United States have televisions than telephones. In fact, 98 percent of American households have at least one television set. Eighty-six percent of the homes have videocassette recorders (VCRs). In Western Europe, too, most households have one or more televisions. Access to television is not so widespread in the emerging nations, but it is growing. Recent estimates suggest that about half the population of the emerging world—some 2.5 billion people—have regular access to a television set.

Television provides a window to the world through daily newscasts and documentaries. The speed at which television can present information helps create an up-to-the-minute shared experience of global events. For example, in 2003, millions of television viewers across the world watched the war in Iraq. Wars, natural disasters, and political drama in faraway places have become a part of everyday life.

Television and other mass media, including radio and movies, are among the world's most popular forms of entertainment. Popular programs not only entertain but also show how people in other parts of the world live and what they value. Mass media is the major way popular culture spreads to all parts of the globe.

International Elements of Popular Culture The entertainment field, especially television, has a massive influence on popular culture. People from around

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.

10.11 Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).

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

Categorizing Use a web diagram to identify areas of popular culture that have become international in scope.



Global Interdependence 659

OBJECTIVES

- Trace the increase in worldwide cultural interaction.
- Describe influences on world culture.
- Explain cultural bias and explore possibilities for cultural understanding.

1 FOCUS & MOTIVATE

Discuss how international culture affects students' lives. (*Possible Answers: music, food, films*)

2 INSTRUCT

Cultural Exchange Accelerates

10.10.1; 10.11

Critical Thinking

- What are some conclusions about American life that people of other countries might draw from American television? (*Possible Answers: high standard of living; violence*)

CALIFORNIA RESOURCES

California Reading Toolkit, p. L94
California Modified Lesson Plans for English Learners, p. 183
California Daily Standards Practice Transparencies, TT86
California Standards Enrichment Workbook, pp. 107–108, 113–114
California Standards Planner and Lesson Plans, p. L179
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. 78

Formal Assessment

- Section Quiz, p. 352

ENGLISH LEARNERS

In-Depth Resources in Spanish

- Guided Reading, p. 159

Reading Study Guide (Spanish), p. 223

Reading Study Guide Audio CD (Spanish)

STRUGGLING READERS

In-Depth Resources: Unit 5

- Guided Reading, p. 78
- Building Vocabulary, p. 79
- Reteaching Activity, p. 97

Reading Study Guide, p. 223

Reading Study Guide Audio CD

GIFTED AND TALENTED STUDENTS

In-Depth Resources: Unit 5

- Primary Source: "Cupid's a Computer," p. 86
- Connections Across Time and Cultures, p. 92

Electronic Library of Primary Sources

- "Un-American Ugly Americans"
- "Television Is Defying Borders"

INTEGRATED TECHNOLOGY

eEdition CD-ROM

Power Presentations CD-ROM

World Art and Cultures Transparencies

- AT80 *Technology* (Korean video sculpture)

Critical Thinking Transparencies

- CT72 Chapter 36 Visual Summary

Patterns of Interaction Video Series

- Cultural Crossroads: The United States and the World

classzone.com

Global Patterns

International Baseball

Baseball gained popularity in Japan in the 1930s when American professional teams toured there. Men who learned baseball in the United States taught the sport to local populations in Latin America. Little League baseball began in the 1930s and expanded rapidly after World War II. Youngsters in the United States and approximately 30 other nations play the sport. Baseball caps are worn by millions around the globe.

INTEGRATED TECHNOLOGY

Rubric Scrapbooks should include

- players from several countries.
- photographs and captions.

Global Patterns

International Baseball

The sport of baseball is an example of global popular culture. When American missionaries and teachers arrived in Japan in the 1870s, they introduced the game of baseball. Over the years the game gained popularity there. Today, some Major League teams have Japanese players and several American players play in the Japanese league.

Baseball spread to Mexico, Cuba, Puerto Rico, Panama, and the Dominican Republic in the late 19th and early 20th centuries. Today baseball is a popular game in these and other Latin American countries. And more than 25 percent of the players in Major League Baseball come from Latin America.

INTEGRATED TECHNOLOGY

INTERNET ACTIVITY Create a scrapbook of foreign players in Major League Baseball. Go to classzone.com for your research.

the world are avid viewers of American TV programs. For example, in Bhutan, a tiny country high in the Himalaya, ESPN, HBO, Cartoon Network, and CNN are among the most-watched channels. CNN truly is a global channel, since it reaches more than 200 million households in over 200 countries.

Television broadcasts of sporting events provide a front-row seat for sports fans all over the globe. Basketball and soccer are among the most popular televised sports. National Basketball Association (NBA) games are televised in over 200 countries. In China, for example, broadcasts of NBA games of the week regularly attract an audience in the millions. One of the most-watched international sporting events is the soccer World Cup. Nearly 63 million viewers worldwide watched the 2002 World Cup Final.

Music is another aspect of popular culture that has become international. As the equipment for listening to music has become more portable, there are only a few places in the world that do not have access to music from other cultures. People from around the world dance to reggae bands from the Caribbean, chant rap lyrics from the United States, play air guitar to rowdy European bands, and enjoy the fast drumming of Afropop tunes. And the performers who create this music often gain international fame. 🎧

A. Answer They have made certain sports, music, and entertainment programs popular internationally.

MAIN IDEA

Recognizing Effects

🎧 What effects have television and mass media had on popular culture?

Global Impact

Rock 'n' Roll

Rock 'n' roll combines influences reflecting the diversity of America's population. The importance of African-American music to the history of rock 'n' roll is acknowledged by all music and social historians. Interpreting the meaning of that influence is more challenging. Few people can even agree on a good definition of rock, except to say that it has a strong beat.

Global Impact: Cultural Crossroads

Rock 'n' Roll

In the middle of the 1950s, a new style of music emerged on the American scene. It was called rock 'n' roll. The music explored social and political themes. Rock music, which seemed to adults to reflect a youth rebellion, soon became the dominant popular music for young people across the world. As the influence of rock music spread, international artists added their own traditions, instruments, and musical styles to the mix called rock.

"The King" ▶

"Rock and roll music, if you like it and you feel it, you just can't help but move to it. That's what happens to me, I can't help it."—Elvis Presley, called the "King of rock 'n' roll" by many.

U2 ▶

U2, led by singer Bono (right), is one of the world's most popular and influential rock bands. Over a career spanning more than 20 years, this Irish band has kept its music vibrant and fresh by absorbing and reworking all manner of musical styles. The band has drawn on the blues, gospel, 1950s rock 'n' roll, 1960s protest songs, and hip-hop to create a very distinctive kind of music.



DIFFERENTIATING INSTRUCTION: STRUGGLING READERS

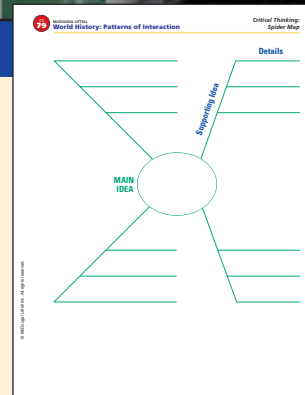
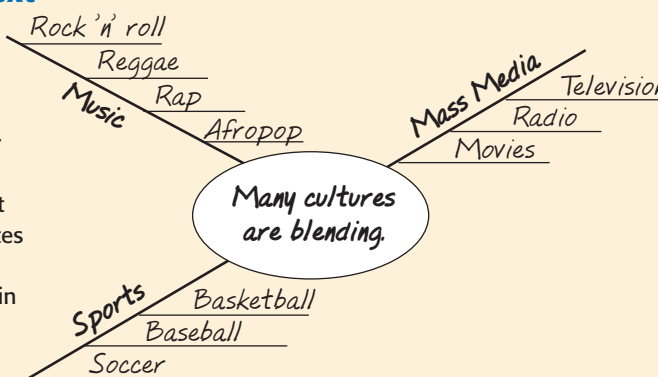
Using a Spider Map to Summarize Text

Class Time 20 minutes

Task Creating a spider map

Purpose To understand how information is organized

Instructions Have pairs of students read the text under "Cultural Exchange Accelerates" on pages 659 and 660. Display Critical Thinking Transparency CT79. Explain that using a spider map can help students take accurate notes and remember how different facts and details relate to one another. As a class, fill out the spider web with main ideas and details from the text.



Critical Thinking Transparencies

World Culture Blends Many Influences

Greater access to the ideas and customs of different cultures often results in cultural blending. As cultural ideas move with people among cultures, some beliefs and habits seem to have a greater effect than others. In the 20th century, ideas from the West have been very dominant in shaping cultures in many parts of the globe.

Westernizing Influences on Different Cultures Western domination of the worldwide mass media helps explain the huge influence the West has on many different cultures today. However, heavy Western influence on the rest of the world's cultures is actually rooted in the 19th century. Western domination of areas all over the globe left behind a legacy of Western customs and ideas. Western languages are spoken throughout the world, mainly because of Europe's history of colonization in the Americas, Asia, and Africa.

Over the past 50 years, English has emerged as the premier international language. English is spoken by about 500 million people as their first or second language. Although more people speak Mandarin Chinese than English, English speakers are more widely distributed. English is the most common language used on the Internet and at international conferences. The language is used by scientists, diplomats, doctors, and businesspeople around the world. The widespread use of English is responsible, in part, for the emergence of a dynamic global culture.

Western influence can be seen in other aspects of popular culture. For example, blue jeans are the clothes of choice of most of the world's youth. Western business suits are standard uniforms among many people. American-style hamburgers and soft drinks can be purchased in many countries of the world. Mickey Mouse and other Disney characters are almost universally recognized. Western influence also has an effect on ways of thinking in other parts of the world. For example, people

World Culture Blends Many Influences

10.10.3; 10.11

Critical Thinking

- How do the mass media promote materialism? (*Possible Answers: portray certain lifestyles, create desires for consumer goods*)
- How does the Internet promote world culture? (*Possible Answers: access to international media, museums, and music; e-mail allows less expensive global communication*)

In-Depth Resources: Unit 5

- Primary Source: from "Cupid's a Korean Computer . . .", p. 86

Electronic Library of Primary Sources

- "Un-American Ugly Americans"

INTEGRATED TECHNOLOGY

Show "Cultural Crossroads: The United States and the World" to demonstrate how interaction among peoples can affect culture and everyday life.

Patterns of Interaction Video Series

- "Cultural Crossroads: The United States and the World"

CONNECT TO TODAY Answers

- 1. Making Inferences** Electronic equipment gives musicians more versatility. Modern communications technology provides easy access to music worldwide.
- 2. Creating Oral Presentations**
Rubric Oral presentations should
 - focus on one aspect of American culture.
 - discuss how culture spreads.



▲ "World Pop"

Youssou N'Dour, a singer from the West African country of Senegal, blends traditional African styles with American rock to create a new form that has been called "world-pop fusion."




Patterns of Interaction

Cultural Crossroads: The United States and the World

The spread of American culture, including sports, fashion, and fast food, has created an international culture recognizable in all corners of the globe. In some cases American culture is simply a powerful influence, as other societies blend American culture with local customs. Cultural blending is evident even in America's past. Symbols of American culture like baseball and hot dogs are themselves the result of cross-cultural influences.

Connect to Today

- 1. Making Inferences** How have improvements in technology and global communications aided in the blending of musical styles?
 See Skillbuilder Handbook, page R10.
- 2. Creating Oral Presentations** Find out the global origins of such aspects of American culture as rock 'n' roll and baseball. Report your findings to the class in an oral presentation.

DIFFERENTIATING INSTRUCTION: ENGLISH LEARNERS

Creating Cultural Self-Portraits

Class Time 30 minutes

Task Creating a self-portrait

Purpose To help students examine and express their cultural heritage

Instructions Have students create self-portraits that depict both the influence of other cultures on them and the influence of their cultural heritage on American society. Ask students to think about the culture they have inherited from their ancestors as well as the ways they are shaped by the current culture of the United States and other countries. Then ask them to think of examples of how their cultural heritage is part of the United States today.

Have them first make life-size outline drawings of themselves. They can either produce their own realistic or impressionistic images or ask a partner to trace their outline on a sheet of butcher paper. Have them fill in their outlines with drawings, words, or objects that express the cultural interactions that make them who they are.

Create a class display of students' self-portraits. Use the self-portraits as the basis for a class discussion about how cultural influences can blend and affect personal style and character.

More About . . .

Television and the Preservation of Culture

Television can be a means of promoting traditional, local culture. In Thailand, for example, a form of comedy called *likay*, which has been performed for centuries at provincial fairs, has now been adapted for TV. Someday, these traditional comedies may be exported and become part of global popular culture.

World Art and Cultures Transparencies

- AT80 *Technology* (Korean video sculpture)

Electronic Library of Primary Sources

- “Television Is Defying Borders”

Some countries take a different approach to protecting cultural diversity in the media. Television programmers take American shows and rework them according to their own culture and traditions. As an Indian media researcher noted, “We really want to see things our own way.” Other countries take more drastic steps to protect their cultural identity. They strictly censor the mass media to keep unwanted ideas from entering their nation.

Sometimes people respond to perceived threats to their culture by trying to return to traditional ways. Cultural practices and rites of passage may receive even more emphasis as a group tries to preserve its identity. In some countries, native groups take an active role in preserving the traditional ways of life. For example, the Maori in New Zealand have revived ancestral customs rather than face cultural extinction. Many Maori cultural activities are conducted in a way that preserves Maori ways of thinking and behaving. In 1987, the New Zealand government recognized the importance of this trend by making the Maori language one of the country’s official languages.

Global Interdependence Despite the fear and uncertainty accompanying global interdependence, economic, political, and environmental issues do bring all nations closer together. Nations have begun to recognize that they are dependent on other nations and deeply affected by the actions of others far away. As elements of everyday life and expressions of culture become more international in scope, people across the world gain a sense of connectedness with people in other areas of the world. For example, the response to the events of September 11, 2001, was international in scope. People from around the world expressed their concern and support for the United States. It was as if this act of terrorism had struck their own countries.

Throughout history, human beings have faced challenges to survive and to live better. In the 21st century, these challenges will be faced by people who are in increasing contact with one another. They have a greater stake in learning to live in harmony together and with the physical planet. As Martin Luther King, Jr., stated, “Our loyalties must transcend our race, our tribe, our class, and our nation; and this means we must develop a world perspective.”

C. Possible Answer
Some people may try harder to stay unique by holding on to parts of their culture such as language and customs.

MAIN IDEA
Recognizing Effects

How do people react against greater global interdependence?

SECTION 5 ASSESSMENT

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

- popular culture
- materialism

USING YOUR NOTES

2. Which of the international popular culture aspects has the greatest effect on your life? Why? (10.11)



MAIN IDEAS

- How do the mass media spread popular culture across the world? (10.11)
- Why do Western cultures tend to dominate other cultures? (10.11)
- What steps have governments and people taken to protect cultural diversity? (10.10.1)

CRITICAL THINKING & WRITING

- CLARIFYING** Why are the mass media such an effective means of transmitting culture? (10.11)
- RECOGNIZING EFFECTS** Do you think that limiting the amount of foreign television programming is an effective way to protect cultural diversity? Why or why not? (10.11)
- FORMING AND SUPPORTING OPINIONS** “Ethnocentrism—the belief in the superiority of one’s own ethnic group—has taken hold in the world.” Do you agree or disagree? Explain. (10.10.1)
- WRITING ACTIVITY** **CULTURAL INTERACTION** Write a letter to a friend in another country describing the elements of American popular culture they might appreciate. (Writing 2.1.e)

CONNECT TO TODAY CREATING A SCRAPBOOK

Study current newspapers and magazines to find pictures that show cultural blending. Create a **scrapbook** of these pictures. Write captions explaining how each picture illustrates cultural blending. (Writing 2.3.d)

3 ASSESS

SECTION 5 ASSESSMENT

Divide students into groups. Assign each group two of the first eight questions to answer. Then form new groups, consisting of one student from each of the original groups. These groups should share and discuss their answers.

Formal Assessment

- Section Quiz, p. 352

4 RETEACH

Use the Visual Summary to review this section and chapter.

Critical Thinking Transparencies

- CT72 Chapter 36 Visual Summary

In-Depth Resources: Unit 5

- Reteaching Activity, p. 97

ANSWERS

1. popular culture, p. 659 • materialism, p. 662

- Sample Answer:** Television, movies, food, sports, music, art, clothing fashions. Greatest effect—Television, because of amount of time spent watching it.
- through popular entertainment
- Possible Answer:** Western cultures dominate the worldwide mass media, thereby influencing other cultures. Western influence on other cultures is also rooted in 19th-century colonialism.

- limiting amount of foreign TV, adapting foreign programs to reflect local culture, censoring mass media, returning to traditional ways
- Possible Answer:** because they are worldwide
- Possible Answers:** Yes—A mix of foreign and national programs supports cultural diversity. No—Limiting other cultures limits diversity.
- Possible Answers:** Yes—More people are returning to traditional ways of life. No—More people are valuing diversity.

- Rubric** Letters should explain
 - elements of American popular culture.
 - why these cultural elements matter.

CONNECT TO TODAY

- Rubric** Scrapbooks should
- include a variety of examples.
 - explain how the pictures represent cultural blending.