RI#2 Historical Globalization

Student Review

* **To what extent did early globalization affect peoples of the world?**
* **Why or how did early globalization begin?**

Early Trade Routes

* + The \_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_
	+ linked Asia and Europe
	+ Indo-Arabic number system adopted
	+ Ideas \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Theory of Evolution of Globalization

* 1st Round
	+ Goods/ideas exchanged along early trade routes
	+ Knowledge of \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ science, math, literature, and medicine to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 2nd Round
	+ Europeans developed new technologies
	+ Faster and farther sailing enabled
	+ European \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 3rd Round
	+ Currently occurring
	+ Rapid growth of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ markets
	+ Will be marked by the rise of \_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_ as economic powers
* Concept of Historical Globalization
	+ Sheshabalaya's second Round
	+ Christopher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**How did the foundations of historical globalization affect people?**

* Rise of a European \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class
	+ Social status determined by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	+ People became independent in order to survive
	+ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	+ New values and opinions nationwide
	+ \_\_\_\_\_\_\_\_\_\_\_\_\_\_ became even more important
	+ Profits increased by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Embracing New Ideas
	+ New ideas and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	+ supported by growth of towns and cities and by increasing importance of trade
	+ \_\_\_\_\_\_\_\_\_\_ -\_\_\_\_\_\_\_\_\_\_\_\_\_\_ number system
	+ Helped lay the foundations of historical globalization
* New Ideas, New Technologies, and Historical Globalization
	+ 9th-13th century innovations to develop technologies
	+ Made travel, trade, exploration, and conquest easier.
	+ Introduction of new \_\_\_\_\_\_\_\_\_\_\_
	+ Improvements in navigational technology
	+ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, muskets, and

cannons produced

* Global Competition for Trade
	+ Race to establish \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	+ European \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ motivated
* Mercantilism
	+ Colonies viewed as a source of cheap \_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	+ Government extremely strict in trade
	+ 1776 rebel in American colonies against \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	+ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ began to be developed
* European Colonial Settlement
	+ Indigenous land and resources taken over
	+ Indigenous people \_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_, and killed
	+ Naval power and weapons helped Europeans achieve this

**How did the consequences of historical globalization affect people?**

* Results of Contact
	+ Indigenous people forced off their land
	+ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	+ European diseases passed on to indigenous peoples
* Differing Approaches to the Indigenous Peoples of the Americas
	+ Northern indigenous peoples had a better relationship with Europeans because the Europeans relied on the indigenous peoples to \_\_\_\_\_\_\_\_\_\_\_\_\_ and traded with them
* Southern indigenous peoples treated poorly by Europeans
	+ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Efforts to halt the destruction of indigenous cultures in the South
	+ Las Casas (Spanish priest/historian)
* Slavery
	+ \_\_\_\_\_\_\_\_\_\_\_\_\_\_ slavery
	+ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ enslaved
	+ \_\_\_\_\_\_\_\_\_\_\_\_\_ labor
	+ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ labor
* Responses to Slavery
	+ Olaudah Equiano's autobiography criticizes the harsh treatment of slaves
	+ People finally begin to understand the true horror of the situation
	+ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ movement begins to grow
* La \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* The Grand Exchange
	+ Industrialization and Social Change
	+ Industrial Revolution
		- 1750-1850
		- Traditional \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ driven out of work
		- Britain led this revolution, being the first to industrialize.
* **Key Terms** (Ch. 5)
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ -** One country's domination over another country's economic, political, and cultural institutions.
* **Historical Globalization -** A period that is often identified as beginning in 1492, when Christopher Columbus made his first voyage to the Caribbean, and ending after World War 2, when the United States and the Soviet Union emerged as superpowers.
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ -** A policy followed by European imperial powers from the 16th to the 19th century. In colonies, trade was strictly controlled to benefit the economy of the imperial power.
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ -** An economic system that advocates free trade, competition, and choice as a means of achieving prosperity.
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ -** A trading process that began when Christopher Columbus brought seeds, fruit trees, and livestock to the Americas, where they were cultivated and became staples. In return, native North American species were exported to Europe. This exchange expanded to include different countries and products around the world.
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_ -** The period between about 1750 and 1850, when work became mechanized and began to occur in factories. The Industrial Revolution brought about dramatic economic, social, and cultural change.
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ -** The cultural changes that occur when two cultures accommodate, or adapt to, each other's worldviews.

**Chapter 6 -** Legacies of Globalization

* **To what extent do the legacies of historical globalization affect peoples of the world?**
**What are some legacies of historical globalization?**
* \_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	+ Building Empires
* Imperial Powers
	+ The Scramble for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	+ African peoples not consulted
* King \_\_\_\_\_\_\_\_\_\_\_\_ and the \_\_\_\_\_\_\_\_\_\_\_\_
	+ Forced indigenous peoples to give up land and resource
	+ Enslaved indigenous peoples
	+ Harvesting \_\_\_\_\_\_\_\_\_\_\_\_\_\_
	+ Resistors killed, beaten, or mutilated
	+ Kept \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ secret for a long time

**How has cultural contact affected people?**

* Legacies and Patterns of Historical Change
	+ Languages exchanged
* Legacies of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	+ Fleeing conflict to begin a new life
* Legacies of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	+ Indigenous peoples \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ with arrival of European settlers
	+ Traditional government and community boundaries ignored
	+ European colonizers had a strong disregard for traditional indigenous beliefs, traditions, and lives
	+ Lead to civil war, starvation, and \_\_\_\_\_\_\_\_\_\_\_\_ destruction
* Legacies of depopulation

 -Forced \_\_\_\_\_\_\_\_\_\_\_\_\_ of African slaves

 -African \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 -\_\_\_\_\_\_\_\_\_\_\_\_\_\_, disease, and slavery

 -East Indian depopulation

**How has the exchange of goods and technologies affected people?**

 -First Nations Trades with Europeans

 -Buffalo endangerment

 -Contact and Cultural Change in India

 -The British \_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ Company

 -World's first unofficial transnational corporation

 -The Raj

 -British rule in \_\_\_\_\_\_\_\_\_\_\_\_\_\_

 -Cotton and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 -British put trade tariffs on cloth and cotton from India

 -Crushed the cotton industry in India

 -Cotton trade and Mohandas Gandhi

 -Wanted people to be self-sufficient

**How are the legacies of historical globalization continuing to affect people?**

* Cultural Change
	+ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ changed not only economic relations but also indigenous cultures
	+ Art, religious beliefs, and values were all changed
	+ Languages continuously being lost
* Legacies of Imperialism in India
	+ India's constitution made it a parliamentary democracy based on the British model
	+ India separated into India and Pakistan to separate Muslims and Hindus
	+ Riots frequent, people attacked and killed over their religious beliefs

**Key Terms** (Ch. 6)

* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-** Something that has been passed on by those who lived in the past.
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-** A word that combines "ethnic" and "center". It refers to a way of thinking that centers on one's own race and culture. Ethnocentric people believe that their worldview is the only valid one.
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-** A form of ethnocentrism that uses European ethnic, national, religious, and linguistic criteria to judge other peoples and their cultures.
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-** A reduction in population caused by natural or human-made forces such as famine, war, or displacement.
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-** The reduction in or loss of industries.
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (GDP)-** The value of all the goods and services a country produces in a year. GDP is often used to measure the strength of a country's economy.
* **Historical Globalization-** A period that is often identified as beginning in 1492, when Christopher Columbus made his first voyage to the Caribbean, and ending after World War 2, when the United States and the Soviet Union emerged as superpowers.

**Chapter 7 -** Legacies of Historical Globalization in Canada

* **To what extent have the legacies of historical globalization affected Canada?**

**How did historical globalization affect Canada?**

* Early \_\_\_\_\_\_\_\_\_\_\_
	+ Usually friendly, co-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Colonization in Canada
	+ \_\_\_\_\_\_\_\_ trade in Canada marked by change in focus
	+ Finding a route to \_\_\_\_\_\_\_\_\_\_\_\_ to finding a better way to collect furs
	+ First Nations played a huge role
		- Trapping of \_\_\_\_\_\_\_\_\_\_\_\_\_
		- Transportation of \_\_\_\_\_\_\_\_\_\_\_\_\_\_
* First Peoples and European Settlers
	+ First Nations taught Europeans how to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	+ Natives believed status = \_\_\_\_\_\_\_\_\_\_\_\_, and land could not be owned **VS** European belief that status = \_\_\_\_\_\_\_\_\_\_\_\_\_\_h, and land ownership was key to wealth
* Oral treaties of the Natives **VS** European written treaties
* Destruction of the Beothuk Culture
	+ \_\_\_\_\_\_\_\_\_\_\_\_\_ and killed by Europeans
	+ Driven inland away from their traditional natural \_\_\_\_\_\_\_\_\_\_\_\_\_\_
	+ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	+ Died of European \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* **What are some legacies of historical globalization in Canada?**
* Seven Year's War
	+ \_\_\_\_\_\_\_\_\_\_ **VS** \_\_\_\_\_\_\_\_\_\_\_\_\_
	+ Followed by separation
* Some Legacies of Early French Rule
	+ Government wanted to attract settlers
	+ Land divided and given to \_\_\_\_\_\_\_\_\_\_\_\_\_
	+ Long, \_\_\_\_\_\_\_\_\_\_\_\_\_\_ lots close to water
	+ Difficult to defend
* -Ouendat **VS** French conflict for 20 years
	+ Social changes
	+ \_\_\_\_\_\_\_\_\_\_\_\_\_ Church stayed strong
	+ Settlers attached to their new land
	+ Less willing to accept orders from France
	+ \_\_\_\_\_\_\_\_\_\_\_\_\_\_ and self-\_\_\_\_\_\_\_\_\_\_\_\_
* Some Legacies of Early British Rule
	+ Clashing \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	+ Farming settlements proposed
	+ Métis already inhabiting the land forced out
	+ Tensions and violence, along with \_\_\_\_\_\_\_\_\_\_\_
* European Immigration
	+ \_\_\_\_\_\_\_\_\_\_\_\_ became widely spoken
	+ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ introduced
	+ \_\_\_\_\_\_\_\_\_\_\_\_\_ ideals, beliefs, and values
* **How has historical globalization affected the indigenous peoples of Canada?**
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of the First Peoples
	+ First Nations driven out of their land
	+ European diseases and conflict
	+ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* The Numbered \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	+ Europeans could read and understand the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_; Natives could not understand or read the treaties.
* The Indian Act
	+ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ some traditional practices
	+ Only those who moved off reserves could \_\_\_\_\_\_\_\_\_\_
	+ Illegal to pursue land claims
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Schools
	+ Were \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	+ Christian/government responsibility
* Legacies of residential schools
	+ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	+ Controversy about compensation
	+ Punished for speaking their own \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	+ Cut off from culture
* **How do some legacies of historical globalization continue to affect Canada?**
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	+ Diverse in languages, perspectives, and cultures
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	+ Rejects assimilation
	+ Controversial
* \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_
	+ Treaties fulfilled and claims made
	+ Many claims remain unsettled
* The Quiet Revolution in Quebec
* **Key Terms** (Ch. 7)
* **\_\_\_\_\_\_\_\_\_\_ Act-** First passed by the Canadian Parliament in 1876 and amended several times since then, this act continues to define who is, and isn't, a status Indian. Early versions of the act banned some traditional practices of First Nations cultures and allowed only those who renounced Indian status to vote in federal elections.
* **\_\_\_\_\_\_\_\_\_\_ Indian-** A First Nations person who is registered according to the provisions of the Indian Act and is therefore eligible to receive specific benefits.
* **\_\_\_\_\_\_\_\_\_\_\_\_ Schools-** Boarding schools where First Nations children gathered to live, work, and study. These schools were operated or subsidized by the Canadian government as an important element of the government's assimilation policy. The last residential school shut down in 1996.
* **Cultural \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-** A society that consists of many distinct cultural groups.
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-** An official Canadian government policy founded on the idea that Canadian society is pluralistic - made up of many culturally distinct groups who are free to affirm and promote their own cultural identity.
* **Cultural \_\_\_\_\_\_\_\_\_\_\_\_\_\_-** The idea that a variety of peoples are free to affirm and promote their customs, traditions, beliefs, and language within a society.
* **Quiet Revolution-** A period of intense social, political, and economic change in Quebec. During this period, which lasted from 1960 to about 1966, Quebecois began to assert their rights and affirm and promote their language and culture.
* **Controversy-** A dispute that is a matter of opinion over which parties actively disagree, argue, or debate. These arguments can range in size from private disputes between individuals to large-scale disagreements between societies.
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-** Something given or received as a payment or reparation.
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-** A process that occurs when the culture of a minority group is absorbed by another culture. The cultural identity of the minority group disappears as its members take on the identity of the other culture.
* **Perspectives-** A point of view or outlook on a certain situation.

**Chapter 8 -** Living With the Legacies of Historical Globalization

**To what extent have attempts to respond to the legacies of historical globalization been effective?**

**How effectively have people responded to the legacies of historical globalization?**

* One Response
	+ AVEGA Agahozo
	+ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ widows and survivors
* Rwanda - A Response to Historical Globalization
	+ \_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_ = Indigenous groups
	+ Lived \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	+ Claimed by Germany, then given to \_\_\_\_\_\_\_\_\_\_\_\_\_\_ after World War 1
* Belgium government completely separated Hutus and Tutsis
	+ Favored \_\_\_\_\_\_\_\_\_\_ , gave them power
	+ Belgians left
	+ Heated \_\_\_\_\_\_\_\_\_\_\_\_\_ between Hutus and Tutsis broke out
	+ Hutus formed a government of their own and began campaigning against Tutsis and their supporters
	+ Peace agreement in 1993 "ended fighting"
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	+ Hutu militants and Rwandan governments targeted Tutsis
	+ Tutsis fled the country
	+ Tutsis killed and mutilated by fires and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, women raped
	+ After new government was established, Hutus fled the country
	+ New wave of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* International response to genocide
	+ \_\_\_\_\_ officials \_\_\_\_\_\_\_\_\_\_\_\_\_\_ to become involved
	+ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ couldn't legally interfere unless in self-defense
	+ Failed to help stop the genocide
	+ Failed to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the genocide
* Rebuilding Rwandan society
	+ Justice and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	+ Rebuilding of the economy
	+ Rebuilding of coffee plantations
* International Support
	+ Groups/individuals helping Rwandan women
	+ Women for Women in Rwanda

**How effectively have governments responded to the legacies of historical globalization?**

* UN and Indigenous People
	+ Indigenous peoples not represented in UN
	+ South Africa - Redressing Inequities
	+ \_\_\_\_\_\_\_\_\_\_\_\_ beliefs of the colonizers ensured that Indigenous people were always second-\_\_\_\_\_\_\_\_\_\_\_\_
* Racism as government policy
	+ Blacks barred from \_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	+ Introduced when indigenous people began to demand independence
	+ Segregation in jobs, living areas, clothing, schools, etc.
	+ 1970s and 1980s groups struggled to end the apartheid by using violent and non-violent means
* End of Apartheid
	+ Marked by the student protest in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	+ Officers opened fire on student protesters
	+ The \_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ commission
	+ South African government Mandela elected
	+ Human rights sought, people's rights restored
* Legacies of Historical Globalization in Canada
	+ Internment of German, Ukrainian, and \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Canadians
	+ Seen as "enemy aliens" during the first and second World Wars
	+ Held in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-like conditions
	+ Finally receiving compensation
* Legacies of the Indian Act
	+ Continues to embody the legacies of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	+ Royal Commission on aboriginal peoples
	+ Statement of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	+ Changing the Indian Act

**How effectively have organizations responded to the legacies of historical globalization?**

* Non-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Organizations
	+ AVEGA Agahozo, Greenpeace International, Doctors Without Borders
	+ Focus on social, political, environmental, human, and animal rights and sometimes deliver needed \_\_\_\_\_\_\_\_\_\_\_\_ like food, water, medicine, and knowledge
	+ Great response

**How does historical globalization continue to affect the world?**

* Global \_\_\_\_\_\_\_\_\_\_\_\_\_ Inequality
	+ Caucasian based countries have the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the world
	+ Unequal Foreign Aid
* Darfur
	+ A repeat of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?
* **Key Terms - Chapter 8**
* **\_\_\_\_\_\_\_\_\_\_\_\_\_-** The mass killings of human beings, especially a targeted group of people. Usually has something to do with religious beliefs, race, etc.
* **Gacaca Courts-** Community courts established in Rwanda to try low-level officials and ordinary people accused of taking part in the Rwandan genocide. The purpose of these courts was to speed up the process of bringing to justice those who had participated in the genocide and to encourage reconciliation.
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_-** An Afrikaans word that refers to a policy of segregating and discriminating against non-whites in South Africa.
* **Enemy \_\_\_\_\_\_\_\_\_\_\_\_\_-** Labels assigned during World War I and World War II to people from countries that were at war with Canada. The rights of enemy aliens were sometimes restricted, and some were even interned in camps.
* **Non-Government \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-** An organization established by groups of people to work toward specific goals and to gain public support in achieving these goals. NGOs depend on volunteer workers and donations, but they may also receive grants or contracts from governments. They may influence government policies at national and international levels.
* **Foreign \_\_\_\_\_\_-** Money, supplies, and other goods, as well as expertise, given by one country to another.
* **Gross \_\_\_\_\_\_\_\_\_\_\_\_\_ Income-** The amount of money earned by everyone in a country.
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ -** Changing for the better a relationship between two or more persons or groups of persons.
* **Commission-** A special group delegated to consider an important issue.