

#132

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**STUDY OUTLINES, WORKSHEETS,
EXERCISES, STUDY TECHNIQUES,
AND A STUDY MODULE ON CD!**

Pass the TEXES 8-12 Social Studies

First Edition

FOR TEXAS TEACHERS.

*A test prep manual for the TExES Social Studies
exam #132 for grades 8-12.*

SEMINAR/TUTORING AVAILABLE!

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Pass the TExES
Social Studies 4-8

Steps for Success

NOTE: It is recommended that 3-4 weeks is allowed to complete this study program process. There are certain exercises that you may not have time for. However, choose the parts of the program that you feel you can realistically accomplish, set some goals, and plot them on a calendar.

1

STEP ONE (ACTIVE STUDY):

To begin your test preparation you will need the ETS/SBEC official study manual which is found on the Internet and on the CD with this book. (If you have time, there are recommended resources listed in the ETS/SBEC manual in Section V.) The ETS/SBEC study manual is also available online at www.texas.ets.org, and we have included the study material from the manual in the back of this book starting on page 176. We call the bulleted study information in the ETS/SBEC manual “Descriptors”. This is key conceptual information, although the statements are sometimes difficult to understand and study because of their length and wordiness. The study outlines we have presented in this manual are an expansion of these Descriptors. We have “fleshed them out” to provide more detailed study information for you. Our **Descriptor Exercise** will help you understand the concepts more clearly. Follow these instructions for “Active Study”:



EXAMPLE:

“Knows the typical stages of cognitive, social, physical, and emotional development of students in early childhood through grade 12.”

The paraphrase for this bullet point is “stages of development”

Taken from bullet 1, Comp. 1, PPR EC-12

- **Review:** Review the *Outlined Study Material* for the first Competency in this manual. Study the *Key Titles*, *Descriptor Highlights*, and *Key Words*. Use your highlighter to highlight key information, and we suggest using the Internet to quickly look up information you need further clarification about and write additional notes in the margins of the book.

- **Descriptor Exercise:** Before you move on to Competency 2, do the *Descriptor Exercise* for Competency 1. This exercise is a great tool to help you understand what the SBEC wants you to know, and one that will help you retain that information more efficiently and more effectively. This exercise will require you to study and analyze the bulleted descriptive statements under each Competency definition in the ETS/SBEC manual (not just passively read them), and synthesize them down to phrase that is meaningful to you and that will concisely state what the bullet point is really saying. The Descriptor Exercise is located on the left side of the Competency study pages in this manual. On the blanks provided you will synthesize or “tag” the bullet points. Keep your phrase at five words or less; put one phrase on each blank. For the first bullet point, write your phrase on the first blank. For the second bullet point, write that on the second blank, and so on. Then transfer all of these phrases to Worksheet 4 in Appendix I of this manual for easier study. You can carry Worksheet 4 with you during the day for quick reference as well. This exercise is designed so that when you read your phrases, the information that you left out will come back to you. In the example at left, the important information that we left out were the stages of development: “cognitive, social, physical, and emotional”. This is what you will hopefully recall when you read the phrase “stages of development”.

2

STEP TWO (MEMORIZATION):

Do Worksheets 1-5 in Appendix I. The goal is to memorize as much of the details or concepts for each Competency as possible. Memorization begins with the use of our acronym exercise in Appendix I. IMPORTANT: Make several copies of the worksheets before you write on them. View the study module on the CD which will assist you in memorizing the Competency definitions. Eventually you will be able to write down everything you can remember about each Competency in order.



WE RECOMMEND: On the test booklet before the test write down your acronym (see Appendix I), then your key titles, and brief Competency information by each title. As you answer each question, if needed, refer to this Competency information to refresh your memory. You can also write down the Competency number by each exam question. The SBEC writers have listed the Competency numbers beside the sample test answer key for a reason. Each question refers back to a particular Competency.

Steps for Success, cont'd



STEP THREE (ASSESSMENT):

Answer the practice test questions provided in this manual in Appendix III, and any practice test questions, using our **PRACTICE TEST METHOD** (see Appendix I). The seven italicized questions you see in our sample test represent a very methodical thought process we recommend. Our practice test method is a critical part of this program and your success. By following this method carefully while working each question, you will better connect the test question to the Competencies which is key to choosing the best answer. This process will give you legitimate reasons for choosing answers, which will guide you on the actual test. Choosing correct answers based on incorrect reasoning only sets you up for failure. In the seventh step of this process, you are analyzing for yourself why the test writers chose the answers they did, and that is **KEY**, especially on the more subjective questions. Doing this important analysis will help you understand the point of view of the test writers, as well as strengthen your analysis skills...skills that you will need on the actual test.

THE OVERALL APPROACH

The overall approach you are following when using the Pass the TExES study program of study is in two parts:

Part One: Knowledge and Comprehension

Part Two: Critical Thinking Skill Development



According to Bloom's Taxonomy knowledge and comprehension material must be mastered before one can apply these concepts in the test questions. The Pass the TExES program encourages the development of higher level thought processes such as application, evaluation, analysis and synthesis...processes Bloom's Taxonomy categorizes at the top end of learning. The exercises we employ are designed to exercise and increase these higher-level thought processes, thus allowing for greater success on the exam. That is why this method includes both lower level memorization activities and then moves into exercises using the higher level thought processes. The goal, of course, is to know this material well and be able to analyze test questions and choose correct answers on the test.



This program has made all the difference for many teachers since 1999. Read testimonials and purchase additional copies of this book and other books at www.passthetexas.com. Seminars may be available to the general public and they are always available for Texas universities, school districts, Alternative Certification Programs, and Education Service Centers.

NOTE: By carefully following this program of study we feel that you will be well-prepared for your TExES exam. However, we do not guarantee a passing grade on the exam. We encourage you to contact us during your study time should you have any questions. Should you attend one of our seminars and fail your exam, you may contact us for a free tutoring session by phone with our staff. If you purchase a book and decide you cannot use it, please contact us within one week of receipt to request a full refund.

1. Ancient World Civilizations

Competency 1:

The teacher understands significant historical events and developments in ancient world civilizations, factors influencing the development of ancient world civilizations, and major characteristics and contributions of ancient world civilizations.

A. Geography's Role in History

Historically, geography has determined the destiny of civilizations. The first civilizations emerged along rivers and other water sources. Water provided the basis for the Neolithic Revolution — farming. Humans who were blessed with good water sources and good soil — all geographic factors — were able to spend less time hunting for food and more time inventing things like plows and ships with sails. This “technology” — anything that makes life easier for humans would not have been possible in a less blessed geographic area.

B. Greetings Neighbor

Most early civilizations were connected either directly or indirectly through trade. As groups interacted, ideas were exchanged through a process of diffusion. This is just a fancy way of saying one idea from one group is adopted by another group. Major ideas were exchanged, such as:

- Religion
- Language
- Writing systems and alphabets
- Weapons and tools
- Legal codes and customs

C. Here Comes the King

Monarchs were the norm. Occasionally some aspects of democracy appeared, like in Athens and Rome, but for the most part, these democratic efforts were short lived and were more democratic in theory than in practice.

The King was at the top of the social ladder, normally along with priests. Slaves were at the bottom. Although there were slight differences concerning the treatment and role of women, these were patriarchal societies and men ruled!

D. One God or Two

Most people were polytheistic (belief in many gods). Their gods were normally associated with items found in nature: sun, earth, rain, river, etc. Monotheism (belief in one god) began with the Hebrews. The second major monotheistic religion to emerge was Christianity. Christianity at first was simply an obscure Jewish sect that slowly spread to non-Jews around the Roman Empire. It was finally legalized when Emperor Constantine converted and in 381 it became the official religion of Rome and it began to spread to all parts of the western world.

E. Specific World Civilizations

Mesopotamians: This includes the numerous groups that dominated the areas along the Tigris and Euphrates Rivers (in modern day Iraq). The most significant groups were the Sumerians and the Babylonians. The Sumerians had numerous achievements, including:

1. Advanced irrigation systems.
2. A system of writing called cuneiform.
3. A number system based upon 60 (think 60 seconds in a minute, etc.).
4. Architectural marvels called Ziggurats (think boxy pyramids).
5. A famous epic called *Epic of Gilgamesh* that included a story of a flood.

The Babylonians were great warriors and they developed an empire. They are most known for Hammurabi's Code (between 1792 - 1750) which was the first known written code of law.

Egyptians — The Egyptians settled along the Nile River in about 3100 BC and they depended upon the river for everything. The rich soil

Continued

1. Ancient World Civilizations, cont'd.

allowed the Egyptians to have huge surpluses of food. This allowed for people to devote themselves to other activities, like working with gold, building tombs, and designing pyramids. The most recognizable pyramids are those in Giza. From the pyramids we know that the Egyptians had an excellent command of geometry and engineering. Other evidence left behind by the Egyptians was their form of writing — hieroglyphics. Egypt was later conquered by Alexander the Great, who put the Greek Ptolemy family on the throne. The last Ptolemy ruler was Cleopatra.

Mesoamerica's civilizations were a little different in that they emerged along lakes and sea coasts rather than rivers. The oldest civilizations included the Chavins of Peru and the Olmecs of southern Mexico. The Olmecs are best known for the huge stone heads that have survived. The most dominant group was the Mayas of Central America. They dominated from about 250 - 900 AD. They had an accurate calendar, an advanced writing system, pyramids dedicated to gods, vast cities and trading posts, and the concept of 0. Like most other societies, religion was the center of life.

Sub-Saharan Africa - Since they did not have a written language, our knowledge of the people of this time period is limited. The most significant people of this period were the Bantus who spread their language throughout sub-Saharan Africa.

Indus River Valley refers to the civilizations that developed in what is now modern day India and Pakistan. The most significant cities from this era are Harappa and Mohenjo-Daro. They had a form of indoor plumbing, brick buildings, and advanced irrigation.

They were invaded by an Indo-European group in 1500 BC. This group, the Aryans, was lighter skinned than the natives of India, but not as light as Hitler assumed they were when he took their name to describe the "master race".

The Aryans brought with them a collection of writings called the Vedas which clearly defined specific classes or castes. The castes were based on skin color and everyone was born into his or her caste. The lowest group was called the Untouchables. The only way to move from one caste to another was through reincarnation. These beliefs formed part of the polytheistic religion of Hinduism.

Another development from India was Buddhism. Buddhism which stresses the end of suffering and desires through meditation was founded by a Hindu named Siddhartha Gautama, later called Buddha or enlightened one. Buddhism remains one of the world's major religions; however, it is not very popular in India. Hinduism remains the major religion of India.

China — The first Chinese civilizations developed along the Huang He River. The earliest Chinese had a form of writing that can still be found on oracle bones which were burned to communicate with the Chinese ancestors.

The Chinese concept of government was based upon the Mandate of Heaven. This was the belief that the ruler had the blessing of Heaven. When Heaven no longer wanted a particular ruler to rule, then he would be overthrown. Whenever a new ruler emerged, the Dynastic Cycle began. The Cycle was always the same with the Emperor gaining power only to become weak and be overthrown. Then the Cycle would begin again.

Certain philosophies formed the foundation of Chinese behavior. These include Confucianism (founded by the teacher Confucius) which stressed proper behavior and respect, Taoism/ Daoism which centered on finding peace with nature, and Legalism which stressed government control, harsh punishment, and censorship. Since none of these philosophies stressed a belief in gods, none is considered a religion.

Continued

1. Ancient World Civilizations, cont'd.

The most significant empire of this period was the Han Empire (206 BC - 220 AD). The Han Empire was to Asia what the Roman Empire was to Europe. The wealth of the Han Empire was amassed through trade along the Silk Roads. These roads connected the riches of China (primarily silk) and Asia to the Middle East. Most of Asia, including Japan, was greatly influenced by the culture of China.

Mediterranean World — For most people, the Mediterranean World is the most familiar of this time period. It is the most influential political and cultural force of the modern western world. The lesser-known groups of this region were:

- Phoenicians who settled in what is now Lebanon (north of Israel) and they were sea-traders whose alphabet formed the foundation of our modern alphabet (hence, phonics).
- Minoans who were early Greeks. Their architecture would be adopted by later Greeks and we still use their columns as the foundation of our western architecture.
- Mycenaean were another group of early Greeks who traded with Egypt, Phoenicia, and Asia Minor (modern day Turkey). From the Phoenicians, they borrowed their alphabet which set up the process for that alphabet to eventually make it to our modern one.

F. The Glory that was Greece

The Greeks lived on numerous islands and in various mountains of what is now Greece. From 500 — 479 BC the various Greek city states joined forces to defeat the Persians (modern day Iran). The Persians were led by Cyrus and Darius the Great.

Classical Greece refers to the height of Greek culture in Athens.

Greek accomplishments included:

- The philosophy of Socrates, Plato, and Aristotle.
- Architecture, like the columns of the the Parthenon.
- The birth of drama. Some of these plays were

from Homer's Illiad and the Odyssey. These narrative poems were about the Trojan War which was ancient history to these Greeks.

- Idealized sculpture where men had bulging muscles.
- Systematic study of science, geometry, and medicine.
- Democracy. In Athens all male citizens — a very small group of landowners who could prove that both their grandfathers were citizens of Athens — met and voted directly on issues.

Alexander the Great was a brilliant military leader who happened to be a student of Aristotle. Alexander was actually from Macedonia just north of Greece, but he adopted the Greek culture as his own. In 404 BC he conquered all of Greece, including Athens. He would go on to conquer the entire Mediterranean world, northern Africa, and Asia Minor before dying in 323 BC at the tender age of 32. His major contribution was spreading Greek culture — Hellenism. Most of his world would later be conquered by the Romans.

G. The Grandeur that was Rome

The first Italians were called Etruscans, but the most important were the Romans. Originally, the Romans were ruled by monarchs, but in 509 BC they overthrew the king and set up a Republic. In ancient Athens, due to small numbers, all citizens could show up at government meetings and vote (direct democracy), but in Rome, there were too many citizens. The Romans did something different and allowed all citizens to vote for representatives to the Senate. The Senate, representing the people, made the decisions.

Society was made of Patricians (wealthy) and Plebeians (common people). Slaves were very numerous and were economically vital to Rome. The Romans began to expand and conquer their neighbors. One of the most successful conquerors was Julius Caesar. Caesar had con-

Continued

1. Ancient World Civilizations, cont'd.

quered Gaul (modern day France) and parts of modern day Britain, and in 49 BC he returned to Rome and declared himself emperor. Some people, including his own godson Brutus, believed that they had to do something to save the Republic. These conspirators killed Caesar. Ironically their efforts to save the Republic were futile because his adopted son Octavian Caesar (later given the title of Augustus) seized power and started a dynasty of hereditary rulers. At first, Augustus ruled jointly with Marc Antony, but when Marc Antony married Julius Caesar's former mistress, the Cleopatra, and conspired to overthrow Augustus, Augustus went to war with and defeated Marc Antony. Both Marc Antony and Cleopatra committed suicide in a scene that is reminiscent of Romeo and Juliet.

After the defeat of Antony, Rome began a 207 year period of peace — Pax Romana. Rome would be ruled by Caesar until the final collapse of Rome. The name “Caesar” is the foundation of the Russian title “Czar” and the German title, “Kaiser”.

The major contributions of the Romans included spreading Greek culture, the Latin language, Roman architecture including the arch and dome, Roman law, baths, libraries, and the Roman alphabet (actually borrowed from Greece and Phoenicians).

After a series of weak rulers and a series of attacks from the Huns and Germanic tribes, Rome started to crumble. Rome divided into two parts with an “Eastern” part centered in Constantinople (modern day Istanbul, Turkey) and the Western part centered in Rome. After the last Roman Emperor was over thrown in 476 AD, the Eastern part (Byzantine) continued to thrive until 1453 when Constantinople was conquered by Muslim conquerors.

4. World History from 1815 to the Present

Key Descriptors:

Key Words:

- | | |
|--------------------|----------------|
| Simon Bolivar | Communism |
| Charles Darwin | Cold War |
| Karl Marx | Nelson Mandela |
| Russian Revolution | Mao Zedong |
| British Empire | 1914 - 1918 |
| Fascism | 1939 - 1945 |
| Nazism | |

NOTE: Refer to the bullet points under each Competency in the ETS/SBEC study guide. On the lines above paraphrase each bullet point using a short phrase that is meaningful to you.

D E S C R I P T O R H I G H L I G H T S	
<ul style="list-style-type: none">• Demonstrates knowledge of key figures and events that shaped world history from 1815 to the present.• Analyzes causes and effects of political revolutions.• Understands the impact of political, economic, and cultural expansion.	<ul style="list-style-type: none">• Analyzes the causes and effects of the Industrial Revolution, World War I and World War II.• Demonstrates knowledge of totalitarianism.• Understands significant events related to the spread and fall of communism.

4. World History from 1815 to the Present

Competency 4:

The teacher understands significant historical events and developments in world history from 1815 to the present.

A. Congress of Vienna

In 1815 the leaders of Europe met at the Congress of Vienna to deal with a post-Napoleon Europe. The major goal of the meeting was to ensure that all the "legitimate" monarchs in Europe were returned to their rightful thrones, including France.

B. Battle of 'Isms

In 19th century Europe, liberalism referred to the ideas of the Enlightenment and both the American and the French Revolutions — freedom of speech, religion, and press, a say in one's own government, and equality under the law. When Napoleon conquered parts of Europe these liberal ideas spread.

The monarchs and nobility of Europe stressed conservatism. Conservatism stressed traditional Europe where power, wealth, and privilege were firmly in the hands of royalty and nobility.

Nationalism is defined as a pride a people have in their shared religion, language, and or history. When people, united by nationalist factors, are ruled by an outsider revolutions have a way of occurring. This happened when Greece rebelled against the Ottoman Empire. Nationalism also contributed to the unification of Italy and Germany.

Capitalism was described in Adam Smith's *Wealth of Nations* (1776). One of Smith's major arguments was that the government should not interfere with the economy — laissez faire. This was a direct challenge to monarchs and governments that had relied upon mercantilism and other control of the economy. Because of this challenge, capitalism was a very liberal idea that middle class factory owners and merchants embraced.

Socialism advocated the public ownership of the means of production. A more radical concept was Communism which was proposed by Karl Marx and Friedrich Engels. Marx and Engels predicted a revolt where the masses would seize the factors of production from the owners. The abysmal working and living conditions of workers led to some workers finding some aspects of socialism and communism appealing.

Charles Darwin caused uproar with the publication of *Origin of Species*. The book suggested that animals had adapted to conditions over time with the animals that were able to adapt surviving while those that didn't dying off. Later work suggested that many animals have a common ancestor.

C. Latin American Revolutions

Spain placed severe economic and political limits on its Latin American colonies. This led to a series of revolutions throughout Latin America. Two leaders of these revolutions were Simon Bolivar and Jose de San Martin. Bolivar and San Martin achieved independence for most of the Spanish colonies of South America. In 1822, Brazil declared its independence from Portugal and Mexico became a republic in 1838. All of these revolutions were in some way inspired by the Enlightenment and both the American and French Revolutions. It is important to remember that these revolutions brought independence, but slavery was common and Native Americans were normally denied basic rights.

D. Industrial Revolution

While the European continent was dealing with the French Revolution and Napoleon, England's economic and political stability allowed a series of technological advances to lead to an all-out

Continued

4. World History from 1815 to the Present, cont'd.

economic revolution. With the inventions of the spinning jenny and the water frame, textile factories emerged.

The Industrial Revolution changed the world in many ways, including:

- Urbanization — people moved in large numbers to cities, often to slums
- Transportation — the locomotive and steamboat
- Emergence of a Middle Class — factory owners and merchants prospered
- Child labor — cheapest form of labor
- Clash of Economic Theories — capitalism and socialism
- Increased Imperialism — countries needed colonies for cheap resources
- Cheaper goods — mass production results in cheaper items

E. Imperialism

In 1884, the major European powers met in Berlin to divide Africa. The results of this meeting led to more European rivalries. Rubber, diamonds, gold, cocoa, and palm oil had made many Europeans wealthy while draining Africa of resources and profits.

The British Empire was by far the largest imperial power with colonies and possessions on every populated continent. This led to the phrase, “the sun never sets on the British Empire.” India was one of its most significant colonies. India provided England with tea, cotton, coffee, and indigo. India adopted British schools, hospitals, and technology. There was also some rebellion towards British rule, such as the Sepoy Rebellion (Sepoys were Indians who served as British soldiers). Unrest remained and nationalism eventually led to India’s independence in 1947.

F. Other imperialist powers included

- France — parts of Africa and Indochina (modern day Vietnam, Laos, and Cambodia).

- The United States — Hawaii, Philippines, Puerto Rico, and Guam.
- The Ottoman Empire — held the majority of what is now the Middle East.

Although Latin America was “free” economically most land and businesses were owned by foreigners. Great Britain played a large role in the affairs of China. Great Britain had defeated the Chinese in the Opium Wars and in so doing Great Britain gained control of many Chinese ports, including Hong Kong which remained under British control until the 1990s.

G. World War I

The causes of World War I were:

1. rivalries caused by imperialism;
2. a massive arms buildup called militarism;
3. the alliance system;
4. nationalism.

The spark that started World War I was the assassination of the heir to the Austrian Empire, Archduke Franz Ferdinand. He was killed by a member of the Serbian terrorist organization called the Black Hand. The Black Hand wanted to gain independence for the Serbians that lived in Austrian lands. Austria believed that the country of Serbia was aware of the planned attack and demanded that Serbia agree to a set of conditions as a form of punishment. When Serbia refused, Austria declared war on Serbia. In response, Russia, who considered itself the protector of all Slavs — including Serbs, mobilized for war against Austria. Germany, France, Italy, Great Britain, and the Ottoman Empire soon joined in.

World War I was a stalemate in the trenches along the Western Front. New technology emerged from the war, including machine guns, tanks, and poison gas. The United States had avoided direct involvement but it finally entered in 1917, just months before the war ended.

Continued

4. World History from 1815 to the Present, cont'd.

As a result of the war, Germany took the blunt of the blame (still a hotly debated topic) and according to the Treaty of Versailles, Germany was required to pay an enormous sum in reparations and give up its colonies. These severe economic penalties led to internal chaos for Germany.

Another treaty dealt with the Ottoman Empire. The new boundaries of the Ottoman Empire became modern day Turkey with the rest of Ottoman land turned over to Great Britain and France under the mandate system. This land would become Saudi Arabia, Iraq, Jordan, Kuwait, Syria, and eventually Israel.

Also as a result of World War I, Austria lost most of its land. From the Austrian Empire, numerous countries were formed including Czechoslovakia, Hungary, and Yugoslavia. The creation of Yugoslavia was especially disastrous in that there were many conflicts between the various Slavic groups that had been put together. In the 1990s Yugoslavia exploded and fighting erupting between Bosnia, Serbia, and Croatia. Czechoslovakia also broke up in the 1990s; however, it was a very peaceful process.

H. The Russian Revolution

A revolution in Russia led to its withdrawal from World War I. While the rest of Europe was growing economically, Russia was still a feudal society complete with serfs. In 1917, socialists overthrew Czar Nicholas II. Following the revolution, a civil war erupted between different socialist forces. The winner of the civil war was the Bolsheviks (Communists), who were led by V.I. Lenin. After Lenin died, Joseph Stalin came to power.

I. The Great Depression

The Great Depression was an international event that affected all parts of the globe. Economic conditions allowed for totalitarian leaders to emerge. These included Adolph Hitler in Germany and Benito Mussolini in Italy.

J. Hitler's Aggression

In 1933, Hitler was named Chancellor of Germany. One of his first actions was to militarize the Rhineland (a buffer zone between Germany and France) — in direct violation of the Treaty of Versailles. Hitler proceeded with several more aggressive steps, including united Germany and Austria and announcing his intentions to take the Sudetenland — part of Czechoslovakia that was occupied by large numbers of Germans. In response, Great Britain, France, Italy, and Germany met in Munich (1938). Great Britain's Prime Minister, Neville Chamberlain, agreed to allow Hitler to take the Sudetenland in exchange for Hitler's promise not to make any more aggressive moves. This policy of appeasement led Hitler to believe that Europe was very weak. Chamberlain left Munich and announced that he had "secured peace." In 1939, Hitler invaded Poland and Great Britain and France finally declared war on Hitler.

K. World War II

Hitler had formed an alliance with Italy and Japan. Japan and China were already at war over Japan's invasion of Manchuria and Korea and Italy had invaded Ethiopia. Joseph Stalin, who was not prepared for war, had formed a non-aggression pact with Hitler and believed that the Soviet Union would not be dragged into another European conflict.

Hitler quickly took France and then proceeded to take most of the rest of Western Europe. From 1940 to 1941, Hitler waged the Battle of Britain. For eight months Hitler's Luftwaffe Air Force bombed Great Britain nightly. Winston Churchill, who replaced Chamberlain as Prime Minister, refused to give up.

In June of 1941, Hitler invaded the Soviet Union. Stalin, furious over Hitler's betrayal, immediately began to prepare for war. The

Continued

4. World History from 1815 to the Present, cont'd.

most significant battle was the Battle of Stalingrad. This battle was a victory for the Soviets and began the effort to push Hitler back. By the end of World War II, twenty five million Soviets had been killed, the most of any country.

In December of 1941, Japan attacked Pearl Harbor. The United States had been restricting Japan's access to oil and other resources and Japan believed that an attack would make the United States cease. Instead, the United States declared war on Japan. Hitler followed a few days later by declaring war on the United States.

In 1942, American forces were making their way through Africa and the Pacific where the Americans defeated the Japanese at the Battle of Midway. In 1943, the Allies took Rome and in 1944 Operation Overlord (D Day invasion of Normandy) was the beginning of the end for Hitler. In May of 1945 the Nazis surrendered. In August, two atomic bombs were dropped on Japan, leading to Japan's surrender.

L. The Holocaust

Historians continue to argue the source of Hitler's hatred towards Jews and various other groups. Regardless of the reasons, Hitler's efforts to rid Europe of those whom he defined as inferior resulted in the deaths of an estimated twelve million people. After World War II, Nazi officers were put on trial in Nuremberg where their defense of "only following orders" was rejected by the international community.

M. The Cold War

The United States and the Soviet Union joined forces to defeat Hitler; however, shortly after victory the two sides were engaged in one of the costliest wars in history. On one side was the United States and her Western European/NATO allies. On the other side was the Soviet Union and what would become the Warsaw Pact countries. Major events and of the Cold War included:

- Marshall Plan — An economic plan where

the United States offered to help European countries rebuild after the war; the Soviet Union viewed it as an attempt to turn European countries against the Soviets.

- Truman Doctrine — In response to communists rebels in Greece and Turkey, Truman said that the United States would help defend any country threatened by communism.
- Berlin Wall — In an effort to keep East Germans from leaving communist controlled East Germany, the Soviets built a wall that became a symbol of the war.
- Cuban Missile Crisis — The Soviets placed missiles in Cuba which was ruled by Fidel Castro, a communist; the United States threatened to launch a strike if the Soviets didn't remove the missiles. In the end the Soviets removed the missiles and the United States removed some missiles from Turkey.
- Proxy Wars — This was when the Soviet Union supported communists in a country and the United States supported whoever would fight the communists. This led to such conflicts as Korea, Vietnam, Nicaragua, Afghanistan, and Angola.
- Détente — Was the idea of "peaceful coexistence" where the United States and the Soviet Union agreed to let things "be".
- Space Race — When the Soviets launched Sputnik, the United States believed that the Soviets were ahead of us in science and technology.
- Arms Race — The competition to see who could build the most and the biggest weapons, especially nuclear weapons.

In the end, the Soviet Union went bankrupt before the United States did. When Mikhail Gorbachev became the Premier of the Soviet Union he started a series of economic and social reforms. His economic reforms were called perestroika (restructuring) and his social reforms were called glasnost (openness). Gorbachev allowed more trade and some private ownership

Continued

4. World History from 1815 to the Present, cont'd.

under perestroika and he allowed some freedom of speech and press under glasnost. With Gorbachev so concerned with domestic issues, he was willing to let some foreign issues go to the side. These included Solidarity (non-communist workers union) winning elections in Poland and the German people literally tearing down the Berlin Wall.

N. Other 20th Century Events, etc. to Review

The United Nations was formed in 1945. Unlike its failed predecessor, the League of Nations, the United Nations included the United States and most other countries.

Europe

- After World War II, Germany and France created an economic trading bloc. This bloc has grown to include most countries in Europe and is now called the European Union.

Middle East

- With the increased use of oil, many countries of the Middle East experienced economic booms. The countries joined together to form OPEC — Organization of Petroleum Exporting Countries — to regulate the production of oil.
- In 1948 the country of Israel was formed. Israel was a result of the Zionist movement — the belief that the Jewish population would only be safe in their own homeland and that that homeland should be in their historical land of Palestine. This caused conflict between Israel and its neighbors. A major issue has been the treatment of the native Arab population — Palestinians. The Palestinian Liberation Organization (PLO) was formed and it called for the creation of a Palestinian State.
- In 1979 there was a revolution in Iran. This was led by the Ayatollah Khomeini who believed that Iran had become too western and secular. The pro — U.S. Shah (the ruler)

was overthrown and in the conflict some American hostages were taken.

- From 1980 to 1988, Iran and Iraq fought a very bloody war. Over one million people died.

Asia

- In 1911, the Chinese overthrew the Emperor and created a republic. In 1949 Mao Zedong seized power and created a Communist state. Mao also started the Cultural Revolution which was anti-western and anti intellectual. In 1989, there was a pro-democracy student protest in Tiananmen Square which resulted in the Chinese government sending in tanks and killing students, all while CNN was filming live.
- India gained independence in 1947 largely as a result of the leadership of Mohandas Gandhi. After independence, the predominately Muslim areas broke away and became Pakistan in the west and Bangladesh in the east. Pakistan and India remain in conflict over the Kashmir area of India. It is a predominately Islamic area; however, it is part of India. Both India and Pakistan have nuclear weapons.
- Another person to recognize regarding India is Mother Teresa. She dedicated her life to helping the poor of India.
- Vietnam had been a colony of France. In 1954 the Vietnamese declared their independence and the pro-Communist Ho Chi Minh led a movement to make all of Vietnam a Communist country. The United States entered into the conflict to assist anti-Communists. Failing to defeat the Communist forces, the United States withdrew its troops in 1973.

Africa

- After World War II, decolonization took place in Africa. Unfortunately, many countries were drawn into the proxy wars between the United States and the Soviet Union. Draught

Continued

Competencies

Domain I

1. **Ancient World Civilizations**

Competency 1:

The teacher understands significant historical events and developments in ancient world civilizations, factors influencing the development of ancient world civilizations, and major characteristics and contributions of ancient world civilizations.

2. **World History from 476 to 1350**

Competency 2:

The teacher understands significant historical events, developments, and traditional points of reference in world history from 476 to 1350.

3. **World History from 1350 to 1815**

Competency 3:

The teacher understands significant historical events, developments, and traditional points of reference in world history from 1350 to 1815.

4. **World History from 1815 to the Present**

Competency 4:

The teacher understands significant historical events and developments in world history from 1815 to the present.

Domain II

5. **Exploration & Colonization**

Competency 5:

The teacher understands significant historical events and developments in the exploration and colonization of North America, and the development of colonial society.

6. **Revolutionary Era and the Early Years of the Republic**

Competency 6:

The teacher understands significant historical events and developments of the Revolutionary Era and the early years of the Republic, including the foundations of representative government in the United States.

7. **Westward Expansion, the Civil War, and Reconstruction**

Competency 7:

The teacher understands significant historical events and developments related to westward expansion, the Civil War, and Reconstruction.

8. **United States, World Power**

Competency 8:

The teacher understands significant historical events and developments related to the emergence and role of the United States as a world power and the effects of major decisions and conflicts on the United States.

9. **Political, Economic, and Social Development from 1877 to the Present**

Competency 9:

The teacher understands significant political, economic, and social developments in the United States from 1877 to the present.

Domain III

10. **Geographic Concepts, Natural Processes, and Earth's Physical Features**

Competency 10:

The teacher understands basic geographic concepts, natural processes involving the physical environment, and Earth's physical features.

11. **Global & Regional Patterns of Culture & Human Geography**

Competency 11:

The teacher understands global and regional patterns of culture and characteristics and processes associated with different cultural regions.

12. **Interaction Between Human Groups & the Physical Environment**

Competency 12:

The teacher understands the nature and significance of interactions among peoples, places, and environments.

13. **Sociological, Anthropological, and Psychological Concepts and Processes**

Competency 13:

The teacher applies sociological, anthropological, and psychological concepts and processes to understand cultural formation and change, intergroup relations, and individual development.

Competencies

Domain IV	14. Democratic Principles and Government in the United States	Competency 14: The teacher understands the principles of democratic government and the structure and functioning of government in the United States.
	15. Citizenship and Political Processes in the United States	Competency 15: The teacher understands political processes in the United States and the rights and responsibilities of U.S. citizens.
	16. Political Systems	Competency 16: The teacher understands the development of political systems and the similarities and differences among major historical and contemporary forms of government.
Domain V	17. Economic Concepts and Types of Economic Systems	Competency 17: The teacher understands basic economic concepts, major developments in economic thought, and various types of economic systems.
	18. Free Enterprise System, U.S.	Competency 18: The teacher understands the structure and operation of the U.S. free enterprises system, the role of government, business, consumers, and labor in the system, and basic concepts of consumer economics.
	19. Revolutionary Era and the Early Years of the Republic	Competency 19: The teacher understands major scientific and mathematical discoveries and technological innovations and the societal significance of these discoveries and innovations.
Domain VI	20. Foundations and Skills in Social Studies	Competency 20: The teacher understands social studies terminology and concepts; the philosophical foundations of social science inquiry; relationships among and between social science disciplines and other content areas; and skills for resolving conflicts, solving problems, and making decisions in social studies contexts.
	21. Sources of Social Studies Information: Interpreting and Communicating	Competency 21: The teacher understands sources of social studies information and knows how to interpret and communicate social studies information in various forms.
	22. Research in Social Studies	Competency 22: The teacher understands social science and historical research methods, including procedures for formulating research questions and for organizing, analyzing, evaluation, and reporting information.
	23. Instruction and Assessment in Social Studies	Competency 23: The teacher understands the Texas Essential Knowledge and Skills (TEKS) in social studies; knows how to plan and implement effective social studies instruction, including helping students make interdisciplinary connections and develop relevant reading skills; and knows procedures for assessing students' progress and needs in social studies.

Worksheet 2

Competency Key Titles

List the Key Title for each Competency: (Study them on the Competency study pages in this manual and on the CD, and then write them from memory here.)

1.	_____	13.	_____
	_____		_____
2.	_____	14.	_____
	_____		_____
3.	_____	15.	_____
	_____		_____
4.	_____	16.	_____
	_____		_____
5.	_____	17.	_____
	_____		_____
6.	_____	18.	_____
	_____		_____
7.	_____	19.	_____
	_____		_____
8.	_____	20.	_____
	_____		_____
9.	_____	21.	_____
	_____		_____
10.	_____	22.	_____
	_____		_____
11.	_____	23.	_____
	_____		_____
12.	_____		_____
	_____		_____

SAMPLE TEST METHOD

** Restate the question in your own words if necessary.*

** Determine what Competency the question is referring to. _____*

** State why you think this is the correct Competency.*

** Based on the competency you chose, state your answer _____*

** State why this answer is correct, and why it connects to the Competency you chose.*

** Look up the correct competency and answer in the Answer Key.*

Write down why you were wrong about the Competency, or answer, or both, and why the answer key is correct.

** Restate the question in your own words if necessary.*

** Determine what Competency the question is referring to. _____*

** State why you think this is the correct Competency.*

** Based on the competency you chose, state your answer _____*

** State why this answer is correct, and why it connects to the Competency you chose.*

** Look up the correct competency and answer in the Answer Key.*

Write down why you were wrong about the Competency, or answer, or both, and why the answer key is correct.
