

# The United States and Foreign Affairs

**ESSENTIAL QUESTIONS** • *Why and how do nations interact with one another?*  
• *Why does conflict develop?*

networks

*There's More Online* about the United States and foreign affairs.

## CHAPTER 25

### Lesson 1

*Global Interdependence and Issues*

### Lesson 2

*The United States and International Organizations*

### Lesson 3

*The United States and World Affairs*

## The Story Matters...

In the summer of 2010, monsoon rains caused the worst flooding in Pakistan's history. Thousands died. Roads, bridges, and power systems were destroyed. Over 650,000 homes washed away.

Flood victims were desperate for food, clean drinking water, shelter, and medical treatment. They also had to rebuild their country. The cost was more than Pakistan could afford.

The United Nations (UN), the largest international governmental organization in the world, asked its 192 member nations to help. Many countries, including the United States, responded. They gave money, food, water, and medical aid. They also sent construction supplies and specialists to help rebuild Pakistan.

◀ *Pakistani children wait for their food ration at a flood relief camp.*

PHOTO: Pedro Ugarte/AFP/Getty Images





## CHAPTER 25 The United States and Foreign Affairs

NGSSS covered in Real-Life Civics



Students will understand the following benchmarks from the Florida Next Generation Sunshine State Standards.

**SS.7.C.4.2** Recognize government and citizen participation in international organizations.

# Real-Life Civics

### ► PEACEKEEPING

Nations form governmental organizations to address international issues. The UN, for example, deals with many matters of concern to its members. One of its vital jobs is helping to maintain world peace and to rebuild war-torn nations. In 2010, the UN had peacekeeping forces in at least 15 locations around the world. One such place was Kosovo in eastern Europe. That nation had been taken over by its neighbor, Serbia, and a brutal war followed. After the war, the UN Interim Administration Mission helped Kosovo set up a new government. UN volunteers also helped citizens rebuild their lives.

Units within the UN also work to improve world health, protect children, promote education, and encourage economic development in poorer nations.

These UN soldiers are on duty at the Macedonian border with Kosovo. ►







▲ A Peace Corps volunteer gives a mother some advice about caring for her baby.

▶ **EDUCATING** Unlike the United Nations, which has many member nations, the Peace Corps is an entirely American volunteer organization run by the U.S. government. Founded in 1961, the Peace Corps now has members in 77 countries all over the world. They train and educate the people of those countries. Peace Corps volunteers perform a wide variety of tasks to meet the needs of the residents in each place. For example, they teach math to children, educate communities about health issues, train businesspeople in how to use the latest computer software, and help farmers to produce more food. They also help Americans and people in other nations to understand each other better.

## CIVIC LITERACY



**Inferring** Why might government and volunteer organizations be willing to help people in need in countries around the world?

**Your Opinion** Would you be willing to volunteer for an organization such as the Peace Corps? What might be some benefits and difficulties of being a Peace Corps volunteer?

There's More Online!

- ✓ **GRAPHIC ORGANIZER**  
Developing Nations
- ✓ **MAP**  
Sources of Oil Imported to the U.S.  
Haiti Earthquake
- ✓ **GRAPH**  
Sources of Fruit Imported to the U.S.



## Lesson 1

# Global Interdependence and Issues

**ESSENTIAL QUESTION** *Why and how do nations interact with one another?*

## IT MATTERS BECAUSE

*Growing global interdependence offers both opportunities and challenges for the people of the world.*

## Global Interdependence

**GUIDING QUESTION** *Why do nations depend upon one another?*

Would you like a banana for lunch tomorrow? If you live in the small part of the nation that is warm enough to grow bananas, you might pick one off a banana plant. More likely, though, you have to go to a store to buy a banana grown in another country. Importing bananas is one example of global interdependence.

**Global interdependence** means that people and nations rely on one another for goods and services. If Americans want bananas, or other tropical fruit, they must trade with other nations to get them.

People around the world exchange what they have or make for things they do not have. This exchange involves both developed and developing nations. Developed nations usually buy raw materials and local products, such as bananas, from developing nations. Developing nations buy things like technology and medicine from developed countries.

## Global Trade

Global trade occurs because nations have different needs, comparative advantages, and resources. These factors make trade among nations worthwhile—and perhaps even necessary.

NGSSS covered in  
"Global Interdependence"



- SS.7.C.4.1** Differentiate concepts related to United States domestic and foreign policy.
- SS.7.E.2.5** Explain how economic institutions impact the national economy.
- LA.7.1.6.1** The student will use new vocabulary that is introduced and taught directly.
- LA.7.1.7.3** The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.

## Reading HELPDESK

### Taking Notes: Identifying

As you read, complete a diagram like the one shown to list features of developing nations. **LA.7.1.7.3**



### Content Vocabulary

- **global interdependence**
- **trade war**
- **deforestation**
- **ethnic group**
- **terrorism**
- **refugee**



The United States is both a large exporter and a large importer. Many countries need things from the United States. The United States sells wheat, corn, computer software, aircraft, medical equipment, and machinery to nations that cannot produce these goods on their own. Poorer nations look to the United States for food, medicine, and defense weapons. People around the world are also eager to buy American entertainment products, such as movies, music, and video games.

The United States also depends on other nations for certain resources and products. For example, Americans use oil and natural gas to heat homes, to run factories, and to power cars. The United States uses almost 20 million barrels of oil per day. More than half of that oil is imported. Canada, Saudi Arabia, Venezuela, and Mexico supply most of that oil.

Not all trade is based on need though. Comparative advantage also contributes to global trade. Low manufacturing costs in China, for instance, make the cost of Chinese goods attractive to other nations. As a result, China sells the electronics, textiles, plastics, furniture, and toys it makes around the world.

Finally, differing sets of natural resources play a role in global trade. The United States needs industrial diamonds to make certain goods. Since our nation does not have that resource, we must import them from South Africa, Democratic Republic of the Congo, and Botswana.

## Global Economic Cooperation

Sometimes nations cooperate on trade issues. The 27 nations that belong to the European Union have few meaningful trade barriers with one another. The North American Free Trade Agreement (NAFTA) was written to end trade barriers among the United States, Canada, and Mexico. Other free trade agreements exist among nations in other parts of the world as well.

Of course, these agreements do not solve all trade-related problems. They do support global interdependence, however.

### ✓ PROGRESS CHECK

**Summarizing** What is global interdependence?

**global interdependence** the reliance of people and countries around the world on one another for goods and services

Bananas and other tropical fruits are exported to the United States from other nations in huge numbers.

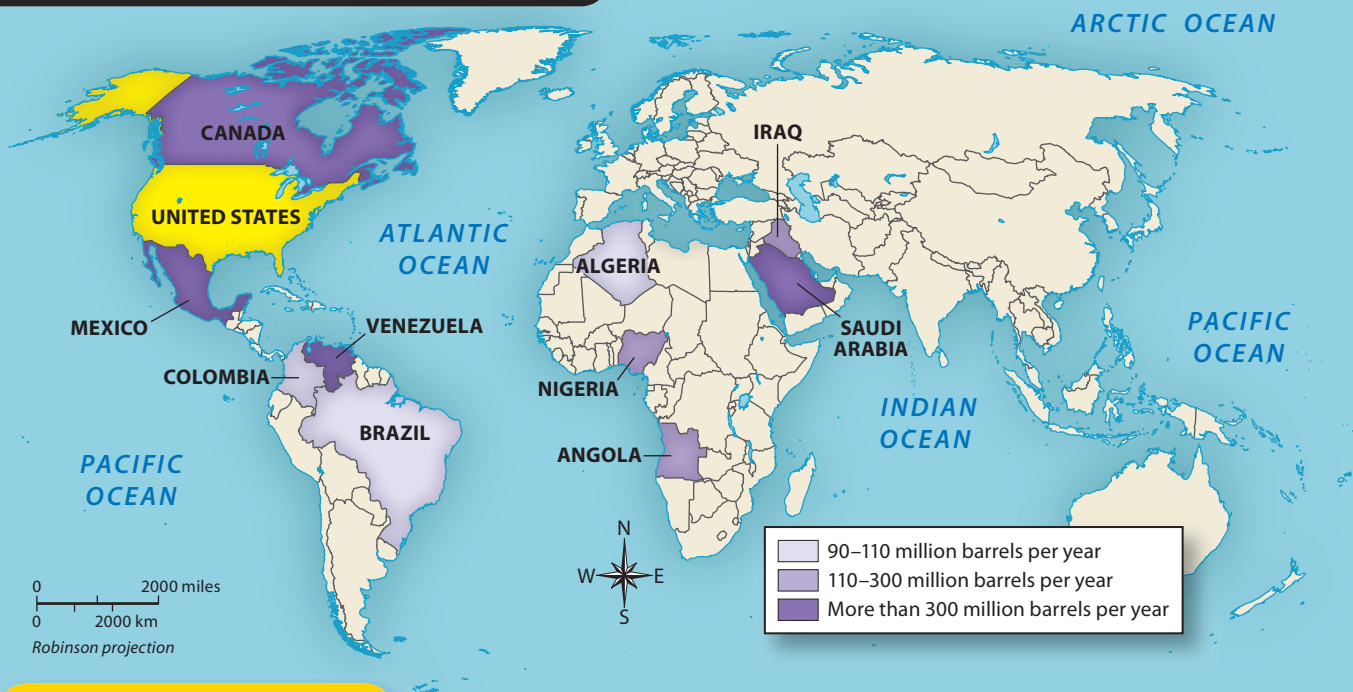
### ► CRITICAL THINKING

**Making Inferences** What do you think are some of the costs involved for growers of bananas to export their crops to the United States? [SS.7.E.2.5](#)





## SOURCES OF OIL IMPORTED TO THE U.S.



### GEOGRAPHY CONNECTION

The United States imports about half the oil it consumes.

- 1 REGIONS** From what nations does the United States import the most oil?
- 2 CRITICAL THINKING**  
*Inferring* Based on this information, what can you infer about supplies of oil in Canada and Mexico? **SS.7.G.3.1**

NGSSS covered in  
"Global Issues"



- SS.7.C.2.13** Examine multiple perspectives on public and current issues.
- SS.7.C.4.1** Differentiate concepts related to United States domestic and foreign policy.
- SS.7.C.4.3** Describe examples of how the United States has dealt with international conflicts.
- SS.7.G.3.1** Use maps to describe the location, abundance, and variety of natural resources in North America.

### Reading HELPDESK

## Global Issues

**GUIDING QUESTION** *What are some consequences of global interdependence?*

Global interdependence has made people aware of issues that affect the world as a whole. Therefore, nations must cooperate, or work together, to find solutions to the challenges brought by increasing global contacts. However, a variety of political and cultural forces are also at work around the globe. Those forces do not always encourage nations to work together.

### Costs of Competition and Trade

Global interdependence has increased trade and led to prosperity in many parts of the world. More and freer trade usually results in lower prices and more choices for consumers. However, trade can cause problems too. Companies may decide to move factories to other countries with lower labor costs. The cost of doing business or decreasing sales could cause some companies to close. In both cases, people lose their jobs. Many workers may not be able to find new jobs that pay as well as their former ones. They might have a difficult time learning new job skills. They might even have to sell their homes and move to other parts of the country to get jobs.

**trade war** economic conflict that occurs when one or more nations put up trade barriers to punish another nation for trade barriers it erected against them

### Academic Vocabulary

**stable** not subject to major changes



Nations sometimes act to protect their industries from imports produced in countries that have cheaper labor. Countries may put up barriers to trade. These barriers have a cost, though. Tariffs may help home industries, but they hurt consumers by raising prices.

Another problem with trade barriers is that one set of barriers can lead to additional ones. In response to tariffs placed on the goods it produces, for example, a nation may put up its own trade barriers. A **trade war** could develop. In a trade war, one or more nations put up trade barriers to punish another nation for its trade barriers against them. The result is higher prices for everyone and fewer choices for consumers.

## Rich and Poor Nations

A major challenge in the world today is the growing economic inequality among nations. Unequal levels of economic growth have led to a large gap between rich and poor nations. This gap is getting wider as well. Developing nations are making some economic progress, but many of them are not growing fast enough to catch up to the developed nations.

Nations that have grown wealthy because their economies are doing well are called developed nations. They generally have a high per capita GDP. They usually have political systems that are **stable**, or not subject to major changes. The United States, Germany, and Australia are examples of developed countries.

Other nations, called developing countries, have low per capita GDPs and low rates of growth. Several factors contribute to these problems. Some of these countries lack natural resources or have unskilled workers. Some struggle with political unrest. Some have poor schools. Many face serious health problems, such as a lack of clean water or high rates of infectious diseases.

One example of a developing nation is Haiti, the poorest nation in the Western Hemisphere. Haiti exports clothing, but these exports are not enough to sustain a strong, growing economy. Most of Haiti's people are poor and unskilled. Its political system has been unstable. Some elected leaders have even been illegally removed from office by military leaders. Few outside businesses want to invest in Haiti because of its history of political unrest. A devastating earthquake in 2010 caused more problems. As a result, Haiti depends on aid from other nations.

PHOTO: (lr) Courtesy of Neha Gupta, (br) Courtesy of Neha Gupta

## Developing Nations by Empowering Orphans

Neha Gupta  
Yardley, Pennsylvania



**N**eha Gupta reached across the globe to create an organization that seeks to empower children. Every year Neha and her family visit her grandparents in northern India. While there, they always volunteer at the Bal Kunj orphanage. These visits convinced Neha that the orphanage lacked the resources to provide an adequate education for the 200 orphaned or abandoned children living there.

When Neha returned home, she began raising money for the orphanage. Family and friends helped her make and sell wind chimes, as well as greeting cards created by the children at the orphanage. She sold these items door-to-door and at craft fairs.

As donations increased, Neha created Empower Orphans, a nonprofit organization that raises funds from businesses, civic groups, and charitable organizations to support the orphanage.

Every year Empower Orphans sponsors the education of 50 children at the orphanage, paying their school fees. It also holds a four-day medical clinic providing eye and dental screenings for about 350 children. In Pennsylvania, Neha has also worked with orphanages in Norristown and Warminster.



### Citizenship and Teens

*How is Neha helping the children at the Bal Kunj orphanage?*



## Compare and Contrast

Develop and complete a two-column chart about conservation. Label the first column “Advantages” and the second column “Disadvantages” and list the information from your reading in the appropriate column. **LA.7.1.7.3**

Despite the harmful effects of deforestation, forests are still being cut down at an alarming rate.

### ► CRITICAL THINKING

**Speculating** Why do you think people continue to cut down forests? **SS.7.C.2.13**



## Reading HELPDESK

**deforestation** the mass removal of trees in large areas

**ethnic group** a group of people who share a common national, cultural, or racial background

**terrorism** the use of violence or the threat of violence to compel a group of people to behave in a certain way

**refugee** a person who has unwillingly left his or her home to escape war, famine, or natural disaster

## Global Politics

As the global economy has spread, many political changes have taken place. East Asian countries now play a growing role in world affairs, and the nations of Europe are moving toward unity. The United States is concerned about its role in the world and the importance of working with other nations.

Nations have different forms of government and views of what is good for the world. These differences can lead to disagreements. For example, Venezuela criticizes the U.S. market economy and the influence American businesses have around the world. At the same time, the United States condemns the economic policies of Venezuela. Yet, Venezuela needs money and the United States needs Venezuela’s oil. In spite of their differences, then, the two nations trade with each other. Economic interdependence can sometimes, but does not always, force nations to cooperate.

## Environmental Issues

In recent years, people have become aware of dangers to the world’s environment. Modern life offers many comforts, but they can come at a cost to the environment. Chemicals released by factories and cars pollute the air and water. Burning coal for energy also puts harmful chemicals into the air. These chemicals harm trees and fish when carried to the earth by rain. Most

experts believe that burning coal and oil is causing dangerous changes in Earth’s climate. **Deforestation**, the mass removal of trees, causes flooding, leads to mud slides, and lessens the amount of carbon dioxide that trees absorb.

Solving these problems is not easy. Protecting forests may deprive poor farmers of land they need to grow crops. Cleaner sources of energy cost more. The process of switching to those other sources can be costly, as well. Many poor nations fear that taking steps to curb pollution will slow their economic growth—growth they need in order to better the lives of their people.

Some people have turned to conservation to reduce environmental



damage. Conservation means carefully using resources and limiting the harmful effects of human activity. For example, if people use less gasoline, then they cause less air pollution. If people recycle paper, then fewer forests need to be cleared.

Points of view about conservation differ. Some people think that conserving natural resources is less important than economic growth. They argue that limiting the ways that businesses operate drives up costs. Others claim that not conserving resources today will lead to greater future costs. They suggest that addressing the harmful effects of air, ground, and water pollution tomorrow will cost more.

## Other Global Challenges

An interdependent world also faces other challenges. One serious problem is immigration. Immigrants move to a new country in search of better jobs and living conditions. Sometimes people already living in a country are unhappy about these newly arrived people who increase demands on land, services, and jobs. Differences among religious and ethnic groups can intensify these bad feelings. **Ethnic groups** are those with a common national, cultural, or racial background.

Many countries suffer from war or conflict. There is also a growing threat of international **terrorism**. Terrorism is the use of violence or the threat of violence to make people afraid and to force people—or governments—to behave in a certain way.

In addition, millions of **refugees** have been driven from their homes by famine, conflicts, or natural disasters. They now live in temporary camps. These people require a great deal of help. Many more people throughout the world suffer from lack of food, clean water, and basic health care. Meeting all of these challenges requires cooperation among nations.

### ✓ PROGRESS CHECK

**Explaining** Why do nations sometimes disagree?



#### Refugees in Florida

The Department of Children and Families' Refugee Services Program is a federal program that funds services for refugees. Through this program, refugees are resettled throughout the United States. Some 25,000 refugees are resettled in Florida each year. The majority come from Cuba, but others come from a wide variety of countries, such as Haiti, Afghanistan, Ukraine, and Burma. Florida's refugee program is the largest of its kind in the United States.

## LESSON 1 REVIEW

### Review Vocabulary

1. Explain what effect trade barriers have on *global interdependence*. [LA.7.1.6.1](#)
2. Use the terms *terrorism*, *ethnic groups*, and *refugees* to explain global issues today. [LA.7.1.6.1](#)

### Answer the Guiding Questions

3. **Analyzing** How do Americans benefit from a foreign policy that promotes trade? [SS.7.C.4.1](#)

4. **Analyzing** Why does the United States trade with Venezuela, even though they have disagreements? [SS.7.C.4.3](#)

5. **PERSUASIVE WRITING** Governments, businesses, and people have different ideas on conservation. Think about the views of each of these groups. Write a letter to the editor in which you take a position on the issue. Explain what conservation efforts you think are important or are unnecessary, and why. Explain why you recommend those steps. [SS.7.C.2.13](#)

There's More Online!

- ✓ GRAPHIC ORGANIZER  
International Organizations
- ✓ CHART  
Nongovernmental Organizations
- ✓ MAP  
Haiti
- ✓ VIDEO
- ✓ SLIDE SHOW  
A Look at NGOs



## Lesson 2

# The United States and International Organizations

**ESSENTIAL QUESTION** *Why and how do nations interact with one another?*

## IT MATTERS BECAUSE

*International organizations help nations communicate and work together to solve global problems.*

NGSSS covered in  
"The Purpose of International Organizations"



**SS.7.C.4.2** Recognize government and citizen participation in international organizations.

**LA.7.1.6.1** The student will use new vocabulary that is introduced and taught directly.

**LA.7.1.7.3** The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.

## The Purpose of International Organizations

**GUIDING QUESTION** *What is the purpose of international organizations?*

Nations often face difficult problems. Sometimes a crisis affects only one country. For example, in 2010 a severe earthquake struck Haiti. The destruction caused by the quake was too great for the country to handle by itself, so other nations sent food, water, medical supplies, and people to help.

Other concerns affect many nations. Such issues include climate change, pollution, and trade. Nations often hold talks with one another to discuss these matters. **Diplomats**, or officials who represent their country's government, meet and try to work out ways to address common concerns.

### Governmental Organizations

Countries also form organizations to address international issues. These are called governmental organizations. Diplomats from member nations meet regularly, discuss problems, and try to find solutions. Sometimes they agree on a course of action. Sometimes they do not.

## Reading HELPDESK

### Taking Notes: *Classifying*

As you read, complete a chart to identify the type of organization to which different international organizations belong. **LA.7.1.7.3**

| Governmental | Nongovernmental |
|--------------|-----------------|
|              |                 |

### Content Vocabulary

- diplomat
- nongovernmental organization (NGO)
- prisoner of war



### Organizations in Your Life

The organizations that are formed among nations for the common purpose of helping others in need, or of providing protection, have a list of rules to govern their actions. What organized clubs or organizations do you belong to or are you familiar with? Find out if they have any rules that ensure that they will run smoothly.

Physicians from the nongovernmental organization Doctors Without Borders helped ease suffering in Haiti following an earthquake in 2010.

#### ► CRITICAL THINKING

**Explaining** How do ordinary people help nongovernmental organizations do their work? **SS.7.C.4.2**

The government of each member nation must agree to follow the rules of the organization and to support its decisions. For example, a certain number of the member nations must approve the admission of a nation that wishes to become a member of the organization. Each member must also provide part of the money that is needed to run the group.

Some governmental organizations are formed for a single purpose. The North Atlantic Treaty Organization (NATO) was first created for the defense of its member nations. The goal of the World Trade Organization (WTO) is to address issues of trade and finance among nations.

The objectives of other governmental organizations are broad. The largest governmental organization is the United Nations (UN). It has many goals, including promoting peace, fighting disease, building schools, and improving health care. The UN also provides its member countries with a place where they can present their own point of view. Members do not always agree on what actions to take, however.

Governmental organizations can create major changes in the world. For example, the European Union (EU) set up a common unit of money for most of its members. The euro is now a standard currency, which makes it easier for nations to trade. At times, group efforts are less effective. Terrorism persists, although all international organizations condemn and work to prevent it.

## Nongovernmental Organizations (NGOs)

There are also international organizations that are not linked to any government. Rather, they are formed by private citizens to meet a need or to work for a cause. Such groups are called **nongovernmental organizations (NGOs)**. NGOs often work with governmental organizations to provide relief in the event of a natural disaster, such as the earthquake in Haiti. These organizations usually depend on volunteers and private donations.



PHOTO: Alison Wright/National Geographic/Getty Images

**diplomat** a representative of a country's government who takes part in talks with representatives of other nations

**nongovernmental organization (NGO)** an organization that operates independently of any government body, usually through individual volunteer efforts and private donations



PHOTO: Tim Sloan/AFP/Getty Images

The UN General Assembly meets at regular times during the year. Emergency meetings among smaller UN groups are also called sometimes.

► **CRITICAL THINKING**

**Making Inferences** For what reasons might an emergency meeting be called?

NGSSS covered in  
"International Organizations"



**SS.7.C.4.2** Recognize government and citizen participation in international organizations.

**SS.7.C.4.3** Describe examples of how the United States has dealt with international conflicts.

**LA.7.1.6.2** The student will listen to, read, and discuss familiar and conceptually challenging text.

NGOs can do some things that governmental organizations cannot do. For example, some countries may accept aid for their people from NGOs that they would not accept from an organization connected with governments. The International Committee of the Red Cross (ICRC) is one such NGO. The Red Cross serves people in need on both sides in a war.

✓ **PROGRESS CHECK**

**Explaining** What is one success and one failure of governmental organizations in recent times?

## International Organizations

**GUIDING QUESTION** *How do international organizations help people?*

Many international organizations work to improve the lives of people around the world. Some are particularly important.

### The United Nations

The United Nations (UN) was founded in 1945, just after World War II. Its main goal is to keep peace among nations. The UN also seeks to support social progress, fight poverty, and protect human rights.

## Reading HELPDESK

**Reading Strategy: Paraphrasing**

When you paraphrase a reading, you restate the passage in your own words. Read about the various groups within the United Nations. On a separate sheet of paper, paraphrase the makeup and purposes of these groups. **LA.7.1.7.3**



The General Assembly is the main forum for the UN's 192 member nations. Every member has a voice there. A smaller body called the Security Council deals with immediate threats to world peace. The Security Council has five permanent members. They are the United States, Russia, United Kingdom, France, and China. Ten other members are elected to two-year terms by the General Assembly. Any one of the five permanent members can veto a decision made by or block any action of the Security Council.

The UN has a number of units that handle other issues. The UN's International Court of Justice, also called the World Court, settles legal disputes between nations. The UN also tries to help developing countries make their economies more productive. The United Nations Children's Fund (UNICEF) works to improve the lives of children around the world. The United Nations Educational, Scientific and Cultural Organization (UNESCO) promotes science, education, and culture.

## North Atlantic Treaty Organization

The North Atlantic Treaty Organization (NATO) is a group of 28 nations in North America and Europe. Its main goals are to keep peace and defend all members in times of war. Sometimes, NATO members send armed forces to an area where there is a crisis. For instance, NATO sent forces to Afghanistan in 2001 and to Iraq in 2003. NATO also works with nonmember nations to help prevent conflict.

## World Trade Organization

The World Trade Organization (WTO) has more than 150 member nations from around the world. The WTO's goal is to promote free trade. To do so, it encourages member nations to remove any trade barriers. The WTO also tries to resolve disputes between countries if they arise.

The WTO is not without critics. Some developing nations say that the WTO favors developed nations and the large businesses based in them. Some people charge that its focus on trade and profit ignores concerns about the environment.

A NATO-led peacekeeping force began patrolling war-torn Kosovo in 1999.

### ► CRITICAL THINKING

**Identifying Central Issues** Why do you think the United States would want to join with the forces of other NATO countries to respond to a conflict? [SS.7.C.4.3](#)



## CHART SKILLS

## NONGOVERNMENTAL ORGANIZATIONS

NGOs are formed for a variety of purposes.

### ▶ CRITICAL THINKING

- 1 Categorizing** Many of the NGOs listed have similar areas of concern. Make a list of the categories of all of the areas of concern represented in the chart.
- 2 Assessing** Based on the list you made, rank the categories in order from what you consider least important to most important, and give reasons for your decisions.

| NGO                                      | REGION        | AREA OF CONCERN   |
|--|---------------|---|
| Amnesty International                    | Worldwide     | Human Rights  |
| CARE International                       | Worldwide     | Poverty, Education, Economic Development, Health                  |
| Cousteau Society                         | North America | Environment   |
| Doctors Without Borders                  | Worldwide     | Health, Disaster Response/Relief                                  |
| Heifer International                     | Worldwide     | Hunger, Poverty, Economic Development                             |
| Hunger Project                           | North America | Hunger  |
| International Committee of the Red Cross | Worldwide     | Human Rights, Public Health, Disaster Response/Relief             |
| MacArthur Foundation                     | Worldwide     | Human Rights, Economic Development, Peace, Education, Environment |
| MAP International                        | Worldwide     | Health, Disaster Response/Relief                                  |
| Nature Conservancy                       | Worldwide     | Environment   |
| Oxfam International                      | Worldwide     | Poverty, Hunger, Human Rights, Economic Development               |
| Sweatshop Watch                          | North America | Human Rights (specifically for workers)                           |

## World Health Organization

The World Health Organization (WHO) is part of the United Nations. It works in a variety of ways to improve health for all people. It directs the UN's efforts to fight and prevent disease in nations around the world. The WHO has formed standards for countries to meet to promote their people's health. It helps countries meet these standards. The WHO also conducts research on public health issues.

Among the WHO's successes are the ending of smallpox and teaching people about the HIV virus. The WHO has also helped achieve a 99 percent decrease in cases of polio around the world. In Africa, the WHO has helped reduce a disease called river blindness. River blindness is caused by the bite of a particular insect. Lessening the threat of this disease has allowed land that was not used because of the risk of infection to be farmed again.

## Peace Corps

The Peace Corps is a volunteer group run by the U.S. government. The Peace Corps began in the 1960s when President John F.

## Reading HELPDESK

**prisoner of war** a person captured by opposing forces during a time of war or conflict

### Academic Vocabulary

**neutral** taking no side or part in a conflict or disagreement



Kennedy challenged students to make a difference for peace in the world. The original goal of the Peace Corps was to help Americans and the people of other nations understand each other.

Today, the Peace Corps has almost 8,000 volunteers working in 77 countries. These volunteers work on several kinds of projects. Some work on public health issues, such as providing people with clean water. Some teach people ways to use modern technology and help them with local business development.

## International Committee of the Red Cross

The International Committee of the Red Cross (ICRC) is an NGO. Based in Switzerland, the ICRC unites the efforts of aid societies in countries around the world. Those aid groups are called the Red Cross or the Red Crescent. The ICRC gives aid to people who are victims of war or natural disasters. During a war, the group tries to protect civilians and to make sure that prisoners of war are well treated. **Prisoners of war** are soldiers captured by enemy forces during a conflict. The ICRC tries to find missing persons. It also brings food, clothing, and medicines to people in need in war-torn areas.

The ICRC maintains a **neutral** position. That is, it does not take sides in a war. Most nations respect the efforts of the ICRC and allow it to do its work.

## Other NGOs

Many NGOs are active around the world. Those that focus on public health, feeding the hungry, fighting disease, or promoting economic development typically work in developing nations. Those that focus on environmental problems may be active anywhere in the world. Some try to protect human rights. They tend to focus on nations with harsh governments.

### **PROGRESS CHECK**

**Summarizing** What are some main goals of international organizations?

## LESSON 2 REVIEW

### Review Vocabulary

1. Write a sentence about international organizations that includes the term *diplomat*. [LA.7.1.6.1](#)
2. Write a sentence that explains the difference between a *nongovernmental organization* and a governmental organization. [LA.7.1.6.2](#)

### Answer the Guiding Questions

3. **Explaining** Why do nations and individuals form international organizations? [SS.7.C.4.2](#)

4. **Analyzing** What are some of the advantages and disadvantages of governmental organizations? [SS.7.C.4.2](#)

5. **EXPOSITORY WRITING** Write an essay about the international efforts in which units of the United Nations are involved today. [SS.7.C.4.2](#)

## networks

There's More Online!

- ✓ GRAPHIC ORGANIZER  
Human Rights
- ✓ POLITICAL CARTOON  
Human Rights
- ✓ GRAPH  
Free and Not Free
- ✓ MAP  
Global Terrorism
- ✓ CHARTS  
Refugees  
Types of Government
- ✓ SLIDE SHOW



### Lesson 3

# The United States and World Affairs

ESSENTIAL QUESTION *Why does conflict develop?*

## IT MATTERS BECAUSE

*Recognizing potential causes of conflict helps us to understand and address challenges facing the world.*

NGSSS covered in  
"Human Rights"



- SS.7.C.2.11** Analyze media and political communications (bias, symbolism, propaganda).
- SS.7.C.4.1** Differentiate concepts related to United States domestic and foreign policy.
- SS.7.C.4.2** Recognize government and citizen participation in international organizations.
- SS.7.C.4.3** Describe examples of how the United States has dealt with international conflicts.
- LA.7.1.6.1** The student will use new vocabulary that is introduced and taught directly.
- LA.7.1.7.3** The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.

## Human Rights

GUIDING QUESTION *What are human rights?*

Governments differ around the world. **Cultures**—the ideas, customs, art, behaviors, and beliefs of a people or group of people—differ too. Yet people around the world also have many common characteristics. These shared characteristics are **universal**. That is, they apply to all people. We all want to be safe and feel secure. We all want enough food to eat and a decent place to live. We all want to raise our children in a way that seems right to us.

These shared desires form the basis for the concept of human rights. A **human right** is a basic freedom that all people should have simply because they are human. Human rights include the right to adequate food, safety, and shelter. They also include the right to be protected under the law and to exercise freedom of thought. These ideas have inspired people the world over. They have often shaped important political events, such as the American Revolution. They continue to have an impact in the world today.

## Reading HELPDESK

### Taking Notes: Identifying

As you read, complete a diagram identifying human rights cited by the Universal Declaration of Human Rights. **LA.7.1.7.3**



### Content Vocabulary

- universal
- human right
- repression
- genocide
- communism
- weapon of mass destruction (WMD)



## The Universal Declaration of Human Rights

Soon after the United Nations was formed, its members agreed on a list of people’s basic rights. In December 1948, the UN adopted the Universal Declaration of Human Rights. The declaration was made up of 30 separate articles, or statements, that define specific human rights that all people should have.

Article 1 states, “All human beings are born free and equal in dignity and rights.” They have “reason and conscience.” *Conscience* means an awareness of the right or wrong nature of one’s actions. Article 2 says that all people should have human rights “without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.” These two articles form the foundation for the rest of the rights in the declaration.

The remaining articles detail other rights and protections. For instance, they say that people should be free from slavery and not be tortured. People should be free from arrest without cause and should have equal protection under the law. They should be free to marry whom they choose. They should have the right to own property, to move freely, and to take part in government as they choose.

Articles 22 through 27 focus on economic and social rights. These include equal pay for equal work and the right to a decent standard of living. Part of that standard of living includes medical care and security for children and the elderly.

Of course, there have been times when different nations have not given all their people all these rights. There have also been many times when nations have not upheld the standards in this declaration. Protecting human rights around the world is an ongoing effort.

PHOTO: AFP/Getty Images



The Kalma refugee camp in the Darfur region of Sudan provides some safety for people fleeing the civil war in that nation.

### ► CRITICAL THINKING

**Making Inferences** Why would the violation of human rights cause people to flee their homeland?

### Academic Vocabulary

**culture** the ideas, customs, art, behaviors, and beliefs of a people or a group

**universal** worldwide, or applying to all

**human right** a protection or a freedom that all people should have

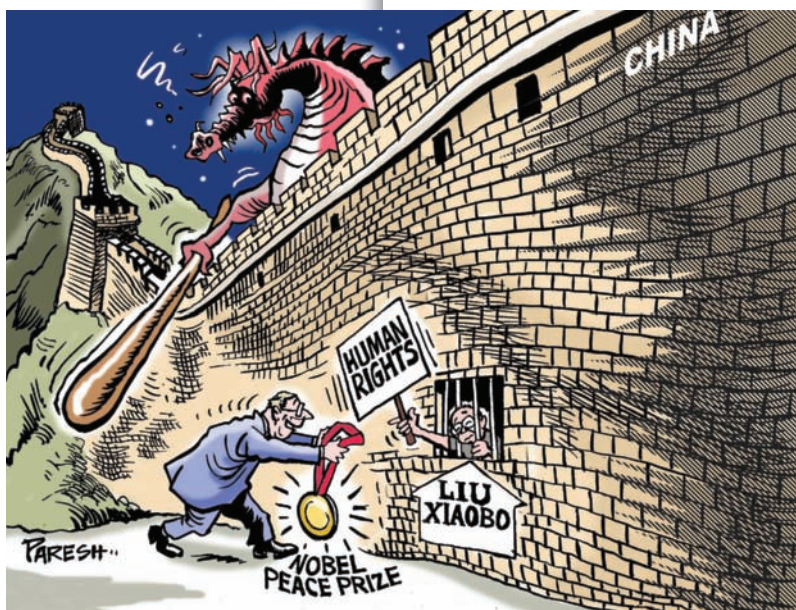
## Determine Cause and Effect

The United States and other countries sometimes refuse to trade with countries that violate human rights. Write a list of the effects that such a refusal to trade has on the government of a country charged with violating human rights and on the people living in that country. **SS.7.C.4.3**

In 2010 jailed Chinese human rights advocate Liu Xiaobo won the Nobel Peace Prize. China's communist government did not allow him to receive the prize, however.

### ► CRITICAL THINKING

**Analyzing Visuals** Does the cartoonist approve or disapprove of China's action? Why do you think so? **SS.7.C.2.11**



## Reading HELPDESK

**repression** preventing people from expressing themselves or from freely engaging in normal life

**genocide** the attempt to kill all members of a particular ethnic group

**communism** a one-party system of government based on the idea of state ownership and government direction of property and industry

## Violations of Human Rights

Unfortunately, some governments do not protect the rights of their own people. Some rulers use repression to stay in power. **Repression** means to prevent people from expressing themselves or from freely engaging in normal life. Some governments do not allow their people freedom of speech or the press. Many nations, such as China, Iran, and Saudi Arabia, limit their people's ability to get information. North Korea does not allow its people to leave the country or to criticize its leader.

Sometimes, tension among ethnic groups turns into violence. That violence can turn into **genocide**, the attempt to kill all members of a particular ethnic group. During the 1990s, for example, ethnic fighting broke out in Rwanda and Burundi, in Africa. More than a million people were killed. Since 2003, conflict has rocked the Darfur region of Sudan, in Africa. Ethnic Arabs from the northern part of the country have attacked ethnic Africans from the southern part of the country.

## Protecting Human Rights

The U.S. government tries to promote human rights. It protests governments that take away people's freedoms. Sometimes it refuses to trade with such countries.

The UN Human Rights Council observes and reports on human rights. It hopes to pressure governments to respect people's rights. When governments are accused of violating the human rights of their citizens, the Security Council can refer cases to the International Criminal Court for trial.

Many nongovernmental organizations (NGOs) also work for human rights. Amnesty International and Human Rights Watch are two examples. Both publish reports identifying countries that violate rights. They, too, try to pressure countries into changing the way they act.

### ✓ PROGRESS CHECK

**Defining** What are human rights?



# Democracy, Liberty, and Conflict

**GUIDING QUESTION** Why does conflict among nations occur?

Democratic nations, on the whole, do a better job of respecting human rights than nations that are not democratic. As more nations have become democratic, more people around the world have become free.

## The Growth of Democracy

As the twentieth century began, only a few of the world's peoples lived in countries where they had the right to choose their own leaders. Today, the situation is much different. About 60 percent of the world's nations are democracies.

The spread of democracy and freedom has long been a major goal of the United States. President Woodrow Wilson hoped that World War I would “make the world safe for democracy.” During World War II, President Franklin D. Roosevelt said:

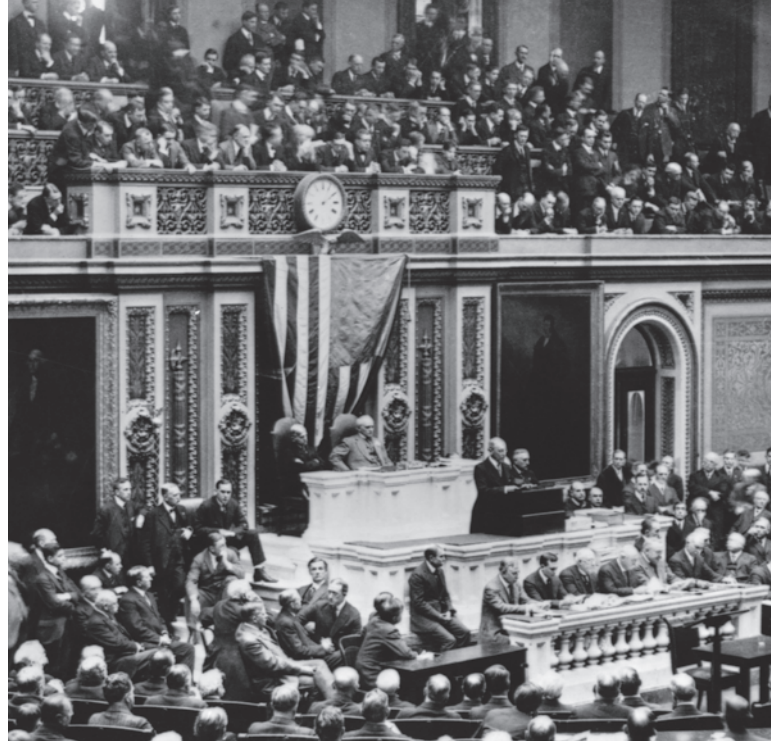
### PRIMARY SOURCE

“Freedom means the supremacy of human rights everywhere. Our support goes to those who struggle to gain those rights or keep them.”

During that war, the United States joined with Great Britain and the Soviet Union as allies to defeat Germany, Japan, and Italy. After the war, these allies split into two camps. The two sides had very different political and economic systems. The United States and most of Western Europe had democratic governments and market-based economies. The Soviet Union and Eastern Europe practiced **communism**. There, one-party governments owned all resources and directed all economic activities. People in these countries had few freedoms, unlike the people in the United States and Western Europe.

## The Cold War

The conflict between these two sides was called the Cold War. It lasted from the late 1940s to 1991. The chief nations—the United States and the Soviet Union—never fought each other. The United States and its allies tried to stop the Soviet Union from expanding its control. In doing so, the United States sometimes supported rulers who abused the rights of their people. This was the case in Chile and Iran, for instance. American actions that favored rulers in those countries were criticized by some people.



In his speech to Congress in 1917, Woodrow Wilson denounced Germany for attempting to sink any ship—military or not—that approached parts of the European coastline.

### CRITICAL THINKING

**Making Inferences** How were Germany's actions a violation of human rights?

SS.7.C.4.3

NGSS covered in  
“Democracy, Liberty, and Conflict”

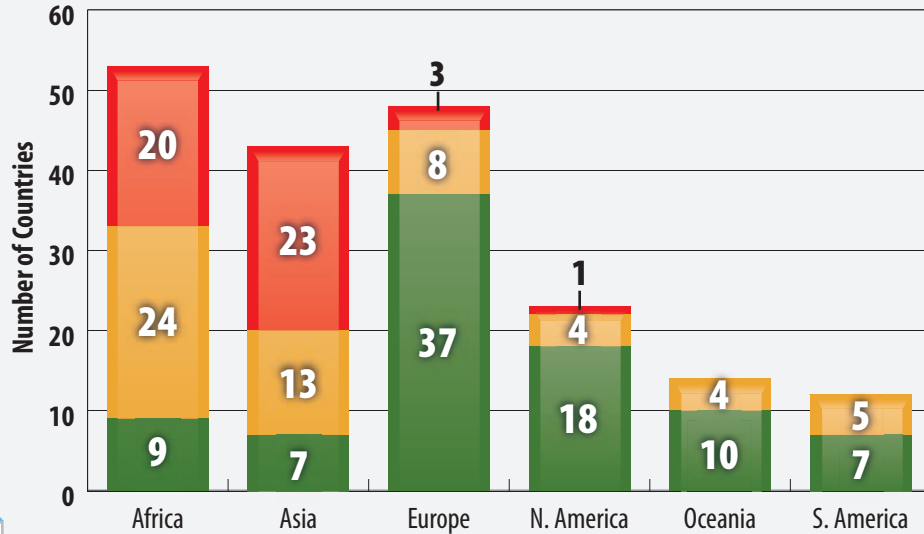


SS.7.C.4.1 Differentiate concepts related to United States domestic and foreign policy.

SS.7.C.4.3 Describe examples of how the United States has dealt with international conflicts.

LA.7.1.6.2 The student will listen to, read, and discuss familiar and conceptually challenging text.

## FREE AND NOT FREE



### GRAPH SKILLS

The graph shows the proportion of countries in each continent with people who are free, partly free, or not free. **SS.7.C.4.1**

- 1 Comparing** Which continents are the most free? The least free?
- 2 CRITICAL THINKING Making Inferences** Why do you think Africa has so many not free and partly free nations?

In the late 1980s, unrest spread in Eastern Europe and the Soviet Union. The people revolted against their communist governments. New leaders pushed these countries toward democracy and market economies. In 1991 the Soviet Union broke apart into 15 separate nations, one of which was Russia. The Cold War was over.

### Free and Not Free

The end of the Cold War brought a rush of new democracies into the world. Since then, the move toward democratic governments has slowed. In large parts of South America and Africa, many people are only partly free. They live under governments that restrict human rights. Communist governments in North Korea, China, and Cuba continue to deny their peoples basic human rights such as freedom of speech and freedom of the press. These nations are considered not free.

At the same time, new threats to peace and freedom have emerged. Some extreme people and groups have decided to use terrorist attacks to try to influence countries. Groups such as al Qaeda and the Taliban have killed thousands of people around the world in order to impose their beliefs on others.

### ✓ PROGRESS CHECK

**Concluding** Did the policies of the United States during the Cold War advance or hold back human rights?

## Reading HELPDESK

### Reading Strategy: Defining

In one or two sentences, define in your own words what the Cold War was.

**LA.7.1.7.3**



# Recent Conflicts

NGSSS covered in  
"Recent Conflicts"



**GUIDING QUESTION** *Why has the United States engaged in conflict in recent years?*

On September 11, 2001, members of al Qaeda carried out a terrorist attack on New York City, Washington, D.C., and Pennsylvania. Almost 3,000 people died in those attacks. The United States responded in several ways.

**SS.7.C.2.13** Examine multiple perspectives on public and current issues.

**SS.7.C.4.1** Recognize concepts related to United States domestic and foreign policy.

**SS.7.C.4.3** Describe examples of how the United States has dealt with international conflicts.

## Homeland Security

One response by the government was to create the Department of Homeland Security in 2001. It has three main goals: to prevent terrorist attacks in the United States, to reduce the threat of such attacks, and to help in the recovery from attacks or natural disasters. The department was given many powers. For instance, security workers now check all people and inspect all luggage moving through airports. It is also taking action to increase the security of information stored on computers.

## Patriot Act

Another response to the September 11 attacks was the Patriot Act of 2001. The law increased the government's power to seek information that could be related to terrorism. It allowed the government to search telephone and financial records. The act allowed federal agents to secretly search the homes of those suspected of terrorism. They did not have to obtain a search warrant from a court before making these searches.

Many people felt that this law went too far. They believed that rights people had under the U.S. Constitution were no longer protected. Congress made some changes to the law as a result. Some Americans still object to it, though.

### GEOGRAPHY CONNECTION

Terrorist attacks have struck many nations around the world.

- 1 LOCATION** Where did the terrorist attack with the greatest loss of life occur?
- 2 CRITICAL THINKING Making Generalizations** Why do you think terrorist attacks have been so widespread?  
**SS.7.C.4.1**

### GLOBAL TERRORISM



|          |   |
|----------|---|
| <b>1</b> | <b>2001</b> Four hijacked airliners flown into World Trade Center, the Pentagon, and rural Pennsylvania, more than 3,000 killed |
| <b>2</b> | <b>2002</b> Resort in Bali, Indonesia bombed, more than 200 killed  |
| <b>3</b> | <b>2004</b> Train system in Madrid, Spain, bombed, 191 killed   |
| <b>4</b> | <b>2005</b> London subway bombed, 52 killed   |
| <b>5</b> | <b>2008</b> Attacks of Mumbai landmarks, nearly 190 killed, 300 injured   |
| <b>6</b> | <b>2009</b> Suicide bomb attempt on U.S.-bound flight from Amsterdam  |
| <b>7</b> | <b>2010</b> Car bomb attempt in Times Square, New York City   |



PHOTO: Thomas Hartwell

## Afghanistan

The U.S. government also responded to the September 11 attacks with military force. Wars in Afghanistan and Iraq followed.

Afghanistan was ruled by the Taliban, a political group that did little to recognize the rights of the country's people. The Taliban also helped al Qaeda, the group behind the attacks on September 11. They allowed al Qaeda to train terrorists in Afghanistan. President George W. Bush demanded that the Taliban hand over the leader of al

Qaeda, Osama bin Laden, so that he could be punished for the September 11 attacks. The Taliban leaders refused, however.

When that happened, the United States responded. In October 2001, U.S. planes and troops attacked Afghanistan. The Taliban were quickly ousted, but bin Laden avoided capture.

Fighting continued for many years. Attempts to form an effective new government in Afghanistan met with little success. Taliban and other fighters returned to attack again and again. More troops were sent, but clear progress was difficult. President Barack Obama sent more American forces to Afghanistan to try to end the conflict there. The government also put pressure on Afghanistan's government to solve its own problems. In May 2011, U.S. forces located bin Laden hiding out in Pakistan. They raided his compound and he was killed in the fighting.

## Iraq

While fighting continued in Afghanistan, the United States also moved against Iraq. After September 11, President Bush feared terrorist groups might acquire nuclear and other weapons of mass destruction. A **weapon of mass destruction (WMD)** is a weapon that can kill or harm large numbers of people as well as destroy or damage a large physical area. Leaders feared Iraqi dictator Saddam Hussein might provide such weapons to terrorist groups. President Bush and other world leaders felt that Iraq presented a threat to the world community.

United States government aid workers faced challenges in rebuilding Iraqi schools and other institutions following the fall of Saddam Hussein.

### ► CRITICAL THINKING

**Making Inferences** Why do you think it was so difficult to rebuild Iraq after Saddam Hussein's removal from power?

## Florida CONNECTION

### MacDill Air Force Base

The wars in Iraq and Afghanistan are overseen by U.S. Central Command (CENTCOM), based at MacDill Air Force Base in Tampa, Florida. Its area of operations covers most of the Middle East and Central Asia. In addition to military operations, CENTCOM has conducted disaster relief operations to help areas struck by natural disasters or famine. For example, in 2010 it provided emergency food and medical supplies to people devastated by floods in Pakistan.

SS.7.C.4.3

## Reading HELPDESK

**weapon of mass destruction (WMD)** a weapon that can kill or harm large numbers of people as well as destroy or damage a large physical area



In early 2003, the United States and other countries attacked Iraq. Iraq's army was quickly defeated, and Saddam Hussein was overthrown. Later, he was captured, tried by Iraq's new government, and executed for crimes against his people.

Although the United States succeeded in these efforts, it still faced problems. No WMDs were found. Thus, the government was criticized for the invasion. It also proved more difficult than expected for the United States to build democracy in Iraq. In addition, rebel groups battled U.S. forces with roadside bombs and surprise attacks. Fighting among Iraq's different ethnic and religious groups made the situation worse.

In 2008 though, the addition of more U.S. troops helped reduce the level of violence. As a result, President Barack Obama later withdrew all American combat troops. Other U.S. troops remained in Iraq, however, carrying out other missions. One of those missions was to train Iraq's new army and police.

## Other Challenges

By 2010 the United States faced many additional global challenges. Iran seemed to be supporting terrorists with weapons and money. The U.S. government also believed that Iran was trying to develop nuclear weapons. Some groups in Pakistan were suspected of helping terrorists. Despite efforts to help Israel reach a peace agreement with the Palestinians, their conflict was not settled. Many other nations around the world were torn by internal conflict. The government is active around the world in an effort to end these conflicts and bring about peace while promoting democracy and human rights.

### PROGRESS CHECK

**Explaining** What have been the biggest foreign policy challenges for the United States since 2000?

When his controversial reelection triggered massive street protests in Iran in 2009, Iran's president Mahmoud Ahmadinejad cracked down against opposition leaders, jailing thousands. He is shown here in front of a photograph of Ayatollah Khomeini, a previous Iranian ruler who also suppressed opponents.

### CRITICAL THINKING

**Analyzing Visuals** What does having Khomeini's picture in the background tell you about Ahmadinejad?



PHOTO: AITIA KENARE/AFP/Getty Images

## LESSON 3 REVIEW

### Review Vocabulary

1. Write two or three sentences defining *human rights*. Include the term *universal*. **LA.7.1.6.1**
2. Write two or three sentences explaining the relationship between *communism* and *repression*. **LA.7.1.6.2**

### Answer the Guiding Questions

3. **Identifying** What are some examples of human rights? **SS.7.C.4.1**
4. **Identifying** What was the Cold War? **SS.7.C.4.3**
5. **Analyzing** Why do some countries allow little freedom? **SS.7.C.4.1**
6. **PERSUASIVE WRITING** Write a paragraph that expresses your opinion about the Patriot Act. Do you think it was right to give the government more power to prevent terrorist attacks? Be sure to explain your reasoning. **SS.7.C.2.13**

## CHAPTER 25 Activities

Write your answers on a separate piece of paper.

### 1 Writing Activity SS.7.E.2.5

#### EXPLORING THE ESSENTIAL QUESTION

Why and how do nations interact with one another?

Trade among nations is a big part of global interdependence. Consider the products and services that you use in your daily life. Identify six items that are the result of trade with other nations. Then write a paragraph explaining how you benefit from global interdependence and why international trade is important to you.

### 2 21st Century Skills SS.7.C.2.13

**PREPARE A PRESENTATION** Using presentation software or posters, prepare a brief presentation on the use of imported oil in the United States. Prepare at least eight slides or posters to share. Include in your presentation at least one graph, using information from Lesson 1, about sources, amounts, and percentages of foreign oil consumed in the United States. Use what you have learned to discuss ideas about energy use or to predict the consequences of current trends in the United States.

### 3 Being an Active Citizen SS.7.C.2.14; SS.7.C.4.2

Many NGOs begin because someone sees a problem in the world and tries to solve it. Local volunteer groups often begin for the same reason. Many groups sponsor activities to raise funds or awareness for their causes. Look around your community for such events. Check newspaper, radio, television, and Internet resources for activities that rely on volunteer support. Choose one that you think is a good cause and volunteer to participate. Invite others to join you. If you cannot participate in an activity, prepare a display giving more information on the group and its efforts.

### 4 Understanding Visuals SS.7.C.2.11; SS.7.C.4.3

The Cold War was a time of tension when many people around the world feared war. Study the cartoon. Then answer these questions. What do the flags represent in this cartoon? What does the crack in the Earth represent? How does the cartoon show the state of the world at the time?



PHOTO: Saint Louis Post-Dispatch Cartoon Collection, SHSMO-Columbia



# CHAPTER 25 Assessment



## REVIEW THE GUIDING QUESTIONS

Choose the best answer for each question.

- 1** **SS.7.C.4.1** Why do nations depend on one another?  
A. They want to remain friendly with all nations.  
B. They need or want things from other nations.  
C. The United Nations requires that they do so.  
D. They want to protect their own industries.
- 2** **SS.7.C.4.1** What is one important global issue facing nations of the world?  
F. the need for more consumer goods in developed nations  
G. the falling price of energy worldwide  
H. the overabundance of food in developing nations  
I. global damage to the environment
- 3** **SS.7.C.4.2; LA.7.1.6.1** Which of the following is an example of a nongovernmental organization (NGO)?  
A. United Nations  
B. United States Army  
C. International Committee of the Red Cross  
D. European Union
- 4** **SS.7.C.4.2; LA.7.1.6.2** What is one of the main purposes of the United Nations?  
F. to provide a place where nations can express their views  
G. to secure military defense for all member nations  
H. to ensure protectionism for developing nations  
I. to develop energy resources for developed nations
- 5** **SS.7.C.4.2; LA.7.1.6.3** What does the Universal Declaration of Human Rights do?  
A. establishes tribunals to try cases of war crimes  
B. obligates nations to provide aid to refugees  
C. defines freedoms that all people should have  
D. protects people around the world from violence
- 6** **SS.7.C.4.3** Which of the following has played a major part in recent conflicts involving the United States?  
F. increased oil supply  
G. terrorism  
H. communism  
I. international trade

NGSS assessed in  
Chapter 25 Activities



**SS.7.C.2.11** Analyze media and political communications (bias, symbolism, propaganda).

**SS.7.C.2.13** Examine multiple perspectives on public and current issues.

**SS.7.C.2.14** Conduct a service project to further the public good.

**SS.7.C.4.2** Recognize government and citizen participation in international organizations.

**SS.7.C.4.3** Describe examples of how the United States has dealt with international conflicts.

**SS.7.E.2.5** Explain how economic institutions impact the national economy.

NGSS assessed in  
Chapter 25 Assessment



**SS.7.C.4.1** Differentiate concepts related to United States domestic and foreign policy.

**SS.7.C.4.2** Recognize government and citizen participation in international organizations.

**SS.7.C.4.3** Describe examples of how the United States has dealt with international conflicts.

**LA.7.1.6.1** The student will use new vocabulary that is introduced and taught directly.

**LA.7.1.6.2** The student will listen to, read, and discuss familiar and conceptually challenging text.

**LA.7.1.6.3** The student will use context clues to determine meanings of unfamiliar words.



## DBQ DOCUMENT-BASED QUESTIONS

**Directions:** Analyze the excerpt and answer the questions that follow.

*“(1) Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.*

*“(2) Marriage shall be entered into only with the free and full consent of the intending spouses.”*

—Article 16, Universal Declaration of Human Rights, 1948

SS.7.C.4.1; LA.7.1.6.2

- 7 Analyzing Primary Sources** What does Section 1 of Article 16 say about women’s rights in marriage?
- A. Traditional marriage roles around the world are different.
  - B. The article makes no statement about the role of women’s rights.
  - C. Religion, nationality, and race must be considered in the choice to marry.
  - D. Women have rights equal to men as far as marriage laws should be concerned.

SS.7.C.4.1

- 8 Making Inferences** What is the intention of Section 2 of Article 16?
- F. It opposes forced marriages.
  - G. It requires partners to sign consent forms.
  - H. It asserts that only people who are free can marry.
  - I. It bans marriages arranged by parents.

## SHORT RESPONSE

*“Whereas Member States have pledged themselves to achieve . . . the promotion of universal respect for and observance of human rights . . .”*

—Preamble, Universal Declaration of Human Rights, 1948

SS.7.C.4.2

- 9** The preamble to the Universal Declaration of Human Rights contains this section. What is the preamble’s purpose?

SS.7.C.4.2

- 10** Why does the preamble refer to what the Member States have pledged?

## EXTENDED RESPONSE

SS.7.C.4.3

- 11 Expository Writing** What do you think is the single biggest threat to peace and prosperity in the world today? Why do you feel that way?

### Need Extra Help?

| If You’ve Missed Question | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11    |
|---------------------------|---|---|---|---|---|---|---|---|---|----|-------|
| Review Lesson             | 1 | 1 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3  | 1,2,3 |