

THIS IS GLOBAL REGENTS REVIEW PACKET NUMBER FIFTEEN

THE TOPIC OF STUDY IN THIS PACKET IS:

- **NATIONALISM - This topic is divided into twelve parts. This packet covers all twelve:**
 - 1) **Nationalism – An Explanation**
 - 2) **Nationalism and the French Revolution**
 - 3) **Nationalism and the Latin American Independence Movements**
 - 4) **Nationalism and the Unification of Germany and Italy**
 - 5) **Nationalism and World War I**
 - 6) **Nationalism and World War II**
 - 7) **Nationalism and the Middle East**
 - 8) **Nationalism and India – Gandhi**
 - 9) **Nationalism and Africa**
 - 10) **Nationalism and Britain’s Hesitancy to Participate in the European Union (EU)**
 - 11) **Comparing Leaders of Nationalist Movements**
 - 12) **Comparing Events Caused by Nationalism**

NATIONALISM (divided into 12 parts)

PART 1: NATIONALISM – AN EXPLANATION

- **NATIONALISM** is a feeling of pride in and devotion to one’s country. It is a feeling that develops among people who may share a common language, history, set of traditions, or goal. Nationalism also causes people to join together to choose their own form of government, without outside interference.

**INDEPENDENCE, SOVEREIGNTY, AUTONOMY,
SELF-DETERMINATION, and SELF-RULE**

The Global Regents Exam often uses the terms **INDEPENDENCE, SOVEREIGNTY, AUTONOMY, SELF-DETERMINATION,** and **SELF-RULE.** All of these terms refer to the right of the people of a certain nation to decide how they want to be governed without outside interference from any other country. When the term **SELF-DETERMINATION** is used, it is almost always used in the context of **WOODROW WILSON’S 14 POINTS** that provided the foundation for the **PARIS PEACE CONFERENCE** held at conclusion of World War I. This topic is discussed further in Global Regents Review Packet #17.

- Throughout history, nationalism has lead to the creation of new nations. Easy to remember, right? **NATIONALISM** leads to new **NATIONS**.

At times, nationalism has unified groups of people of similar heritage together. The **UNIFICATION OF GERMANY** and the **UNIFICATION OF ITALY** are perfect examples—small kingdoms containing people of similar heritage were united together to make large countries.

Other times, nationalism has torn empires apart. The **BREAKUP OF THE AUSTRIAN EMPIRE** and the **BREAKUP OF THE OTTOMAN EMPIRE** are two such examples. In each case, people of various heritages lived within the same empire. Tension between the various groups of people resulted in conflicts that eventually divided these large empires into several smaller countries. (See Regents Review Packet #17 for more information regarding the the breakup of the Austrian Empire and the breakup of the Ottoman Empire.)



Which heading best completes this partial outline?

- I. _____
- A. Rivalries between powerful countries over colonies
 - B. Breakup of large empires
 - C. Demand for self-determination by ethnic groups

(1) Reasons For Communist Revolutions

(2) Effects of Nationalism

(3) Methods of Propaganda

(4) Formation of Democratic Governments

807-23

NATIONALISM (divided into 12 parts)

PART 2: NATIONALISM AND THE FRENCH REVOLUTION

- **The French Revolution and the conquests of Napoleon inspired feelings of national pride amongst the French.**

Nationalistic feeling also arose within the various areas of Europe that had been conquered by Napoleon. Groups of conquered peoples united in an effort to drive out their foreign oppressor (the French) and achieve AUTONOMY (self-rule).

What was one effect of the French Revolution?

(1) Differences between ethnic groups were eliminated.

(2) Communism became popular.

(3) Militarism was discouraged.

(4) Nationalistic feelings were stimulated.

109-22

NATIONALISM (divided into 12 parts)

*PART 3: NATIONALISM AND THE
LATIN AMERICAN INDEPENDENCE MOVEMENTS*

- **SIMÓN BOLÍVAR, JOSÉ DE SAN MARTIN, and TOUSSAINT L'OUVERTURE are best known as LEADERS OF NATIONALIST MOVEMENTS IN LATIN AMERICA. They might also be referred to as LEADERS OF LATIN AMERICAN INDEPENDENCE or LIBERATION MOVEMENTS.**

The Global Regents Exam is likely to compare these men to leaders of other nationalist movements (see Part 11).

- **The Enlightenment, the French Revolution, and the American Revolution were major influences on 19th-century uprisings in Latin America.**

This idea has been expressed in different ways on the Global Regents Exam. For example:

- A study of the revolutions in Latin America in the 19th century would show that events in North America and Europe influenced Latin Americans.
- Enlightenment and revolutionary ideas spread from Europe and the United States to South America.
- **The Global Regents Exam may feature maps comparing South America before and after the independence movements. The maps will illustrate the fact that many South American countries gained independence between 1790 and 1828. See questions 804-23 and 104-28.**

FOR MORE INFORMATION REGARDING THE LATIN AMERICAN INDEPENDENCE MOVEMENTS, SEE REGENTS REVIEW PACKET #13.

Simón Bolívar, José de San Martín, and Toussaint l'Ouverture are best known as

(1) scientists who supported the heliocentric theory

(2) leaders of Latin American independence movements

(3) early Spanish explorers of the New World

(4) communist leaders of the 19th century

808-47

A study of the revolutions in Latin America in the 19th century would show that

- (1) religion was a major cause of the conflicts
- (2) Spanish-born peninsulares led most of the Latin American uprisings
- (3) nationalism had little influence on the outcome
- (4) events in North America and Europe influenced Latin Americans**

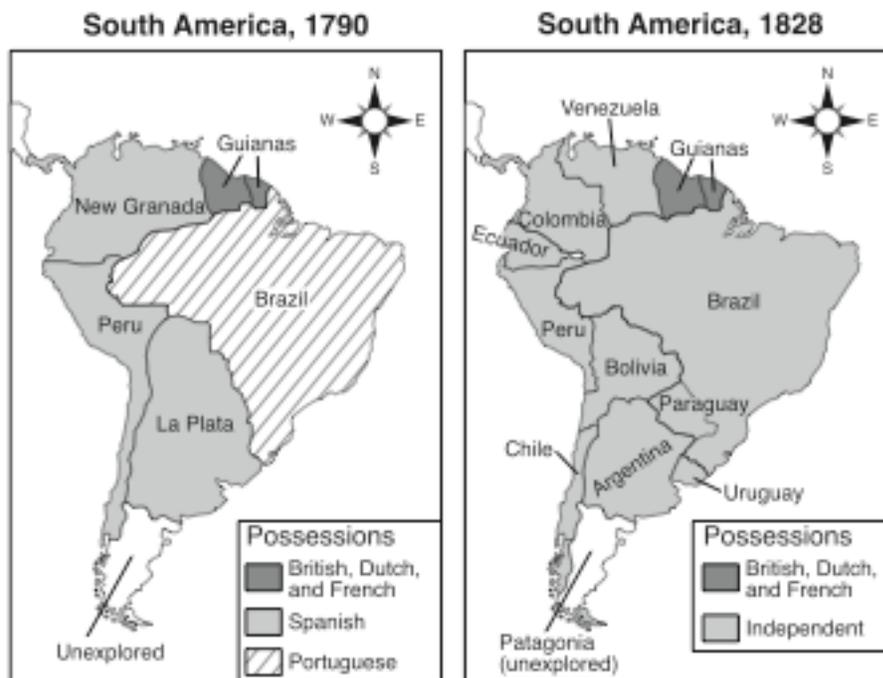
607-19

The Enlightenment and the American Revolution were both major influences on 19th-century uprisings in

- (1) Latin America**
- (2) the Middle East
- (3) Vietnam
- (4) Japan

805-22

Base your answer to the following two questions on the maps below and on your knowledge of social studies.



Source: Goldberg and DuPré, *Brief Review in Global History and Geography*, Prentice Hall (adapted)

Based on a comparison of these maps of South America, which conclusion is accurate?

(1) Many regions of South America gained their independence between 1790 and 1828.

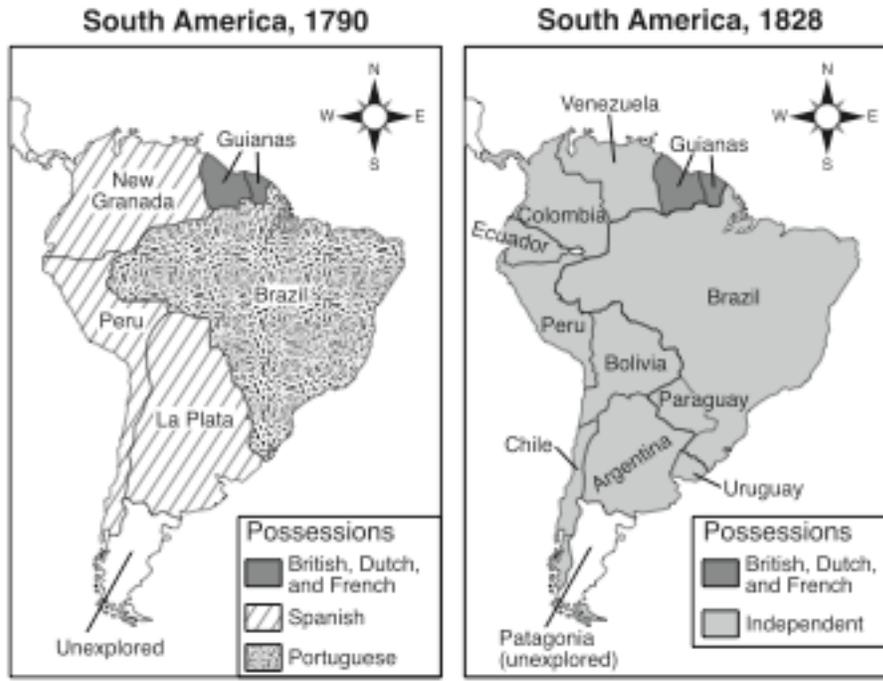
- (2) All of South America was independent by 1828.
- (3) Spain continued to gain South American colonies in the 19th century.
- (4) Between 1790 and 1828, South American political boundaries remained unchanged except for Brazil.

804-23

Which individual is most closely associated with the changes indicated on these maps?

- (1) Emiliano Zapata
 - (2) Simón Bolívar**
 - (3) Porfirio Díaz
 - (4) Pancho Villa
- 804-24

Base your answer to the following question on the maps below and on your knowledge of social studies.



Source: Steven Goldberg and Judith Clark DuPré, *Brief Review in Global History and Geography*, Prentice Hall (adapted)

Between 1790 and 1828, which situation helped cause the change reflected on these maps of South America?

- (1) The Aztecs regained control of many areas of South America.
- (2) South American voters removed Spanish and Portuguese rulers from power.
- (3) Spain sent conquistadores to South America.
- (4) Enlightenment and revolutionary ideas spread from Europe and the United States to South America.**

104-28

Simón Bolívar, José de San Martín, and Toussaint l’Ouverture are important in Latin American history because they were

- (1) 20th-century caudillos
- (2) leaders of liberation movements**
- (3) members of the Organization of American States (OAS)
- (4) winners of the Nobel Peace Prize

800-17

NATIONALISM (divided into 12 parts)

PART 4: Nationalism and the Unification of Germany and Italy

- **OTTO VON BISMARCK (GERMANY), GIUSEPPE GARIBALDI (ITALY), CAMILLO CAVOUR (ITALY) AND GIUSSEPE MAZZINI (ITALY) were LEADERS OF NATIONALIST MOVEMENTS. They helped unify their nations.**

The Global Regents Exam is likely to compare these men to leaders of other nationalist movements (see Part 11).

- **Bismarck used war as a way of unifying the German people. This method of achieving German unification through way of war is referred to as Bismarck’s policy of “BLOOD AND IRON.”**
- **One reason Italy and Germany were *not* major colonial powers in the 16th and 17th centuries was that they lacked political unity. Italy and Germany were not united until the second half of the 19th century (Italy in 1861; Germany in 1871).**
- **The Global Regents Exam may compare the unification of Germany in the 19th century to the years following the Meiji Restoration in Japan because both nations experienced an increase in military production and strengthened military forces.**

One political objective of both Otto von Bismarck and Giuseppe Garibaldi was to

- (1) overthrow divine right monarchies
- (2) unify their nations**
- (3) establish communist systems
- (4) form an alliance with Great Britain

108-24

Which individual is associated with the phrase blood and iron as related to the unification of Germany?

- (1) Otto von Bismarck**
- (2) Giuseppe Garibaldi
- (3) Kaiser Wilhelm II
- (4) Count Camillo di Cavour

607-22

Which heading best completes the partial outline below?

I. _____

- A. **Unification of Italy**
- B. Formation of the Indian National Congress
- C. Founding of the Muslim League
- D. Breakup of Austria-Hungary

(1) Tensions of the Cold War

(2) Effects of Nationalism

(3) Causes of World War II

(4) Results of Economic Revolutions

607-42

“To him who wishes to follow me, I offer hardships, hunger, thirst and all the perils of war.” – *Garibaldi's Memoirs*

This quotation from Garibaldi is most closely associated with Italian

(1) exploration

(2) nationalism

(3) imperialism

(4) neutrality

106-25

In the years following the Meiji Restoration in Japan and **the unification of Germany in the 19th century**, both nations experienced

(1) an increase in military production and strengthened military forces

(2) a reduction in tensions with neighboring nations

(3) a restructuring of government that included popularly elected monarchs

(4) a decrease in the reliance on industrialization and trade

105-44

One reason Italy and Germany were *not* major colonial powers in the 16th and 17th centuries was that they

(1) had self-sufficient economies

(2) lacked political unity

(3) rejected the practice of imperialism

(4) belonged to opposing alliances

804-19

Base your answer to the following question on the illustration below and on your knowledge of social studies.



Source: Sue A. Kime et al., *World Studies: Global Issues & Assessments*, N & N Publishing Co. (adapted)

All the elements identified in the illustration contributed to German

(1) interdependence

(2) unification

(3) imperialism

(4) apathy

604-26

“Not by democracy or liberal standards will our goal be achieved but by blood and iron. Then we will be successful, no nation is born without the traumatic experience of war.” – Otto von Bismarck

This statement was used to justify a policy of

(1) ethnocentrism

(2) militarism

(3) containment

(4) appeasement

802-19

NATIONALISM (divided into 12 parts)

PART 5: NATIONALISM AND WORLD WAR I

- **NATIONALISM** contributed significantly to the causes and effects of World War I. **ALL INFORMATION RELATING TO THIS SUBJECT CAN BE FOUND IN REGENTS REVIEW PACKET #17.**

NATIONALISM (divided into 12 parts)

PART 6: NATIONALISM AND WORLD WAR II

THE FOLLOWING QUESTION IS UNUSUAL. IT IS RARE TO SEE A REGENTS QUESTION THAT FOCUSES SOLELY ON THE IDEA THAT NATIONALISM = PRIDE IN ONE'S COUNTRY.

Base your answers to the following two questions on the statements below and on your knowledge of social studies.

Speaker A: "What was actually happening on the battlefield was all secret then, but I thought that the Greater East Asia Co-Prosperity Sphere would be of crucial importance to backward races."

Speaker B: "We Nazis must hold to our aim in foreign policy, namely to secure for the German people the land and soil to which they are entitled. . . ."

Speaker C: "The Munich Pact saved Czechoslovakia from destruction and Europe from Armageddon."

Speaker D: "We shall defend our island, whatever the cost shall be. We shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets. . . . We shall never surrender."

The common theme in the statements of Speakers B and D is

- (1) colonialism
 - (2) containment
 - (3) nationalism**
 - (4) reparations
- 602-35

NATIONALISM (divided into 12 parts)

PART 7: NATIONALISM AND THE MIDDLE EAST

- **After World War I, the Ottoman Empire (the Sick Man of Europe) fell apart. Atatürk (Mustafa Kemal) led a NATIONALIST movement and overthrew the sultan. A new Turkish republic was established.**

MORE INFORMATION RELATING TO THIS SUBJECT CAN BE FOUND IN REGENTS REVIEW PACKET #18.

- **The Global Regents Exam may feature maps comparing the Middle East before and after the nationalist movements that followed World War I and World War II. The maps will illustrate the collapse of the Ottoman Empire and will show that many Middle Eastern countries gained independence. See questions 800-45.**

One similarity in the unification of Italy, the Zionist movement, and **the breakup of the Ottoman Empire** was that each was influenced by

- (1) humanism
 - (2) polytheism
 - (3) nationalism**
 - (4) imperialism
- 606-47

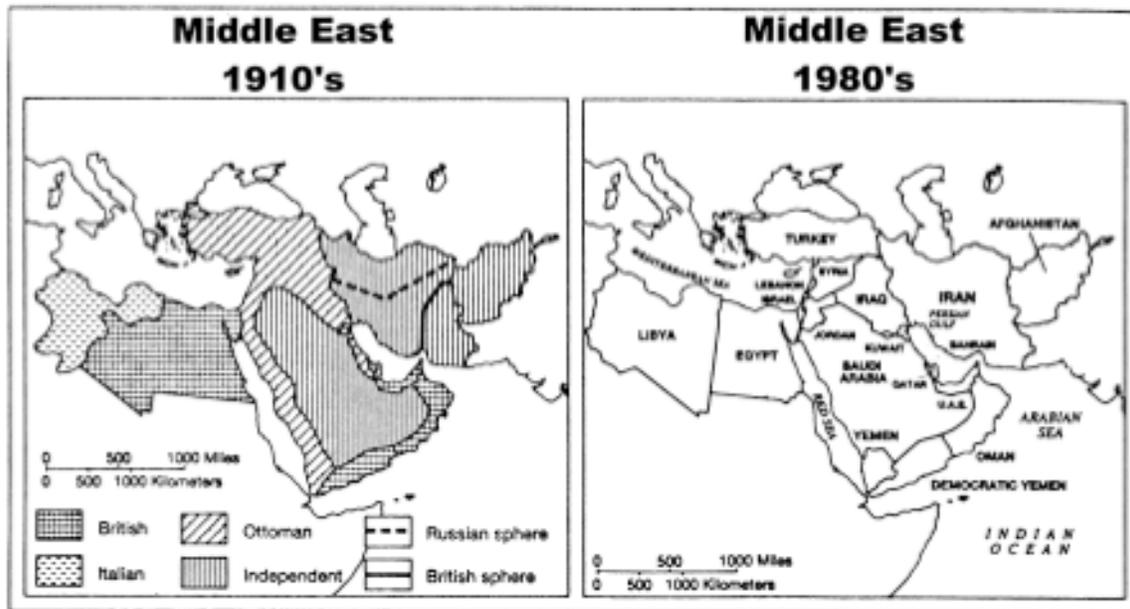
Which statement is the most appropriate heading for the partial outline below?

- I. _____
- A. Atatürk and nationalists overthrow sultan
 - B. Secular constitution adopted
 - C. Women granted the right to vote and hold office
 - D. Government funds industrial programs

(1) Turkish Republic Established

- (2) Islamic Fundamentalism Increases
 - (3) Constantinople Falls
 - (4) Turks Capture Jerusalem
- 102-31

Base your answer to the following question on the maps below and on your knowledge of social studies.



The political changes between the 1910's and the 1980's were most directly a result of the

- (1) increase in oil production to meet increased world demand
- (2) increased role of the Palestine Liberation Organization in the region
- (3) pressure applied by Zionists for the recognition of Israel as an independent nation
- (4) effect of nationalist movements after World War I and World War II**

800-45

NATIONALISM (divided into 12 parts)

PART 8: NATIONALISM AND INDIA – GANDHI

- Mohandas Gandhi was the leader of the Indian independence movement that opposed British rule of India.
- Gandhi pioneered the concept of satyagraha (soul force)—resistance to tyranny through mass CIVIL DISOBEDIENCE (PASSIVE RESISTANCE), firmly founded upon the Hindu principle of AHIMSA (NON-VIOLENCE).
- Gandhi credited Thoreau's famous essay "Civil Disobedience" as a key influence on his life.

- **Gandhi famously led the “HOMESPUN” MOVEMENT, an effort that encouraged Indians to boycott British textiles and instead wear homespun cloth. (The British profited from the practice of taking India's raw cotton and selling it back to the Indian people as finished clothing.)**
- **Gandhi led Indians in protest against the British-imposed salt law, which made it illegal to possess salt not bought from the government. Hundreds of followers joined Gandhi on a 240-mile “SALT MARCH” to the sea, where they made salt from seawater. He was imprisoned after the Salt March—and on many other occasions—because of his protests.**
- **Gandhi also engaged in several famous HUNGER STRIKES to protest British colonialism.**
- **Gandhi’s tactics of non-violent civil disobedience led India to independence (achieved in 1947) and he is officially honored in India as the Father of the Nation. His life has inspired movements for civil rights and freedom across the world.**
- **The Indian National Congress (aka the Congress Party or INC) became the leader of the Indian Independence Movement, in its struggle against British rule in India. After independence in 1947, it became the nation's dominant political party.**
- **India has a CONSTITUTIONAL GOVERNMENT modeled after the government of Great Britain. This fact illustrates the influence of the British colonial period on modern-day life in India.**
- **The success of Mohandas Gandhi’s campaign of civil disobedience in India was aided by the fact that Great Britain was weakened by World War II.**
- **Also...You should be able to locate India on a map!**

Mohandas Gandhi’s protests in India were a response to Great Britain’s

- (1) support of Zionism
- (2) practice of humanitarianism
- (3) introduction of socialism

(4) policy of colonialism

808-32

Base your answer to the following question on the photograph below and on your knowledge of social studies.



Mahatma Gandhi demonstrating cotton-spinning on his own *charka* in Mirzapur, 1925.

Source: Stanley Wolpert, *Gandhi's Passion: The Life and Legacy of Mahatma Gandhi*, Oxford University Press

During the Indian independence movement, the activity shown in this photograph inspired the Indian people to

(1) stop buying British goods

(2) reject Muslim rule

(3) join the Indian army

(4) expand British textile manufacturing

608-34

Mohandas Gandhi is most closely associated with the

(1) support of violence and terrorism to end British rule

(2) desire to strengthen the caste system

(3) use of civil disobedience to gain political freedom

(4) establishment of a national religion in India

108-34

Which heading best completes the partial outline below?

- I. _____
- A. Unification of Italy
 - B. Formation of the Indian National Congress**
 - C. Founding of the Muslim League
 - D. Breakup of Austria-Hungary

(1) Tensions of the Cold War

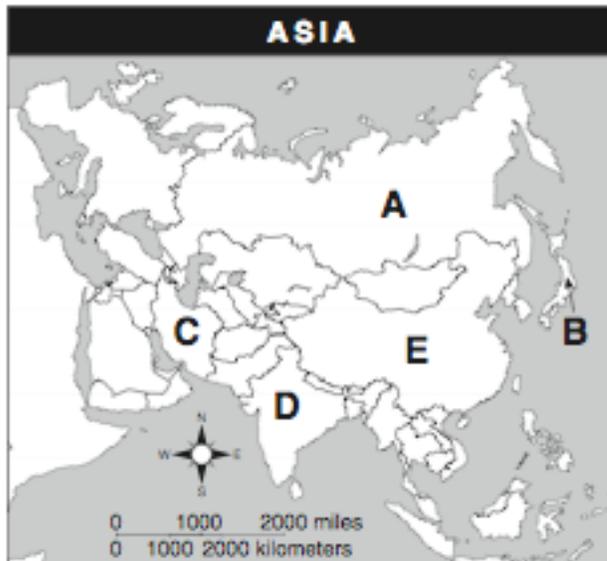
(2) Effects of Nationalism

(3) Causes of World War II

(4) Results of Economic Revolutions

607-42

Base your answer to the following question on the map below and on your knowledge of social studies.



Source: *American History: Historical Outline Map Book With Lesson Ideas*, Prentice Hall, 1998 (adapted)

Which letter identifies the nation most closely associated with Mohandas Gandhi?

(1) A

(2) B

(3) C

(4) D

107-34

Which leader is most closely associated with the use of civil disobedience in a struggle to end colonial rule?

- (1) Momar Khadafi
- (3) Ho Chi Minh
- (2) Saddam Hussein
- (4) Mohandas Gandhi**

605-49

“Gandhi Calls for Boycott of British Textiles”

“Gandhi and Followers Complete March to the Sea”

“Gandhi Begins Hunger Fast”

These headlines reflect Gandhi’s belief in

- (1) nonalignment
- (3) appeasement
- (2) isolationism
- (4) nonviolence**

804-28

“. . . Passive resistance is a method of securing rights by personal suffering, it is the reverse of resistance by arms. When I refuse to do a thing that is repugnant [objectionable] to my conscience, I use soul-force. For instance, the Government of the day has passed a law which is applicable to me. I do not like it. If by using violence I force the Government to repeal the law, I am employing what may be termed body force. If I do not obey the law and accept the penalty for its breach, I use soul-force. It involves sacrifice of self. . . .” Source: M.K.Gandhi, *Indian Home Rule*, Navajivan Publishing

This statement reflects the belief that individuals

- (1) have no control over events
- (2) can influence events by following moral guidelines**
- (3) must use violence to influence events
- (4) can influence events by using military force

104-33

“Don’t pay your taxes or send your children to an English supported school . . . Make your own cotton cloth by spinning the thread at home, and don’t buy English-made goods. Provide yourselves with homemade salt, and do not buy government-made salt.”

— Mohandas Gandhi

In this statement, Gandhi was expressing his commitment to

- (1) armed rebellion
- (2) civil disobedience**
- (3) criminal acts
- (4) guerrilla tactics

802-34

“Moral results can only be obtained through moral restraints.” – Mohandas Gandhi

This quotation best represents the policy of

- (1) westernization
- (2) neutrality
- (3) balance of power
- (4) passive resistance**

602-38

UNUSUAL QUESTION:

Which aspect of life in India demonstrates the influence of the British colonial period?

- (1) constitutional government**
- (2) arranged marriages
- (3) religious tradition of Hinduism
- (4) caste system

101-21

Which situation contributed to the success of Mohandas Gandhi’s campaign of civil disobedience in India?

- (1) Pakistan and Bangladesh were involved in civil wars.
- (2) The United States came to Gandhi’s aid with food and clothing.
- (3) Sikhs and Muslims wanted to create a new nation.
- (4) Great Britain was weakened by World War II.**

101-35

“It has impoverished the dumb millions by a system of progressive exploitation. . . . It has reduced us politically to serfdom. It has sapped the foundation of our culture . . . and degraded us spiritually.” – Mohandas K. Gandhi, 1930

In the statement, the “It” referred to by Gandhi is

- (1) British imperialism in India**
- (2) India’s involvement in World War II
- (3) the exploitation of the proletariat by the bourgeoisie
- (4) the British endorsement of apartheid in South Africa

800-28

Base your answers to the following two questions on the statements below and on your knowledge of social studies.

Statement 1: “This organization is created for the purpose of realizing the national ideal: the union of all Serbs.” — Bylaws of the Black Hand

Statement 2: “. . . people . . . would think themselves happier even under their bad government than they might be under the good government of a foreign power.” — Mohandas Gandhi, adapted from Indian Opinion, 1905

Statement 3: “. . . above all, we want Germany to be considered one land and the German people one people.” — Heinrich von Gagern, The Call for German Unity

Statement 4: “We ardently wish to free Italy from foreign rule. We agree that we must put aside all petty differences in order to gain this most important goal. We wish to drive out the foreigners not only because we want to see our country powerful and glorious, but also because we want to elevate the Italian people in intelligence and moral development.” — Count Camillo di Cavour, 1810–1861

The foreign power referred to in Statement 2 is

- (1) Russia
 - (2) Brazil
 - (3) Great Britain**
 - (4) Japan
- 600-19

Which idea is expressed by all the statements?

- (1) War is a means of achieving national policies.
 - (2) Industrial growth is critical to a country’s prosperity.
 - (3) Social class differences are the source of all conflicts.
 - (4) Self-determination of the people is an important goal.**
- 600-20

NATIONALISM (divided into 12 parts)

PART 9: NATIONALISM AND AFRICA

- **JOMO KENYATTA (Kenya), KWAME NKRUMAH (Ghana), LEOPOLD SENGHOR (Senegal), and JULIUS NYERERE (Tanzania) were LEADERS OF NATIONALIST MOVEMENTS IN Africa.**

The Global Regents Exam is likely to compare these men to leaders of other nationalist movements (see Part 11).

- **The Global Regents Exam may feature maps comparing Africa before and after nationalist movements. The maps will illustrate the fact that many African countries gained independence between 1950 and 1980. See questions 106-37.**

Which name would best complete this partial outline?

I. African Nationalists of the 20th Century

- A. Leopold Senghor
- B. Jomo Kenyatta
- C. Julius Nyerere
- D. _____

(1) Atatürk [Mustafa Kemal]

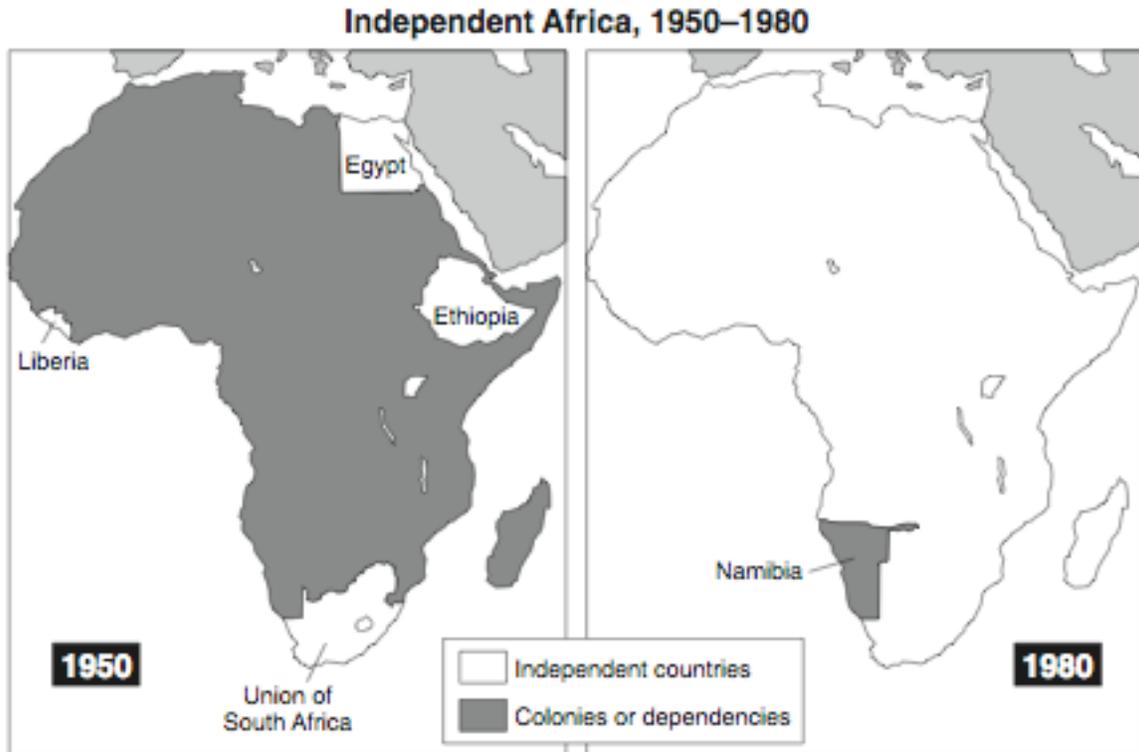
(2) Ho Chi Minh

(3) José de San Martín

(4) Kwame Nkrumah

806-35

Base your answer to the following question on the maps below and on your knowledge of social studies.



Source: Glenn E. Hughes et al., *Practicing World History Skills*, Scott, Foresman & Co., 1984 (adapted)

Based on these maps, which statement is accurate?

- (1) Egypt and Ethiopia are no longer part of Africa.
- (2) By 1980, most African countries had become independent.**
- (3) By 1950, most of Africa was controlled by Russia or the United States.
- (4) The Union of South Africa was renamed Namibia.

106-37

“ . . . I saw that the whole solution to this problem lay in political freedom for our people, for it is only when a people are politically free that other races can give them the respect that is due to them. It is impossible to talk of equality of races in any other terms. No people without a government of their own can expect to be treated on the same level as peoples of independent sovereign states. It is far better to be free to govern or misgovern yourself than to be governed by anybody else. . . .” — Kwame Nkrumah, *Ghana: The Autobiography of Kwame Nkrumah*, Thomas Nelson & Sons, 1957

Which idea is expressed in this statement by Kwame Nkrumah?

- (1) free trade
- (2) collective security
- (3) self-determination**
- (4) peaceful coexistence

805-35

NATIONALISM (divided into 12 parts)

PART 10: NATIONALISM AND BRITAIN'S HESITANCY TO PARTICIPATE IN THE EUROPEAN UNION (EU)

“(William) Hague and his supporters are skeptical of further integration into the European Union, saying it undermines British sovereignty, and fear that the single currency—scheduled to go into effect in 1999—would increase European influence in Britain.”

In this news report, William Hague seems to support the concept of

(1) westernization

(2) nationalism

(3) oligarchy

(4) liberalism

800-29

NATIONALISM (divided into 12 parts)

PART 11: COMPARING LEADERS OF NATIONALIST MOVEMENTS

THE GLOBAL REGENTS EXAM OFTEN COMPARES LEADERS OF NATIONALIST MOVEMENTS:

- **SIMÓN BOLÍVAR** – Latin America
- **JOSÉ DE SAN MARTÍN** – Latin America
- **TOUSSAINT L'OUVERTURE** – Latin America (Haiti)
- **GIUSSEPE GARIBALDI** - Italy
- **CAMILLO CAVOUR** - Italy
- **GIUSSUPE MAZZINI** - Italy
- **SUN YAT-SEN (aka SUN YIXIAN)** – China
- **JIANG JIESHI (aka CHIANG KAI-SHEK)** – China
- **ATATÜRK (aka MUSTAFA KEMAL)** – Turkey
- **MOHANDAS GANDHI** – India
- **JOMO KENYATTA (Kenya), KWAME NKRUMAH (Ghana), LEOPOLD SENGHOR (Senegal), JULIUS NYERERE (Tanzania)** – Africa
- **HO CHI MINH** – Vietnam

**SIMÓN BOLÍVAR, JOSÉ DE SAN MARTÍN,
AND TOUSSAINT L'OUVERTURE – Latin America**

SIMÓN BOLÍVAR was an educated creole who came to admire Enlightenment ideas and the French Revolution during a stay in Europe. He was also inspired by the American Revolution. Called “the Liberator,” Bolívar was one of the most important leaders of Spanish America's successful struggle for independence against Spain. He led a series of military campaigns that won independence for Venezuela, New Granada (present-day Colombia), Ecuador, Peru, and Bolivia (named after Bolívar). He then joined forces with **JOSÉ DE SAN MARTÍN**, who defeated the Spanish in Argentina and Chile in the 1810s. Despite his victories against the Spanish, Bolívar failed in his attempt to create a large, united Latin American state (similar to the United States). Spain's former empire thus became divided into a number of separate independent states.

TOUSSAINT L'OUVERTURE was a self-educated former slave of a French plantation owner on the Caribbean island of Haiti. Nearly half a million enslaved Africans like Toussaint worked in terrible conditions on Haitian sugar plantations.

Familiar with the works of Enlightenment thinkers, Toussaint wanted to lead his people to liberty. He led a slave revolt that gained him control over much of the island and Haitian slaves were granted their freedom.

GIUSSEPE GARIBALDI, CAMILLO CAVOUR, GUISSUPE MAZZINI – Italy

GIUSSEPE MAZZINI formed the Young Italy national movement. He was exiled for his views, but his writings and speeches provided inspiration to the nationalist movement.

CAMILLO CAVOUR used his power as the prime minister of the Italian state of Sardinia to form alliances with France and Prussia. These alliances would assist Italian nationalists efforts to drive Austrian power from Italy.

GIUSSEPE GARIBALDI was a nationalist soldier whose force of 1,000 **RED SHIRT** volunteers gained control over southern Italy. He then helped to unite southern Italy with northern Italy to create a unified state.

SUN YAT-SEN (aka SUN YIXIAN) – China

Sun Yat-sen was a Chinese revolutionary and political leader. Sun played an important role in overthrowing the Qing (Manchu) Dynasty in 1911 (the last imperial dynasty of China) and he is frequently referred to as the Father of the Nation. He was the first provisional president when the Republic of China (ROC) was founded in 1912 and later co-founded the **CHINESE NATIONALIST PARTY**, or **Kuomintang** (KMT) where he served as its first leader. Sun developed a political philosophy known as the **THREE PRINCIPLES OF THE PEOPLE** (nationalism, democracy, and livelihood).

JIANG JIESHI (aka CHIANG KAI-SHEK) – China

Jiang Jieshi was a political and military leader of 20th century China. He was an influential member of the the **CHINESE NATIONALIST PARTY**, or **Kuomintang** (KMT) and **SUN YAT-SEN**'s close ally. He took over leadership of the party when Sun died in 1925. During the Chinese Civil War, Jiang attempted to eradicate **MAO ZEDONG** and the Communist Party of China but ultimately failed, forcing the **NATIONALIST** government to retreat to **TAIWAN**. Ruling as the Chairman of the Nationalist Government of China (Taiwan) and Director-General of the Kuomintang, Chiang died in 1975.

ATATÜRK (aka MUSTAFA KEMAL) – Turkey

After World War I, the Ottoman Empire (the Sick Man of Europe) fell apart. Atatürk (Mustafa Kemal) led a **NATIONALIST** movement that overthrew the sultan. A new Turkish republic was established.

MOHANDAS GANDHI – India

Mohandas Gandhi was the leader of the Indian independence movement. He pioneered the concept of satyagraha (soul force)—resistance to tyranny through mass **CIVIL DISOBEDIENCE (PASSIVE RESISTANCE)**, firmly founded upon the Hindu principle of **AHIMSA (NON-VIOLENCE)**. Gandhi credited Thoreau's famous essay "Civil Disobedience" as a key influence on his life.

Gandhi famously led the "**HOMESPUN**" **MOVEMENT**, an effort that encouraged Indians to boycott British textiles and instead wear homespun cloth. (The British profited from the practice of taking India's raw cotton and selling it back to the Indian people as finished clothing.)

Gandhi also led Indians in protest against the British-imposed salt law, which made it illegal to possess salt not bought from the government. Hundreds of followers joined Gandhi on a 240-mile "**SALT MARCH**" to the sea, where they made salt from seawater. He was imprisoned after the Salt March—and on many other occasions—because of his protests.

Gandhi's tactics of non-violent civil disobedience led India to independence (achieved in 1947) and he is officially honored in India as the Father of the Nation. His life has inspired movements for civil rights and freedom across the world.

JOMO KENYATTA (Kenya), KWAME NKRUMAH (Ghana), LEOPOLD SENGHOR (Senegal), JULIUS NYERERE (Tanzania) – Africa

JOMO KENYATTA led the struggle for independence in Kenya. He was a spokesman for the Kikuyu people, who had been driven off their land by European settlers. When some Kikuyu turned to violent means (**THE MAU MAU MOVEMENT**) to gain liberation, the British jailed Kenyatta. Later, however, Kenyatta was released. In 1963, he became the first prime minister of an independent county.

HO CHI MINH – Vietnam

Vietnam was ruled by French imperialists since the mid-1800s. During World War II, the Japanese seized control of Vietnam from the French. The Vietminh (League for the Independence of Vietnam), an alliance of **NATIONALIST** and **COMMUNIST** groups, fought the occupying Japanese. After Japan's defeat in World War II, the French hoped to regain Vietnam. Instead, **HO CHI MINH**, leader of the Vietminh, declared Vietnam free. Defeated by the Vietminh, the French abandoned Vietnam.

Vietnam was then divided into a communist north and a non-communist south. Ho Chi Minh became the **LEADER OF NORTH VIETNAM**. He supported the Viet Cong, a group of communists rebels who attempted to overthrow the American-supported South Vietnamese government.

In 1975, **SAIGON**, the capital of South Vietnam, fell to the communists. The country was reunited under communist control and Saigon was renamed **HO CHI MINH CITY**, in honor of the North Vietnamese leader who had died six years prior (1969).

Simón Bolívar, José de San Martín, and Toussaint l'Ouverture are best known as

- (1) scientists who supported the heliocentric theory
- (2) leaders of Latin American independence movements**
- (3) early Spanish explorers of the New World
- (4) communist leaders of the 19th century

808-47

One way in which **José de San Martín**, Camillo Cavour, and Jomo Kenyatta are similar is that each leader

- (1) made significant scientific discoveries
- (2) led nationalist movements**
- (3) fought against British imperialism
- (4) became a communist revolutionary

608-47

One way in which Simón Bolívar, Jomo Kenyatta, and Mohandas Gandhi are similar is that each

- (1) led a nationalist movement**
- (2) used nonviolent tactics
- (3) supported imperialism
- (4) opposed communism

807-48

One similarity in the leadership of Simón Bolívar and Jomo Kenyatta is that both leaders

- (1) promoted European control over the Americas
- (2) became religious leaders of their countries
- (3) controlled large areas of land in the Americas
- (4) fought for independence from European control**

607-50

Which name would best complete this partial outline?

I. African Nationalists of the 20th Century

- A. Leopold Senghor
- B. Jomo Kenyatta
- C. Julius Nyerere
- D. _____

(1) Atatürk [Mustafa Kemal]

(2) Ho Chi Minh

(3) José de San Martín

(4) Kwame Nkrumah

806-35

What was one similar goal shared by Simón Bolívar and Mohandas Gandhi?

(1) ending foreign control

(2) promoting religious freedom

(3) establishing a limited monarchy

(4) creating collective farms

806-44

One similarity in the leadership of Jomo Kenyatta, José de San Martín, and Sun Yixian (Sun Yat-sen) is that they

(1) supported nationalistic movements

(2) organized communist rebellions

(3) opposed trade with other nations

(4) established democratic rule in their countries

805-24

A common element in the movements for German unification, Italian unification, and Indian independence was the

(1) support of the Catholic Church

(2) strength of nationalist leaders

(3) mediation of the League of Nations

(4) existence of democratic institutions

605-48

One way in which Sun Yat-sen and Kemal Atatürk were similar is that each

(1) led a nationalist movement in his country

(2) rejected violence as a way to gain political power

(3) supported Marxist political principles

(4) promoted a society ruled by religious leaders

602-29

One similarity in the actions of Simón Bolívar and Napoleon Bonaparte is that both leaders

(1) encouraged nationalism

- (2) relied on diplomatic negotiations
- (3) established a representative form of government
- (4) rebelled against imperialism

102-25

One way in which Chiang Kai-shek (Jiang Jieshi) of China, Ho Chi Minh of Vietnam, and Jomo Kenyatta of Kenya were similar is that they all

- (1) supported close ties with their former colonial powers
- (2) opposed United Nations membership for their governments

(3) led nationalistic movements in their nation

- (4) resisted attempts to modernize their nation's political and social institutions

102-34

Simón Bolívar, José de San Martín, and Toussaint l'Ouverture are important in Latin American history because they were

- (1) 20th-century caudillos

(2) leaders of liberation movements

- (3) members of the Organization of American States (OAS)
- (4) winners of the Nobel Peace Prize

800-17

NATIONALISM (divided into 12 parts)

PART 12: COMPARISON OF EVENTS CAUSED BY NATIONALISM

EVENTS CAUSED BY NATIONALISM:

- **Unification of Italy**
- **Unification of Germany**
- **Zionist movement**
- **Serbian Gavrilo Princip assassinates the Archduke of Austria-Hungary, Francis Ferdinand**
- **Breakup of Austria-Hungary**
- **Breakup of the Ottoman Empire**
- **Indian Independence Movement / Formation of the Indian National Congress**
- **The people of Kashmir demand separation from India**
- **Founding of the Muslim League – a political party in British India that developed into the driving force behind the creation of Pakistan as a Muslim state separate from India**
- **Breakup of Yugoslavia after the collapse of communism in 1991**
- **The people of East Timor vote for independence from Indonesia.**
- **The Tibetans resent control of their country by China.**
- **The Kurds want to establish their own independent state of Kurdistan.**

Which heading best completes the partial outline below?

- I. _____
- A. Unification of Italy
 - B. Formation of the Indian National Congress
 - C. Founding of the Muslim League
 - D. Breakup of Austria-Hungary

(1) Tensions of the Cold War

(2) Effects of Nationalism

(3) Causes of World War II

(4) Results of Economic Revolutions

607-42

The unification of Germany (1870–71) and the breakup of Yugoslavia after 1991 both illustrate the influence of

(1) imperialism

(2) industrialization

(3) westernization

(4) nationalism

107-44

One similarity in the unification of Italy, the Zionist movement, and the breakup of the Ottoman Empire was that each was influenced by

(1) humanism

(2) polytheism

(3) nationalism

(4) imperialism

606-47

A common element in the movements for German unification, Italian unification, and Indian independence was the

(1) support of the Catholic Church

(2) strength of nationalist leaders

(3) mediation of the League of Nations

(4) existence of democratic institutions

605-48

- The people of Kashmir demand separation from India.
- The people of East Timor vote for independence from Indonesia.
- The Tibetans resent control of their country by China.
- The Kurds want to establish their own independent state of Kurdistan.

These statements are examples of the efforts of different peoples to achieve

- (1) free-market systems
- (2) democratic governments
- (3) social equality

(4) self-determination

604-41

Which 19th century ideology led to the unification of Germany and of Italy and to the eventual breakup of Austria-Hungary and of the Ottoman Empire?

- (1) imperialism

(2) nationalism

- (3) liberalism
- (4) socialism

103-26

Base your answers to the following two questions on the statements below and on your knowledge of social studies.

Statement 1: “This organization is created for the purpose of realizing the national ideal: the union of all Serbs.” — Bylaws of the Black Hand

Statement 2: “. . . people . . . would think themselves happier even under their bad government than they might be under the good government of a foreign power.” — Mohandas Gandhi, adapted from Indian Opinion, 1905

Statement 3: “. . . above all, we want Germany to be considered one land and the German people one people.” —Heinrich von Gagern, The Call for German Unity

Statement 4: “We ardently wish to free Italy from foreign rule. We agree that we must put aside all petty differences in order to gain this most important goal. We wish to drive out the foreigners not only because we want to see our country powerful and glorious, but also because we want to elevate the Italian people in intelligence and moral development.” — Count Camillo di Cavour, 1810–1861

The foreign power referred to in Statement 2 is

- (1) Russia
- (2) Brazil

(3) Great Britain

- (4) Japan

600-19

Which idea is expressed by all the statements?

- (1) War is a means of achieving national policies.
- (2) Industrial growth is critical to a country's prosperity.
- (3) Social class differences are the source of all conflicts.
- (4) Self-determination of the people is an important goal.**

600-20