

WASHINGTON STATE SOCIAL STUDIES *Classroom-Based Assessment*

CAUSES^{OF} CONFLICT

Training and Implementation Booklet High School



Goal II of the Basic Education Act:

"Students will know and apply concepts and principles of mathematics; social, physical, and life sciences; civics and history; geography; arts; and health fitness."



CBA's

All Anchor, Practice, and Qualifying papers presented herein are taken from student responses to this assessment. All papers are provided for training purposes only. No endorsement of any particular issue or position is either given or implied.

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Welcome to **the Social Studies Classroom-Based Assessment Model (CBAs)** training and implementation booklet. These models are a part of the Classroom-Based Assessment program of the Office of Superintendent of Public Instruction (OSPI).

Classroom-based assessments have the unique power to engage students in meaningful work that is authentic to engaged, informed citizenship. We have included one of the High School Classroom-Based Assessment models for Social Studies in this packet. It is entitled “Causes of Conflict” and it is designed to assess student understanding of civics as well as key social studies skills. There are also other CBA models available on our website that assess skills and knowledge related to history, geography, and economics (to see them go to: <http://www.k12.wa.us/CurriculumInstruct/SocStudies/CBAs.aspx>).

The social studies assessment models were developed at the benchmark levels of grades 5, 8, and 10/11 (high school) for each social studies area (civics, history, geography, economics) by the Social Studies Assessment Leadership Team (SSALT) from August 2002 to December 2003. These models were piloted across Washington State in rural, suburban, and urban districts, in all nine Educational Service Districts, December 2003–March 2004. The student samples generated from this pilot went through Range Finding with the SSALT during April 2004. Student samples were selected for the Anchor Sets, Practice Sets, and Qualifying Sets from over 3,500 student samples from across the state.

The purpose for presenting these student CBA samples is two-fold. The CBA samples do the following:

1. Inform teachers immediately if students know and are able to do what is expected of them to demonstrate their understanding at the benchmark levels of our Social Studies Essential Academic Learning Requirements/Standards (EALRs);
2. Model high quality classroom-based assessments by including:
 - a. clear Directions for Administration for Teachers & Students;
 - b. rubrics for Scoring;
 - c. directions for Training in Districts and Schools;
 - d. supplemental Materials;
 - e. information on how to train students to score; and
 - f. exemplars as samples for future development in classrooms and districts.

In order to assist you in your efforts in understanding and using these items, please do not hesitate to access our website at: www.k12.wa.us/curriculumInstruct/SocStudies.

We welcome your feedback, and look forward to your participation as leaders in your district, and participants in our 2005–2006 statewide pilots for the Goal II areas of Social Studies, The Arts, and Health and Fitness CBAs.

Sincerely,



Greg Hall
Assistant Superintendent,
Assessment and Research



Caleb Perkins
Program Supervisor, Social Studies
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**High School Social Studies
Causes of Conflict**

CAUSES^{OF} CONFLICT

Research and Persuasive Writing

HIGH SCHOOL Understanding the causes of conflicts may help us resolve current conflicts or even prevent future ones from occurring. You will research a conflict and analyze its causes from historical and economic perspectives.

**CLASSROOM
BASED
ASSESSMENT**

Directions to Students

In a persuasive paper or presentation, you will:

- 1) select a conflict* and explain how historical and economic factors helped cause the conflict,*
- 2) explain why one factor (or factors) played the biggest role in causing the conflict using well-supported reasons, and*
- 3) cite, restate, or paraphrase and interpret relevant information from artifacts and/or primary sources.*

** For the purposes of this CBA, "conflict" is defined as "a struggle between two or more groups."*

format

Your discussion of the relative importance of the four strands to the conflict should be in the form of an essay. The visual display could take multiple forms.

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Student Checklist

Use this checklist to guide your work. Make sure you complete each task on the checklist.

Inquiry, Information, & Group Process

- I selected a conflict.
- I identified the setting and time of the conflict.
- I identified all the major sides (stakeholders) involved in the conflict. I will refer to each "side" as a stakeholder in my research paper.
- I researched the economic and historical factors that helped cause the conflict.
- I researched the conflict from both the economic and historical perspectives of the stakeholders. I used the following chart to identify EACH stakeholder's perspective on the conflict and to fill in the graphic organizer located on the following pages.

Economic Factors for Each Stakeholder	Historical Factors for Each Stakeholder
<ul style="list-style-type: none"> • Natural resources • Human migration effects • Characteristics of each economic system • Problems of scarcity • Specialization and comparative advantage • Role of supply and demand • Role of government(s) 	<ul style="list-style-type: none"> • Cultural differences • Effects of technological changes • Comparison of political systems • Impact of historical events • Constraints of physical environment

- I researched background, policies, and perspectives of each stakeholder ...
 - I reviewed a variety of credible sources.
 - I found relevant, reliable, and valid information on each stakeholder's point of view.
 - I identified connections between each stakeholder's point of view and the policies they implemented in the conflict.
- I listed key issues involved in the conflict from the point of view of all the major stakeholders, using data and other evidence from my research.
- I looked for the factor that played the biggest role in causing the conflict.
- I used and documented at least one primary source and several secondary sources.
- I collected evidence of my research (hard copies, notes, paraphrased summaries, charts, questions, underlining).
- I examined sources to ensure that they are valid, reliable, and credible research sources (double-check statistics, look for bias, etc.).
- I identified facts and opinions.
- I created an annotated bibliography documenting each source (including title, author, publisher, date) and a 2-3 sentence description of the credibility, reliability, value, and usefulness of the information in each source.

Group Process

- I participated in a class discussion with other students researching the same conflict.
 - ✓ I voiced original ideas.
 - ✓ I cited primary sources.
 - ✓ I demonstrated content knowledge.
 - ✓ I used specific evidence to make a persuasive argument.
 - ✓ I listened critically and built on the ideas of others.
 - ✓ I asked clarifying questions.
 - ✓ I challenged the ideas of others without criticizing people.
 - ✓ I negotiated and compromised.
- I used ideas from class discussions to develop my own thesis/perspective for my research paper.
- With my group I developed a timeline of the conflict's significant events.
- If I did not actively participate in the forum, I evaluated the relationship of arguments to the stakeholders' perspectives, the economic factors, and the historical factors.
- I took notes on key points of peers' presentations.

Preparation for Writing

- I analyzed the key points presented in the class discussion and formulated a position on the conflict.
- I organized information from notes, data, and other evidence to develop my position.
- I organized my thinking in class.

Writing & Presenting

- I wrote a draft of my persuasive position paper, which included:
 - ✓ background information on the conflict.
 - ✓ a clear timeline of events leading up to and throughout the conflict.
 - ✓ a clear thesis statement explaining why one factor was the most important in causing the conflict.
 - ✓ an evaluation of the major stakeholders' perspectives/points of view:
 - two or more references were made regarding economic factors for each stakeholder.
 - two or more references were made regarding historical factors for each stakeholder.
 - ✓ a convincing explanation of why one factor should be considered the most important cause of the conflict.
 - ✓ accurate supporting details from at least one primary source and two secondary sources in my writing.
 - ✓ making connections between the sources I researched and the conflict.
- I revised my paper to make my ideas clearer, better organized, more detailed, more accurate, and more convincing.
- I edited my work to improve grammar, punctuation, spelling, and capitalization.
- I used APA¹ or MLA² style to give reference to any readings or sources I used within the body of the paper.
- I included the annotated bibliography to clearly document the sources of my ideas.
- I revised and edited my work and turned in my final essay.

¹American Psychological Association.

²Modern Language Association.

CAUSES OF CONFLICT

Graphic Organizer

Use this to help you organize your thoughts and research on different points of view.

Conflict:		
Causal Factors of the Conflict:		
<p>1. Describe the factor and circle whether it is economic or historical.</p> <p>2. Name the source of the evidence and explain how the evidence supports this factor as a cause of the conflict.</p>		
Factor #1: _____ Historical or Economic	Source: _____ Evidence: _____	Source: _____ Evidence: _____
Factor #2: _____ Historical or Economic	Source: _____ Evidence: _____	Source: _____ Evidence: _____
Factor #3: _____ Historical or Economic	Source: _____ Evidence: _____	Source: _____ Evidence: _____
Position on Main Factor:		
Supporting Reason #1:	Source: _____ Evidence: _____	
Supporting Reason #2:	Source: _____ Evidence: _____	
Supporting Reason #3:	Source: _____ Evidence: _____	

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Rubric

	4 Excellent	3 Proficient	2 Partial	1 Minimal
<p>History EALR 1.1.3b <i>Compare and evaluate competing historical narratives, analyze multiple perspectives, and challenge arguments of historical inevitability.</i></p>	Provides a plausible argument for why one factor (or factors) played the biggest role in causing the conflict with three (or more) reasons explicitly supported by evidence for each factor discussed.	Provides a plausible argument for why one factor (or factors) played the biggest role in causing the conflict with two reasons explicitly supported by evidence.	Provides a plausible argument for why one factor (or factors) played the biggest role in causing the conflict with one reason explicitly supported by evidence. Argument may contain some inaccuracies.	Provides an argument for why one factor played the biggest role in causing the conflict with only partial support or without support. OR refers to a general category of factors as most important without specifying which one (or ones). Account may contain several inaccuracies.
<p>Economics EALR 1.1a <i>Using the concepts of scarcity, choice, and incentives, explain the use of a contemporary resource.</i></p> <p>History EALR 2.1.3 <i>Compare and analyze major ideas in different places, times, and cultures, and how those ideas have brought about continuity, change, or conflict.</i></p>	Identifies and explicitly explains how four (or more) factors helped cause the conflict. (needs to include at least one economic factor)*	Identifies and explicitly explains how three factors helped cause the conflict. (needs to include at least one economic factor)*	Identifies and explicitly explains how two factors helped cause the conflict. OR Demonstrates accurately how three factors helped cause the conflict without including an economic factor.*	Demonstrates how one factor helped cause the conflict. OR mentions factors but does not explain how they resulted in the conflict.
<p>Social Studies Inquiry & Information Skills EALR 3.1.4a <i>Identify multiple perspectives; compare and contrast; use multiple sources. . . determine relevant</i></p>	Explicitly cites and accurately restates or paraphrases, and accurately interprets relevant information from two or more artifacts and/or primary sources.	Explicitly cites and accurately restates or paraphrases relevant information from two specific artifacts and/or primary sources. May contain some inaccuracies.	Explicitly cites and accurately restates or paraphrases relevant information from one specific artifact or source. May contain some inaccuracies.	Uses only anecdotal information to support ideas, comparisons, and claims. OR does not explicitly cite or state relevant information from primary sources.

*An economic factor is one that relates to material wealth and/or people's needs and wants.

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Example *Persuasive Position Paper Outline*

Introduction

- Description of the conflict
 - ✓ Conflict placed in historical context
 - ✓ Comparisons of points of view for each major stakeholder
- Introduction of argument for the factor that was the most important in causing the conflict

Body: Each paragraph addresses one argument for the position; information includes:

- Evaluation of each major stakeholder's economic perspective/point of view
- Evaluation of each major stakeholder's historical perspectives/point of view
- Specific evidence that supports above information
- A convincing case for your position on the most important factor supported by evidence from research

Conclusion

- Summary of position and main arguments



CBA₁



DIRECTIONS FOR TEACHERS

Elaboration of the Components

Student Performance Steps

- I selected a conflict.
 - I identified the setting and time of the conflict.
 - I identified all the major sides (stakeholders) involved in the conflict. I will refer to each "side" as a stakeholder in my research paper.
 - I researched the economic and historical factors that helped cause the conflict.
 - I researched the conflict from both the economic and historical perspectives of the stakeholders. I used the following chart to identify EACH stakeholder's perspective on the conflict and to fill in the graphic organizer located on the following pages.
 - I researched background, policies, and perspectives of each stakeholder ...
 - I reviewed a variety of credible sources.
 - I found relevant, reliable, and valid information on each stakeholder's point of view.
 - I identified connections between each stakeholder's point of view and the policies they implemented in the conflict.
 - I listed key issues involved in the conflict from the point of view of all the major stakeholders, using data and other evidence from my research.
 - I looked for the factor that played the biggest role in causing the conflict.
 - I used and documented at least one primary source and several secondary sources.
 - I collected evidence of my research (hard copies, notes, paraphrased summaries, charts, questions, underlining).
 - I examined sources to ensure that they are valid, reliable, and credible research sources (double-check statistics, look for bias, etc.).
 - I identified facts and opinions.
 - I created an annotated bibliography documenting each source (including title, author, publisher, date) and a 2–3 sentence description of the credibility, reliability, value, and usefulness of the information in each source.
-
- I participated in a class discussion with other students researching the same conflict:
 - I voiced original ideas.
 - I cited primary sources.
 - I demonstrated content knowledge.
 - I used specific evidence to make a persuasive argument.
 - I listened critically and built on the ideas of others.
 - I asked clarifying questions.
 - I challenged the ideas of others without criticizing people.
 - I negotiated and compromised.
 - I used ideas from class discussions to develop my own thesis/perspective for my research paper.
 - With my group I developed a timeline of the conflict's significant events.

Teacher Instructional Steps

Introduction of CBA and Identifying Conflict

- Explain the relationship of this assessment to Social Studies EALRs.
- Explain the purpose of the performance.
- Review vocabulary related to the performance (see glossary).
- Review how historical and economic strands affect/influence conflict.
- Guide students in a brainstorm of conflicts they have studied or discussed in school; identify one or more conflicts from which students can choose. (See the list of Suggested Topics)
- Have students identify a conflict they plan to examine.
- Brainstorm the various stakeholders involved in each conflict.
- Review how to select and use primary and secondary sources.
- Delineate specific expectations for numbers and types of sources.
- Model or show expectations for note-taking, paraphrasing, and summarizing source information.
- Review the New Reading GLEs 1.3.2, 2.1.3, 2.1.4, 2.1.6, 2.1.7, 2.2.2, 2.2.4, 2.3.1, 2.3.2, 2.3.4, 2.4.1 – 2.4.7, 3.1.1, 3.2.2, 4.2.1.
- Explain the purpose of and demonstrate formats for an annotated bibliography.

Inquiry and Information

- Give students time to conduct research on the various factors related to the conflict.
- Have students demonstrate to the teacher their progress through notes and documentation of sources.

Group Process and Thesis Development

- Guide the students in small group discussions to help them clarify their understanding of the history, geography, economic, and civics strands related to the conflict using guiding factual, interpretative, and evaluative questions, a jigsaw, or a structured academic controversy.
- Model ways to organize information using outlines, graphic organizers, mind maps, note cards, etc.

CBA's



DIRECTIONS FOR TEACHERS

Continued

Student Performance Steps

- If I did not actively participate in the forum, I evaluated the relationship of arguments to the stakeholders' perspectives, the economic factors, and the historical factors.
- I took notes on key points of peers' presentations.

Preparation for writing

- I analyzed the key points presented in the class discussion and formulated a position on the conflict.
- I organized information from notes, data, and other evidence to develop my position.
- I organized my thinking in class.

Teacher Instructional Steps

- Individually or in small groups have students determine their thesis statement clarifying which of the four strands played the dominant role in the conflict.

FOR THE FOLLOWING SECTION, COLLECT YOUR STUDENTS' WORK AND RETURN IT TO OSPI

I wrote a draft of my persuasive position paper, which included:

- background information on the conflict.
- a clear timeline of events leading up to and throughout the conflict.
- a clear thesis statement explaining why one factor was the most important in causing the conflict.
- an evaluation of the major stakeholders' perspectives/points of view:
 - two or more references were made regarding economic factors for each stakeholder.
 - two or more references were made regarding historical factors for each stakeholder.
- a convincing explanation of why one factor should be considered the most important cause of the conflict.
- accurate supporting details from at least one primary source and two secondary sources in my writing.
- making connections between the sources I researched and the conflict.
- I revised my paper to make my ideas clearer, better organized, more detailed, more accurate, and more convincing.
- I edited my work to improve grammar, punctuation, spelling, and capitalization.
- I used APA¹ or MLA² style to give reference to any readings or sources I used within the body of the paper.
- I included the annotated bibliography to clearly document the sources of my ideas.
- I revised and edited my work and turned in my final essay.

Writing Process

- Review the rubric for scoring the CBA
- Review the appropriate Writing EALRs and supporting documents at www.k12.wa.us/CurriculumInstruct/Writing

OPTIONAL EXTENSIONS :

- Students who choose a current conflict may write to the United Nations or to Amnesty International to share their analysis.
- Students who choose a conflict from the past may locate an expert (i.e., historian, political scientist) and share their ideas via an email exchange.
- Students who chose a relatively recent conflict may find people who experienced this conflict and create an oral history to corroborate or supplement their findings.

¹American Psychological Association.

²Modern Language Association.

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List of Suggested Topics & Guiding Questions

US History:

- What were the causes and effects of the Spanish-American War?*
- What were the causes and effects of World War I?*
- What were the causes and effects of World War II?*
- What were the causes and effects of the Korean Conflict?*
- What were the causes and effects of the Vietnam War?*
- What were the causes and effects of the Persian Gulf War?*
- What were the causes and effects of U.S. Military Action in Afghanistan?*
- What were the causes and effects of U.S. Military Action in Iraq?*

World History:

Global expansion and encounter (1450 – 1770)

- What were the causes and effects of European conquests of various regions and the world?*

Age of Revolutions (1750 – 1914)

- What were the causes and effects of the French Revolution?*

Causes & Consequences of World War I and World War II (1870 – 1989)

- What were the causes and effects of World War I and World War II?*

Challenges to Democracy & Human Rights (1900 – Present)

- What were the causes and effects of genocide in Armenia? in Cambodia? in Bosnia? in Rwanda? in Kosovo?*

Themes:

Economic (Production, Distribution, & Consumption; International Connections)

- What have been the economic causes and consequences of war?*

Geographic (People, Places, & The Environment)

- What have been the geopolitical causes and consequences of war?*

Civic (Civic Ideals & Practices; Power, Authority, & Governance; International Connections)

- How have differing political systems caused conflict?*
- How have conflicts affected individual civil liberties?*

Various Issues & Perspectives:

Cultural

- How have different cultural groups viewed conflicts differently? For example, how was the African-American experience of World War I different generally from the European-American experience?*

Gender

- What effects have major wars have had on gender roles? How did life change for women in the United States during World War II?*

Socioeconomic

- What role does poverty and/or extreme wealth play in causing conflict?*
- How do wars impact various socioeconomic groups differently?*

Regional

- How have various parts of the world interpreted major wars differently?*
- What were the African, European, Asian, and Latin American perspectives on World War II?*

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Suggested Resource List

Specific Links: (These links have materials that will help you with this specific CBA)

Washington State Archives:

<http://www.wiihistoryclass.com/html/lesson.html>

(You can also get a copy of the video "When We Were Kids We Went to War.")

Facing the Future:

<http://www.teacherscorner.org> Free materials available on-line provide information on international conflicts.

Washington State Holocaust Educational Resource Center:

http://www.wsherc.org/online_teaching_and_learning_center/default.asp

General Resource List

(Note: This list is not meant to be comprehensive. It is merely a sample of the resources you may want to examine.)

History & Economics

- Washington State Historical Society: <http://www.wshs.org>
–History Lab: <http://www.historylab.org/teachers.htm>
- Washington State Archives: <http://www.secstate.wa.gov/archives>
- National Archives: <http://www.archives.gov> & <http://www.ourdocuments.gov>
- History Link: <http://www.historylink.org>
- Washington State Holocaust Educational Resource Center:
http://www.wsherc.org/online_teaching_and_learning_center/default.asp
- Local Museums (e.g., Burke Museum of History and Industry: <http://www.seattlehistory.org/>)
- StoryPath: <http://fac-staff.seattleu.edu/mmcguire/storypath.html>
- Annenberg Foundation: <http://www.learner.org/search/browse.html?sj=SS>
- National Center for History in the Schools: <http://www.sscnet.ucla.edu/nchs>
- Smithsonian: <http://www.si.gov>
- American Memory: <http://memory.loc.gov>
- Public Broadcasting System: <http://www.pbs.org>
- Department of Interior – Teaching with Historic Places: <http://www.cr.nps.gov/nr/twhp>
- History Day Materials: <http://www.NationalHistoryDay.org>
- Smithsonian Institution: <http://www.si.edu>
- History Matters: <http://historymatters.gmu.edu>
- American Social History project: <http://www.ashp.cuny.edu>
- The Valley of the Shadow (Civil War): <http://jefferson.village.virginia.edu/vshadow2/contents.html>
- Colonial Williamsburg: <http://www.history.org>
- National Council on Economic Education: <http://www.ncee.net>
- Junior Achievement: <http://seattle.ja.org>

International Organizations:

- World Affairs Council: <http://www.world-affairs.org/classroom.html>
- Facing the Future: <http://www.teacherscorner.org>
- United Nations Association: <http://www.unaseattle.org/>
- International Education Coalition: <http://internationaleledwa.org/>
- Jackson School of International Studies: <http://jsis.artsci.washington.edu>
- Middle East Studies, UW: <http://jsis.artsci.washington.edu/programs/mideast/index.htm>
- NAFTA: <http://www.nafta-customs.org>
- NATO: <http://www.nato.int>
- United Nations: <http://www.un.org>
- World Trade Organization: <http://www.wto.org>
- Choices for the 21st Century: <http://www.choices.edu>

CAUSES OF CONFLICT

Glossary

Economics Terms-

agrarian—relating to the land or to farming

balance of trade—the difference in value between a nation's imports and exports over a specific period of time

bargaining—negotiating the terms of an agreement

benefit—an advantage or profit

business cycle—a pattern of growth or decline in the value of a nation's goods and services for a specific period of time

capital—physical capital: money or property, such as machines and buildings, that are used to produce goods or services; human capital: skills and talents that are used to produce goods or services

carrying capacity—the amount of space inside a vehicle or the amount of weight it can hold

commercial—relating to trade

commercial agriculture—farming for the purpose of selling produce

commercial crop—a crop produced for sale

corporate business—a business that is owned by shareholders

depression—a severe economic downturn that results in business closings and unemployment

ecology—the study of plants and animals in their natural environments

exchange rate—the difference in value between the currencies of two countries

famine—a severe shortage of food
globalization—the process of making something worldwide in scope

Great Depression—a worldwide economic downturn in the 1930s

industrial capitalism—economic system based on industry in which the means of production and distribution of goods are privately owned and operated for profit

infrastructure—the foundation for an organization or system

interdependence—the condition of relying on one another for support

international agreements—cooperation among two or more nations

international organizations—groups that operate in two or more nations

investment—the act of putting money into a business with the goal of making a profit in the future

laissez-faire—a view that opposes government intervention in economic activity

market—a place for sales or a demand for goods

money—something that can be exchanged for goods and services and can be used to measure their value

New Deal—a series of government programs established by President Franklin Roosevelt during the Great Depression of the 1930s

NGO (non-governmental organization)—a nonprofit group of volunteers organized at the local, national, or international level

opportunity cost—the value of the time, money, goods, or services given up by making a choice to do or buy something else

pandemics—diseases that are spread over a wide geographic area and affect much of the population in that area

private property—resources and businesses owned by individuals

revolution—a sudden and fundamental change in a government or a way of life

technological innovation—a change that results in improved productivity

tertiary costs—costs related to the organization and coordination of production

unit of exchange—the quantity generally accepted as a standard for determining the value of one country's money compared with that of another country

Economics Systems-

command—a system in which the government makes economic decisions

market—a system in which economic decisions are based on supply and demand

traditional—a system in which economic decisions are based on custom or traditional activities, such as farming or herding

mixed—a system that combines a market economy with government intervention

History Terms-

absolute location—the latitude and longitude at which a particular place is located

agrarian—relating to the land or to farming

American Dream—a happy and successful life that many Americans hope to achieve

assimilation—adopting the cultural customs and attitudes of people in a certain place

balance of power—the equal distribution of strength among nations that prevents one nation from becoming too powerful

capitalism—an economic system in which the means of producing goods are privately owned

civil liberties—individual rights that are protected by law

constitutional government—a government that operates under a written set of laws

constitutional principles—the basic values or standards on which a constitution is based

cultural characteristics—identifying features of a culture, such as language, food, clothing, and customs

cultural expansion—the spread of a culture through exploration, immigration, or trade

cultural group—people who share the same way of life

custom—a social or cultural practice followed by a particular group of people

democracy—a form of government in which citizens elect their political representatives

ethnicity—the cultural, religious, national, or language-related characteristics of a group of people

famine—a severe shortage of food

goods—items produced for consumption or trade

Holocaust—the systematic enslavement and murder of Jews and others by Nazi Germany during World War II

human characteristics—features of a place that were made by people

human rights—basic rights to which all people are entitled, such as freedom and equality

imperialism—the act of acquiring territory or extending political and economic control over other peoples

individual freedom—the right to live life without unreasonable restrictions

international agreements—cooperation between two or more nations

international organizations—groups that operate in two or more nations

League of Nations—an organization proposed by Woodrow Wilson at the end of World War I for the purpose of promoting world peace

liberalism—a political movement based on a belief in individual rights; an economic theory that favors a free market with little government involvement

Magna Carta—a charter by which a British king granted personal liberties in 1215

Mayflower Compact—the document signed by male passengers aboard the Mayflower in which they agreed to obey laws created for the general good

McCarthyism—the act of accusing people of disloyalty to the government without having sufficient proof

mercantilism—an economic policy of controlling colonial resources and trade

militarization—the act of equipping or training for war, or adopting peacetime industries for wartime use

money—something that can be exchanged for goods or services and can be used to measure economic value

muckrakers—writers, reporters, and photographers who expose unfortunate conditions in American society

nationalism—identification with the beliefs and actions of a nation

New Deal—a series of government programs established by President Franklin Roosevelt during the Great Depression of the 1930s

pandemics—diseases that are spread over a wide geographic area and affect much of the population in that area

physical characteristics—natural features of a place

prejudice—a negative opinion formed without a factual basis

Progressivism—a political movement in the early to mid-1900s that sought progress toward new ideas and improved living conditions

Prohibition—a ban on the manufacture and sale of alcoholic beverages in the United States (1920–1933)

propaganda—information that is designed to promote a cause by manipulating public opinion

property—items or land owned by an individual or group

push-pull factors—events or features that influence people to leave a place (push factors) or encourage people to go to a place (pull factors)

reformers—individuals or groups who seek to change something for the better

republicanism—a form of government in which citizens elect their representatives

robber barons—American businessmen who accumulated wealth in the late 1800s and early 1900s

Roosevelt Corollary—an amendment to the Monroe Doctrine that states the United States has the right to intervene in the affairs of other nations in the Western Hemisphere

socialism—an economic system in which the government controls the means of producing and distributing goods

stereotypes—generalized opinions about an entire group of people

totalitarianism—a form of government in which a ruler has complete control over all aspects of people's lives

validity—the truth or reliability of data or a policy position

Watergate—a scandal involving members of the executive branch of government during the 1970s

