Welcome to 7th grade Social Studies!

A note for parents: This workbook will serve as the textbook for this course. Your student will be expected to have this workbook with him or her every day. Please encourage them to take advantage of the study tools inside. If your student misses a day, he or she needs to be sure to fill in anything we did together in class because it may appear on a test.

There may be some formatting differences between this version and the student version. The Parent Edition contains review information and definitions. Some blanks will remain because that information will be filled in together during class time. Please feel free to contact Ms. Davis if you have any questions about the content or material inside.
## Workbook Test Dates

<table>
<thead>
<tr>
<th>Unit</th>
<th>Date</th>
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Seventh Grade Unit 1

Basic Training!

Elaborated Unit Focus
The focus of this important first unit is on the themes and terms that will come up repeatedly throughout this year. This important first unit covers the basic ideas in our study of government, geography, history, and economics this year. These terms will show up in each unit and on each major test we take as we go through this workbook.

Standards/Elements
This unit is designed to teach the basic vocabulary and concepts that go with the government, geography, economics, and history Georgia Performance Standards established by the Georgia Department of Education. Most of these will be a review of what was learned last year.

Unit 1 Vocabulary Focus

Study these terms

Government terms:
Unitary government system
Confederation government system
Federal government system
Autocratic government (autocracy)
Oligarchic government (oligarchy)
Democratic government (democracy)
    Parliamentary democracy
    Presidential democracy
    Hereditary monarchy
    Constitutional monarchy
    Theocracy
    Republic
    Communist

Economics terms:
Traditional economy
Command economy
Market economy
Mixed economy
Specialization
Trade barriers
Tariff
Quota
Embargo
Currency
Human capital
Capital
Natural Resources
Gross Domestic Product (GDP)
Entrepreneurship

History terms:
Nationalism
Independence

Geography terms:
Ethnic group
Religious group
Literacy rate
Standard of living
Definitions for Unit One:

Government terms

Autocratic government (autocracy) The ruler has absolute power to do whatever he wishes and make and enforce any law he chooses.

Communism An economic structure or government that promotes a classless society based on common ownership of products and property.

Confederation government system The local government has all the power and the national government depends on the local for its existence.

Constitutional monarchy A government where the powers of the ruler are restricted to those granted by the constitution of the country.

Democratic government (democracy) The people play a much greater role in deciding who the rulers are and what decisions are made.

Federal government system A political system where power is shared between the federal and local governments, including executive, legislative, and judicial branches.

Hereditary monarchy The government is ruled by a king who comes from a family that has ruled the country for several generations.

Oligarchic government (oligarchy) Where a small group takes over the government and makes all major decisions; government by the few.
Parliamentary democracy: People vote for the party they feel best represents their ideas of how government should operate.

Presidential democracy: AKA Congressional; in this system, a president is chosen to be the leader.

Republic: A state in which the supreme power rests in the body of citizens entitled to vote.

Theocracy: A government where God is seen as the true leader and religious leaders serve as political leaders.

Unitary government system: Local governments such as state or county systems may have some power, but they are under the control of the national government.

Geography terms

Ethnic group: A group of people who share cultural ideas and beliefs that have been part of their community for generations.

Literacy rate: Percentage of people in a country who can read and write.

Religious group: A group of people who share a belief in God.

Standard of living: The quality of life in a country; involves health and education.
Economics terms

**Capital** (goods) The factory, machinery, and technology that people use to make products to sell

**Command economy** An economy in which a government planning group makes most of the basic economic decisions for the workers

**Currency** Something used as a medium of exchange; money

**Embargo** A trade barrier in which one country announces it will no longer trade with another country in order to isolate and cause problems within that country’s economy

**Entrepreneurship** Creative, original thinkers who are willing to take risks to create new businesses and products

**Gross Domestic Product (GDP)** The value of all goods and services produced within a nation in a given year

**Human capital** The knowledge and skills that make it possible for workers to earn a living producing goods or services

**Market economy** An economy in which a society’s economic decisions are made by individuals who decide what to produce and what to buy

**Mixed economy** An economy that has characteristics of both market and command systems
Natural Resources
Something that is in or supplied by our natural environment and can be consumed or used by people

Quota
A way of limiting the amount of foreign goods that can come into a country

Specialization
Those products a country makes best and that are in demand on the world market

Tariff
A tax placed on goods when they are brought into one country from another country

Trade barriers
Anything that slows down or prevents one country from exchanging goods with another

Traditional economy
An economy in which most of the economic decisions that are made are based on custom and on the habit of how such decisions were made in the past

History terms

Independence
The freedom from being controlled by another country

Nationalism
Loyalty to a group with whom one shares a common history, culture, and/or religion
Who has the power?

Unitary System – central government

Confederation – local government

Federal System – power is shared

Autocracy – king/ruler

Oligarchy – small group

Democracy – people vote

Parliamentary Democracy – people vote for the party that chooses the Prime Minister

Presidential Democracy – people vote directly for a person who becomes President

Hereditary Monarchy – king who inherited power

Constitutional Monarchy – king/emperor doesn’t have much more power than the average citizen

Theocracy – God

Communism – central government

Republic – voters and the people they elect

SS7CG (1, 2, 4, 5, 6, and 7): Government Types
Government Systems... The Handy-Dandy Triangles!

SS7CG4a - Unitary, Confederation, and Federal Governments
Government Systems...The Handy-Dandy Triangles!

SS7CG4b - Autocratic, Oligarchic, and Democratic Governments
**FLASH CARDS**
Write the term on one side and its definition on the other. Study!

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</tbody>
</table>

*Tear out this page and take it home to study!*
Extra Notes... Things I shouldn't forget!
Let’s Take a Test!

For this test over Unit 1, you can use your notes! That is, any note you can fit in this little square...

Cut it out and write in everything you think you might not remember on the test. You may use *only* this square on the test for help. Study!
Extra Notes... Things I shouldn’t forget!
Seventh Grade Unit 2
The Modern Middle East

SS7G5 Standard/Elements

SS7G5 The student will locate selected features in Southwestern Asia (Middle East).


b. Locate on a world and regional political-physical map the nations of Afghanistan, Iran, Iraq, Israel, Saudi Arabia, and Turkey.

Label these locations on the inset map

- Euphrates River
- Jordan River
- Tigris River
- Suez Canal
- Gaza Strip
- Iran
- Iraq
- Israel
- Saudi Arabia

Label these locations on the regional map

- Iran
- Iraq
- Israel
- Saudi Arabia
- Afghanistan
- Turkey
- Persian Gulf
- Arabian Sea
- Red Sea
- Strait of Hormuz
SS7G5 Vocabulary Focus

Define these terms

Afghanistan  _A landlocked, mountainous country located northwest of India and east of Iran in Southwest Asia_

Arabian Sea _The northwest arm of the Indian Ocean between India and Saudi Arabia_

Dead Sea _A sea in Jordan that’s so salty nothing can live there_

Euphrates River _One of the longest rivers in Southwest Asia; begins in Turkey and flows through Syria and Iraq_

Gaza Strip _A coastal region at the southwestern corner of the Mediterranean Sea bordering Israel and Egypt_

Iran _West of Afghanistan, one of the largest countries in Southwest Asia_

Iraq _Country west of Iran which has the advantage of having two of the largest rivers in the region, the Tigris and Euphrates_

Israel _A republic on the Mediterranean Sea created in 1948 by the United Nations as a home to the Jewish people of the world_
Jordan River  Small but important river that begins in the southern Sea of Galilee and flows into the Dead Sea

Persian Gulf  One of the main shipping routes for oil to be shipped out from the rich fields of Kuwait, Saudi Arabia, Iran and others

Red Sea  A sea that borders Egypt and the Arabian Peninsula

Rub al-Khali  A desert in Saudi Arabia whose name means “Empty Quarter”

Saudi Arabia  Largest country on the Arabian Peninsula in Southwest Asia; controlled by a monarchy

Strait of Hormuz  A very narrow waterway in which ships must navigate to and from the Persian Gulf

Suez Canal  Canal in Egypt that allows water transportation between Europe and Asia without traveling around Africa

Tigris River  River that begins in Turkey and flows through Iraq

Turkey  A country located to the north and west of Iraq, where the Tigris and Euphrates Rivers begin

Flags of the region

Afghanistan

Israel

Saudi Arabia

Iraq

Turkey
SS7G7 Standard/Elements

SS7G7 The student will explain the impact of location, climate, physical characteristics, distribution of natural resources, and population distribution on southwest Asia (Middle East).

a. Explain how the distribution of oil has affected the development of Southwest Asia (Middle East).
b. Describe how the deserts and rivers of Southwest Asia (Middle East) have affected the population in terms of where people live, the type of work they do, and how they travel.

SS7G7 Vocabulary Focus

Define these terms

OPEC _The Organization of Petroleum Exporting Countries, founded to set oil price and policy__________________________________________________________

Bedouins _People who live in the desert and move around a lot (desert nomads)_____________________________________________________________

Subsistence Agriculture _Growing food to provide for your family__________________________________________________________

Water _Essential for life because every organ in the body needs water to function and crops must have water to grow_____________________________________________________________

Hydroelectric Power _Electricity produced from the energy of running water_____________________________________________________________

Qanats _Underground tunnels in Southwest Asia that bring water from the hills to the dry plains_____________________________________________________________

Landlocked _Describing a country that has no sea coast or access to an ocean_____________________________________________________________
SS7G7 Enduring Understandings/Essential Questions
Students will understand that location affects a society’s economy, culture, and development.
How does the distribution of oil affect the development of Southwest Asia (Middle East)?
Oil makes countries rich, so countries that have oil resources generally are better off than others. Some countries like Israel, that don’t have oil resources, have to find their money in other ways.

How do the deserts and rivers of Southwest Asia (Middle East) affect the population in terms of where people live, the type of work they do, and how they travel?
People live near water, so population centers are found near water sources.
Label the following countries on this map with their oil amounts: (* = not an OPEC member)

<table>
<thead>
<tr>
<th>Country</th>
<th>Oil Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algeria*</td>
<td>0.9%</td>
</tr>
<tr>
<td>Egypt*</td>
<td>0.3%</td>
</tr>
<tr>
<td>Iran</td>
<td>8.7%</td>
</tr>
<tr>
<td>Iraq</td>
<td>10.1%</td>
</tr>
<tr>
<td>Kuwait</td>
<td>9.4%</td>
</tr>
<tr>
<td>Libya</td>
<td>2.9%</td>
</tr>
<tr>
<td>Oman*</td>
<td>0.5%</td>
</tr>
<tr>
<td>Qatar</td>
<td>1.5%</td>
</tr>
<tr>
<td>Saudi Arabia</td>
<td>25.4%</td>
</tr>
<tr>
<td>United Arab Emirates</td>
<td>9.5%</td>
</tr>
<tr>
<td>Yemen*</td>
<td>0.4%</td>
</tr>
<tr>
<td>Country</td>
<td>Oil Effect</td>
</tr>
<tr>
<td>--------------------</td>
<td>------------</td>
</tr>
<tr>
<td>United States</td>
<td></td>
</tr>
<tr>
<td>United Arab Emirates</td>
<td></td>
</tr>
<tr>
<td>Turkey</td>
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<tr>
<td>Saudi Arabia</td>
<td></td>
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<tr>
<td>Kuwait</td>
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<tr>
<td>Israel</td>
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<tr>
<td>Iraq</td>
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<tr>
<td>Iran</td>
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</tr>
</tbody>
</table>

**The oil effect**

- Area (sq.km)
- Farmable Land
- Population
- Literacy Rate
- GDP per capita
- % pop below poverty line
- Oil Production
- Oil Exports
- Oil Reserves
- Oil Consumption
SS7G8 Standard/Elements

SS7G8 The student will describe the diverse cultures of the people who live in Southwest Asia (Middle East).

a. Explain the differences between an ethnic group and a religious group.
b. Explain the diversity of religions within the Arabs, Persians, and Kurds.
c. Compare and contrast the prominent religions in Southwest Asia (Middle East): Judaism, Islam, and Christianity.
d. Explain the reasons for the division between Sunni and Shi'a Muslims.
e. Evaluate how the literacy rate affects the standard of living.

SS7G8 Vocabulary Focus

Define these terms

Arab _A member of a Semitic group inhabiting Arabia and the Middle East_

_____________________________________________________________

Christianity _A religious group of Christians who believe Jesus Christ is the son of God_

_____________________________________________________________

Farsi _Language spoken by the Persians in Iran_

_____________________________________________________________

Islam/Muslims _The religious faith of Muslims based on the words of the Prophet Mohammed_

_____________________________________________________________

Judaism _A religious group of Jews who believe in one God_

_____________________________________________________________

Kurd _An ethnic group that lives in the mountains of Syria, Turkey, and Iraq_

_____________________________________________________________

Persian _An ethnic group of people who live in the modern country of Iran_

_____________________________________________________________
Sunni Islam: The largest denomination of Muslims

Shi’a Islam: The second largest denomination of Muslims

SS7G8 Enduring Understanding/Essential Questions
Students will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.

What is the difference between an ethnic group and a religious group?
An ethnic group is the way you’re born, the language you speak, the stories you learn, your family’s traditions and habits. A religious group is just based on a belief in God. One can not change his or her ethnic group.

How are the religions of the Arabs, Persians, and Kurds diverse?
Islam is found in all three ethnic groups, but there are Christian and Jewish Arabs. Persians are mostly Shia Muslims and Kurds are mostly Sunni Muslims.

What are the similarities and differences between Judaism, Islam, and Christianity?
All three religions believe in one God (monotheistic) and believe they are the children of Abraham. Jews and Muslims follow specific laws that Christians do not have to.

What is the reason for the division between Sunni and Shi’a Muslims?
After the Prophet Mohammed died, his followers did not know who should lead the religion. The Shia believe the next leader should be a blood relative, but the Sunni believed it should be someone who was the most familiar with the faith.

How does literacy rate affect the standard of living?
Countries with a high literacy rate have workers who can read. They will get better jobs and make more money. When the literacy rate in a country goes up, the standard of living goes up, too.
## Middle East Religions

<table>
<thead>
<tr>
<th>Name of Religion</th>
<th>Judaism</th>
<th>Christianity</th>
<th>Islam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Figure</td>
<td>Abraham</td>
<td>Jesus Christ</td>
<td>Prophet Mohammed</td>
</tr>
<tr>
<td>Place of Origin</td>
<td>Israel</td>
<td>Bethlehem, Israel</td>
<td>Mecca, Saudi Arabia</td>
</tr>
<tr>
<td>Year of Origin</td>
<td>2000 BCE</td>
<td>Became a recognized religion in 300 AD</td>
<td>Became a recognized religion around 600 AD</td>
</tr>
<tr>
<td>Language</td>
<td>Hebrew</td>
<td>The first church services were conducted in Latin</td>
<td>Arabic</td>
</tr>
<tr>
<td>Holy Book</td>
<td>Torah</td>
<td>Bible</td>
<td>Qur’an</td>
</tr>
<tr>
<td>Place of Worship</td>
<td>Synagogue</td>
<td>Church</td>
<td>Mosque</td>
</tr>
<tr>
<td>Followers are Called</td>
<td>Jews (or Jewish)</td>
<td>Christians</td>
<td>Muslims</td>
</tr>
<tr>
<td>Name for God</td>
<td>YHWH because it was against the Ten Commandments to say God’s name out loud</td>
<td>God</td>
<td>Allah</td>
</tr>
<tr>
<td>Main Belief</td>
<td>Someday a Messiah will come to bring peace to the holy land.</td>
<td>Jesus Christ is the son of God and was resurrected from the dead.</td>
<td>There is only one God, Allah, and Mohammed is His prophet.</td>
</tr>
</tbody>
</table>
Arabs, Persians, and Kurds! (Oh, my)

Name: _______________________
Date: ________

Fill in the blanks using the puzzle you put together...

You might be an Arab if you...

You might be a Persian if you...

You might be a Kurd if you...
SS7CG4&5 Standards/Elements
SS7CG4 The student will compare and contrast various forms of government.
a. Describe the ways government systems distribute power; unitary, confederation, and federal.
b. Explain how governments determine citizen participation; autocratic, oligarchic, and democratic.
c. Describe the two predominant forms of democratic governments; parliamentary and presidential.

SS7CG5 The student will explain the structures of the national governments of Southwest Asia.
a. Compare the parliamentary democracy of the State of Israel, the monarchy of the Kingdom of Saudi Arabia, and the Theocracy of the Islamic Republic of Iran.

SS7G4&5 Enduring Understanding/Essential Questions
Students will understand that as a society increases in complexity and interacts with other societies, the complexity of the government also increases.

How does the unitary, confederation, and federal government systems distribute power?
Unitary systems - power is with the central government; Confederation systems - power is with the local governments; federal system - power is shared between central and local governments.

How do autocratic, oligarchic, and democratic governments determine citizen participation?
Autocratic systems have one leader and few voting rights; oligarchic systems are ruled by a small group and offer few voting rights; democratic leaders are elected by the voters.

What are the components of parliamentary and presidential government?
In a parliamentary system, people vote for the party that best represents their interests and the party chooses the prime minister. In a presidential system, the people vote directly for the person who will become president.

What distinguishes the form of leadership, public voting procedures, and personal freedoms in the parliamentary democracy of the State of Israel, the monarchy of the Kingdom of Saudi Arabia, and the theocracy of the Islamic Republic of Iran?
Israel is a democracy, so people get to vote. People vote for a president to govern with the Supreme Leader (who they don’t choose) in Iran. The leader in Saudi Arabia is a hereditary monarch, so the people have no vote.
Which country is Joe Voter visiting? Identify the country from the standard.

**SS7CG5** The student will explain the structures of the national governments of Southwest Asia.

a. Compare the parliamentary democracy of the State of Israel, the monarchy of the Kingdom of Saudi Arabia, and the Theocracy of the Islamic Republic of Iran.
Unit 2...the good stuff

Map (Label the important stuff and take this home to study)

Religion (what's important to know about these religions and ideas?)

SS7G8 The student will describe the diverse cultures of the people who live in Southwest Asia (Middle East).

a. Explain the differences between an ethnic group and a religious group.
b. Explain the diversity of religions within the Arabs, Persians, and Kurds.
c. Compare and contrast the prominent religions in Southwest Asia (Middle East): Judaism, Islam, and Christianity.
d. Explain the reasons for the division between Sunni and Shi'a Muslims
e. Evaluate how the literacy rate affects the standard of living.

Government (What's important to remember about these concepts?)

SS7G85 The student will explain the structures of the national governments of Southwest Asia.

a. Compare the parliamentary democracy of the State of Israel, the monarchy of the Kingdom of Saudi Arabia, and the Theocracy of the Islamic Republic of Iran.
Extra Notes...Stuff I shouldn't forget!
It’s TEST TIME!!

For this test over Unit 2, you can use your notes! That is, any note you can fit in this little square...

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Extra Notes... Things I shouldn't forget!
Seventh Grade Social Studies Unit 3
Impact of Environment and Economy on Southwest Asia (Middle East)

Elaborated Unit Focus
Southwest Asia (Middle East) has been involved in trade and a world influence since ancient times. The region has experienced a cycle of economic growth and decline over the last several decades. The dramatic rise in oil prices, the continuing struggles with the availability and control of fresh water resources, and diversification of agriculture facilitated this growth and decline. Most nations in Southwest Asia (Middle East) benefit from increased oil revenues. In this unit students will compare and assess the human environment interaction of the region by examining the distribution, pollution and use of natural resources in the area. In addition, students will explore factors influencing the production, distribution, and consumption of goods and services in the region through trade and world influences.

SS7G6 Standards/Elements
SS7G6 The student will discuss environmental issues across Southwest Asia (Middle East).
   a. Explain how water pollution and the unequal distribution of water impacts irrigation and drinking water.

SS7G6 Vocabulary Focus
Define these terms

Water Pollution _contamination of water supplies due to chemicals, fertilizer, sewage, and ___
other garbage________________________

Unequal water distribution _This is when one group gets more water than another due to ___
geographic, cultural, or governmental factors________________________
SS7G6 Enduring Understandings/Essential Questions

Students will understand that humans, their society, and the environment affect each other. How do water pollution and the unequal distribution of water impact irrigation and drinking water in Southwest Asia?

People must have water to live. Some countries purify salt water (desalination), and some have to dig wells.

How has the distribution of oil affected the development of Southwest Asia, or the Middle East?

Oil makes countries rich.

What’s going on in this cartoon?

What comment is the artist (Esquivel) trying to make?
SS7E5 The student will analyze different economic systems.

a. Compare how traditional, command, and market economies answer the economic questions of (1) what to produce, (2) how to produce, and (3) for whom to produce.

b. Explain how most countries have a mixed economy located on a continuum between pure market and pure command.

c. Compare and contrast the economic systems in Israel, Saudi Arabia, and Turkey.

SS7E6 The student will explain how voluntary trade benefits buyers and sellers in Southwest Asia (Middle East).

a. Explain how specialization encourages trade between countries.

b. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargos.

c. Explain the primary function of the Organization of Petroleum Exporting Countries (OPEC).

d. Explain why international trade requires a system for exchanging currencies between nations.

SS7E7 The student will describe factors that influence economic growth and examine their presence or absence in Israel, Saudi Arabia, and Iran.

a. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP).

b. Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP).

c. Explain the role of oil in these countries’ economies.

d. Describe the role of entrepreneurship.

<table>
<thead>
<tr>
<th>Economy is based on...</th>
<th>Who makes the decisions?</th>
<th>GDP per capita</th>
<th>OPEC member?</th>
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</thead>
<tbody>
<tr>
<td>Israel</td>
<td></td>
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<tr>
<td>Saudi Arabia</td>
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<tr>
<td>Turkey</td>
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SS7E5-7 Enduring Understandings/Essential Questions

Students will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.

1. How does specialization encourage trade between countries in Southwest Asia?
   People will buy from the places they know do the best work – oil from Saudi Arabia, for example.

2. How are tariffs, quotas, and embargos barriers to trade in Southwest Asia?
   They make trade difficult between countries.

3. What is the primary function of OPEC (Organization of Petroleum Exporting Countries)?
   To determine the price and distribution of oil worldwide.

4. Why does international trade require a system of exchanging currencies between nations?
   Different countries use different money; it’s not the same everywhere.

5. What is the relationship between investment in human capital (education and training) and gross domestic product (GDP)?
   Educated workers are easier to train, so better jobs go to workers who can read; this raises the standard of living/GDP.

6. What is the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP)?
   Spending money on technology makes sure your business is successful, which brings in more money.

7. What is the role of entrepreneurship in Southwest Asia?
   Entrepreneurs bring business to areas in Southwest Asia.

8. How do the traditional, command, and market economies of Southwest Asia countries answer the economic questions of 1) what to produce, 2) how to produce, and 3) for whom to produce?
   Traditional systems are based on the way things have always been done. In market systems, the producers answer those questions and in command systems, a government group answers those questions.

9. Where are the economic systems of Southwest Asia located on a continuum between pure market and pure command?

   Command Economies                     Market Economies
     ^Turkey                               ^Saudi Arabia
                                            ^Israel

10. What are the similarities and differences between the economic systems in Israel, Saudi Arabia, and Turkey?
    All three are mixed economies, but Israel’s system is based on technology. Although Turkey’s government had tight control of the economy, it’s loosening up some. Saudi Arabia’s economy is based on oil.
Unit 3 Test Time! Are you ready?

For this test over Unit 3, you can use your notes! That is, any note you can fit in this little square...

Cut it out and write in everything you think you might not remember on the test.
You may use *only* this square on the test for help. Study!

Remember these economic terms? These will show up on the test!

Traditional economy
Command economy
Market economy
Mixed economy
Specialization
Trade barriers
Tariff
Quota
Embargo
Currency
Human capital
Capital
Natural Resources
Gross Domestic Product (GDP)
Entrepreneurship
Extra Notes...Things I shouldn't forget!
Seventh Grade Unit 4  
Origins of Modern Southwest Asia (Middle East)

**Elaborated Unit Focus**
In this unit students will gain an understanding of the modern cultural and physical landscape of Southwest Asia (Middle East). Students will examine how conflict and change have shaped and continue to shape the political boundaries of the region. When examining the specific elements of culture, students will work towards a deeper understanding of the prominent religions in the area. Students will examine the governance of the region including the role religion plays in governance and international relations of this area. Students will locate selected countries and physical features in the region and examine how location, climate, and physical characteristics have affected where people live, the types of work they do, and how they travel.

**SS7H2 Standard/Elements**
SS7H2 The student will analyze continuity and change in Southwest Asia (Middle East) leading to the 21st century.

a. Explain how European partitioning in the Middle East after the breakup of the Ottoman Empire led to regional conflict.

b. Explain the historical reasons for the establishment of the modern State of Israel in 1948; include the Jewish religious connection to the land, the Holocaust, anti-Semitism, and Zionism in Europe.

c. Describe how land and religion are reasons for continuing conflicts in Southwest Asia (Middle East).

d. Explain U.S. presence and interest in Southwest Asia; include the Persian Gulf conflict and invasions of Afghanistan and Iraq.

**SS7H2 Vocabulary Focus**
Define these terms on the next page

Ottoman Empire  
Partitioning  
Holocaust  
Anti-Semitism  
Zionism  
Persian Gulf War  
Operation Desert Storm  
Operation Iraqi Freedom
SS7H2 Vocabulary Focus

Anti-Semitism: Hatred of the Jews simply because they practice the Jewish faith

Holocaust: A time when over six million Jews were killed in concentration camps set up by Germany

Operation Desert Storm: Another name for the Persian Gulf War

Operation Iraqi Freedom: An invasion led by the United States in 2003 to stop the development of nuclear weapons by Iraq

Ottoman Empire: An empire that controlled much of the Middle East (or Southwest Asia) from the 1300’s until the end of World War I

Partitioning: Dividing land that has been taken over into parts without thinking of the needs of the people living there

Persian Gulf War: Military force used to liberate Kuwait from the Iraqi invasion in 1991; also called Operation Desert Storm

Zionism: The feeling that the world’s Jews deserved to return to a homeland in Zion (Israel)
SS7H2 Enduring Understanding/Essential Questions
Students will understand that when there is conflict between or within societies, change is the result.

How did European partitioning in Southwest Asia after the breakup of the Ottoman Empire lead to regional conflict?
The areas were divided up without thinking of the needs of the people already living there.

How is the origin of Judaism, Islam, and Christianity a source of conflict over the land? Jerusalem, Israel, is a very holy place to all three religions and all three fight for control of the city.

How does anti-Semitism, the Holocaust, and Zionism relate to the establishment of the modern State of Israel? Anti-semitism caused the Holocaust to happen. Zionists believe that to make up for the genocides, the world should allow the Jews to return to their homeland, which was the modern country of Palestine, which was renamed Israel.

How are land and religion reasons for continuing conflicts in Southwest Asia (Middle East)? The Jews were given Palestine, but the Muslims were already there. Jews and Christians supported the creation of Israel, while Arab Muslims wanted it to stay Palestine.

What are factors that led to the U.S. participation in the Persian Gulf conflict and the invasions of Afghanistan and Iraq?
When Saddam Hussein led his Iraqi troops to take over Kuwait, the USA got involved (Persian Gulf War) in 1991.
Afghanistan - we went after the terrorists (Osama bin Laden and Al-Qaeda) responsible for the 9-11 attacks in 2001.
Iraq - we were afraid Saddam Hussein had nuclear weapons that he would use against us or our friends (2003).
History’s Great Break-Ups

The Ottoman Empire
How big was it in the 1300s to 1914?
Why did it get weak?
What was the result of the San Remo Agreement in 1920?
Why has this led to lots of conflict?

Sunni and Shia Islam
Who were the “Four Rightly Guided Caliphs”?
Who did the Sunni think ought to lead Islam?
Who did the Shia want to lead Islam?

Arabs, Persians, and Kurds
What religion do most Arabs follow?
Where do Persians live?
How are Persians different from Arabs?
How are Kurds different from Persians and Arabs?

Definitions:
Ethnic group
Religious group

41
**Flash!** Write the term/concept on the front and its definition on the back.

<table>
<thead>
<tr>
<th>Term/Concept</th>
<th>Definition</th>
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</table>
Extra Notes...Things I shouldn’t forget!
Unit 4 Test Time! Are you ready?

For this test over Unit 4, you can use your notes! That is, any note you can fit in this little square...

Cut it out and write in everything you think you might not remember on the test. You may use *only* this square on the test for help. Study!
Extra Notes... Things I shouldn't forget!
**7th Grade Unit 5**  
**Southern and Eastern Asia in the 20th Century and Today**

**Elaborated Unit Focus**
In this unit students will gain an understanding of the modern cultural and physical landscape of Southern and Eastern Asia. By learning of the diverse cultures, students will gain insight into the prominent religions of Southern and Eastern Asia and how literacy rates affect the standard of living. When examining the specific elements of culture, students will work toward a deeper understanding of how they have been integral in governance and international relations. Students will locate selected countries and physical features in the region and examine how location, climate, and physical characteristics affect where people live, the work they do, and how they travel.

**SS7G11 Standard/Elements**
SS7G11 The student will explain the impact of location, climate, physical characteristics, distribution of natural resources, and population distribution on Southern and Eastern Asia.
a. Describe the impact climate and location has on population distribution in Southern and Eastern Asia.
b. Describe how the mountain, desert, and water features of Southern and Eastern Asia have affected the population in terms of where people live, the types of work they do, and how they travel.

**SS7G11 Vocabulary Focus**
*Define these terms*

**Climate**  - State of the atmosphere at a particular location over a long period of time;

- temperature and rainfall

**Monsoon**  - Seasonal wind lasting several months, often bringing heavy rains

**Typhoons**  - Tropical storm

**Subcontinent**  - Smaller division of a larger continent that is very different from the rest of it
**SS7G11 Enduring Understanding/Essential Questions**

Students will understand that location affects a society's economy, culture, and development.

What is the impact of climate and location on population distribution in Southern and Eastern Asia?

Areas that are rocky, mountainous, or desert aren't populated heavily.

How do the mountain, desert, and water features of Southern and Eastern Asia affect the population in terms of where people live, the types of work they do, and how they travel?

Cities are located near water.

---

**Flags of the region**

- China
- North Korea
- India
- South Korea
- Indonesia
- Vietnam
- Japan
**SS7G9 Standards/Elements**

Locate these places on the political map (below).

**SS7G9 The student will locate selected features in Southern and Eastern Asia.**

a. Locate on a world and regional political-physical map: Ganges River, Huang He (Yellow River) Indus River, Mekong River, Yangtze (Chang Jiang) River, Bay of Bengal, Indian Ocean, Sea of Japan, South China Sea, Yellow Sea, Gobi Desert, Taklimakan Desert, Himalayan Mountains, and Korean Peninsula.

b. Locate on a world and regional political-physical map the countries of China, India, Indonesia, Japan, North Korea, South Korea, and Vietnam.

**SS7G9 Vocabulary Focus**

Label these locations on the map below

<table>
<thead>
<tr>
<th>Ganges River</th>
<th>Sea of Japan</th>
<th>China</th>
</tr>
</thead>
<tbody>
<tr>
<td>Huang He (Yellow River)</td>
<td>South China Sea</td>
<td>India</td>
</tr>
<tr>
<td>Indus River</td>
<td>Yellow Sea</td>
<td>Indonesia</td>
</tr>
<tr>
<td>Mekong River</td>
<td>Gobi Desert</td>
<td>Japan</td>
</tr>
<tr>
<td>Yangtze (Chang Jiang) River</td>
<td>Taklimakan Desert</td>
<td>North Korea</td>
</tr>
<tr>
<td>Bay of Bengal</td>
<td>Himalayan Mountains</td>
<td>South Korea</td>
</tr>
<tr>
<td>Indian Ocean</td>
<td>Korean Peninsula</td>
<td>Vietnam</td>
</tr>
</tbody>
</table>
SS7G9 Vocabulary Focus

Define these terms

Bay of Bengal __Bay south of Bangladesh where the Ganges River empties__

China __The largest country in Southern and Eastern Asia; communist nation__

Ganges River __India’s most important river; starts in the Himalayas and flows southeast through India and Bangladesh__

Gobi Desert __Mostly covered in sand and rocks and located in northern China, this can be the hottest and coldest place on earth__

Himalayan Mountains __Highest mountains in the world, form the southern border of China; AKA “roof of the world”__

Huang He (Yellow River) __Begins in Tibet and flows east through China; often called “China’s Sorrow” due to frequent flooding__

India __Asian country bordered by the Himalaya Mountains to the north__

Indian Ocean __Body of water south of India, third largest ocean in the world__
Indonesia_Country in southern Asia that is an archipelago made up of over
17,000 islands; largest Muslim country in the world_____________________________________

Indus River_Begins in the mountains of Tibet and flows through Pakistan to
the Arabian Sea
__________________________________________________________________________________

Japan_Constitutional monarchy in Asia made up of four major islands;
strong economic power and ally of the USA
__________________________________________________________________________________

Korean Peninsula_Mountainous body of land attached to China and bordered
by the Yellow Sea and Sea of Japan
__________________________________________________________________________________

Mekong River_Begins on the Tibetan Plateau and flows south from China into
the South China Sea; rich farmland
__________________________________________________________________________________

North Korea_Comunist country that occupies the northern half of the
Korean Peninsula; not a friend of the USA
__________________________________________________________________________________

Sea of Japan_Small sea bound by Russia to the north and Japan to the east
__________________________________________________________________________________

South China Sea_Sea south of China that borders Vietnam, Malaysia, and
the Philippines
South Korea  Democratic country occupying the southern half of the Korean Peninsula; friends with the USA

Taklimakan Desert  600 mile long desert in northern China, part of the Silk Roads

Vietnam  Communist nation south of China

Yangtze (Chang Jiang) River  Starts in Himalayas and flows east, China’s largest river at 3,400 miles long

Yellow Sea  Body of water between China North and South Korea, called “yellow” because of dust from the Gobi Desert
SS7G12 Standards/Elements
The student will analyze the diverse cultures of the people who live in Southern and Eastern Asia.

a. Explain the differences between an ethnic group and a religious group.
c. Evaluate how the literacy rate affects the standard of living.

SS7G12 Vocabulary Focus
Define these terms

Brahman_ The name Hindus have given to the gods they believe are part of a supreme spirit_  

Buddha_ The name given to the priest of the Buddhist religion; also known as “The Enlightened One”_

Buddhism_ A belief that people could find peace if they reject greed and desire_

Caste System_ A belief that social class is inherited_

Confucianism_ A philosophy or ethical system based on good deeds and morality_

The Eightfold Path_ The eight rules for conduct that a person practicing Buddhism was to follow during his or her lifetime_

Four Main Castes_ Division of the caste system in the Hindu religion_
<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
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<tbody>
<tr>
<td>Four Noble Truths</td>
<td>Four phases of the Buddhist religion</td>
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<tr>
<td>Golden Rule of Behavior</td>
<td>A belief from the religion of Confucianism that “what you do not like when done unto yourself, do not do to others”</td>
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<tr>
<td>Hinduism</td>
<td>The worship of many gods that are a part of a supreme spirit named Brahman</td>
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<td>Kami</td>
<td>The divine spirit that followers of the Shinto religion believe live in nature; means ‘superior’ in Japanese language</td>
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<tr>
<td>Karma</td>
<td>The belief that one’s actions determine one’s fate</td>
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<td>The Middle Way</td>
<td>The goals that were to be accomplished by following what Buddha called the Eightfold Path (8 rules for conduct) in Buddhism</td>
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<td>Nirvana</td>
<td>Name given to reaching a state of perfect peace in the religion of Buddhism</td>
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<tr>
<td>Polytheism/polytheistic</td>
<td>Describing a religion that believes in many gods</td>
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<tr>
<td>Reincarnation</td>
<td>A belief that the soul does not die with the body, but enters the body of another being, whether a person or an animal</td>
</tr>
</tbody>
</table>
Shintoism  The earliest religion in Japan, which means “Way of the Gods”

Vedas (AKA Book of Knowledge) Book containing prayers and rituals of the Hindu religion

SS7G12 Enduring Understandings/Essential Questions
Students will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.

What are the differences between an ethnic group and a religious group?
An ethnic group is the way you’re born, the language you speak, the stories you learn, your family’s traditions and habits. A religious group is just based on a belief in God. One can not change his or her ethnic group.

What are the similarities and differences of Buddhism, Hinduism, Islam, Shinto, and the Philosophy of Confucianism?
Buddhism came from Hinduism. All but Islam believe you can be a member of more than one religion. Shinto is found in Japan and Confucianism started in China.

How does the literacy rate affect the standard of living in East and South Asia?
A high literacy rate leads to a high standard of living.
<table>
<thead>
<tr>
<th>Religions of Asia...The Top 10 Things Everyone Needs to Know About...</th>
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<tbody>
<tr>
<td><strong>Hinduism</strong></td>
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<th><strong>Shinto</strong></th>
<th><strong>Confucianism</strong></th>
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SS7CG6&7 Standards/Elements
SS7CG6 The student will compare and contrast various forms of government.
a. Describe the ways government systems distribute power: unitary, confederation, and federal.
b. Explain how governments determine citizen participation: autocratic, oligarchic, and democratic.
c. Describe the two predominant forms of democratic governments: parliamentary and presidential.

SS7CG7 The student will demonstrate an understanding of national governments in Southern and Eastern Asia.
a. Compare and contrast the federal republic of The Republic of India, the communist state of The People’s Republic of China, and the constitutional monarchy of Japan, distinguishing the form of leadership and the role of the citizen in terms of voting rights and personal freedoms.

SS7CG6&7 Vocabulary Focus
Define these terms
Cabinet A group of advisors

_________________________________________________________

Chinese Communist Party Ruling party in China

_________________________________________________________

Diet of Japan Two-house legislature elected by the Japanese people

_________________________________________________________

District Councils Groups elected or appointed as a legislative body

_________________________________________________________

Emperor Male leader of an empire

_________________________________________________________
Indian National Congress: Two-house legislature made up of representatives elected from all across India.

National People’s Congress: Group elected every five years by a vote of the Chinese people.

Panchayat: Small village councils in India (local governments).

Political Bureau of the Communist Party: Small group of men who make all the decisions on how China’s government and life should be organized.

Premier: Name given to the chief administrator of a government.

Prime Minister: Name given to the head of government; chief executive of a parliamentary democracy.

Secular: Describes a government that does not favor a special religion.

**SS7CG6&7 Enduring Understanding/Essential Questions**

Students will understand that as a society increases in complexity and interacts with other societies, the complexity of the government also increases.

How does the unitary, confederation, and federal government systems distribute power?

- Unitary systems – power is with the central government; Confederation systems – power is with the local governments; Federal system – power is shared between central and local governments.

How do autocratic, oligarchic, and democratic governments determine citizen participation?

- Autocratic systems have one leader and few voting rights; Oligarchic systems are ruled by a small group and offer few voting rights; Democratic leaders are elected by the voters.

What are the components of parliamentary and presidential government?

- In a parliamentary system, people vote for the party that best represents their interests and the party chooses the prime minister. In a presidential system, the people vote directly for the person who will become president.

What are the similarities and differences between leadership, voting rights, and personal freedoms in the Federal Republic of India, The People’s Republic of China, and Japan? India and Japan have much more freedom for the voters. China is communist, so it does not offer many freedoms.
Reviewing with the Triangles...

Who has the power?
- Unitary System -
- Confederation -
- Federal System -
- Autocracy -
- Oligarchy -
- Democracy -
- Parliamentary Democracy -
- Presidential Democracy -
- Constitutional Monarchy -
- Communist Government -

Where is Joe Voter happiest?

Where is Joe Voter not so happy?
SSCG7 Notes

**India:**
- Joe Voter
- People vote for leader
- leader = leader

**China:**
- Joe Voter
- Vote
- And they choose
- They pick

**Japan:**
- Joe Voter
- Who gives advice
- In his own special powerless bubble
- Head of State
Remember these?

A - Israel
B - Iran
C - Saudi Arabia
D - USA

But wait! There's more!
Memories...

Mao Zedong, China
Class of...
Most Likely To...

Mohandas “Mahatma” Gandhi
Class of...
Most Likely To...

Emperor Hirohito, Japan
Class of...
Most Likely To...

Douglas MacArthur, Japan
Class of...
Most Likely To...
Unit 5...the good stuff

Map  (Label the important stuff and take this home to study)

Religion  (what's important to know about these religions and ideas?)

SS7G12 The student will analyze the diverse cultures of the people who live in Southern and Eastern Asia.

a. Explain the differences between an ethnic group and a religious group.
c. Evaluate how the literacy rate affects the standard of living.

Government  (What's important to remember about these concepts?)

SS7CG7 The student will demonstrate an understanding of national governments in Southern and Eastern Asia.

a. Compare and contrast the federal republic of The Republic of India, the communist state of The People's Republic of China, and the constitutional monarchy of Japan, distinguishing the form of leadership and the role of the citizen in terms of voting rights and personal freedoms.
Extra Notes... Things I shouldn't forget!
Top Secret

You may use any notes you can fit in this little square on the upcoming Unit 5 Test. Ssssh...don't tell anyone...this is YOUR little cheat sheet.

Cut it out and write in everything you think you might not remember on the test. You may use *only* this square on the test for help. Study!
Extra Notes... Things I shouldn't forget!
7th Grade Unit 6
Impact of Environment and Economy on Southern and Eastern Asia

Elaborated Unit Focus
Southern and Eastern Asia has been involved in trade and world influence since ancient times. In this unit students will compare and assess the human environment interaction of the region by examining the population distribution, pollution, and use of natural resources. As the production, distribution, and consumption of goods has increased, and economies in this region have grown and prospered, the human environment interaction has taken its toll. Nations are addressing the problems associated with overpopulation, industrial pollution, accessibility to drinking water, and natural disasters, which affect Southern and Eastern Asia and influence the rest of the world.

SS7G10 Standards/Elements
SS7G10 The student will discuss environmental issues across Southern and Eastern Asia
a. Describe the causes and effects of pollution on the Yangtze and Ganges Rivers.
b. Describe the causes and effects of air pollution and flooding in India and China.

SS7G10 Vocabulary Focus
Define these terms

Air Pollution The human introduction into the atmosphere of chemicals, particulate matter, etc., that cause harm or discomfort

Respiratory Disease Diseases of the lungs, bronchial tubes, and trachea in the human body

Automobile Emissions The carbons and other chemicals that come from a car’s engine

Brown Clouds Layers of air pollution caused by airborne particles and chemicals from wood fires, cars, and factories
Asia Struggling with Dire Environmental Issues

Séventh Graders Ask: "Is the government to blame?"

LINDALE, GA: Seventh graders in Ms. Davis’s class reacted with shock and horror today when they learned about the long-range impact of the environmental disasters brewing currently in Asia. The students were especially distraught to learn that the Ganges Dolphin invited to be a guest speaker was unable to appear due to the fact that it was slowly going extinct.

Trash on the Ganges: Holy River? Or holy cow, that’s disgusting!

How do Hindu people in India feel about the Ganges River?

Where’s the pollution coming from?

Why isn’t the government trying to fix it?

A Ganges Dolphin

The Dolphin: Nature’s Weirdest Victim

What’s different about the Ganges Dolphin?

How did it get to be that way?

Ring Around the Cholera

What is cholera?

What is dysentery?

Where does it come from?

What are the symptoms?

How is it treated?

Label the Ganges River, India, and China.

Shade the areas that would experience air pollution.
SS7G10 Enduring Understanding/Essential Questions
The student will understand that humans, their society, and the environment affect each other.

How has pollution affected the Yangtze and Ganges Rivers?
Both are polluted by chemicals and sewage, which has endangered the animal species found there as well as the human population.

What are the causes and effects of air pollution in India and China?
In China, the air is polluted because of factories and cars. In India, the air is polluted because people burn waste as fuel. In both situations, the result is respiratory diseases.

“Polluter!"

“What’s going on in this cartoon?”

“What comment is this artist (Francisco) trying to make?”

“The Polluter is China” by Manny Francisco
SS7E8 The student will analyze different economic systems.
a. Compare how traditional, command, market economies answer the economic questions of 1) what to produce, 2) how to produce, and 3) for whom to produce.
b. Explain how most countries have a mixed economy located on a continuum between pure market and pure command.
c. Compare and contrast the economic systems in China, India, Japan, and North Korea.

SS7E9 The student will explain how voluntary trade benefits buyers and sellers in Southern and Eastern Asia.
a. Explain how specialization encourages trade between countries.
b. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargos.
c. Explain why international trade requires a system for exchanging currencies between nations.

SS7E10 The student will describe factors that influence economic growth and examine their presence or absence in India, China, and Japan.
a. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP).
b. Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP).
c. Describe the role of natural resources in a country’s economy.
d. Describe the role of entrepreneurship.

SS7E8-10 Vocabulary Focus

Define these terms

Arable Land _Soil suitable for farming _______________________________

Capitalism _An economic system in which the means of production and distribution are privately or corporately owned and developed _______________________________

Collective Farms _Where people work together and share what they produce _______________________________

Cooperatives _Farms that are owned by the government; workers are told what produce they may grow _______________________________
**Cultural Revolution** A name given to China’s attempt in the 1960s to improve its economy by reorganizing its farms, businesses, and most of society.

**Four Modernizations** A name given to China’s attempt in the 1970s to reorganize its economy.

**Great Leap Forward** A name given to China’s attempt in the 1950s to reorganize its economy.

**Green Revolution** A name given to the time period in the 1960s in India when they tried to modernize their agricultural system by introducing new types of seeds and grains, and fertilizer and pesticides were made available.

**Laissez-Faire** A French phrase that means “let them do as they please.”

**Mao Zedong** A founder of the Chinese Communist Party (1921), he led the Long March (1934-35) and proclaimed the People’s Republic of China in 1949.

**Mineral Resources** A mass of naturally occurring mineral material, usually of economic value, such as lead, zinc, gold, or silver.

**Premier Kim Il-Sung** First communist leader of the Democratic People Republic of Korea (North Korea) from 1948-1994.

**Premier Kim Jong-Il** Second communist leader of the Democratic People’s Republic of Korea (North Korea) from 1994 to 2011; son of Kim Il-Sung.

**Premier Kim Jong-Un** Third communist leader of the Democratic People’s Republic of Korea (North Korea) from 2011 to the present; son of Kim Jong-Il and grandson of Kim Il-Sung.

**Special Economic Zones** Name given to those areas that were set up along the coastal areas to try to encourage foreign companies to do business with China.

**Terraces** A way to farm land that’s too hilly to work with.
SS7E8-10 Enduring Understandings/Essential Questions

The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.

What are the advantages of specialization on trade between countries in Southern and Eastern Asia?
Countries want to trade with other countries that are known for doing one thing well.

How are tariffs, quotas, and embargos barriers to trade in Southern and Eastern Asia?
Tariffs (taxes), quotas (limits), and embargos (hunts to trade) are all trade barriers because they discourage limitless trade between countries.

Why does international trade require a system for exchanging currencies between nations?
Different countries have different currencies that are worth different amounts.

What is the relationship between investment in human capital (education and training) and gross domestic product (GDP)?
An educated work force attracts better companies because workers who can read don’t have to be trained as much. Better companies and better factories means more income, which raises the GDP.

What is the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP)?
Cutting edge technology will result in a product more people want to buy, which brings in more money, which raises the GDP.

How do natural resources affect a country’s economy?
Countries with plenty of natural resources don’t have to spend money to buy clean water or import oil, which is more money that can go into educating workers or investing in capital.

What is the role of entrepreneurship in Southern and Eastern Asia?
Entrepreneurs have the “big idea” and are willing to take the risk to start new businesses in Southern and Eastern Asia.

How do the traditional, command, and market economies of Southwest Asia countries answer the economic questions of 1) what to produce, 2) how to produce, and 3) for whom to produce?
Traditional economies are based on custom and habit. The government makes all the decisions in command economies. and the consumer/producers make all the decisions in market economies.

Where are the economic systems of Southern and Eastern Asia located on a continuum between pure market and pure command?

<table>
<thead>
<tr>
<th>Command</th>
<th>North Korea</th>
<th>China</th>
<th>India</th>
<th>Market</th>
</tr>
</thead>
</table>

What are the similarities and differences between the economic systems in China, India, Japan, and North Korea?
Japan and India have strong economies that lean toward the market end. China is a communist system but is allowing for more freedoms, so it’s moving away from the command end. North Korea is still very much controlled by the communist government and people don’t have many choices at all.
### Ranking the World by Economic Freedom

<table>
<thead>
<tr>
<th>Rank</th>
<th>Country</th>
<th>Overall Score</th>
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### Economic Freedom Score

- **80–100 Free**
- **70–79*9 Mostly Free**
- **60–69*9 Moderately Free**
- **50–59*9 Mostly Unfree**
- **0–49*9 Repressed**
### Comparing the E8c countries

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<th>North Korea</th>
<th>India</th>
<th>China</th>
<th>Japan</th>
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<td><strong>Area</strong></td>
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<td><strong>% of land that’s farmable</strong></td>
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<td><strong>% of change in GDP per capita over the last two years</strong></td>
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You’re Invited to Take a Test!

You may use any notes you can fit in this little square on the upcoming Unit 6 Test. This is just for you...nobody else!

Cut it out and write in everything you think you might not remember on the test. You may use *only* this square on the test for help. Study!
Extra Notes...Things I shouldn't forget!
7th Grade Unit 7
Historical Background for Southern and Eastern Asia

Elaborated Unit Focus
Historical events in Southern and Eastern Asia have shaped the governments, nations, economies, and culture through conflict and change. The student will understand how European partitioning and colonialism, nationalist, and independence movements influenced the continent politically and socially. Students will also examine the development of Japan after WWII and the rise and containment of communism in the region.

SS7H3 Standard/Elements
SS7H3 The student will analyze continuity and change in Southern and Eastern Asia leading to the 21st Century.

a. Describe how nationalism led to independence in India and Vietnam.
b. Describe the impact of Mohandas Gandhi’s belief in non-violent protest.
c. Explain the role of the United States in the rebuilding of Japan after WWII
d. Describe the impact of communism in China in terms of Mao Zedong, the Great Leap Forward, the Cultural Revolution, and Tiananmen Square.
e. Explain the reasons for foreign involvement in Korea and Vietnam in terms of containment of communism.

SS7H3 Vocabulary Focus
Define these terms

Civil Disobedience _ Refusal to obey unfair laws even if the result was punishment ____________________________________________________________________________

Cold War _ A period of time between countries when relations are tense but war has not been declared ____________________________________________

Containment _ Containing the communists within a country’s borders ________________________________________________________________
Cultural Revolution—China’s attempt in the 1960s to improve its economy by reorganizing farms, business, and society.

Deng Xiaopeng—The next leader of China after Chairman Mao, relaxed many of Mao’s orders and helped rebuild the country.

Domino Theory—A term meaning if one country fell to communism, all the others nearby would fall, too.

Geneva Conference—A meeting in 1954 in Switzerland that separated Vietnam into North and South with the intention of unifying the country by 1956.

Great Leap Forward—China’s attempt in the 1950s to reorganize its economy.

Indian National Congress—Two house legislature made up of representatives elected from all across India.

General Douglas MacArthur—American commander given the job of rebuilding Japan after WWII.

MacArthur Constitution—Constitution written for Japan by the American general Douglas MacArthur after WWII.

Mahatma—“Great Soul,” a nickname for Mohandas Gandhi, the person who fought for India’s independence.
Long March  Name of the 600 mile journey that Mao and his followers took to avoid capture by the Chinese government.

Ho Chi Minh  Communist leader who fought for Vietnam’s independence.

Mohandas Gandhi  A politician in India who was instrumental in gaining India’s independence from Great Britain.

Muslim League  Group organized in 1855 in an effort to put more power in the hands of the people of India.

Red Army  A name given to the Communist army in the People’s Republic of China.

Red Guard  Name of the new army of young people Mao Zedong used to enforce his policies in the 1960s.

Satyagraha  Gandhi’s philosophy of self-determination through peaceful resistance and civil disobedience in India.

Tiananmen Square  Large plaza in central Beijing, China, noted especially as a site of major student demonstrations in 1989 that were suppressed by the government.

Vietnam  Communist nation south of China that was divided into North (communist) and South (democratic) by the Geneva Conference.

Vietminh League  A group that had Vietnamese independence as a goal.
SS7H3 Enduring Understandings/Essential Questions

The student will understand that when there is conflict between or within societies, change is the result.

How did nationalism lead to independence in India and Vietnam?
Nationalist leaders like Ho Chi Minh (Vietnam) and Mohandas Gandhi (India) didn't want foreign countries to control them, so Minh led his people against France and Gandhi led his people against Great Britain for independence.

What was the impact of Mohandas Gandhi's belief in non-violent protest?
Gandhi taught the people of India that they didn't need British goods. Being self-reliant and protesting peacefully made it too expensive for the British to keep India, so they granted them independence.

What was the role of the United States in the rebuilding of Japan after WWII?
General Douglas MacArthur was responsible for overseeing the rebuilding after the two atomic bombs. He rewrote the constitution of Japan to keep the emperor but become a constitutional monarchy, granting the people the right to vote, among other things.

How did communism influence China in terms of Mao Zedong, the Great Leap Forward, the Cultural Revolution, and Tiananmen Square?
Mao fought against the Nationalists (who wanted a democratic system) and took over in 1949. The Great Leap Forward was intended to improve China's economy by making everyone farmers, and the Cultural Revolution was intended to change people's attitudes. Tiananmen Square, in 1989, was when students protested to make China democratic. The government responded with military force to put down the protests.

What were the reasons for foreign involvement in Korea and Vietnam in terms of containment of communism?
The goal in both cases was to contain the communists within the borders of North Korea and North Vietnam to prevent the Domino Theory from coming true (if one country became communist, they all would).

Looking Back at Asia’s Path to the 21st Century
*Seventh Graders Ask: Isn’t it fourolds to study history? Huh? Isn’t it?*

LINDALE, GA: Cries of “That’s crazy!” and “Who believes this stuff?” and “When are we having CHAMPS again?” threatened to disrupt the educational process of many classrooms today as Ms. Davis’s students learned about the history of Asian countries leading to the 21st century. Heated disagreements about the role of the United States in Japan after World War II nearly led to a riot, only narrowly averted by a quick mention of Gandhi’s belief in nonviolent protest. “MacArthur’s policy was about as insightful as a Ganges Dolphin,” one student remarked.

**Gandhi and Minh: Only side-by-side in the Georgia Performance Standards**

Who’s Ho Chi Minh?

Who’s Mohandas Gandhi?

How are these guys alike?

How was Minh’s approach different from Gandhi’s?

How would civil disobedience lead to satyagraha?

**Chairman Mao: Megalomaniac of the Year, 1949**

What was Mao’s big idea for China?

What was the Long March?

Who picked up the pieces after Mao’s death?

What happened at Tiananmen Square?
The History of Asia...also known as SS7H3!

Use your notes and your memory to fill in these blanks.

(SS7H3 a and b) Both India and Vietnam were controlled by foreign countries. India was controlled by ______1________ and Vietnam was controlled by _______2________. Both countries got their independence. India was led by _______3________ and Vietnam was led by _______4________, but they did this in different ways. India got its independence by ______5________ and Vietnam got its independence by _______6________. To this day, both are still independent countries. India’s government is _______7________ and Vietnam is ______8________.

(SS7H3 c) After _______9________, Japan was told that it had to give up all the land that it had taken over before the war. The American general in charge of helping rebuild Japan was _______10________. He created a new _______11_______ for Japan that set up a two-house legislature called the _______12______ and allowed people to vote. He kept the _______13______, but took away all of his power.

(SS7H3 d) In China, things were pretty rough. In 1949, _______14________ took over as leader of a new Communist China. He tried two ideas in the 1950s and 1960s, the _______15________ and the _______16_______, but both were pretty big failures. The purpose of both was to improve China’s _______17_____. In 1989, students in Beijing tried to protest against the communist rule in _______18_____, but it was stopped by the government.

(SS7H3 e) Wars broke out in both Korea and Vietnam because of communism. When the line was drawn in Korea, power was divided between _______19______ (who got _______20______) and _______21______ (who got _______22______). The _______23____ half became communist and the _______24____ half became democratic, like us. The United States got involved because both halves were fighting to control the peninsula. The big idea was _______25________, which meant to keep the _______26_______ within the borders of _______27______. Ultimately, the war ended in a cease-fire, which means _______28________. The borders remained the same as before the war started.

Similarly, in Vietnam, half the country was _______29______ and half was _______30______. We got involved to help our friends, _______31______, who were being attacked by _______32_____'s forces. This war ended with a victory by the _______33______ and we were forced to leave in _______34______. Vietnam remains _______35______ to this day.
Unit 7 test time

Tear out this page and write anything you think you might forget in this little square. Be sure to study your notes!

You may use *only* this square on the test for help.
Extra Notes... Things I shouldn't forget!
7th Grade Unit 8
Africa Today

Elaborated Unit Focus
In this unit, students will gain an understanding of the modern cultural and physical landscape of Africa. When examining the specific elements of culture, students will gain an understanding of the diversity of religion and ethnic groups in Africa. Self-rule through governance has been an ongoing challenge as African nations have transitioned from colonial rule to one part rule to fledgling democracies. Students will analyze how political stability affects the standard of living in Africa. Students will locate selected countries and physical features in the region and examine how location, climate, and physical characteristics have affected where people live, the types of work they do, and how they travel.

SS7G3 Standard/Elements
SS7G3 The student will explain the impact of location, climate, and physical characteristics on population distribution in Africa.
  a. Explain how the characteristics in the Sahara, Sahel, savanna, and tropical rain forest affect where people live, the type of work they do, and how they travel.

SS7G3 Vocabulary Focus
Define these terms
Deforestation_ The destruction of trees and other vegetation______________________________
______________________________________________________________________________

Desertification_The process of land becoming like a desert, due to deforestation, overgrazing, and drought__________________________
______________________________________________________________________________

Extinction_A dying out of a species of plants or animals_______________________________
______________________________________________________________________________

Nomads_People who travel from place to place, usually traveling by camel, looking for water or food_________________________________________

Oasis_A small place in the desert where trees are able to grow and where people can live with grazing animals and a few crops_________________________________________
Rainforest: Areas with hot, humid, tropical climates, and dense, evergreen forests with trees hundreds of feet tall

Sahara Desert: Largest desert on planet Earth, covering over 3.5 million square miles

Sahel: A region south of the Sahara that's slowly turning into a desert

Savanna: Vast area of both grassland and more tropical habitats in the middle of Africa close to the equator

Subsistence Farming: Growing food to provide for one's family, not for sale

**SS7G3 Enduring Understanding/Essential Questions**

Students will understand that a region’s location affects its economy, culture, and the development of the region.

How have the Sahara and the tropical rain forest affected trade development within Africa?

Both are barriers to trade

How has the location of the countries of Africa affected their economic development?

Countries in or near deserts or rain forests do not have the same ability to trade as others.

Flags of the region

![Flags of various African countries]
SS7G1 Standards/Elements

SS7G1 The student will locate selected features in Africa.


b. Locate on a world and regional political/physical map the countries of: Democratic Republic of the Congo (Zaire), Egypt, Kenya, Nigeria, South Africa, Sudan, and South Sudan.

SS7G1 Vocabulary Focus

Locate these places on the political map (below).

<table>
<thead>
<tr>
<th>Congo River</th>
<th>Nile River</th>
<th>Lake Tanganyika</th>
<th>Lake Victoria</th>
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</thead>
<tbody>
<tr>
<td>Atlas Mountain Range</td>
<td>Kalahari Desert</td>
<td>Egypt</td>
<td>Nigeria</td>
</tr>
<tr>
<td>South Africa</td>
<td>South Sudan</td>
<td>Sudan</td>
<td>Democratic Republic of the Congo</td>
</tr>
</tbody>
</table>
SS7G1 Vocabulary Focus

Atlas Mountain Range_ A group of mountains that separate coastal regions from the Sahara Desert in North Africa__________________________________________________________

Congo River_Flows through central and west Africa for almost 3,000 miles before it reaches the Atlantic Ocean__________________________________________________________

Democratic Republic of the Congo_Large country in central Africa with a coastline on the Atlantic Ocean__________________________________________________________

Egypt_Large North African country located along the banks of the Red Sea and the Mediterranean coast__________________________________________________________

Kalahari Desert_Great desert located in the southern part of Africa__________________________________________________________

Kenya_Country on the eastern coastline of Africa bordering the Indian Ocean__________________________________________________________

Lake Tanganyika_One of the largest freshwater lakes and one of the deepest lakes in the world, located in the Great Rift Valley in Africa__________________________________________________________

Lake Victoria_Largest lake in Africa__________________________________________________________

Niger River_In West Africa, third largest river in Africa, flowing from Guinea over 2,600 miles to the African coast__________________________________________________________
Nigeria__Large nation on the coast of West Africa that has nearly every habitat found in Africa ___________________________________________

Nile River__Longest river in the world, flows north over 4,000 miles until it reaches the Mediterranean Sea ___________________________________________

South Africa__Country located at the very southern tip of Africa, mostly a broad plateau with large stretches of grassland ___________________________________________

South Sudan__Landlocked country in east central Africa, became an independent country in 2011 when it broke off from Sudan ___________________________________________

Sudan__Country in north Africa bordered by Egypt and South Sudan and divided in half by the Nile River ___________________________________________

Happy birthday, South Sudan!
Let’s celebrate!

Date: July 9, 2011

Reason: Result of civil war
**SS7G4 Standard/Element**

SS7G4 The student will describe the diverse cultures of the people who live in Africa.

a. Explain the differences between an ethnic group and a religious group.
b. Explain the diversity of religions within the Arab, Ashanti, Bantu, and Swahili ethnic groups.
c. Evaluate how the literacy rate affects the standard of living.

**SS7G4 Vocabulary Focus**

*Define these terms*

Animist Describing a person or religion that believes spirits are found in natural objects and surroundings

Arab An ethnic group found in Arabia, north Africa, and other countries in the Middle East

Ashanti An ethnic group found in the modern country of Ghana in Africa

Bantu A large ethnic group found in central and southern Africa

Golden Stool The royal throne of the Ashanti people believed to contain the spirit of the Ashanti nation; according to legend, was given from heaven to the first Ashanti king

Swahili An ethnic group found on the coast of East Africa

**SS7G4 Enduring Understanding/Essential Questions**

Students will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.

What are the differences between an ethnic group and a religious group?

An ethnic group is heritage and can not be changed. A religious group can be changed.

What is the diversity of religions within the Arab, Ashanti, Bantu, and Swahili ethnic groups?

Islam is found in all groups; Ashanti tend to be Christian and animist; Bantu contains all religions.
**Unit 8...the good stuff**

**Map**  (Label the important stuff and take this home to study)

---

**Religion**  (what's important to know about these religions and ideas?)

**SS7G4** The student will describe the diverse cultures of the people who live in Africa.

a. Explain the differences between an ethnic group and a religious group.

b. Explain the diversity of religions within the Arab, Ashanti, Bantu, and Swahili ethnic groups.

c. Evaluate how the literacy rate affects the standard of living.
Extra Notes...Stuff I shouldn't forget!
Unit 8 test time

Tear out this page and write anything you think you might forget in this little square. Be sure to study your notes!

You may use *only* this square on the test for help.
Extra Notes...Things I shouldn’t forget!
7th Grade Social Studies Unit 9
Impact of Environment and Economy on Africa

Elaborated Unit Focus
Africa has been involved in trade and a world influence since ancient times. In this unit, students will analyze the human environment interaction of the region by examining the population distribution, pollution, and use and misuse of natural resources in the area. As the production, distribution, and consumption of goods has increased and economies in this region have grown and prospered, the human environmental interaction has taken its toll on the region. Nations are addressing the problems associated with overpopulation, industrial pollution, accessibility to drinking water, deforestation, and desertification that affect Africa and the rest of the world.

**SS7CG1-3 Standards/Elements**

**SS7CG1** The student will compare and contrast various forms of government.
- a. Describe the ways government systems distribute power; unitary, confederation, and federal.
- b. Explain how governments determine citizen participation; autocratic oligarchic, and democratic.
- c. Describe the two predominant forms of democratic governments; parliamentary and presidential.

**SS7CG2** The student will explain the structures of the modern governments of Africa.
- a. Compare the republican systems of government in the Republic of Kenya and the Republic of South Africa to the dictatorships of the Republic of Sudan, distinguishing the form of leadership and role of the citizen in terms of voting and personal freedoms.
- b. Explain how political, economic, and social conflicts resulted in the independence of South Sudan.

**SS7CG3** The student will analyze how politics in Africa impact standard of living.
- a. Compare how various factors, including gender, affect access to education in Kenya and Sudan.
- b. Describe the impact of government stability on the distribution of resources to combat AIDS and famine across Africa.

**SS7CG1-3 Vocabulary Focus**

**Define these terms**

**AIDS** _Acquired Immune Deficiency Syndrome, a disease of the immune system that is an epidemic affecting a majority of people in Southern Africa_  

**Dictatorship** _A type of autocratic government controlled by one individual; often abusive and corrupt, and individuals have very few rights_  

**Famine** _An extreme and general scarcity of food_  

**HIV** _Human Immunodeficiency Virus; the virus that can lead to AIDS; AIDS is the final stage of HIV infection_
SS7CG1-3 Enduring Understanding/Essential Questions

The student will understand that as a society increases in complexity and interacts with other societies, the complexity of the government also increases.

What distinguishes the form of leadership, public voting procedures, and personal freedoms the republican systems of government in the Republic of Kenya, the Republic of South Africa, and the dictatorship of the Republic of Sudan?

Kenya and South Africa have more voter participation, although South Africa did not allow Black people to vote until the 1990s. The dictator in the Sudan does not allow free voting to happen at all.

How does gender affect access to education in Kenya and Sudan?

Boys have greater access to education. Girls are expected to be wives and mothers, culturally, and it is just not safe for girls to leave to go to school in Sudan due to the civil war.

What is the impact of government stability on the distribution of resources to combat AIDS and famine across Africa?

Corrupt (dishonest) governments will steal the resources donated by other countries and consume it themselves or sell the resources to make extra money. They will not give it out to those in need because they either want their people to suffer (Sudan) or they do not want to admit there is a problem (Zimbabwe).

“Who’s Going to STOP MUGABE?” by Patrick Chappatte
Africa Struggling with Poverty, Education Issues
Seventh Graders Ask: Is the government to blame?

LINDALE, GA: Frustration broke out today at Pepperell Middle School when the students learned about the problems in Zimbabwe and South Africa.

In Zimbabwe, the citizens are suffering from both ______________ and ______________, both because of the leadership of ______________, President of Zimbabwe.
The world offers food, but he ______________ and when other countries offer ______________ to help the people infected with ______________, he has been known to ______________ the ______________ and ______________ them to others for money.

South Africa has been hit hard with the spread of ______________. At first, they didn’t ______________, but then started to blame ______________ and ______________. Now that they have realized the seriousness, ______________ is starting to be more available.

“It amazes me that people in the world can be so selfish,” seventh grade teacher Ms. Davis said, shaking her head sadly.

Mineral Resources have Lasting Impact on Some African Countries

Mineral resources such as ____________, ____________, and ____________ are easy to find in some places in Africa, but the consequences for the mining can be harsh.

______________ is found in many places in ______________, but it has lately been in the news as a prime target by ______________ seeking to make ______________.

It may represent the happiest moment in some engaged women’s lives, but ____________ found here are ____________ and ____________ to finance ______________.
SS7CG3: How does politics in Africa impact the standard of living?

The country of __________ currently has a national literacy rate of around __________%. The government there has made education a priority, and thanks to international groups like the ______________ and the ______________, more educational opportunities are there. There is a huge gap between boys and girls in terms of education, though. The literacy rate for boys is __________%, while the rate for girls is __________%. Both do well in cities; however, when you get to the __________ areas, you see that tradition states that boys need school for ________________, while girls just need ________________.

In __________, however, the literacy rate is low because it’s been in a ______________ for years. The result of this is the __________ part became a separate country called ________________. It has a national literacy rate of __________%, but boys are at __________% and girls, only __________%. How has the war gotten in the way of education there?

_____________ has one of the highest __________ infection rates in the world. There are over ________________ orphans in Africa who have lost their parents to _______________. In _______________, people didn’t take it seriously, which led to the spread of the disease, which they blamed on _______________ and the _______________. In _______________, they are very densely populated, but still very poor even though the country has rich __________ resources. The government there is working hard to ______________ the people and make ________________ available.

In _______________, however, the situation is much worse. The leader there, ________________ is greedy for power. When other countries offer help, he ________________. He has been known to ________________ given to his country for his people. Most people can’t ________________, and there is very little ________________ for people there.

_____________ is also suffering from a famine. Like the situation before, _______________ could get help, but _______________, or _______________ from his people. Because of its civil war, _______________ is also starving.
**SS7G2 Standard/Elements**

SS7G2 The student will discuss environmental issues across the continent of Africa.

a. Explain how water pollution and the unequal distribution of water impacts irrigation, trade, industry, and drinking water.

b. Explain the relationship between poor soil and deforestation in Sub-Saharan Africa.

c. Explain the impact of desertification on the environment of Africa from the Sahel to the rainforest.

**SS7G2 Enduring Understanding/Essential Questions**

The student will understand that humans, their society, and the environment affect each other.

What is the impact of water pollution and the unequal distribution of water on irrigation, trade, industry, and drinking water?

As the Sahara expands, people will move away from desert areas to find clean water. Water that is poisoned through natural sources (bugs) is not acceptable for irrigation and can’t be used, so other water must be used instead.

How do poor soil and deforestation distress Sub-Saharan Africa?

Poor soil and deforestation cause people to starve because crops won’t grow and animals move to find water and food.

What is the impact of desertification on the environment of Africa from the Sahel to the Rainforest?

Overgrazing and deforestation lead to desertification, which causes the Sahel to grow and makes more land into a desert. This displaces people and animals, and as people cut down trees in the rain forest, desertification happens there, too.

The student will understand that a region’s location affects its economy, culture, and development of the region.

How do the Sahara, Sahel, savanna, and tropical rain forest influence where people live, the type of work they do, and how they travel in Africa?

People must have water to live, so they will locate themselves near fresh, clean water sources.

---

Draw arrows connecting these places to their locations in Africa:

- Sahara
- Sahel
- Savanna
- Rain Forest
SS7E1-3 Standards/Elements

SS7E1 The student will analyze different economic systems.
   a. Compare how traditional, command, and market economies answer the economic questions of 1) what to produce, 2) how to produce, and 3) for whom to produce.
   b. Explain how most countries have a mixed economy located on a continuum between pure market and pure command.
   c. Compare and contrast the economic systems in South Africa and Nigeria.

SS7E2 The student will explain how voluntary trade benefits buyers and sellers in Africa
   a. Explain how specialization encourages trade between countries.
   b. Compare and contrast different types of trade barriers such as tariffs, quotas, and embargos.
   c. Explain why international trade requires a system for exchanging currencies between nations.

SS7E3 The student will describe factors that influence economic growth and examine their presence or absence in Nigeria and South Africa.
   a. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP).
   b. Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP).
   c. Explain how the distribution of diamonds, gold, uranium, and oil affects the economic development of Africa.
   d. Describe the role of entrepreneurship.

SS7E1-3 Enduring Understanding/Essential Questions

The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.

What are the similarities and differences of the economic systems in South Africa and Nigeria?
Nigeria’s economy is based on oil and South Africa’s is based on diamonds; Nigeria’s is improving, while South Africa faces a huge unemployment rate.

How does specialization encourage trade between countries?
Countries will want to trade with other countries that are known for doing one thing well.

How do tariffs, quotas, and embargos serve as barriers to trade?
All discourage free, limitless trade between countries.

Why does international trade require a system for exchanging currencies between nations?
Different countries use different currencies and each is worth different values.

What is the relationship between investment in human capital (education and training) and gross domestic product (GDP)?
Educated workers are easier to train and make better products, which raise the GDP.

How does the distribution of diamonds, gold, uranium, and oil shape the economies of Africa?
Countries with those types of mineral resources are generally better off than countries without.

What is the role of entrepreneurship in Africa?
Entrepreneurs have the “big idea” and are willing to take the risks to bring new businesses to Africa.
Unit 9 test time

Tear out this page and write anything you think you might forget in this little square. Be sure to study your notes!

You may use *only* this square on the test for help.
Extra Notes...Things I shouldn't forget!
Elaborated Unit Focus

Historical events in Africa have shaped the governments, nations, economies, and culture through conflict and change. The student will understand how European partitioning and colonialism, nationalist movements, and independence movements impacted the continent politically and socially.

SS7H1 Standard/Elements

SS7H1 The student will analyze continuity and change in Africa leading to the 21st century.

a. Explain how the European partitioning across Africa contributed to conflict, civil war, and to artificial political boundaries.
b. Explain how nationalism led to independence in South Africa, Kenya, and Nigeria.
c. Explain the creation and end of apartheid in South Africa and roles of Nelson Mandela and F.W. de Klerk.
d. Explain the impact of the Pan-African movement.

SS7H1 Vocabulary Focus

Define these terms

Apartheid _Legal separation of the races; government system found in South Africa_

F.W. de Klerk _The (white) South African president who, in 1990, freed Nelson Mandela from prison after he had served 27 years_

Nelson Mandela _Black South African statesman who fought against apartheid and was released from prison to become the nation’s first democratically elected president in 1994_

Pan-African Movement _The desire for people of African descent, no matter where they lived in the world, to think of Africa as a homeland_
Imperialism in Africa, 1880–1914

Possessions of European Powers

- British
- French
- Belgian
- Portuguese
- Italian
- Spanish
- German
- Independent Native Countries
Imperialism in Africa

Imperialism is when one country takes over another country. The countries in Europe, desperate for space and greedy for power, started taking over land in Africa in the late 1800s. You will color the map on the back of this page using 8 colors. Each color will represent a European country who took over land. Be sure to color the key, too, so you know which color represents which country. When you’ve finished the map, answer the questions.

British territories:
Sierra Leone
Gambia
Gold Coast
Nigeria
Egypt
Anglo-Egyptian Sudan
British Somaliland
Uganda
Kenya
Tanganyika
Northern Rhodesia
Southern Rhodesia
Nyasaland
Bechuanaland Protectorate
Basutoland
Swaziland

French territories:
Algeria
Tunisia
French Morocco
French West Africa
French Somaliland
Togoland
French Equatorial Africa
Madagascar

Belgian territories:
Belgian Congo

Portuguese territories:
Mozambique
Port Guinea
Angola

Italian territories:
Eritrea
Libya
Italian Somaliland

Spanish territories:
Rio de Oro
Spanish Morocco
Rio Muni

German territories:
Cameroon
South-West Africa

Independent territories:
Union of South Africa
Ethiopia
Liberia

1. Which European power had the most territories?

2. How are France’s and England’s colonial territories different?

3. Describe how the native people might have felt about this. Answer in a paragraph.
SS7H1 Enduring Understanding/Essential Questions
The student will understand that when there is conflict between or within societies, change is the result.

How did European partitioning of Africa contribute to conflict, civil war, and to artificial boundaries?
Countries divided the land without regard to the needs of the people living there already, which put warring nations together with no hope of resolve.

How did nationalism lead to independence in South Africa, Kenya, and Nigeria?
Kenya fought for its independence and Nigeria protested peacefully to gain its independence. South Africa was racially divided until leaders stopped the system of apartheid.

How was apartheid created and dissolved in South Africa?
A White minority took power and gave voting privileges to Whites only. Black South Africans were oppressed and not allowed to vote. Pressure from outside countries encouraged them to stop the apartheid system.

What role did Nelson Mandela and F.W. de Klerk play in the end of apartheid?
Nelson Mandela protested against the racist system and was jailed for 27 years. F.W. de Klerk ended the apartheid system when he became president and released Mandela from jail. He allowed for the first free, equal election in South Africa’s history, and the people of South Africa elected Nelson Mandela to be their president.

What is the impact of the Pan-Africa movement on the continent of Africa?
Many countries made the decision to challenge imperial powers for their independence.
Unit 10 test time

Tear out this page and write anything you think you might forget in this little square. Be sure to study your notes!

You may use *only* this square on the test for help.
Extra Notes...Things I shouldn't forget!
7th Grade Unit 11
Your Financial Future

Elaborated Unit Focus
Understanding basic economic concepts and improving the economic literacy of students is increasingly important in our complex and integrated world of global economic. In this unit students will learn economic terms and concepts that will allow them to develop critical thinking skills for both short and long term economic decisions. Students will understand the relationship between political and economic systems around the world as well as the influences of culture. By learning to, “think the economic way,” students will be able to make reasoned judgments and become competent decision makers.

SS7E4 Standard
SS7E4 The student will explain personal money management choices in terms of income, spending, credit, saving, and investing.

SS7E4 Vocabulary Focus
Define these terms
Credit The ability to borrow money______________________________________________________________

Economics The study of what people choose to do with their scarce resources________________________

Income The monetary payment received for goods or services, or from other sources such as rents or investments; money brought in_________________________________________________________

Investing To put money to use in something offering potential profitable returns, as interest, income, or appreciation in value_______________________________________________________________________________

Saving Not spending money; keeping your money______________________________________________________________________________________________

Spending Using your money to purchase goods and services________________________________________________________________________________________
SS7E4 Enduring Understanding/Essential Questions

Students will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.

What is the difference between traditional, command, market, and mixed economic systems?

Traditional systems are based on custom and habit. In a market system, the decisions are made by the producers and in a command system, all decisions are made by the government; however, neither are real, so every country in the world is a mixed system.

What are the personal money management choices in terms of income, spending, credit, saving, and investing?

Income is the money you bring in each paycheck and what you spend on the things you need. Credit is your ability to borrow money. Saving money means to keep it and not spend it; investing means spending money to make money.

EXTRA NOTES
<table>
<thead>
<tr>
<th>Term/Concept</th>
<th>Definition</th>
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Flash! Write the term/concept on the front and its definition on the back.

Tear out this page and take it home to study!
Extra Notes...Things I shouldn't forget!
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<th>Unit</th>
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<tbody>
<tr>
<td>Afghanistan</td>
<td>16</td>
<td>2</td>
</tr>
<tr>
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<td>9</td>
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<td>8</td>
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