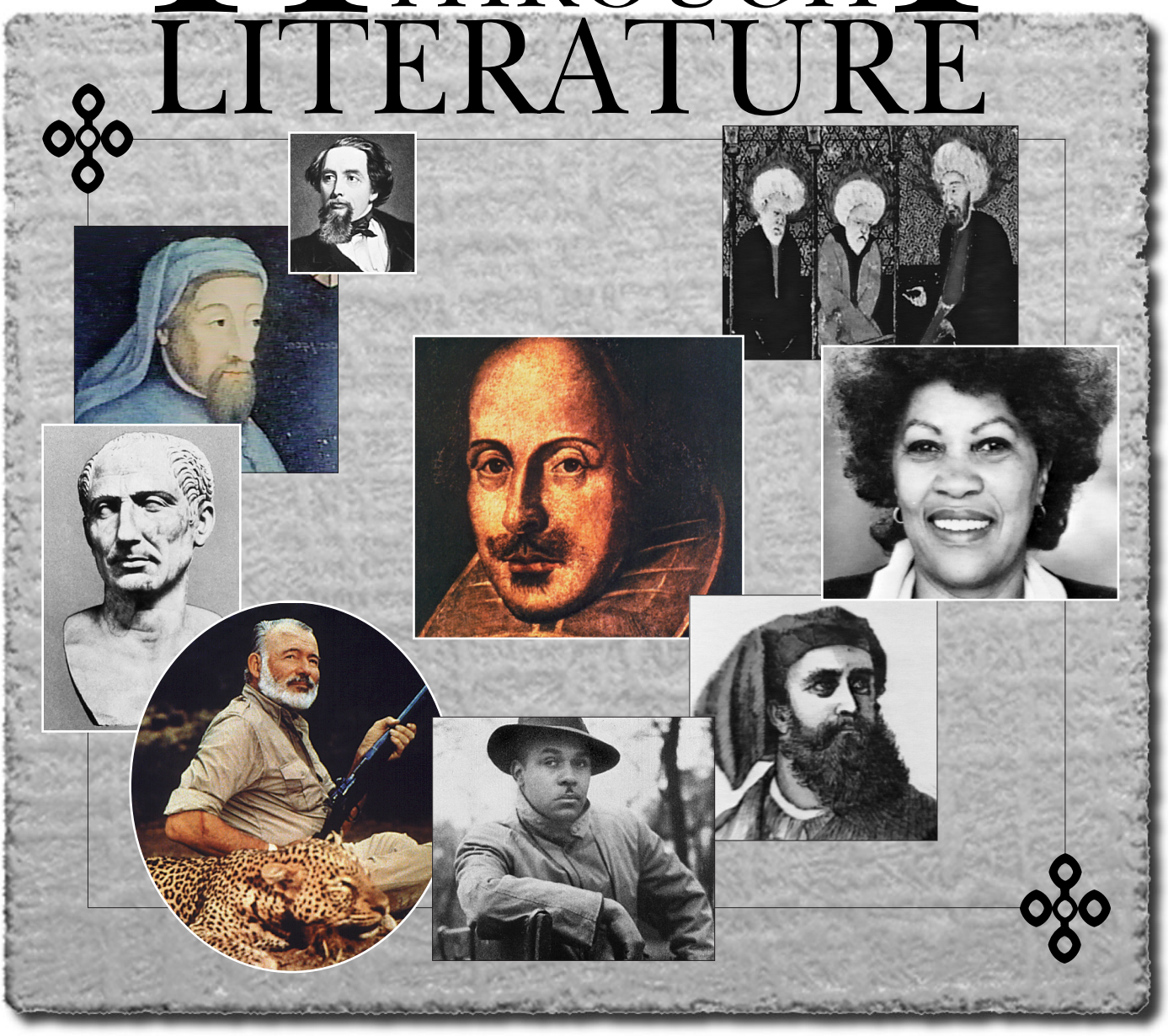
HISTORY THROUGH LITERATURE



Civilization and Writing

CL949-1CV

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THE MOST COMPLETE SOURCE FOR CURRICULUM-ORIENTED A-V MATERIALS

History through Literature
Civilization and Writing

Program #CL949-1CV ***Running Time—????***

Table of Contents

Intended for students in junior high school and above. This program is closed captioned.

(1-800-253-2788)

Summary

Civilization and Writing is part of a 12-video *History through Literature* series that examines the connections between historical events and the literary figures and works of each era. Other titles in the series are listed on the back of this Teacher's Guide.

The opening scene of *Civilization and Writing* is a tale from oral tradition that was first written down about 1000 B.C., in the Book of Job. The story, in which bad things happen to a good person, raises moral and ethical questions that still trouble our civilization. The long life and universal theme of this story illustrate the power of writing to both express and shape civilization.

The program defines civilization as "highly organized society" and describes the gradual evolution of elements of order: agriculture, town life, metal mining and working, specialization of labor, and, especially, cities and writing. The program describes how writing evolved from simple pictographs to hieroglyphs to alphabets.

The program then surveys the earliest city-states with writing, which arose in Mesopotamia. Ancient literature from Mesopotamia, including the *Epic of Gilgamesh* and an early version of the Job story, are examined, showing their roots in oral literature. Using the Mesopotamian city-states as examples, the program also notes a general pattern of history: settled peoples are invaded by nomads, who then settle down and fuse their culture and traditions with those of the peoples they have conquered.

Geography assured greater stability to another great civilization, that of ancient Egypt. The program uses literature to provide glimpses behind the great monuments into everyday Egyptian life. The program also surveys two other ancient "river valley" cultures—those of India and China. In both regions, town life, trade, and writing developed. As in Mesopotamia and Egypt, writing was used to set down ancient spoken traditions, including sacred epics such as the Vedas and philosophical traditions such as the *Book of Changes*. The program also briefly describes the Olmecs and other early civilizations of the Americas.

Then the program examines several "crossroads civilizations" that arose because of long-distance trade between other highly organized societies. These civilizations spread important technologies around the ancient world. The Minoans of Crete developed an early form of the phonetic alphabet. The Hittites of eastern Anatolia developed ironworking and introduced horse-drawn chariots. The Assyrians carried ironworking into Egypt. The Phoenicians developed far-flung trade routes and contributed their letters to the Aramaic, Greek, and Arabian alphabets. By about 1000 B.C., phonetic alphabets were being used to write down very abstract ideas and complex stories from the spoken tradition, including such religious works as the sacred drama, the Book of Job.

The ancient Greeks were rivals of the Phoenicians and, like them, among the first to develop an alphabet. The program examines two ancient Greek poets who continue to influence literature today: Homer and Hesiod. From extended similes in Homer, the program notes details of everyday Greek life. From Hesiod, we get not only the Greek myths but also two long-lasting literary themes. One is that of the "golden age," or "ancient paradise," a simpler, purer age in the distant past. Another idea from Hesiod, who commented on the use of iron weapons, was "the price of technology."

The program ends with a summary of the literary forms used by ancient poets—epics, lyrical poems, and sacred dramas—and with philosophical questions from the drama of Job. The ancient ideas expressed by Homer, Hesiod, and the unknown writers of Job would continue to haunt writers for many civilizations to come.

Intended Audience

This program is designed for students in junior high school and above.

Presenting the Program

To prepare a lesson plan to accompany the presentation of this program, review the suggestions outlined below. You will find all of the sections mentioned in the Table of Contents of this Teacher's Guide.

1. Familiarize yourself with the video and the sections of this Teacher's Guide.
2. Introduce students to the video, using one or more of the Pre-Viewing Suggestions to relate the upcoming information to what they already know. As a final activity, it may be helpful to introduce new names and vocabulary words—especially those with difficult spelling and pronunciation—by using the chalkboard or overhead projector.
3. Have the students watch the video in its entirety and without interruption.
4. Check for understanding by discussing and reviewing the information, vocabulary words, and concepts presented in the video by using the History and/or Literature Post-Viewing Suggestions, including the H.O.T. Topics (Higher Order Thinking), which delve into many related subjects and concepts.
5. If time permits, have students watch the program a second time, pausing at points of interest for discussion.
6. As guided and independent practice, choose and assign some of the In-Depth Research suggestions.

Learning Objectives

After watching this program and taking part in the suggested discussions and activities, students will be able to:

- List some of the important events that happened in world history at the time of the first civilizations, between about 4000 and 600 B.C. (see History in the Program);
- Identify major literary forms used in ancient times, including epics, stories, songs, lyric poems, legends, and dramas (see Literature in the Program);
- Identify major literary figures, when known, and literary works from ancient times (see Literature in the Program);
- Identify four locations where ancient river valley civilizations arose: in Egypt, Mesopotamia, India, and China;
- Identify characteristics of the Olmec civilization in Mexico;
- Identify elements of civilization—including agriculture, domestication of animals, division of labor, formation of classes in society, religious or philosophical tradition, cities, and writing—and describe how they gradually evolved;
- Identify cities and writing as two of the most important elements of ancient civilizations;
- Identify some of the distinguishing elements of an empire and name some of the empires that arose in the ancient world;
- Describe how manuscripts were produced in ancient Egypt and Mesopotamia and the type of people who wrote and read them;
- Describe some of the religious beliefs and sacred texts of ancient peoples and identify the regions where different forms of faith prevailed;
- Describe the evolution of writing from pictographs to alphabets;
- Describe the advantages of phonetic alphabets in literary expression and trading transactions; and
- Give examples of ancient literary themes that are still relevant today.

History in the Program

The following events and trends from world history are specifically mentioned in the program. They are listed below in roughly the order that they occurred in history. More events are outlined in the Chronology of History Chart: Ancient Civilizations (page 14).

- First appearance of biologically modern humans
- Beginnings of agriculture
- Corn cultivated in Mexico
- Cotton grown in Peru
- Division of labor and division of society into classes
- Earliest towns, villages, and cooperative projects
- Beginnings of copperworking, tinworking, and bronzeworking
- Use of clay seals and stamps
- Building and priestly rule of temple complexes
- Rise of Mesopotamian city-states
- Rise of first empires
- Nomadic invasions
- Rise of Kingdom of Egypt
- Rise of pictographic and hieroglyphic writing
- Recording of first law codes
- Rise of Indus River Valley civilization in India
- Beginnings of civilization in China
- Rise of monotheism among Hebrews
- Aryan invasion of India
- Development of Sanskrit language
- Rise of Shang dynasty in China
- Development of Chinese writing
- Rise of Olmec civilization (Mexico and central America)
- Rise and destruction of Minoan civilization (Crete)
- Introduction of ironworking and horse-drawn chariots
- Rise of Assyrian Empire
- Rise of Phoenicia as a trading power
- Development of Phoenician and Greek alphabets
- Greek invasions of Asia Minor, including the Trojan War
- Rise of Maya civilization (Mexico and central America)
- Spread of Greek trading influence

Literature in the Program

The following authors and works of literature are specifically mentioned in the program. The works are listed in roughly the order in which they are cited. More authors and works are listed in the Chronology of Literature Chart: Ancient Civilizations (page 15).

- The Book of Job, from the Old Testament
- Development of spoken literary traditions
- "On Mining," from the Book of Job
- Use of seals and stamps in commerce
- Cuneiform used in Sumer
- First written law codes
- Code of Hammurabi
- Beginnings of written literature
- Pictographic writing
- Hieroglyphic and hieratic writing (Egypt)
- *Epic of Gilgamesh* (ancient Sumeria)
- Egyptian Book of the Dead
- Papyrus in use
- "The Shipwrecked Sailor," anonymous Egyptian story
- "Crocodile," anonymous Egyptian love poem
- The Vedas (India)
- "Song to Indra," from the Rigveda

Development of Sanskrit writing

Use of oracle bone writing

Development of Chinese writing

Chinese love poems, poems to dead, philosophy

I Ching [*Book of Changes*] (China)

Development of Minoan, Phoenician, Hebrew, and Greek scripts

Homer, *Iliad*, *Odyssey*

Hesiod, *Theogony*, *Works and Days*

Development of Hebrew writings now in Old Testament

"God's Answer," from the Book of Job

Key Words and Concepts

Most of these vocabulary words are in the Transcript, where they appear in bold type the first time they are used.

agricultural
alphabet
anonymous
archaeologist
artisan
bronze
bureaucracy
calendar
caste
chariot
chronicle
city-state
civilization
colonies
copper
crossroads
culture
cuneiform
drama
embalming
empire
engineering
epic
ethical
hero
hieratic writing
hieroglyphs
Hinduism
historian
hymn
immortality
invasion
inventories
iron
irrigation
Judaism
labor
legend
linguist
literature
lyrical
monotheism
mystic
nomads
papyrus
philosophy
pictographs
priest
pyramid
sacred
scribe
scroll
seal
secular
simile
smelted
specialization
stamping
technology
temple
text
theme
trade route
traditions
urban
worship

Pre-Viewing Suggestions

DISCUSSION: LINKING PARTS OF THE SERIES

If you are showing this program in chronological order with the other programs in the *History through Literature* series, lead this review and discussion.

1. Inform students that this program, *Civilization and Writing*, is the first in the 12-part *History through Literature* series. The series explores how literature and history have affected each other over thousands of years. This program will show how writing helped make human civilization possible.
2. Ask students to think about the written words on which our society depends. In other words, what do *we* use writing for? Elicit these answers: for making and recording laws, for entertainment, to pass along religious teachings, to teach science and other subjects, to record history, to keep track of business transactions, etc. Suggest that students look for similar uses of writing among the people who first learned to write.
3. From their general knowledge of world history, ask students to recall how the earliest human beings supported themselves. [by hunting and gathering] Discuss the tools and objects early peoples learned to make for hunting, gathering, and storing food. [arrowheads and spearheads, bows and arrows, nets, baskets] Ask students to suggest advantages and disadvantages of this mode of existence and to name the advance toward civilization that made a more secure food supply possible. [agriculture] As they watch the program, suggest that students look for elements of civilization that appeared with agriculture and town life.
4. Ask students to review or guess the dates at which the first written languages appeared and to watch the program to see if their knowledge was correct. [by about 2500 B.C.] Then ask students when they think the first *literature* appeared. As they make their educated guesses, ask them to distinguish between writing and literature. Suggest that they think about forms of literature that are not written down and look and listen for such literature in the program.
5. Inform students that this first program will introduce several definitions and literary themes that will be repeated in future programs. Ask them to ask the question, "What does literature teach us about history?" as they watch the program.

DISCUSSION: INTRODUCING THE PROGRAM AND ITS KEY WORDS AND CONCEPTS

1. Introduce the title *Civilization and Writing* and have students speculate on the meaning of its terms. Have students define civilization by listing some of the elements of a civilized society. Suggest that they look for these elements in the oldest societies for which there is a written record.
2. Introduce the Key Words and Concepts and ask students to define the words they know, looking up unfamiliar words in a dictionary. Have students listen for the terms as they watch the program.

Post-Viewing Suggestions

CONTENT QUESTIONS: HISTORY

1. When did civilizations begin to develop? [about 10,000 years ago]
2. What technological advance increased the food supply and encouraged people to settle in one place for long periods of time? [agriculture]
3. What were the two important indicators of civilization discussed in the program? [cities and writing]
4. Between which two rivers did the world's most ancient civilization arise? [Tigris and Euphrates rivers] What are other names, both ancient and modern, for the area? [Mesopotamia, Fertile Crescent, part of the Assyrian Empire and later Alexander's Empire, Iraq/Syria]
5. What river was the lifeblood of the ancient Egyptian civilization? [Nile River]
6. In what river valley were the cities of Harappa and Mohenjo-daro located? [the Indus River Valley] After the Harappan civilization disappeared, what invaders formed a civilization in the same place? [Aryans]
7. In what river valleys did farming develop in China? [Yangtze and Huang He, or Yellow River] Which dynasty formed a civilization on the Huang He? [Shang]
8. What was the earliest known civilization in the Americas? [the Olmecs] Name some of their achievements. [calendar, trade networks, large earth platforms, huge carved stone heads]
9. Name three important technological advances that took place between around 2000 and 1000 B.C. [development of ironworking, introduction of horse-drawn chariots, improved ships, development of alphabetical writing]
10. Name at least two ancient "crossroads civilizations" that grew because of seafaring and trade. [the Minoans, Phoenicians, and Greeks]

H.O.T. TOPICS: HISTORY

The following Higher Order Thinking questions should be presented in order to achieve maximum effectiveness. To jog students' memories and provide supporting details for general discussion, distribute copies of the Chronology of History Chart: Ancient Civilizations (page 14).

1. *Elements of Civilization*. Review the dates given in the program for the rise of civilization. When did the elements of civilization begin to appear? [about 10,000 years ago] What were some of the early signs of civilization? [agriculture, town life, communal defense and irrigation, specialization of labor] What were two very important elements of early civilizations? [cities and writing] Ask students to remember the maps seen in the program and to name four locations in the Old World where the earliest civilizations grew up. [Mesopotamia, Egypt, India, China] Then ask students to identify what all these places had in common *geographically*. [All were located along great river valleys.] From a clue in the program [irrigation], ask students to think of the reason river valleys encouraged farming civilizations. [The great rivers assured a regular water supply.] Ask students to recall the location footage from Mesopotamia, Egypt, India, and China that were shown in the program. From these pictures, students should reason that many elements of these ancient civilizations are still around today.
2. *Specialization of Labor*. Ask students to remember some of the occupations they saw in the program [herders, farmers, construction workers, priests, scribes, rulers, etc.] From the Transcript, reread Job's description of mining. Then ask students to identify the various processes that would have been involved in an ancient mining operation. [Students should mention mining itself, refining and smelting the ore, taking the ore to an artisan, trading the ore, etc.] Discuss the term "specialization of labor," perhaps with the aid of a chalkboard list. The list should show how some labor divisions created others. For example, soldiers who used bronze weapons would require artisans to create them,

who would in turn need traders and miners. From clues in the program, ask students to reason what kinds of laborers might cluster around an ancient temple complex, causing it to expand into a city. [Students should reason that priests would require robes, incense, music, other elements of ceremony, which would in turn create markets for textiles, dyes, musical instruments, etc. The program presents priests as keepers of inventories and controllers of writing, so students should reason that priests would require writing implements, storage jars and chests, locks and keys, and guards for the storehouses.] Have interested students research and report on everyday life and occupations in ancient civilizations.

3. *Patterns in History*. Review details from the program about the evolution of empires in Mesopotamia. What were some of the signs that a city-state, originally built around a temple complex, had evolved into an empire? [massive fortifications, professional armies, legal systems] What new occupations or classes did these require? Elicit from students the idea that empires separated the functions of priests and rulers. Which ancient river valley civilization seems to have had the largest secular bureaucracy? [China]

¶ Ask students to recall how empires extended their power [through trade routes and professional armies] and what factors caused empires to fall. [natural disasters, overextension and weakening of frontiers, nomadic invasions] Remind students that another noticeable pattern in history was formed by waves of invasions of settled societies. Who were the invaders? [nomadic tribes] What usually happened after they invaded? [The invaders settled down, fused their culture with that of the conquered peoples, and formed a new civilization.]

¶ Ask students to discuss whether the same patterns still apply today. For example, is it possible today for a nation such as ours to weaken itself by overextension? Have students use examples from recent history to back up their points of view. From events in current headlines, ask students to describe how warfare can turn settled peoples into nomads. [by creating refugees] Students should conclude that such temporary nomads would also have been created as a result of ancient warfare.

CONTENT QUESTIONS: LITERATURE

1. Of what sacred book is the Book of Job a part? [the Old Testament in the Bible]
2. What was the earliest known use for writing? [keeping track of trade and inventories]
3. What preceded writing as a method to keep track of ownership and trade? [seals and stamps]
4. What kind of writing did the ancient Sumerians use and what did they write on? [cuneiform script; on clay tablets]
5. What kind of writing did the ancient Egyptians use and what did they write on? [hieroglyphics and hieratic script; on papyrus scrolls]
6. What Sumerian work is one of the earliest known epics? [*Epic of Gilgamesh*] What is an epic? [a long poem or tale about a legendary or traditional hero]
7. What ancient Egyptian work is a guide for the soul in the afterlife? [*Book of the Dead*]
8. What ancient sacred books of hymns appeared in India after the Aryan invasion, and in what language were they later written? [the Vedas; Sanskrit]
9. Name at least three of the first peoples to develop alphabets in which the letters stood for sounds. [Phoenicians, Greeks, Hebrews, Arabs]
10. Who were two early Greek writers who still influence world literature? [Homer and Hesiod]

H.O.T. TOPICS: LITERATURE

The following Higher Order Thinking questions should be presented in order to achieve maximum effectiveness. To jog students' memories and provide supporting details for general discussion, distribute copies of the Chronology of Literature Chart: Ancient Civilizations (page 15).

1. *Communications Technology*. How were writings reproduced during ancient times? [They were copied by hand.] Who did most of the copying? [scribes] Who trained the scribes? [priests] What interest did priests have in keeping records of trade? [Priests controlled the community food supplies as well as supplies for the temple.] Discuss some of the uses of writing in establishing and spreading an empire. [Students should recall that writing

was used to make laws and establish religious and cultural traditions, and reason that all of these would help to unify a civilization or empire by reinforcing central authorities.] Discuss why ancient civilizations usually kept literacy in the hands of priests and rulers. [The written word was a symbol of authority.] Remind students that China and other ancient empires did develop secular bureaucracies. Students should conclude from that fact that China would have been more likely to develop secular literature as well. Refer interested students to further research into the writing of ancient China, especially the history of the Han by historians Sima Qian (Szu-ma Ch'ien) and Ban Zhao (Pan Chao), China's first woman historian and scholar.

2. *Literary Forms*. Which came first—writing or literature? After viewing the program, students should identify literature as far older than writing. They should remember that the spoken traditions of literature lasted long after writing was invented. Ask students to identify some forms of spoken literature—epics, legends, myths, hymns, songs, sacred dramas—and to give examples of similar forms of literature today. For example, improvisational comedy is a descendant of spoken literature, as are plays, hymns, and even childhood rhyming games. Poetry readings, which are showing a resurgence in popularity, are another example.
3. *Literary Fusion and a Fresh Look at the Hook*. Ask students to recall the name of the first European civilization [the Minoans] and their contribution to literature. [one of the first alphabets with letters based on sounds] Review the names of other alphabets with possible Minoan roots. [Phoenician, Greek, Aramaic (the language of the Hebrews), Arabian] Students should reason that since all these ancient peoples traded with each other, and since their alphabets shared common roots, similar letters in their alphabets would stand for similar sounds. From the same facts, students should also reason that the Phoenician, Greek, Aramaic, and Arabian cultures would fuse their literary traditions.

¶ What evidence did the program present for the age of the Job story? [The program said the story had come out of oral tradition and was first written down 3,000 years ago in the Middle East.] What other story, also told in the Bible, appears in the ancient Sumerian *Epic of Gilgamesh*? [the story of a great flood that covered the earth] How much time elapsed between the ancient Sumerians and the time when the Book of Job was first written down? [over a thousand years] What were some of the roots of Aramaic, the alphabet used to write down the Book of Job? [Phoenician, Assyrian] Where was Assyria? [in Mesopotamia] From this discussion students should reason that Job, Noah's flood, and other Bible stories have their sources in spoken literature that came from a fusion, over a long period of time, of many different cultures.

4. *The Rise of European Literature*. With Homer and Hesiod, we get the first written record of European literary traditions. Ask students to recall the names of Homer's two great epics. [*Iliad* and *Odyssey*] How long after the Trojan War were Homer's epics written? [about 400 years] Remind students that a similar time has gone by since the European settlement of the Americas. Discuss how, after this passage of time, both invaders and native peoples might become heroes of the epic. Ask students to remember the names of some of Homer's heroes. [Achilles, Odysseus of Greece; Hector of Troy] Discuss why an epic writer might want to make the enemy more heroic. [to make his defeat a greater accomplishment] Ask students to identify similar heroes on both colonial and native sides in early American history.

¶ Ask students to identify the myths first written down by Hesiod. [the myths about the ancient Greek gods] Have students cite examples from popular movies or television programs of the ancient Greek myths being acted out or retold today.

DISCUSSION: LINKING PARTS OF THE SERIES

If you are showing this program in chronological order with the other programs in the *History through Literature* series, use this review and discussion to prepare students for the next program.

1. Using a chalkboard timeline or the chronology on page 14, review the overall pattern of history during the centuries between 4000 and 600 B.C. Lead students to recognize this pattern: settled societies are invaded by nomads, who settle down, intermarry, and fuse their culture with that of the civilization that they have conquered. In time this new civilization is itself invaded by nomads. In other words, Eurasian civilizations have received repeated fresh infusions from nomadic cultures. Based on their general knowledge of history, as well as on clues from the program and the Chronology of History (page 14), ask students to name some of the civilizations and empires that would rise and fall during the next few centuries.
2. Ask students to recall the name of the nomadic people who invaded India around 1600 B.C. [the Aryans] How did their invasion change Indian society? [It developed a rigid caste system.] Ask students to reason why a caste system might grow up in a society ruled by invaders. [A caste system would serve to separate the new rulers from their conquered subjects, who included the previous rulers.]
3. Using a map or globe, review the patterns of history in terms of geography. Locate again the great river valleys and the mountains that protected them. Show students the great plains and grasslands that generally lie on the other side of the mountains and ask students to reason what kinds of people lived on these plains. [nomadic herders] Locate key mountain passes. Based on the insights gained from this map study, ask students to predict where decisive battles would be fought by future civilizations.

¶ Also note the crossroads civilizations growing up around the Mediterranean. How would geography affect battles of the future in this area? [Many would be fought on the sea and would require skilled navies and well-built ships.]

4. Remind students, however, that geography isn't everything. Sometimes it's a question of how you are able to spend your time and resources. For instance, by the thirteenth century B.C., the powerful empires of the Middle East, such as Egypt, were in periods of decline and not a threat. This gave some of these smaller cultures the opportunity to put their energies into growing and prospering. Which ones were they? [Greeks, Phoenicians, Hebrews in Palestine] Sometimes relative isolation is all it takes. Which ancient civilizations prospered because the large empires were quite distant from them? [Minoans on Crete, Greece] What would probably happen to these civilizations when mobility improved? [They would be challenged by larger powers.] Tell students that this is what happens in the next program, which is about the world in Greek times.
5. Review the technological advances of ancient times, especially the progression from copper to bronze to iron tools. Students should reason that, as a given society acquired each harder metal, an "arms race" would ensue with its rival societies. Students should be able to give examples of this trend from various periods in history, including our own.

In-Depth Research

The following topics for further study will help students make connections between history and literature, between western and eastern history, and between the past and present. To provide key words for computer and library searches, distribute copies of the chronologies on pages 14 and 15.

EXTRA HISTORY STUDY

1. *The Archaeological Record*. Assign individual students or teams to research and report on archaeological excavations in the four great river valley civilizations [Mesopotamia, Egypt, India, China] as well as among Olmec ruins in Mexico and pre-Inca ruins in Peru. Other team members can research the Minoan, Hittite, and early Palestinian "crossroads" cultures. Students' reports should include names of archaeologists, types and dates of important discoveries, and mysteries about the ancient peoples that are still unsolved.
2. *Transportation during Ancient Times*. Assign teams to research and report on the forms of transportation mentioned or shown in the program, including wheeled vehicles, horse-drawn chariots, and early ships. Assign individual students or teams to study different ancient vehicles. Reports to the class should include models and pictures as well as information about the speed of travel.
3. *Bible History*. Beginning with the Aramaic alphabet, around 1000 B.C., events of the ancient Middle East were recorded in the Old Testament and other documents. Ask students or teams to investigate empires, kingdoms, and historical events mentioned in the Bible, compare those accounts with other contemporary records, and prepare chronologies of Bible history. Students will discover that multiple records of events [the same events recorded by different cultures] become historically reliable only around the time of the Assyrians [around 600 B.C.], around the time of the Babylonian captivity of the Jews. Earlier Biblical events, such as Noah's flood and the captivity of the Jews in Egypt, are much more difficult to date accurately.

EXTRA LITERATURE STUDY

1. *Old Testament Literature*. Assign individuals or teams to read the Book of Job, the Psalms, the Proverbs, and the Book of Ecclesiastes from the literary point of view. Students should discover and read to the class not only passages of literary merit but also parts that reveal telling details about everyday life in Old Testament times. Other team members can research and report on similar literary forms in ancient Mesopotamia and Egypt.
2. *Great Ancient Epics*. Assign students or teams to read and report on the great epics mentioned in the program: the *Epic of Gilgamesh*, the Vedas, the *Iliad*, and the *Odyssey*. Students should choose passages of literary merit to read to the class. They should also note some of the phrases used to describe the hero, as well as actions and attributes, such as semidivinity, that make the hero larger than life.
3. *The Community of Learning*. Suggest that students research the connections between writers mentioned in this program and (a) other writers and thinkers of their own times, (b) writers in the generations before them, and (c) writers in later generations. Students may already have noted such connections in the program. For example, the program notes the ancient origins of the Book of Job, the story of the flood, the tales of shipwrecked sailors, and heroic epics. Students' reports should note the roles of temples, priests, and scribes in recording and passing on the first written literature.

Chronologies: Class Discussion and Extra Study

The chronologies of history and literature located on the following pages are designed both to summarize the era covered by the program and to motivate students to learn more about the era. Copy and distribute the chronologies to individual students or study groups. Use the pages for both in-class discussion and extra study assignments.

CHRONOLOGY OF HISTORY: ANCIENT CIVILIZATIONS

1. *Class Discussion: Drawing Conclusions.* Encourage students to restate key ideas and draw conclusions from details on the chart. The following are some conclusions they can draw.
   - By 4000 B.C., agriculture had developed in both the Old World and the Americas.
   - Civilization developed earlier in the river valleys of Mesopotamia, Egypt, and India than it did in China, Europe, or the Americas.
   - While the Old World developed copper, bronze, and iron tools, the Americas developed metal only for ornamentation.
   - Technology grew gradually more complex during ancient times.
   - We know the names of some of the rulers of ancient empires.
   - Temple complexes were built in Europe, Asia, and Africa before they were built in the Americas.
   - Copperworking, bronzeworking, and ironworking all spread west from the Middle East to Europe.
   - Several different kingdoms and empires rose and fell in Mesopotamia during ancient times.
   - The ancient empire of Egypt went through periods of contraction and expansion.
   - Egyptians traded with and influenced the peoples who lived in Africa's interior.
   - The Phoenicians traded and settled on three continents: Europe, Africa, and Asia.
   - At the time the Minoan civilization flourished in Crete, the earliest known villages were being built in the Americas.
   - The Olmec civilization was spreading through Mexico at about the same time as the Greeks were fighting the Trojan War.
2. *Extra Study: Researching and Reporting.* Ask students to research and report on events listed on the chart. You might want to assign one continent to each study group and have members choose from events in their column. You might also assign each group a time period and have members file reports from different continents.

CHRONOLOGY OF LITERATURE: ANCIENT CIVILIZATIONS

1. *Class Discussion: Drawing Conclusions.* Encourage students to restate key ideas and draw conclusions from details on the chart. The following are some conclusions they can draw.
   - Writing first developed in ancient Mesopotamia and Egypt.
   - Literature began with spoken traditions; the first literary works were not written down until hundreds of years after they were first composed.
   - In ancient times writing was used for trading records, laws, epics, poems, hymns, and works of philosophy.
   - Among the earliest writers whose names we know are the Hebrew prophets and the Greek poets Homer and Hesiod.
2. *Extra Study: Researching and Reporting.* Ask students to research and report on writers and literary works listed on the chart. You might want to assign one literary category to each study group and have members choose from writers and works in their column. You might also assign each group a time period and have members file reports about developments in different categories of literature.

Chronology of History Chart: Ancient Civilizations

DATES	EUROPE	ASIA	AFRICA AND OCEANIA	AMERICAS
before 4000 B.C.	skiing & sledding known (Scandinavia); agriculture spreads to Baltic; Indo-Europeans reach Danube	copper, bronze tools, cereals, & cattle used in Middle East; rice cultivated in India	farming towns flourish & lunar calendar, weaving, & pottery known (Egypt)	corn grown in Mexico; beans & potatoes grown in Andes region
4000–3501 B.C.	copper & bronze used in eastern Mediterranean; neolithic farming culture in rest of continent	wheat & barley cultivated from Egypt to India; horses domesticated (Turkestan); cities appear (Sumeria)	copperworking reaches Egypt; Berber tribes live along north coast; town life known (Ethiopia)	fish hooks, harpoons, & burials known along Pacific coast
3500–3001 B.C.	Bronze Age spreads into central Europe & Bohemia	wheel, plow, & sail in use from Palestine to Persia; Sumerian cities begin; rice grown in eastern Asia	Egypt is unified (3100–2660); Egyptians invent sails; nomadic herders open Sahel corridor	grinding stones, baskets, maize, squash, & chilies used in Mexico
3000–2501 B.C.	Indo-Europeans spread through central Europe; Danubian & Celto-Ligurian "beaker cultures" flourish	Sumerians invent sickle & harness oxen	Egypt's Old Kingdom (2660) builds pyramids & Sphinx	pit houses built (Mexico); pottery made & cotton grown (Andes region); Laurentian culture in northeast
2500–2001 B.C.	wine, olives, & cheese traded in Mediterranean; Balts, Slavs, & Thracians settle in central Europe	Indus River (Harappan) civilization develops; Sargon I founds Akkadian Empire; Ur III Empire rises	Giza pyramid completed; Sahara region starts drying; 100-yr. chaos ends as Middle Kingdom begins (2080)	dogs domesticated (Mexico); spear-throwers, bow and arrows spread through North America
2000–1801 B.C.	Dolmens built in west & north; copper tools made in Britain; Greek bronze age begins	Empire of Babylon flourishes; Hittites invade Anatolia; Amorites expand west	Egypt conquers Nubia & trades with Mesopotamia, Niger, & Lake Chad regions	gold, silver, & copper used in ornaments (Mexico & Peru);
1800–1601 B.C.	Minoan civilization flourishes (Crete); Stonehenge & other megaliths built; Teutons settle in Scandinavia; copper reaches Baltic	Harappan culture declines (India); horse-drawn chariots appear; Iranians expand into central Asia	Hyksos invade, rule, & bring bronze tools & chariots to Egypt (1640–1570); famine drives Hebrews from Palestine to Egypt	pottery used & shell mounds built (southeast region); villages built (Mexico & Peru)
1600–1401 B.C.	bronze made in Scandinavia, Britain, & Baltic region; Minoan civilization ends abruptly (1450)	Hittite Empire expands; Iron Age begins; Aryans begin invasion of India; Palestine ruled by Egypt; Shang dynasty begins (China)	Egypt's New Kingdom (1570) builds wealthy empire with widespread slavery & imperialism	larger trading towns developed (Mexico & Andes); Olmec culture appears in central Mexico
1400–1201 B.C.	Greeks resettle Crete & settle on Cyprus; Baltic-to-Italy trade in wine, oil, amber, furs, & textiles	Greeks invade Asia Minor; Moses leads Hebrews from Egypt; Jews conquer Canaan; Mesopotamians use iron	Akhenaton weakens Egypt; kings Tut & Ramses II rule & expand trade; farming towns in Niger region	Pyramid of Sun & temples built (Teotihuacán, Mexico)
1200–1001 B.C.	Dorians invade Greece from north; Greeks end monarchy, elect first archon, & surge east again	Greeks fight Trojan War; Zhou dynasty begins (China); Saul & David unite & rule Hebrews, who prosper (Palestine)	invaders with iron weapons attack & rule Egypt; upper & lower Egypt separate & chaos begins	Olmec civilization spreads (Mexico); maize, squash, & beans grown (southwest region)
1000–901 B.C.	Phoenicians found colonies from Cyprus to Spain; iron used in Greece; silver, copper, & tin mined in Spain	Ionians from Greece begin cities (Asia Minor); David founds Jerusalem & Solomon builds temple (Palestine)	Nubia becomes independent kingdom; Phoenicians found colony in Morocco	agriculture & burial complexes multiply (northeast & Great Lakes regions)
900–801 B.C.	Phoenicians trade from Spain to India; Greeks control both Aegean coasts; iron used in Italy & s. France	Phoenicia enjoys "golden age"; mounted warriors replacing battle chariots; Indian cotton trade grows	Kingdom of Kush begins; Phoenicians found Carthage colony (813)	Olmec-inspired temple complexes & tombs built (Mexico)
800–701 B.C.	Celts move into England; Greek colonies founded (Spain); first Olympics (776); Rome founded in (753)	Assyrians control Babylonia, Palestine, Syria, Anatolia, Israel, Judah, & Egypt; feudal age begins (China)	Kushite kings conquer & rule Egypt & lead revival of power	earliest temple centers built (Chavín, Peru)
700–601 B.C.	Estruscans control central Italy	Babylonia wins independence; Assyrian Empire divided among Medes, Persians, & Scythians	Egyptians build canal from Nile to sea	Maya temple complex built (Uaxactún)
600–501 B.C.	Phoenicians settle in Corsica; Solon codifies Athenian laws; Romans expel Etruscans & declare a republic; prophets keep Hebrew faith in Babylon	Assyrians conquer Palestine; Babylonian captivity of Jews begins; Mongols invade Japan	Assyrians invade Egypt, destroy Thebes & Memphis, & reintroduce iron to Africa (587)	Olmec-inspired cultures flourish (La Venta, Monte Albán, Mexico)
after 500 B.C.	Rome builds influence; Egypt rules Cyprus; Pericles comes to power (Athens)	Ionians revolt against Persia; Greeks fight Persian Wars; Era of the Warring States (China)	Egypt joins Persian & Greek wars	Maya culture flourishes (Central America)

Chronology of Literature Chart: Ancient Civilizations

DATES	RELIGION, PHILOSOPHY	SCIENCE, MEDICINE, LITERACY	NONFICTION: GOVERNMENT, HISTORY, ECONOMICS	FICTION: POETRY, DRAMA, STORIES
before 4000 B.C.		lunar calendar known (Egypt)	seals and stamps used from Mesopotamia to India	
4000–3501 B.C.		2,000 pictographs in use (Mesopotamia); traditional start of Jewish calendar (3760)		
3500–3001 B.C.		cuneiform writing begins (Mesopotamia); traditional start of Maya calendar (3372)		
3000–2501 B.C.	hymns to god Tammuz composed (Sumeria)	astronomy observations recorded (Egypt, Babylonia, India, & China)	*Pepi, Instructions to a Son*	*Epic of Gilgamesh* composed (Sumeria)
2500–2001 B.C.	snake & bull cults known on Crete; cults of Isis & Osisris known (Egypt)	earliest medical texts (Egypt); writing, mathematics, & geometry known from India to Egypt	first libraries of papyrus scrolls (Egypt); first code of laws (Ur; 2100)	*Ennuma Elish*, creation epic, composed (Sumeria); early version of Job story composed
2000–1801 B.C.		Egyptians, Semites, & Minoans develop early alphabets; Minoans use decimal system		*Story of Sinuhe* (Egypt)
1800–1601 B.C.			Hammurabi's Code (1792)	*Epic of Gilgamesh* written down
1600–1401 B.C.	Hymn to Aton & Book of the Dead (Egypt); oracle bones used (China)	Olmec calendar system developed (Mexico); papyrus used (Egypt)	Olmec writing developed—still undeciphered (Mexico)	
1400–1201 B.C.	Ten Commandments compiled; Upanishads, Rigveda, & other Vedas composed (India)			
1200–1001 B.C.	*I Ching* (*Book of Changes*) written down (China; approx. 1100)		Hittites set up multiple-language libraries; Laws of Zhou composed (China)	love poems (Egypt)
1000–901 B.C.	Greek paganism develops; bull & sun cults throughout eastern Mediterranean; Apollo worshiped at Delphi	Phoenician, Greek, & Aramaic alphabets developed; musical notation used (Sumeria)	Lycurgus forms Spartan law	story of Job written down; Song of Songs composed
900–801 B.C.	prophet Elijah preaches against Baal worship; Greeks develop sacred choral dramas; more Vedas composed (India)	planets observed (Babylon & China)		Homer, *Iliad* & *Odyssey* (Greece)
800–701 B.C.	prophets Amos, Hosea, & 1st Isaiah live (Palestine); Torah, first five books of Old Testament, written down		Hesiod, *Works and Days* & *Shield of Heracles* (Greece)	Hesiod, *Theogony* (Greece); *Book of Songs* (China)
700–601 B.C.	Upanishads composed (India); Talmud written down; Zoroaster lives (Persia)	Sumerian & Semitic texts translated (Ninevah); Egyptians develop demotic script	Draco, Laws of Athens; Greek graffiti appears in Nubia	Archilochus, fables; Kallinos, Alceus, Arion, & Sappho, poems
600–501 B.C.	Buddha lives (India); Lao-Tzu & Confucius live (China); Seven Wise Men live (Greece); 2nd Isaiah lives (Babylon)	oldest known Latin writing	Solon, Laws of Athens	Aesop, *Fables*; Thespis, dramas & hymns
after 500 B.C.	Buddhism & Greek philosophy expand; Ramayana & Vedas transcribed (India)	Sanskrit writing standardized	Herodotus on history	Aeschylus, Sophocles, & Euripides, dramas; Pindar, *Odes*

Cross-Curricular Explorations

These projects are designed to relate the ideas in the program to other areas of study; assign them to individuals and study groups according to students' interests and strengths.

1. *Personal Stamps and Seals.* Rubber stamps are a modern version of ancient clay stamps and seals. Using rubber stamps, or clay stamps of your own design, try to develop an early "pictionary" of trading symbols.
2. *World's Oldest Fashion Show*. Using picture books showing ancient art as well as histories of textiles and fashions, reconstruct some of the clothing worn in ancient Egypt, Mesopotamia, India, China, or Mexico. You might want to work with a team to create a display of international fashions from 1000 B.C.
3. *Ancient Music*. Find pictures of murals, carvings, painted vases, and other ancient works of art that portray musicians and their instruments. Then look for similar folk instruments that are still manufactured today. Research ancient musical forms. Then perform or record a concert demonstrating what you think ancient music sounded like.
4. *Ancient Civilizations on the Internet*. Assign interested students to conduct computer searches for modern remnants of the ancient civilizations. Start by contacting tourist bureaus of nations in regions mentioned in the program. In addition, many universities have their own Web pages, some of which include photos of archaeological digs, museum acquisitions, and other ancient treasures. Archaeology and history magazines can also be accessed electronically.

Transcript

There lived in the land of Uz a man of blameless and upright life named Job, who feared God and set his face against wrongdoing.

—Job 1:1

So begins the Book of Job, one of the oldest stories in **literature**.

We don't know the name of the **scribe** who first wrote the story down, about 3,000 years ago, or the names of the previous poets and storytellers who passed it along by memory, but we do know that each person's experience of personal suffering enriched the story's timeless **theme**.

The righteous Job is happy, prosperous. Then, suddenly his world collapses. His oxen and camels are robbed, his sheep are consumed by fire, and his family is destroyed. Job despairs...

Why did I not die when I came out of my mother's womb? Why is life given to men who find it so bitter?

—Job 3:11

Job asks God many more difficult questions—questions about the meaning of human existence, including the most difficult one of all:

If a man dies, can he live again?

—Job 14:12

In at least one sense, we know the answer to that question—because we are still reading the Book of Job, giving life again and again to the storytellers, and recalling their ancient **civilizations** and woes.

A civilization is, by definition, a very complex society. In historical terms, it is a very new idea. Scientists believe that humans biologically like ourselves appeared about 100,000 years ago, but not until people learned to grow their own food could civilization begin to develop. This process first started around 12,000 years ago in the Near East.

A more reliable food supply enabled people to settle for longer periods in one place. Because fewer workers could now produce more food, others were free to work as **artisans** or **priests**.

By 7000 B.C., people began fashioning ornaments from **copper** and gradually added small tools to their repertoire. By 4000 B.C. smiths were adding other elements like arsenic to make an alloy—**bronze**—that is harder than pure copper. Tin later became the standard additive to make true bronze.

Ancient peoples regarded the metalworking process with awe.

> *There are mines for silver and places where men refine gold; where **iron** is won from the earth and copper **smelted** from the ore; Man sets his hand to the granite rock and lays bare the roots of the mountain.*
>
> —Job 28:1

Two important organizing elements of civilization—cities and writing—appeared at somewhat different times in the world's great river valley civilizations: around 3500 B.C. in Mesopotamia and Egypt, 2500 B.C. in India, and 1700 B.C. in China.

The first cities often developed around **temples**, which served as the focus of community loyalty and the symbol of social unity.

> CHRISTOPHER MEDWIN EDENS
> The question is why did this process happen? What was the attraction to temples as such? One of the attractions, I think obviously, is that they were places to **worship** gods and to try to maintain a connection with the cosmos. Another important thing though is on the social side of what temples were about in Mesopotamia. Temples were not just the place to go and worship gods; they were also places of enormous economic activity. The temples themselves controlled plots of land and were farming it and were producing a surplus for themselves, and also a surplus they could trade off or give to people in those cities. They maintained craftsmen who made things both for the gods and for trade with the other people, and they acted as almost like a cushion against natural disasters or famines where the food that they had stored in the temples could be passed out to people in times of famine.

Early cities were home not just to the priests of the temples, but also to multitudes of scribes, administrators, artisans, tradesmen, and farmers. **Urban** life enhanced the division of society into classes.

Most **archaeologists** and **historians** think that priests were the earliest ruling class. Priests were the guardians of spoken literature—**legends**, poems, **dramas**, and **hymns** handed down by mouth and memorized. The Book of Job is an example. The spoken form dominated literature for thousands of years—long after writing was developed.

Writing probably had its beginnings in economic accounting, not in literature. **Seals** for **stamping** clay dockets appeared in the Near East as early as 5500 B.C.

Priests and scribes, who were in charge of the community's food supplies, used the seals to keep track of their temples' **inventories**. Seals were the forerunners of the first written languages, which were made of simple **pictographs**. The pictures stood for objects, such as "bird," or ideas, such as "to see."

Hieroglyphics evolved next. In these more complex pictographs, some pictures stood for objects and ideas, while others represented sounds or syllables.

From pictures that represented sounds, scribes gradually created more abstract symbols—letters, the basis of our modern **alphabets**.

The first advanced civilizations—with both writing and cities—appeared about 3500 B.C. in Mesopotamia, "the land between the rivers"—what we know today as Iraq.

The waters of the Tigris and Euphrates rivers—and a complex system of **irrigation**—turned the region into the most advanced portion of what historians call the Fertile Crescent, "the cradle of civilization."

The Mesopotamian **city-states** had massive fortifications to protect them from invaders; professional armies; codes of law; **calendars**; a knowledge of basic mathematics; and one of the earliest known writing systems.

Scholars call this writing found in Sumer **cuneiform**, or wedge-shaped, writing. The shapes were formed by pressing a sharp reed into wet clay.

The first known law code was written down in the city-state of Ur around 2100 B.C. About 600 years later came the famous code of Hammurabi the Great, ruler of the city-state Babylon.

The first written literature also appeared in Mesopotamia, introducing themes and forms still used by writers today. Ancient writers celebrated their cities' gods or praised the great deeds of their rulers. Here, an unknown Sumerian poet gives voice to Enki, the god of wisdom, as he recites his impressive credentials:

> *My father, the king of heaven and earth...*
> *My ancestor, the king of all the lands,*
> *Gathered together all the divine laws, and placed them in my hand.*
>
> —**anonymous** Sumerian (2300 B.C.)

Sumeria also produced one of the earliest known **epics**, or long **hero** poems, the *Epic of Gilgamesh*, which historians believe was first written down around 1800 B.C. Like other epics, it is a collection of ancient stories of a hero-king. Gilgamesh faces many life-and-death challenges, including a great flood like the biblical flood.

ROBERT PINSKY

Before the **technology** of the digital computer, before the technology of video, the technology of audio, before the technology of books printed, before the technology of writing, even before the technology of making scratches in the dirt or on rock, human beings made a technology out of their own body, a technology of the sounds of words, of music, of rhythmic chanting. It was a technology like others used to preserve information and to transmit the information horizontally to people that were helping us and that we helped, and also vertically to get information from those who lived before us, and to pass information on to our young and to those not yet born. Poetry is a very ancient technology.

Early civilizations were vulnerable, not only to natural disasters like floods and droughts, but to human **invasions**. Civilizations that developed in river valleys could use the surrounding mountains as natural defenses against the tribes of **nomads** who roamed the world's great plains.

However, periodically, the nomadic tribes would sweep down on the cities and overwhelm their defenses. Usually, the invaders settled down and fused their tribal **traditions** with the more advanced societies they had come to dominate, forming new versions of the traditional **cultures**—which lasted until more waves of invaders arrived to repeat the pattern, a familiar one in history.

While city-states were facing these challenges in Mesopotamia, a highly stable civilization was developing along the Nile River in north Africa. Nourished by the Nile, protected by mountains and formidable deserts, and located in the hub of the world's oldest **trade routes**, Egypt had a 3,000-year history as one of the great powers of the ancient world.

Religious ideas that promoted hard work in this world and **immortality** in the next, served Egypt's economy well and stimulated the science of **embalming** and the construction of **pyramids**. These giant tombs immortalized Egypt's rulers, or pharaohs, who were worshiped like gods.

Their strong work ethic helped the ancient Egyptians accomplish astounding feats of **engineering**, requiring thousands of workers over long periods of time. They also learned to use the annual flooding of the Nile to irrigate the desert and support a vast system of farms.

They ventured forth onto the neighboring seas, in search of trading partners, and made significant advances in astronomy and writing. In addition to hieroglyphics, Egyptian scribes developed **hieratic writing**—an easier, less formal script that was used for business.

Egyptians even made the first writing paper—out of **papyrus**, a plant that grew along the Nile—and developed a large collection of **scrolls** 4,000 years ago.

Because priests controlled learning and trained the scribes, most ancient Egyptian literature was religious. The Egyptian Book of the Dead, or Bar-Thodol, is just one surviving example. It is a guidebook for the soul in the afterlife.

Fortunately for us, Egyptian writers also took delight in describing their own world. One story, found on papyrus scrolls in a pyramid, tells of a shipwrecked sailor. It may be the earliest prototype for tales about characters like Sinbad, Odysseus, and Robinson Crusoe.

> *A storm burst while we were yet at sea.... We flew before the wind which made waves eight cubits high. Then the ship perished and of them that were in it not one survived. I was cast onto an island by a wave of the sea.*
>
> —anonymous Egyptian (2000 B.C.)

Ancient Egyptian literature also included **lyrical** poems, often about love.

ROBERT PINSKY

An anonymous Egyptian poet used poetry—the rhythms and the images—to treat the subject with sexual attraction.

> *The love of my beloved leaps on the bank of the stream.*
> *A crocodile lies in the shadows,*
> *Yet I go down into the water, and breast the wave.*
> *My courage is high on the stream,*
> *And the water is like land to my feet.*
> *It is her love that makes me strong.*
> *She is a book of spells to me.*
>
> —anonymous Egyptian (c. 1320–1070 B.C.)

Egypt traded with Mesopotamia, and Mesopotamia traded with another ancient farming civilization, found in the Indus River Valley.

The Harappan civilization was notable for its impressively engineered and well-planned cities, especially Mohenjo-daro and Harappa.

CHRISTOPHER MEDWIN EDENS

With the Harappans, we're talking about the Indus Valley at around 2500 B.C. where we've got very large cities frequently divided into two sections, walls around each section. One section is public architecture, perhaps temples, palaces, and so forth built up on platforms—very, very visible and prominent. The other section being residential where you've got regular grids of streets, you've got regular layouts of houses, often following only a couple of different patterns of floor plans.

For unknown reasons, Harappan civilization began to decline around 2000 B.C., and was virtually gone when nomadic Indo-European tribes, called Aryans, invaded the Indus Valley. When the Aryans finally established peace with the native Dravidians, a different kind of society developed in the Indus Valley, one marked by a rigid **caste** system.

Unlike the Harappans, the Aryans had no written language. Their traditions, called Vedas, or Songs of Spiritual Knowledge, are **mystic** hymns primarily in praise of the Aryan gods. They are the earliest **sacred texts** of **Hinduism**, one of the world's oldest religions.

> *Heaven and Earth bow before him, the mountains are in fear for his might; who is known as the soma-drinker, with thunderbolt on his arm, with thunderbolt in his hand—he, O men, is Indra.*
>
> "Song to Indra" from the Rigveda

For hundreds of years the Vedas were transmitted by word of mouth. Finally, a written form of the Aryan language, Sanskrit, was developed by 300 B.C., and the Vedas were transcribed.

In ancient China, two great river valleys became home to farmers, but true civilization did not arrive until the Shang dynasty organized its great civilization along the Huang He—or Yellow River—about the same time the Aryans invaded India.

CHRISTOPHER MEDWIN EDENS

We know that the Shang civilization was highly structured by kinship, that is people were connected by descent, and that their politics and their religion and political authority tended to flow along those lines,

which actually is important for understanding the origins of their writing system because one of the things the Shang king did—and also priests or shamans did—was to ask the advice of ancestors to guide them in present-day problems. And what they would do is take the scapula, or shoulder bone, of a cow or the shell of a turtle and heat it and that produced cracks, which they could then interpret as being the answers from ancestors. And once they had the answers, they started to write the answers, the interpretation of these cracks onto the scapula or to the tortoise shell, which is what archaeologists now call oracle bones.

Using this complex system of notation, revered Chinese writers kept government records and created a literature that included lyrical love poems, poems memorializing the dead, and serious works of **philosophy**.

Perhaps the most ancient of Chinese writings still in use today is the *I Ching*, or *Book of Changes*, a work of philosophic and mystical speculations used, like the oracle bones, to divine the future. At its core is the idea that two opposite but complementary forces—called yin and yang—interact and bring harmony to the constantly changing universe.

Agricultural civilizations also flourished in the Americas in ancient times. Corn was cultivated in Mexico as early as 5000 B.C., and cotton in Peru by 3000 B.C.

CHRISTOPHER MEDWIN EDENS
The Olmec are a people who lived near the Gulf of Mexico in eastern Mexico, starting around 1500 B.C. and continuing on to about 500 B.C., who are probably the first in this area of the New World to have created, in essence, a complex society or perhaps even an incipient state. We know this because they were building large platforms, one of them being a quarter of a mile wide and half a mile long. It is a truly immense thing that must have involved the **labor** of lots of people being organized by some authority. They were also creating an art style, which is best expressed in immense heads made of stone being brought from as much as 50 miles away and perhaps carved to represent the faces of individual people as opposed to some standard ideal.

Like other ancient peoples of South America, the Olmecs did not use bronze. They used copper, gold, silver, and other metals for decoration, not for tools and weapons. Still, they developed temple cities, trade networks, and a complex society ruled by priest-kings.

The Olmecs also developed a calendar system, which, like their religion, spread throughout central America.

The great Maya civilization inherited many elements from the Olmecs. The Maya improved the Olmec calendar and developed hieroglyphic writing. Their civilization flourished for over a thousand years.

The Maya and other central American civilizations were connected by trading networks to the silver and turquoise mines of New Mexico, the rich fishing grounds of the Caribbean, and the gold mines of Colombia.

Organized societies in Africa, Europe, and Asia were also connected by trade. Several **crossroads** civilizations rose to power through trade as well as conquest. Among the most advanced of these was the Minoan civilization, a seafaring culture on the island of Crete. Scholars consider it the first European civilization.

Minoan rulers built elaborate palaces, whose walls were decorated with brightly colored frescoes. The most famous ones show acrobatic young Minoan men and women trying to leap and tumble over the back of a charging bull!

The Minoans also developed an early script.

CHRISTOPHER MEDWIN EDENS
The importance of this idea is that you've got one sound, one syllable. Instead of having 70 or 90 symbols to remember you've got maybe 30 or 25, and therefore more people can learn it, and more people can use it.

The Minoan civilization ended quickly and mysteriously around 1450 B.C., perhaps from outside attack or maybe civil revolt, leaving the great palaces.

Meanwhile, Middle Eastern peoples, such as the Phoenicians and the Hebrews, were also developing scripts.

The Phoenicians built the most advanced ships of the ancient world. They traded and built **colonies** throughout the Mediterranean Sea and even down the west coast of Africa.

For business and other purposes they developed an alphabet that had 30 letters, all consonants. The letters represented individual sounds. This made writing far more flexible, expressive, and easy to learn.

With alphabets, more people in these early societies could learn to write and read, and they too could finally express the same abstract ideas they could speak.

Around 900 B.C. the Phoenicians began to establish colonies in many parts of the Mediterranean, in order to promote their trading interests. The colonists took with them their newly devised system of alphabetic writing.

The Greek cities soon followed suit, and by 700 B.C. had established a network of colonies and trade that rivaled the Phoenician effort. **Linguists** believe the Greeks adapted the Phoenician alphabet, and added new symbols to represent vowels.

With this new script, the Greeks began—around 850 B.C.—to write down their spoken traditions. Two of the early Greek writers, Homer and Hesiod, remain among the most influential writers in world literature.

Homer, who according to tradition was blind, is credited with writing two of the world's greatest epics, the *Iliad* and the *Odyssey*.

The *Iliad* tells of an incident in the Trojan War, which had taken place centuries earlier, when Greeks expanded across the Aegean. The *Odyssey* **chronicles** the adventures of one of the Greek heroes, Odysseus, as he returns home from that war.

Homer is known for his striking **similes**—or extended comparisons. In this passage from the Iliad, he uses a simile to describe a fight between the Greek hero Achilles and Hector, hero of the Trojans.

> *As when a hawk in the mountains who moves lightest of all things that fly makes his effortless swoop for a trembling dove...so Achilles went straight for Hector in a fury.*
>
> *The Iliad*
> —Homer

To shock the listener into remembering his images, Homer often compared quiet, everyday scenes to warlike ones. So his similes give us hundreds of glimpses into ordinary Greek life.

ROBERT PINSKY

> *Seizing the olive pole, they drove its sharpened end into the Cyclope's eye while I used my weight from above to twist it home like a man boring a ship's timber with a drill, which his mates below him twirl with the strap they hold at either end so that it spins continuously. In much the same way, we handled our pole with its red-hot point and twisted it in his eye till the blood boiled up 'round the burning wood.*
>
> *Odyssey*
> —Homer

The second important early Greek poet was Hesiod. His *Theogony* was the first written record of the Greek myths. In his poem *Works and Days*, Hesiod recounted the Greek idea of the ages of human history. His poem starts by telling of a long ago happy golden age; but it continues all the way to the Age of Iron, a much more brutal time.

> *The Spirit of Envy, with grim face and screaming voice, who delights*
> *in evil, will be the constant companion of wretched humanity.*
>
> *Works and Days*
> —Hesiod

Alphabets made it easier to spread the most sacred ideas of the world's religions.

The Hebrews used their alphabet to develop and preserve **monotheism**, the belief in one god, whom they called Yahweh, and to record the history and spoken traditions of their faith, **Judaism**.

The story of Job belonged to Judaism's spoken tradition. This moving example of ancient Hebrew poetry is now part of the Old Testament.

Like Job, great philosophers and religious teachers around the world would ponder humanity's most profound and eternal questions in the next centuries.

From the Middle East to India and from Persia to China, they would write down their insights, thus forming the moral and **ethical** codes that are the foundations of our civilization.

They and other writers would also perfect the forms that are still the basis of our literature: epics, lyrical poems, legends, and dramas. Job's drama ends with God's humbling answers to Job's questions.

> *I will ask questions, and you shall answer.*
> *Where were you when I laid the earth's foundations?*
>
> *Who watched over the birth of the sea, when it burst in flood from the womb?*
>
> *In all your life have you ever called up the dawn or shown the morning its place?*
>
> *Have the gates of death been revealed to you?*
> —Job 38:3, 8, 12, 17

Questions like these would continue to perplex and inspire writers for many civilizations to come.

Consultants for the Series

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Professor, author, commentator, editor, lecturer

- Primary fields of study: nineteenth-century British literature and popular culture; literature of the American south; American literature
- Published in: *The Hudson Review*; *The Philadelphia Inquirer*; *PMLA Forum; The Georgia Review; Victorian Studies*
- Notable achievements: founding editor, *Northeast Corridor*

Christopher Medwin Edens, B.A., Ph.D.

Archaeologist, professor, researcher

- Primary fields of study: evolution of complex societies; political economy of pre-modern states; center-periphery relations; archaeology of western Asia; lithic technologies
- Recent research: Tell Billa excavation in northern Iraq; lithic analysis for the Hacinebi Tepe (Turkey) project; investigation of Bronze Age in highland Yemen
- Published in: *Journal of World Prehistory*; *Anatolica*; *Arabian Archaeology and Epigraphy*; *Archaeological News; American Anthropologist*
- Notable achievements: Robert H. Dyson Post-Doctoral Fellow in Near Eastern Archaeology; American Research Institute in Turkey/National Endowment for the Humanities grant recipient; consultant to new Saudi Arabian National Museum project in Riyadh

Edward Peters, B.A., M.A., Ph.D.

Professor, author, editor, reviewer

- Primary fields of study: early European history; church history; legal history; intellectual and political history; cultural history
- Author of: *Torture* (1985, rev. 1996); *Inquisition* (1989); numerous books and articles
- Notable achievements: general editor, *The Middle Ages* series (University of Pennsylvania Press); ACLS Fellow; Guggenheim Fellow; fellow, Royal Historical Society; fellow, Medieval Society of America; curator, Henry C. Lea Library

Robert Pinsky, B.A., M.A., Ph.D.

Poet, professor, lecturer, reviewer, editor

- Author of: *History of My Heart* (1984); *Poetry and the World* (1988); *The Inferno of Dante* (1995); *The Figured Wheel: New and Collected Poems 1966-1996* (1995); many other titles
- Published in: *Antaeus; The New Yorker*; *The Paris Review*; *The Norton Anthology of Modern Poetry*; *The Atlantic*; *The New York Times Book Review*
- Notable achievements: Poet Laureate of the United States; poetry editor, *Slate* (an Internet magazine); poetry editor, *The New Republic*; Pulitzer Prize in Poetry nominee; Lenore Marshall Award winner; Ambassador Book Award winner; William Carlos Williams Award winner; Woodrow Wilson, Fulbright, N.E.H., N.E.A., and Guggenheim Fellowships

Rosalind Remer, B.A., M.A., Ph.D.

Professor, reviewer, lecturer, educational consultant

- Primary fields of study: eighteenth-century American economic and business history/history of the book; social, cultural, and economic history of colonial and revolutionary America and the early republic
- Author of: *Printers and Men of Capital: The Philadelphia Book Trade in the New Republic* (1996)
- Published in: *Pennsylvania Magazine of History and Biography*; *Journal of the Early Republic*; *Business and Economic History*; *William and Mary Quarterly*
- Notable achievements: director of programs and planning, National Constitution Center; many awards and fellowships, including an Andrew W. Mellon Foundation research fellowship

Irene Bald Romano, B.A., Ph.D.

Archaeologist, museum and educational consultant, professor, lecturer

- Primary field of study: classical archaeology
- Archaeological excavations: Gordion (Turkey), Corinth (Greece), Pollentia (Alcudia, Mallorca), Deya (Mallorca)
- Co-author of: *Catalogue of the Classical Collections of the Glencairn Museum* (1998)
- Published in: *Expedition; Hesperia; The Coroplast's Art: Greek Terracottas of the Hellenistic World*
- Awards and grants: University of Pennsylvania Research Foundation Award; American Philosophical Society grant; National Endowment for the Humanities grant

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HISTORY THROUGH LITERATURE

Civilization and Writing (CL949-1CV)
Philosophy and Government: The World in Greek Times (CL949-2CV)
Empires of Heaven and Earth: The World in Roman Times (CL949-3CV)
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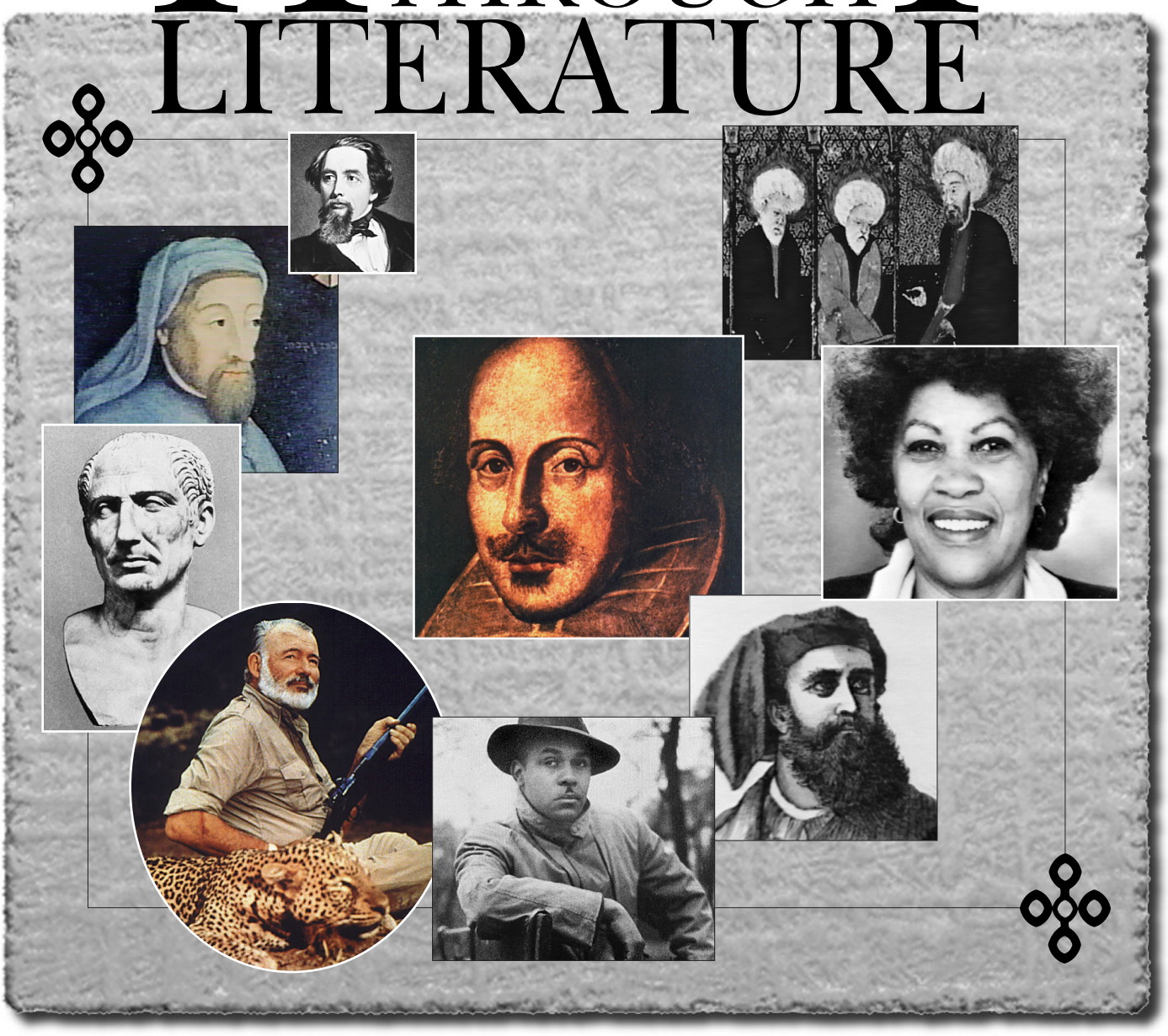
HISTORY THROUGH LITERATURE



Philosophy and Government: The World in Greek Times

CL949-2CV

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THE MOST COMPLETE SOURCE FOR CURRICULUM-ORIENTED A-V MATERIALS

History through Literature
Philosophy and Government: The World in Greek Times

Program #CL949-2CV ***Running Time—24:53***

Table of Contents

Intended for students in junior high school and above. This program is closed captioned.

(1-800-253-2788)

Summary

Philosophy and Government: The World in Greek Times is part of a 12-video *History through Literature* series that examines the connections between historical events and the literary figures and works of each era. Other titles in this series are listed on the back of this Teacher's Guide.

The opening scene of *Philosophy and Government: The World in Greek Times* takes place in 399 B.C. The philosopher Socrates, having been accused of not recognizing the city's god and of corrupting the youth of Athens, is forced to kill himself by drinking poison. The events of his trial, imprisonment, and death are recorded by his pupil, Plato. Plato and *his* student, Aristotle, formulated the ideas of humanism and government that are the foundations of western civilization.

Greek humanism was concerned with people, rather than the fates or the gods, and with human freedom and personal responsibility. The Greek humanists believed that the senses were the most reliable source of human knowledge and that government existed not to honor a ruler or even a god, but to benefit its citizens.

The program shows how these ideas and other great philosophical ideas worldwide emerged with the development of alphabets. Alphabets were used not only to write down the myths and traditions of Hinduism, Judaism, and other ancient faiths, but, eventually, to make those belief systems more personal by emphasizing human ethics. The program then surveys the lives and works of some of the great ethical masters who rose during the seventh and sixth centuries B.C. Among these were Lao-Tzu and Confucius in China, Siddhartha Gautama—the Buddha—in India, the Old Testament prophets in Jewish Babylonia, Zoroaster in Persia, and Thales, Aesop, and Pythagoras in Greece.

The empire of the Medes and Persians, who conquered Babylon in 536, soon extended from Egypt to India. The program relates how this great empire, one of the mightiest in world history, was defeated by the tiny, independent city-states of Greece. At the same time, Greeks in southern Italy defeated the great western Mediterranean power, Carthage. These almost miraculous victories marked the beginning of Greece's "Golden Age."

The program presents some of the magnificent achievements of this age in art, architecture, government, and literature. Democracy was the age's greatest political achievement. The program briefly alludes to the limitations of Greek democracy and describes the antidemocratic factions in Greek society and literature. Important conservative writers included the great dramatists Aeschylus, Sophocles, and Aristophanes. The program explains the role of literary conservatives, whose livelihoods depended on the Greek festivals of sacred drama, in accusing and condemning Socrates, who doubted the physical existence of the ancient Greek gods, and his friend Euripides, whose plays criticized the state and even dared to challenge the basic Greek institutions of slavery and warfare.

Another group of philosophers, materialists—which later included Aristotle—also threatened the conservative oligarchy. Their emphasis on objective knowledge obtained through the senses was the foundation of both science and historical scholarship. The program then returns to Plato and Aristotle, contrasting their world views.

The career and conquests of Alexander the Great, a pupil of Aristotle, expanded Greek power to its greatest height. The program describes not only those conquests but also the far-flung Hellenistic, or Greek-influenced, cultures that resulted. One new Greek city, Alexandria, Egypt, became the scholarly center of the world in late Greek times.

The program ends with a look forward to the Roman conquest of Greece in 192 B.C., when, as Horace put it, "conquered Greece took captive her barbarous conqueror." Greek would continue to be the language of scholarship throughout the Roman period.

Intended Audience

This program is designed for students in junior high school and above.

Presenting the Program

To prepare a lesson plan to accompany the presentation of this program, review the suggestions outlined below. You will find all of the sections mentioned in the Table of Contents of this Teacher's Guide.

1. Familiarize yourself with the video and the sections of this Teacher's Guide.
2. Introduce students to the video, using one or more of the Pre-Viewing Suggestions to relate the upcoming information to what they already know. As a final activity, it may be helpful to introduce new names and vocabulary words—especially those with difficult spelling and pronunciation—by using the chalkboard or overhead projector.
3. Have the students watch the video in its entirety and without interruption.
4. Check for understanding by discussing and reviewing the information, vocabulary words, and concepts presented in the video by using the History and/or Literature Post-Viewing Suggestions, including the H.O.T. Topics (Higher Order Thinking), which delve into many related subjects and concepts.
5. If time permits, have students watch the program a second time, pausing at points of interest for discussion.
6. As guided independent practice, choose and assign some of the In-Depth Research suggestions.

Learning Objectives

After watching this program and taking part in the suggested discussions and activities, students will be able to:

- List some important events that happened in world history during the time of the ancient Greeks, between 800 and 200 B.C. (see History in the Program);
- List some authors who lived and wrote between 800 and 200 B.C. (see Literature in the Program);
- Define humanism and contrast it with more ancient beliefs in the gods or fates;
- Describe how humanism led to new views of science and government;
- Identify two great Chinese masters of the sixth century B.C., Lao-Tzu and Confucius, and compare their world views;
- Identify an Indian master, Siddhartha Gautama—the Buddha—and describe his world view;
- Identify Zoroaster, a Persian sage, and describe some of his beliefs;
- Locate the ancient trade routes along which ideas and goods traveled;
- Describe the market economy of the ancient Greek world;
- Describe the purpose and conventions of Greek drama;
- Describe the expansion of Persia and Carthage and the role of Greece in checking those expansions;
- Identify major literary forms used in Greek times, including epics, dialogues, lyric poems, tragedies, comedies, and historical, scientific, and political prose; and
- Describe Alexander the Great's conquests and their effects in dispersing Greek culture.

History in the Program

The following events and trends from world history are specifically mentioned in the program's narration. They are listed below in roughly the order that they occurred in history. More events are outlined in the Chronology of History Chart: The World in Greek Times (page 14).

Writing down of Hindu and Jewish religious traditions
Spread of feudalism under the Zhou dynasty (China)
Formation of Daoism and Confucianism (China)
Formation of tribal kingdoms and monarchies (India)
Foundation and early spread of Buddhism
Invasion of Babylon by Medes and Persians
Persian imperial adoption of Zoroastrianism
Persian conquests of Phoenicians
Phoenician shift of power to Carthage
Development of classical market economy
Rise of Greek city-states
Foundation of Olympic games and sacred dramas
Conquests of Greek territory by Medes and Persians
Invasion of Greece by Persians
Battles of Marathon, Thermopylae, Salamis, and Platea
Defeat of Carthage by western Greeks
Development of democratic institutions in Athens and other city-states
Peloponnesian Wars
Trial and execution of Socrates
Founding of schools by Plato and Aristotle
Conquests of Alexander the Great
Founding of Alexandria
Roman defeat of Carthage and Greece

Literature in the Program

The following authors and works of literature are specifically mentioned in the program's narration. The works are listed in roughly the order in which they are cited. More authors and works are listed in the Chronology of Literature Chart: The World in Greek Times (page 15).

Socrates
Plato, *Apology, Crito, Phaedo*
Aristotle
Lao-Tzu, *Tao Te Ching*
Confucius, *The Great Learning*
Buddha, "The Eightfold Path"
Zarathustra, Zend-Avesta
Homer, *Iliad* and *Odyssey*
Hesiod, *Theogony*
Thales of Miletus
Aesop, Aesop's *Fables*
Pythagoras
Sappho, fragment from a love poem
Herodotus, *Histories*
Aeschylus, *Agamemnon*
Sophocles, *Oedipus Rex*
Aristophanes, *The Clouds*
Euripides, *Trojan Women*
Thucydides, *The Peloponnesian Wars*
Aristotle, *Ethics*
Euclid, *The Elements*
Archimedes
Horace

Key Words and Concepts

Most of these vocabulary words are in the Transcript, where they appear in bold type the first time they are used.

Brahman	democracy	Hinduism	meditate	sage
Buddhism	disciple	historian	moral	secular
bureaucracies	dramatist	humanism	nomadic	slaves
caste	empire	ideal	oligarchy	Socratic method
chariot	epic	invasion	Olympic	thought
chorus	ethics	Judaism	philosopher	trade route
city-state	executive	judicial	physics	tragedy
civilization	fable	last judgment	Platonism	university
colony	festival	legislative	priest	virtue
comedy	feudal	lyrical	prophet	Zoroastrianism
culture	geometry	master	reason	
Daoism	heroes	materialism	sacred	

Pre-Viewing Suggestions

DISCUSSION: LINKING PARTS OF THE SERIES

If you are showing this program in chronological order with the other programs in the *History through Literature* series, or if you want to provide background for students who may have missed the previous program, lead this review and discussion.

1. Inform students that this program, *Philosophy and Government: The World in Greek Times*, is the second in a 12-part series on history through literature. The series explores how literature and history have affected each other over thousands of years. Remind students that they have already seen the program *Civilization and Writing*, which showed how writing helped make human civilization possible.
2. Ask students to remember the relationship between settled and nomadic societies in ancient times. They should recall the pattern: settled societies were invaded by nomads, who settled down, intermarried, and fused their culture with that of the civilization that they conquered. In time, this new civilization was itself invaded by nomads. In other words, Eurasian civilizations have received repeated fresh infusions from nomadic cultures. Ask students to watch for examples of this pattern repeating itself in the program they are about to watch.
3. Using a map or globe, review the patterns of history in terms of geography. Locate the great river valleys and the mountains that protected them. Show students the great plains and grasslands that generally lie on the other side of mountains and ask students to reason what kinds of people lived on these plains. [nomadic herders] Locate key mountain passes. Based on the insights gained from this map study, ask students to predict where decisive battles would be fought by future civilizations.
4. Review the technological advances of ancient times, especially the progression from copper to bronze to iron tools. Inform students that, once iron came into use, a basic economy developed that lasted until the late Middle Ages. Have students pay attention to the maps and visuals in the program for evidence of how this economy evolved during the centuries that followed.
5. Ask students to identify the characteristics of an empire [strong central government, royal bureaucracies, professional armies] and to name some of the empires of ancient Mesopotamia. [Sumeria, Assyria, Babylon] From the pattern of history discussed above, ask students to predict what would happen to the Babylonian Empire. [Students should predict that it would be destroyed by a nomadic invasion.]

6. Ask students to recall two rival seafaring "crossroads cultures" who helped develop not only the Mediterranean trade routes, but also alphabets. [Phoenicians and Greeks] Review the names of two ancient Greek poets and their achievements. [Homer wrote the *Odyssey* and *Iliad*, two great epics about the Trojan War and its aftermath; Hesiod wrote down *Theogony*, which included the myths of the Greek gods.] Inform students that the program they are about to watch will focus on the Greeks and the writers who followed Hesiod and Homer. But ask students also to watch for what happened to the Phoenicians in the next few centuries. Students should also note the variety of philosophical developments in China and India and the conditions that encouraged them.

DISCUSSION: INTRODUCING THE PROGRAM AND ITS KEY WORDS AND CONCEPTS

1. Introduce the title *Philosophy and Government* and have students speculate on the meaning of its terms. Have students try to define philosophy and list as many different philosophies as they can. Help them by starting with various religions. Be sure they identify humanism as a school of philosophy. Then have students identify various forms of government, especially democracy, and discuss which philosophical outlook might best support each type of government. Ask them to look for these links in the societies shown in the program.
2. Introduce the Key Words and Concepts and ask students to define the words they know, looking up unfamiliar words in a dictionary. Have students listen for the terms as they watch the program.

Post-Viewing Suggestions

CONTENT QUESTIONS: HISTORY

1. In what year did the trial and execution of Socrates take place? [399 B.C.] Why was he condemned to death? [for questioning the existence of Athen's gods and corrupting the city's youth] His trial and death really represented a power struggle between what two factions in ancient Greece? [free-thinking humanists, who could be characterized as liberals, and religious conservatives or oligarchs, who sought to maintain their power in the status quo]
2. What general type of local government prevailed in China during the Zhou dynasty? [feudalism] What philosophies emerged at this time? [Confucianism, Daoism]
3. How was India ruled during the period between 1000 and 500 B.C.? [by a number of small kingdoms, some with tribal government and some ruled by monarchs] When one kingdom overcame another, a great deal of violence was used. What religion that recommended practicing compassion and nonviolence while limiting desires developed in India about 550 B.C? [Buddhism]
4. Name at least three empires or civilizations that were conquered by the Persians by 500 B.C. [Babylonian Empire, Jewish and Phoenician states in Palestine, Egyptian Empire]
5. What African port city-state became the center of Phoenician power after the fall of Tyre? [Carthage]
6. What events took place between 490 and 480 B.C. that assured Greece's place in history? [the defeat of the Persians at Marathon, Thermopylae, Salamis, and Platea and the defeat of the Carthaginians at Syracuse]
7. What is the most important political legacy of the Greek Golden Age? [democracy]
8. Name some major cities of ancient Greece. [Athens, Sparta, Corinth, Thebes] Why did Greek warring cease every four years? [to honor Zeus and other gods at the Olympic games]
9. What were the two major political factions in ancient Greece and what classes did they represent? [The oligarchs included the old landed nobility and the priests; the demos prevailed among the merchants and other freemen.]

10. Who is known at the father of history? [Herodotus] What did he chronicle? [the Persian Wars and the history of Athens and Sparta]
11. What semi-legendary young ruler extended Greek rule and influence from Egypt to India? [Alexander the Great] What famous city did he found and endow with a library and university? [Alexandria, Egypt]
12. Who conquered the Greeks in 192 B.C.? [the Romans]

H.O.T. TOPICS: HISTORY

The following Higher Order Thinking questions should be presented in order to achieve maximum effectiveness. To jog students' memories and provide supporting details for general discussion, distribute copies of the Chronology of History Chart: The World in Greek Times (page 14).

1. *The Geography of Greece.* From the program's footage as well as its narration—and with the help of a map if necessary—ask students to remember how geography helped keep the Greeks from uniting. [Rugged mountains separated most of the city-states.] Using details recalled from the program, ask students to speculate on how Greece took advantage of this same geography during its wars with Persia. [Tell students that in order to invade Greece, the Persians had to use their navy and cross the Hellespont on a bridge of boats. In addition, the Persian advance could be halted by a much smaller army at one of Greece's many mountain passes. Greece's deep bays, including the one at Salamis, enabled the Greeks to trap the invading Persian fleet.] What defensive disadvantages did Greece's geography create? [Students should reason that the rugged mountains made it difficult to send soldiers overland and made it necessary to maintain fighting navies.] Ask students to make an educated guess as to how the Greeks sent important military and other messages from city to city. If necessary, tell them they will find a hint in the name of a famous battle. [Marathon]
2. *The Economy of the Classical World.* Remind students that the basic economy that was consolidated during Greek times lasted 2,000 years—until the end of the Middle Ages. What did Spain provide to this economy? [metals] What commodities came from North Africa? [wheat, wool] from the interior of Africa? [gold, salt] What kinds of goods came from the Middle East? [luxury goods] Ask students to name two hubs of Middle Eastern trade [Egypt, Mesopotamia] and to analyze why the Middle East became the supplier of luxury goods. [Students should recognize that the Middle Eastern civilizations were older, more advanced, and in touch by trade with China and India, where the luxury goods were produced.] Ask students to recall how geography benefited Greece in this economy. [Geography forced the Greeks to become skilled seamen. Their position in and control over the eastern Mediterranean placed the Greeks in the enviable position as middlemen between the raw materials and the luxury goods.] Refer interested students to In-Depth Research: Extra History Study, Question 2 for creative research on the everyday life of Greek merchants and other workers.
3. *Greek Democracy.* What are some political institutions today that are the legacy of Greek democracy? [the same laws for all classes; separation of government into legislative, political, and judicial branches; voting to elect political leaders; political parties] What were some of the limitations of Greek democracy? [Only citizens—who, by definition, were both free and male—could vote. Women, foreigners, and slaves had few rights.] Review the two major political factions during Greek times [wealthy landowners and the rest of the citizens] and ask students to determine which party would have been most likely to support (a) state sponsorship of the sacred rituals [oligarchs]; (b) extension of the vote to larger numbers of freemen ["the people"]; (c) promotion by merit rather than birth ["the people"]; (d) public relief in times of crises ["the people"]; and (e) stricter laws protecting property. [Either group— wealthy landowners would naturally support such laws; however, merchants owned property too!] Use these questions to compare Greek political factions with the major political parties today in both the United States and other nations. Have interested students research Greek politics.

CONTENT QUESTIONS: LITERATURE

1. When were the spoken traditions of Judaism, Hinduism, and other ancient religions first written down? [between 1000 and 500 B.C.]
2. Who wrote down the spoken teachings of the philosopher Socrates? [his pupil Plato]
3. What two great masters lived in China during the sixth century B.C.? [Lao-Tzu and Confucius] What were their respective philosophies called [Daoism and Confucianism]
4. What great master lived and taught in India during the sixth century B.C.? [Siddhartha Gautama, or the Buddha]
5. Name at least three important Greek philosophers. [Thales, Pythagoras, Socrates, Plato, Aristotle]
6. What form of Greek literature was written and performed at festivals for the gods? [dramas] Describe the form of a Greek play and the layout of the theater. [Most plays—both tragedies and comedies—were written in verse for two or three male actors and a 12- to 15-member chorus, which was often accompanied by a flute; the theater was a large outdoor semicircular amphitheater with stone steps and an altar behind the performance area.]
7. Name at least two Greek writers who wrote about historical events. [Students should mention Herodotus and Thucydides; however, they may also mention Plato, who wrote about the trial of Socrates, and Aeschylus, who wrote about the Persian invasion.]
8. What pupil of Socrates founded the world's first university? [Plato]
9. Name at least two Greek mathematicians or scientists. [Pythagoras, Euclid, Archimedes]
10. What language was used by scholars and other intellectuals during Roman times? [Greek]

H.O.T. TOPICS: LITERATURE

The following Higher Order Thinking questions should be presented in order to achieve maximum effectiveness. To jog students' memories and provide supporting details for general discussion, distribute copies of the Chronology of Literature Chart: The World in Greek Times (page 15).

1. *Literary Fusion*. Tell students the story of the Babylonian captivity of the Jews, explaining that many parts of the Bible's Old Testament, especially the books of the prophets, resulted from this captivity. What cultures would have had literary influences on these books? [Mesopotamian and Indian cultures, because of Babylon's location as a hub of trade] What religion was established by the invading Medes and Persians? [Zoroastrianism] What were some of the beliefs of this religion? [heaven and hell, angels, the last judgment] Remind students that, according to the program, these beliefs entered Judaism and, later, Christianity. Next, ask students to recall the dates of Lao-Tzu, Confucius, and the Buddha and the ancient trade routes over which their followers spread their ideas. From these facts, students should conclude that (a) Hinduism would have been more likely than Confucianism or Buddhism to influence the Jews at Babylon; (b) the teachings of Daoism, Confucianism, and Buddhism could have spread to Mesopotamia during Persian times and fused with the ideas of Zoroastrianism and older Mesopotamian religions; and (c) Socrates could have been influenced, though probably indirectly, by the teachings of Confucius and the Buddha. Remind students how Alexandria became a center of scholarship during later Greek times. What religion acquired Greek influences at Alexandria? [Judaism] From these facts, students should conclude that at Alexandria, Greek ideas also entered Egyptian, Carthaginian, and other cultures and religions. Because two more centuries had passed, the school at Alexandria would have been more likely to have absorbed Buddhist ideas than, say, Plato's university. Ask students what conclusions they might draw about today's religious literature, philosophy, and tradition.

2. *Greek Education.* Discuss how manuscripts and books were reproduced in Greek times. [by hand] What form did books use? [scrolls] Review evidence in the program that showed that the spoken literary tradition still prevailed. What works by Socrates still exist? [None. His teaching was by word of mouth.] What do we mean by "the Socratic method"? [teaching by asking students questions and getting them to think for themselves] Ask students to recall some of the master–pupil pairs mentioned in the program. [Socrates–Plato, Socrates–Crito, Plato–Aristotle, Aristotle–Alexander] By recalling these details, students should be able to reason that the spoken tradition flourished in the universities along with works on scrolls.
3. *Greek Drama.* Review details about Greek drama presented in the program. What was the original purpose of Greek drama? [It was part of sacred festivals in honor of the gods.] What served as the collective voice of conscience and authority in Greek plays? [the chorus] In Greek literary terms, what was a tragedy, and how and why did it end? [A tragedy was a play in which the hero fails because of the gods or fates or because of his own character faults.] Discuss why the latter type of tragedy was more "humanist." [Students should recall that human freedom to choose and responsibility were at the heart of humanist philosophy.] Discuss how the newer emphasis on humanism would naturally lead to more secular drama. [Students should note that once human choice directed the action, the gods were no longer necessary to the structure of the play.] Who would have supported this trend? [people who believed in human freedom and choice for all people] Who would have been offended, or even threatened, by it? [those who wrote the sacred dramas; also conservatives who had a stake in keeping their position of power by not giving people choices or by making them fear the gods]
4. *Another Look at the Hook.* Rethink the opening work of literature in the light of the previous discussion. Of what religious crime was Socrates accused? [denying the physical existence of Athen's gods] What groups brought these accusations against him, and what was their interest in the matter? [Poets, artisans, and rhetoricians, whose livelihoods depended on sacred dramas, were Socrates' chief accusers.] Using these insights, lead a general discussion on why humanism was a threat to the established order in Greek times and why humanist ideas still threaten many people today.
5. *Idealism versus Materialism.* Tell students that, according to Plato, truth, beauty, and other abstract ideas actually exist on the ideal plane and that the soul is capable of reaching that level. The highest good of man is to reach the ideal. (Students can see this illustrated in Raphael's *The Academy,* a painting in which Plato is pointing heavenward.) Remind students that Plato was a member of the oligarchic class. Lead a general discussion of why the Platonic ideal might appeal to the religious conservatives of ancient Greece. [Students should be able to reason that, under this philosophy, whatever group could define the ideal could create an unprovable, unmeasurable higher authority that people would innately follow.] Contrast this Platonic idealism with the materialist (later Aristotelian) point of view. According to both materialists—and to general humanists—what was the main source of human knowledge? [the human senses] (In Raphael's painting, Aristotle is pointing to the earth.) Discuss why materialism might seem threatening to the established religion. [Abstractions such as the ancient gods could not be directly reached by the senses.] Tell students that Platonic ideas influenced both Judaism and Christianity and that materialist ideas were the foundation of modern science. Discuss how these opposing points of view continue to be argued in our society today. Have students research Plato's reaction to Socrates' trial and death. Clearly, he was conflicted over the actions of the conservative ruling party. Have other students research how this conflict plays out in *The Republic*, as Plato tries to describe the perfect government.

DISCUSSION: LINKING PARTS OF THE SERIES

If you are showing this program in chronological order with the other programs in the *History through Literature* series, use this review and discussion to prepare students for the next program.

1. Compare the opening story in the previous program, the trial of Job, with the trial of Socrates. Who put Job on trial? [God and fate; bad things just happened to him.] Who put Socrates on trial? [his human enemies] Remind students that, like the story of Job, the story of Socrates is available to us only through literature. Why do we think of Job as a literary character and Socrates as a historical figure? [because Socrates' story was written down by an eyewitness, while Job's story was passed on by memory for many generations before it could be written down]
2. In what ancient literary form was Job's story told? [the sacred drama] What similar works of literature flourished among the ancient Greeks? [sacred dramas performed at festivals in honor of the gods] If some of your students read and reported on the Book of Job, ask them to compare the "hymn" sections of Job with the function of the chorus in the Greek drama. [Both provide the voices of conscience and authority.] Help students understand that the roots of Greek drama were of very ancient origin.
3. Remind students that, in Greece as well as Mesopotamia, early literature focused on the doings of the fates or the gods. Explain that a worldwide major philosophical change took place during Greek times: the shift to more humanist thinking—that is, to personal belief and ethics and a belief that, in some ways, people could control their destinies. Discuss how this new emphasis might strengthen as well as weaken traditional and official religions.
4. After the triumph of Rome, according to the Roman writer Horace, "conquered Greece took captive her barbarous conquerors." Discuss Horace's meaning—that Greek ideas continued to predominate—and ask students to predict if his statement was also politically and economically true. [Certainly not. From the program's description of Greece's key economic location, students should reason that Rome became much more wealthy and powerful by conquering Greece, especially since Greeks had spread their influence so far into Egypt and Asia.]

In-Depth Research

The following topics for further study will help students make connections between history and literature, between western and eastern history, and between the past and present. To provide key words for computer and library searches, distribute copies of the chronologies on pages 14 and 15.

EXTRA HISTORY STUDY

1. *The Archeological Record*. Assign individual students or teams to research and report on archeological excavations in the Persian Empire and in the Greek city-states. In their reports to the class, students should present examples of Greek art and architecture.
2. *Everyday Life.* Have students research and report on the everyday life of everyday people in ancient Greece, such as merchants, seamen, schoolchildren, shopkeepers, shipbuilders, and soldiers.
3. *Transportation during Greek Times.* Assign teams to research and report on the forms of transportation mentioned or shown in the program, including wheeled vehicles, horse-drawn chariots, and fighting ships. Assign individual students or teams to study different ancient vehicles. Reports to the class should include models and pictures, as well as information about the speed of travel.
4. *Bible History.* Many events mentioned in this program were recorded in the Bible's Old Testament and other documents. Have students or teams investigate empires, kingdoms, and historical events and sites mentioned in the Bible, compare those accounts with other contemporary records, and

prepare chronologies of Bible history in the centuries between 800 and 200 B.C. Note: some events of this time are recorded in the Apocrypha, the traditional Christian books that are part of the Roman Catholic and Orthodox—but not Protestant—bibles. Recent archaeological digs should provide much information. Encourage use of the Internet as an up-to-date resource for information about such digs and their finds.

EXTRA LITERATURE STUDY

1. *Old Testament Literature*. Assign individuals or teams to read the books of the major and minor Hebrew prophets from a literary point of view. Students should discover and read to the class not only passages of literary merit, but also parts that reveal telling details about the Babylonian captivity and return to Jerusalem. In their reports to the class, students should note passages that seem to reflect the influence of Mesopotamian thought.
2. *Greek History as Literature.* Assign students or teams to read and report on the Persian Wars through the eyes of (a) Herodotus; (b) Aeschylus; (c) Persian historians; and (d) today's historians. In their reports to the class, students should read out loud their favorite passages based on narrative merit. Students should also be prepared to identify sections that show obvious bias on the part of the historian.
3. *Greek Drama.* Assign individuals or students to read the works of Aeschylus, Sophocles, Aristophanes, and other Greek dramatists and report on them to the class. In their reports, students should select passages that they feel have particular literary merit for reading or acting out loud to the class. They should also (for tragedies) identify the "tragic flaw" upon which the plot turns.
4. *The Community of Learning.* Suggest that students research the connections between writers mentioned in this program and (a) other writers and thinkers of their own times; (b) writers in the generations before them; and (c) writers in later generations. Students may already have noted such connections in the program. For example, the program notes many teacher–pupil relationships.

Chronologies: Class Discussion and Extra Study

The chronologies of history and literature located on the following pages are designed both to summarize the era covered by the program and to motivate students to learn more about the era. Copy and distribute the chronologies to individual students or study groups. Use the pages for both in-class discussion and extra study assignments.

CHRONOLOGY OF HISTORY: THE LATE MIDDLE AGES

1. *Class Discussion: Drawing Conclusions.* Encourage students to restate key ideas and draw conclusions from details on the chart. The following are some conclusions they can draw.
   - During Greek times, Asia had stronger, more centralized governments than did Greece and the rest of Europe.
   - The Mayan civilization arose in central America at about the same time as the Greek civilization.
   - Technology grew gradually more complex during Greek times.
   - The Persian Empire conquered parts of Asia, Africa, India, and Europe.
   - Through Carthage, a Phoenician city-state, Greeks traded with people who lived in west Africa.
   - The Great Wall of China was built during Greek times.
2. *Extra Study: Researching and Reporting.* Ask students to research and report on events listed on the chart. You might want to assign one continent to each study group and have group members choose from events in their column. You might also assign each group a time period and have group members file reports from different continents.

CHRONOLOGY OF LITERATURE: THE LATE MIDDLE AGES

1. *Class Discussion: Drawing Conclusions.* Encourage students to restate key ideas and draw conclusions from details on the chart. The following are some conclusions they can draw.
   - Both spoken and written literary traditions flourished during Greek times.
   - In Greek times, writing was used for business records, laws, epics, poems, hymns, and works of philosophy.
   - Among the earliest writers whose names we know are the Hebrew prophets and the Greek poets Homer and Hesiod.
   - During Greek times the literate areas of the world were the Mediterranean, the Middle East, Egypt, India, and China.
   - Persian and Chinese literature also flourished during the Golden Age of Greece.
2. *Extra Study: Researching and Reporting.* Ask students to research and report on writers and literary works listed on the chart. You might want to assign one literary category to each study group and have group members choose from writers and works in their column. You might also assign each group a time period and have group members file reports about developments in different categories of literature.

Chronology of History Chart: The World in Greek Times

DATES	EUROPE	ASIA	AFRICA AND OCEANIA	AMERICAS
before 850 B.C.	Dorians move into Greece; iron-working known (Greece, Balkans, & Italy); Baltic amber trade begun	Greek Ionians settle on Aegean coast (Asia Minor)	22nd dynasty begins (Egypt); kingdom of Kush established; Phoenicians reach Morocco	Olmec-inspired temple complexes & tombs built (Mexico)
850–801 B.C.	Dorians conquer Corinth; Greeks settle in Thrace & Spain	Assyrians build city of Nimrud; reliable Chinese chronology begins	Phoenicians found Carthage; Theban kings rule Egypt	temple centers built (Chavín, Peru)
800–751 B.C.	first Olympic games held; Greeks elect first 10-year archons; Etruscans move into Italy; Rome founded	Greeks build Ephesus; Armenia [Urartu] has Golden Age; Feudal Age begins (China)	Theban kings rule Egypt	
750–701 B.C.	Greeks found colonies in southern Italy	Assyrians conquer Syria & Palestine; Lydians mint first coins; nomadic Scythians raid Middle East	Memphite & Ethiopian kings rule Egypt & build canal from Nile to sea	Maya temple complex built (Uaxactuún)
700–651 B.C.	Greeks build with Doric & Ionic columns & begin Acropolis (Athens); iron used in Danube region	Greeks found Byzantium; Persians conquer Elam; Lydia rules Anatolia; Mongols enter Japan	Assyrians occupy Egypt & bring iron; Taharka leads Egyptian revival	Olmec-inspired cultures flourish (La Venta & Monte Albán, Mexico)
650–601 B.C.	first state coins (Greece); Draco makes harsh laws (Athens)	Babylonians conquer Assyrian Empire & build Hanging Gardens	Jews & Greek merchants settle in Egypt; Babylonians invade Egypt	
600–551 B.C.	Solon reforms laws (Athens); Phoenicians colonize Corsica; iron reaches Spain & France	Nebuchadnezzar conquers Jerusalem & takes Jews to Babylon; Croesus is king in Lydia	Amasis II expands Egypt's trade with Greece; iron industry flourishes in Kush	
550–501 B.C.	Rome declared a republic; Cleisthenes brings more democracy to Athens; Greeks trade on Danube	Medes and Persians take Babylon & end Jewish captivity; Darius I founds Persian Empire	Persians conquer Egypt; Phoenicians shift center to Carthage & sail around Africa	Chupícuaro culture flourishes (western Mexico)
500–451 B.C.	Greeks defeat Persia & Carthage, begin Golden Age; Rome organizes anti-Etruscan Latin League	Greek Ionians revolt against Persia; Xerxes I & Artaxerxes rule Persia; Iron Age begins (China)	Egypt revolts against Persia & fights with Persia against Greece; Carthage rules north Africa coast	hieroglyphic writing developed (Monte Albán, Mexico)
450–401 B.C.	Pericles in power (Athens); Athens & Sparta fight Peloponnesian Wars; Celts invade British Isles	Darius II rules Persia; Jerusalem walls rebuilt; Age of Contending States begins (China)	ironworking known (Ethiopia)	
400–351 B.C.	wars between Greek city-states continue; Gauls sack Rome; first town built at London	Artaxerxes II & Darius III rule Persia; Chinese build northern defensive walls against nomadic attack	30th dynasty begins rule (Egypt); kingdom of Axum rises (Ethiopia)	
350–301 B.C.	Philip of Macedon rules Greece; Alexander comes to throne; Rome fights Samite War	Alexander conquers Palestine & Persia & invades India; Maurya dynasty founded (India)	Greeks conquer Egypt; Ptolemy Soter I begins Greek dynasty; Alexandria founded	Mayans expand temple center (Monte Albán, Mexico)
300–251 B.C.	patricians & plebes achieve legal equality (Rome); Rome conquers Italy & fights	kingdom of Parthia founded; Ashoka makes Buddhism official faith (India)	Carthage fights First Punic War against Rome	Hopewell culture established (upper Mississippi & Ohio valleys)
250–201 B.C.	Carthage	Shi Huangdi unifies China & connects defenses to make Great Wall; Han dynasty begins	Rome wins Second Punic War; kingdoms of Mauritania, Numidia, & Nok begin iron culture	farming known among Hohokam people (Arizona)
200–151 B.C.	Greek internal wars continue; Hannibal of Carthage invades Spain & crosses Alps	Maccabees revolt in Israel; Huns threaten northern China; civil service begins (China)	Rome destroys Carthage after Third Punic War; upper Egypt revolts against Greek rulers	Izapá temple center built (Chiapas)
after 150 B.C.	Romans defeat Hannibal & conquer Spain & Greece	reform emperor Han Wu Ti reigns (China); Romans conquer Asia Minor & Palestine	Romans conquer north Africa & fight Numidia; West African tribes colonize Congo region	Classic Age of Maya begins

Chronology of Literature Chart: The World in Greek Times

DATES	RELIGION, PHILOSOPHY	SCIENCE, MEDICINE, LITERACY, EDUCATION	NONFICTION: GOVERNMENT, HISTORY, ECONOMICS	FICTION: POETRY, DRAMA, STORIES
before 850 B.C.	earliest Bible sections written down; Apollo worshiped at Delphi; sacred dramas begun	planets observed and noted (Babylon & China)		
850–801 B.C.	prophecies of Elijah			Homer, *Iliad*, *Odyssey*
800–751 B.C.	prophecies of Amos & Hosea; scholars start to write down Vedas & Upanishads (India)		Lycrugus, laws of Sparta	first Olympic dramatic competitions
750–701 B.C.	prophecies of "First Isaiah"; Hesiod, *Theogony*	Egyptians develop simpler demotic script	Hesiod, *Works and Days*	*Book of Songs* (China)
700–651 B.C.	teachings of Zarathustra [date approx.]	earliest Latin writing		Archilocus, poems & fables
650–601 B.C.	Jews begin writing down Pentateuch; Thales of Miletus on self-knowledge	Thales of Miletus on astronomy & geometry	Draco, laws of Athens	Mimnermus, Semonides of Amorgos, Stesichorus, Terpander, & Tyrtaeus, poems
600–551 B.C.	prophecies of Jeremiah & Ezekiel; Animexander of Miletus on philosophy; Jupiter temple built (Rome)	first public libraries (Athens)	Solon, laws of Athens	Aesop, *Fables*; Sappho & Alceus of Lesbos, poems; Phrynichus, dramatic poems
550–501 B.C.	prophecies of "Second Isaiah"; teachings of Mahavira, Buddha, & Lao-Tzu; first Puranas (India)	Pythagoras on geometry & music; Acron & Democedes on medicine	Pythagoras in favor of oligarchic rule; Cimon & Cleisthones of Athens on democracy	Theognis of Megara, Hipponax of Ephesus, & Anacreon of Teos, poems; Thespis of Athens, drama
500–451 B.C.	Zend-Avesta & Ramayana written down; Confucius' teachings; Empedocles & Protageras on philosophy	Hecataeus of Miletus on geography; Heraclitus on materialism	Hecataeus & Dionysius of Miletus on history; Antiphon & Pericles, orations	Pindar, odes & music; Aeschylus, Euripides, & Sophocles, plays; Epicharmus, poems
450–401 B.C.	Parthenon consecrated; Socrates, Aristippus, Mo Ti, & Yang Chu on philosophy	Philolaus of Thebes & Oenopides of Chios on astronomy; Menon on medical history	Twelve Tables (Rome); Herodotus, Thucydides, & Xanthus on history	Euripides, Sophocles, Crates, & Aristophanes, plays; Bacchylides & Ch'u P'ing, poems
400–351 B.C.	Socrates killed; pupils Eucleides, Aristippus, & Plato found schools; Plato, *Apology*	Democritus on materialism; Hippocrates of Cos on medicine; Eudoxus on astronomy	Plato, *Crito*, *Phaedo*, *Laws*, & *Republic*; Xenophon, *Memorabilia*; Isocrates, *Panegyricus*	first theaters, Rome; Diagoros of Melos, Ion of Chios, & Philoxenus, poems
350–301 B.C.	Aristotle opens Lyceum; Xenocrites & Diogenes on philosophy; Indian epic Mahabharata written	Aristotle on animals & categories; Heraclides on solar system; library founded (Alexandria)	Aristotle, Constitution of Athens; Demosthenes, orations; Berosus on Persian history	Antiphanes & Menander, comedies; Ch'u P'ing, poems
300–251 B.C.	Zeno on Stoicism (Greece); Mencius on philosophy (China)	Epicurus on materialism; Euclid, *Elements*; Archimedes on physics; Herophilus on anatomy	Timaeus on history; Edicts of Ashoka (India); slave Andronicus brings Greek literature to Rome	Theocritus & Callimachus, poems; Philemon, comedies; Naevius, Roman satiric comedies
250–201 B.C.	Aristo of Chios, Cleanthes, & Chrysippus on Stoicism; Jews transcribe Psalms & Proverbs; Qin dynasty burns Confucian books	Medical college flourishes (Alexandria)	Manetho on Egyptian history; Quintius Flavius Pictor on Roman history; Han Fei, essays	Plautus, Terence, & Livius Andronicus, Latin plays; Appolonius of Rhodes & Aristodama, poems
200–151 B.C.	books of Daniel & Ecclesiasticus composed; Polybius & Panaetius take Greek philosophy to Rome	Library founded (Pergamum); Hipparcus of Niceaea on astronomy	Polybius on history & biographies; Cato the Elder, orations & Latin prose	Quintus Ennius, poems & plays
after 150 B.C.	Boethius of Sidon on philosophy	Aesclepidis of Bithynia opens medical center; Lucretius on materialism	Scipio, letters & orations; Varro, essays & history	

Cross-Curricular Explorations

These projects are designed to relate the ideas in the program to other areas of study; assign them to individuals and study groups according to students' interests and strengths.

1. *Greek Drama*. Research, rehearse, and perform a Greek play in a manner as authentically ancient as possible. For example, you will want to have the chorus sing their lines in unison. Actors might wear large masks that can be seen from distant seats and use speaking tubes to amplify their voices. Many books on Greek theater give fascinating production details to follow. The plays of Euripides, such as *The Trojan Women*, are especially relevant to modern audiences.
2. *Greek Music.* Find pictures of murals, carvings, painted vases, and other works of art that portray musicians and their instruments. Next, look for similar folk instruments that are still manufactured today. Research Greek musical forms, and then perform or record a concert, perhaps in conjunction with the previously mentioned drama.
3. *Ancient Greece on the Internet.* Assign interested students to conduct computer searches and discover what remains of the Greek city-states. Start by contacting Greek consulates and travel agencies that specialize in tours to Greece. In addition, many universities have their own Web pages, some of which include photos of archaeological digs, museum acquisitions, and other ancient treasures. Archaeology and history magazines can also be accessed electronically.

Transcript

The year was 399 B.C. In a prison cell in Athens, Greece, the **philosopher** Socrates and his **disciples** waited for the sun to set. When that hour came, Socrates would die. A court had condemned him to death by hemlock poisoning, for crimes of not recognizing the city's gods and corrupting the city's youth.

Socrates denied these charges. But he freely admitted that his habit of questioning everything made him a pest.

ROBERT PINSKY

I...am a sort of gadfly, given to the state by the gods, and the state is like a great and noble steed who is tardy in his motions owing to his very size, and requires to be stung into life.

Socrates in *Apology*
—Plato

Socrates would become the symbol of the freethinking individual. He would also go down in history as the founder of Western philosophy.

IRENE BALD ROMANO

While we have no writings as far as we know that came down directly from the pen of Socrates, we know about him because Plato wrote prolifically and wrote a great deal about Socrates and, particularly in his dialogues, he uses Socrates as one of the characters that he has conversations with. And in this way we learn about philosophical ideas of Socrates.

In Plato's *Apology*, he tells how Socrates defended himself at his trial. Socrates refused to give up philosophical questioning, stating:

The unexamined life is not worth living.

Socrates in *Apology*
—Plato

Plato's philosophical dialogue *Crito* portrays a conversation between Socrates and one of his pupils, who urges him to escape from jail to avoid the death penalty. Socrates refuses, on grounds of allegiance to higher **moral** laws.

We ought not to retaliate, or render evil for evil to anyone, whatever evil we may have suffered from him.

Socrates in *Crito*
—Plato

In *Phaedo*, Plato recounts the noble way in which Socrates drank the poison and met his death.

> *Such was the end...of our friend, whom I may truly call the wisest, and justest, and best of all the men whom I have ever known.*
>
> *Phaedo*
> —Plato

But Socrates' influence lived on through Plato and through Plato's pupil, Aristotle. Together, Socrates, Plato, Aristotle, and other Greek philosophers formulated ideas of **humanism** and government that are the intellectual foundations of Western **civilization** today.

Greek humanism was a philosophy concerned with human beings, rather than with the gods or the fates. Human freedom—and personal responsibility—were at the core of humanist thinking.

Humanism also stressed that the human senses were the only reliable source for what we know. As one Greek philosopher put it,

> *Man is the measure of all things.*

From Greek humanism came a new vision of how to govern society. Governments existed, argued the humanists, not to honor a ruler or even a god, but to provide justice, security, and happiness for their citizens, individuals who could make rational decisions themselves.

Greek humanism and rationalism developed at the end of a period of great intellectual and societal change in nations around the world. Six hundred years before Socrates, around 1000 B.C., lettered alphabets began to replace picture-based writing, which allowed abstract ideas, not just names and actions, to be recorded.

Between 1000 and 500 B.C., the spoken traditions of early **Hinduism**, **Judaism**, and other religions were written down for the first time.

Soon, great **masters** around the world were subtly altering these ancient texts with philosophical ideas concerned with personal behavior and **ethics**.

In China, the ancient Zhou dynasty was crumbling.

Political power lay with large local landowners, who formed the noble and warrior classes of a **feudal** system. These warlords constantly fought each other, while the peasant farmers—the vast majority of the people—struggled to survive under conditions of heavy taxation and frequent violence. Perhaps in response to this chaos, two great Chinese masters emerged—Lao-Tzu and Confucius. Both were concerned with how people should conduct themselves and how states should be governed.

Lao-Tzu, the founder of **Daoism**, advised his followers to reject the world's instability by turning away from it. For Lao-Tzu, the **ideal** life is one of simplicity and quiet, lived in harmony with nature. The ideal government would interfere in people's lives as little as possible.

> *Governing a large country is like frying a small fish: You spoil it with too much poking.*
>
> *Tao Te Ching*
> —Lao-Tzu

Confucius suggested a different path. He advised active, but scrupulously moral and humane, involvement in worldly matters

> *The ancients who wished to illustrate the highest **virtue** first ordered well their own states. Wishing to order well their states, they first regulated their families. Wishing to regulate their families, they first cultivated their own selves. Wishing to cultivate their own selves, they first rectified their hearts.*
>
> *The Great Learning*
> —Confucius

Between 1000 and 500 B.C., India was the home of many kingdoms, some ruled by tribal councils and others by monarchs.

The prevailing religion was Hinduism, but Indian **culture** was far from unified. Along with a general belief in the Hindu gods, Indians followed thousands of sects and philosophies.

Two ruling **castes** competed for power: the feudal warriors and the **priests**, or **Brahmans**.

Into this atmosphere emerged one of history's greatest teachers, Siddhartha Gautama, a prince of the warrior caste. Moved by the suffering of ordinary people, he abandoned his family to search for a deeper and better way of life. After years of wandering, he achieved enlightenment while meditating under a fig tree. Now known as the Buddha—the Enlightened One—he continued to preach, traveling from town to town, followed by as many as 1,000 disciples.

The Buddha taught that the remedy for suffering was to cease to desire anything. Desires cause expectations that, when they are not fulfilled, result in pain. The Buddha also stressed the need for ethical behavior, and compassion toward others.

> *Now this, O monks...is the noble Eightfold Way: namely, right views, right intention, right speech, right action, right living, right effort, right mindfulness, right concentration.*
>
> —The Buddha

From its birthplace in central India, **Buddhism** spread, along ancient **trade routes**, throughout India, and both east and west into Tibet, Persia, and Mesopotamia.

In Mesopotamia, the trading center of the world, a series of great **empires**, with strong central governments, royal **bureaucracies**, and professional armies, rose and fell.

The empire of Babylon rose to power in this region about 600 B.C.

By about 500 B.C. Persian rule extended from Egypt all the way to India, under the great emperor Darius I.

Darius I made the teachings of an ancient Median **prophet**, Zarathustra, the official religion of the Persian Empire. Sayings attributed to Zarathustra are collected in the Zend-Avesta, or Book of Knowledge and Wisdom.

Zarathustra taught that people must believe in one god and work to overcome evil with good. This would prepare them for the **last judgment** and heaven rather than hell. His ideas influenced Judaism, and, later, both Christianity and Islam.

While empire-building, the Persians drove the Phoenicians out of their home city of Tyre. These ancient sea merchants then made Carthage, a north African **colony**, their main port. From Carthage and other cities, the Phoenicians controlled the western Mediterranean.

Their ships carried metals from Spanish mines, wheat grown along the north African coast, dates and wool from the **nomadic** herdsmen who controlled the interior of northern Africa, and even gold and salt from the Niger River region.

The Greeks, also a seafaring people, added olive oil, wine, wool, dyes, and pottery to the thriving Mediterranean trade.

Greek merchants prospered by carrying the raw materials of the west and the luxury goods of the Middle East to their colonies, which stretched from Massilia in France to Cyrene in Libya.

Partly because of its rugged geography, ancient Greece was rarely unified. Instead, Greece was composed of a number of small, independent **city-states**, including Athens, Sparta, Corinth, and Thebes.

Rivalry between the city-states was intense and often led to war. The most warlike Greek city was Sparta, whose youths left their families at age 12 and trained to be soldiers. Sparta was ruled by a small group of powerful military leaders called an **oligarchy**.

Athens, Sparta's chief rival, was more inclined to philosophy and worldly pleasures, although Athenians were able warriors too.

The Greeks were culturally united, however, by language and religion. And every four years, all warring ceased and the city-states competed in the **Olympic** games to honor Zeus, his consort Hera, and a pantheon of other gods.

Other **festivals** honored Athena, patron of Athens and goddess of wisdom, and Dionysus, mystic god of wine, revelry, poetry, and drama.

Poetry, music, and dramas performed at the festivals told stories of the gods. These myths, which had been part of the spoken tradition for centuries, were first written down in the eighth and seventh centuries B.C. in the *Iliad* and the *Odyssey* by Homer and in *Theogony* by Hesiod.

IRENE BALD ROMANO

They come down in history to us as two of the great works of Greek literature, and among the very first that tell the story of the Greek gods and the Greek **heroes**; and they were popular throughout the Greek period and the Roman period. They, of course, influenced Virgil and Dante and right down through Western civilization.

Gradually, the Greeks developed a variety of literature: philosophy...

Know thyself.

—Thales of Miletus

...animal **fables**...

A shepherd's boy...had gotten a roguish trick of crying, "A wolf! A wolf!"

—Aesop

...works on numbers, **geometry**, and music...

$c^2 = a^2 + b^2$

a theorem
—Pythagoras

...and **lyrical** love poems.

When I look upon you a moment,
My tongue falls silent,
And at once a delicate flame courses beneath my skin.

—Sappho

Historical prose also became popular thanks to Herodotus, known as the "father of history." Turing away from myth and legend, Herodotus relied on written records to chronicle the rise of the Persian Empire and the history of Sparta and Athens. Herodotus recorded the remarkable battles between tiny Greece and mighty Persia.

The first Persian **invasion** of the Greek mainland was halted by a small Greek force at the battle of Marathon, in 490 B.C. In other crucial battles at Thermopylae, Salamis, and Platea, the united Greek armies were victorious.

And to the west, the Greeks of Syracuse defeated Carthage, checking its eastward expansion.

The triumph over powerful Persia and Carthage by tiny, independent Greece marked the start of the Greek Golden Age, a time of magnificent achievement in art, architecture, drama, philosophy, and democratic government.

Greek **democracy**, however, was limited to freeborn men. Women, and the growing numbers of foreigners and **slaves**, had few rights.

Still, under enlightened leaders such as Pericles, the Greeks established many Western democratic institutions, such as **secular** government; separation of **executive**, **judicial**, and **legislative** branches; and political parties.

Golden Age playwrights produced masterpieces that probe such universal questions and provide such insight into the human condition that many are still performed today.

Aeschylus, the father of Greek tragic drama, wrote more than 70 plays.

Let good prevail!
So be it! Yet, what is good? And who
Is God? How name him, and speak true?

Agamemnon
—Aeschylus

Sophocles, the second of the three great Greek tragedians, wrote over 120 plays during his long lifetime, including *Oedipus Rex*.

ROBERT PINSKY

In Sophocles' **tragedy**, Oedipus the King, Oedipus says:

Yes, it's no secret. Lachesis once foretold that I should mate with my own mother and shed with

my own hands the blood of my own father. Because of that, Corinth was for many years a very distant home for me. I wandered abroad, but I still missed the sweet sight of my parents' face.

Oedipus Rex
—Sophocles

Greek tragedies were written in verse, usually for two or three male actors and a 12- to 15-member **chorus**, which spoke, sang, or danced accompanied by a flute. Since most plays were written for the festival of a god, they were performed in front of an altar in a large semicircular outdoor theater. Athen's Theater of Dionysus seated 27,000.

Tragedies examined the depths of heroic suffering—how well and nobly a person could endure the twists of fate, the whims of the gods, and their own flawed wills.

By the Golden Age, another dramatic form—the **comedy**—was also flourishing.

The great comic playwright of the period was Aristophanes, whose clever satires pricked the conscience of some of Athen's most powerful leaders. In one play, *The Clouds*, he caricatured Socrates and called his school the "Think Shop."

Many alarmed conservatives believed Aristophanes' portrayal of Socrates as a troublemaker and threat. Socrates credited their overreaction for his trial and death.

A friend of Socrates—the third great tragedian, Euripides—offended the same literary and political factions with his criticism of traditional values and emphasis on human will rather than the gods.

In his play *The Trojan Women*, Euripides dared to challenge Greek glorification of war by expressing the pain of Hector's wife, whose young son is about to be killed by the victorious Greeks.

O darling child, prized at too great a worth to live!
You die, at enemy hands, and leave me desolate.
Your noble father's greatness, which to other men
Brought hope and life and victory, will cost you your death.
For you his courage proved a fatal heritage.

Andromache in *The Trojan Women*
—Euripides

Despite Euripides' warning, in 431 B.C. war erupted between Athens and Sparta, whose allies feared recent Athenian aggression. These destructive Peloponnesian Wars dragged on for 28 years. We know about them from the accounts of Thucydides, the earliest known "eyewitness **historian**."

My account...rests partly on what I saw myself, and partly on what others saw for me, the accuracy of the report being always tried by the most severe and detailed tests possible.

The Peloponnesian Wars
—Thucydides

Political unrest plagued Greece into the 300s, but in Athens philosophical debates managed to continue among lawmakers and philosophers from all over Greece.

The center for this debate was the famous school founded by Plato, Socrates' pupil. Plato's Academy became the world's first **university** and endured for over 900 years. Plato was also the founder of a school of thought, **Platonism**.

Plato reasoned that since humans can imagine perfect truth, justice, beauty, and divinity, these qualities must exist on an ideal plane. The soul was the part of human consciousness that could reach this level, and the highest human good was to strive for the ideal.

Plato's pupil Aristotle took up the more practical threads of Socrates' teaching. Aristotle believed, as he states in his *Ethics*, that

...happiness appears [to be] the end or aim of all human actions.

Ethics
—Aristotle

The best way to achieve happiness, he continued, was to employ faculties unique to humans, namely **thought** and **reason**.

Aristotle gained fame for making ethics a branch of politics and based his beliefs about it on what could be systematically observed and analyzed. In time this method of thinking extended to all science.

Aristotle's most famous pupil was Alexander, the son of Philip of Macedon, who conquered Greece in 338 B.C.

Alexander, later known as Alexander the Great, was only 20 when he took the throne in 336 B.C. Over the next 12 years, using Macedonian cavalry, Persian-style **chariots**, Greek infantrymen, and his own military genius, Alexander conquered Asia Minor, Syria, Egypt, Mesopotamia, Persia, and part of western India in the name of Greece. He stopped only when his battered and exhausted soldiers refused to advance any farther.

After his death at age 32, Alexander the Great entered both Eastern and Western literature as a legendary hero-king.

His empire soon broke apart into smaller kingdoms, ruled by generals who had fought with him. Because of this new Greek ruling class, and the immigrants who followed them to the eastern colonies, Greek culture and ideas—called Hellenism—spread throughout the Middle East, central Asia, and northern Africa.

Scholars from around Africa, Asia, and Greece flocked to Alexandria, the Egyptian city Alexander founded and endowed with a university, a museum, and the largest library in the world.

All the known Greek works of history and literature were compiled there, and it was through the library of Alexandria that many of these works were disseminated to libraries beyond Alexandria and hence to us.

One great Alexandrian scholar was Euclid, whose book *The Elements* presented the most advanced ideas of Greek and Egyptian geometry.

Also in Alexandria, the great scientist Archimedes made his discoveries about simple machines and basic **physics**.

By the time of Archimedes, two western empires, Carthage and Rome, were fighting for control of the western Mediterranean. Roman armies finally defeated Carthage in 201 B.C. Less than a decade later, in 192, Rome conquered Greece.

Greek culture continued to flourish among the Romans.

But it did not end there—and neither did Daoism, Confucianism, Buddhism, and other schools of thought that developed during this remarkable period in history. Evidence of their influence can still be seen and felt throughout the world today.

Notes

Consultants for the Series

Susan Balée, B.A., M.A., Ph.D.

Professor, author, commentator, editor, lecturer

- Primary fields of study: nineteenth-century British literature and popular culture; literature of the American south; American literature
- Published in: *The Hudson Review*; *The Philadelphia Inquirer*; *PMLA Forum; The Georgia Review; Victorian Studies*
- Notable achievements: founding editor, *Northeast Corridor*

Christopher Medwin Edens, B.A., Ph.D.

Archaeologist, professor, researcher

- Primary fields of study: evolution of complex societies; political economy of pre-modern states; center-periphery relations; archaeology of western Asia; lithic technologies
- Recent research: Tell Billa excavation in northern Iraq; lithic analysis for the Hacinebi Tepe (Turkey) project; investigation of Bronze Age in highland Yemen
- Published in: *Journal of World Prehistory*; *Anatolica*; *Arabian Archaeology and Epigraphy*; *Archaeological News; American Anthropologist*
- Notable achievements: Robert H. Dyson Post-Doctoral Fellow in Near Eastern Archaeology; American Research Institute in Turkey/National Endowment for the Humanities grant recipient; consultant to new Saudi Arabian National Museum project in Riyadh

Edward Peters, B.A., M.A., Ph.D.

Professor, author, editor, reviewer

- Primary fields of study: early European history; church history; legal history; intellectual and political history; cultural history
- Author of: *Torture* (1985, rev. 1996); *Inquisition* (1989); numerous books and articles
- Notable achievements: general editor, *The Middle Ages* series (University of Pennsylvania Press); ACLS Fellow; Guggenheim Fellow; fellow, Royal Historical Society; fellow, Medieval Society of America; curator, Henry C. Lea Library

Robert Pinsky, B.A., M.A., Ph.D.

Poet, professor, lecturer, reviewer, editor

- Author of: *History of My Heart* (1984); *Poetry and the World* (1988); *The Inferno of Dante* (1995); *The Figured Wheel: New and Collected Poems 1966-1996* (1995); many other titles
- Published in: *Antaeus; The New Yorker*; *The Paris Review*; *The Norton Anthology of Modern Poetry*; *The Atlantic*; *The New York Times Book Review*
- Notable achievements: Poet Laureate of the United States; poetry editor, *Slate* (an Internet magazine); poetry editor, *The New Republic*; Pulitzer Prize in Poetry nominee; Lenore Marshall Award winner; Ambassador Book Award winner; William Carlos Williams Award winner; Woodrow Wilson, Fulbright, N.E.H., N.E.A., and Guggenheim Fellowships

Rosalind Remer, B.A., M.A., Ph.D.

Professor, reviewer, lecturer, educational consultant

- Primary fields of study: eighteenth-century American economic and business history/history of the book; social, cultural, and economic history of colonial and revolutionary America and the early republic
- Author of: *Printers and Men of Capital: The Philadelphia Book Trade in the New Republic* (1996)
- Published in: *Pennsylvania Magazine of History and Biography*; *Journal of the Early Republic*; *Business and Economic History*; *William and Mary Quarterly*
- Notable achievements: director of programs and planning, National Constitution Center; many awards and fellowships, including an Andrew W. Mellon Foundation research fellowship

Irene Bald Romano, B.A., Ph.D.

Archaeologist, museum and educational consultant, professor, lecturer

- Primary field of study: classical archaeology
- Archaeological excavations: Gordion (Turkey), Corinth (Greece), Pollentia (Alcudia, Mallorca), Deya (Mallorca)
- Co-author of: *Catalogue of the Classical Collections of the Glencairn Museum* (1998)
- Published in: *Expedition; Hesperia; The Coroplast's Art: Greek Terracottas of the Hellenistic World*
- Awards and grants: University of Pennsylvania Research Foundation Award; American Philosophical Society grant; National Endowment for the Humanities grant

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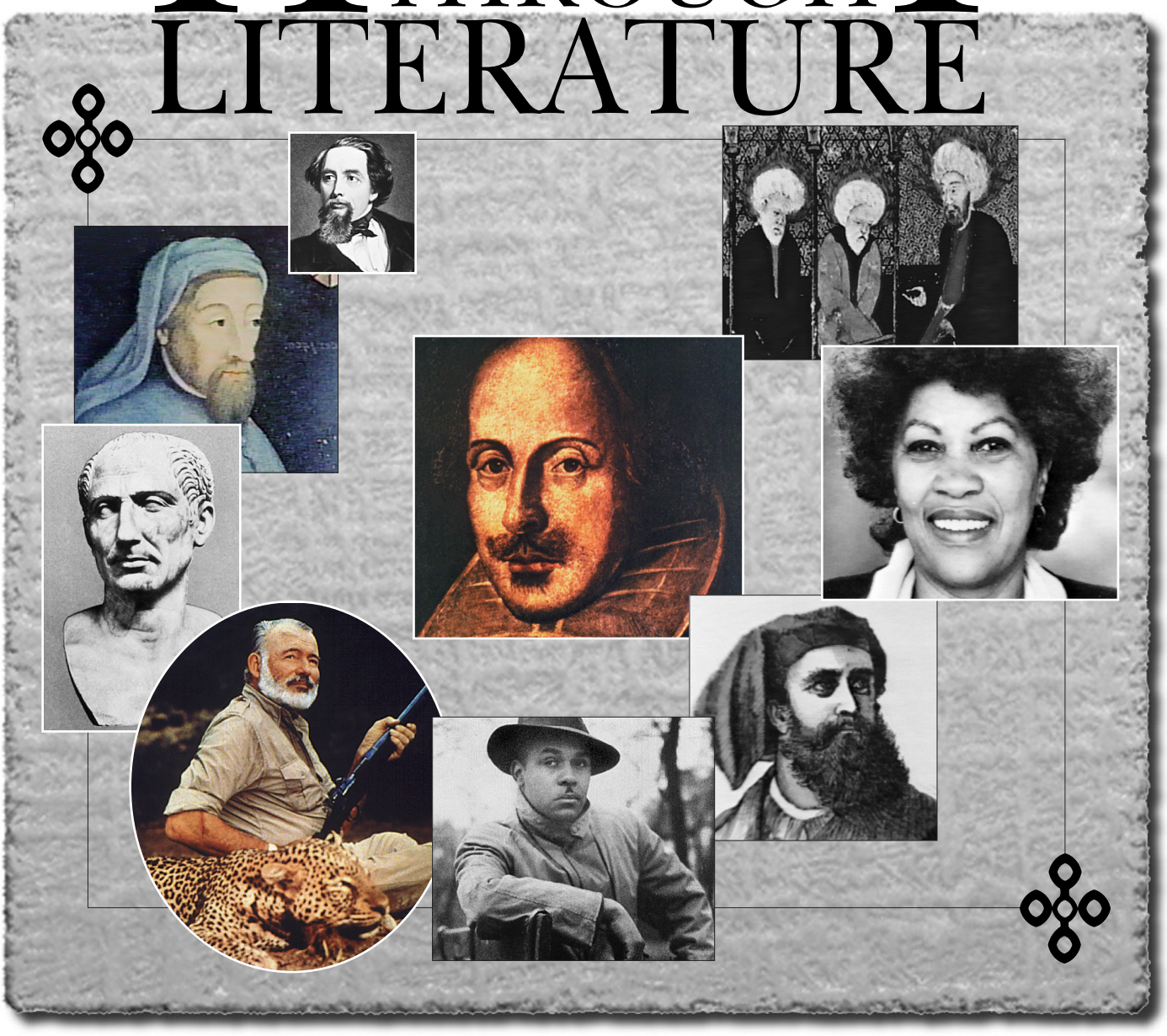
HISTORY THROUGH LITERATURE



Empires of Heaven and Earth: The World in Roman Times

CL949-3CV

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THE MOST COMPLETE SOURCE FOR CURRICULUM-ORIENTED A-V MATERIALS

History through Literature
Empires of Heaven and Earth: The World in Roman Times

Program #CL949-3CV ***Running Time—24:27***

Table of Contents

Intended for students in junior high school and above. This program is closed captioned.

(1-800-253-2788)

Summary

Empires of Heaven and Earth: The World in Roman Times is part of a 12-video *History through Literature* series that examines the connections between historical events and the literary figures and works of each era. Other titles in this series are listed on the back of this Teacher's Guide.

The opening scene of *Empires of Heaven and Earth: The World in Roman Times* takes place around 19 B.C. as Rome's greatest epic poet, Virgil, lay dying. He asks that his friends to destroy his unfinished poem, the *Aeneid,* which he was writing for the Emperor Augustus. Lucky for all of us that his friends ignored his request, for in the *Aeneid* we find not only a great adventure story, but the inspiration for Rome's longevity based on its glorious—though fabricated—past.

The program then goes on to examine the special combination of legend, law, religion, and military might that upheld Rome for nearly 800 years and the special relationship that literature played in Rome's long history—and the period that followed Rome's fall, which kept the Greco-Roman culture alive for us to enjoy today.

But before delving into Rome's history, the program examines two other great empires: the Mauryan dynasty of India, headed so wisely by Buddhist convert Ashoka, and the harsh but unifying Qin dynasty and the long-lived Han dynasty in China.

In India under Ashoka's enlightened rule, peace reigned for many years and philosophy and religion flourished, even though not much was written down until much later. In China, the ancient philosophies were at first suppressed in an effort to diminish any thinking that would threaten the state, but under the Han both Confucianism, which emphasized duty and moral behavior, and Daoism, which encouraged detachment and harmony with nature, were themselves reformed to serve the needs of the government. The Han also resurrected the ancient doctrine of the mandate of heaven to legitimize Han rule and control the people.

While the rise and fall of both the Mauryan and Han dynasties was similar to that of Rome, Rome's history lasted much longer. Rome expanded from a small Etruscan-controlled village to a larger republic, which conquered its main rival, Carthage, in a series of Punic Wars and then went on to conquer north Africa and the western Mediterranean region, including Greece, from whom Rome borrowed a great deal of religion, philosophy, and literature. This act of borrowing the best of a conquered people's culture is noted as a practice that, along with its laws and organizational prowess, helped make Rome strong.

The program notes how life in the Roman republic was influenced by Rome's expanding military power. Violence abounded throughout the empire and even in Rome's favorite spectator sport; this was in contrast to some of the idyllic poetry and other literature written during this time of chaos. Writers such as Plautus, Terence, and Lucretius began using Latin, not Greek, for comedies, essays, histories, poetry—even works of philosophy. Soon, however life became very unstable.

A popular military leader and literary figure, Julius Caesar brought some order to the chaos of the later republican period and opened Rome's imperial period as dictator for life. After Julius Caesar's assassination—by jealous rivals—and a civil war, Julius Caesar's adopted nephew Octavian took power and became the first Roman emperor, ruling as Caesar Augustus. Through pictures of Roman art, architecture, and engineering, as well as through literary references, the program describes the achievements of the "Pax Romana" he established.

This period of early empire, when Rome was at the height of its wealth and power, was also its "golden age" in literature, producing poets like Virgil, Horace, Ovid, Juvenal, and Martial, as well as historians such as Josephus, Plutarch, and Tacitus.

Roman religion incorporated elements from around the empire, although the populace as a whole was noted for its superstition, not its faith. The ancient Greek gods, renamed by the Romans, were now the official gods of the state, and, as in Han China,

actual emperor worship was encouraged. People of the Buddhist, Jewish, and new Christian faiths resisted the idea of imperial divinity and were persecuted accordingly.

The program presents one of the New Testament accounts of the birth and ministry of Jesus and the formation of the Christian church, as recorded in Luke. It notes the contribution of Paul of Tarsus, who led the faction that declared Christianity a universal, not merely Jewish, religion. The deaths of Paul and Peter are described, as are the general persecutions against Christians and Jews.

The program describes the spread of Christianity, the recording of the New Testament by scholars, and, finally, the conversion of Constantine and his declaration of Christianity as the official religion of the eastern empire. This empire was destined to survive the western part of the empire by 1,000 years.

The program concludes with a general overview of why the Roman Empire fell, noting that Rome's fall was part of a pattern that began with the fall of the Han dynasty far to the east. In a look ahead, the program notes that in both China and Rome, religious writers and monks preserved some of classical culture. In the long term, the "empires of heaven," sustained by literate Christian and Buddhist believers, outlived and preserved for future generations the greatest empires the world had yet known.

Intended Audience

This program is designed for students in junior high school and above.

Presenting the Program

To prepare a lesson plan to accompany the presentation of this program, review the suggestions outlined below. You will find all of the sections mentioned in the Table of Contents of this Teacher's Guide.

1. Familiarize yourself with the video and the sections of this Teacher's Guide.
2. Introduce students to the video, using one or more of the Pre-Viewing Suggestions to relate the upcoming information to what they already know. As a final activity, it may be helpful to introduce new names and vocabulary words—especially those with difficult spelling and pronunciation—by using the chalkboard or overhead projector.
3. Have the students watch the video in its entirety and without interruption.
4. Check for understanding by discussing and reviewing the information, vocabulary words, and concepts presented in the video by using the History and/or Literature Post-Viewing Suggestions, including the H.O.T. Topics (Higher Order Thinking), which delve into many related subjects and concepts.
5. If time permits, have students watch the program a second time, pausing at points of interest for discussion.
6. As guided and independent practice, choose and assign some of the In-Depth Research suggestions.

Learning Objectives

After watching this program and taking part in the suggested discussions and activities, students will be able to:

- List some important events that happened in world history during the time of the ancient Romans, between 300 B.C. and A.D. 476 (see History in the Program);
- List some literary works and authors from the time of the Roman Empire (see Literature in the Program);
- Define "empire" and identify the empires that ruled Eurasia at the time of the Romans—the Greek empires of the Middle East, the Mauryan dynasty of India, and the Han dynasty of China;
- Describe and locate the trade routes of the Roman and Han world;
- Describe the Roman republic in political, economic, and military terms;
- Name some of the writers who created Latin literature during the time of the Roman republic;
- Identify Julius Caesar, the strong military leader whose career helped turn the republic into an empire;
- Name the first Roman emperor and his successors during the 150 years of the "Pax Romana," or Roman peace;
- Identify positive and negative effects of the Roman conquest on people in the conquered territories;
- Identify major literary forms used in Roman times, including epics, lyric poems, satires, comedies, letters, and historical, scientific, and political essays;
- Describe the origins of Christianity and identify some of the writers whose work make up the New Testament;
- Describe the process by which Christianity became the official faith of the Roman Empire;
- List some of the causes for the decline and fall of the Roman Empire;
- Identify the part of the Roman Empire that survived the nomadic invasions; and
- Describe how Buddhism in China and India and Christianity in Europe helped preserve classical culture.

History in the Program

The following events and trends from world history are specifically mentioned in the program's narration. They are listed below in roughly the order that they occurred in history. More events are outlined in the Chronology of History Chart: The World in Roman Times (page 16).

Mythological founding of Rome
Founding of Roman republic
Conquests of Alexander the Great
Establishment of Greek empires in India, the Middle East, and Egypt
Founding of Alexandria
Defeat of Greeks by Chandragupta I; founding of Mauryan dynasty
Conversion of Mauryan emperor Ashoka to Buddhism
Conquest of China by Shi Huangdi
Shi Huangdi's standardization of China's writing, measuring, and money systems
Construction of Great Wall of China
Shi Huangdi's burning of ancient philosophy books
Founding of the Han dynasty in China
Punic Wars between Rome and Carthage, including Hannibal's crossing of the Alps
Roman defeat of Carthage and Greece
Enslavement
Expansion of Roman conquests
Conquests, dictatorship, and murder of Julius Caesar
Founding of Roman Empire by Augustus
Legal reforms of Augustus
Pax Romana
Birth of Jesus of Nazareth
Spread of Buddhism into China
Roman engineering achievements
Merits and demerits of Rome's emperors including Nero
Work of Christian apostles
Nero's persecution of Jews & Christians
Martyrdom of St. Paul and St. Peter under Nero
Jewish and Christian objections to emperor worship
Official Roman persecutions of Christians
Writing and assembly of the New Testament
Conversion of Constantine
Establishment of eastern imperial capital at Byzantium, now Constantinople
Division of the Roman Empire
Fall of Han and Roman empires to nomadic invasion and civil strife
Preservation of Han and Roman culture by Buddhist and Christian scholars

Literature in the Program

The following authors and works of literature are specifically mentioned in the program's narration. The works are listed in roughly the order in which they are cited. More authors and works are listed in the Chronology of Literature Chart: The World in Roman Times (page 17).

Virgil, *The Aeneid*
Emperor Ashoka of India, Rock Edicts
Confucius
Lao-Tzu, *Tao Te Ching*
Burning of the ancient philosophical books under Shi Huangdi in China
Hannibal's crossing of the Alps, from *Histories,* by Polybius
Plautus, *Aulularia*
Terence, *Eunuchus*
Lucretius, *De rerum natura* [*On the Nature of Things*]
Julius Caesar, *The Gallic War*
Plutarch, "Death of Julius Caesar" in *Lives*
Horace, *Epistulae*
Poets, historians, and other writers of the "Golden Age" of Latin literature
Luke 2: 1–7, The Birth of Jesus
Luke, Acts of the Apostles
St. Paul, Epistle to the Galatians
Tacitus, *Annals*

Key Words and Concepts

Most of these vocabulary words are in the Transcript, where they appear in bold type the first time they are used.

amphitheater
aqueduct
assassinate
atom
biblical
Buddhism
citizen
citizenship
city-state
civilization
comedy
converted
culture
deities
dictatorship
disciple
dynasty
empire
engineering
epic
Epistle
equestrian
feudal
frontiers
fusion
gladiators
hero
historian
ideal
invasion
Jews
legacy
missionary
New Testament
Pax Romana
persecution
philosophy
priest
sacrifice
satire
senate
Silk Road
slave
superstitious
trade route
warfare

Pre-Viewing Suggestions

DISCUSSION: LINKING PARTS OF THE SERIES

If you are showing this program in chronological order with the other programs in the *History through Literature* series, or if you want to provide background for students who may have missed the previous program, lead this review and discussion.

1. Inform students that this program, *Empires of Heaven and Earth: The World in Roman Times*, is third in the 12-part *History through Literature* series. The series explores how literature and history have affected each other over thousands of years. Remind students that they have already seen the programs *Civilization and Writing*, which showed how writing helped make human civilization possible, and *Philosophy and Government*, which described the philosophical and governmental developments in the world of the ancient Greeks, Indians, and Chinese.
2. Ask students to remember the relationship between settled and nomadic societies in ancient times. They should recall the pattern: settled societies were invaded by nomads, who settled down, intermarried, and fused their culture with that of the civilization that they conquered. In time this new civilization was itself invaded by nomads. In other words, Eurasian civilizations have received repeated fresh infusions from nomadic cultures. Ask students to watch for examples of this pattern repeating itself in the program they are about to watch.
3. Ask students to recall the name of the leader whose conquests spread Greek culture to the east. [Alexander the Great] Have students recall the ending of the last program and use their general knowledge of geography to identify two western powers that began to expand as the Greeks under Alexander turned their attention east. [Carthage, Rome] Ask students to predict what would happen to the territories conquered by Alexander, as well as the empires of Carthage and Rome, and to check their predictions as they watch the program. Remind students that Carthage was founded by the Phoenicians, so it shared the ancient cosmopolitan culture of Egypt, Palestine, and Asia Minor.
4. Review the market economy and basic trade routes of Greek times and suggest that students think about how the economy probably developed during the centuries covered by this program. Have students look for both positive and negative forces that modified the market economy.
5. Ask students to identify the characteristics of an empire [strong central government, royal bureaucracies, professional armies] and to look for these characteristics as they watch this program. According to the pattern of history discussed above, what would probably happen to the great empires that will be discussed in the program? [Students should predict that they would fall to nomadic invasion.]

DISCUSSION: INTRODUCING THE PROGRAM AND ITS KEY WORDS AND CONCEPTS

1. Introduce the title *Empires of Heaven and Earth* and have students speculate on the meaning of its terms. Remind them of the definition of "empire" and ask what part of human experience might create an "empire of heaven." [religion] Discuss the difference between an empire and a dynasty.
2. Introduce the Key Words and Concepts and ask students to define the words they know, looking up unfamiliar words in a dictionary. Have students listen for the terms as they watch the program.

Post-Viewing Suggestions

CONTENT QUESTIONS: HISTORY

1. What happened to the conquests of Alexander the Great after his death? [They were divided by four generals and became Greek-ruled empires.]
2. What leader drove the Greeks out of India and what was the name of the dynasty he founded? [Chandragupta I, Mauryan dynasty]
3. What Mauryan emperor made Buddhism the official faith of India? [Ashoka] Ashoka placed his edicts on rock pillars at crossroads and near large trees under which travelers would rest so that all people would see them. What Buddhist-influenced message did they bring? [the need for compassion, religious and other tolerance, and harmony among all people]
4. Who was the strong military ruler who unified China under the Qin dynasty? [Shi Huangdi] What things did Shi Huangdi standardize throughout China to promote unity and the ability to trade, collect taxes, etc.? [writing, coinage, weights and measures]
5. Under what dynasty did China expand into an empire? [the Han dynasty] What philosophies, suppressed by Shi Huangdi, were revised and promoted by the Han? [Confucianism and Daoism (Taoism)]
6. What were the Punic Wars and who won them? [a series of wars between Rome and Carthage; won by Rome]
7. What form of government did the Romans have between 509 B.C. and the time of Julius Caesar? [a republic]
8. What form of government did the Romans have from Caesar's time to the fall of Rome more than 400 years later? [an empire, under absolute imperial rule]
9. Name the Roman emperor who began the Pax Romana, or Roman peace. [Caesar Augustus]
10. What new religion, founded during the reign of Caesar Augustus, became the official imperial religion under Constantine 300 years later? [Christianity]

H.O.T. TOPICS: HISTORY

The following Higher Order Thinking questions should be presented in order to achieve maximum effectiveness. To jog students' memories and provide supporting details for general discussion, distribute copies of the Chronology of History Chart: The World in Roman Times (page 16).

1. *Geography and History*. From the program's maps as well as its narration, and with the help of a map if necessary, ask students to remember the geography of China. What region lay to the north of China? [the central Asian grasslands] Who lived in those regions? [nomadic tribes] Note that there are mountainous areas between the Chinese river valleys and the plains. How did the Chinese strengthen these natural defenses? [by building the Great Wall] Now turn the students' attention to India. What natural "Great Wall" kept out invaders from the north? [more mountains] From the elevation of India's mountain barriers, students should be able to understand why Indians could easily drive and keep out their Greek conquerors.

¶ Next, use maps to discuss how geography helped the Romans rule the Mediterranean world. [Students should note Rome's control of Italy and the peninsula's central location, jutting out into Mediterranean and dividing the sea into eastern and western portions.] Also note how the islands of Sardinia, Corsica, and Sicily protected central Italy, where the capital was. Ask students to identify the places where Italy almost touches another continent, Africa. What other part of Europe is even closer to Africa? [Spain] What natural barrier protected the north of Italy? [the Alps] Have students retrace the route of Hannibal's invasion of Rome. Trace the rivers that emptied into the Mediterranean in or near Italy. From this look at the map, students should be able to reason that the Roman armies probably expanded and built their roads along these river routes and would take the greatest care to guard these natural invasion routes against their enemies. Refer interested students to In-Depth Research: Extra History Study for further research.

2. *The Economy of the Roman World.* Remind students that the basic economy that was consolidated during Greek times lasted into Roman times. What did Spain provide to this economy? [metals] What commodities came from North Africa? [wheat, wool] from the interior of Africa? [gold, salt] What kinds of goods came from the Middle East? [luxury goods] Remind students that the Romans conquered Greece and took over Greek trading routes. Students should reason that the Romans, like the Greeks, profited by being middlemen between the luxury goods of the east and the raw materials of the west and north Africa.

¶ Tell students about the enslaved working class that expanded during Roman times and about the plantations on which these slaves worked. How were both the land and the workers for these plantations acquired? [by force, through warfare] Discuss the weaknesses that would be inherent in such a plantation slave system, including the continual fear of slave revolts. (Refer interested students to the story or movie of Spartacus.) From their general knowledge of American history, have students compare Roman plantation slavery with that of the American South before the Civil War. Ask them what kept Rome's slaves from revolting, reminding them of frequent visual clues in the program. [Roman military force]

3. *Roman Government and Politics: The Republic.* What class made up the Roman Senate? [the noble, upper-class landowners] Later, a new class was created, called the equestrians, or equites. The equestrians usually acquired their land as a reward for military service. From clues in the program, have students discuss what were probably the differing attitudes of the old aristocracy and the equestrians toward such events as slave revolts. Students should be able to reason that (a) as the equestrian class grew, and as generations went by, its leading families would intermarry with Senatorial families; (b) the equestrian class, with its foundations in the army, would lead the factions in the government that voted more money for the army; (c) the more dependent the emperors became on expanding conquests and empire, and therefore on the army, the more politically powerful the equestrian class became.

4. *Troublesome Results from Land Policies.* Explain to students that farmers were lured into the army on the promise of being paid with land. What might be the consequence of this policy? Students should reason some of the following: (a) Rome needed constantly to conquer or seize and redistribute new land for these payoffs; (b) larger farms—plantations—meant that some farmers had to give up farming (many, in fact, moved to Rome where they had no work and became a heavy burden on the dole and an irritation to the government); (c) larger farms meant that more unskilled labor—especially slaves from conquered territories—were needed; (d) many war veterans probably had trouble collecting their pay (in land or otherwise) and became unhappy urban dwellers on the dole; (e) food to feed out-of-work farmers and veterans and their families had to be shipped in from "bread basket" areas, such as Egypt, which meant that armies needed to be kept there to control production and order; (f) there were many idle, unhappy people in Rome; and (g) how to solve this grave economic situation became a major political dispute among Rome's leaders. One solution was to send veterans to frontier outposts and employ them in Rome's massive engineering projects—but it all cost money. Civil war and economic collapse were major causes of Rome's fall, all due to her land policy.

5. *Romans, Pro and Con.* With the aid of a chalkboard, have the class list some of the positive and negative features of Roman civilization and compare them with the positive and negative features of life today. After a general discussion of such topics as the importance of the army, the nature of economic empires, the expansion of slavery, and violence in public entertainment, refer interested students to further research and debate.

CONTENT QUESTIONS: LITERATURE

1. What legend did Virgil create regarding Rome's founding? [the *Aeneid*, the splendid adventure tale of the wanderings of Aeneas, a Trojan hero and of his love of Dido, considered the national epic because it tells the legend of the founding of the city Rome]
2. In what African center of learning did Jews, Greeks, Egyptians, and Christians meet? [Alexandria, Egypt]
3. How did the emperor Ashoka of India publish his famous laws? [He had them carved on rock pillars and placed at crossroads throughout his empire.]
4. What language was used by scholars and other intellectuals during Roman times? [Greek]
5. How did the Han dynasty preserve ancient Chinese literature? [revived and repurposed the writings of Confucius and Lao-Tzu to support their government and build a common belief system for all of China]
6. Who were some of the writers of Rome's republican period and what language did they begin to use? [Writers of Latin included comedy dramatists Plautus and Terence, historians Julius Caesar and Polybius, the poet Lucretius]
7. Who were some of the writers of the Roman imperial period? [historians Plutarch and Tacitus; poets Virgil and Horace; letter writer St. Paul]
8. What purpose did Virgil's *Aeneid* serve? [promoted national unity by giving Rome a proud past and encouraging its leaders to pursue a noble future]
9. Who was Paul of Tarsus and what was his contribution to literature? [one of the founders of the Christian faith and the writer of the most influential letters in history]
10. What do we call the letters of Saint Paul and of what book are they a part? [the epistles, the New Testament]
11. In religious terms, how did the Christians, Jews, and Buddhists regard the Romans? [as ignorant and superstitious]
12. What religious groups preserved the writings of the classical world during the chaotic times after the fall of Rome, Han China, and the Mauryan dynasty? [Buddhist and Christian scholars]

H.O.T. TOPICS: LITERATURE

The following Higher Order Thinking questions should be presented in order to achieve maximum effectiveness. To jog students' memories and provide supporting details for general discussion, distribute copies of the Chronology of Literature Chart: The World in Roman Times (page 17).

1. *Literary and Religious Fusions*. Ask students to recall from previous programs (or inform students who haven't seen the previous programs) that Buddha of India and Confucius and Lao-Tzu of China lived between 600 and 500 B.C. When did Buddhism become the official religion of India? [during the reign of Ashoka, around 250 B.C.] Note the timespan of around 300 years from the time of Buddha himself.

¶ When did Shi Huangdi unify China and begin to build the Great Wall? [the 220s B.C.] How did he affect Chinese literature? [by burning ancient books, including the works of Confucius and Lao-Tzu] What was the attitude of the Han dynasty toward the same writers? [To promote national unity, they restored ancient literature, fusing Confucianism with the ideal of loyalty to the state and Daoism (Taoism) with the idea of detachment and harmony with nature, which in effect relieved the government from doing much for its people.] Was ancient literature really "restored"? [While some texts were memorized and saved by monks, students should reason that much of it was not, because some literature would have disappeared altogether and because the Han dynasty would naturally have rewritten the literature in a manner favorable to itself.]

¶ Compare the literary world of Han China with that of the Roman Empire. Did Rome destroy the religion of the Greeks? [No, Rome adopted and adapted it.] What were some of the other sources of Roman religion? [They borrowed from all the cultures they conquered.] One example of this borrowing, the renaming of the Greek gods, is covered in the program. From these facts, students should reason that the Romans probably also adopted the gods of Egypt, Mesopotamia, and other conquered regions. Have interested students confirm or reject their theories with research.

¶ Compare the timetables of Christianity in the Roman Empire and Buddhism in India. In both cases, the religions became official about 300 years after the lifetime of the founder. Remind students that Christianity spread slowly and that the New Testament took some time to write down. Lead students to reason that a process of literary fusion would have been going on as the New Testament was written.

¶ Remind students how Alexandria became a center of scholarship during later Greek times. What religions acquired Greek influences at Alexandria? [Judaism and Christianity] From these facts, students should conclude that Greek ideas acquired at Alexandria probably entered the New Testament. Refer interested students to the Chronology of Literature Chart (page 17) and In-Depth Research: Extra Literature Study for further study on this topic.

2. *Roman Historians, for Glory or Conscience.* Inform and remind students that Latin writers advanced the forms of biography and history with the same enthusiasm that Greek writers had pursued philosophy and drama. Why did the Romans give such relative importance to nonfiction prose? From visual and narrative clues in the program, students should reason that the Romans identified with strong public personalities and that, since a sizable portion of the upper classes were associated with the military, they would naturally be interested in military conquests. Students might also recall that at least one writer, Virgil, was patronized by an emperor. Tell them that at least one philosopher, Seneca, was executed by an emperor. Still another biographer, Tacitus, felt that he had to put criticisms of Rome into the mouths of Rome's enemies. For example, in his biography of Agricola, the Roman governor of Britain, Tacitus has a Scottish leader, Calgacus, say of the Romans, "They rob, butcher, plunder, and call it 'empire'; and where they make a desolation, they call it 'peace.'" (from *Life of Agricola*) From these facts, students should reason that Romans exercised imperial censorship over writers and had life-or-death control over their citizens.

¶ Despite this control, by the end of the first century A.D., some authors were questioning Rome's national values. Among the most interesting and amusing are Juvenal and Martial. Quotes from either are worth student examination to see how authors can raise a country's consciousness. Juvenal's biting satiric verse and the witty epigrams of his friend Martial helped expose the vices, abuses, and follies of Roman life. Here are a couple of quotes to start with. Have students discuss their many layers of meaning, including what these quotes meant in Roman times and what they might mean today.

Two things only the people anxiously desire—bread and circuses.

Satire X, Line 80
—Juvenal

There is no glory in outstripping donkeys.

Epigrams, Book XII, 36
—Martial

3. *Roman Laws, Government, and Citizenship.* Recall details about Roman rule from the program. When were Roman laws formed? [during the republic] Discuss how the laws changed, both positively and negatively, during the imperial period. What emperor expanded Roman citizenship and Roman laws throughout the empire? [Caesar Augustus] From a clue in the story of the birth of Jesus, what else did the Caesar extend throughout the empire? [taxation] Who were some of the groups who objected to Roman rule? [slaves, Jews, all the conquered peoples] Ask students to recall examples of the emperors' arbitrary and absolute rule over their subjects. [the existence of plantation and other slavery, the persecution of Jews and Christians] From these facts, students should reason that many of the famous laws of Rome existed only in name and that "empire" was a convenient label for corrupt dictatorship.
4. *The Influential Life and Work of Paul of Tarsus.* Read Acts 17:22–28 from an overhead transparency, if possible. Where did Paul make this famous speech, called by some as "To the Unknown God"? [At Athens on Areopagus, a hill where people gathered to hear new

speakers and discuss their ideas] Who ruled Athens at that time? [the Romans] Note that Paul held the status of citizen of Rome, perhaps because he and his father supplied the Roman military with tents. What would have been the Greek attitude toward Paul as a Roman citizen? [They would have assumed that because he was a Roman citizen, he was a person of importance in his own land.] What signs did Paul give that he was an educated man? [He spoke in Greek and quoted the Greek poets.] Ask students to speculate, using clues from the program, on where Paul learned Greek. [From the clue that Jewish and Greek scholars fused their teachings at Alexandria, students should reason that Paul would have been just as likely to learn Greek from Jewish as from Roman teachers.]

¶ From the program script printed below, reread the quote from Galatians to the class. In light of what students have learned about the Roman Empire, discuss the appeal of a religion that promised equality—no distinctions among people—"neither Jew nor Greek, slave nor free, male or female." From their general knowledge of Church history or from this discussion, students should conclude that Christianity gained many early converts among the slaves, women, and peoples who had been conquered by Rome.

¶ Read Ephesians 6:13–17 and discuss how the military imagery was particularly suited to his audience. Also note its irony in the context of the message. Note that in using these metaphors, Paul was echoing Homer's examples and style. Have interested students read other selections, analyzing them for their literary style and historic settings.

5. *A Final Look at the Hook.* Have students read selections from the *Aeneid* with the idea of looking beyond the adventure and romance to the subliminal messages it brought to Rome's school children, citizens, and leaders. Some conclusions might include: (a) Romans should be brave, clever, and daring; (b) Romans can triumph over even the most clever creatures and daunting situations; (c) Romans must be loyal to their homeland; and (d) Romans should be able warriors.

¶ How would these and other messages be an advantage for Rome? [Since there are no right or wrong answers to this and the following questions, no answers have been suggested.] Why are national values important, especially when a nation is at war? What national values do we share today? How do they help the nation? Were values different when the United States was at war? What happened when values were not widespread and shared, such as during the Vietnam War? What authors today serve this need to form and promote certain values? Are they successful? Why or why not?

DISCUSSION: LINKING PARTS OF THE SERIES

If you are showing this program in chronological order with the other programs in the *History through Literature* series, use this review and discussion to prepare students for the next program.

1. Compare the life and writings of St. Paul with the career of Socrates, related in the previous program. Ask students to remember how and why each man died. They should note that both actually died for the same cause—freedom of religion. More acute students should note that the passage quoted by St. Paul at the Areopagus (see Post-Viewing Suggestions—Hot Topics: Literature, Question 4) expressed the idea for which Socrates had been put on trial—that "the gods did not dwell in temples made with hands" but that God was an abstract, grander, less superstitious concept.
2. After the triumph of Rome, according to the Roman writer Horace, "conquered Greece took captive her barbarous conquerors." Discuss Horace's meaning—that Greek ideas continued to predominate—and ask students to predict if his statement was also politically and economically true. [Certainly not. From the program's description of Greece's key economic location, students should reason that Rome became much more wealthy and powerful by conquering Greece.] Ask students to remember a clue about Roman education that proved the diminished status of the Greeks. [The Greek teachers who educated the Romans were mostly slaves.] Ask students to recall examples from the program of direct Roman adaptation of Greek culture. [Plautus' and Terence's

adaptation of Greek dramas; Roman adaptation of the Greek gods] Did these plays and ideas *mean* the same to the Romans as to the conquered Greeks? [Obviously not. The Romans would naturally give Greek literature characteristics of Roman civilization, while the Greeks would regard their ancient literature as a symbol of their independent past.] Lead a general discussion of how the same literary themes became altered as they were fused into new ruling cultures.

3. Next, remind students of the fall of the western Roman Empire, briefly described at the end of the program. What group preserved the Latin language and many Roman laws after the empire fell? What can you predict would happen to those Roman and Greek ideas in Christian hands? From the above discussion, students should predict that the Christian writers to come would alter Roman culture in the course of preserving it and fuse Roman culture with the cultures of the nomadic invaders.

In-Depth Research

The following topics for further study will help students make connections between history and literature, between western and eastern history, and between the past and present. To provide key words for computer and library searches, distribute copies of the chronologies on pages 16 and 17.

EXTRA HISTORY STUDY

1. *Roman Conquests: The Military History*. Assign teams to research and report on Roman military expansions. Individual team members can research great Roman generals, Roman military tactics and weapons, daily life among the troops on the Roman frontiers, Roman fortifications and supply systems, and the effects of Roman military occupation upon the conquered territories. In their reports to the class, students should include maps, pictures of Roman armies and soldiers, and descriptions from Roman historians.
2. *Transportation during Roman Times.* Assign teams to research and report on the systems of transportation established during the Han, Mauryan, and Roman empires. Both land and sea routes should be described and mapped. Challenge students to uncover the meaning of the old phrase "All roads lead to Rome." Have a team member research and illustrate their road-building techniques. Some members of the team should compare Roman roads with today's European, north African, and Asian highways and identify Roman roads that are still in use. Roman roads were amazingly durable.
3. *Bible History.* Many events mentioned in this program were recorded in the New Testament and other Christian documents. Ask students or teams to read the Book of Acts and to find as many outside references as possible to the events mentioned and described in that book. Use the chronologies on pages 16 and 17 as starting points. One approach would be to divide the cities and places mentioned in Acts among team members, having each team member research that location and describe what it was like during Paul's time. Other team members can map the journeys of St. Paul and others mentioned in the Acts account.

EXTRA LITERATURE STUDY

1. *Roman Counterculture History*. Assign students or teams to do further reading and research on Tacitus, Josephus, and other writers who reported negative elements of Roman history. Teams might want to compile alternate histories, with quotes from the conquered peoples' points of view. Individual team members should research Roman accounts of the Spartacus-led slave revolt, the death of Seneca, and the persecutions of Jews and Christians for clues about how Romans behaved toward their enemies.
2. *New Testament Literature.* Assign individuals or teams to read the epistles of St. Paul from the literary point of view. Perhaps in conjunction with the history teams above, have them identify examples of how Paul tailored each epistle to fit his audience. For example, in his epistle to the Romans, he makes many points about the law and its relationship to human morality. Students should be prepared to identify passages in Paul's epistles, such as

those quoted in the program, that show the influence of Greek philosophers.

3. *Roman Entertainment.* Have students read, research, or perform passages from the comedies of Plautus and Terence or satiric passages from Martial or Juvenal. As they research, ask them to discover details of staging and acting, descriptions of the audiences, and other clues to everyday life. Some team members should research and report on the great spectacles held in the amphitheaters and the giant triumphs, part pageant, part parade, that were held to celebrate Roman military victories.
4. *The Community of Learning.* Suggest that students research the connections between writers mentioned in this program and (a) other writers and thinkers of their own times, (b) writers in the generations before them, and (c) writers in later generations. Students may already have noted such connections in the program. For example, students know they should look for examples of Roman writers who were taught by Greek slaves.

Chronologies: Class Discussion and Extra Study

The chronologies of history and literature located on the following pages are designed both to summarize the era covered by the program and to motivate students to learn more about the era. Copy and distribute the chronologies to individual students or study groups. Use the pages for both in-class discussion and extra study assignments.

CHRONOLOGY OF HISTORY: THE WORLD IN ROMAN TIMES

1. *Class Discussion: Drawing Conclusions.* Encourage students to restate key ideas and draw conclusions from details on the chart. The following are some conclusions they can draw.
   - The empire of Alexander covered parts of Europe, Asia, and Africa.
   - The Mauryan dynasty of India was older than the Han dynasty of China.
   - The Roman Empire controlled the Mediterranean at about the same time as the Han dynasty controlled China.
   - The Maya civilization still controlled Central America during Roman times.
   - After destroying Carthage, the Romans conquered other sections of North Africa.
   - Roman advances in north Africa helped trigger a great migration from west to central Africa.
   - The Great Wall of China was being completed at about the same time as Rome was conquering Carthage and Greece.
   - The Mauryan Empire of India was followed by Shunga's Empire and then by the Gupta Empire.
   - The Han dynasty of China fell to nomadic invaders before the Roman Empire did.
2. *Extra Study: Researching and Reporting.* Ask students to research and report on events listed on the chart. You might want to assign one continent to each study group and have group members choose from events in their column. You might also assign each group a time period and have group members file reports from different continents.

CHRONOLOGY OF LITERATURE: THE WORLD IN ROMAN TIMES

1. *Class Discussion: Drawing Conclusions.* Encourage students to restate key ideas and draw conclusions from details on the chart. The following are some conclusions they can draw.
   - Literature written in Greek continued to flourish during Roman times.
   - Roman literature made important contributions to nonfiction, especially in private letters and in the areas of history, biography, and law.
   - Scientific writing and religious writing were still largely done in Greek during the Roman period.
   - Jesus of Nazareth and other religious leaders relied largely on spoken teachings.
   - It took several generations for the New Testament to be compiled and for the dogmas of the Christian church to be decided and written down.
   - Chinese and Sanskrit literature flourished at the same time as the Golden Age of Latin literature.
2. *Extra Study: Researching and Reporting.* Ask students to research and report on writers and literary works listed on the chart. You might want to assign one literary category to each study group and have group members choose from writers and works in their column. You might also assign each group a time period and have group members file reports about developments in different categories of literature.

Chronology of History Chart: The World in Roman Times

DATES	EUROPE	ASIA	AFRICA AND OCEANIA	AMERICAS
before 300 B.C.	Philip of Macedon rules Greece; Alexander comes to throne; Rome fights Samite War	Alexander conquers Palestine & Persia & invades India; Maurya dynasty founded (India)	Greeks conquer Egypt & Ptolemy Soter begins Greek dynasty; Alexandria founded	Mayans expand temple center at Monte Albán (Mexico); gold, copper, & woven cloth used (Peru)
300–251 B.C.	patricians & plebes achieve legal equality (Rome); Rome conquers Italy & fights Carthage	kingdom of Parthia founded (Persia); Ashoka makes Buddhism official faith (India)	Carthage fights First Punic War against Rome	Hopewell culture established (upper Mississippi & Ohio valleys)
250–201 B.C.	Greek internal wars continue; Hannibal of Carthage invades Spain & crosses Alps	Shi Huangdi (Qin dynasty) unifies China & connects defenses to make Great Wall; Han dynasty begins	Rome wins Second Punic War; iron culture emerges in kingdoms of Mauritania, Numidia, & Nok	farming known among Hohokam people (Arizona)
200–151 B.C.	Romans defeat Hannibal & conquer Spain, Sicily, south France, & Macedon	Syria takes Palestine; Shunga rule begins (India); China builds canal system & expands west	Rome wins Third Punic War; Upper Egypt revolts; Rome defeats Numidia & gains n. Africa	Izapá temple center built (Chiapas); first urban temple complexes constructed (Peru)
150–101 B.C.	Romans invade & occupy southern Greece; Cimbri & Teutons invade Italy & are defeated by Marius	Romans conquer Asia Minor; Maccabees free Judea from Seleucids; reformer Han Wu Ti reigns (China)	Romans conquer north Africa & fight Numidia; trade between Nubia & Nok flourishes	Classic Age of Maya begins; sun pyramid built (Teotihuacán)
100–51 B.C.	slaves & gladiators revolt (Italy); Suevi invade Gaul; Romans conquer Gaul & invade Germany	Romans annex Syria & Palestine; Armenia & Parthia fight; Chinese ships reach India	Cleopatra assumes throne of Egypt; Romans bring camels to Sahara region	Tihuanaco, Nazca, Huari, & Moche cultures flourish (Peru); major irrigation systems built
50–1 B.C.	J. Caesar defeats Pompey, becomes dictator, & is killed; Augustus becomes first Roman emperor & Pax Romana begins	Romans annex Judaea & Galilee; Buddhism established in China	Cleopatra kills Pompey & then herself; Egypt becomes Roman province; ironworking Bantus of w. Africa move east	
A.D. 0–49	Augustus & Tiberius Caligula rule empire; Romans lose to Germanic tribes & invade Britain	Greek, Arab, & Chinese ships travel to India; Hsin rebel & Han dynasty restored (China)	west African invasion spreads down Great Rift Valley; ironworking reaches Zimbabwe	
A.D. 50–99	Nero, Vespasian, & Domitian rule empire; Christians persecuted; Danube legions revolt	Kushan Empire arises (west central Asia); Hun confederacy formed (east central Asia)	Christianity established in Egypt, Ethiopia, & north Africa; Bantu languages & iron reach South Africa	farming & pottery known among Anasazi people as well as southwestern & Alaskan tribes
A.D. 100–149	Roman Empire reaches greatest extent; Hadrian's wall built (Britain)	Rome annexes Armenia & fights Parthia; Kushan Empire controls n. India; Silk Road opens to China	plague sweeps north Africa; Mandingo & Berber tribes move into Niger region	
A.D. 150–199	Rome repels barbarian attack & takes over Dacia; plague depopulates empire	Asian Roman legions revolt; Satavhanas expand (India); Yellow Turbans revolt (China)	Roman city of Carthage flourishes; caravan trade across Sahara expands	
A.D. 200–249	Goths begin invading Roman Empire; army takes over imperial government	Han dynasty ends; China divides into three states; Japan sends fleet to Korea	north Africans revolt against Rome	Maya build temple center at Palenque; Teotihuacán ruled by theocracy
A.D. 250–299	Diocletian persecutes Christians & reorganizes Roman Empire; legions retreat to Danube & Rhine	Sassanid dynasty begins, Manicheanism religion founded (Persia); Huns emerge (northern Asia)	Axum (Ethiopia) controls Red Sea trade; Bantu people move south & east from Niger delta	farming & pottery adapted by Hohokam culture; Imec culture pervades Mexico & Central America
A.D. 300–349	Constantine makes Christianity official faith; anthrax plague kills thousands across empire	Roman capital shifted to Constantinople; Huns invade China; Gupta dynasty begins (India)	kingdom of Akwar emerges; Axum defeats Meroe; Samoans settle Marquesas	Golden Age begins (Teotihuacàn)
A.D. 350–399	Huns cross Volga River; barbarians invade & conquer western Roman Empire	Huns invade Persia & northern India; Persians & Byzantines clash; China adopts Buddhist faith	Coptic Christian monks preach (Axum); Faras, Dongolo, & south & east Soba kingdoms arise (Sudan)	pottery & farming appear in Mogollon & Anasazi regions
after 400	Huns sack Rome; Romans leave Britain & Anglo-Saxons invade; Patrick preaches to Irish	university founded in Constantinople; plague checks Hun advance on Byzantines	Axum adopts Christian faith; Vandals conquer north Africa	Teotihuacán culture spreads to Monte Albán & Guatemala

Chronology of Literature Chart: The World in Roman Times

DATES	RELIGION, PHILOSOPHY	SCIENCE, MEDICINE, LITERACY, EDUCATION	NONFICTION: GOVERNMENT, HISTORY, ECONOMICS	FICTION: POETRY, DRAMA, STORIES
before 300 B.C.	Aristotle opens Lyceum; Xenocrites & Diogenes on philosophy; Indian epic Mahabharata composed	Aristotle on animals & categories; Heraclides on solar system; library founded (Alexandria)	Aristotle, Constitution of Athens; Demosthenes, orations; Berosus on Persian history	Antiphanes & Menander, comedies; Ch'u P'ing, poems
300–251 B.C.	Zeno on Stoicism; Mencius on philosophy (China)	Epicurus on materialism; Euclid, *Elements*; Archimedes on physics; Herophilus on anatomy	Timaeus on history; Rock Edicts of Ashoka (India); slave Andronicus brings Greek literature to Rome	Theocritus & Callimachus, poems; Philemon, comedies; Naevius, Roman satiric comedies
250–201 B.C.	Aristo of Chios, Cleanthes, & Chrysippus on Stoicism; Jews write down Psalms & Proverbs	new Qin dynasty burns ancient Confucian books; medical college flourishes (Alexandria)	Manetho on Egyptian history; Quintius Flavius Pictor on Roman history; Han Fei, essays	Plautus & Livius Andronicus, Latin plays; Appolonius of Rhodes & Aristodama, poems
200–151 B.C.	books of Daniel & Ecclesiasticus composed; Polybius & Panaetius take Greek philosophy to Rome	library founded, Pergamum; Hipparcus of Niceaea on astronomy & trigonometry	Polybius on history & biographies; Cato the Elder, orations & Latin prose	Plautus & Terence, plays; Quintus Ennius, poems & plays
150–101 B.C.	Boethius of Sidon on philosophy; Panaetius on Stoicism	Aesclepidis of Bithynia on medicine; Cato the Elder on farming	Scipio, letters & orations; Varro, history; Lucilius, satires; Szu-ma Ch'ien on history (China)	
100–51 B.C.		Lucretius, *De rerum natura*; Vitruvius, *De architectura*; Poseidonius on the ocean	Sulla, laws of Rome; Hortensius & Cicero, letters & orations; Caesar on Gallic wars	Catullus & Meleager of Syria, poems
50–1 B.C.		Celsus (encylopedist) on science; Strabo on geography	Cicero, orations & essays; Horace, *Epistles* & *Satires*; Livy & Sallust on history	Virgil, *Eclogues*, Georgics, *Aeneid*; Ovid, love poems; Horace, *Odes*
A.D. 0–49	Jesus of Nazareth, spoken teachings; Seneca on Stoicism; Philo Judaeus on Greek & Jewish philosophy	Seneca, *Quaestiones naturales*	Livy on history; library at Alexandria burned	Ovid, *Metamorphoses*; Tibullus & Livy, poems; Petronius, *Satyricon*; Seneca, tragedies
A.D. 50–99	Priscus on Stoicism; St. Paul, epistles; Matthew & John, Gospels; Simon Magnus on occultism	Pliney, *Historia naturalis*; Celsus, *De medicina*; Columella, *De re rustica*	Quintilian, *Institutio oratoria*; Josephus on Jewish history; Dio Chrysostom, orations	Martial, Statius, & Lucan, poems
A.D. 100–149		Ptolemy on geography; Charaka on medicine (India)	Tacitus, *Historiae* & *Annals*; Suetonius, *Lives of the Caesars*; Plutarch, *Parallel Lives* & *Moralia*	Apuleis, *Golden Ass*; Juvenal, satiric poems
A.D. 150–199	Justin, *Apology for Christianity*; Marcus Aurelius, *Meditationes*	Galen on medicine; Diophantus of Alexandria on algebra	Lucian, satirical dialogues	
A.D. 200–249	Prophet Mani teaches (Persia); Tertullian, *Liber Apologeticus*; Origen, *Contra Celsus*			first recorded Christian plays
A.D. 250–299	Rabbi Yehuda, *Mishna*; Tertullian & Cyprian, sermons & writings; Plotinus on neoplatonism	Diophantus on algebra; Pappus of Alexandria on simple machines	Papinion on Roman law; Herodian, *Historia*	Heliodorus of Emesa, *Aethiopica* (early romantic novel)
A.D. 300–349	Nicene Creed adopted; Hillel II fixes Jewish calendar; *Puranas* & Vedantas codified (India)		Lactantius, *De mortibus persecutorum*; Eusebius, *Historia Ecclesiastica*	Ausonius, poems
A.D. 350–399	Chrysostom, sermons; Augustine, *Confessions*; Jerome, Latin Vulgate; Ambrose, *De officiis*	Oribasius, medical encyclopedia; Marcellus, *De medicamentis*	Vetetius, *Epitoma rei militaris*; Macrobius, *Saturnalia*; Ammianus, *Rerum festarum libri*	Ambrose of Milan, hymns; Kalidasa, *Shakuntala* & other Sanskrit dramas & poems (India); T'ao Ch'ien, poems (China)
after 400	Augustine, *De civitate Dei*; Hypatia, lectures; Mahabharata & Vedas written down (India)	Vegetius on veterinary medicine; Fa-Hieu on travels to India	Orosius, *Hisotria adversus paganos*; Codex Theodosianus (summary of Roman law)	Claudianus, poems; Paulinus, *Peri stephanon*; T'ao Ch'ien, poems

Cross-Curricular Explorations

These projects are designed to relate the ideas in the program to other areas of study; assign them to individuals and study groups according to students' interests and strengths.

1. *Roman Imperial Fashions*. Research the history of Roman costume and, by following costume book directions, create togas and other items of Roman clothing. Plan and perform a fashion show that features modern, Roman-inspired fashions, hairstyles, shoes, and jewelry. The show might also include fashions from the Druids, the north Africans, the Mesopotamians, and other peoples conquered by Rome. Note: The works of Julius Caesar and other historians include many descriptions of foreign peoples' clothing and appearance. Descriptions of "triumphs" are also good sources, since these events included processions of conquered prisoners dressed in their native costumes.
2. *Ancient Rome in Hollywood.* The Roman Empire has been a favorite subject of movie makers since films were invented. Using film reference guides, find and watch as many as possible of these films. Compile a Roman imperial filmography, and arrange film showings for your class as you report on Rome through Hollywood's eyes. Pay attention to how the "Roman" costumes and speeches reflect the times in which the films were made.
3. *Ancient Rome on the Internet.* Assign interested students to conduct computer searches and discover what remains of the Roman Empire. Start by contacting Italian consulates and travel agencies that specialize in tours to Italy and other places once ruled by Rome. In addition, many universities have their own Web pages, some of which include photos of archaeological digs, museum acquisitions, and other ancient treasures. Archaeology and history magazines can also be accessed electronically.

Transcript

In 19 B.C., Rome's greatest **epic** poet, Virgil, lay dying. He is said to have asked his friends to destroy his unfinished poem, the *Aeneid*. They ignored his wish and in so doing gave Rome and the world an extraordinary gift—an epic of beauty, sensitivity, and perfection...a splendid adventure tale of the wanderings of Aeneas, a Trojan **hero**.

IRENE BALD ROMANO

Beyond its importance as a compelling story of the wanderings of Aeneas and of his love of Dido, it is the national epic the founding legend of the city of Rome that is told in that story.

This epic unified and focused Rome's aim to stabilize and enlarge its already expansive **empire**, one that had been growing since before 500 B.C.

In the poem, Virgil also urges Caesar Augustus, the Roman emperor for whom he wrote the poem, to rule nobly, in a manner befitting Rome's glorious heritage and destiny.

thou, Roman, be mindful to rule the peoples with imperial sway;
These shall be thy arts: to impose the way of peace,
To spare the conquered, and put down the proud.

Aeneid, Book VI
—Virgil

Rome was not the only powerful empire during this time. The Han **dynasty** in China and the Mauryan Empire in India flourished as well. Like Rome's, their longevity and stability were not built on military might alone, but on their ability to use law, legend, and religion to organize and control the people.

In northern India, the Greeks, who ruled after Alexander the Great's death in 332 B.C., were driven out by Chandragupta I. As Rome built its Republic, Chandragupta united the kingdoms of northern India and became the founder of the Mauryan dynasty, which by 322 B.C. embraced almost the entire subcontinent.

The answer to the Mauryan success story lies in its most famous ruler, Chandragupta's grandson, Ashoka. Ashoka assumed rule in about 269 B.C. after a family power struggle. Some years later, he began to regret the brutality with which he conquered people. He looked for deeper meaning in his life. Not surprisingly, for religion and spirituality come from the ancient roots of India, he found it in **Buddhism** and made it the official faith of his empire.

Ashoka established laws promoting ancient Hindu and Buddhist **ideals**: nonviolence, morality, religious tolerance, and compassion. He had these laws carved on rocks and pillars and placed at crossroads throughout India.

> *His Sacred and Gracious Majesty the King does reverence to men of all sects...His Sacred Majesty, however, cares not so much for gifts or external reverence, as that there should be a growth of the essence of the matter in all sects.... The root of it is restraint of speech.*
>
> Rock Edict XII
> —Ashoka

For the next eight decades, Ashoka's empire was guided by these beliefs.

After the fall of the Mauryan dynasty in 185 B.C., during waves of **invasion** by outsiders, India's **culture**—and thus its unifying social and economic structure—was not greatly disrupted, principally because it was based on spirituality and religious belief, not the personality of a ruler.

Looking even farther east—to China—we find that while Rome was building its Republic and India its Mauryan dynasty, China was not yet an empire. Its small, constantly warring **feudal** states were not united until the 220s B.C. by Shi Huangdi.

Although his Qin dynasty endured only 15 years, his harsh **dictatorship** forged many lasting changes that would unify China for centuries to come.

Shi Huangdi centralized government and standardized weights, measures, coinage, and writing. Using forced labor, he connected older fortifications to construct the Great Wall, protecting China against nomadic invasion.

At the same time, in an attempt to destroy feudal China, he ordered the destruction of the books and records of earlier periods, including the writings of Lao-Tzu—the founder of Daoism (Taoism)—and of Confucius.

Wisely, China's sages hid some texts and memorized others.

Shi Huangdi's rule was followed closely by the 400-year Han dynasty, under which China grew into a mighty empire.

The Han emperors legitimized their rule to by tying it to divine approval, which they called the Mandate of Heaven. They adopted the title "Son of Heaven" and encouraged emperor worship.

They also resurrected and revised traditional Chinese philosophies favorable to the state. Confucianism promoted duty, while Daoism (Taoism) encouraged detachment and harmony with nature.

During this period, Buddhist missionaries traveled from India into China along the **Silk Road**. Eventually, Buddhist ideas merged with Daoism (Taoism) and became a great stabilizing force in China.

The Silk Road—and other **trade routes**—also brought China riches, but protecting northern borders from invaders was very costly. Power struggles among the noble families were also expensive. Eventually, the heavily taxed peasants revolted, and by A.D. 220, civil war ended the Han's mandate of heaven.

As the empires of India and China rose and fell, Rome's empire had a similar, but longer, history.

In the eighth century B.C., the hilltop Latin farming village of Rome was ruled by the Etruscans, a highly literate people who dominated central Italy and traded throughout the Mediterranean.

IRENE BALD ROMANO

Their **legacy** to Rome was great. They were the first kings of Rome. They were the people that turned Rome into the first urban center that it was, they paved the Roman forum, they fortified the city, they built the first temple to Jupiter on the Capitoline Hill, they gave to Rome their alphabet—Roman numerals, as we call them, are in fact Etruscan numerals—they gave the Romans the toga—the quintessential costume of the Romans. So they left much to the Roman people and to Roman culture.

In 509 B.C., the Romans expelled the Etruscan king and established the Roman Republic, which was ruled by a **senate** composed of land-owning nobles, their appointed administrators called *tribunes*, and later also by an assembly of commoners called *plebeians*.

This Republican Period of Rome lasted nearly 500 years and was followed by another period, almost as long, known as the "Imperial Period."

Throughout its history, war was a constant feature of Roman life. Early on, Rome's **citizen** army conquered and built alliances with its neighbors on the Italian peninsula.

In 264 B.C. Rome began the Punic Wars, against its greatest rival, Carthage. This brutal sequence of three wars lasted 23 years.

A Greek **historian** named Polybius, who wrote unbiased and accurate accounts of Rome's affairs, described the dangerous path through the Alps taken by the brave troops of Hannibal, Carthage's famous general:

The path was very narrow and steep, and as both men and beasts could not tell on what they were treading owing to the snow, all that stepped wide of the path or stumbled were dashed down the precipice....

Histories
—Polybius

Hannibal is remembered for having used African elephants to help deal the Romans several major defeats. In spite of Hannibal's considerable skill, Rome finally—and savagely—defeated Carthage. Not long after, Rome also conquered Greece, a culture they much admired.

The Romans adopted most of the Greek gods, though with changed names. For example, Zeus became Jupiter, Aphrodite became Venus, and Poseidon became Neptune.

As Roman armies advanced into Asia Minor, North Africa, Europe, and beyond, they customarily absorbed—or Romanized—the best of a conquered people's culture, an act, echoed in Virgil's advice, that would help unify and stabilize the empire for centuries.

Rome's legions returned home with the booty of war, making Rome wealthier and more urban—a world leader. Special prizes included Greek poems, plays, vases, sculpture, and art.

As the famed poet Horace, a friend of Virgil's, much later characterized it:

Captive Greece captured her rough conqueror and introduced the arts into rustic Latium.

—Horace

Many cultured Greeks were enslaved and brought to Rome to add their expertise to the education of the upper classes.

IRENE BALD ROMANO

There was a interest in all things Greek. The Romans experience this period of philhellenism, that is, anything Greek was of interest to them and loved by them. So we have a long-lasting influence of Greek culture on Romans through their arts.

But Roman art of the Republican period was not a copy of the Greek ideal. Rather, it reflected Rome's earthy roots. Faces on busts were strong and real.

Similarly, Rome's abundant literature was full of energy, approachable, and sometimes bawdy. During this period, writers began to use Latin, Rome's language, rather than the more scholarly Greek.

The playwright Plautus is one whose farcical comedies—adaptations of Greek plays—entertained rowdy Latin-speaking crowds that attended the Roman festivals.

In the one hand he is carrying a stone, while he shows the bread in the other.

Aulularia, Act II, Sc. 2, Line 18
—Plautus

Terence, a freed **slave** probably of African origin, also adapted Greek comedies—often those about young men's love entanglements.

I know the disposition of women: when you will, they won't; when you won't, they set their hearts upon you of their own inclination.

Eunuchus, Act IV, Sc. 7, Line 42
—Terence

Lucretius, the greatest poet of early Roman literature, composed his long poem, *De Rerum Natura—On the Nature of Things*—in Latin.

In it, he argues that, since the soul is made up of **atoms** and atoms are eternal, men and women can face human problems, even death, without worry or fear.

From all this it follows that death
Is nothing to us and no concern of ours,
Since our tenure of the mind is mortal.

On the Nature of Things
—Lucretius

While this poem—like much Roman literature—is philosophical, death and violence were an everyday part of Roman life.

In fact, when not at war, many watched war games at the **amphitheater** where **gladiators**—often slaves from conquered lands—fought each other or wild beasts to the death.

As the Republic expanded, power struggles and other difficulties, including slave revolts and problems with unpaid war veterans, destabilized the government.

In 45 B.C., after a long and bloody civil war, the Republic was replaced by one-man rule. Military and literary hero Julius Caesar was named dictator for life. This was the beginning of the Imperial Period of Rome's history, a period of great expansion which lasted until A.D. 476.

A sophisticated, educated man, Caesar described his conquest of Gaul and invasion of Britain in his pioneering manuscript *The Gallic War*, which begins with these famous words:

All Gaul is divided into three parts.

De Bello Gallico
—Julius Caesar

Caesar's victories in Gaul made him a popular hero. His accounts, and other histories like it, built pride and a common identity among Rome's citizens.

But stability under Julius Caesar was fragile. In 44 B.C., Julius Caesar was **assassinated** by political rivals, including his friend Brutus. It is a tale of intrigue that has been told many times, but perhaps best by Caesar's contemporary, Plutarch, a widely traveled Greek biographer.

ROBERT PINSKY
He knew how to tell a story. Here's just a brief snatch from his "Death of Julius Caesar."

Driven hither and thither like a wild beast he was entangled in the hands of all. Some say that he fought and resisted all the rest…but when he saw that Brutus had drawn his dagger, he pulled his toga down over his head and sank….

Lives, "Julius Caesar"
—Plutarch

The civil war that followed Caesar's death led to the rule of his adopted nephew, Gaius Octavius. Octavius took the name Augustus and in 29 B.C. became the first of a long line of Roman emperors. Compared to many of the emperors that followed, Augustus was a humane and enlightened ruler.

IRENE BALD ROMANO
And it was in the Augustan age that Augustus tried to put some sense into all this and some structure to it, and he created books of religious laws to govern every aspect of

religious life. He created colleges or expanded the colleges of **priests** who would regulate these cults and he created a calendar of festivals and events so that every Roman knew when they should be celebrating the particular cults of a particular god.

During his reign, which lasted until A.D. 14, Augustus promoted stability and unity by encouraging the arts, fortifying the **frontiers**, and establishing a permanent standing army. He extended the privileges of Roman **citizenship** to the ruling classes of conquered lands and reformed Roman laws, which he then applied throughout the empire. This act, in many historians' views, is Rome's greatest legacy.

Augustus also founded colonies and populated them with soldiers and veterans, many of whom worked on Rome's great **engineering** projects, including hundreds of **aqueducts** and over 50,000 miles of roads. In so doing Augustus spread Roman culture, built unity, improved the quality of life, and gave people—even those on the farthest frontiers—a stake in Rome's stability. This 150-year period of peace begun by Augustus is called the **Pax Romana**.

Peace also produced Rome's "Golden Age" of literature. Like Roman roads and Roman laws, literature, such as Virgil's *Aeneid* and the beautiful but sensible, good-humored, and often patriotic poems of Horace, served to unify the empire and promote common national values.

ROBERT PINSKY

The Roman poet Horace wrote poems he called the "Epistulae," or letters—sort of wandering poems addressed to friends. This is the ending of the 16th **Epistle** in his first book of these Epistles, or letter poems.

...Then God himself, the moment that I choose,
will set me free.
I think that what this means is I will die. Death
is the chalk line toward which all things race.

By the Pax Romana, Roman religion had become a hodgepodge of borrowings from Greece, the Etruscans, and other cultures. To this Augustus also introduced emperor worship to inspire loyalty. Some of his subjects, notably the **Jews**, viewed the Romans as **superstitious** pagans.

Into this tension, Christianity was born. This new faith would at first disrupt the Roman Empire, but eventually it would be a great unifying force.

Christianity began in Roman-held Judea.

There went out a decree from Caesar Augustus, that all the world should be taxed.... And Joseph also went up from Galilee...to be taxed with Mary his espoused wife, being great with child.... And she brought forth her first-born son...and his name was called Jesus....

Luke 2:1-7, 21

Little is known about Jesus outside the **biblical** accounts in the **New Testament**. One book, the Acts of the Apostles—probably the only contemporary account detailing how Christianity spread—tells us that Jesus' **disciples** believed he had worked miracles and had risen from the dead.

Some followers of Jesus—including Paul of Tarsus, a town in Syria—began to believe that Jesus' teachings were meant for all people, not just Jews.

There is neither Jew nor Greek, there is neither bond nor free, there is neither male nor female: for ye are all one in Christ Jesus.

—Paul's Letter to the Galatians 6:28

IRENE BALD ROMANO

Next to Jesus of Nazareth, the most compelling figure in the history, the early history of Christianity, Paul was from Syria—from the site of Tarsus—he was a tentmaker by trade, a Jew by birth, and he **converted** to Christianity after an epiphany—an awakening moment—when he found that the writings of teachings and the works of Jesus Christ were what he was interested in. He went on a mission to the Near East and to Greece, and he spread the word and the teachings of Jesus Christ, and if it were not for him and his widespread teachings, it is possible that Christianity may have remained a rather local cult in the area of Jerusalem.

As the Roman Empire developed more and more problems, Christians became the scapegoats. Many were persecuted; others met violent deaths. Some scholars believe Paul and Peter—the Church's founding father in Rome—were both martyred by the emperor Nero.

In A.D. 64, a great fire burned much of Rome. Rumors soon flew that the hated emperor had started the fire himself.

> *Consequently, to scotch the rumor, Nero fastened the guilt and inflicted the most exquisite tortures upon a group hated for their abominations, whom the populace called Christians.*
>
> *Annals*
> —Tacitus

Despite **persecutions**, Christianity continued to spread. Writers produced fascinating stories of Jesus and his disciples. Some of these writings, along with Paul's letters, or epistles, now form a major portion of the New Testament.

By the early 300s, Christianity had several million believers. Even Emperor Constantine the Great converted and began actively encouraging the Christianization of his empire.

Perhaps he was hoping that Christianity, once thought of as a threat to Roman culture, would save his crumbling empire.

After the Pax Romana, the empire suffered internal and external troubles, including a series of ruthless emperors, attacks from invaders on the frontiers, and near bankruptcy from fighting too many wars—both internal and external. The Roman Empire officially collapsed in A.D. 476.

Ironically, over the next 1,000 years, the once-persecuted Christians played a major role in preserving Roman and Greek culture and literature while Europe fell into decay.

Similarly, following the fall of the Mauryan and Han dynasties in India and China and the subsequent years of invasion and political chaos, religious and philosophical leaders kept those advanced **civilizations** from complete decay.

So, while it seemed that these empires of Earth were dead, heavenly guardians made it possible to resurrect their amazing **philosophy**, literature, art, and culture—in new forms—in the centuries to come.

Notes

Consultants for the Series

Susan Balée, B.A., M.A., Ph.D.

Professor, author, commentator, editor, lecturer

- Primary fields of study: nineteenth-century British literature and popular culture; literature of the American south; American literature
- Published in: *The Hudson Review*; *The Philadelphia Inquirer*; *PMLA Forum; The Georgia Review; Victorian Studies*
- Notable achievements: founding editor, *Northeast Corridor*

Christopher Medwin Edens, B.A., Ph.D.

Archaeologist, professor, researcher

- Primary fields of study: evolution of complex societies; political economy of pre-modern states; center-periphery relations; archaeology of western Asia; lithic technologies
- Recent research: Tell Billa excavation in northern Iraq; lithic analysis for the Hacinebi Tepe (Turkey) project; investigation of Bronze Age in highland Yemen
- Published in: *Journal of World Prehistory*; *Anatolica*; *Arabian Archaeology and Epigraphy*; *Archaeological News; American Anthropologist*
- Notable achievements: Robert H. Dyson Post-Doctoral Fellow in Near Eastern Archaeology; American Research Institute in Turkey/National Endowment for the Humanities grant recipient; consultant to new Saudi Arabian National Museum project in Riyadh

Edward Peters, B.A., M.A., Ph.D.

Professor, author, editor, reviewer

- Primary fields of study: early European history; church history; legal history; intellectual and political history; cultural history
- Author of: *Torture* (1985, rev. 1996); *Inquisition* (1989); numerous books and articles
- Notable achievements: general editor, *The Middle Ages* series (University of Pennsylvania Press); ACLS Fellow; Guggenheim Fellow; fellow, Royal Historical Society; fellow, Medieval Society of America; curator, Henry C. Lea Library

Robert Pinsky, B.A., M.A., Ph.D.

Poet, professor, lecturer, reviewer, editor

- Author of: *History of My Heart* (1984); *Poetry and the World* (1988); *The Inferno of Dante* (1995); *The Figured Wheel: New and Collected Poems 1966-1996* (1995); many other titles
- Published in: *Antaeus; The New Yorker*; *The Paris Review*; *The Norton Anthology of Modern Poetry*; *The Atlantic*; *The New York Times Book Review*
- Notable achievements: Poet Laureate of the United States; poetry editor, *Slate* (an Internet magazine); poetry editor, *The New Republic*; Pulitzer Prize in Poetry nominee; Lenore Marshall Award winner; Ambassador Book Award winner; William Carlos Williams Award winner; Woodrow Wilson, Fulbright, N.E.H., N.E.A., and Guggenheim Fellowships

Rosalind Remer, B.A., M.A., Ph.D.

Professor, reviewer, lecturer, educational consultant

- Primary fields of study: eighteenth-century American economic and business history/history of the book; social, cultural, and economic history of colonial and revolutionary America and the early republic
- Author of: *Printers and Men of Capital: The Philadelphia Book Trade in the New Republic* (1996)
- Published in: *Pennsylvania Magazine of History and Biography*; *Journal of the Early Republic*; *Business and Economic History*; *William and Mary Quarterly*
- Notable achievements: director of programs and planning, National Constitution Center; many awards and fellowships, including an Andrew W. Mellon Foundation research fellowship

Irene Bald Romano, B.A., Ph.D.

Archaeologist, museum and educational consultant, professor, lecturer

- Primary field of study: classical archaeology
- Archaeological excavations: Gordion (Turkey), Corinth (Greece), Pollentia (Alcudia, Mallorca), Deya (Mallorca)
- Co-author of: *Catalogue of the Classical Collections of the Glencairn Museum* (1998)
- Published in: *Expedition; Hesperia; The Coroplast's Art: Greek Terracottas of the Hellenistic World*
- Awards and grants: University of Pennsylvania Research Foundation Award; American Philosophical Society grant; National Endowment for the Humanities grant

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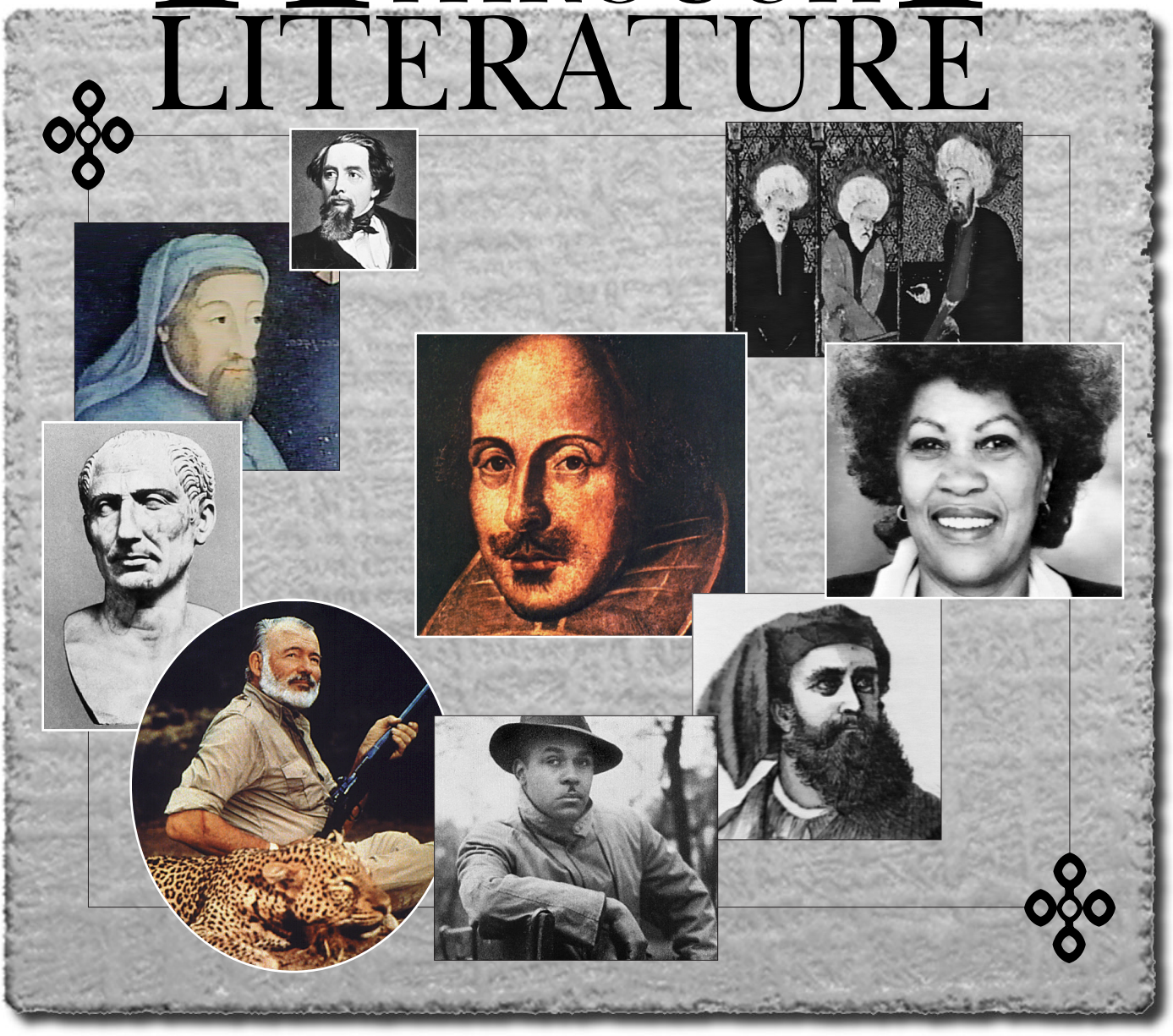

Faith and Feudalism: The Early Middle Ages

CL949-4CV

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THE MOST COMPLETE SOURCE FOR CURRICULUM-ORIENTED A-V MATERIALS

History through Literature
Faith and Feudalism: The Early Middle Ages

Program #CL949-4CV ***Running Time—23:47***

Table of Contents

Intended for students in junior high school and above. This program is closed captioned.

Summary

Faith and Feudalism: The Early Middle Ages is part of a 12-video *History through Literature* series that examines the connections between historical events and the literary figures and works of each era. Other titles in this series are listed on the back of this Teacher's Guide.

The opening scene of *Faith and Feudalism: The Early Middle Ages* takes place in A.D. 410, when the Visigoths sacked and burned Rome. Eyewitness historian Ammianus Marcellinus described the massacre, which foretold the collapse of the great Roman Empire in A.D. 476, the start of the Middle Ages in Europe.

The program discusses Rome's internal problems, including its overextended economy and civil unrest, and its three external enemies—the Persians, the Germanic peoples, and the Huns—who forced the fall of Rome. Next, it describes the rise of Constantinople and the Byzantine Empire and, with the Edict of Milan in A.D. 313, its adoption of Christianity as its official religion. Christianity's role in preserving the civilization of the once-mighty empire is then chronicled. The similar role that other great religions, such as Buddhism and Islam, took in various parts of the world is also examined.

Christianity was still a relatively young religion at the time of the fall of Rome. Pagans blamed the frightening invasions on the Christians' coming to power. Christians, like Augustine of Hippo, saw the invasions as God's cleansing of paganism. To replace classical culture, Augustine, Jerome, and other Christian scholars offered a vision of the "city of God"—a new, Christian society, which the program calls "Christendom." Inspired by Augustine's vision, missionary monks founded monasteries throughout Europe, Asia, and Africa and gradually converted most of the barbarians. By fusing local and barbarian legends and Christian teachings, the monks created the traditions of the Church. Because they also transcribed the legends—such as *Beowulf*—and wrote local histories and created alphabets for local languages, monks such as the Venerable Bede also laid the foundations for modern European culture.

In China, Buddhism, imported earlier from India, helped protect the civilization that was threatened by the barbarian invasions. Buddhist monks preserved literacy and maintained and expanded on the texts of the ancient scholars.

While other religions were spreading, Islam was born and grew quickly in Arabia. Muhammad's message of monotheism found in the Qur'an created the religious fervor that allowed unified Muslim armies to triumph throughout the Middle East and push into Europe and Asia. The intellectual energy generated by these powerful Muslims not only expanded their own culture's legends and learning, but also preserved the classical philosophy, literature, math, and science texts of Greece and Rome, which allowed them to be reintroduced into Europe later.

In Europe, meanwhile, a new political/economic force—feudalism—motivated Europeans to turn back the Muslim advance. Feudalism, which resulted from the fusion of Roman and barbarian patterns of leadership, military service, and land ownership, slowly evolved into various classes of society: those who worked, those who fought, and those who prayed, thus setting the stage for the growth of chivalry, hero-kings such as Charlemagne, powerful popes and other church figures, and the Crusades in later years.

The program ends with a brief look at the Christianized Vikings and their role in, among other things, the transformation of England under William the Conqueror, the fighting of the Crusades, and ultimately their ruling sections of Italy and the Holy Lands. With their help, Rome again became an important power, this time as the center of Christendom.

Intended Audience

This program is designed for students in junior high school and above.

Presenting the Program

To prepare a lesson plan to accompany the presentation of this program, review the suggestions outlined below. You will find all of the sections mentioned in the Table of Contents of this Teacher's Guide.

1. Familiarize yourself with the video and the sections of this Teacher's Guide.
2. Introduce students to the video, using one or more of the Pre-Viewing Suggestions to relate the upcoming information to what they already know. As a final activity, it may be helpful to introduce new names and vocabulary words—especially those with difficult spelling and pronunciation—by using the chalkboard or overhead projector.
3. Have the students watch the video in its entirety and without interruption.
4. Check for understanding by discussing and reviewing the information, vocabulary words, and concepts presented in the video by using the History and/or Literature Post-Viewing Suggestions, including the H.O.T. Topics (Higher Order Thinking), which delve into many related subjects and concepts.
5. If time permits, have students watch the program a second time, pausing at points of interest for discussion.
6. As guided independent practice, choose and assign some of the In-Depth Research suggestions.

Learning Objectives

After watching this program and completing the activities, students will be able to:

- List some of the important events that happened in world history before and during the early Middle Ages, between A.D. 300 and 1000 (see History in the Program);
- List some of the authors who lived and wrote during the early Middle Ages (see Literature in the Program);
- Name the groups who helped preserve learning in Europe and Asia;
- Describe how the era's events were interpreted by writers and how writers affected historical events;
- Name some of the major world religions that were expanding during the early Middle Ages, and tell where each faith was expanding;
- Define feudalism and describe the development of feudal classes and society;
- Give examples of the power of the Church over everyday life in Europe; and
- Compare the civilizations of medieval Europe with those of India, China, and Islamic nations.

History in the Program

The following events and trends from world history are specifically mentioned in the program's narration. They are listed below in roughly the order that they occurred in history. More events are outlined in the Chronology of History Chart: The Early Middle Ages (page 13).

Invasion of northern China by the Hsiung-Nu (Huns)
Edict of Milan provides for adoption of Christianity as official religion of the Roman Empire
Invasion of eastern Europe by nomadic Huns
Founding of monasteries by St. Augustine of Hippo
Invasion of Roman Empire by Germanic and Celtic peoples (*e.g.*, Vandals, Franks, Alemanni, Goths, Angles, Saxons)
Sacking of city of Rome by barbarians
Invasion of British Isles by Jutes, Angles, Saxons
Flourishing of oral literary traditions among northern Europeans
Growth of aestheticism in monasteries
Roles of monastic scholars in preserving local history and legends, creating alphabets
Fusion of feudalism from Roman, barbarian institutions
Hegira of Muhammad from Mecca
Kingdoms form in Europe
Life and times of the Venerable Bede
Revitalization and/or spread of Taoism and Buddhism in China
Hinduism becomes more standardized in India as sacred books are transcribed in Sanskrit
Development of Greek Orthodox faith and culture, Byzantine Empire
Turning back of Muslim invaders by Charles Martel's troops in southern France
Founding of the city of Baghdad
Development of feudal values and society
Zenith of Carolingian Empire under Charlemagne
Establishment of Norman kingdoms, France, Italy
Rome becomes center for Christianity
Pope calls for the First Crusade

Literature in the Program

The following authors and works of literature are specifically mentioned in the program's narration. The works are listed in roughly the order in which they are cited. More authors and works are listed in the Chronology of Literature Chart: The Early Middle Ages (page 14).

Constantine, Edict of Milan
Ammianus Marcellinus
Muhammad, Sura I, Qur'an
Gildas, *On the Destruction of Britain*
Beowulf
Augustine of Hippo, *The City of God*
Venerable Bede, *History of the English Church and People*
Mahabharata, Ramayana, Bhagavad-Gita (Hindu sacred epics)
Song of Roland (first European romance)
Anwari, poem in praise of Baghdad
Tales from *A Thousand and One Nights*, including "Aladdin and His Lamp," "Ali Baba and the Forty Thieves," and "Sinbad the Sailor"
Anonymous, *Pilgrim's Hymn*, "O Roma nobilis"

Key Words and Concepts

Most of these vocabulary words are in the Transcript, where they appear in bold type the first time they are used.

barbarian
bards
bishop
Buddhism
Catholicism
classical
Confucianism
converting
Dark Ages
disciple
dynasty
epic
episcopal
feudalism
fusion
hegira
Hinduism
Islamic
knight
Qur'an
literacy
manuscript
missionary
monasteries
monastic
monk
Moors
nomads
oral literature
pilgrimage
pope
romance
Saracens
serfdom
squire
Taoism
vassal

Pre-Viewing Suggestions

DISCUSSION: LINKING PARTS IN THE SERIES

If you are showing this program in chronological order with the other programs in the *History through Literature* series, or if you want to provide background for students who may have missed the previous program, lead this review and discussion.

1. The previous program, *Empires of Heaven and Earth: The World in Roman Times*, described how two great empires unified the classical world with trade networks that reached from the Roman Empire to China and from northern Europe to Africa. Identify the two great empires and the centers of their power. [Roman Empire in western Asia, north Africa, Mediterranean, Europe; Han dynasty, China]
2. Ask students to recall some of the civilizations with which the two great powers traded. [Students should mention civilizations of northern Europe, India, southeast Asia, Africa.] Have students recall the maps seen in the program and describe the routes of trade over land [across plateaus just north of mountain barriers] and sea. [from Mediterranean through Red Sea to Indian Ocean, China Sea]
3. Ask students to list some of the diverse people who lived under Roman rule [Jews, Spaniards, Britons, Greeks, north Africans, Egyptians, etc.] and to list some of the languages they spoke. [Egyptian, Persian, Aramaic, Greek, etc.] Identify the two main languages of the Roman Empire and what they were used for. [Roman was used for legal proclamations and government documents; Greek was used for literature and philosophy.] Suggest that as they watch this program, students pay attention to how language evolved in various locations.
4. With the aid of a chalkboard list, ask students to recall some of the writers who flourished during Roman times and the kinds of literature

they wrote. [St. Paul, letters; Cicero, orations; Lucretius, philosophy; Plautus and Terrance, plays; Herodotus and Julius Caesar, history, etc.] Then ask students to name some of the earlier Greek writers whose work the Romans preserved. [Aristotle, Plato, Euripides, etc.] As the chalkboard list grows, remind students of the great libraries collected by the Romans and ask students to identify some centers of learning during Roman times. [Athens, Alexandria] Have students watch for what happened to this great body of learning during the next few centuries.

5. Discuss how Romans adopted the culture of Greece after conquering it—a common pattern in world history. Suggest that students watch as this pattern is repeated in the centuries between 300 and 1000.
6. Ask students to identify the major world religion that arose at the height of the Roman Empire [Christianity] and to name the writer whose letters shaped the Christian faith. [St. Paul] Review the early history of Christianity and discuss why it was a threat to Roman rulers. Name an older religion [Judaism] that represented a similar threat. Compare and contrast Judaism and Christianity with the religions of Greece and Rome. [Students should mention polytheism versus monotheism.]
7. Recall the details of the adoption of Christianity as the official religion of the Roman Empire. Ask students to predict what would happen after the Christian faith had been official for several centuries, and to watch the program to see whether their predictions were fulfilled.

DISCUSSION: INTRODUCING THE PROGRAM AND ITS KEY WORDS AND CONCEPTS

1. Introduce the title *Faith and Feudalism* and speculate on the meaning of its terms.Have students define a "faith" as religion and as personal belief and hope. Suggest that students note the many different faiths that are mentioned in the program as well as the histories of the various religions. Also ask them to note how the personal beliefs of important writers shaped history.
2. Turn students' attention to the word "feudalism." Most students who know the term will associate it with political ideas such as nobility, serfdom, and vassalage. Suggest that they note the religious side of feudalism as they watch the program.
3. Introduce the Key Words and Concepts and ask students to define the words they know, looking up unfamiliar words in a dictionary. Have students listen for the terms as they watch the program.

Post-Viewing Suggestions

CONTENT QUESTIONS: HISTORY

1. What internal and external pressures brought on the collapse of the classical world? [civil wars, weak economy, pressure from the Persians, Germanic tribes, and nomads (Huns)]
2. What part of the Roman Empire survived the barbarian invasions? [the eastern Roman, or Byzantine, Empire]
3. What was the official religion of the Roman Empire at the time of the barbarian invasions? [Christianity]
4. What institutions and people helped the Christian Church convert and civilize the barbarians? [monasteries, monks, and nuns]
5. What religion was founded by the prophet Muhammad? [Islam] What new idea about God did Muhammad bring to the Arab community? [monotheism]
6. What political system evolved in western Europe during the early Middle Ages? [feudalism]
7. What three job descriptions divided people in the feudal system? [those who fight, those who pray, and those who work]
8. What European ruler was crowned Holy Roman Emperor by the pope in 800? [Charlemagne] Who was his grandfather and what was his role in defeating the Muslims at Tours? [Charles Martel; led the reorganized Frankish army]
9. What new Islamic city was the largest in the world in 800? [Baghdad]

H.O.T. TOPICS: HISTORY

The following Higher Order Thinking questions should be presented in order to achieve maximum effectiveness. To jog students' memories and provide supporting details for general discussion, distribute copies of the Chronology of History Chart: The Early Middle Ages (page 13).

1. *Cultural Fusion.* Tell students that after the Huns invaded China, they intermarried with Chinese people and adapted Chinese ways. Review how feudalism fused the Roman custom of awarding land in return for military service with the barbarian custom of swearing fealty to strong chieftains. Use clues from the program to help students understand that feudalism developed over many centuries. For example, the Germanic tribes invaded Britain starting around 450. *Beowulf*, a poem about old Anglo-Saxon heroes, was written down around 700 by Roman Catholic monks. Students should conclude that, 250 years after the invasion, the fusion of barbarian and Roman cultures was still taking place. The feudal system did not mature until the late 700s, with the Carolingian dynasty, "the first great feudal royal family." [Charles Martel, Charlemagne, etc.] Compare the time spans with similar time spans in United States history. Do the religious and legal institutions of European immigrants 250 years ago still affect us today? [Of course they do!] Ask students to speculate about parallels between the European colonizers and the Germanic invaders of Britain. Students should note that in both cases there were native peoples who were displaced, whose cultures were destroyed or fused with those of the invaders.
2. *Monasteries and Missionaries.* Ask students to recall the name of the book by Augustine of Hippo that has been called "one of the most influential books in history." [*The City of God*] Help students imagine how this idea became historical reality. What were the "power centers" of the "city of God"? [the monasteries] What devastating events were happening just as the monastic movement was beginning? [the barbarian invasions] Lead students to reason that, in many cases, Christian missionaries were founding monasteries in devastated regions. Ask them to describe the advantages of belonging to a monastery under such circumstances. [common defense, sharing of labor, common purpose] What functions did the monasteries serve? [They provided church services, collected and distributed aid to the poor, cared for the sick, educated young people, grew food, raised animals, made handicrafts for local markets, copied books, and provided safe shelter during times of warfare.] In order to deepen students' understanding of the phrase "an age of faith," have students identify the people or institutions that perform the same functions in our far more secular society.
3. *Christianity and Cultural Fusion.* Remind students of the isolation monasteries experienced due to the political and economic instability of the times, not to mention the lack of repair to roads. Review examples of how Christian monks deliberately fused pagan and Christian culture. [tales of local gods were retold as lives of the saints, old rituals were recast in a Christian setting] Ask students to speculate on what effect this fact would have on Christian customs and ritual. [expect great variety and some conflict] Name a few prominent examples, such as Roman Catholicism, Greek Orthodoxy, Coptic Christianity, Arianism, and other heresies. Since there were multiple branches of the faith in far-flung locations, and since long-distance travel and trade had largely been cut off by the barbarian invasions, students should conclude that the supposedly uniform and universal Christian faith actually evolved into widely differing traditions. Direct students to In-Depth Research: Extra History Study for more work on this topic.
4. *Feudalism and the Church.* Ask students to recall details about the relationship between the Christian Church in western Europe and the feudal system. Have students speculate on how the Church supported the system. [Church leaders officiated at ceremonies of swearing fealty and kept most records of inheritance. The Church taught that God had ordained the different ranks of society.] How did the Church participate in and profit from the system? [the Church was the single largest landowner] On the chalkboard, make a two-

column list comparing a feudal noble family with a monastery that owned the same amount of land. Show how both the family's lands and the monastery's lands would be diminished as vassals were rewarded with land. However, the family's lands would have to be divided among heirs with each succeeding generation, while the monastery's lands did not. Ask students to suggest why a noble might profit from founding a monastery. [to keep lands in the family] Students should reason from these facts that the abbots and abbesses who headed the monasteries were usually members of noble families. In light of this discussion, ask students to speculate on conflicts that might arise between the Church and feudal lords. For example, if a knight whose sister was the abbess of a monastery shifted his allegiance to a different overlord, the allegiance of the monastery might shift as well. Lead students to conclude that within the Church itself there would also have been conflicts between the pope in Rome and local landed interests. Direct students to In-Depth Research: Extra History Study for more work on this topic.

5. *Fusion in Other World Religions.* Help students discover the name and location of other religions that were spreading at the same time that monks were carrying Christianity through Europe. [The Maya religion was spreading north into southern North America, Buddhism was spreading through Asia, and elements from many religions were entering Persia.] Review some of the languages that were used to propagate these religions. [Chinese, Sanskrit, Greek, Latin, Arabic] Lead students to reason that as they spread, these other religions would have undergone similar cultural fusion and developed local variations. Direct students to In-Depth Research: Extra History Study for more work on this topic.
6. *Islam and Cultural Fusion.* Ask students to rethink the effect of Muhammad's life and work and the rise of Islam in light of the preceding discussion. At the time of Muhammad, how did the tribes of Arabia and north Africa compare to the Huns and other invaders? [Both groups were nomadic and largely illiterate.] In 750, the Abbasid dynasty founded the city of Baghdad. Which two cultures were fused in Baghdad? [the nomadic Arabian culture and the older, more civilized Persian culture] When the Arabs conquered Spain, which cultures were fused? [nomadic Arabs, Germanic barbarian, north African, and Roman] Students should conclude that Islam, like Christianity, developed many local variations, and that Islamic culture in Spain or north Africa would differ from Islamic culture in eastern Persia. Direct students to In-Depth Research: Extra History Study for more work on this topic.
7. *Rethinking the Lead Story.* Help students recall the sacking of Rome in 410 by rereading the quote from Ammianus Marcellinus' account in the Transcript (see page 15). Have students analyze the quote for Roman values that he felt were being violated by the invaders. [Rome as protector of its people, Rome as upholder of law, Rome as the safe home of women and children, Rome as the center of civil behavior] Was his view of Rome accurate? What conclusions about writers and historians can be drawn from this account? [Even as eyewitnesses, each historian's accounts are prejudiced with their values and beliefs and their need to tell a compelling story; however, each history gives its readers clues about the society in which the historian lives.]

CONTENT QUESTIONS: LITERATURE

1. What was the subject of many accounts by historians during the Middle Ages? [invasions by barbarians] Who were some of the historians? [Marcellinus, Gildas, the Venerable Bede]
2. What document made Christianity the official religion of the Roman Empire in 313? [Edict of Milan]
3. Besides the Bible, what book by St. Augustine of Hippo was one of the most influential Christian books of the early Middle Ages? [*The City of God*]
4. What sacred book consists of Arabic poetry composed by Muhammad? [the Qur'an]
5. What collection of Persian stories was translated in Arabic during the Abbasid caliphate in Persia? [*A Thousand and One Nights*]

6. How did Anwari celebrate the city of Baghdad? [with a poem] Cite other cities, old and new, that have been commemorated in poetry or song. [Rome, San Francisco, Chicago, New York]
7. What was *Beowulf*? [a barbarian epic about how a loyal and brave knight killed two monsters while he served two kings] What is its significance? [It was transcribed from the oral traditions brought into the Roman Empire by barbarian peoples.]
8. What did the *Song of Roland* suggest was the correct behavior for a knight? [He should be willing to endure any hardship for his lord.]
9. Who does the title suggest was the hero of the *Song of Roland*, one of the earliest romances, or heroic poems, in European literature? [Roland, nephew of Charlemagne]
10. Why were only limited amounts of literature produced in medieval Europe? [Few people could read or write after the fall of Rome. Books were also very expensive.] What were the most popular literary subjects? [religion, history]

H.O.T. TOPICS: LITERATURE

The following Higher Order Thinking questions should be presented in order to achieve maximum effectiveness. To jog students' memories and provide supporting details for general discussion, distribute copies of the Chronology of Literature Chart: The Early Middle Ages (page 14).

1. *Communications Technology*. How were books reproduced during the early Middle Ages? [They were copied by hand.] Who did most of the copying? [monks] Why was this job given to monks? [They were almost the only literate people of the time.] Discuss the relationship between the scribes and the material they were copying. For example, suppose a Christian monk was asked to copy an ancient Roman manuscript and found passages in it that contradicted the Christian faith. Wouldn't it be natural for the monk to "correct" the text? Lead students to recognize that since reproduction consisted of making copies of copies, errors were very easily passed on. Have students experiment with copying other students' writings to prove how easily errors occur.
2. *The "City of God" and the "Dark Ages."* Tell students that Augustine of Hippo referred to the Roman theaters as "the walls within which the demons hold their court." How did Augustine view the fall of Rome? [as a chance to build a new, Christian society] Lead students to conclude that the personal beliefs of Augustine and other Church fathers, not just barbarian destruction, were responsible for the gradual disappearance of classical learning. Describe to students how Boethius (*The Consolations of Philosophy*) and other Byzantine scholars deliberately tried to harmonize Greek philosophy with Church teachings. Introduce the word "syncretize." Lead students to conclude that this deliberate fusion, combined with the tendency of Christian scribes to edit "errors," would result in corruption of the original Greek texts.
3. *Official and Vernacular Languages.* Ask students to recall who controlled writing and education in Europe during the Middle Ages. [the Christian Church] What scholarly and sacred languages did the Church use? [Latin in the west, Greek in the east] Who learned Latin and Greek and where did they learn it? [members of the clergy and monks; at monasteries] What forms of literature were written in Latin and Greek? [religious commentaries, hymns, histories, public records, laws] Since most people couldn't read, what kinds of literature did they enjoy? [oral literature, such as epic poems and romances] In what languages were such literary works composed? [local languages, such as Celtic, Gaelic, and Anglo-Saxon] How did monks fuse Latin and Greek with local languages? [Monks used Roman and Greek alphabets to create alphabets that represented the sounds of local languages.] From these facts, students should be able to predict that local languages in western Europe would acquire many Latin words, while local languages in eastern Europe would acquire many Greek words. Direct students to In-Depth Research: Extra Literature Study for more work on this topic.
4. *Latin versus Arabic Literature.* What great empire of western Asia did the Arabs conquer within 20 years after Muhammad's hegira?

[Persia] What religions were practiced in Persia? [Buddhism, Taoism, Hinduism, Zoroastrianism, Judaism, Arian and Nestorian Christianity] Who enriched Persian culture with Greek and Roman learning? [classical scholars in exile from Christian lands] Ask students to surmise what languages besides Persian were known in Persia. [Hebrew, Aramaic, Chinese, Sanskrit, Greek, Latin] From these facts, students should reason that, after the Arabs conquered Persia, the Arabic language and Arabic literature were enriched from many different languages and written literary traditions. Ask students to compare this situation with that of western Europe, which had only one fully developed written language and drew largely on local oral traditions. Students should conclude that Arabic literature was far more varied than that of Europe. Direct students to the Chronology of Literature Chart: The Early Middle Ages (page 14) for more work on this topic.

DISCUSSION: LINKING PARTS OF THE SERIES

If you are showing this program in chronological order with the other programs in this *History through Literature* series, use this review and discussion to prepare students for the next program.

1. Using a chalkboard time line or the chronology on page 13, review the overall pattern of Eurasian history during the centuries between 300 and 1000. Lead students to recognize this pattern: settled societies are invaded by nomads who settle down, intermarry, and fuse their culture with that of the civilization they conquered. In time this new civilization is itself invaded by nomads. In other words, Eurasian civilizations repeatedly received fresh infusions from nomadic cultures. What nomadic groups invaded Eurasia during the 800s and 900s? [Turks, Magyars, Vikings] Ask students to describe how European civilization probably changed as a result of these invasions. [European society acquired elements of the Turkish, Magyar, and Viking cultures, while those groups settled down and adapted elements of European civilization.] Inform students that this pattern of invasion and fusion would continue through the next several centuries.
2. Ask students to recall the institutions that developed as a result of Augustine's vision of a "city of God" [networks of monasteries, schools, and churches], and remind them that this Christian civilization expanded throughout Europe as Roman civilization declined. Tell students that all western Christians followed the leadership of the pope at Rome. Ask them to predict what would probably happen to the papacy during the following centuries. [The pope would become more politically powerful.]
3. Note for students that two places that had representative governments during the 900s were Iceland and Venice. In what economic activity did both places engage? [seafaring] Have students predict the alliances they formed during the centuries to come. [Norse (Norman) military power was placed at the service of Venetian bankers.]

In-Depth Research

The following topics for further study will help students make connections between history and literature, between western and eastern history, and between the past and present.

EXTRA HISTORY STUDY

1. *Monastic Traditions.* Many monasteries' isolated locations helped them foster rich and diverse traditions, and many of these monasteries can rightfully claim that they helped keep Western civilization alive after the fall of Rome. Have various students research the variety of medieval monasteries and the contributions of the monks and nuns who lived in them. Suggested topics include: St. Anthony of Egypt; the monastery at Lérins; the Vivarium founded in Italy by Cassiodorus; St. Patrick of Ireland; St. Columba at the Irish island of Iona; St. Gregory of Tours; St. Benedict and his rules; and Benedict's twin sister, St. Scholastica.
2. *Transportation during the "Dark Ages."* Pilgrimage was the most common reason for long-distance travel during the early Middle Ages. Have students research and report on the

travel routes that pilgrims took to reach the holy cities of Rome, Jerusalem, and Mecca. You might also suggest that students trace Buddhist pilgrimage routes from China to Tibet and India. Students' reports should include maps.

3 *Feudalism and the Church.* Assign teams to research and report on the histories of different regions of Europe, focusing on details about the relationship between the Church and civil government. Have teams compare the kingdoms of Charlemagne, Alfred the Great of England, and Otto the Great of Germany, concentrating on instances of conflict and cooperation between Church and state.

4. *The Rise of Islam and Arabic Civilization.* Assign individuals or teams to research further the history of Islam, especially during the centuries between 600 and 1000. Individuals might report on Islamic architecture, arts and crafts, education, government, and theological traditions, especially the Sunni and Shi'ite branches of Islam.
5. *Other World Religious Traditions.* Assign individuals or teams to research other world religions at the time that Christianity and Islam were spreading. Team members can research the Maya civilization of Central America and the northward spread of its religious practices, the spread of Buddhism in Asia, Jewish thought and life in Persia, Palestine, Africa, and Europe, Zoroastrianism in Persia, and Hindu thought and life in India. Have students focus on the development of sacred languages and texts within these traditions, as well as on the evolution of localized branches of each faith.

EXTRA LITERATURE STUDY

1. *The Qur'an.* Suggest that students read the Qur'an, comparing it to the Bible and other sacred books. If you have Muslim students, ask them to recite material from the Qur'an in Arabic. [The Qur'an is still learned and passed on largely by memory.] Other students can research the history of the Qur'an. Researchers will discover that the Qur'an differs from most sacred books because it was composed by a single, known author and transcribed less than 20 years after its composition, resulting in a standard text that is still in use. By contrast, Jerome's Latin Bible, the Vulgate, was compiled more than three centuries after the original material's composition.
2. *Oral Literature.* Assign individuals or teams to research the history of oral literature, concentrating not only on what was mentioned in the program, but also on the oral literature of other nonliterate peoples who flourished during the early Middle Ages. Students' reports should include descriptions of the themes and stories in this literature as well as information about who first wrote it down—in other words, how do we know about such literature today?
3. *Development of Vernacular Languages.* Ask individuals or teams to research the history of western European languages during the centuries between 300 and 1000, focusing on the roles of monks in creating those languages. When investigating each language, students should find and list words from ancient local tongues, such as Anglo-Saxon, Gaelic, and Celtic, as well as words from Latin that were probably added by monks. Ask very advanced students or native speakers of eastern European languages to do similar research into Slavic languages and Cyrillic alphabets.
4. *Early Medieval Historians.* Assign students or teams to read and report on early medieval histories written by monks. Readily available examples include *Historiae Francorum* [*History of the Franks*] by Gregory of Tours; *Historia ecclesiastica gentis Anglorum* [*History of the English Church and People*] by the Venerable Bede; *Vita Karoli Magnus* [*Life of Charlemagne*] by Einhard; and the Anglo-Saxon Chronicle.
5. *The Community of Learning.* Have students research the connections between writers mentioned in this program and (a) other writers and thinkers of their own times; (b) writers in the generations before them; and (c) writers in later generations. For example, Pope Gregory the Great was inspired by St. Augustine and King Alfred of England translated both Augustine and Boethius. Students will discover other connections in their research.

Chronologies: Class Discussion and Extra Study

The chronologies of history and literature located on the following pages are designed both to summarize the era covered by the program and to motivate students to learn more about the era. Copy and distribute the chronologies to individual students or study groups. Use the pages for both in-class discussion and extra study assignments.

CHRONOLOGY OF HISTORY: THE EARLY MIDDLE AGES

1. *Class Discussion: Drawing Conclusions.* Encourage students to restate key ideas and draw conclusions from details on the chart. The following are some conclusions they can draw.
   - Roman imperial power had shifted to the east even before the barbarians invaded.
   - Barbarian invasions came in waves; there were invasions throughout the early Middle Ages on all the continents.
   - Christianity was expanding into Africa at the same time it expanded into Europe.
   - Both the Islamic and Christian worlds were divided by theological differences during the early Middle Ages.
   - Islam and Christianity both expanded into Africa during the Middle Ages.
   - The general trend of migration in Eurasia was from east to west, while in the Americas it was from north to south.
   - The Maya Empire of central America, the Abbasid Empire of Persia, and the Tang dynasty of China all flourished during the 700s.
2. *Extra Study: Researching and Reporting.* Ask students to research and report on events listed on the chart. You might want to assign one continent to each study group and have group members choose from events in their column. You might also assign each group a time period and have group members file reports from different continents.

CHRONOLOGY OF LITERATURE: THE EARLY MIDDLE AGES

1. *Class Discussion: Drawing Conclusions.* Encourage students to restate key ideas and draw conclusions from details on the chart. The following are some conclusions they can draw.
   - Scholars from many different religions were writing down their sacred books during the early Middle Ages.
   - During the Middle Ages, most European scientists and religious scholars still wrote in Latin.
   - Much of the literature of the early Middle Ages was still passed down orally.
   - Classical learning was preserved by Greek-speaking Byzantine scholars and Jews as well as Arabs.
   - Medicine, science, and mathematics were more advanced among Indians, Arabs, and Jews than western Europeans.
   - Some western scholars studied Hebrew and Arabic as well as Latin.
2. *Extra Study: Researching and Reporting.* Ask students to research and report on writers and literary works listed on the chart. You might want to assign one literary category to each study group and have group members choose from writers and works in their column. You might also assign each group a time period and have group members file reports about developments in different categories of literature.

Chronology of History Chart: The Early Middle Ages

DATES	EUROPE	ASIA	AFRICA AND OCEANIA	AMERICAS
before 300	Diocletian persecutes Christians & reorganizes Roman Empire; legions retreat to Danube & Rhine	Sasanian dynasty begins & Manichaeian religion founded (Persia); Huns emerge (northern Asia)	Axum (Ethiopia) controls Red Sea trade; Bantu people move south & east from Niger delta	farming & pottery adapted by Hohokam culture; Olmec culture pervades Mexico & Central America
300–349	Constantine makes Christianity official faith; anthrax plague kills thousands across empire	Roman capital shifted to Constantinople; Huns invade China; Gupta dynasty begins (India)	Kingdom of Akwar emerges; Axum defeats Meroe; Samoans settle Marquesas	classical period of Mesoamerican culture begins
350–399	Ulfilas preaches to Goths; Huns cross Volga River; Olympic games end (Greece)	Huns invade Persia & northern India; Persians & Byzantines clash; China adopts Buddhist faith	Coptic Christian monks preach (Axum); Faras, Dongolo, & Soba kingdoms arise (Sudan)	pottery & farming appear in Mogollon & Anasazi regions
400–449	Huns sack Rome; Romans leave Britain & Anglo-Saxons invade; Patrick preaches to Irish	University founded (Constantinople); plague checks advance of Huns on Byzantines	Axum adopts Christian faith; Vandals conquer north Africa	Teotihuacán culture spreads to Monte Albán (Guatemala)
450–499	Attila the Hun sweeps Europe; western Roman Empire ends; Visigoths & Franks take Spain & Gaul	Famine strikes Persia; White Huns sack Persia & India; Buddhist cave temples flourish (China)	Nubian kingdoms accept Coptic Christianity; Polynesians colonize Madagascar & Hawaii	Mayans found city of Chichen Itzá & develop hieroglyphs & calendar
500–549	Gothic wars rage (Italy); Franks eject Visigoths from Gaul; Slavs move into eastern Europe	Byzantines expand; Khosru I reigns (Persia); Guptas defeated (India); Wu-Ti reigns (China)	Byzantines reconquer north Africa from Vandals	pottery made in Florida & Georgia; Adena culture flourishes (Ohio); city-states established (Andes)
550–599	Columba founds monastery at Iona (Ireland); Lombards rule Italy; Venice founded; Gregory I is pope	Buddhist monks reach Japan; Sui dynasty begins (China); Turks move west from N. Asia	Bantu people settle in Lake Victoria & Congo River regions	Toltecs overrun Yucatán peninsula & begin threatening other states
600–649	Augustine preaches to Angles & Saxons; Jews expelled by Visigoths; Slavs enter Balkans	Muhammad founds Islam; Muslim Arabs conquer Middle East (Persia); Tang dynasty begins (China)	Persians conquer Egypt, then lose it to Arabs; Bantus reach Zambezi & Orange rivers	Maya culture reaches zenith; Tihuanaco & Huari cultures flourish (Peru)
650–699	First doge elected (Venice); Muslims take Armenia & Rhodes; Slavs invade Greece	Ummyad caliphate founded (Damascus); wars between Shi'ites & Sunnis rock Arab Empire	Arabs & Byzantines struggle for Tunis; Akwar evolves into Kingdom of Ghana	Zapotec, El Tajín, & Huastecan cultures flourish (Mexico)
700–749	Arabs invade Spain & are turned back at Tours; Boniface preaches to German tribes	Abbasid caliphate begins; Nestorian Christianity spreads from Persia to China	Islam spreads to Saharan Berbers, along coast of Abyssinia; Arab traders reach Spice Islands	Temple mounds & sacred ball courts enter southeast & southwest; first pueblos built
750–799	Ummayad dynasty revived (Spain); Danes raid England; Carolingian dynasty founded	Arabs defeat China at Talas; Baghdad founded; Harun-al-Rashid reigns	Shi'ite Idrisid dynasty rules (Morocco); Berbers found Dia dynasty, Niger River	Teotihuacán abandoned; Mayas hold scientific congress (Copán)
800–849	Charlemagne crowned Holy Roman Emperor; Vikings raid northern France; Picts, Scots unite	Baghdad & Byzantium clash at borders; empire of Tibet collapses; Cambodia has golden age	Fez becomes Moroccan capital; Polynesians colonize Easter Island	Ozark bluff-dweller culture flourishes
850–899	Cyril & Methodius preach to Slavs; Alfred the Great reigns (England); Rurik rules Kiev	Samanid, Saffavids, & Saffarid dynasties arise (Persia); Arabs invent astrolabe	Tulunid dynasty rules (Egypt); Marquesas people settle New Zealand	farming & pottery reach Upper Mississippi valley; Vikings reach Iceland
900–949	Magyars & Vikings raid; Abbey of Cluny founded; first allthing held (Iceland); Normans settle in France	Chola kingdom rises (India); Tang dynasty ends (China); Seljuk Turks conquer Baghdad	Zenith of empire of Ghana; Kingdom of Kanem flourishes (Lake Chad)	Maya civilization collapses; Mayans flee to Yucatán; Vikings reach Greenland
950–999	Otto I of Germany reigns as Holy Roman Emperor; Russia converts to Orthodox Christianity	Russia crushes Khazars; Ghaznavid dynasty begins (India); Sung dynasty begins (China)	Fatimids conquer north Africa & Egypt	Toltecs expand under Quetzalcoatl; Vikings settle Greenland & Newfoundland
after 1000	Scandinavians convert to Christianity	Seljuk Turks control Abbasid caliphate, then Palestine, Armenia, & eastern Byzantium	Almoravids from Morocco invade Ghana	Hopewell culture flourishes (Ohio & Illinois)

Chronology of Literature Chart: The Early Middle Ages

DATES	RELIGION, PHILOSOPHY	SCIENCE, GEOGRAPHY, EDUCATION	NONFICTION: ECONOMICS, GOVERNMENT, HISTORY	FICTION: POETRY, DRAMA, FABLES, NOVELS
before 300	Rabbi Yehuda, *Mishna*; Tertullian & Cyprian, sermons & writings	Diaphantus on algebra; Pappus of Alexandria on simple machines	Papinion on Roman law; Herodian, *Historia*	Heliodorus of Emesa, *Aethiopica* (early romantic novel)
300–349	Nicene Creed adopted; Hillel II fixes Jewish calendar; *Puranas* & *Vedantas* codified (India)		Lactantius, *De mortibus persecutorum*; Eusebius, *Historia ecclesiastica*	Ausonius, poems
350–399	Chrysostom's sermons; Augustine, *Confessions*; Jerome, Latin Vulgate; Ambrose, *De officiis*	Oribasius, medical encyclopedia; Marcellus, *De medicamentis*	Vetetius, *Epitoma rei militaris*; Macrobius, *Saturnalia*; Ammianus, *Rerum festarum libri*	Ambrose of Milan, hymns
400–449	Augustine, *De civitate Dei*; Hypatia, lectures; Mahabharata & Vedas written down (India)	Vegetius on veterinary medicine; Fa-Hieu on travels to India	Orosius, *Historia adversus paganos* & *Codex Theodosianus*	Claudianus, poems; Paulinus, *Peri stephanon*; T'ao Ch'ien, poems
450–499	Patrick, *Confession*; Emperor Zeno, *Henoticon*; *Codex Bezae*; New Testament in Greek & Latin	Aryabhata on mathematics & astronomy	Sidonius, letters & essays; Boethius on music notation	Stobaios, anthology of Greek literature; Draconius of Carthage, *De laudibus Dei*
500–549	Boethius, *De consolatione philosophiae*; Benedict, *Regula monachorum*	Indicopleustus, *Topographia Christiana*	Justinian, *Codex Vetus*; Priscian, Greek grammar; Gildas, *De excidio et conquesta Britanniae*	Taliesen & Aneirin, poems; *Panchatantra* (book of Indian fables) written down
550–599	Babylonian Talmud completed; Pope Gregory the Great, *Magna moralia* & *Regulis pastoralis*	Alexander of Tralles, *De re medica*	Procopius, *De belli* & *Anecdota*; Gregory of Tours, *Historiae Francorum*	Fargaill & Columbanus, poems; Grammaticus, *Hero and Leander*; Venantius, poems
600–649	Muhammad dictates Koran	Vaghbata, Sanskrit medical text; Brahmagupta on astronomy	Hsuan T'ang on travels to India; Bara, biography of emperor Harsha	Johannes of Jerusalem, *Barlaam and Josephat*; Pisiides, *Hexameron*; Wang Chi, poems
650–699	Yuan Chwang takes Buddhist sacred texts from India to China; Shan-tao on Amida Buddhism	Yuab Chwang on travels in India; *Cosmographia* published at Ravenna	Adamnan, biography of Columba; Bhartrihari, proverbs; Amarasimka, dictionary	Caedmon, poems; *Beowulf*; Bana, *Kadambari*
700–749	Lindisfarne Gospels illuminated; *Ta-jih Ching* tr. from Sanskrit to Chinese		Bede, *Historia ecclesiastica gentis Anglorum*; *Nihanshoki* published (Japan)	Dandin, *Ten Princes*
750–799	Malik ibn Anas on Islamic law	Siddhantas (Indian texts on astronomy) translated to Arabic; Willibald on travels to Holy Land	Muhammed ibn Ishaq, biography of Muhammad	Abu Nirwas, poems; Tu Fu & Li Po, poems; Hitomro & Akahito, poems
800–849	Shankara on Upanishads; Kukai on Buddhism; Han Wen-kung on Confucianism	al-Khwarizmi on Hindu numerals & algebra; Dicuil, *De mensura orbis terrae*	Einhard, *Vita Karoli Magnus*; Ibn Durayd, Arabic dictionary	Manyoshu anthology appears; Abu al-Atahiya, *Zuhdiyat*; Abu Tammas, *Hamasah*
850–899	Hunain ibn-Ishaq & others tr. Greek & Latin philosophers to Arabic; first printed book (China)		Bertin, *Fuldas* & *Annales*; Anglo-Saxon *Chronicle*; al-Bukhari on Islamic history	Ariwara Narihari, *Ise Monogatari*
900–949	al-Ashari on Muslim theology; Isaac Israel on Aristotle	al-Razi on medicine; al-Farabi on science; al-Muqaddosi on geography	Saadia, Hebrew-Arabic dictionary; Cyril, *Methodius* & Slavonic alphabet	Kokinshu (poetry collection) published
950–999	Ibn Babwayh on Shi'ite theology	Chinese scholars complete encyclopedia	al-Faraj al-Isbahan, *Kitab all-aghani*	Hroswitha, plays; ben Saruq, poems; Li Yu, poems
after 1000	Ibn-Gabirol, *Mekor Hayim*	al-Biruni on science		Lady Murasaki, *Tale of Genji*

Cross-Curricular Explorations

These projects are designed to relate the ideas in the program to other areas of study; assign them to individuals and study groups according to students' interests and strengths.

1. *The Art of Books*. Research and report on the art of book illumination and illustration during the early Middle Ages, not only in Europe but in Persia, China, and Japan. Have students share examples of particularly beautiful pages and compare the relationships between words and pictures with modern illustrated books, especially comics. Student artists might also produce their own illuminated, hand-bound books.
2. *Book Production.* Have students research the different materials used to make books throughout history, including cloth, papyrus, vellum, and parchment. Have them explain the likely reasons for using each of those materials. Also have them address the reason for changing from using scrolls to codices (paged books) during the monastic movement. Pictures of various types—or simulated versions of each type—will help illustrate the report.
3. *Creative Writing: Epic Entertainment.* Suggest that students write and perform their own epic poems about local events, especially dramatic, historic events such as the settlement of a town, the arrival of the railroad, or a major fire or flood. Convene a gathering so student bards can perform their works, with musical accompaniment if possible.
3. *The Electronic Dark Ages.* Since the 1970s, the era of *Conan the Barbarian* and *Dungeons and Dragons*, the early Middle Ages have enjoyed a resurgence in popular mythology. Have students watch popular movies, read comic books, or play computer games set in so-called "barbarian" times, comparing the stories and settings with what they have learned about early medieval history. Students should judge whether the electronic media accurately portray the everyday life and spirit of the times.
4. *The "Dark Ages" on the 'Net.* Assign interested students to conduct computer searches for modern remnants of the early Middle Ages. Start by contacting tourist bureaus of nations in regions mentioned in the program. In addition, many monastic orders have their own Web pages, some of which include photos of manuscripts and other monastic treasures. Searches for the Venerable Bede, *Beowulf*, the Vulgate Bible, and the Qur'an will demonstrate the immense interest that scholars still maintain about this fascinating period of history.

Transcript

In the year A.D. 410, Visigoths sacked and burned much of the city of Rome. The great Roman historian Ammianus Marcellinus described the scene:

> *...women driven along by cracking whips, and stupefied with fear, still heavy with their unborn children, which, before coming into the world endured many horrors.*
>
> —Ammianus Marcellinus

Later attacks, in the fifth century by the Vandals and in the sixth century during the Gothic wars, would leave Rome's once-magnificent temples and coliseums little more than quarries whose stones were used to patch fallen houses. Historians, storytellers, poets, and religious philosophers would chronicle and shape these tumultuous years from A.D. 500 to 1100, a time we now call the early Middle Ages.

For centuries, the Roman Empire—the most extensive civilization of antiquity—extended across western Eurasia and North Africa, protecting and pacifying the worlds of the Mediterranean and the Black Sea. The Romans were able to maintain this powerful presence by relying largely on local government and creating a small-scale, but successful, military organization.

In A.D. 200, both the western section of the empire's northern frontier along the Rhine and Danube rivers and the eastern frontier along the Euphrates were newly fortified against the Iron Age peoples of northern Europe and the mighty and aggressive Persian

Empire to the east. At the same time, civil wars inside the empire and a declining economy made the empire less able to protect itself and its citizens.

EDWARD M. PETERS

Rome had three kinds of enemies. The first was the organized, powerful, resourceful Persian Empire to the east. This meant constant warfare, constant financing of warfare, and a much more deliberate drawing of Rome's resources to the east and the Persian frontier. The second group of enemies were the **barbarian** Germanic and Celtic peoples who lived on the northwest part of Europe. These were people who settled in the Roman Empire, moved out of the Roman Empire, came back in; they were much more familiar to the Romans. But when they organized and the empire weakened, the west had fewer resources to deal with. The third kind, and all empires in Eurasia had this kind of enemy, were the **nomads**—great warrior confederacies that sprang up in central Asia, sometimes struck China, sometimes Persia, sometimes Rome. They were very different kinds of enemies and they called for very different kinds of responses.

As the invasions and migrations continued, each advance displaced people who, in turn, invaded other territories. Northern Gaul was taken by the Franks, Spain fell to the Visigoths, and the Vandals invaded and occupied Roman North Africa.

Other Germanic peoples—the Angles, Saxons, and Jutes—invaded and nearly destroyed Roman Britain. A Welsh **monk**, Gildas, described the disaster:

Horrible it was to see the foundation stones of towers and high walls thrown down.... There was no burial save in the ruins of the houses, or the bellies of the beasts and birds.

On the Destruction of Britain
—Gildas

Soon after a barbarian general removed the last shadow-emperor of the west in 476, the western Roman Empire seemed to truly collapse. Its beautiful cities, local governments, courts of law, military fortresses, rich libraries, schools, and culture slowly descended into what historians once called the "**Dark Ages**," a period of political and social anarchy when organized society nearly ceased to exist, or began to exist in new and surprising forms. It is in this period that the seeds of modern Europe were planted.

The eastern part of the Roman Empire, centered on the great city of Constantinople and commonly called the Byzantine Empire, was able to withstand the invasions and migrations that had nearly destroyed the west.

EDWARD M. PETERS

Constantinople was founded by the Emperor Constantine; the name means Constantine City. He needed a capital in the eastern part of the empire because his wars with Persia and the eastern frontier were occupying more and more of his time. He chose the city of Byzantium—and so Constantinople really has two names—partly because of its location. It's on a body of water between the Black Sea and the Aegean, it's easily defended, and it ultimately was surrounded by great triple walls that were not defeated until 1453. Constantinople thus became an imperial capital; in a sense it absorbed all of the cities of the eastern part of the Roman Empire into itself and became the city—which, in fact, it was called: "The City." It also became a focus for trade routes simply because of the power of the empire, and as long as the empire lasted, Constantinople was the greatest city in the Christian or **Islamic** world.

Although the Byzantine Empire was Greek in language and culture, it called itself "Roman," ruled itself with Roman orderliness and laws, and eventually embraced the religion of Rome: Christianity. With the Edict of Milan in 313, Emperor Constantine legalized Christianity.

We judged it a salutary measure, and one highly consonant to right reason, that no man should be denied leave of attaching himself to the rites of the Christians, or to whatever other religion his mind directed him....

Edict of Milan
—Constantine

By the end of the fourth century, Christianity had become the state religion of the empire and took on new forms. Many Christian clergy, for example, chose to seek salvation in asceticism—withdrawal from the comforts of the world.

Across the entire Eurasian continent, other forms of religion also appeared. At the eastern end of Eurasia, in China, the old imperial moral philosophy, **Confucianism**, declined in power after more barbarian invasions. But two other religions also began to make their presence felt: **Taoism** and **Buddhism**. Like the Christians, Buddhist monks were zealous missionaries who built **monasteries** throughout Asia. Eventually, the great **pilgrimage** roads connecting their monasteries became primary routes for trade across much of Asia.

In India, **Hinduism** became more standardized when the Hindu sacred **epic** poems—the Mahabharata, Ramayana, and Bhagavad-Gita—were written down in Sanskrit for the first time. The Hindu epics spell out the goals of life and use stories about and conversations with the gods to show how to deal with life's problems.

In the west, the Christian Church filled much of the void left by the crumbling imperial government, providing economic, social, and military assistance to the population of western Europe.

The Latin Christian Church touched the lives of all Europeans, resembling both a present-day government and the basis of an entire culture. Clergy and kings worked together in order to create their idea of the right kind of order throughout European society.

As Christianity spread throughout the former empire—and, after the fifth century, well beyond its old northern and western limits—**literacy** was generally restricted to the clergy. Monasteries and church government, or **episcopal**, centers became the important hubs of thought and learning.

Out of the episcopal tradition came the influential scholar St. Augustine. For Augustine, earthly society was the result of the fall of Adam and Eve and the fallen condition of human nature. Better for humans to be members of the "city of God," not an earthly kingdom, but a great society of the living and dead which knows its destiny is in heaven and its time on earth only a period of pilgrimage.

> *The heavenly city...so far as it can, without injuring faith and godliness...desires and maintains a common agreement regarding the acquisition of the necessaries of life, and makes this earthly peace bear upon the peace of heaven.*
>
> *The City of God*
>
> —St. Augustine

The religious fervor that marked the Latin and Greek worlds, as well as those of China and India, also moved through the Middle East, from the Arabian peninsula out across western North Africa and eastward to Persia, India, and the borders of the Byzantine Empire.

Islam rivaled the strength and influence of Christianity. It began with the teachings of the prophet Muhammad in the cities of Mecca and Medina shortly after A.D. 600, and it spread with extraordinary speed.

While in his mid-forties, Muhammad had experienced a series of divine revelations. His followers recorded these in the form of short verses—*suras*—which were later gathered to form the **Qur'an**, the sacred book of Islam and one of the first great works of Arabic literature. The Qur'an's great message was that of monotheism, the belief in one god:

> *Allah is the light of heaven and earth. It is lit from a blessed olive tree, neither eastern nor western. Its oil would almost shine forth if no fire touched it. Light upon light; Allah guideth to His light whom He will.*
>
> —The Qur'an

EDWARD M. PETERS

Muhammad is persecuted in Mecca initially by those who have interest in other kinds of religious observances. And so he goes to the city of Medina, where he's hired as a kind of town marshal to settle feuds, because he's an outsider and has no vested interest. It's in Medina that he and his followers begin to campaign to return to Mecca and to establish Islam as the sole religion among the Arabs of

Medina and Mecca, and Muhammad succeeds in doing this.

Even before his death in 632, Muhammad's armies had carried the message and power of Islam beyond the confines of the Arabian peninsula.

In western Europe, the Germanic peoples had begun to create larger and more stable kingdoms: the Visigoths in Spain, the Ostrogoths and later the Lombards in Italy, and the Franks in Gaul. Although earlier Latin Christianity had shown little interest in **converting** barbarians beyond the Roman frontiers, the new European Christianity took seriously the great commission, "Go ye into all the world and preach the gospel."

As part of the **missionary** process, monks transcribed much of the rich **oral literature** of European peoples. One such story, *Beowulf*, is considered one of the earliest pieces of literature in the English language. In this epic poem about conflict between order and chaos, Beowulf is a strong **knight** who serves two kings loyally and heroically. He fights and slays two terrible monsters who threaten Denmark:

ROBERT PINSKY

They don't come through in translation the way they are in the old Germanic language—Old English. Here's a scene where the monster Grendel comes in among some sleeping knights, grabs one of them, and eats him bone and all, drinks his blood, before the guy can even wake up.

[Excerpt read in Old English]

Well, in English:

But he seized quickly, the first time, a sleeping warrior, tore greedily, bit the bone locker (that's "butt"—bone lochen), drank blood in streams (blood adrum drunk), swallowed huge morsels. Immediately he had the unliving one all eaten up, feet and hands.

Beowulf

Even though literacy was becoming widespread, stories like *Beowulf* were more often sung than read. In nonliterate societies, **bards**—specialized poet-singers as well as historians and keepers of the knowledge of the laws—continued to preserve the oral traditions of early Europe, from Iceland to the Black Sea.

With the rapid spread of Islam, Arabic soon became an international language and the vehicle of great literature. The Muslims' Arabic culture and language continued to spread and fused with those of Africa, Palestine, Syria, and Persia to form what is considered the greatest civilization of the Middle Ages.

From Baghdad in Persia came the literary legacy of *The Arabian Nights*, a collection of ancient tales—including the stories of "Aladdin and His Lamp," "Ali Baba and the Forty Thieves," and "Sinbad the Sailor."

ROBERT PINSKY

A passage from "Sinbad" of *The Arabian Nights*.

The giants, seeing their prey escaping them, seized up huge pieces of rock, and wading into the water hurled them after us with such good aim that all the rafts, except the one I was upon, were swamped. And their luckless crews drowned without our being able to do anything to help them. Indeed, I and my two companions had all we could do to keep our own raft beyond the reach of the giants. But, by dint of hard rowing, we at last gained the open sea.

"Sinbad the Sailor"
A Thousand and One Nights

Located on the crossroads of trade, Baghdad, capital of the Islamic world, would become the world's largest city within 50 years, and Arabic poets would sing its praises.

Blessed be the site of Baghdad, seat of learning and art;
None can point in the world to a city her equal....
Her stones in their brightness rival diamonds and rubies....
And thousands of gondolas on the water
Dance and sparkle like sunbeams in the air.

—Anwari

The meteoric rise of Islam had swept through North Africa as far west as Morocco, and had turned north into Spain. Soon, the Christians to the north began to fall under the devastating attacks of the Muslims.

Referred to as **Moors**, or **Saracens** by the Europeans, the Arab invaders set their sights on the Christian kingdoms of Gaul, now present-day France.

> *In the year of our Lord 729, two comets appeared around the sun...seeming to portend an awful calamity.... At this time, a swarm of Saracens ravaged Gaul with horrible slaughter; but after a brief interval in the country they paid the penalty of their wickedness.*
>
> *Historia ecclesiastica gentis Anglorum*
> —The Venerable Bede

Venerable Bede, a great English **monastic** scholar, was describing one of the turning points in western European history. The Frankish rulers of Gaul had halted Islam's advance into northern Europe and driven the Arabs back into Spain.

The warriors who defeated the Muslim raiders in southern Gaul in 733 were part of a reorganized Frankish army under the command of an ambitious leader, Charles Martel, the grandfather of Charlemagne. Charlemagne was a powerful ruler who conquered a good portion of Europe and was crowned emperor of the Romans by **Pope** Leo III on Christmas Day in the year 800.

Military success increased any ruler's prestige and power and attracted larger followings. The *Beowulf* poet had recognized this in the case of Beowulf's patron, Hrothgar:

> *Then to Hrothgar was granted glory in battle, mastery of the field; so friends and kinsmen gladly obeyed him and his band increased to a great company.*
>
> *Beowulf*

In return for the military service and support of their followers, kings and other lords could give land and its income.

Since all wealth in early Europe consisted in the control of land, donations of land connected lesser men to greater men, and greater men to the kings, in a system called **feudalism**. All those who controlled land, whether churchmen or lay lords, also controlled the labor and mobility of the peasantry, whom they tied to the land in the legal condition known as **serfdom**. The relationship between lord and man became the focus of much of aristocratic society—"those who fight" as opposed to "those who work" and "those who pray," as the threefold division of society came to be designated. It was the subject of both legal theory and poetic idealization:

> *Man for his lord should suffer great discomfort,*
> *Most bitter cold endure, and burning heat,*
> *His hair and skin should offer up at need.*
> *Now must we each lay on most hardily,*
> *So evil songs never sung of us shall be.*
>
> *Song of Roland*

Next, a new wave of invasions swept into Europe in the late ninth and tenth centuries. Vikings came from the north and caused churchmen to lament, "From the fury of the Northmen, Oh Lord, deliver us!" Magyars from the east, and once again Arabs from the south, required European society to remilitarize itself.

Out of this process came the independent holders of castles and the territorial princes who built up lands for themselves and called themselves counts and dukes, often operating independently of the kings who claimed authority over them. The age of castle and principality succeeded the age of empire and kingdoms after the disappearance of Charlemagne and his sons and grandsons. Only slowly did the kings of what later became France, England, and Germany assert their supremacy over their independent lords.

The fighting men and churchmen of the ninth and tenth century regarded the invasions as attacks on their religion as well as on their land. The invaders wanted loot, and churches and monasteries were wealthy and unprotected.

A number of clergy claimed that men who died while fighting the infidel invaders would go straight to

heaven, thus giving to warfare under certain conditions the veneer of Christian legitimacy. The fighting man of whatever social rank had started on his way to becoming the knight.

The city of Rome now emerged once again as the head of Christian Europe. Its holy places attracted pilgrims in large numbers, and one of them wrote the great pilgrim's song:

> *O noble Rome, queen of all the world, of all the cities most excellent!... We give thee praise through all years, we bless thee through all generations, hail!*
>
> *Pilgrim's Hymn*

By the end of the eleventh century, the **bishop** of Rome proclaimed a new kind of pilgrimage: an armed pilgrimage to Jerusalem, later called the First Crusade. This crusade would be paid for by the increasing prosperity of western European society.

EDWARD M. PETERS

> As warfare became more expensive, the financing of crusades became a major component of the organization of the kingdom and the state. Ultimately, one can say that the first income tax was levied on clergy and lay people in order to fund these expeditionary movements to Jerusalem.

Ironically, the dread Vikings became major participants in the crusades. By the 900s they had settled in England, Ireland, and northern France. They slowly became Christianized and helped to convey Christianity back into Scandinavia, and even to Iceland, by the year 1000.

A descendant of the Viking rulers of Normandy in northern France, William, conquered the Anglo-Saxon kingdom of England in 1066 and inaugurated a new age of European history.

By 1100 Latin Christendom had launched itself on the way to becoming Europe. The ancient world had come to an end, and the new world of Latin and Greek Christendom—and Islam—had firmly taken its place.

Consultants for the Series

Susan Balée, B.A., M.A., Ph.D.

Professor, author, commentator, editor, lecturer

- Primary fields of study: nineteenth-century British literature and popular culture; literature of the American south; American literature
- Published in: *The Hudson Review*; *The Philadelphia Inquirer*; *PMLA Forum; The Georgia Review; Victorian Studies*
- Notable achievements: founding editor, *Northeast Corridor*

Christopher Medwin Edens, B.A., Ph.D.

Archaeologist, professor, researcher

- Primary fields of study: evolution of complex societies; political economy of pre-modern states; center-periphery relations; archaeology of western Asia; lithic technologies
- Recent research: Tell Billa excavation in northern Iraq; lithic analysis for the Hacinebi Tepe (Turkey) project; investigation of Bronze Age in highland Yemen
- Published in: *Journal of World Prehistory*; *Anatolica*; *Arabian Archaeology and Epigraphy*; *Archaeological News; American Anthropologist*
- Notable achievements: Robert H. Dyson Post-Doctoral Fellow in Near Eastern Archaeology; American Research Institute in Turkey/National Endowment for the Humanities grant recipient; consultant to new Saudi Arabian National Museum project in Riyadh

Edward Peters, B.A., M.A., Ph.D.

Professor, author, editor, reviewer

- Primary fields of study: early European history; church history; legal history; intellectual and political history; cultural history
- Author of: *Torture* (1985, rev. 1996); *Inquisition* (1989); numerous books and articles
- Notable achievements: general editor, *The Middle Ages* series (University of Pennsylvania Press); ACLS Fellow; Guggenheim Fellow; fellow, Royal Historical Society; fellow, Medieval Society of America; curator, Henry C. Lea Library

Robert Pinsky, B.A., M.A., Ph.D.

Poet, professor, lecturer, reviewer, editor

- Author of: *History of My Heart* (1984); *Poetry and the World* (1988); *The Inferno of Dante* (1995); *The Figured Wheel: New and Collected Poems 1966-1996* (1995); many other titles
- Published in: *Antaeus; The New Yorker*; *The Paris Review*; *The Norton Anthology of Modern Poetry*; *The Atlantic*; *The New York Times Book Review*
- Notable achievements: Poet Laureate of the United States; poetry editor, *Slate* (an Internet magazine); poetry editor, *The New Republic*; Pulitzer Prize in Poetry nominee; Lenore Marshall Award winner; Ambassador Book Award winner; William Carlos Williams Award winner; Woodrow Wilson, Fulbright, N.E.H., N.E.A., and Guggenheim Fellowships

Rosalind Remer, B.A., M.A., Ph.D.

Professor, reviewer, lecturer, educational consultant

- Primary fields of study: eighteenth-century American economic and business history/history of the book; social, cultural, and economic history of colonial and revolutionary America and the early republic
- Author of: *Printers and Men of Capital: The Philadelphia Book Trade in the New Republic* (1996)
- Published in: *Pennsylvania Magazine of History and Biography*; *Journal of the Early Republic*; *Business and Economic History*; *William and Mary Quarterly*
- Notable achievements: director of programs and planning, National Constitution Center; many awards and fellowships, including an Andrew W. Mellon Foundation research fellowship

Irene Bald Romano, B.A., Ph.D.

Archaeologist, museum and educational consultant, professor, lecturer

- Primary field of study: classical archaeology
- Archaeological excavations: Gordion (Turkey), Corinth (Greece), Pollentia (Alcudia, Mallorca), Deya (Mallorca)
- Co-author of: *Catalogue of the Classical Collections of the Glencairn Museum* (1998)
- Published in: *Expedition; Hesperia; The Coroplast's Art: Greek Terracottas of the Hellenistic World*
- Awards and grants: University of Pennsylvania Research Foundation Award; American Philosophical Society grant; National Endowment for the Humanities grant

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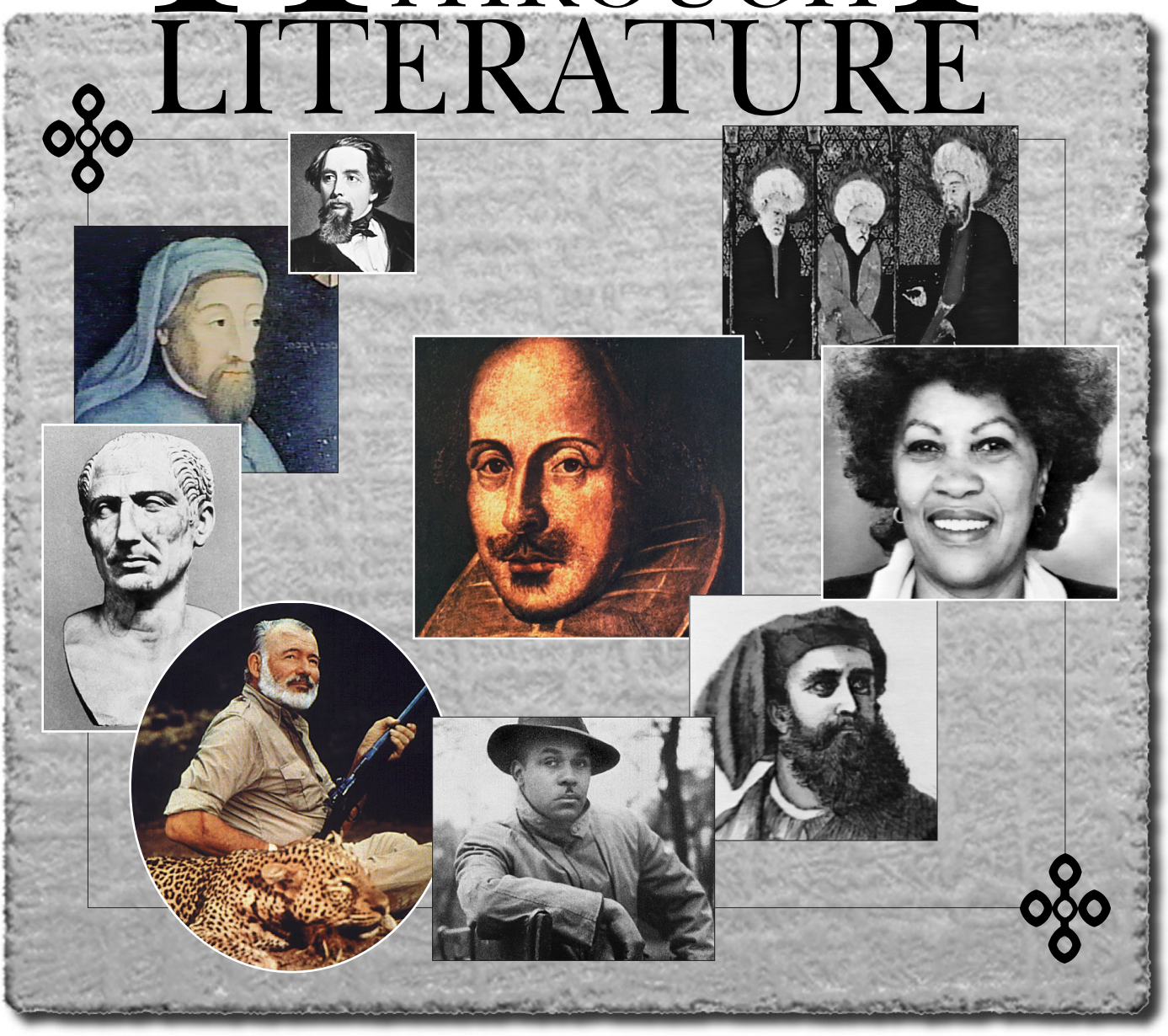

Chivalry and Commerce: The Late Middle Ages

CL949-5CV

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History through Literature
Chivalry and Commerce: The Late Middle Ages

Program #CL949-5CV ***Running Time—25:33***

Table of Contents

Intended for students in junior high school and above. This program is closed captioned.

(1-800-253-2788)

Summary

Chivalry and Commerce: The Late Middle Ages is part of a 12-video *History through Literature* series that examines the connections between historical events and the literary figures and works of each era. Other titles in this series are listed on the back of this Teacher's Guide.

The opening scene of *Chivalry and Commerce: The Late Middle Ages* takes place in the late 1300s, when English poet Geoffrey Chaucer, who was also a court and customs official, published his *Canterbury Tales*, amusing stories told by pilgrims on their way to visit the shrine of Thomas à Becket. The stories give readers thoughtful insight into the concerns of late medieval society in Europe.

The knight in Chaucer's tales is a symbol of the old-style feudal fighting man, while his chivalrous son, the squire, represents the new ideal, handy with both standard weapons and more refined "weapons," including poetry, jousting, song, and fashion. Other pilgrims, including clergy and merchants, tell us how important the Church and commerce had become since the millennium. Europe was, indeed, on the rise.

This period was the height of state-building, castles, battles, and loyalties tied to rank and the land. A good example of this was the takeover of England—some 300 years earlier, in 1066—by William the Conqueror, Duke of Normandy. A literary example of the early knightly ideal is provided by the *Poem of the Cid*. This European ideal is compared with similar ideals found in Japanese (*Tale of Genji*) and Indian (*Annals of Rajasthan*) literature of the times.

As owner of vast amounts of land, and as the keeper of knowledge, the medieval Church also wielded great power. It gained even greater power by legitimizing the value of the fighting professions and offering the promise of remission of sins to knights who died in holy pursuits, such as the Crusades. These holy battles began in 1195 at the call of Pope Urban II and lasted until 1291, when the last Christian domain in the Holy Land fell.

The Crusades, though fought in the name of Church, were also wars of feudal conquest, creating fiefs for the Normans in the Holy Land. Because the Crusades were promoted by the pope and financed by Venetian merchants, the wars created a powerful triple alliance that controlled the northern Mediterranean, the Byzantine Empire, and European trade with Asia.

The impact of these brutal wars and economic encounters had a lasting effect on Europe. Christian feudal society began to realize how backward they were compared with the wealthy, educated, urbanized societies of China and the Arabic world. Having had their horizons expanded, their desire for exotic Asian goods—especially woven silk, porcelain, and paper—grew, and Venetian and Norman merchants who saw a profitable opportunity set off along ancient land and new water routes to supply the need.

Venetian merchants Nicolo and Maffeo Polo traveled the Silk Road with their son and nephew Marco to the court of the Genghis Khan in 1275. Marco became a trusted translator and advisor of the Great Khan, and Marco Polo's *Travels*, hand-copied and published on his return 18 years later, provided eager Europeans with an eyewitness account of Mongol life in China. By the late 1300s, when Chaucer mentioned the Great Khan in his *Canterbury Tales*, demand for luxury goods from Asia was still expanding.

The thirteenth and fourteenth centuries were the zenith of medieval Catholic civilization. The building of great cathedrals, the growth of monasticism, the rise of universities, and the scholarship of Thomas Aquinas and other scholastics all attest to the Church's power. The program demonstrates that these same elements were also signs of an increasingly secular society. Quoting one of the literary giants of the late Middle Ages—Dante—the program describes increasing discontent with the Church and its power.

Through Boccaccio's *Decameron*, viewers experience the tumultuous world of the late 1300s, when Europe was being devastated by the Black Death and the first national armies were forming, armed with a new invention from the East—gunpowder. With the fall of the Byzantine Empire and the rise of the Ottoman Turks, new routes had to be found to get Asia's goods to European markets.

The program ends by looking forward to the search for such a route by one well-known explorer, who would bring Europe into a new age and a new world: Christopher Columbus.

Intended Audience

This program is designed for students in junior high school and above.

Presenting the Program

To prepare a lesson plan to accompany the presentation of this program, review the suggestions outlined below. You will find all of the sections mentioned in the Table of Contents of this Teacher's Guide.

1. Familiarize yourself with the video and the sections of this Teacher's Guide.
2. Introduce students to the video, using one or more of the Pre-Viewing Suggestions to relate the upcoming information to what they already know. As a final activity, it may be helpful to introduce new names and vocabulary words—especially those with difficult spelling and pronunciation—by using the chalkboard or overhead projector.
3. Have the students watch the video in its entirety and without interruption.
4. Check for understanding by discussing and reviewing the information, vocabulary words, and concepts presented in the video by using the History and/or Literature Post-Viewing Suggestions, including the H.O.T. Topics (Higher Order Thinking), which delve into many related subjects and concepts.
5. If time permits, have students watch the program a second time, pausing at points of interest for discussion.
6. As guided independent practice, choose and assign some of the In-Depth Research suggestions.

Learning Objectives

After watching this program and taking part in the suggested discussions and activities, students will be able to:

- List some important events that happened in world history during the late Middle Ages, between 1000 and 1450 (see History in the Program);
- List some authors who lived and wrote during the late Middle Ages (see Literature in the Program);
- Give examples of how the events of the era were interpreted by writers and how writers affected historical events;
- Compare the civilizations of Europe with those of the Arabic empires and China;
- Define chivalry, identify its origins in the military practices of feudalism, and describe the ideal feudal knight;
- Identify the people who promoted, fought, and financed the Crusades and explain who benefited from the Crusades;
- Describe how the Crusades affected the desire for exotic goods in Europe;
- Describe how the Crusades affected the architecture, scholarship, and literature of Europe, especially how they transformed the chivalric ideal;
- Give examples of the power of the Church over everyday life in Europe; and
- Give examples of how European society was gradually becoming more secular and commercial.

History in the Program

The following events and trends from world history are specifically mentioned in the program's narration. They are listed below in roughly the order that they occurred in history. More events are outlined in the Chronology of History Chart: The Late Middle Ages (page 13).

Conquest of Persia by Seljuk Turks
Christian *reconquista* against the Moors in Spain and Portugal
Beginnings of Norman rule
Norman conquest of England (1066)
Seljuk Turkish conquest of Persia, Palestine, and eastern Byzantium (1070-1071)
First Crusade (1095–1099)
Rise of Venice, Genoa, and other Italian city-states
Opening of trade between Europe and Arabia, India, Persia, and China
Second Crusade (1147–1150)
Conflict between Henry IV and Thomas à Becket
Fourth Crusade; Venetian and Norman conquest of Constantinople (1204)
Conquests of the Khans, Genghis through Kublai (1206–1279)
Marco Polo's journey to China (1275–1295)
Mongol conquest of southern China (1279)
Muslim conquest of last Christian kingdom in Holy Land (1291)
Ottoman conquests of Seljuk, Byzantine, and Serbian lands
Black Plague
Christopher Columbus's search to find new routes to Asia

Literature in the Program

The following authors and works of literature are specifically mentioned in the program's narration. The works are listed in roughly the order in which they are cited. Note that this program begins and ends with Chaucer. More authors and works are listed in the Chronology of Literature Chart: The Late Middle Ages (page 14).

Geoffrey Chaucer, *Canterbury Tales*
Pope Urban II, *Call to First Crusade*
Raymond of Agiles, account of conquering Jerusalem
Anonymous, *Poem of the Cid*
Saint Francis of Assisi
Saint Thomas Aquinas, *Summa Theologica*
Marco Polo, *Travels* (also known as *A Description of the World*)
Murasaki Shikibu, *Tale of Genji*
Annals of Rajasthan (India)
Dante Alighieri, *Divina Commedia* (*The Divine Comedy*)
Boccaccio, *Decameron*

Key Words and Concepts

Most of these vocabulary words are in the Transcript, where they appear in bold type the first time they are used.

allegorical	domain	laity	Orthodox	romance
Catholic	dynasty	literacy	papal	scholars
chivalry	epidemic	monastery	peasant	serf
Christendom	feudalism	monopoly	penances	squire
classical	guildsmen	motley	pilgrims	troubadours
clerics	Islamic	nomads	plague	universities
clergy	knight	Norman	reform	vassals
crusade	Qur'an	oral literature	remission	

Pre-Viewing Suggestions

DISCUSSION: LINKING PARTS OF THE SERIES

If you are showing this program in chronological order with the other programs in the *History through Literature* series, or if you want to provide background for students who may have missed the previous program, lead this review and discussion.

1. The previous program, *Faith and Feudalism: The Early Middle Ages*, described how the unity of the classical world, with trade networks that reached from the Roman Empire to China, was broken. Identify the events that brought about the fall of the classical world. [invasions of barbarians, pressured by the westward-moving Huns, and an economy in collapse]
2. Identify the religion that became the official imperial faith just before the barbarians invaded. [Christianity] Recall when the Roman Empire adopted Christianity [early 300s] and remind students that it was still a minority religion. Ask students to recall other faiths that Europeans followed around 300. [Mithraism, Judaism, and worship of Greek, Roman, Egyptian, and barbarian gods] Inform students that in this program they will see how Christianity gradually overcame these other faiths.
3. Ask students to recall the new religion that was founded during the 600s [Islam] and the name of its founder. [Muhammad] Identify the parts of the Byzantine Empire taken by the Arabs [Palestine, eastern Turkey, north Africa] and the part of western Europe that was occupied by the Arabs. [Spain] Have students follow the fortunes of the former western Roman Empire (the Byzantine Empire), and the Arabic empires during the next centuries.
4. Identify the sacred book Muhammad wrote [the Qur'an] and the language in which it was written. [Arabic] Identify the sacred texts and sacred languages used by western Christianity [the Vulgate Bible, Latin] and eastern Christianity. [Greek] Ask students who spoke, wrote, and used these sacred languages. [monks, clerics, and others in the religious establishment]

   ¶ What did ordinary people read, write, and speak? [Most people could not read and write. They spoke local languages, such as Anglo-Saxon.] Recall the name of the first known Anglo-Saxon poem [*Beowulf*] and remind students of its origin in oral literature. Who probably wrote down *Beowulf*? [a now-anonymous monk] Who and what enabled local tales like *Beowulf* to be written down? [Christian monks developed local alphabets, using Latin and Greek characters to represent local sounds.] Have students look and listen for further developments in the evolution of modern languages as they watch this program.
5. Define feudalism and ask students to recall how it fused elements of Roman law [lands for military service, inheritance of estates] with barbarian customs. [vassalage as reward for military bravery] Have students recall some of the problems built into feudalism [limits on land, involvement of the Church] and watch how these problems would develop or be resolved during the ensuing centuries. Suggest that students also watch for similar cultural fusions between nomadic and settled peoples.
6. What were the main reasons why people traveled during the early Middle Ages? [religious pilgrimage, military invasions, missionary work, to attend Church councils and royal courts] Discuss how both Buddhist and Christian monks created networks that eventually opened up trade. Have students follow what would happen to world trade during the next few centuries.
7. Tell students that there were two European democracies in 900: Viking Iceland and Venice. Inform students that, in the later Middle Ages, the Norsemen (later known as Normans) and Venetians would join forces with the Catholic church. Ask students to watch the program for the results.

DISCUSSION: INTRODUCING THE PROGRAM AND ITS KEY WORDS AND CONCEPTS

1. Introduce the title *Chivalry and Commerce: The Late Middle Ages* and speculate on the meaning of its terms. Suggest that students note how the ideal of chivalry both reflected and idealized reality, and how the ideal of chivalry changed during the centuries covered by the program. Also have students take note of the changed opportunities in commerce that appeared during the late Middle Ages. Who best took advantage of these opportunities?
2. Introduce the Key Words and Concepts and ask students to define the words they know, looking up unfamiliar words in a dictionary. Have students listen for the terms as they watch the program.

Post-Viewing Suggestions

CONTENT QUESTIONS: HISTORY

1. What can the pilgrims in Chaucer's *Canterbury Tales* tell us about life in late medieval Europe? [social classes and occupations, clothing, interests, battles fought, religious interests, food, customs, etc.]
2. What religion and system of government prevailed in western Europe in 1000? [Roman Catholicism, feudalism]
3. Who came from France and conquered England in 1066? [William the Conqueror, Duke of Normandy]
4. What actual war is commemorated in the *Poem of El Cid*? [the struggle to recapture Spain and overthrow the Muslims]
5. Who called for the holy wars known as the Crusades, who fought in them, and against what enemy did they fight? [the pope; various kings, knights, and other people from throughout Europe, especially the Norman knights; the Islamic forces of the Seljuk Turks]
6. What holy city were the Crusaders trying to liberate? [Jerusalem] Describe the battle. [bloody, enormous loss of life]
7. What were some of the signs of the Church's power during and after the Crusades? [cathedrals, universities, monasteries, the Church's extensive feudal holdings]
8. Some of the technological advances that entered Europe as a result of the Crusades included better-fortified castles, cathedrals, improved agricultural science, windmills, silk-weaving, porcelain-making, and papermaking. From whom did these skills come? [mostly from Muslims, who invented many of the new techniques; some skills came from Asians—Chinese, Indians, etc.—with whom the Muslims traded]
9. Who was Marco Polo and where did he come from? [a trader from Venice]
10. What Asian ruler did Marco Polo work for and what empire did he rule? [Kublai Khan of the Mongol Empire]
11. What new military technologies entered Europe from the Mongol and Ottoman empires? [large, lightly armored cavalries, gunpowder]
12. What great natural disaster made the fourteenth century disastrous for Europe? [epidemics of the bubonic plague, or Black Death]
13. Why was Christopher Columbus searching for a new route to Asia? [The Ottoman Turks captured the Byzantine Empire and closed the land routes to the East.]

H.O.T. TOPICS: HISTORY

The following Higher Order Thinking questions should be presented in order to achieve maximum effectiveness. To jog students' memories and provide supporting details for general discussion, distribute copies of the Chronology of History Chart: The Late Middle Ages (page 13).

1. *Communications Technology.* How were Marco Polo's and other people's books reproduced during the Middle Ages? [They were copied by hand.] Tell students that at least 100 of Marco Polo's original books survive. Lead students to reason that for 100 copies to survive for 600-–700 years, many hundreds of copies must have been made. From these facts, lead students to conclude that there was a high demand for Marco Polo's story. Ask students to speculate on reasons why.

2. *The Feudal System and the Crusades.* Where did the wealth of the feudal system come from? [the land] Who owned the largest parcels of land? [kings, queens, nobles, and church leaders] How could a knight acquire land of his own? [by being granted the land in return for services in battle; by marrying into a landowning family] Remind students that the pope and other church leaders were also feudal lords whose lands had to be defended. On which group of feudal knights did eleventh-century popes most depend? [the Normans] Ask students to reason how the Church rewarded its knights. [by grants from papal lands] Help students to arrive at reasons why it was in the interest of the papacy to motivate the Normans to fight in the Holy Land. [The Normans could be rewarded from conquered Islamic lands rather than from papal territory.] Ask students to identify wars of today that are ostensibly being fought for religious reasons, and encourage them to look beyond the religious rhetoric to discover economic and other secular reasons for the conflicts.
3. *The Crusades and European Trade.* Ask students what supplies the Crusaders might have needed. [food, weapons, clothing, transportation] Where might these items have been obtained? [traders, booty from conquered territories, gifts from believers] Tell students that merchants of Venice, Genoa, and Pisa supplied many of the Crusaders' needs and financed most of the Crusades. What could they be offered in return? [trading monopolies with the new Crusader kingdoms] Why were these trading monopolies valuable? [The Crusader kingdoms controlled major trade routes to Arabia, Persia, and India.]

¶ Ask students to recall words and pictures from the program that describe the wealth of the East and to name some of the goods that traveled on those routes. [luxury goods, silks, spices, jewels] Given what they know about the Normans and Venetians, ask students to reason how goods were carried from the Holy Land to Europe. [by ship—both the Normans and Venetians were seafaring peoples] Ask students to speculate about what happened to feudal economic values as commerce developed. [Wealth from trade was not based on land; such wealth contributed to the growth of cities and the resulting erosion of feudal power and values. Students should also reason that the influx of commercial wealth would lead gradually to a cash rather than a barter economy.]

4. *Marco Polo: In the Right Place at the Right Time.* Ask students to rethink the journey of Marco Polo to China in light of what they learned about the Crusades. Have students research how the Fourth Crusade, in 1204, differed from the first three. [Instead of recapturing Jerusalem, the Normans and Venetians sacked Constantinople.] What empire did the Crusaders control after capturing Constantinople? [the Byzantine Empire] Where did Byzantine trade networks lead? [to Russia and Persia] Review the dates of the Mongol conquest [1206 to 1279] and Marco Polo's journey. [1272 to 1295] With the aid of a map, if necessary, lead students to recognize why the Polos were able to make the trip at that time in history. [The Normans controlled the eastern Mediterranean and the southern coast of the Black Sea; the Mongols controlled the northern coast of the Black Sea and all the lands to China. Although they passed through many kingdoms, the Polos had to deal with only one foreign power—the Mongols.]

¶ Have students read about and discuss the tolerant attitude of the Great Khan. How did this contribute to the luck of the Polos? How did this tolerance contrast with the attitude of the Crusaders? What reasons might there be for this difference in attitude? [lack of experience with the world outside Europe; pro-Christian religious fervor whipped up by the pope to help win the wars]

CONTENT QUESTIONS: LITERATURE

1. Who wrote a book of tales told by English pilgrims on their way to a shrine at the Canterbury Cathedral? [Geoffrey Chaucer] Name the book. [*Canterbury Tales*]
2. Who were the heroes of the literature of chivalry? [knights]
3. Who was the hero of a poem about a knight fighting to recapture Spain from the Muslims (Moors)? [El Cid]

4. Name two books not written in Europe that had chivalrous knights in them who were similar in character to the most sophisticated knights of Europe. Name their country of origin, too. [*Tale of Genji*, Japan; *Annals of Rajasthan*, India]
5. Who wrote the most influential travel book in history? [Marco Polo]
6. Why was Marco Polo's travel account so important? [It created demand in Europe for the luxury goods of Asia, a demand that eventually led to the Europeans' reaching America.]
7. Which monk reacted to the growth of wealth and power by encouraging poverty? [St. Francis of Assisi]
8. Name a Dominican monk who was part of a growing intellectual movement in Europe and argued that reason and experience should be the basis for belief. [St. Thomas Aquinas]
9. Who wrote the *Divine Comedy*, and who did it criticize? [Dante Alighieri; Church leaders, disreputable politicians, and others who abused their power]
10. What were some of the sources for the stories in Boccaccio's *Decameron*? [tales from Asia, India, and the Arabic world such as *A Thousand and One Nights*, legends of chivalry, bawdy comedy, and even lives of the saints]
11. In what masterpiece of early English literature do stories from Marco Polo and Boccaccio appear? [*Canterbury Tales*]

H.O.T. TOPICS: LITERATURE

The following Higher Order Thinking questions should be presented in order to achieve maximum effectiveness. To jog students' memories and provide supporting details for general discussion, distribute copies of the Chronology of Literature Chart: The Late Middle Ages (page 14).

1. *Marco Polo's Language.* Marco Polo, although not a clergyman or a member of the upper classes, knew how to read and write in several languages. To what class did Marco Polo belong? [the middle class; he was a merchant] Why did people like the Polos learn several languages? [to facilitate trade and travel] From these facts, ask students to make educated guesses about the original language of Marco Polo's travel account. [Note: This question is still being debated by scholars, so accept all reasonable answers. Students should be able to reason that the earliest and most reliable manuscripts are those in the French of the Normans and the Italian of the Venetians, while the most widely read manuscripts were those in Latin and Greek.]
2. *Evolution of the Knightly Hero.* Why were military prowess and generosity valued by the early knights of chivalry? [because successful knights rewarded their followers with grants of land and booty] What gentler skills did the ideal literary knight acquire during the 1100s? [dressing well, playing music, writing poetry, entertaining the ladies] From where did this ideal of chivalry come? [Asian sources, such as Japan's *Tale of Genji* and India's *Annals of Rajasthan*] Ask students why Asian knights were more "civilized." Have them compare European and Asian soldiers to arrive at the answer. Students should reason that Asian knights were more "civilized" because they belonged to more advanced civilizations and fought in professional armies. Help students grasp the difference by contrasting a guerrilla fighter of today with a member of a modern fighting unit. Which soldier has more wealth, is better dressed, and has more leisure time for civilian pursuits? Lead a general class discussion of how the knightly ideal is still reflected in the war literature of today. Ask students to predict ways in which the knightly ideal might change now that women are part of many of the world's armed forces.
3. *"Serious" Literature versus "Trash."* Ask students to recall who controlled most of the writing and education in Europe during the Middle Ages. [the Roman Catholic church] What scholarly and sacred language did the Church use? [Latin] Who learned Latin and where did they learn it? [members of the clergy and sons of aristocrats; at universities] In what languages were most tales of chivalry, such as *Percival and the Holy Grail*, written? [local languages, such as Norman French, German, English] Who read and wrote in these languages? [upper-class women, merchants] Romances, such as *Romance of the Rose*, one of the most popular books of the Middle Ages, were written in vernacular language. (*Romance of the Rose* took almost 22,000 lines for the gallant hero to capture his fair prize!) Most romances were

composed to be sung by troubadours. As songs, what other audiences would the romances have reached? [the listening audience]

¶ Miracle plays and mystery plays were religious works and were also written in local languages. Have students speculate about the purpose of these plays. [to teach Christian doctrine to the masses who could not read] From these facts, ask students to reason that romances and other forms of vernacular or "trash" literature would spread more quickly and develop more variations than scholastic literature, even though they were often received by illiterate audiences. Have interested students refer to Cross-Curricular Explorations, Question 1.

DISCUSSION: LINKING PARTS OF THE SERIES

If you are showing this program in chronological order with the other programs in this *History through Literature* series, use this review and discussion to prepare students for the next program.

1. Ask students to remember the maps they saw in *Chivalry and Commerce: The Late Middle Ages* and in the previous program, *Faith and Feudalism: The Early Middle Ages*. What religions were expanding during the early Middle Ages? [Christianity, Islam, Buddhism] Which of these two religions clashed in Europe, North Africa, and western Asia? [Christianity and Islam] During the late Middle Ages, both these religions had split into competing factions. The Sunni and Shi'ite Muslims factions split Islam. (Have students do a brief search into the cause of this split that still exists today.) What factions split Christianity? [the church at Rome (now known as Roman Catholic) and the Greek church at Byzantium (now known as Greek Orthodox)] Ask students what they know about the centers and beliefs of these branches of Catholicism today. Ask students if they can see a political reason for Pope Urban to want the Crusades. [to assert Rome's power over the Greek church and reunite the two]
2. When Marco Polo went to China in 1275, what Christian empire lay between his native Venice and the Mongol territories, and who controlled this empire? [the Byzantine Empire, which was, since the destructive Fourth Crusade, controlled by Polo's native Venice] What other Christian lands still existed in western Asia? [the remnants of the Crusader states in Palestine, the last of which fell in 1291] How did the rise of the Ottoman Empire affect Venetian trade? [Most of Venice's trading privileges were cut off.] Based on their knowledge of geography and history, ask students to predict how western Europeans would get around the Ottoman blockade. [through the Baltic trade to the north and the west African trade to the southwest]
3. Ask students to compare Islamic, Greek Orthodox, and Roman Catholic cultures in terms of general literacy and knowledge. Which two cultures preserved the Greek language? [Orthodoxy and Islam] Which culture also preserved more *secular* classical thought? [Islam] How did the learning of the Arabic world eventually reenter Europe? [through the trading networks that were set up after the Crusades] In what parts of Europe was Arabic learning most widely known? [Islamic Spain and Italy] Ask students to predict which areas would first awaken to the Renaissance, a rebirth of classical learning that brought an end to the Middle Ages. [Italy and Spain] Have students check this prediction after viewing the next program in this series.
4. Ask students to review the relationships between feudalism and the Christian church as presented in the previous program, *Faith and Feudalism: The Early Middle Ages.* Ask students to suggest some of the reasons secular rulers might resent the Church. [The Church owned much of the valuable land and church lands did not divide from generation to generation. In addition, the Church was wealthy and corrupt.] Why might common people resent the Church? [Its liturgy was in a language they didn't understand, its wealth was immense compared to their own poverty, and its interests lay with the ruling classes.] From the information in the program and from their general knowledge of history, ask students to predict how the expansion of Arabic learning and the rising discontent with the Church would combine to break the monopoly of the Church over European politics and culture.

In-Depth Research

The following topics for further study will help students make connections between history and literature, between western and eastern history, and between the past and present.

EXTRA HISTORY STUDY

1. *Temporal versus Spiritual Powers.* The late Middle Ages were marked by many bitter conflicts between secular rulers and the papacy. Have students research and report on some of these conflicts, many of which broke out in actual warfare. Students should concentrate on the conflicts between the Holy Roman Emperors of Germany and the papal states and between the Inquisition and heretics. For example, the Albigensian "heretics" persecuted by the Inquisition in the south of France were also owners of rich lands coveted and claimed by the papacy.
2. *The Roots of Modern Nations.* Have students research and report on how institutions that began during the late Middle Ages contributed to the decline of feudalism and the growth of national monarchies. Such institutions include reformed monasteries, universities, banks and commercial lending institutions, professional armies, and city guilds.
3. *Other World Civilizations.* Have students research and report on other dynasties that were expanding in different parts of the world during the late Middle Ages. Examples include the Romanov dynasty of Russia, which was expanding into Asia; the Sung Dynasty of China; the African kingdoms of Mali, Bornu, Kanem, and Zimbabwe; the burial mound and temple mound cultures of North America; the Toltecs, Chichimecs, and Aztecs of Mexico and Central America; and the Chimú, Chincha, and Inca empires of Peru.

EXTRA LITERATURE STUDY

1. *Marco Polo's Travels*. Suggest that students read the very accessible *Travels* of Marco Polo, trace his journeys on a modern map, and compare his observations with travelers' accounts of those regions today. Interesting class presentations can be made by comparing videos and slides of Asia today with Polo's descriptions of those same places.
2. *Dante's Divine Comedy: Inferno.* Have students read all or part of Dante's *Inferno* to find clues about everyday life in Dante's time. A productive exercise might involve listing every occupation Dante describes, along with what Dante has to say about it. Have students tell where Dante placed each occupation in hell—and why.
3. *Boccaccio's Decameron*. Have students read all or parts of Boccaccio's *Decameron*, paying special attention to the probable origins of the stories. In their reports, students should mention the sources of the stories as well as similar variants that are found elsewhere in world literature.
4. *Chaucer's Canterbury Tales.* Have students read all or parts of Chaucer's *Canterbury Tales*, looking for telling details about everyday life in late medieval England. As with Dante, it is productive to list occupations and Chaucer's description of them. Another vein of study might involve researching the origins of the tales.
5. *The Community of Learning.* Suggest that students research the connections between writers mentioned in this program and (a) other writers and thinkers of their own times, (b) writers in the generations before them, and (c) writers in later generations. Students may already have noted such connections in the program. For example, Dante and Marco Polo lived and wrote at the same time and place; Chaucer traveled to Italy and knew of the work of Boccaccio and Marco Polo, and he also undoubtedly knew of church rebel John Wycliffe, since Chaucer worked for the monarch who suppressed Wycliffe. Students will discover other connections in their research.

Chronologies: Class Discussion and Extra Study

The chronologies of history and literature located on the following pages are designed both to summarize the era covered by the program and to motivate students to learn more about the era. Copy and distribute the chronologies to individual students or study groups. Use the pages for both in-class discussion and extra study assignments.

CHRONOLOGY OF HISTORY: THE LATE MIDDLE AGES

1. *Class Discussion: Drawing Conclusions.* Encourage students to restate key ideas and draw conclusions from details on the chart. The following are some conclusions they can draw.
   - Both the Islamic and Christian worlds were divided by theological differences during the late Middle Ages.
   - Christian and Muslim armies had frequent encounters during the late Middle Ages.
   - Islam and Christianity both expanded into Africa during the late Middle Ages.
   - During the late Middle Ages, the Vikings left their mark from North America to western Asia.
   - The general trend of migration in Eurasia was from east to west, while in the Americas it was from north to south.
   - It took four centuries for printing with movable type to migrate from China to Germany.
   - The Aztec, Mali, and Ottoman empires all arose at about the same time as the empire of Timur the Lame.
2. *Extra Study: Researching and Reporting.* Ask students to research and report on events listed on the chart. You might want to assign one continent to each study group and have group members choose from events in their column. You might also assign each group a time period and have group members file reports from different continents.

CHRONOLOGY OF LITERATURE: THE LATE MIDDLE AGES

1. *Class Discussion: Drawing Conclusions.* Encourage students to restate key ideas and draw conclusions from details on the chart. The following are some conclusions they can draw.
   - During the Middle Ages, most European scientists and religious scholars still wrote in Latin.
   - Much of the literature of the late Middle Ages was still passed down orally.
   - Classical learning was preserved by Greek-speaking Byzantine scholars and Jews as well as the Arabs.
   - Medicine, science, and mathematics were more advanced among Indians, Arabs, and Jews than among western Europeans.
   - Some western scholars studied Hebrew and Arabic as well as Latin.
   - Many scholars, such as Avicenna, Albertus Magnus, and Thomas Aquinas, wrote on a variety of topics.
   - Women as well as men were writers and scholars during the late Middle Ages.
2. *Extra Study: Researching and Reporting.* Ask students to research and report on writers and literary works listed on the chart. You might want to assign one literary category to each study group and have group members choose from writers and works in their column. You might also assign each group a time period and have group members file reports about developments in different categories of literature.

Chronology of History Chart: The Late Middle Ages

DATES	EUROPE	ASIA	AFRICA AND OCEANIA	AMERICAS
before 1000	Vikings invade England, Ireland, & settle in France; monastery founded at Cluny (France); Slavs resist German expansion; Russia accepts Orthodoxy	Arab Empire divided by Sunni & Shi'ite civil wars; Fatimids build Cairo; Ghaznevid dynasty founded (India); Sung dynasty founded (China)	Fatimids conquer north Africa & build Cairo; Islam spread to Senegal; iron-working spreads to Zimbabwe; Arabs trade along Africa's east coast	Apache & Navajo move south from Canada; Vikings settle Greenland & Newfoundland; Hohokam build canals; Maya Empire collapses
1000–1049	in 1000, Christian nobles begin reconquest of Spain from Moors; Canute rules England, Denmark, & Norway; Byzantines expand to Bulgaria & Italy	Muhammad of Ghazni attacks Hindu states (India); Colas conquer Ceylon & invade Bengal; Chinese printers use movable type blocks	Algeria & Tunisia break from Fatimids; Berbers found Almoravid sect of Islam (Mauritania); Dia dynasty of Berbers adopt Islam & settle at Goa (India)	Toltecs build capital (Tula, Mexico); Pueblos flourish (Mesa Verda & Chaco Canyon); Chaco trader routes reach Tula; Incas found Cuzco (Peru)
1050–1099	Henry IV of Germany fights pope; El Cid fights Moors; Great Schism divides Church; Normans conquer England, Sicily, & Byzantine Italy	Comnenus dynasty founded (Byzantine Empire); Seljuk Turks capture Baghdad & eastern Byzantium; crusaders capture Jerusalem	Almoravids conquer kingdom of Ghana; Kanem converts to Islam; Yoruba center Ife grows from village to trading center	Navajo & Apache keep moving south; Salado culture spreads; Acoma pueblo founded; small city-states, including Cuzco, flourish (Peru)
1100–1149	House of Brandenburg begins (Germany); Germans begin another eastward expansion; Byzantine take Serbia, & recover parts of Anatolia	crusaders fail to rescue Edessa; Carmelite order founded; Chin take over northern China; Angkor Empire expands (southeast Asia)	Islam reaches Niger River region (Zanzibar); Yoruba settlements spread; Swahili culture & language develop in east coast trading cities	Hopewell mound culture dominates Ohio River & upper Mississippi; Chichimec nomads invade central Mexico from north
1150–1199	Henry II & Eleanor of Aquitaine create Angevin Empire; Henry quarrels with Becket; Barbarossa of Germany invades Italy; Teutonic Knights founded	Saladin conquers Latin crusader kingdoms & inspires Crusade; Muslim Persians invade India; Kamukara period begins (Japan)	Saladin conquers Egypt; new dynasty from Ife takes over Benin; trade & mining enrich city-state of Mapungubwe	Oraibi pueblo founded; Mogollon move south to Chihuaha; Chichimecs overrun Tula
1200–1249	Magna Carta signed (England); Moors defeated at Navas de Tolosa (Spain); Mongols invade eastern Europe; Nevsky defeats Teutonic Knights	Fourth Crusade results in Venetian conquest of Constantinople; Genghis Khan begins Mongol conquest of Asia	Sundiata builds Mali Empire (west Africa); Hausa states rise (Lake Chad region); Zimbabwe expands & trades with Arabs along coast	Chichimecs found Texcoco; Aztecs enter central valley & settle in Chapultepec
1250–1299	Hanseatic League begins; Swiss Confederation founded; Spanish & Portuguese crusaders recover all Iberia, except Granada, from Moors	Greeks regain control of Byzantine Empire; Mongols sack Baghdad; Kublai Khan conquers south China; Polos trade & Marco works for Khan	Mamelukes take power (Egypt); Abyssinia & Coptic church expand; Nilo-Saharans move south to Lake Victoria	severe drought & Apache & Navajo raids strike Southwest; pueblos abandoned
1300–1349	pope moves residence to Avignon (France); Hundred Years' War begins; Black Death reaches Europe; English Parliament created	Ottoman Turks begin expansion; Tughlak dynasty founded (western India); Minamoto shogunate ends (Japan); Islam reaches Sumatra	Mali Empire reaches zenith; Mansa Musa of Mali makes pilgrimage to Mecca; Kongo dynasty established; Zimbabwe Empire reaches zenith	Salado people build Casas Grandes; Aztecs build Tenochtitlán; trade flows from Four Corners to Casas Grandes to Tenochtitlán
1350–1399	peasants revolt in France, Flanders, & England; Turks defeat Serbs (Kossovo); gunpowder reaches Europe; Black Death reaches England	Timur the Lame conquers Middle East & north India; Russia defeats Mongols; Timurid dynasty begins (Persia); Ming dynasty founded (China)	Mansa Musa builds mosque & university at Timbuktu; Fulani people move east into Mali; Bornu founded; Hausa rulers accept Islam	temple mound culture flourishes (southeast North America); Aztecs build aqueducts & floating gardens; Chimú & Chincha states expand (Peru)
1400–1449	Poles win over Teutonic Knights (Tannenberg); Hus burned at stake (Germany); English beat French at Agincourt; Portugal begins naval expansion	Timur the Lame attacks Ottomans; Cheng Ho begins sea trade from China to Arabia; Vietnam regains freedom from China	Empire of Benin expands; Chinese fleet visits east Africa; Portuguese ships reach Madeira	Hohokam & Salado cultures disintegrate; Aztecs expand under Iztcoatl; Incas expand under Viracocha
after 1450	Germans print with movable type; Hundred Years' War ends	Ottoman Turks conquer Constantinople & Byzantine Empire falls	Portuguese explore coast, Songhay Empire expands (west Africa); Monomatapa Empire founded (east Africa)	Southern Death Cult spreads through Temple Mound region; Aztecs conquer neighbors (Mexico); Inca Empire expands (Peru)

Chronology of Literature Chart: The Late Middle Ages

DATES	PHILOSOPHY, RELIGION	SCIENCE, GEOGRAPHY, EDUCATION	NONFICTION: GOVERNMENT, HISTORY, BIOGRAPHY	FICTION: POETRY, DRAMA, FABLES, NOVELS
before 1000	Boethius translated to English & German; Saadia on Jewish theology	al-Tasrif, Arabic medical textbook; al-Farabi on science; al-Muqaddosi on geography; al-Nadim, encyclopedia of science	Nennus writes down parts of Arthurian legend; *Anglo-Saxon Chronicle*	*Beowulf*; Mabinogion sung (Wales); Fenian poems recited (Ireland); Hroswitha, plays; al-Jahshiyari, *A Thousand and One Nights*
1000–1049	Ibn Sina (Avicenna), *Kitab-ash-shifa*; ben Jehuda on the Talmud; ibn Gabirol (Avicebron), *Mekor Hayim* & *Kether Malkuth*	al-Biruni on science; Ibn Sina (Avicenna), *al-Qanu fi altib* (*Canon of Medicine*)	Constitutio de Feudis, *Holy Roman Empire*; Avicenna, *Lisan al-Arab*, on Arabic grammar	Murasaki, *Tale of Genji*; Firdawsi, *Shah–nama*; *Annals of Rajasthan* (India)
1050–1099	Anselm of Canterbury, *Monologium* & *Proslogium*; Guillaume de Champeaux, *De sacramento altaris* & *De origine animae*	Constantine the African, translation of Galen & Avicenna from Greek, Hebrew, & Arabic to Latin	Guilhem VII de Poitiers, *Gesta Willelmi*; Norman, *Domesday Book*; Crassus, *Defensio Henrici IV*; Oath of Salisbury (England)	anonymous, *Chanson de Roland*; Breton minstrels compose & spread "matter of Britain"; ibn-Zaydun, poems
1100–1149	Abelard, *Sic et non* & *Theologia*; Peter of Cluny, tr. Koran to Latin; Peter Lombard, *Sententiae*; Hugh of St. Victor, *Summa sententiarum*	Hildegarde, *Causae et Curae*; Avicenna translated to Latin; Adelard, *Quaestiones naturales*; ibn Zuh (Avenzoar), *al-Taysir* (medical text)	anonymous, *Gesta francorum*; Geoffrey of Monmouth, *Historia Britonum*; Wm. of Malmsbury on English history; Anna Comnena on First Crusade	anonymous, *Poema del Cid*; Welsh *Black Book of Camarthen*; first records of English miracle plays; Omar Khayam, *Rubiyat*; Li Ch'ing Chao, poems
1150–1199	Maimonides, Mishna Torah, *Dalalat al-Hai'rin*; ibn Rushd (Averroes), synthesis of Platonic, Aristotelian, & Islamic thought	Gerard of Cremona translates Euclid, Archimedes, & Arab math & science to Latin; *Almagest of Ptolemy* translated to Latin	John of Salisbury, *Policratus*; Baha al-Din, biography of Saladin	Bodel, *Jeu de Saint Nicholas;* Erras, Map, Chrétien de Troyes, Wace, chivalric poems; Saigyo-hosi, *Senzaishu*
1200–1249	Tatatongo translates Buddhist works for Genghis Khan; Albertus Magnus on philosophy & theology; Francis of Assisi, sermons, prayers, & poems	Albertus Magnus, *Physica* & works on animal & plant classification & other sciences; ibn Abdullah, dictionary of geography	Magna Carta (England & Scotland); Celano, biography of St. Francis; Villehardouin, *Conqueste de Constantinople*	von Eschenbach, von Strassburg, chivalric poems; Meistersingers Guild founded; de Lorris, Roman de la Rose; Guinizelli, love poems
1250–1299	Aquinas, *Summa theologica*; Moses de León, *Zohar*; Bonaventura, *Breviloqium*; Duns Scotus, sermons & lectures	Roger Bacon, *Opus Maius*; William of Saliceto, *Chirurgia*; Marco Polo on his travels; Avenzoar tr. to Latin	Pope Alexander IV, *Clamat in suribus*; de Varagine on history of Venice; Aquinas, *De regime principum*	von Lichtenstein, *Frauendienst*; de la Halle, *Le Jeu de Robin et Marian*, pastoral play; Rutebeuf, satiric poems; ms. of *Carmina burana*
1300–1349	rival popes trade papal bulls & tracts	Oderico on his travels; Petrus de Crecentiis, *Opus ruralium commodorum*; de Chauliac on medicine	John of Paris, *De potestate regio et papali*; Dante, *De monarchia* & *De vulgarii eloquentia*; William of Ockham, *Dialogos*	Dante, *Divina Commedia*; anonymous, *Sir Gawain and the Green Knight*; Petrarch, sonnets & other poems; Lull, *Blanquerna*
1350–1399	Wycliffe translates Bible to English; Nicholas of Lura, *Postillae perpetuae*; Catherine of Siena, letters	ibn Battuta on his travels	Wycliffe & Lollards, tracts against Church power; Tirel, Le Viander, royal cookbook; ibn-Khaldun, *Muqaddama*; Froissart, *Chronique*	Boccaccio, *Decameron*; Langland, *Vision of Piers Plowman*; Petrarch, *Canzionere*; Chaucer, *Troilus and Creseyde*
1400–1449	à Kempis, *Imitation of Christ*; Nicholas of Cusa, *De concordantia catholica*; Crescas, *Adonai*; Albo, *Ikkarim*	*Codex Tonalamatl*, Aztec almanac; Ptolemy's *Geography* translated to Latin; d'Ailly, *Imago Mundi*	Gonzalo de Clavijo, *Embajada a Tamor Lán*; Alberti, *Della pittura* & *Della famiglia*; Cosimo de'Medici founds Greek Academy (Florence, Italy)	Chaucer, *Canterbury Tales*; Chartier, *La Belle Dame sans Merci*; Akmedi of Sives, *Iskander-nama*; Mao-Tseu, *Story of the Lute*
after 1450	Gutenberg Bible	Muller, *Ephemerides* & *De triangulis*; Albumazar's astronomy translated from Arabic to Latin	*Annals* of Tacitus found (Germany); Poggio, *Liber facetiarum*	Villon, *Le petit testament* & *Le grand testament*

Cross-Curricular Explorations

These projects are designed to relate the ideas in the program to other areas of study; assign them to individuals and study groups according to students' interests and strengths.

1. *True Romance.* Queen Eleanor of Aquitaine is the ruler primarily responsible for bringing the Eastern hero into Western literature. She lived from 1122 to 1204. As a young woman, Eleanor went with her first husband, King Louis VII of France, on the Second Crusade. For the rest of her life, Queen Eleanor tried to copy the luxury she had seen in Sicily, Constantinople, and Damascus. Like the Eastern rulers, she hired poets and musicians to entertain her and held elaborate "courts of love" at which noble ladies debated affairs of the heart. Eleanor loved stories about the knights of King Arthur's Round Table, so Chrétien de Troyes wrote his *Percival and the Holy Grail* for her. From Eleanor's court, Arthurian romances spread through Europe. *Sir Gawain and the Green Knight*, an anonymous English poem, first appeared during the 1300s. Tales of Robin Hood also appeared later and included Richard the Lionhearted, who was, in fact, Eleanor's son by her second husband, England's King Henry II. The meaning of the word "romance" has changed a great deal since the days of Queen Eleanor—largely because of her work. Research how romance in literature changed from knightly adventure to sentimental love, paying special attention to how the troubadours and Queen Eleanor's "courts of love" helped bring about this change. Another important love source is the great Italian writer Petrarch. Once researched, stage a court of love, assigning singing and speaking roles to various students.
   ¶ Meanwhile, have students investigate the connection between Henry II and the reason behind Chaucer's pilgrims' journey.
2. *True Crime.* Research and report on lawbreaking, crime, and punishment during the Middle Ages. One fascinating way to do this is to focus on writers who were tried and imprisoned for various reasons. These include Roger Bacon, who was imprisoned by his Franciscan order for heresy; Dante, who was imprisoned several times for taking the wrong side in Italy's internal wars; and Marco Polo, who was taken prisoner during a war between Venice and Genoa. Polo used his time in prison to prepare the manuscript of his travels. Students' reports should include common punishments for ordinary people's everyday crimes.
3. *Creative Writing: True Tales.* People in Marco Polo's time did not believe his accounts of what he had seen in the East. Have students imagine a meeting with Marco Polo in which they try to describe to him some of the wonders of our age. Whenever possible, describe phenomena today in terms Marco Polo might understand. For example, students might compare a blastoff of a space mission to Chinese fireworks, or explain how modern highways evolved from ancient trade routes. (Note: Check a current political map of Asia and compare it with a map of Marco Polo's journeys.) Students' writing can take the form of a travel journal, a question-and-answer session, or even a chivalric romance.

Transcript

When English poet Geoffrey Chaucer wrote his *Canterbury Tales* in the late 1300s, he was following the time-honored tradition of storytelling, begun long before people knew how to write.

As a court and customs official, he was able to gather tantalizing and amusing tales from far-away lands in the then-known world, and he invented a few himself.

He ascribed the tales to a fictional band of **pilgrims**, themselves representing a cross-section of common society, including tradesmen, **guildsmen**, **clerics**, a doctor, a cook, farm laborers, soldiers, and merchants.

> *There was a Merchant with a forking beard*
> *And* ***Motley*** *dress; high on his horse he sat.*
> *Upon his head a Flemish beaver hat*
> *And on his feet daintily buckled boots.*
>
> *Canterbury Tales*
> —Geoffrey Chaucer

In vivid descriptions such as this, Chaucer and other authors have given us a wonderful picture of the people and history of their time—the late Middle Ages, a period from about 1000 to the flowering of the Renaissance in the middle and late 1400s.

It was a time of phenomenal architecture, expanded commerce, and new religious, social, economic, and military ideals.

Around the year 1000, western Europe emerged from more than a century of internal wars and a wave of new invasions from the north, east, and south by Vikings, Magyars, and Arabs. Once again, Europe began to absorb and convert many of its invaders to Christianity in Scandinavia and Hungary, and tried to impose peace on its own turbulent warlords.

Europe now consisted of so many diverse micro-societies that it began to use a word designating the only thing they seemed to have in common: religion. They called the entire area and its culture **Christendom**.

The end of the invasions brought stability to agriculture. New land was cleared, the food supply increased, and the population grew rapidly. Spurred by local and long-distance trade, small villages grew into towns, and towns became small cities.

Warlords who had risen to power during the invasions began to turn into princely statebuilders, no matter how small their states were. And statebuilding princes needed farmers, warriors, and merchants if they were not to be outdone or absorbed by their neighbors.

To build territorial principalities meant to fight. Fighting required wealth, and wealth was land—both its products and the labor that produced them. Sometimes labor was slave labor; sometimes half-free **peasants** or **serfs**, who were not property, but were tied to the land that they worked; sometimes it was the labor of free peasants who worked their own land.

Over the labor force, in this system known as **feudalism**, were the lords, large and small, to whom most people owed labor or rent.

> EDWARD M. PETERS
> In a sense, the position of the nobility was guaranteed because there was a king, and the king was guaranteed because the nobles were willing, at least most of the time, to serve him. The kings also recruited lowborn servants, people who had no noble blood, and there's always a kind of friction between the natural aristocracy of the kingdom and the king's lowborn servants, who wielded power that was sometimes greater than that of the aristocracy.

Great lords held vast amounts of land, some of which they assigned to lesser lords who became their **vassals** in return for military and other service. Lesser lords, in turn, gave part of their land to their own vassals, and those vassals to lesser vassals. In this way, land wealth was put to work to support a ruling order of fighting men and lords.

Even church lands owed military service. But **reform**-minded **clergy** worked to establish the independence of churches, church property, and churchmen from the control of the **laity**.

By 1050 this reform movement had reached Rome itself, and during the next few centuries, the popes

assumed the spiritual and moral leadership of Christendom, sometimes by cooperating with—and sometimes by opposing—lords, kings, emperors, and even other churchmen.

The laity, too, began to assert the moral value of their own calling in this world and to claim a status equal to that of the clergy. Clerics agreed and began to consider the moral values of marriage, for example, and of trade—and even the profession of arms and rulership.

One of the most striking examples of the new vitality and rich diversity of Christendom was the launching of the First **Crusade** by Pope Urban II at the Council of Clermont in November 1095. Urban had two goals: to aid Christians in the East—especially those subject to the emperor at Constantinople—and to liberate the holy city of Jerusalem from its Muslim rulers—the powerful Seljuk Turks at Baghdad—and the Fatimid rulers of Egypt:

> *Wrest the land from a wicked race, and subject it to yourselves.... Undertake this journey eagerly for the* ***remission*** *of your sins, and be assured of the reward of imperishable glory in the Kingdom of Heaven.*
>
> —Pope Urban II

Urban offered the opportunity for fighting men to gain forgiveness of their sins, not by the traditional means of retiring from the world into a **monastery** or performing **penances** that deprived them of their arms, but by fighting in a just cause. Pilgrims of all kinds, ages, and sexes had long traveled to the sacred places of the Holy Land, but these new pilgrims were different: They were armed. They had come to fight as well as pray.

By August of 1096, an army of more than 70,000 soldiers began the long trek by land and sea across the known world, and in July 1099, after suffering enormous losses and hardships, they conquered Jerusalem. The slaughter was enormous. One eyewitness wrote:

> *In the streets were seen piles of heads and hands and feet. One rode about everywhere amid the corpses of men and horses.*
>
> —Raymond of Agiles

The conquest added new and distant territories to Christendom, but it also provoked renewed and successful Muslim resistance. Jerusalem was recaptured in 1187, and after four major crusades, the last Christian **domain** in the Holy Land fell in 1291.

But the crusade idea did not die. It remained a powerful force until the end of the sixteenth century. It also contributed to the new idealization of the fighting man in God's service and helped to shape the idea of the **knight**.

One example is the case of Rodrigo Diaz de Vivar—El Cid, the Arabic word for "chief." El Cid was a rough fighting man who lived from about 1043 to 1099, serving different rulers in Spain, but also serving his own interests. Much later, in the epic *Poem of the Cid*, an unknown poet describes the hero as an idealized lord who fought the Muslims in Spain:

> *My Cid, Rodrigo Diaz....*
> *How well he rewarded each of his vassals!*
> *He has made his knights rich and his foot soldiers;*
> *in all his company you would not find a needy man.*
> *Who serves a good lord lives always in luxury.*
>
> —anonymous

Generosity—openhandedness—was always the greatest virtue of a lord in the eyes of his followers. Sometimes successful lords made themselves into kings. In 1066, William, the Duke of Normandy in western France, assembled an army, sailed across the Channel, and conquered England, which he claimed to have inherited from its last king, Edward the Confessor.

EDWARD M. PETERS

> In another direction, what's often forgotten, is a number of ambitious **Norman** aristocrats began to function in south Italy—first as mercenaries in the service of Byzantine and Lombard princes, and then as rulers of south Italy and Sicily—where they took over and established what ultimately became the wealthiest kingdom in all of western Europe and the most thoroughly governed kingdom.

It took great effort to teach the brutal warriors of the tenth and eleventh centuries how to live a moral life in the service of arms. Military service to God raised the moral stock of both crusaders and other fighting men who imitated them. Courtesy toward enemies

and generosity and protection to the poor and the oppressed, to women and churchmen, also became part of the knightly ideal.

Emotional restraint and subordination to a lord or king, studious attention to and respect toward women—all of these traits were embraced in the word "**chivalry**." Chaucer captured the developed spirit of chivalry in his portrait of the knight in his *Canterbury Tales*:

> *There was a knight, a most distinguished man,*
> *Who, from the day on which he first began*
> *To ride abroad, had followed chivalry,*
> *Truth, honor, generousness, and courtesy.*
>
> *Canterbury Tales*
> —Geoffrey Chaucer

Chaucer's knight was an old freelance warrior. His son, the **squire**, represents the civilizing process of knighthood and hopes to win the favor of a lady with his courtly talents.

> ROBERT PINSKY
>
> *In ardent hope to win his lady's grace,*
> *Embroidered was he as a meadow bright,*
> *All full of freshest flowers, red and white.*
> *Singing he was, or whistling all the day;*
> *He was as fresh as is the month of May.*
> *Short was his gown, his sleeves were long and wide;*
> *Well he became his horse and well could ride.*
> *He could make songs and ballads and recite,*
> *Joust and make pretty pictures, dance and write.*
>
> *Canterbury Tales*
> —Geoffrey Chaucer

Both the knight and the squire represent an ideal, and in the late Middle Ages, ideals played powerful roles in setting standards for conduct appropriate to one's rank and order in society.

Merchants, too, needed standards, and not only those of trust and fair dealing.

> EDWARD M. PETERS
>
> Along the way they encountered a dismaying variety of languages, for example; systems of weights and measures, coinage levels and values that were different. In order to do their business, the merchants had to (a) protect themselves, and therefore be tough, and (b) try to find some way to overcome the enormous variety of things that we assume are standardized routinely.

Labor became diversified, and new crafts and professions emerged to serve an expanded demand. Asian products—woven silk, porcelain, and paper—went westward.

Economic growth also produced new degrees and scales of wealth and poverty, which some critics, notably Saint Francis of Assisi, fought against by living a life of poverty himself, as a reminder to his wealthy neighbors of their own new social and moral obligations to the poor.

With knights and merchants there also emerged the **scholars**, usually clerics, who expanded their learning from the study of the Bible into the worlds of literature, philosophy, and physics.

The great learning of the Arab world—including Arabic versions of many works of Greek philosophy, science, and medicine, as well as Arabic numerals—became available to Europeans. Scholars began to organize themselves into teaching corporations in cities like Paris and Bologna—the first **universities**.

There they developed professional academic disciplines, regulated admission to them, and offered certification—teaching degrees—to those who completed prescribed courses of study. In the world of the schools, as in that of the merchants and the knights, reason came to be regarded as God's greatest gift to humans. Thomas Aquinas, a great Dominican scholar, argued that reason and experience should be the basis for belief:

> *The argument from authority is the weakest.... The study of philosophy does not aim merely to find out what others have thought, but what the truth of the matter is.*
>
> —St. Thomas Aquinas

In the year 1000, western Europe was far behind both the Greek east and the Muslim world in terms of both material and intellectual culture. By 1300 it had gone a long way toward catching up. And it also

discovered a wider world. The world was widened by **nomads**. Early in the thirteenth century, a federation of nomadic Mongol peoples from the plains of Asia, led by Genghis Khan, swept eastward into China and westward into eastern Europe and the **Islamic** world. For more than a century, the Mongol conquests opened a safe pathway across Asia, and diplomats, missionaries, and merchants began to use it.

Late in the thirteenth century, two merchants of Venice, Nicolo and Maffeo Polo, prevented by a local war in Syria from returning home, met a servant of the Great Khan who invited them to follow him to China. They returned to Europe with a message to the pope from the Khan, and then went back to Asia, taking with them their 21-year-old son and nephew Marco Polo, who worked in the service of the Great Khan for 18 years. Marco recorded many of his impressions of China, including the sounds of the Great Khan's armies as they rolled into battle.

ROBERT PINSKY

Just as it seems to be part of the European spirit to arrogate, steal, invade, or appropriate, there's also a part of the European spirit that seems fascinated and attracted by everything that's foreign or exotic. Here are a few sentences from Marco Polo:

As soon as the order of battle was arranged, an infinite number of wind instruments of various kinds were sounded, and these were succeeded by songs...and there was such a beating of the cymbals and drums, and such singing, that it was wonderful to hear.... The great drums of the Khan began to sound. Then a fierce and bloody conflict began.

Travels or *A Description of the World*
—Marco Polo

When he returned to Venice, Marco had his memoirs written down. His book was widely read and, along with other narratives of the fabulous East, created a new interest in China and India that grew stronger in the next 200 years. In 1492, Christopher Columbus owned his own copy of Marco Polo's book.

Even though the Mongol Empire collapsed at the end of the fourteenth century, it left large parts of the world in contact with one another. The Mongol peace marked the end of the separate, unconnected histories of the different parts of the known world. Some of these histories revealed striking similarities to those of Europe.

In the early 1000s, a Japanese noblewoman, Murasaki Shikibu, wrote the *Tale of Genji*, which many people consider the first true novel. In the book, she describes her knightly hero:

No one could see him without pleasure. He was like the flowering tree under whose shade even the rude mountain delights to rest.

Tale of Genji
—Murasaki Shikibu

The *Annals of Rajasthan*, an Indian history from the same era, celebrates the warrior heroes who defended their northern Indian kingdoms against the Muslim invasions.

Like Genji of Japan and Chaucer's squire, the Indian knights were handsome ladies' men who could compose love poems while winning battles. Perhaps they, too, were idealized. Arab and Indian merchants also traveled the Red Sea, the Indian Ocean, and the Silk Road across Asia, where they met their European counterparts.

But high ideals also opened all ranks of society to sharp criticism for their failings—even kings and popes. In Dante's **allegorical** masterpiece, *The Divine Comedy*, the story is told of a Christian's journey through hell and purgatory to paradise.

ROBERT PINSKY

In translating the opening lines, I wanted to capture the speed and attraction of Dante's narrative, and also the feeling of almost complete despair and of something pulling him forward into that despair, through it, and out of it.

Midway on our life's journey,
I found myself in dark woods,
The right road lost. To tell about those woods
Is hard, so tangled and rough and savage
That thinking of it now
I feel the old fears stirring. Death is hardly more bitter.

And yet to treat the good I found there as well,
I'll tell what I saw.

The Divine Comedy
—Dante Alighieri
Translated by Robert Pinsky, Ph.D.

Dante had harsh words for kings who failed to rule justly, as well as for all social ranks who indulged in anti-social and self-destructive sinful activity. The poet ruthlessly criticized many churchmen and secular rulers, calling corrupt churchmen "miserable pimps and hucksters" who "deify silver and gold." This increased devotion to spiritual pursuit also brought about the construction of some of the world's grandest churches.

The preaching of the clergy and the spiritual hunger of the laity produced in many people a new interest in vernacular translations of the scriptures from Latin and a heightened and intensified personal devotion. Fear of God's judgment on a sinful and disordered society was also colored by economic and political unrest, and the fourteenth and fifteenth centuries saw a number of peasant and noble rebellions and general anxiety about disorder of all kinds in this world and salvation or damnation in the next. These fears were heightened by increasing famine and **epidemic** disease.

EDWARD M. PETERS

The great **plague**, the Black Death, struck Europe in 1348 in three quite different and highly contagious forms. This caused an enormous loss of life—not consistently across all of Europe, but terribly in one place and almost not at all in another place. What this did was reduce the population of Europe from about 75 million in 1300 to about 35 million in just after 1400.

Plague from port cities rapidly spread throughout all western lands, even to Iceland and Russia. An eyewitness account of the epidemic by Giovanni Boccaccio, the Italian writer, noted:

The mere touching of clothes [of plague victims], or of whatsoever had been used by the sick, appeared of itself to communicate the disease. The common people sickened by the thousands daily....

Many breathed their last in the open streets...and of these and others who died the whole city was full.

The Decameron
—Giovanni Boccaccio

The characters in *The Decameron*, Boccaccio's collection of tales written around 1350, had fled the city of Florence to escape the plague and passed the time telling each other stories—many from Asia, India, and the Arabic world—as well as tales of chivalry and bawdy comedy. Boccaccio's work influenced Geoffrey Chaucer when he visited Italy in the 1370s, and Chaucer adapted several of the stories into English.

In spite of famine, plague, a new and more devastating kind of warfare, and widespread social unrest, lines of communication remained open throughout Europe and from Europe into the worlds of Islam, Persia, and India.

The fifteenth century saw other signs of change. In 1453 the Ottoman Turks conquered Constantinople with cavalry and great cannon and brought an end to the east Roman, or Byzantine, Empire. A long war between England and France exhausted both kingdoms.

Wars now used gunpowder, a Chinese invention transferred to the West. The new wars were fought by larger armies. They drew more and more on civilian and governmental resources, and they were waged by strong and ruthless kings. Another Chinese invention, the compass, also came west via the Arabs. European sailors developed more accurate sailing charts and sailed confidently to more distant places.

In 1492, Christopher Columbus, a seaman from Genoa in the service of the rulers of Spain, used the same tools to sail west to what he thought was China. He found something different, but his discovery brought the merchants, clergy, scholars, knights, and rulers of Europe to the brink of a new world—not only the world of the Americas, but the world of the modern age.

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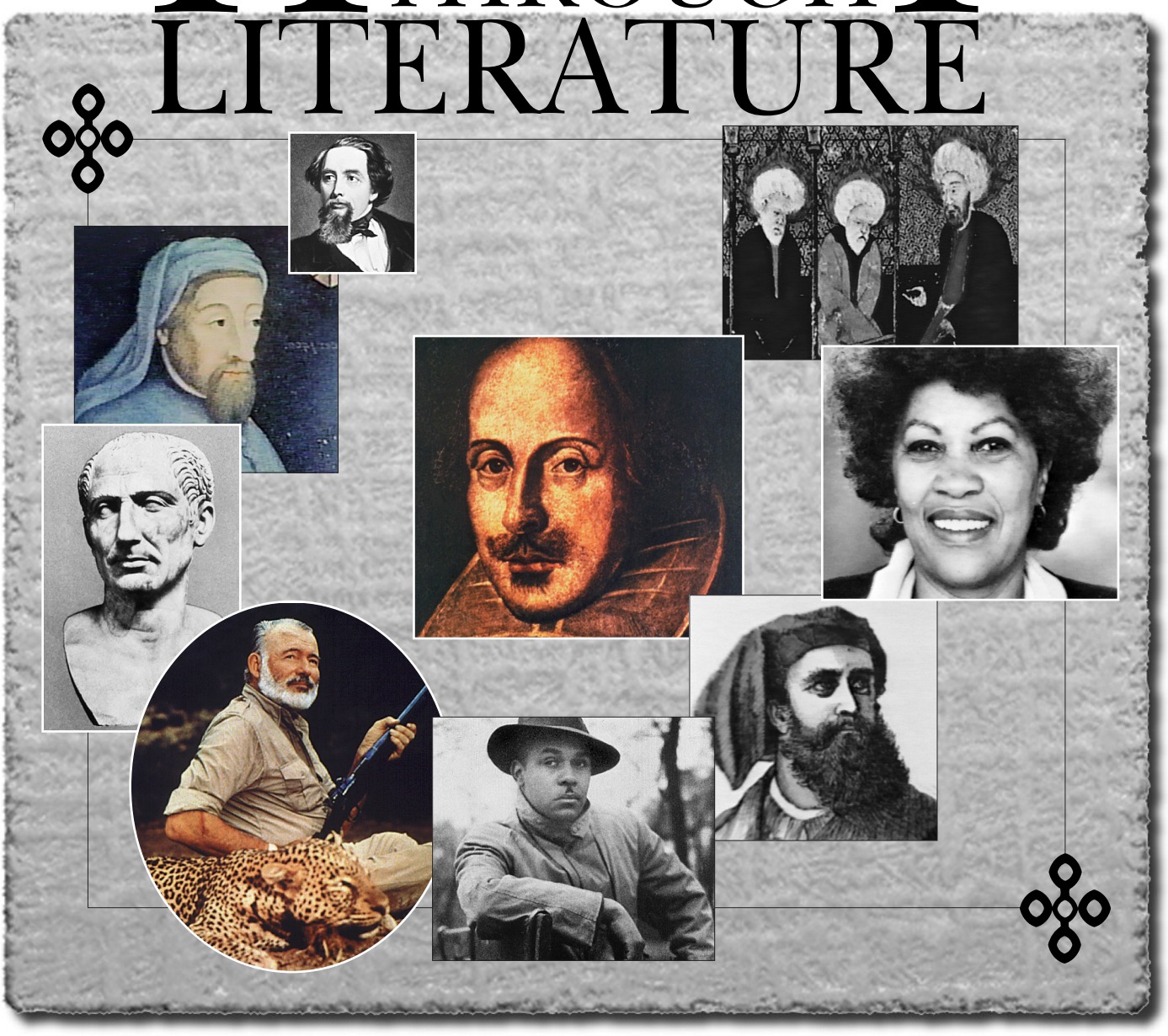
HISTORY THROUGH LITERATURE



Renaissance and Reformation

CL949-6CV

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THE MOST COMPLETE SOURCE FOR CURRICULUM-ORIENTED A-V MATERIALS

History through Literature
Renaissance and Reformation

Program #CL949-6CV ***Running Time—25:40***

Table of Contents

Intended for students in junior high school and above. This program is closed captioned.

(1-800-253-2788)

Summary

Renaissance and Reformation is part of a 12-video *History through Literature* series that examines the connections between historical events and the literary figures and works of each era. Other titles in this series are listed on the back of this Teacher's Guide.

The opening scene of *Renaissance and Reformation* takes place in July 1535. Sir Thomas More, the great English humanist scholar, is beheaded, by order of King Henry VIII of England, for putting God above his king.

Sir Thomas More was a leading scholar of the Renaissance, or rebirth of classical knowledge, and a martyr of the Reformation, the conflict that split Europe into Catholic and Protestant nations. Both the Renaissance and Reformation had their roots in literature. Writers had more power than ever before to change history because of a new technology: printing with moveable type.

The fifteenth century was one of dramatic change in European society. The program shows how rapidly society changed in one decade: the 1450s, when the Ottoman Turks captured Constantinople, Portuguese ships reached the Cape Verde Islands, and printing was invented. The program connects these events to the gradual replacement of the feudal system by mercantilism, the economic alliance between city merchants and monarchs.

Humanist scholars like Thomas More and his friend Erasmus of Rotterdam saw the great potential of printing for creating a better society. But scholars were only a small part of the new book market. The program surveys the first printed literature, discovering many clues about the beliefs and tastes of the late fifteenth and sixteenth centuries.

Printing did not fulfill its great promise, largely because Europeans got caught up in wars. On the surface, these were wars about religion. Christian nations used religion as a rallying cry against the Ottoman Turks, who were Muslims. Later, after Luther's revolt, regions that had long opposed the abuses and unlimited power of the Catholic church used Protestantism as a rallying cry against the pope.

The program follows the course of the Renaissance and Reformation in France, Spain, Holland, and England and shows how religious issues became intertwined with the concerns of royal dynasties such as the Spanish Habsburgs and the English Tudors. Viewers get glimpses into the increasingly lavish court lives of European monarchs and into two late Renaissance literary cultures: Spain's "century of gold" and England's Elizabethan—and Shakespearian—age.

Intended Audience

This program is designed for students in junior high school and above.

Presenting the Program

To prepare a lesson plan to accompany the presentation of this program, review the suggestions outlined below. You will find all of the sections mentioned in the Table of Contents of this Teacher's Guide.

1. Familiarize yourself with the video and the sections of this Teacher's Guide.
2. Introduce students to the video, using one or more of the Pre-Viewing Suggestions to relate the upcoming information to what they already know. As a final activity, it may be helpful to introduce new names and vocabulary words—especially those with difficult spelling and pronunciation—by using the chalkboard or overhead projector.
3. Have the students watch the video in its entirety and without interruption.
4. Check for understanding by discussing and reviewing the information, vocabulary words, and concepts presented in the video by using the History and/or Literature Post-Viewing Suggestions, including the H.O.T. Topics (Higher Order Thinking), which delve into many related subjects and concepts.
5. If time permits, have students watch the program a second time, pausing at points of interest for discussion.
6. As guided independent practice, choose and assign some of the In-Depth Research suggestions.

Learning Objectives

After watching this program and completing the activities, students will be able to:

1. Define humanism, identify its origins in the literature of ancient Greece and Rome, and describe how European writers rediscovered humanist ideals;
2. Identify some of the important events that happened in world history during the Renaissance and the Reformation, between 1400 and 1660 (see History in the Program);
3. Name some of the authors who lived and wrote during the Renaissance and the Reformation and list some of their works (see Literature in the Program);
4. Give examples of how the events of the era were interpreted by writers and how writers affected historical events;
5. Describe the mercantile system and how it increased the power of the monarchy and caused the merchant class to prosper and expand;
6. List some of the reasons for widespread discontent against the Catholic church;
7. Identify some of the writers who led the Reformation;
8. Describe the wars of the Reformation and how the invention of printing contributed to this conflict;
9. Explain how, in England and Spain, religion fused with issues of dynastic succession; and
10. Describe the *siglo de oro* (golden century) in Spanish literature and the Elizabethan age in English literature, identifying some of the important writers of each movement.

History in the Program

The following events and trends from world history are specifically mentioned in the program's narration. They are listed below in roughly the order that they occurred in history. More events are outlined in the Chronology of History Chart: Renaissance and Reformation (page 11).

Rise of Venice and other Italian city-states
Beginnings of the mercantile system
Ottoman capture of Constantinople; breakup of Byzantine Empire
Invention of printing with movable type; growth of the book market
Portuguese exploration of west Africa
Opening of African slave trade
Zenith of the Renaissance in Italy
Reign of Charles V of Spain
Turkish Wars
The "northern Renaissance"
Martin Luther's revolt
German wars of Reformation
The reign of Charles the Great of Spain
Spain's *siglo de oro* (golden century)
Henry VIII's break with the Church
Sir Thomas More's execution
The reign of Elizabeth the Great of England
The Elizabethan Renaissance

Literature in the Program

The following authors and works of literature are specifically mentioned in the program's narration. The works are listed in roughly the order in which they are cited in the program. More authors and works are listed in the Chronology of Literature Chart: Renaissance and Reformation (page 12).

William Shakespeare, *Hamlet*; *Merchant of Venice*
Plato
Fulke Greville
Gutenberg Bible
Aldus Manutius
Michel de Montaigne, *Essays*
Cardinal Jiménez de Cisneros, multilingual Bible
Ludovico Ariosto, *Orlando Furioso*
Niccolo Machiavelli, *The Prince*
Desiderius Erasmus, New Testament; *Education of a Christian Prince*
William Caxton
Thomas Mallory, *Morte d'Arthur*
Baldassare Castiglione, *The Courtier*
Sir Thomas More, *Utopia*
Martin Luther, Ninety-Five Thesis; German New Testament
John Calvin
Lope de Vega
Tirsa de Molina, *The Rogue of Seville*
Pedro Calderón de la Barca
Miguel de Cervantes, *Don Quixote*
Edmund Spenser
Philip Sydney
Sir Walter Raleigh
Ben Jonson
King James Bible

Key Words and Concepts

Most of these vocabulary words are in the Transcript, where they appear in bold type the first time they are used.

Catholic
chivalry
classical
courtier
dissenters
dynasty
feudalism
humanism
liberty of conscience
materialism
mercantilism
monarchs
pamphlets
papal
parliament
patronage
propaganda
Protestant
Reformation
Renaissance
siglo de oro
slave trade

Pre-Viewing Suggestions

DISCUSSION: LINKING PARTS OF THE SERIES

If you are showing this program in chronological order with the other programs in the *History through Literature* series, or if you want to provide background for students who may have missed the previous program, lead this review and discussion.

1. The previous program, *Chivalry and Commerce: The Late Middle Ages*, described how some Europeans established trade networks that reached to China. Identify those Europeans [merchants from Venice and other Italian city-states] and ask students to name the ventures they financed during the Middle Ages. [the Crusades] Suggest that, as they watch this new program, students look for what the Italians did with their money.
2. Ask students to recall the maps they saw in *Chivalry and Commerce: The Late Middle Ages* and to describe the extent of Muslim domination at the time of Marco Polo (c. 1300). What Christian empire lay between western Europe and the Arabic empire? [the Byzantine Empire] Of what great classical empire was the Byzantine Empire the last remnant? [the Roman Empire] What language and religion were at the center of Byzantine culture? [Greek and Greek Orthodox] Ask students to follow the fate of the Byzantine Empire as they watch the program.
3. Who were the heroes both of the Crusades and of most literature during the Middle Ages? [knights] Why were knights heroes? [In real life, most people depended on knights for defense.] Under the feudal system, how were knights rewarded for their services? [with land] What was the elaborate code of honor that developed around knighthood? [chivalry] Remind students that trends take hold gradually in both history and literature; suggest that they watch the program for examples of how feudalism and chivalrous ideals influenced events for centuries to come. Alert them to watch for signs that the feudal system was dying out and being replaced.
4. What religion was at the center of western European culture during the Middle Ages? [Roman Catholicism] What language was used as the religious and scholarly language of Europe? [Latin] Ask students to recall some of the reasons why the Church had great secular as well as religious power. [The Church was the largest single landowner in a system where wealth was based on land. Bishops and other Church leaders were feudal overlords. Corruption was rampant.] Ask students to recall the name of an important Italian writer who protested against or exposed Church corruption. [Dante] Have students look for how Dante's ideas developed during the fifteenth and sixteenth centuries.

DISCUSSION: INTRODUCING THE PROGRAM AND ITS KEY WORDS AND CONCEPTS

Introduce the title *Renaissance and Reformation* and speculate on the meaning of its terms. Suggest that students note what was being reborn and what was being reformed and pay attention to how writers helped bring about these changes.

Introduce the Key Words and Concepts and ask students to define words they know, looking up unfamiliar words in a dictionary. Suggest that they listen for these terms as they watch the program. Pay special attention to the word "Protestant." Most students will think they know what it means; as they watch the program, they should understand the historical distinction between the Protestant and Catholic faiths.

Post-Viewing Suggestions

CONTENT QUESTIONS: HISTORY

1. From what activity did the Renaissance get its name? [rebirth of intellectual activity]
2. From which guardians did Renaissance scholars retrieve many of their lost literary and intellectual masterpieces? [the Muslims]
3. What empire conquered the last of the Byzantine Empire in 1453? [the Ottoman Turks] What effect did this have on Italy? [Greek scholars fled Turkey and settled in Russia and Italy; the Portuguese and Italians developed new sea routes]
4. What is the difference between feudalism and mercantilism, and what did the switch from one to the other indicate? [Feudal wealth and alliances were military in nature and based on land and loyalty; mercantile wealth was based on money and trade rights. This new economic arrangement indicated fundamental changes in values and in who would influence the government in Europe; it also involved a much wider world view.]
5. Which European nation began exploring Africa and started the slave trade? [Portugal]
6. What new technology began during the 1450s? [printing with movable type]
7. What was the official religion of almost everyone in western Europe at the beginning of the sixteenth century? [Roman Catholicism]
8. What was the Protestant Reformation? [a religious movement aimed at reforming corruption in the Catholic church, but which eventually created its own church] Which German writer gets historical credit for having kindled it? [Martin Luther]
9. Name two European rulers who were related to each other by marriage and who came into conflict with each other because of the Reformation. [Charles V of Spain and Henry VIII of England]
10. Name some of the accomplishments of Queen Elizabeth I of England. [supported Protestant armies in Europe, united England under the Anglican church, attacked Spanish galleons on the high seas, defeated the Spanish Armada, and patronized Shakespeare and other writers]
11. During the 1600s, what Protestant groups toppled the English monarchy and founded the colonies of New England? [Puritans, Dissenters, and other radicals]

H.O.T. TOPICS: HISTORY

The following Higher Order Thinking questions should be presented in order to achieve maximum effectiveness. To jog students' memories and provide supporting details for general discussion, distribute copies of the Chronology of History Chart: Renaissance and Reformation (page 11).

1. *Communications Technology.* What was the significance of the Gutenberg Bible to the history of technology? [It was the first book printed with movable type.] From their general knowledge of history, or from previous programs in this series, ask students to recall how books were reproduced during the Middle Ages. [They were copied by hand.] Ask students to determine what interim technology must have appeared between hand-copied books and movable type. [woodcut pages—whole pages carved by hand but then printed from blocks] Ask students to reason what kinds of work would have been gradually eliminated by printing [preparing parchment, hand copying, and illumination] and what new jobs were created by printing. [typesetting, proofreading, selling, and distributing books]
2. *The Mercantile System.* What basic economic alliance made the mercantile system work? [an alliance between monarchs and wealthy merchants, who shared the profits] Why did it work? [monarchs had power; merchants had ships and money] What groups formed the mercantile alliance that financed the exploration of west Africa and the beginning of the slave trade? [the rulers of Spain and Portugal and the companies of Italian merchants] Have students think about mercantilism in terms of Christopher Columbus, who was from the Italian city-state of Genoa and sailed to the Indies under the Spanish flag. Lead students to conclude that, since Italian merchant-bankers were helping finance Portuguese and Spanish ventures, the Italians naturally had a voice in the internal affairs of those two nations.
3. *Mercantilism, Monarchy, and the Reformation.* Who was the most powerful monarch in Europe at the time Martin Luther revolted? [Charles the

Great of Spain] Who were Charles the Great's grandparents? [Isabella and Ferdinand of Spain] How was Charles the Great related to Queen Catherine of England, the first wife of Henry VIII? [She was his aunt.]

¶ Ask students to think about a great political power that, like Venice, Genoa, and other city-states, was based in Italy. [the papacy] Ask them to recall examples from the program of wars fought by the papacy. [the pope's wars against the Turks] Ask them who the pope went to when he needed money. [Italian merchant bankers] From these facts, students should conclude that the papacy and the Habsburg dynasty were intimately connected by both finances and religion.

¶ In light of these conclusions, ask students to think about the significance of King Henry VIII's defiance. Have them recall that, in addition to divorcing Catherine of Aragon, Henry confiscated Church property.

4. *Rethinking the Lead Story.* Ask students to rethink the drama of Sir Thomas More's execution. What office did he hold? [Lord Chancellor of England] Inform students that the Lord Chancellor was the senior diplomat—in modern terms, part prime minister, part secretary of state, and part secretary of the treasury. Knowing this, students should determine that More had been central to King Henry's negotiations with the pope and Charles of Spain over the question of divorcing Catherine. Students should conclude that More remained loyal out of belief not just in the Church's teachings, but in the ideal of a society united under the Church, which he believed could be reformed from within. Have students research this viewpoint in light of the quote from More's *Utopia* (page 17) and the spirit of reform in that book.

CONTENT QUESTIONS: LITERATURE

1. For what masterpiece is Sir Thomas More chiefly remembered? [*Utopia*]
2. What was reborn during the Renaissance? [the humanist literature of classical Greece and Rome]
3. What Greek writer said "Man is the measure of all things"? [Plato] Discuss how this statement could define humanism.
4. Who printed the first European book with movable type; what was the book? [Johannes Gutenberg; the Bible]
5. What was the subject matter of the most popular literature of the day? [religion, science, mystical subjects, romances of chivalry, manners]
6. What was intended to be reformed by the Reformation? [the Catholic church]
7. How were bibles different after the Renaissance and Reformation? [They were available in everyday languages, not just in Latin.]
8. What do many believe is Martin Luther's best contribution to literature? [his German translation of the New Testament]
9. Who is the most famous writer of Spain's "golden century" and what masterpiece did he write? [Miguel de Cervantes; *Don Quixote*]
10. Name some writers who flourished during England's "Elizabethan Renaissance." [Shakespeare, Marlowe, Jonson, Spenser, Sydney, Raleigh]
11. Name three plays by William Shakespeare. [*Hamlet*, *Merchant of Venice*, *Julius Caesar*]
12. What masterpiece of English literature was sponsored by King James I, Elizabeth the Great's successor? [the King James Bible]

H.O.T. TOPICS: LITERATURE

The following Higher Order Thinking questions should be presented in order to achieve maximum effectiveness. To jog students' memories and provide supporting details for general discussion, distribute copies of the Chronology of Literature Chart: Renaissance and Reformation (page 12).

1. *Classical versus Christian ideas.* Review what was being "reborn" during the Renaissance. [the learning of classical Greece and Rome] Recall some of the great ideas that Renaissance scholars adapted from classical culture. [humanism, materialism, democracy, liberty of conscience] Ask students to suggest how classical learning helped erode the cultural power of the Church. [by introducing great moral ideas that were not part of Christian theology] Define "syncretize." Have students research beliefs that were syncretized into current theology. Discuss how this process occurs. [Historic examples can be found during the late Roman times and early Middle Ages, when a new Christian community sought converts among the Romans and barbarians.]

2. *Literature as a Sign of the Times.* Have students discuss how Machiavelli's *The Prince* was a sign of the times. What about Erasmus's *The Education of a Christian Prince*? [Because of economic changes under mercantilism, rulers were becoming more powerful; since there was only one very powerful church, it was natural that politics and religion should cross paths in literature. The books' moral conflicts over the use and misuse of power were mirrored in the Reformation.]
3. *"Serious" Literature versus "Trash."* Ask students to recall the kinds of books that sold well during the first decades of printing (see Post-Viewing Suggestions: Content Questions: Literature, Question 5). Have students make comparisons between these tastes and (a) the "bestseller" book lists of today; and (b) the kinds of information available on the Internet.
4. *Literature and the End of Feudalism.* Ask students to recall the name of the first book printed in English. [Thomas Mallory's *Le Morte d'Arthur*] What was this book about? [tales of King Arthur and the Round Table] What feudal ideal did these stories glorify? [chivalry] What was the chief purpose of the book and who was the audience? [to entertain the general reader] Have students analyze why using the chivalrous ideal for popular entertainment was a sign that the ideal was weakening. [Once it is a source of entertainment, any ideal runs the danger of becoming "just a story."] Can they think of contemporary examples of this? [Have students focus on TV shows and movies that treat lightly subjects that were previously quite serious (*e.g.*, the presidency, the clergy, etc.).] Ask students to name the first modern novel. [*Don Quixote*, by Miguel de Cervantes] What attitude did this book take toward chivalry? [It treated chivalry as a joke.] Ask students to discuss how the feudal ideal of chivalry changed between the time of Mallory (1485) and Cervantes (1605).

DISCUSSION: LINKING PARTS OF THE SERIES

If you are showing this program in chronological order with the other programs in this *History through Literature* series, use this review and discussion to prepare students for the next program.

1. Ask students to remember the maps they saw in *Renaissance and Reformation* and the previous program, *Chivalry and Commerce: The Late Middle Ages*. Who conquered territory from China to Europe during the Middle Ages? [the Mongols, led by Genghis and Kublai Khan] When Marco Polo went to China, what Christian empire lay between his native Venice and the Mongol territories? [the Byzantine Empire] What power arose in the eastern Mediterranean after the Mongols withdrew from the region? [the Ottoman Turks] Using their general knowledge of history as well as facts from this program, guide students to state the relationship between the fall of Constantinople and the discovery of America. [When the Byzantine Empire fell, Christian nations were cut off from access to Asia. This led Europeans to seek a new route to China, first around Africa and then across the Atlantic.]
2. Ask students to remember why the new technology of printing did not fulfill its humanist promises. [Europeans got caught up in wars over religion.] Suggest that, from the point of view of literature, the Reformation was a return to medievalism because religion was in almost total control of culture once again. Why didn't classical learning disappear again? Students should conclude that, since printing made more copies of books available, any given work of literature was more likely to be preserved.
3. How did the wars of Reformation settle the question of the relationship between church and state? [National churches were established; nations were Catholic or Protestant, depending on the religion of the ruler.] In light of this fact, ask students to predict what would happen to the political balance of power in Europe. [Alliances of nations would be formed according to both religion and dynastic relationships.]
4. From the information in the program and from their general knowledge of history, ask students to predict how European monarchs would expand their power [by establishing global trading networks and colonies] and what would finance this expansion. [mercantile alliances]

In-Depth Research

The following topics for further study will help students make connections between history and literature, between western and eastern history, and between the past and present.

EXTRA HISTORY STUDY

1. *The Hundred Years' War.* In 1453, the year Constantinople fell to the Ottomans, the Hundred Years' War between France and England came to an end. Suggest that students research the causes and results of the war, including its role in the formation of modern armies and its function in consolidating the power of both the English and French monarchs.
2. *The Ottoman Empire.* Have students research and report on the expanding Ottoman Empire. Researchers should explore the Ottoman wars in the Balkans, where the Serbs, Muslims, Russians, Greeks, and Habsburgs all struggled for control. Student reports should include an analysis of Balkan geography and an explanation of the strategic importance of that region, not only during the Renaissance and Reformation, but in our time.
3. *Other World Dynasties.* Have students research and report on other dynasties that were expanding in different parts of the world while the Habsburg dynasty was expanding in Europe. Examples include the Romanov dynasty of Russia, which was expanding into Asia; the Ming dynasty of China; the Safavid dynasty of Persia; and the Moghul dynasty of India. (Note: New dynasties in both Mexico and Peru—and their unpopular wars of conquest—contributed to the fall of both the Aztec and Inca Empires.)

EXTRA LITERATURE STUDY

1. *Bible Study.* Suggest that students research how access to the Bible became one of the central issues of the Reformation. Researchers should return to the revolt of John Wycliffe in England, during the 1380s, and discover why Wycliffe's translation of the Bible was so controversial. Other important bibles: Erasmus's translation of the New Testament into Latin from the original Greek; Luther's New Testament in German; the Coverdale Bible; the Geneva Bible; the Douai–Rheims Bible; and the King James Bible.
2. *Christian Humanism.* Erasmus, More, and others tried to syncretize the ideals of classical learning with their Christian faith. Suggest that students research the Brethren of the Common Life (to which Erasmus belonged) and the Augustinian order (to which Luther belonged) to discover how Christian humanist scholarship developed.
3. *Life and Works of Miguel de Cervantes.* Encourage students to read *Don Quixote*, in the original Spanish if possible. Ask students not only to report on what they have read, but to judge the book's literary style and read favorite passages to the class. Assign other individuals or study groups to research the biography of Cervantes and connect his life to the historical events of his time. (Note: Students should discover that Cervantes fought at Lepanto, the great naval battle that halted Ottoman expansion in the Mediterranean. Later, in his capacity as a royal official, he helped supply the Spanish Armada.)
4. *Life and Works of William Shakespeare.* Encourage students to explore plays and sonnets by Shakespeare and to read favorite passages to the class. Assign other individuals or study groups to research the biography of Shakespeare and connect the contents of his work to the historical events of his time. (Note: Students should mention Shakespeare's ability to influence royal opinion, as well as his attempts to earn Elizabeth's approval by rewriting history in favor of the Tudor dynasty.)
5. *The Community of Learning.* Suggest that students research the connections between writers mentioned in this program and (a) other writers and thinkers of their own times; (b) writers in the generations before them; and (c) writers in later generations. Students may already have noted such connections in the program (*e.g.*, Erasmus corresponded with Luther).

Chronologies: Class Discussion and Extra Study

The chronologies of history and literature located on the following pages are designed both to summarize the era covered by the program and to motivate students to learn more about the era. Copy and distribute the chronologies to individual students or study groups. Use the pages for both in-class discussion and extra study assignments.

CHRONOLOGY OF HISTORY: RENAISSANCE AND REFORMATION

1. *Class Discussion: Drawing Conclusions.* Encourage students to restate key ideas and draw conclusions by examining details on the chart. The following are some examples.
   - European nations expanded during the 1500s and 1600s by means of their navies.
   - France and England were at war from the 1350s to the 1450s.
   - Europe expanded into Asia, Africa, and the Americas during the Renaissance and Reformation.
   - Europe was undergoing both internal wars, between Protestants and Catholics, and external wars, against the Ottoman Turks.
   - The African slave trade began during the 1400s.
   - All the seafaring European nations took part in the African slave trade.
   - The Habsburg dynasty of Europe, the Ottoman Turks, the Russian Empire, and the Moghul dynasty of India were also expanding during the Renaissance.
   - The Ottoman Empire was expanding westward into Europe, north toward Russia, and east toward Persia.
   - Advanced civilizations existed in Asia, Africa, and the Americas before the arrival of the Europeans.
2. *Extra Study: Researching and Reporting.* Ask students to research and report on events listed on the chart. You might want to assign one continent to each study group and have group members choose from events in their column. You might also assign each group a time period and have group members file reports from different continents.

CHRONOLOGY OF LITERATURE: RENAISSANCE AND REFORMATION

1. *Class Discussion: Drawing Conclusions.* Encourage students to restate key ideas and draw conclusions by examining details on the chart. The following are some examples.
   - During the Renaissance and Reformation, most European scientists and religious scholars still wrote in Latin.
   - Classical learning was preserved by Greek-speaking Byzantine scholars as well as by the Arabs.
   - The Renaissance began with Petrarch's rediscovery and study of ancient manuscripts.
   - European discoveries of new worlds revolutionized both geography and mapmaking.
   - During the Renaissance, plays were popular around the world.
   - Witchcraft, astrology, and other occult topics attracted reading audiences.
2. *Extra Study: Researching and Reporting.* Ask students to research and report on writers and literary works listed on the chart. You might want to assign one literary category to each study group and have group members choose from writers and works in their column. You might also assign each group a time period and have group members file reports about developments in different categories of literature.

Chronology of History Chart: Renaissance and Reformation

DATES	EUROPE	ASIA	AFRICA, INDIAN OCEAN, PACIFIC OCEAN	AMERICAS
before 1400	Hanseatic League formed; Wycliffe revolts; Turks defeat Serbs (Kossovo)	Timur the Lame conquers Middle East & north India; Russians defeat Mongols	Fulani people expand east into Mali; Bornu founded (Lake Chad)	Aztecs build capital, Tenochtitlán (Mexico)
1400–1409	plague kills thousands from Italy to England	Timur the Lame invades Ottoman Empire; Ch'eng Tse begins reign (China)	Chinese fleet explores south Pacific	
1410–1419	Hus burned at stake; English win at Agincourt; Portugal begins expansion	Venetian navy defeats Turks; Ming capital moves to Beijing	Cheng Ho of China explores Indian Ocean, Arabia, & east Africa	
1420–1429	Hussite wars divide Bohemia; Portugal starts navigation school	Vietnam regains freedom from China	Portuguese ships reach Madeira	Aztecs expand under Itzcoatl
1430–1439	English burn Joan of Arc (France); African slaves reach Portugal	Ottoman Turks close in on last Byzantine lands; Orthodox scholars flee	Portuguese reach Azores; Berbers take Timbuktu; Zimbabwe walls built	Pachacutec founds new Inca dynasty, Peru
1440–1449	Turks defeat Albanians & Greeks	shogun Yoshimasha comes to power (Japan)	Portuguese reach Senegal River; Monomatapa Empire founded	Montezuma I spreads Aztec conquests; Incas conquer Chimu (Peru)
1450–1459	Germans print w/ movable type; Hundred Years' War ends	Ottoman Turks conquer Constantinople; Byzantine Empire falls	Portuguese reach Cape Verde Islands	
1460–1469	Peace of Thorn ends war bet. Teutonics & Poles; Aragon & Castile unite	Turks take Trebizond; Mahmud I begins reign (north India)	Sonni Ali comes to throne (Songhay)	Tarascans halt Aztec expansion west; Aztecs carve calendar stone
1470–1479	first printers (Spain, France, England); Isabella starts Inquisition	Turks & Venetians sign peace treaty; century of civil wars begins (Japan)	Portuguese reach Gold Coast	Netzahualcóyotl, Aztec poet-king, dies (Mexico)
1480–1489	Torquemada controls Inquisition; first canal locks built	Bayazid II assumes Turk throne; African slaves rebel (India)	Portuguese reach Congo & round Cape of Good Hope	Thousands sacrificed to Aztec war god (Mexico)
1490–1499	Spain expels Moors & Jews; Italian wars begin	Portuguese reach India; Askia of Songhay makes pilgrimage to Mecca	Songhay Empire invades empire of Mali; Congo king converts	Columbus explores Caribbean region; Incas found Quito (Ecuador)
1500–1509	Italian Renaissance reaches peak; first watches invented	Safavid dynasty founded (Persia); Sikh faith founded (India)	Portuguese begin east African trade; Oyo & Benin kingdoms begin	new Aztec cycle begins; Portuguese reach Brazil; Spain settles Hispaniola
1510–1519	Luther & Zwingli begin Reformation; Charles I founds Habsburg dynasty	Ottoman Turks conquer Syria, Egypt, & Arabia; Portuguese reach China	Spain officially enters slave trade	Spanish explore Panama, Florida, & Yucatán & find Maya civilization
1520–1529	Wars of Reformation break out in Germany; Turks conquer Hungary	Babar founds Moghul dynasty (India); ships of Magellan circle globe	Muslim armies invade Ethiopia; Afonso of Congo protests slavery	Cortés conquers Aztec Empire (Mexico); Inca Empire suffers civil war
1530–1539	Henry VIII of England breaks with pope; Loyola founds Jesuit order	Ottomans conquer Persia	Portuguese now ship approx. 5,000 slaves per year to Brazil	Pizarro conquers Inca Empire (Peru); Spanish conquer Colombia
1540–1549	Council of Trent begins Counter-Reformation; Copernicus prints theory	Russia begins conquest of Kazan & Astrakhan	Songhay Empire completes conquest of Mali	Spanish explore from Florida to New Mexico; French explore Newfoundland
1550–1559	Elizabeth I ascends English throne; Peace of Augsburg signed	Mongols invade north China; Portuguese build trade center (Macao)	Turks conquer Tunisia & Algeria; Hausa states resist Songhay	Francis Drake captures Spanish silver galleons
1560–1569	Protestant Huguenots revolt (France)	Akbar begins rule (1560–1605) over Moghul Empire (India)	English enter slave trade	sugar planting begins (Brazil); Spanish build St. Augustine (Florida)
1570–1579	Dutch revolt against Spain; Holy League defeats Turks (Lepanto)	Spanish build Manila; Ashikaga shogunate ends (Japan)	Portuguese colonize Angola, fail to subdue Morocco	Native Americans found Mohawk Confederacy; Jesuits preach (Virginia)
1580–1589	Spain & Portugal unite; English navy defeats Spanish Armada	Russia begins conquest of Siberia; Europeans reach Japan	Spain occupies Ceuta (Morocco)	Roanoke colony disappears; Spanish found Buenos Aires
1590–1599	Henri IV converts & ends Huguenot wars & founds Bourbon dynasty	Japan unified under Toyotomi Hideyoshi; Akbar conquers Sind	Morocco conquers Songhay Empire; Dutch enter slave trade	Spanish colonize south Arizona & New Mexico
after 1600	Thirty Years' War	Dutch take over from Portuguese (east India); Tokugawa period (Japan)	kingdom of Bornu reaches height	English colonize Virginia & Massachusetts

Chronology of Literature Chart: Renaissance and Reformation

DATES	RELIGION, PHILOSOPHY	SCIENCE, GEOGRAPHY, EDUCATION	NONFICTION: ECONOMICS, GOVERNMENT, HISTORY	FICTION: POETRY, DRAMA, FABLES, NOVELS
before 1400	Wycliffe Bible; Oresme, *De divinatione*	universities throughout Islamic world; 15 universities in Europe	Froissart, *Chronique*; Ibn-Khaldun, *Muqaddama*	Boccaccio, *Decameron*; Petrarch, poems, ancient manuscripts
1400–1409	Henry IV of England, *De haeretico*	Ptolemy's *Geography* translated to Latin	Gonzalo de Clavijo, *Embajada a Tamor Lán*	Chaucer, *Canterbury Tales*; Mao-Tseu, *Story of the Lute*
1410–1419	Crescas, *Adonai*; Council of Constance, *Sacrosanta*	d'Ailly, *Imago mundi*	Limburg brothers, *Book of Hours of Jean Duc d'Berry*	Boccaccio, *Decameron* (1353) pub.; Akmedi of Sives, *Iskander-nama*
1420–1429	à Kempis, *Imitation of Christ*		Boethius, *Historia Scotorum*; Landriani finds Cicero letters	Charteri & d'Orleans, poems; Plautus plays rediscovered
1430–1439	Nicholas of Cusa, *De concordantia Catholica*; Albo, *Ikkarim*	Alberti, *Della pittura*	Alberti, *Trattato della famiglia*; Greek scholars emigrate to Italy	
1440–1449			Cosimo de'Medici founds library; Platonic Academy (Florence)	Filelfo translates Greek poetry
1450–1459	Gutenberg Bible; Argyropoulos & others tr. Aristotle into Latin		*Annals* of Tacitus found (Germany); Poggio, *Liber facetiarum*	Villon, *Le petit testament*
1460–1469	al-Jazuli, *Signs of the Blessings*			Netzahualcóyotl, poems; Villon, *Le grand testament*
1470–1479	Ficino & others retranslate Plato into Latin	Muller, *Ephemerides*; *De triangulis*	Fortescue, *De laudibus legum Angliae*; Lascaris, Greek grammar	Dante & Chaucer printed; Mallory, *Morte d'Arthur*
1480–1489	Jami, religious poems; Kramer & Springer, *Hammer Against Witches*	Albumazar's astronomy tr. from Arabic to Latin; Aztec *Codex Tonalamatl*	Bhizad, *Book of Victories*; Landino edits Horace	Pulci, *Morgante Maggiore*; Jami, love poems
1490–1499	Savonarola's pamphlets; Ximenes, *Biblia polyglotta*	Behaim's globe, 1st flat map of round world; 80+ universities (Europe)	Manutius prints Greek & Latin classics	de Rojas, *La Celestina*; de Mena, *Laberinto*; Brant, *Das Narrenschiff*
1500–1509	Kabir, *Songs* (date approx.)	Da Vinci, *Notebooks*; Waldseemüller, *Cosmographiae*	Erasmus, *Praise of Folly*; Pliny's letters found (Italy)	Ariosto, *Cassaria*; Barclay, *Ship of Fools*
1510–1519	Luther, 95 Theses; Pomponatius, *De immortalitate amimi*	Martyr, *De rebus oceanicis et novo orbe*	Machiavelli, *The Prince*; More, *Utopia*; Erasmus, *Christian Prince*	*Everyman* (anonymous); Ariosto, *Orlando Furioso*;
1520–1529	first printing of Jewish Talmud; Luther New Testament; Tyndale Bible	Vives, *De tradendis disciplines*	Machiavelli, *The Art of War*; Babur, *Memoirs*; Bembo, *Prosa*	Gil Vicente, plays; Castiglione, *Il Cortegiano*
1530–1539	Melancthon, *Confessio Augustana*; Calvin, *Institutes*	Paracelsus, *Die Grosee Wundartznei*; Tartaglia, *Nova scientia*	Oveido, *Historia General de las Indias*	Rabelais, *Pantagruel*
1540–1549	Cranmer, *Book of Common Prayer*; Tridentine Decrees; Coverdale Bible	Vesalius, *Anatomy*; Copernicus, *De revolutionibus*	Las Casas, *Destruccion de las Indias*	Heywood, *Proverbs*; Howard, tr. of *Aeneid*; Ronsard, *Odes*
1550–1559	Nostradamus, *Centuries*; Teresa of Avila, *Vida*; Tulsidas, *Ramcaritmanas*	von Gesner, *Historia animalium*; Agricola, *De re metallica*	de Leon, *Crónica del Peru*	Jodelle, *Cleopatra Captive*; Udall, *Ralph Roister Doister*
1560–1569	Geneva Bible; Foxe, *Book of Martyrs*; Rabbi Karo, *Shulchan Aruch*	Mercator & projection maps; Lusitanus, *Curiationum*	del Castillo, *Conquista de Nueva España*; first newspaper (Frankfurt)	Norton and Sackville, *Gorboduc*
1570–1579	Douai–Rheims Bible; Tulsidas, *Ramayana* (date approx.)	Ortelius, *Theater of the World*; Alhazen's *Optics* tr. from Arabic to Latin	Bodin, *La république*; Holinshed, *Chronicles*	de Camoes, *Os Lusiados*; Ronsard, *La Franciade*
1580–1589	de Leon, *De los Nombres de Cristo*; *Hammer Against Witches* reprinted	Hakluyt, *Divers Voyages*; Cesalpino, *De plantis*; Stevin, *La disme*	Montaigne, *Essays*	Marlowe & Kyd, plays; Wu Chen'en, *Pilgrimage to the West*
1590–1599	Edict of Nantes; James VI, *Demonology*	Bacon, *Essays*; Balbi, *Viaggio all' India orientale*	de Mariana, *De rege et rege institutione*; *Historia de España*	Spenser, *The Faerie Queen*; Shakespeare, plays
after 1600	Mahabharata tr. into Bengali; King James Bible	Kepler, *Astronomia nova de martis*; Gilbert, *De magnete*	Grotius, *Mare libarum; Mayflower Compact*	Shakespeare, Jonson plays; Cervantes, *Don Quixote*; Kabuki theater

Cross-Curricular Explorations

These projects are designed to relate the ideas in the program to other areas of study; assign them to individuals and study groups according to students' interests and strengths.

1. *History, Literature, and the Art of War.* The predecessors of rifles appeared at about the same time as the printing press. Research the history of firearms and describe how technological advances in weaponry contributed to (a) the growth of national armies and navies; (b) the expanding power of monarchies; and (c) the expansion of the slave trade.
2. *History, Literature, and Art.* Research and report on the art of the Renaissance, especially in Italy, Spain, and Holland. Students' reports should include works of art that depict events, issues, and people of the Renaissance and Reformation period as well as their beliefs, such as humanism and Protestantism.
3. *History, Literature, and Creative Writing: Ideal Imaginary Societies.* Suggest that students follow Sir Thomas More's example and create their own literary utopias. Like *Utopia*, students' accounts should describe the rulers, citizens, religion, culture, government, education, and values of the ideal society.

Transcript

On July 7, 1535, Sir Thomas More was escorted from his cell in the Tower of London. Armed guards led him to a nearby scaffold. Twice his daughter broke through the guards to ask him to bless her. Sir Thomas did, and he pardoned his executioner, as was the custom.

[I am]..the king's good servant and God's first.
—Sir Thomas More

The axe fell, and Sir Thomas More died—for putting God above his king.

The death of Sir Thomas More was a deep shock to the writers of Europe. To them, More was a hero, a leading scholar of the European **Renaissance**.

The Renaissance was a period of incredible creativity that spanned more than 200 years, a cultural flowering that took root in Italy and spread through all of Europe. During the Renaissance, Europe rediscovered its Greek and Roman heritage.

"Man is the measure of all things," said the Greek philosopher Plato.

Ideas about the worth and potential of every human being, expressed a thousand years before, affected people in the 1400s deeply. This reclaimed value became known as **humanism**.

What a piece of work is man! How noble in reason! How infinite in faculty! In form, in moving, how express and admirable! In action how like an angel! In apprehension how like a god! the beauty of the world! the paragon of animals!
Hamlet
—William Shakespeare

Writers, artists, and scientists now began to emphasize truth and accuracy as they took measure of the real world and the heavens around them.

Sponsored by such "banker princes" as the de'Medici family of Florence, arts flourished fed by the talents of Leonardo da Vinci, Raphael, Michelangelo, and others.

Society was changing quickly and writers had more power than ever before to spread ideas that made change happen.

They began to question every aspect of human existence, including existence itself.

ROBERT PINSKY
Fulke Greville was a brilliant English poet who wrote in the late 1500s. In the six-line poem I'm going to read to you, he addresses those who find out what life is, or try to find out what life is, by considering death, which for a Christian like Greville is a way of interrogating or talking to himself. I think he packs an amazing amount into the six lines of this poem. And the moment when he addresses the reader always gives me something of a chill.

You that seek what life is in death
Now find it ere that once was breath.
New names unknown, old names gone
Till time ends bodies, but souls none.
Reader, then make time what you be
But steps to your eternity.
—Fulke Greville

Sir Thomas More and the Dutch scholar-priest Desiderius Erasmus were among the most famous Renaissance writers. Their outspoken criticism of the **Catholic** church would soon kindle widespread revolt—a conflict called the **Reformation**—that would split western Europe into Catholic and **Protestant** nations.

During the Renaissance, expanded trade in the East brought great wealth to Italy. It also brought knowledge.

Chinese, Indian, and Muslim mathematicians and scientists were more advanced than those of Europe. They were adept in algebra, chemistry, astronomy, and medicine, and some had preserved the **classical** studies of Greece and Rome. This "new learning" spread from Italian cities to the cities of northern Europe. Scholars studied physics and examined the human body. Scientific advances, especially in

navigation and weaponry, fostered even more expansion and trade. International networks of banking and credit emerged, and the seeds of a new economy were planted.

On May 29, 1453, Muslim armies, led by the Ottoman Sultan Mohammed II, captured the city of Constantinople and ended the Byzantine Empire.

Many Byzantine leaders fled north to Russia, which became the new center of power for the Greek Orthodox faith. Other exiled Byzantine scholars settled in Italy, where they taught the Greek language and helped rekindle interest in classical Greece.

Cut off from their eastern trade routes, Italian merchants turned west and south. Some merchants and ship captains of Italy sailed for Portugal down the west coast of Africa.

Prince Henry the Navigator reached the Cape Verde Islands in 1456. From this base, they competed with the Arabs for the west African trade in gold—and slaves. The kings of Portugal and Spain rewarded their ship captains with land, just as their predecessors had rewarded their loyal knights.

On the Cape Verde sugar plantations, these new landlords used slave labor, which they still regarded as feudal serfdom. But the way this **slave trade** was financed showed a new economy, replacing **feudalism**.

In the Middle Ages, feudal armies had been formed by temporary alliances of knights, who fought in return for land and favor from their king. But, in the 1450s, **monarchs** were hiring their own armies and navies, who received pay and orders directly from their kings. With the appearance of the first rifles, royal armies had even greater advantages. To arm and supply their troops, rulers turned to the wealthy merchants who controlled the cities. In return, the cities' leaders received royal charters granting them trading privileges and a voice in government. The exploration of Africa, India, and America, as well as the national wars of the 1500s, were all paid for by this alliance of monarchs and merchants. The new economic system came to be called **mercantilism**.

The 1450s also marked the birth of modern communications. During the early 1450s, Johannes Gutenberg and other German book makers began printing with movable type—carved letters that were set in racks. To make a new page, the typesetter only had to rearrange the letters. The magnificent Gutenberg Bible appeared in 1456.

ROSALIND REMER

> Once you had type set into the press, you could make as many copies as you wanted or as you needed. But you would always have to be careful not to make too many because you had to make as many as you knew you could sell. And you have to spend money on paper and ink and labor to make those impressions from the press, and until you knew for sure you could sell them, you would only print as many as you needed. Particularly in the early years of printing, they didn't go overboard printing large amounts of material because they had a fairly limited reading audience.

Gutenberg's triumph gave Europe a new and very profitable industry. Printing transformed everyday life, and early printers became missionaries for their new technology.

> *Those who cultivate letters must be supplied with the books necessary for their purpose, and until this supply is secured I shall not rest.*
>
> —Aldus Manutius

More and Erasmus belonged to the first generation of college students to be educated with printed books. Like their counterparts in Italy, More and Erasmus and other northern scholars enthusiastically took up humanism and used printing to circulate their opinions. Their combination of humanism and theology became a trademark of the Renaissance in northern Europe.

A printing press in the cellars of the Sorbonne, then a theology college in Paris, France, began to print French editions of classical and humanist texts.

The French Renaissance writer Michel de Montaigne pioneered a new literary style—the essay, a short literary composition that explored one main idea.

A wise man never loses anything if he have himself.
Of Solitude
—Michel de Montaigne

Spain, too, felt the influence of the Renaissance with advances in the fields of historical and biblical scholarship.

Cardinale Jiménez de Cisneros founded the university of Acala de Henares and published a beautiful Bible in which the text was printed in Hebrew, Aramaic, Greek, and Latin.

But it was in Italy, above all places, that the Renaissance flourished. The court of Leonello d'Estes, at Ferrara, became a center of Italian poetry and drama. The beautiful epic poem *Orlando Furioso* was written there by Ludovico Ariosto.

Of loves and ladies, knights and arms, I sing,
Of courtesies, and many a daring feat;
And from those ancient days my story bring,
When Moors from Africa passed in hostile fleet,
And ravaged France, with Agramant their king,
Flushed with his youthful rage and furious heat,
Who on king Charles', the Roman emperor's, head,
Had vowed due vengeance for Troyano dead.
Orlando Furioso
—Ludovico Ariosto

One of the most influential books of the Renaissance, *The Prince,* was published in 1513. In it, the Italian writer Niccolo Machiavelli dropped all pretense of piety and described the actual power plays of rulers.

A prince...should have no other object or thought, nor acquire skill in anything, except war, its organization, and its discipline.... The first way to lose your state is to neglect the art of war.
The Prince
—Machiavelli

To counter Machiavelli's arguments, Erasmus, by then a priest, published *The Education of a Christian Prince* in 1516. But serious books were only a small part of the booming market for print.

Literacy was spreading through the general population, especially among merchants and those who worked in the printing trades. For these readers, shorter **pamphlets** were much more affordable than books. By 1500, thousands of titles were in print.

Most people in Europe, including humanists like More and Erasmus, were devout Christians, and religious literature topped the preferred reading lists—lives of the saints, editions of the Psalms, books of sermons and devotions. The best-selling titles on the "new science" were those on military technology. Sensational murders, miracles, and mystical subjects, such as alchemy, astrology, and witchcraft, also sold well. Romances of **chivalry** were wildly popular. In 1485, for example, the English printing pioneer William Caxton printed *Le Morte d'Arthur*—The Death of Arthur—by Thomas Mallory, a modern retelling of the legends of the Round Table.

Advice on manners also sold well. These books appealed to civil servants, lawyers, merchants—people who depended on favors from the expanding royal bureaucracies. *The Courtier*, by Baldassare Castiglione, was published in Italy in 1528 and soon translated into other languages.

During the 1500s, more writers than ever were **courtiers** themselves, composing sonnets, plays, and songs for the increasingly lavish royal courts. But thanks to printing, poems composed for monarchs quickly became street ballads.

My true love has my heart, and I have his
By just exchange one for the other given.
I hold his dear, and mine he cannot miss:
There never was a better bargain driven.
—Sir Philip Sydney

Discontent with the Church continued to spread through all classes of European society. Nobles and rulers resented the Church because it owned many of the richest lands and cities. To make matters worse, church leaders usually refused to pay taxes toward local defense, while demanding their own fees from the citizenry. Erasmus corresponded with many of his fellow humanist writers deploring the immense wealth and corruption of the church. In 1516 he

published an edition of the New Testament in Greek, making it, and its belief in the redeemability of humanity, available to people for the first time in its original text.

Like Erasmus, Sir Thomas More demonstrated the spirit of reform in his writings. In his book *Utopia*, he describes an idealized world where everyone is provided **liberty of conscience**.

> *It should be lawful for every man to follow the religion of his choice.*
>
> *Utopia*
> —Sir Thomas More

On October 31, 1517, Martin Luther, a monk and professor at the University of Wittenberg, Germany, nailed a document of protest to the door of the Castle Church. Luther's Ninety-Five Theses listed his complaints against church corruption and misuse of power.

The Protestant Reformation would have occurred without Martin Luther, but he fanned the fire that turned general discontent into an explosion.

The immediate cause of Luther's anger was the Church's sale of indulgences—special favors with God sold in order to raise money for wars against the Turks. Many people besides Luther opposed this practice.

After Luther's protest, German nobles used his ideas as legal grounds for seizing church lands. All of Europe were drawn into the controversy. Erasmus, More, and other Christian humanists wrote to Luther. They sympathized with his opinions, but urged him to make peace with the pope. Luther grew even more militant.

> *If we strike thieves with the gallows, robbers with the sword, heretics with fire, why do we not much more attack in arms these masters of perdition, these cardinals, these popes...and wash our hands in their blood?*
>
> —Martin Luther

ROSALIND REMER

> In a sense there were two wars during the Reformation. There were the actual battles between Protestant and Catholic forces that swept through Europe in the sixteenth century, and well into the seventeenth. But there was also something we also refer to as pamphlet wars, which is the use of print to get across your point—to use **propaganda**....

For all its horrors, the Reformation accomplished many positive social changes. The wars ended the feudal system once and for all, as well as the Church's control over literature, science, law, and education. The Protestant writers who followed Luther gave the new faith firmer foundations in logic and theology.

The reformers also made the Bible available in many common languages, so that people could judge matters of Christian faith for themselves. Martin Luther's greatest legacy, in fact, was his New Testament in German.

ROSALIND REMER

> You have the beginning with Luther's use of print to get his message across, and then into Calvin. And you have layers and layers of theology and sort of political structure built into this system of Protestantism. And so Protestantism was really based on the printed word in some ways.

Meanwhile, the Catholic church made some reforms from within, but also staged its dread Inquisition. The Reformation failed to truly separate church and state. Instead, national churches were established. Nations were Catholic or Protestant, depending on the religion of the ruler.

In 1593, France was reunited under the Catholic faith. Charles V of Spain, the Catholic grandson of Isabella and Ferdinand, inherited all the Habsburg lands, plus Spain and its American colonies, and went down in history as Charles the Great. Under Charles and his successors, Habsburg Spain enjoyed a ***siglo de oro***—a golden age of literary excellence.

Spanish theater produced great playwrights such as Lope de Vega, Tirsa de Molina, and Pedro Calderón de la Barca. Tirsa de Molina's comic masterpiece, *The Rogue of Seville,* inspired imitations in many languages.

Spain's golden age also produced the first great novelist: Miguel de Cervantes. In *Don Quixote*, Cervantes tells a story of an aging, foolish knight who has spent his dwindling fortune buying books. Feudal chivalry had become material for comedy.

As Spain was defending Catholic Europe and conquering the Americas, England was becoming the strongest Protestant nation.

At first the English Reformation was more about **dynasty** than religion. After 30 years of marriage, Henry and Catherine of Aragon had only one child—a daughter, Mary. Henry wanted a son. But the pope would not let him get a divorce. When Henry discovered that his mistress, Anne Boleyn, was carrying his child, he defied the pope, divorced Catherine, and married Anne. This was a terrible insult to Catherine's nephew, Charles the Great, who pressured the pope to excommunicate Henry. The king responded by confiscating church lands, stripping the monasteries of their treasures, and demanding that church leaders acknowledge his supremacy over the church. Many English church leaders complied. Sir Thomas More refused—and lost his head. Anne Boleyn was beheaded less than a year after Sir Thomas. Her child Elizabeth barely escaped the same fate.

After a short Protestant reign by her half-brother Edward, and an even shorter Catholic reign by her half-sister Mary, Elizabeth ascended the throne in 1558. She ruled for more than 40 years, presiding over England's Elizabethan Renaissance.

Elizabeth the Great supported Protestant armies in Europe against her rivals in Bohemia, France, and Spain and united England under the Protestant Anglican church. Her loyal ship captains, John Hawkins, Francis Drake, and Walter Raleigh, pirated Spanish treasure galleons and explored the Americas. In 1588, Elizabeth's ships defeated the Spanish Armada, or armed navy, at a great battle in the English Channel.

Her deeds were celebrated by great writers like Edmund Spenser, Philip Sydney, Walter Raleigh, Ben Jonson, and Christopher Marlowe.

But the greatest Elizabethan humanist writer of all was William Shakespeare. Shakespeare celebrated English history, retold ancient love stories, composed classical poetry, and made the English language richer than ever before.

ROSALIND REMER

Shakespeare had some political impact. Because his plays were performed before the queen, he could make some small political comment to the queen—though his comments tended to be sort of hidden in the text. So in the *Merchant of Venice*, which is famous for its treatment of anti-Semitism, he makes a plea, in a sense, for religious tolerance.

The quality of mercy is not strain'd,
It droppeth gently as a rain from heaven
Upon the place beneath. It is twice bless'd:
It blesseth him that gives and him that takes.
'Tis mightiest in the mightiest: it becomes
The throned monarch better than his crown.

The Merchant of Venice
—William Shakespeare

"Good Queen Bess" died in 1601. Shakespeare lived until 1616—long enough to read the last literary masterpiece of the English Renaissance: the King James Bible. After Elizabeth's death, England's fragile religious peace was shattered. The Church and throne of England were threatened not only by Roman Catholic conspirators, but by Puritans, Diggers, Ranters, Ravers, and other radical Protestant **dissenters**.

During the 1600s, in search of liberty of conscience, and armed with the King James Bible, the radicals would topple the English monarch, set up a religious commonwealth, and carry Protestant mercantilism to America and around the world. European nations were becoming world powers, because of forces unleashed during the Renaissance and the Reformation.

There is a tide in the affairs of men, Which, taken at the flood, leads on to fortune; Omitted, all the voyage of their life Is bound in shallows and in miseries. On such a full sea are we now afloat, And we must take the current when it serves Or lose our ventures.

Julius Caesar
—William Shakespeare

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- Published in: *The Hudson Review*; *The Philadelphia Inquirer*; *PMLA Forum; The Georgia Review; Victorian Studies*
- Notable achievements: founding editor, *Northeast Corridor*

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- Published in: *Journal of World Prehistory*; *Anatolica*; *Arabian Archaeology and Epigraphy*; *Archaeological News; American Anthropologist*
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- Author of: *History of My Heart* (1984); *Poetry and the World* (1988); *The Inferno of Dante* (1995); *The Figured Wheel: New and Collected Poems 1966-1996* (1995); many other titles
- Published in: *Antaeus; The New Yorker*; *The Paris Review*; *The Norton Anthology of Modern Poetry*; *The Atlantic*; *The New York Times Book Review*
- Notable achievements: Poet Laureate of the United States; poetry editor, *Slate* (an Internet magazine); poetry editor, *The New Republic*; Pulitzer Prize in Poetry nominee; Lenore Marshall Award winner; Ambassador Book Award winner; William Carlos Williams Award winner; Woodrow Wilson, Fulbright, N.E.H., N.E.A., and Guggenheim Fellowships

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- Author of: *Printers and Men of Capital: The Philadelphia Book Trade in the New Republic* (1996)
- Published in: *Pennsylvania Magazine of History and Biography*; *Journal of the Early Republic*; *Business and Economic History*; *William and Mary Quarterly*
- Notable achievements: director of programs and planning, National Constitution Center; many awards and fellowships, including an Andrew W. Mellon Foundation research fellowship

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- Co-author of: *Catalogue of the Classical Collections of the Glencairn Museum* (1998)
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Summary

New Worlds and New Ideas is part of a 12-video *History through Literature* series that examines the connections between historical events and the literary figures and works of each era. Other titles in this series are listed on the back of this Teacher's Guide.

The opening scene of *New Worlds and New Ideas* takes place in the summer of 1660. John Milton, propagandist for the English Revolution, goes into hiding as King Charles II returns from exile in France. Already blind, Milton is soon in prison, facing possible execution. Fortunately, the great poet survived to write his masterpiece, *Paradise Lost*.

This program uses the literary works of Milton and many other writers to report and comment on the historical events of the early modern era, when European nations were becoming global powers. The program describes how Europe's expansion to other continents gave writers new ideas in economics, government, religion, science, and literature. John Milton's ideals—representative government, liberty of conscience, and freedom of the press—were among the most radical of the time.

The program also explores how European writers created the myths of the "noble savage" and "absolute monarchy" in response to new cultures they encountered; it also explores how the mercantile system linked European manufacturing, west African slavery, and American colonization. A new economic alliance—between monarchs and merchants—allowed Europe to start surpassing the rest of the world in wealth and power—and created a whole new class of readers.

The rising power of the merchants was reflected in the literary world. While many writers continued to seek royal patronage, they found in the growing middle class a new market for their essays, periodicals, novels, and satiric comedies, now with ordinary heroes. The literate middle class—to which such writers as John Milton, Isaac Newton, and John Locke belonged—was also the most receptive audience for radical ideas in science, education, philosophy, and government.

John Milton's radical and Puritan circles also supplied many of the Pilgrim and Puritan colonists who emigrated to the Americas. The program connects Milton to Roger Williams and other radical Americans and explains why, by the end of the 1600s, England's American colonies led the world in providing refuge for those seeking liberty of conscience.

Intended Audience

This program is designed for students in junior high school and above.

Presenting the Program

To prepare a lesson plan to accompany the presentation of this program, review the suggestions outlined below. You will find all of the sections mentioned in the Table of Contents of this Teacher's Guide.

1. Familiarize yourself with the video and the sections of this Teacher's Guide.
2. Introduce students to the video, using one or more of the Pre-Viewing Suggestions to relate the upcoming information to what they already know. As a final activity, it may be helpful to introduce new names and vocabulary words—especially those with difficult spelling and pronunciation—by using the chalkboard or overhead projector.
3. Have the students watch the video in its entirety and without interruption.
4. Check for understanding by discussing and reviewing the information, vocabulary words, and concepts presented in the video by using the History and/or Literature Post-Viewing Suggestions, including the H.O.T. Topics (Higher Order Thinking), which delve into many related subjects and concepts.
5. If time permits, have students watch the program a second time, pausing at points of interest for discussion.
6. As guided independent practice, choose and assign some of the In-Depth Research suggestions.

Learning Objectives

After watching this program and completing the activities, students will be able to:

- List some of the important events that happened in world history during the early modern era, between 1492 and 1700 (see History in the Program);
- Name some of the authors who lived and wrote during the early modern era and cite some important literary works of the time (see Literature in the Program);
- Give some examples of how the events of the era were interpreted by writers and how writers affected historical events;
- Describe how the discovery of other cultures led European and American writers to new ideas in economics, government, science, and literature;
- Describe how and why European writers developed the myths of the noble savage and the absolute monarch;
- Describe the mercantilist system and explain how it connected European manufacturing, the west African slave trade, and American colonization;
- Describe the nature of the changes brought about by England's Glorious Revolution; and
- Identify some of the radical ideas colonists were carrying with them to the New World.

History in the Program

The following events and trends from world history are specifically mentioned in the program's narration. They are listed below in roughly the order that they occurred in history. More events are outlined in the Chronology of History Chart: New Worlds and New Ideas (page 11).

Portuguese exploration of Africa
Opening of African slave trade
Spanish colonization of Caribbean, Americas
Spanish conquest of Mexico and Peru
Global trade expansion by Spain, Portugal, England, Holland, France, Sweden, and Russia
Establishment of the mercantile system
Expansion of the west African slave trade
Introduction of sugar, tobacco, coffee, and tea to Europe
Puritan dissent against James I and Charles I
Founding of English colony at Jamestown, Virginia
Powhatan's attack on the Jamestown colony
Founding of Puritan colony in New England
Founding of Rhode Island
Founding of colonies by Huguenots, Moravians, Pilgrims, and Pietists
English Civil War
English Commonwealth
Beheading of Charles I of England
Founding of Pennsylvania
Restoration of Stuart dynasty to English throne
London Plague and Great Fire
Glorious Revolution in England

Literature in the Program

The following authors and works of literature are specifically mentioned in the program's narration. The works are listed in roughly the order in which they are cited in the program. More authors and works are listed in the Chronology of Literature Chart: New Worlds and New Ideas (page 12).

John Milton, *Tenure of Kings and Magistrates; Areopoegetica; Paradise Lost*
Andrew Marvell
Amerigo Vespucci, letter to Cosimi de'Medici
Peter Martyr, *De rebus oceanic et nuevo orbe*
Luiz de Camoes, *The Lusiads*
James I
Thomas Roe, letter from India
George Herbert, "Church Monuments"
Captain John Smith, *True Historie of Virginia*
Michael Wigglesworth, "Day of Doom"
Samuel Pepys, *Diary*
Daniel Defoe, *Robinson Crusoe*
John Bunyan, *Pilgrim's Progress*
Isaac Newton, *Memoirs*

Key Words and Concepts

Most of these vocabulary words are in the Transcript, where they appear in bold type the first time they are used.

absolute monarchy
censorship
charters
colonization
commonwealth
dynasty
Glorious Revolution
humanist
liberty of conscience
manufactured
mercantilism
noble savage
pamphlets
Parliament
patronage
plantations
propaganda
Puritans
radical
slaves

Pre-Viewing Suggestions

DISCUSSION: LINKING PARTS OF THE SERIES

If you are showing this program in chronological order with the other programs in the *History through Literature* series, or if you want to provide background for students who may have missed the previous program, lead this review and discussion.

1. The previous program, *Renaissance and Reformation*, described how western Europeans broke away from the dominance of one official religion. Identify that religion. [Roman Catholicism]
2. Review what was being "reborn" during the Renaissance [the learning of classical Greece and Rome] and the new medium [printing] that helped Renaissance ideas spread. Suggest why classical learning helped erode the cultural power of the Church. [by introducing great moral ideas that were not then part of Christian theology]
3. From their general knowledge, ask students to identify the world-changing event that was happening during the Renaissance. [the Spanish and Portuguese discovery of America] Ask students to recall why England and other European nations did not rush to cross the Atlantic. [They became caught up in wars over religion.] Remind students that for the same reason, the humanistic ideas of the early printing community spread only slowly.
4. Ask students to identify the new faith that arose in rebellion against the official church. [Protestantism] Discuss how differences in religious belief were used as rallying cries for both actual battles and "pamphlet wars." Ask students to recall some of the reasons Luther and other Protestants revolted. Remind students that the wars of the Reformation established official religions—Catholic or Protestant, depending on the religion of the ruler—and that monarchies were growing in power. Suggest that students follow the growing power of monarchs as they watch this program.

DISCUSSION: INTRODUCING THE PROGRAM AND ITS KEY WORDS AND CONCEPTS

1. Introduce the title *New Worlds and New Ideas* and speculate on the meaning of its terms. After identifying the "New World" as the Americas, recall when Europeans reached different parts of North and South America. Review what other places Europeans were reaching at the same time, and ask students to describe the reasons for European exploration. As students watch the program, have them look for the "New Ideas" that appeared during this period.
2. Introduce the Key Words and Concepts and ask students to define the words they know. Have them look up unfamiliar words in a dictionary. Suggest that they listen for the terms as they watch the program. Pay special attention to the word "radical." Most students will think they know what it means; as they watch the program, they should conclude that the radical ideas of one century can become the basic rights of centuries that follow.

Post-Viewing Suggestions

CONTENT QUESTIONS: HISTORY

1. Why was the summer of 1660 a time of official rejoicing in England? [Charles II was restored to the throne.]
2. Why was John Milton put in prison during the summer of 1660? [Milton had written widely about radical ideas such as freedom of conscience, separation of church and state, and freedom of the press, and had supported Oliver Cromwell's government, even when it beheaded King Charles I, the new king's father.]
3. What kind of government did most European nations have during John Milton's time? [monarchy]
4. Which two European monarchies were the first to become global powers? [Spain and Portugal]
5. What other European nations established far-flung trading networks? [England, France, Holland, Sweden, Russia]
6. What made Spain the wealthiest monarchy in Europe during the 1500s? [the gold and silver of Mexico and Peru]
7. What new technology was helping spread radical ideas throughout Europe? [machine printing]
8. The Huguenots, French Protestants, were one of the groups who came to America to escape religious persecution. What other groups emigrated for the same reason? [Moravians of Bohemia, Pilgrims and Puritans of England, Pietists of Germany]
9. How did New World explorers treat native peoples? [sometimes like children, sometimes cruelly, sometimes in whatever manner necessary to gain an economic advantage]
10. What disasters befell London in 1665 and 1666? [Black Plague and fire]

H.O.T. TOPICS: HISTORY

The following Higher Order Thinking questions should be presented in order to achieve maximum effectiveness. To jog students' memories and provide supporting details for general discussion, distribute copies of the Chronology of History Chart: New Worlds and New Ideas (page 11).

1. *The Mercantile System.* What basic economic alliance made the mercantile system work? [between middle-class merchants and monarchs] What legal means did they use to form this alliance? [royal charter] Describe the mercantile alliance that financed Columbus and other early Spanish explorers. [between the rulers of Spain and Portugal and companies of Italian merchants] Based on details from the program, ask students to reason what commodities originally brought profits to these Italian companies. [Like the Spanish monarchs, the Italians profited from Mexican and Peruvian gold and silver.]
¶ What form of economic activity replaced mining as the main way for Europeans to profit overseas? [plantation farming] Ask students to describe how the plantation system functioned, including the crops that were grown on Europe's tropical plantations [sugarcane, tobacco, coffee, tea, sugar], who worked on the plantations [enslaved native peoples and Africans], where the products of the plantations were sold [Europe], what European ships then carried to Africa [manufactured goods, especially weapons], and what human "commodity" traders exchanged European factory goods for. [African slaves]
¶ Ask students to imagine how this system actually functioned. What elements would be needed to ensure that the monarchs and merchants would collect any profits due to them? [expanded royal bureaucracies, more legal and banking regulations, more international laws, greater royal power to tax and punish offenders, stronger armies and navies] What were some of the risks that might beset a plantation venture? [changes in royal policy, storms at sea, slave revolts, crop failures] Have students draw conclusions about which groups lost power because of the mercantile system. For example, who would suffer because of advances in firearms manufacturing? [artisans who made weapons by hand]
¶ Ask students to explain how the mercantile system might limit royal power. [Since the merchant classes, who controlled the English Parliament and other representative assemblies, were sharing economic risks with the monarchs, they naturally demanded a greater share in political power.]

2. *Monarchy and Representative Government.* Ask students to recall lavish scenes from royal courts seen in the program and to imagine, in such a culture, overthrowing and beheading the king. Which people in such a society would be most likely to take such action and succeed? [those who resented paying taxes for lavish royal lifestyles, disagreed with the idea of "divine right," and were wealthy enough to have leisure time for political activity]
   ¶ Have students speculate, using clues from the program, on why the English Civil War and resulting Commonwealth ultimately failed. Elicit the details that Charles II was in exile in France, that France was the most powerful monarchy in Europe at the time, and that only the most radical people in England—such as the Puritans and John Milton—supported killing the king.
   ¶ Remind students that discontent with the monarchy existed throughout European society. Have students speculate, using clues from the program, on why monarchies endured. Have students identify groups with no rights [captive native peoples, slaves], with rights granted to them by royal charter [mercantile groups, manufacturers, printers], and with rights claimed by dissent and revolution. [mercantile groups, members of Parliament, religious minorities] Connect the discussion to American history by asking students to speculate on how the goals of mercantile groups and religious minorities in the American colonies might coincide and conflict.
3. *Communications Technology.* Remind students that printing was quite a new technology during the 1500s and 1600s. Ask them to remember the uses of printing shown in the program. [maps, propaganda about the New World, plays, poetry, and other literature] What new audience was becoming literate during this period? [the merchant middle class] Discuss some of the reasons these classes might have for discontent with their society. Ask students to imagine how middle-class literacy encouraged the spread of dissent. Encourage students to make comparisons between the early years of printing and the early years of the Internet.

CONTENT QUESTIONS: LITERATURE

1. For what masterpiece is John Milton chiefly remembered? [*Paradise Lost*]
2. What radical ideas did Milton hold? How did he circulate them? [In pamphlets that circulated throughout Europe, Milton argued for dangerous new ideas: liberty of conscience, the separation of church and state, and freedom from censorship for writers and printers.]
3. What poet led the campaign to save Milton's life? [Andrew Marvell]
4. Who wrote the first printed book about the New World? When did this book appear? [Peter Martyr; 1516]
5. What literary myth, which appeared in the first book about the New World, was often repeated by writers trying to recruit colonists? [the myth of the noble savage]
6. What European monarch was also the author of a propaganda pamphlet in favor of the "divine right" of kings? [James I of England]
7. What earned Samuel Pepys, a minor royal official, a place in literary history? [a colorful diary describing the events of the 1660s, including the Restoration of the monarchy, the Great Plague, and the Great Fire of London]
8. Which English writer created the popular—and false—legends of Powhatan and Pocahontas? [Captain John Smith]
9. What book was owned and read by almost every reader of English during the 1600s and 1700s? [the King James Bible, first published in 1611]
10. What book, besides the Bible, did most English colonists take to America? [*Pilgrim's Progress*, by John Bunyan]

H.O.T. TOPICS: LITERATURE

The following Higher Order Thinking questions should be presented in order to achieve maximum effectiveness. To jog students' memories and provide supporting details for general discussion, distribute copies of the Chronology of Literature Chart: New Worlds and New Ideas (page 12).

1. *"Noble Savage" versus "Savage Brute."* Ask students to restate the myth of the noble savage in their own words and to recall both the classical and Christian origins of the myth. [classical myths of an ancient Golden Age,

Christian accounts of the Garden of Eden] What elements of Indian culture led Columbus and other early explorers to conclude that Native Americans were innocent? [The Native Americans wore few clothes, which is how the Bible describes Adam and Eve before their "fall from grace."]
¶ Ask students to recall details from the program that contradicted the noble savage myth. [the advanced civilizations of Mexico and Peru, attacks on colonists by Native American warriors] Remind students that myths are powerful even when untrue. Discuss how the alternating myths about Native Americans—the noble savage and the savage brute—continue to be reflected in movies and other popular media. Ask students to give examples of more myths. What might be the consequences of our society's continuing to believe in these myths?

2. *The "Divine Right" of "Absolute Monarchs."* Ask students to restate the myth of absolute monarchy in their own words and to describe where it came from. [European observations of advanced civilizations in Persia, India, and China] Speculate on whether those observations were accurate. [Perceptive students will reason that the power of "oriental potentates" was not necessarily strong, for all its outward show.] Discuss how absolute monarchs retain their power.
¶ Ask students to recall writers who wrote against absolute monarchy [John Milton] and one writer who favored it. [James I] In the long run, of course, Milton's point of view won out...or did it? What governs the world's nations today: strong central government or democracy? As students debate, ask them to consider the question in terms of what mattered to Milton: freedom of the press, freedom of conscience, and separation of church and state.

DISCUSSION: LINKING PARTS OF THE SERIES

If you are showing this program in chronological order with the other programs in this *History through Literature* series, use this review and discussion to prepare students for the next program.

1. Compare the imprisonment of John Milton with that of Sir Thomas More in the previous program. Both men faced conflicts of conscience. Review More's major life choice [between first loyalty to Church or monarchy] and Milton's. [between monarchy and commonwealth] Lead students to the conclusion that, in the 130 years between the two events, the Catholic Church had lost power in England.
2. Ask students to speculate on why Milton escaped execution even though his crimes against monarchy were greater than More's. Recall the politically powerful group to which Milton had strong ties. [the merchant class in Parliament]
3. Review the central issue of the English Civil War that was resolved by the Glorious Revolution: the right of Parliament to choose a monarch. Identify some of the most radical ideas of the time. [liberty of conscience, freedom of the press] Discuss how these ideas were reflected in the charters of England's American colonies. Ask students to predict, or restate based on their knowledge of American history, how radical ideas from the 1600s developed in America during the 1700s.

In-Depth Research

The following topics for further study will help students make connections between history and literature, between western and eastern history, and between the past and present.

EXTRA HISTORY STUDY

1. *The Eastern Slave Trade.* Most Americans know the basic facts about the Atlantic slave trade, which brought millions of west Africans to the Americas. Few Americans are aware that a similar trade existed in east Africa, taking millions of Africans to European plantations in the east Indies. Suggest that students research the eastern slave trade, describing its effects on African peoples, European colonists and traders, and the economy of southeast Asia.
2. *The "Absolute Eastern Monarch": Fact or Fiction?* To what extent was the European perception of Asian rulers correct? Suggest that students research the histories of the Ottoman Empire, India, and China during the early modern era, paying special attention to how much power the rulers actually had. What groups kept rulers in power? What groups opposed royal power? How did expanding trade with Europe affect the internal balance of power in China and India? [Note: Researchers will discover that in Ottoman lands, India, and China, there were also economic alliances between merchants and rulers.]
3. *Nutrition and Addiction.* Have students research the new European addictions of the early modern era—tobacco, sugar, rum, tea, coffee, and chocolate—and the new foods from the Americas—tomatoes, potatoes, pumpkins, and peppers. In their reports, ask students to connect the growing of these crops to the mercantile system.

EXTRA LITERATURE STUDY

1. *Life and Works of John Milton.* Encourage students to read *Paradise Lost*, a masterpiece of English literature. Assign other individuals or study groups to read *Areopoegetica* and *Tenure of Kings and Magistrates*. Ask students not only to report on the book they read, but to judge its literary style and read favorite passages to the class.
2. *Lives and Works of the Cavalier Poets.* Some of the most elegant, graceful poetry of Milton's time was written by poets who supported the king. Encourage students to read and report on the work of Herrick, Lovelace, and other "cavalier poets."
3 *Literature of the Court.* Especially after the English Restoration, royal and noble patronage continued to be the main source of income for writers during the early modern era. In addition, writers tried to avoid censorship. Therefore, a great deal of literature reflects admiration for the monarchy. Ask students to report on Racine, Corneille, Moliere, Dryden, and other "court writers." Have them pay special attention to conflicting attitudes toward the upper, middle, and lower classes in the work of these playwrights.

Chronologies: Class Discussion and Extra Study

The chronologies of history and literature located on the following pages are designed both to summarize the era covered by the program and to motivate students to learn more about the era. Copy and distribute the chronologies to individual students or study groups. Use the pages for both in-class discussion and extra study assignments.

CHRONOLOGY OF HISTORY: NEW WORLDS AND NEW IDEAS

1. *Class Discussion: Drawing Conclusions.* Encourage students to restate key ideas and draw conclusions from details on the chart. The following are some conclusions they can draw.
   - Europe expanded into Asia, Africa, and the Americas during the sixteenth and seventeenth centuries.
   - Europe was undergoing both internal wars between Protestants and Catholics and external wars against the Ottoman Turks.
   - The African slave trade expanded steadily during the sixteenth and seventeenth centuries.
   - All of the seafaring European nations took part in the African slave trade.
   - The Ottoman Turks, the Russian Empire, and the Moghul dynasty of India were expanding during the sixteenth century.
   - Advanced civilizations existed in Asia, Africa, and the Americas before the arrival of the Europeans.
   - Native Americans, Africans, and Asians protested and rebelled against increasing European dominance.
   - European conflicts were beginning to spread overseas.
   - Most European nations were ruled by monarchs.
   - Women as well as men sat on the thrones of Europe.
2. *Extra Study: Researching and Reporting.* Ask students to research and report on events listed on the chart. You might want to assign one continent to each study group and have group members choose from events in their column. You might also assign each group a time period and have group members file reports from different continents.

CHRONOLOGY OF LITERATURE: NEW WORLDS AND NEW IDEAS

1. *Class Discussion: Drawing Conclusions.* Encourage students to restate key ideas and draw conclusions from details on the chart. The following are some conclusions they can draw.
   - During the sixteenth and seventeenth centuries, most European scientists and religious scholars still wrote in Latin.
   - Modern languages gained favor among scholars as the 1700s approached.
   - Religious literature included many versions of the Bible.
   - European discoveries of New Worlds revolutionized both geography and mapmaking.
   - During the sixteenth and seventeenth centuries, plays were popular around the world.
   - Pamphlets, newspapers, magazines, and novels were some of the new media that developed between 1500 and 1700.
   - The Ottoman Empire, Persia, India, China, and Japan were continuing to develop their own literature during the early modern era.
   - Witchcraft, astrology, and other occult topics attracted reading audiences.
   - Reports from the New World, especially about its native peoples, were popular.
   - Literature of ancient Greece and Rome was translated and printed, which widened its availability to readers.
2. *Extra Study: Researching and Reporting.* Ask students to research and report on writers and literary works listed on the chart. You might want to assign one literary category to each study group and have group members choose from writers and works in their column. You might also assign each group a time period and have group members file reports about developments in different categories of literature.

Chronology of History Chart: New Worlds and New Ideas

DATES	EUROPE	ASIA	AFRICA	AMERICAS
before 1500	Spain expels Moors & Jews; first rifles appear; Italian wars begin	Portuguese reach India	Songhay Empire invades empire of Mali	Columbus explores Caribbean region; Incas found Quito (Ecuador)
1500–1509	Italian Renaissance reaches peak; first watches invented	Safavid dynasty founded (Persia); Sikh faith founded (India)	Portuguese begin east African trade; Oyo & Benin kingdoms begin	Portuguese reach Brazil; Spanish settle Cuba & Hispaniola
1510–1519	Luther & Zwingli begin Reformation; Charles I founds Habsburg dynasty	Ottoman Turks conquer Syria, Egypt, & Arabia; Portuguese reach China	Spain officially enters slave trade	Spanish explore Panama, Florida, & Yucatán & find Maya civilization
1520–1529	Wars of Reformation break out in Germany; Turks conquer Hungary	Babar founds Moghul dynasty (India); ships of Magellan circle globe	Muslim armies invade Ethiopia; Afonso of Congo protests slavery	Cortés conquers Aztec Empire (Mexico); Inca Empire suffers civil war
1530–1539	Henry VIII of England breaks with pope; Loyola founds Jesuit order	Ottomans conquer Persia	Portuguese now ship approx. 5,000 slaves per year to Brazil	Pizarro conquers Inca Empire (Peru); Spanish conquer Colombia
1540–1549	Council of Trent begins Counter-Reformation; Copernicus prints theory	Russia begins conquest of Kazan & Astrakhan	Songhay Empire completes conquest of Mali	Spanish explore from Florida to New Mexico; French explore Newfoundland
1550–1559	Elizabeth I ascends English throne; England opens Russian fur trade	Mongols invade north China; Portuguese build trade center (Macao)	Turks conquer Tunisia & Algeria	Francis Drake captures Spanish silver galleons
1560–1569	Protestant Huguenots revolt (France)	Akbar (r. 1560–1605) begins rule over Moghul Empire (India)	English enter slave trade	sugar planting begins (Brazil); Spanish build St. Augustine (Florida)
1570–1579	Dutch revolt against Spain; Holy League defeats Turks (Lepanto)	Spanish build Manila; Ashikaga shogunate ends (Japan)	Portuguese colonize Angola & fail to subdue Morocco	Native Americans found Mohawk Confederacy
1580–1589	Spain & Portugal unite; English navy defeats Spanish Armada	Russia begins conquest of Siberia	Spain occupies Ceuta (Morocco)	Raleigh founds colony; Spanish found Buenos Aires
1590–1599	Henri IV founds Bourbon dynasty (France)	Japan unified under Toyotomi Hideyoshi; Akbar conquers Sind	Morocco conquers Songhay Empire; Dutch enter slave trade	Spanish colonize south Arizona & New Mexico
1600–1609	Dutch Republic founded; Louis XIII crowned (France); James I (England)	Dutch & English start India trade; Tokugawa shogunate begins (Japan)	Europeans now ship approx. 10,000 slaves per year to Americas	Spanish found Santa Fé; English settle Jamestown; French found Quebec
1610–1619	Thirty Years' War begins (north Europe); Richelieu rises to power (France)	English & Dutch settlers fight (India); Manchus invade (north China)		Powhatan attacks Jamestown; English settlers attack French
1620-1629	Catholic League puts down Bohemian revolt; Galileo invents telescope	English help expel Portuguese from Ormuz (Persian Gulf)	Emperor of Monomotapa becomes Portuguese vassal	English Puritans settle Mass.; Dutch settle New Amsterdam
1630–1639	Sweden invades Germany	Russians reach Pacific; Shah Jehan builds Taj Mahal (India)		Swedes settle Delaware; English colonize Rhode Island & Maryland
1640–1649	England fights civil war; Louis XIV crowned; Thirty Years' War ends	Ming dynasty ends (China); Manchus found new dynasty	Dutch capture slave forts (west Africa)	French found Montreal, explore St. Lawrence, & start fur trade
1650–1659	Cromwell rules (England); Kristina rules (Sweden); Pascal invents calculator	Great Fire burns Tokyo (Japan); Aurangzeb assumes Moghul throne	Dutch settle Capetown; French reach Senegal	Dutch seize Swedish forts (Delaware); French explore Great Lakes
1660–1669	France expands under Louis XIV; monarchy returns to England	Dutch fleets capture Portuguese trade ports (India)	Portuguese conquer kingdom of Congo	England takes New York from Holland; English settle Carolinas
1670–1679	Russo-Turkish wars begin	Maratha kingdom founded (India)	Europeans now ship approx. 25,000 slaves per year to Americas	Hudson's Bay Co. brings English into fur trade
1680–1689	Turks attack Vienna; Glorious Revolution takes place (England)	Ming forces expel Dutch from Formosa	Trekkers move inland (South Africa)	LaSalle explores Mississippi; Penn gets charter for Pennsylvania
1690–1699	Habsburgs recover Hungary; Newcommen builds steam engine	English found Calcutta	Conflict between natives & Portuguese settlers (Zambezi region)	Quebec resists attack by English & Indians
after 1700	European nations fight: Habsburg vs. Bourbon & other dynastic wars	European wars spread to Indian & Chinese trading ports	Ashanti kingdom rises (Gold Coast); English monopolize slave trade	European wars continue to spread through colonies

Chronology of Literature Chart: New Worlds and New Ideas

DATES	RELIGION, PHILOSOPHY	SCIENCE, GEOGRAPHY, EDUCATION	NONFICTION: ECONOMICS, GOVERNMENT, HISTORY	FICTION: POETRY, DRAMA, FABLES, NOVELS
before 1500	Savonarola's pamphlets; Ximenes, *Biblia polyglotta*	Behaim's globe, first flat map of round world	Manutius prints Greek & Latin classics	de Rojas, *La Celestina*; Brant, *Das Narrenschiff*
1500–1509	Kabir, *Songs* (date approx.)	Da Vinci, *Notebooks*; Waldseemüller, *Cosmographiae*	Erasmus, *Praise of Folly*	Ariosto, *Cassaria*; Barclay, *Ship of Fools*
1510–1519	Luther, Ninety-Five Theses	Martyr, *De rebus oceanicis et novo orbe*	Machiavelli, *The Prince*; More, *Utopia*	*Everyman* (anonymous); Ariosto, *Orlando Furioso*
1520–1529	first printing of Jewish Talmud; burning of Aztec & Maya codices	Vives, *De tradendis disciplines*	Machiavelli, *The Art of War*	Gil Vicente, *Don Duardas*; Castiglione, *Il Cortegiano*
1530–1539	Melancthon, *Confessio Augustana*; Calvin, *Institutes*	Paracelsus, *Die Grosee Wundartznei*; Tartaglia, *Nova scientia*	Oveido, *Historia General de las Indias*	Rabelais, *Pantagruel*
1540–1549	Cranmer, *Book of Common Prayer*; Tridentine Decrees; Coverdale Bible	Vesalius, *Anatomy*; Copernicus, *De revolutionibus*	Las Casas, *Destruccion de las Indias*	Heywood, *Proverbs*; Howard, tr. of *Aeneid*; Ronsard, *Odes*
1550–1559	Nostradamus, *Centuries*; Teresa of Avila, *Vida*; Tulsidas, *Ramcaritmanas*	von Gesner, *Historia animalium*; Agricola, *De re metallica*	de Leon, *Crónica del Peru*	Jodelle, *Cleopatra Captive*; Udall, *Ralph Roister Doister*
1560–1569	Geneva Bible; Foxe, *Book of Martyrs*; Rabbi Karo, *Shulchan Aruch*	Mercator & projection maps; Lusitanus, *Curiationum*	del Castillo, *Conquista de Nueva España*; first newspaper (Frankfurt)	Norton and Sackville, *Gorboduc*
1570–1579	Douai–Reims Bible; Tulsidas, *Ramayana* (date approx.)	Gilbert, *Passage to Cathay*; Ortelius, *Theater of the World*	Bodin, *La république*; Holinshed, *Chronicles*	de Camoes, *Os Lusiados*; Ronsard, *La Franciade*
1580–1589	de Leon, *De los Nombres de Cristo*; *Hammer Against Witches* reprinted	Hakluyt, *Divers Voyages*; Cesalpino, *De plantis*; Stevin, *La disme*	Montaigne, *Essays*	Marlowe & Kyd, plays; Wu Chen'en, *Pilgrimage to the West*
1590–1599	Edict of Nantes; James VI, *Demonology*	Bacon, *Essays*; Balbi, *Viaggio all' India orientale*	de Mariana, *De rege et rege institutione*; *Historia de España*	Spenser, *The Faerie Queen*; Shakespeare, 12 plays
1600–1609	Mahabharata tr. into Bengali; King	Kepler, *Astronomia nova de martis*; Gilbert, *De magnete*	Grotius, *Mare libarum;* Garcilaso, *La Florida del Inca; Historia de Peru*	Shakespeare & Jonson plays; Cervantes, *Don Quixote*; Kabuki theater
1610–1619	James Bible	Galileo, *Siderius nuncius*; Kepler, *Harmonices mundi*	Campanella, *Civitas solis*; Abu-l Fazl, *Life of Akbar*	Chapman, tr. of Homer; Donne, *Anatomy of World*
1620-1629	Herbert writes poems later published in *The Temple*	Bacon, *Novum organum*; Harvey, *De motu cordis*	Mayflower Compact; Grotius, *Deiure belli et pacis*	de la Barca, *Amor, Honor, Poder*; Donne, *Devotions*
1630–1639	Bay Psalm Book; Descartes, *Discourse de la Methode*	Comenius, *Didactica magna*; Galileo, *Dialogo & Discorsi*	Roundhead pamphleteers	Corneille, plays; de Rojas, Zorilla, & Calderón de la Barca, plays
1640–1649	Browne, *Religio Medici* & *Vulgar Errors*	von Helmont, *Ortus mediciniae*	Milton, *Areopoegetica*, *Tenure of Kings*; Gassendi, *Epicurus*	Corneille & de Molina, plays; Herrick & Lovelace, poems
1650–1659	Ussher, *Annales veteris testamenti*	Harvey, *Exercitationes*; Pascal and Fermat on probability theory	Hobbes, *Leviathan*; Bradford, *On Plymouth Plantation*	Bradstreet, *Tenth Muse*; Corneille, plays; Marvell poems
1660–1669	Wigglesworth, "Day of Doom"; Bunyan, *Grace Abounding*	Boyle, *New Experiments*; Swammerdam, *History of Insects*	Le Rouchefoucauld, *Reflexions*	Moliere & Racine, plays; Dryden, plays & poems; Milton, *Paradise Lost*
1670–1679	Spinoza, *Tractatus Theologico–Politicus* & *Ethics*; Pascal, Pensées	Anderson, *Use and Effects of the Gunne*		Racine, plays; Dryden, plays; Bunyan, *Pilgrim's Progress*
1680–1689		Borelli, *De motu animalium*; Newton, *Principia mathematica*	Penn's Treaty with Indians; Quakers' "Against Traffic in Mensbody"	Racine, Congreve, & Chikamatsu, plays; Saikatu Ihara, novels
1690–1699	Mather, *Wonders of the Invisible World*	Dampier, *Voyage Round the World*; New England Primer	Locke, *Two Treatises on Government*; Defoe, *Essays on Projects*	L'Estrange, tr. Aesop's *Fables*; Congreve, plays
after 1700	Watts, hymns	Newton, *Optics*	Mather, *Essays to Do Good*; Swift's satires	Defoe, *Robinson Crusoe*; Swift, *Guilliver's Travels*

Cross-Curricular Explorations

These projects are designed to relate the ideas in the program to other areas of study; assign them to individuals and study groups according to students' interests and strengths.

1. *History, Literature, and Mathematics.* Descartes, Leibniz, Kepler, and Pascal—all pioneers of modern mathematics—also wrote general works of religion and philosophy. Have students research and write biographies of these thinkers. Ask students who are skilled in math to demonstrate some of these men's principles of geometry, algebra, calculus, and trigonometry.
2. *History, Literature, and Sports.* Polo originated in western China and Tibet, spread to India and then to England. Lacrosse, which was played by the Six Iroquois Nations, was carried to Europe by the French. Canoeing, kayaking, and snow shoeing entered Europe from the Americas, while bowling, golf, and rodeo sports came to the New World from Europe. Have students find literary references to these and other sports that crossed the oceans. [Tip: Read accounts of European explorers.]
3. *History, Literature, and Creative Writing.* Squanto spoke to the Pilgrims in English when he emerged from the woods. Captured as a young man, Squanto had already traveled to Spain and England. Suggest that students research the life of Squanto, Garcilaso Inca, or any other Native American who visited Europe during the early modern era and compose travel journals from the Native American point of view. [Note: using imaginary Native Americans to criticize European culture was a literary convention by writers of the sixteenth century. See "On Cannibals," by Michel de Montaigne and Robinson's discussions with Friday in Defoe's *Robinson Crusoe*.]

Transcript

The summer of 1660 was a season of official rejoicing in England.

King Charles II had returned home from his exile in France, and all through the summer, he sponsored parades, pageants, and fireworks in celebration of his return to power. After 20 years of civil war and revolution, England was a monarchy once again. But for England's greatest writer, John Milton, it was a time of terror. He was totally blind, hiding, and afraid for his life.

ROSALIND REMER

To begin with, Milton had supported **Parliament**'s drive against the king's father, Charles I. In fact, Parliament ordered that his father be executed. Milton played a role in this because he served in the government—in the Parliamentary government after the king was executed and when his son Charles would flee to France. So when Charles II came back to the throne, he was very wary of Milton, and Milton was a very influential writer and poet, someone people paid attention to. And so when he wrote a series of **pamphlets** that were critical of the king's authority, it was very clear that the king would not accept that type of writing.

It is lawful...to call to account a tyrant and wicked king, and, after due conviction, to depose him and put him to death.

The Tenure of Kings and Magistrates
—John Milton

In pamphlets that circulated throughout Europe, John Milton had argued for dangerous new ideas: **liberty of conscience**, the separation of church and state, and freedom from **censorship** for writers and printers.

Because of his **radical** ideas, Charles II had captured and imprisoned Milton.

Milton's friends, led by the poet Andrew Marvell, desperately campaigned to save his life.

And then, to everyone's surprise, in December of 1660, the king restored the blind poet's freedom.

Milton would go on to write his masterpiece, *Paradise Lost*, an epic poem that used the story of the Garden of Eden to explore his lifelong obsession—liberty.

Give me the liberty to know, to utter, and to argue freely according to conscience, above all liberties.

Areopoegetica
—John Milton

Milton also shows his empathy with rebellion in the defiant speeches of Satan and other demons, after God has cast them into hell. In one passage, Mammon, the demon of wealth, recalls that heaven had been an eternity of "warbled hymns" and "forced hallelujahs."

Let us not then pursue...our state
Of splendid vassalage, but rather seek
Our own good from ourselves...
preferring hard liberty before the easy yoke
Of servile pomp.

Paradise Lost, Book II
—John Milton

While Milton was writing these words, his friend Roger Williams and others from their radical circle were experimenting with "hard liberty" in the American colonies of New England, helping to lay the foundation for the American Revolution.

Milton lived during the early modern era, when European nations, led by strong monarchs, were becoming global powers—setting up trade networks around the world, conquering native peoples, and building colonies.

European expansion led to important new ideas in economics, government, religion, science—and literature.

A new technology—machine printing—would help to spread these ideas—ideas revolutionary enough to overthrow kings.

In 1500, just 100 years before Milton's time, Portuguese ships became the first from Europe to explore the entire coast of Africa and to eventually reach the coveted shores of India.

Sailing for England, John Cabot's claim to Newfoundland helped establish an extremely lucrative fishing trade off the Grand Banks, fueling future **colonization** at Roanoke and Jamestown.

Spanish fleets had made several voyages across the Atlantic to the Caribbean, and the Italian captain, Amerigo Vespucci, sailing on a Spanish ship that explored the coast of South America, wrote to Lorenzo de'Medici, his patron in Florence, Italy:

> *Those new regions which we found and explored with the fleet...we may rightly call a New World.... If there is any Earthly Paradise anywhere in the world, it must without doubt be not very far from here.*
>
> Letter to Cosimi de'Medici
> —Amerigo Vespucci

This image of an "earthly paradise" struck at the heart of many European nations. Their drive to expand was fueled not only by greed, but the powerful desire to spread Christianity.

The simple lives of American natives seemed to prove the ancient Greek myth of a golden age of human innocence and the Christian belief in a Garden of Eden.

In the first printed book about the New World, published by Peter Martyr in 1516, an idyllic picture of the natives of Cuba was presented.

ROSALIND REMER

> Peter Martyr's work was the first book that really illustrated this concept of the **noble savage**. So, Peter Martyr published the first book in which the concept of the noble savage was illustrated. And to the European mind, the natives in the New World represented a kind of innocence, almost childlike is the way they were described, and in a sense closer to nature.
>
> *Theirs is the golden age.... They live in gardens open to all. Without laws, without books, without judges, but by their own nature they cultivate the right.*
>
> *De rebus oceanicis et nuevo orbe*
> —Peter Martyr

ROSALIND REMER

> This is something the Europeans both valued and thought was sort of romantic. But it's also something that enabled them, sort of ironically, to treat the natives as not quite humans and to treat them almost like children. And it also made it possible in the European mind to conquer the wilderness that the natives lived in.

Like all myths, the idea of the noble savage retained its literary power long after it proved to be untrue. During the 1520s and 1530s, the Spanish conquistadors conquered the highly organized empires of Mexico and Peru for their gold—and for the "glory of God."

These were sophisticated cultures advanced in science—especially agriculture, medicine, and astronomy.

Their gold and silver mines made Philip II and succeeding Spanish kings the wealthiest monarchs in all of Europe.

By the late 1500s, the economic interests of Spain and Portugal stretched around the globe: from the mines, ranches, and **plantations** in the Americas to the **slave** ports in west Africa, the gold and ivory ports in east Africa, and the trading colonies in India, southeast Asia, China, and the Philippines. These achievements stirred national pride.

The Lusiads, an epic poem by Luiz de Camoes, celebrated the deeds of Portuguese mariners like Vasco da Gama:

> *...daring every danger, every war,*
> *With courage that excelled the powers of Man,*
> *Amid remotest nations caused to rise a*
> *Young empire, which they carried to the skies.*
>
> *The Lusiads*
> —Luiz de Camoes

The young empires of Spain and Portugal soon had competition from other seafaring nations—such as England, Holland, France, Sweden, and Russia.

The energy and money for this expansion and exploration came from alliances formed between the monarchies and middle-class merchants. Both groups quickly began to grow in wealth and power.

The monarchies would grant **charters**, or special licenses and privileges, to companies of merchants in return for large shares of the profits. Many of these royal charters would eventually help to finance the colonizing of the Americas.

By the 1600s, these royal monopolies were being used to control every aspect of trade: raw materials, **manufactured** goods, labor, and distribution. Historians have named this economic system **mercantilism**.

In the tropical colonies of America and southeast Asia, Europeans grew the crops that people were rapidly becoming addicted to: sugar cane, tobacco, coffee, tea, and chocolate.

In the more northern colonies, such as Siberia and Canada, the Europeans traded with native peoples for furs and timber.

These raw materials from around the globe were brought to Europe to be exchanged for manufactured goods, such as books, wine, cloth, metal tools, and firearms, which were shipped back to the colonies and traded for more raw materials—or to west Africa, to be traded for slaves. The slaves were then shipped to the colonies to work on the plantations. The ships of each European nation completed the entire circuit of trade.

Throughout the 1600s, trade and expansion continued to grow. European monarchies reached new heights in wealth and power while the underclasses struggled.

The monarchs, and their courtiers, had begun acting out another literary myth—**absolute monarchy**.

This myth had developed shortly after Europeans had reached India, southeast Asia, and China, where rulers seemed to have immense wealth and total power. Thomas Roe, the English ambassador, described the court of the Great Mogul of India, in 1617.

The Prince brought his elephants about sixe hundred richly trapped and furnished, and his fellows by estimation ten thousand Horse, many in cloth of gold...Himselfe in cloth of Silver imbroydered with great Pearle and shining in Diamonds like a Firmament.

Letter from India
—Thomas Roe

ROSALIND REMER

Europeans who visited Asia, China, India, and even parts of Africa came back with reports that rulers in those places had very complete powers. They were able to rule absolutely. And this also included religious rule. When reports of these kinds of empires came back to the European monarchs, they were impressed. And they would like to have seen that kind of power in their own situations. The first English monarch to really embrace this myth of the Divine Right to Rule—that is, the right to rule given to a king by God—was James I, who really used that as a way to justify his actions toward Parliament.

The state of monarchy is the supremest thing upon earth. For kings are not only God's lieutenants on earth, and sit upon God's throne, but even by God himself are called gods.

—James I

But in reality, Europe's so-called absolute rulers faced heavy opposition from all classes of society. Literature of the time shows deep discontent. The English devotional poet George Herbert used workaday experience to illustrate the paradox of Christian doctrine.

ROBERT PINSKY

Here's the spectacular—somewhat frightening—opening sentence of George Herbert's great poem "Church Monuments." Someone who is about to go into church to pray stops to organize his feelings and looks at the gravestones outside the church.

...While that my soul repairs to her devotions,
Here I entomb my flesh,
That it betimes may take acquaintance of this heap of dust
To which the blast of death's incessant motion fed
By the exhalation of our crimes drives all at last....

"Church Monuments"
—George Herbert

Defying royal censorship in both Catholic and Protestant countries, enlightened writers kept alive the **humanist** and republican ideals of the Renaissance.

Ideas spread quickly, because many writers still used Latin as an international language and because printing presses, paper, and ink cost less than ever before. A flourishing underground press kept the royal censors busy—especially in England and Holland, where the most radical printing centers were located.

Radical thinkers such as John Milton identified absolute monarchy with the Catholic faith and nurtured a middle-class dissent against the throne.

Both King James and his successor Charles I persecuted the radical Protestants and Milton for their opposition. As a solution for getting rid of the **Puritans**, the kings granted them charters to start up colonies in the New World.

This approach helped create another important literary vision of the New World as a refuge from the problems of the old. Massive poverty, forced labor, religious persecution, heavy royal taxation, frequent plagues—to all these European problems, America seemed to offer answers.

The Huguenots of France, the Moravians of Bohemia, the Pilgrims of England and Holland, and the Pietists of Germany all founded Protestant settlements in North America during the early 1600s.

Alongside religious freedom, the prospect of wealth and power was a strong lure to the New World.

Captain John Smith of the Jamestown colony wrote profitable and persuasive **propaganda** to encourage colonizing America. He ascribes these words to the father of Pocahontas, Chief Powhatan.

Why should you take by force that from us which you can have by love? Why should you destroy us, who have provided you with food?.... You see us unarmed, and willing to supply your wants, if you will come in a friendly manner.

True Historie of Virginia
—John Smith

But in 1610, a year later, Chief Powhatan led reprisal raids that almost wiped out the entire Jamestown colony. As more colonists flocked to the New World, and more natives resisted them, the literary image of noble savages in an earthly paradise gave way to the picture of savage brutes in an untamed wilderness.

ROBERT PINSKY

In these fairly repulsive lines from Michael Wigglesworth's poem "Day of Doom," he celebrates the fact that the Native Americans died in fairly great numbers when they encountered the microbes brought by the Europeans. Wigglesworth writes:

...The western shore,
Where naught but brutes and savage wights did swarm....
...My fatall broom
Did sweep them hence, to make my people elbow-room....

"Day of Doom"
—Michael Wigglesworth

By the 1660s, Europe was pulling ahead of the rest of the world in wealth and power, and England was starting to surpass the rest of Europe. With Charles II restored to the throne in England, monarchy seemed more solid than ever.

But Charles II's reign would be marked by two great natural disasters.

In 1665, the Black Death plague crossed the channel from Holland to England, killing thousands of people.

Only a second disaster, the Great Fire of 1666, would cleanse London of the plague. Two-thirds of the city burned—but so did the rats and fleas that carried the disease.

Samuel Pepys, a royal official who kept a now famous diary during the 1660s, described his emotions.

> *It made me weep to see it. The churches, houses, and all on fire and flaming at once; and a horrid noise the flame made, and the cracking of houses at their ruin.*
>
> *Diary*
> —Samuel Pepys

A new London soon rose from the flames, and although the royal court returned to its pleasures, the rebuilt city was financed by wealthy London traders and stood as a monument to merchants, not monarchs.

By the late 1600s, writers were shifting their focus away from the upper classes by producing new forms of literature—poems in modern languages, periodicals, and novels—that appealed to middle-class tastes.

For the first time, writers began to support themselves by selling their work, rather than relying on royal **patronage** for their livelihood. Toward the end of his life, even John Milton depended on sales for his survival...

...as did Daniel Defoe, author of *Robinson Crusoe*, a great adventure story and parable of Europe's exploration of the world...

...and John Bunyan, who like Milton was imprisoned as a dissenter.

While in jail, John Bunyan wrote *Pilgrim's Progress*, another parable of travel, this time through the world of sin to the Celestial City. *Pilgrim's Progress* was the one book, besides the Bible, that most English colonists took to America.

The last decades of the 1600s had emerged as a time of optimism in England. Even Milton, writing of "man's first disobedience," ended *Paradise Lost* on a sad, but hopeful, note.

ROBERT PINSKY

In these lines from *Paradise Lost*, John Milton evokes the wonder and the melancholy of the first people walking out into the earth together for the first time.

> *...The world was all before them, where to choose*
> *Their place of rest, and Providence their guide:*
> *They, hand in hand, with wandering steps and slow,*
> *Through Eden took their solitary way....*
>
> *Paradise Lost*
> —John Milton

England's government had reached a positive compromise. In the peaceful, **Glorious Revolution** of 1688, Parliament finally established its right to control the monarchy by forcing James II to abdicate the throne and inviting his daughter Mary and her husband, the Dutch Protestant leader William of Orange, to rule.

The Parliament now had the right to control the monarchy.

Now, with less censorship than ever before, English writers looked forward to an expanding world of free inquiry. But they knew that they were only beginning the journey.

As Isaac Newton wrote:

> *I seem to have been only a boy playing on the sea-shore, and diverting myself now and then finding a prettier pebble or a prettier shell than ordinary, whilst the great ocean of truth lay all undiscovered before me.*
>
> *Memoirs*
> —Isaac Newton

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Professor, author, commentator, editor, lecturer

- Primary fields of study: nineteenth-century British literature and popular culture; literature of the American south; American literature
- Published in: *The Hudson Review*; *The Philadelphia Inquirer*; *PMLA Forum; The Georgia Review; Victorian Studies*
- Notable achievements: founding editor, *Northeast Corridor*

Christopher Medwin Edens, B.A., Ph.D.

Archaeologist, professor, researcher

- Primary fields of study: evolution of complex societies; political economy of pre-modern states; center-periphery relations; archaeology of western Asia; lithic technologies
- Recent research: Tell Billa excavation in northern Iraq; lithic analysis for the Hacinebi Tepe (Turkey) project; investigation of Bronze Age in highland Yemen
- Published in: *Journal of World Prehistory*; *Anatolica*; *Arabian Archaeology and Epigraphy*; *Archaeological News; American Anthropologist*
- Notable achievements: Robert H. Dyson Post-Doctoral Fellow in Near Eastern Archaeology; American Research Institute in Turkey/National Endowment for the Humanities grant recipient; consultant to new Saudi Arabian National Museum project in Riyadh

Edward Peters, B.A., M.A., Ph.D.

Professor, author, editor, reviewer

- Primary fields of study: early European history; church history; legal history; intellectual and political history; cultural history
- Author of: *Torture* (1985, rev. 1996); *Inquisition* (1989); numerous books and articles
- Notable achievements: general editor, *The Middle Ages* series (University of Pennsylvania Press); ACLS Fellow; Guggenheim Fellow; fellow, Royal Historical Society; fellow, Medieval Society of America; curator, Henry C. Lea Library

Robert Pinsky, B.A., M.A., Ph.D.

Poet, professor, lecturer, reviewer, editor

- Author of: *History of My Heart* (1984); *Poetry and the World* (1988); *The Inferno of Dante* (1995); *The Figured Wheel: New and Collected Poems 1966-1996* (1995); many other titles
- Published in: *Antaeus; The New Yorker*; *The Paris Review*; *The Norton Anthology of Modern Poetry*; *The Atlantic*; *The New York Times Book Review*
- Notable achievements: Poet Laureate of the United States; poetry editor, *Slate* (an Internet magazine); poetry editor, *The New Republic*; Pulitzer Prize in Poetry nominee; Lenore Marshall Award winner; Ambassador Book Award winner; William Carlos Williams Award winner; Woodrow Wilson, Fulbright, N.E.H., N.E.A., and Guggenheim Fellowships

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- Primary fields of study: eighteenth-century American economic and business history/history of the book; social, cultural, and economic history of colonial and revolutionary America and the early republic
- Author of: *Printers and Men of Capital: The Philadelphia Book Trade in the New Republic* (1996)
- Published in: *Pennsylvania Magazine of History and Biography*; *Journal of the Early Republic*; *Business and Economic History*; *William and Mary Quarterly*
- Notable achievements: director of programs and planning, National Constitution Center; many awards and fellowships, including an Andrew W. Mellon Foundation research fellowship

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- Primary field of study: classical archaeology
- Archaeological excavations: Gordion (Turkey), Corinth (Greece), Pollentia (Alcudia, Mallorca), Deya (Mallorca)
- Co-author of: *Catalogue of the Classical Collections of the Glencairn Museum* (1998)
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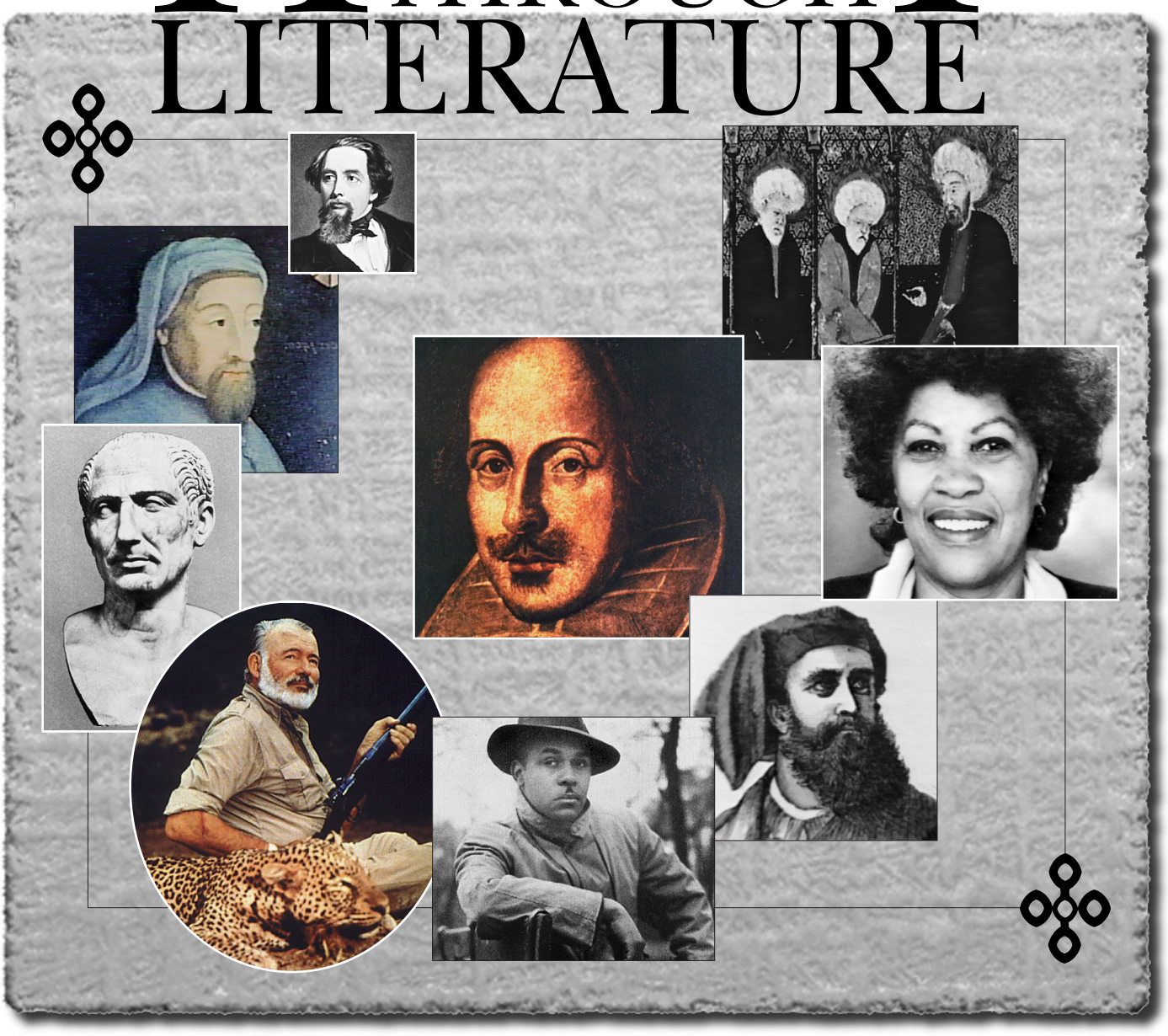

Industry and Enlightenment

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History through Literature
Industry and Enlightenment

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Table of Contents

Intended for students in junior high school and above. This program is closed captioned.

Summary

Industry and Enlightenment is part of a 12-video *History through Literature* series that examines the connections between historical events and the literary figures and works of each era. Other titles in this series are listed on the back of this Teacher's Guide.

The opening scene of *Industry and Enlightenment* takes place in June 1752, as Benjamin Franklin flies a kite in a thunderstorm and proves that lightning is made of electricity. His discovery of "electric fire" earns him the nickname "the modern Prometheus."

Franklin embodied the ideals of his time: he was a self-made man who achieved success by his own industry, an apologist for industrial, scientific, and political revolution. The program uses the work of Franklin and other writers to explore how Europeans gradually adopted the ideas of Locke, Newton, and other pioneers of the Enlightenment.

During the 1700s, humanist ideals created a "second Renaissance." Classical ideas, combined with a new optimism and reliance on technology, helped spread not only the scientific revolution, but the ideals of freedom of religion, freedom of speech, free trade, fair taxation, and representative government.

The program shows how both the secular and religious writers of the time believed that society could be improved. Writers such as Voltaire and Diderot had faith in science as a means of solving social problems. Their trust in reason also led such *philosophes* to challenge the class structure of society.

The program then describes how Europe's almost continual warfare, social problems, and natural disasters created a growing sense of pessimism among Rousseau and other writers. Students learn of the Seven Years' War, or Great War for Empire, and its effects on Britain, the American colonies, and France.

The program looks at literary and social life in London, where Franklin lived between the Seven Years' War and the American Revolution. At that time, London was the world's commercial and cultural capital; also during this period, the middle classes were expanding both their political power and their influence on literature. Writers such as Daniel Defoe, Henry Fielding, Samuel Johnson, and Edward Gibbon gathered in coffeehouses and circulated pamphlets, discussing such issues as the slave trade and taxation of the American colonies. The program examines how this literary activity helped create the American Revolution.

The program also follows revolutionary ideas to Paris, where they helped foment the French Revolution. The program ends with a look ahead to developments in both the industrial and democratic revolutions, especially the struggle for the abolition of slavery.

Intended Audience

This program is designed for students in junior high school and above.

Presenting the Program

To prepare a lesson plan to accompany the presentation of this program, review the suggestions outlined below. You will find all of the sections mentioned in the Table of Contents of this Teacher's Guide.

1. Familiarize yourself with the video and the sections of this Teacher's Guide.
2. Introduce students to the video, using one or more of the Pre-Viewing Suggestions to relate the upcoming information to what they already know. As a final activity, it may be helpful to introduce new names and vocabulary words—especially those with difficult spelling and pronunciation—by using the chalkboard or overhead projector.
3. Have the students watch the video in its entirety and without interruption.
4. Check for understanding by discussing and reviewing the information, vocabulary words, and concepts presented in the video by using the History and/or Literature Post-Viewing Suggestions, including the H.O.T. Topics (Higher Order Thinking), which delve into many related subjects and concepts.
5. If time permits, have students watch the program a second time, pausing at points of interest for discussion.
6. As guided independent practice, choose and assign some of the In-Depth Research suggestions.

Learning Objectives

After watching this program and completing the activities, students will be able to:

- List some of the important events of world history during the late seventeenth and eighteenth centuries (see History in the Program);
- List some of the authors who lived and wrote during the late seventeenth and eighteenth centuries (see Literature in the Program);
- Give examples of how the scientific and industrial revolutions changed everyday life in Europe and America;
- Explain how the Seven Years' War helped spark both the American Revolution and the French Revolution;
- Describe Benjamin Franklin's role in the American and French revolutions; and
- Identify important documents in the development of democracy and the establishment of the United States of America.

History in the Program

The following events and trends from world history are specifically mentioned in the program's narration. They are listed below in roughly the order that they occurred in history. More events are outlined in the Chronology of History Chart: Industry and Enlightenment (page 12).

Expansion of the mercantile system
Expansion of the west African slave trade; the Middle Passage
Beginning of the War for Empire
Beginnings of the industrial revolution
Beginnings of the capitalist system
Beginnings of modern agriculture
Invention of seed drill by Jethro Tull
First newspapers and periodicals
Growth of urban life
Invention of smelting process for iron ore
Invention of steam engine
Invention of hot-metal type for printing
Invention of the flying shuttle
Franklin's newspaper and print shop
Franklin's kite-flying experiment
Lisbon earthquake
Seven Years' War
British supremacy over France in North America, India, and Asia
"Great Migration" to American colonies
Taxation controversy between Britain and American colonies
American Revolution
French Revolution
First steam-powered factories
Invention of the cotton gin
Founding of abolition movement

Literature in the Program

The following authors and works of literature are specifically mentioned in the program's narration. The works are listed in roughly the order in which they are cited in the program. More authors and works are listed in the Chronology of Literature Chart: Industry and Enlightenment (page 13).

Benjamin Franklin, *The Way to Wealth*; revolutionary pamphlets
King James Bible
John Bunyan, *Pilgrim's Progress*
John Locke, *Second Treatise on Civil Government*
Isaac Newton
Alexander Pope, *An Essay on Man*
Cotton Mather, *Essays to Do Good*
Daniel Defoe, *Essays on Projects*; *Robinson Crusoe*
Diderot, *Encyclopédie*
Voltaire, "Sonnet on the Lisbon Earthquake"
Rousseau, *The Social Contract*
Oloudah Equiano, *The Interesting Narrative of the Life of Oloudah Equiano, Or Gustavus Vassa*
Jonathan Swift, *Gulliver's Travels*
Samuel Richardson, *Pamela*
Henry Fielding, *Tom Jones, A Foundling*
Tobias Smollett, *Tristram Shandy*
Richard Brinsley Sheridan, *The Rivals*
Edward Gibbon, *A History of the Decline and Fall of the Roman Empire*
Samuel Johnson, *Dictionary of the English Language*; *Taxation No Tyranny*
James Boswell, *Life of Johnson*
Pierre de Beaumarchais, *The Barber of Seville*
Thomas Jefferson, Declaration of Independence
Thomas Paine, *The Crisis*; *Common Sense*; *Rights of Man*

Key Words and Concepts

Most of these vocabulary words are in the Transcript, where they appear in bold type the first time they are used.

abolition
absolute monarchy
American Revolution
calculus
capital
corporation
democracy
enlightenment
freedom of religion
free trade
French Revolution
frontier
humanists
immigration
independence
industrial revolution
industry
lightning rod
Middle Passage
Natural Law
pamphlets
periodicals
philosophes
primogeniture
representation
scientific revolution
slavery
social contract
taxation
War for Empire

Pre-Viewing Suggestions

DISCUSSION: LINKING PARTS IN THE SERIES

If you are showing this program in chronological order with the other programs in the *History through Literature* series, or if you want to provide background for students who may have missed the previous program, lead this review and discussion.

1. The previous program, *New Worlds and New Ideas*, described how the radical ideas of the English Civil War were transplanted to America by such dissenters as the Puritans, Roger Williams, and William Penn. Discuss reasons why the colonists developed forms of government that were freer than those in Europe. [isolation, need for protection against Indians, economics, ideology]
2. Review the issue settled by England's Glorious Revolution—the right of Parliament to choose a monarch—and discuss why representation in Parliament became an important issue to the English colonists.
3. Review the new markets and colonies that Europeans opened between the fifteenth and seventeenth centuries. Define "mercantilism" and have students describe how colonies fit into the mercantile system. Remind students that, at the time, the world was economically interconnected by European traders; ask students to predict how European wars would affect the world's politics.
4. Define "scientific reasoning" and "humanism" and review some of the scientific advances that Europeans had made by 1800. Ask students to predict the next level of scientific advance and to discuss the probable effects on society of the early industrial revolution.

DISCUSSION: INTRODUCING THE PROGRAM AND ITS KEY WORDS AND CONCEPTS

1. Introduce the title *Industry and Enlightenment* and speculate on the meaning of its terms. Suggest that students look for changing definitions of the two terms as they watch the program.
2. Introduce the Key Words and Concepts and ask students to define the words. Have them look up unfamiliar words in a dictionary. Suggest that they listen for the terms as they watch the program. Pay special attention to the definitions of "freedom," "revolution," and "independence" as they appear in different Key Words.
3. Ask students to state what they already know about Benjamin Franklin. Tell the class when he lived (1706–1790). Ask students to tell you where he lived, and after students identify Philadelphia, inform them that Franklin actually spent much of his adult life living in Europe. In fact, he played a central role in the most important European events of his time. Suggest that students keep track of Franklin's whereabouts as they watch the program, noting that he always managed to be where the action was.

Post-Viewing Suggestions

CONTENT QUESTIONS: HISTORY

1. Name a variety of activities for which Benjamin Franklin was known. [scientific experiments, such as his experiment with lightning, a key, and a kite; writing; printing; diplomacy; government leadership]
2. What were some of the revolutions that took place during Franklin's lifetime? [the industrial revolution, the scientific revolution, the American Revolution, the French Revolution]
3. Who were some of the pioneers of scientific enlightenment? [Benjamin Franklin, Francis Bacon, John Locke, Isaac Newton]
4. What was the difference between the scientific and religious definitions of "enlightenment"? [In science, "enlightenment" referred to the human ability to understand, explain, and improve the world; in religion it meant the ability of people to know God and his purpose for them.]
5. What are the various meanings of "industry" used in the program? [manufacturing, to work hard to bring about good]
6. What political system governed most of Europe in the eighteenth century? [monarchy]
7. By the 1750s, about how many Africans were being shipped to the Americas every year? [more than 50,000] What was the Middle Passage? [the trip during which slaves bound for America were cruelly packed like cargo into the hold of a boat]
8. Who won and lost the Seven Years' War? [England won, France lost.] What was the war called in the American colonies? [French and Indian War]
9. Why did Great Britain increase colonial taxes after the Seven Years' War? [to repay the war debt, to pay costs of defending the frontier] With what slogan did the colonists protest these taxes? ["no taxation without representation"]
10. Where did Benjamin Franklin spend the time between the Seven Years' War and the American Revolution, and what was he doing? [Franklin lived in London, representing the interests of the American colonies at the British court and writing pamphlets in support of the colonists' positions.]
11. Name some improvements made in farming and manufacturing during the eighteenth century. [seed drill, smelting, steam engine, hot-metal type, flying shuttle for weaving, cotton gin, steam-power loom]
12. What radical movement began in London during the years Benjamin Franklin lived there? [abolition]
13. Which European nation underwent a revolution as a result of the Seven Years' War and the American Revolution? [France]

H.O.T. TOPICS: HISTORY

The following Higher Order Thinking questions should be presented in order to achieve maximum effectiveness. To jog students' memories and provide supporting details for general discussion, distribute copies of the Chronology of History Chart: Industry and Enlightenment (page 12).

1. *The Industrial Revolution.* Where did the industrial revolution begin? [northern Europe] Who financed the industrial revolution? [companies of merchants, monarchs] Using clues from the program, discuss some of the negative and positive effects of the early industrial revolution. [Positive: "useful manufactures" improved public life and made nations more prosperous. Negatives: modernization of agriculture drove workers off the land; the rise in poorly paid factory labor made cities more crowded.]

   ¶ Discuss which groups, such as Native Americans, might be threatened by the steamboat and other advances in technology. Ask students to give examples of the same trends continuing today (*e.g.*, the trend of workers leaving the land for cities and factories continues into our time, and advances in agricultural science are still driving farm families off their land).

   ¶ Draw other parallels between the beginning of the industrial revolution and the beginning of the communications revolution, which is taking place in our own time. Ask students to identify which nations and groups are growing more prosperous as a result of computer technology and which jobs are being eliminated from the economy.

2. *The American Revolution.* How did the Seven Years' War help cause the American Revolution? [Parliament tried to tax the colonists to pay for the cost of the war.] How did increased immigration from Britain and other European nations help cause the American Revolution? [immigrants moved into Indian territory; Britain sent troops to keep peace in Indian territory, then taxed colonists to pay for the troops] Discuss how the slogan "No taxation without representation" resonated among the American colonists.
3. *The French Revolution.* Remind students that the French Revolution was much more violent than the American Revolution and ask them to think of possible reasons for this. Students might note that, after the Glorious Revolution in England in 1688, monarchy was more "absolute" in France than in England. In addition, the American Revolution was the revolt of distant colonies, while the French Revolution was an internal civil war. Discuss and compare the logistics of fighting the two wars. Students should reason that in America the strategic advantage was with the rebels, while in France the military advantage was with the royalists.
4. *Communications Technology.* What important advance in printing took place during the eighteenth century? [hot-metal type] Why were pamphlets such an important medium of communication? [They were much cheaper to print than books.] Inform students that Benjamin Franklin always had his own printing press wherever he lived so he could print his own pamphlets. Ask students to compare Franklin's situation with that of desktop publishers today. Discuss the political advantages of self-publishing—especially freedom from censorship. Compare hand-printed pamphlets with computer-printed pamphlets in terms of aesthetic results, cost, and distribution.

CONTENT QUESTIONS: LITERATURE

1. What character featured in his book *The Way to Wealth* and in almanacs made Benjamin Franklin wealthy? [Poor Richard] Cite some of Poor Richard's memorable self-help sayings. [Examples: "Early to bed and early to rise, makes a man healthy, wealthy, and wise." "A fool and his money are soon parted."]
2. What one book, which almost every English speaker knew, was the first book that Benjamin Franklin read? [the King James Bible]
3. Who were some of the writers who spread the "new science"? [Francis Bacon, John Locke, Isaac Newton, Benjamin Franklin]
4. Why did Isaac Newton write most of his major works in Latin? [It was still the international scholarly language of Europe.]
5. How did Franklin's generation of writers help spread the new science? [by translating scholarly work into modern languages]
6. What practical projects did Daniel Defoe suggest in his *Essay on Projects*? [roads, public libraries, police and fire departments]
7. Who were the *philosophes*? [French philosophers of the Enlightenment who encouraged scientific learning by monarchs and others] What multi-volume work, parts of which were later burned because of their radical essays on religion, did *philosophe* Denis Diderot help edit? [*Encyclopédie*] Name another *philosophe*. [Voltaire]
8. How did middle-class literature portray aristocrats? [as bumbling idiots, self-indulgent fops, and heartless villains]
9. Who were the heroes of eighteenth-century novels? [middle-class people who triumphed through their own hard work, honest simplicity, or good-natured cunning] Give examples. [Gulliver, Crusoe, Pamela, Tom Jones, Tristram Shandy]
10. Name the author of the first dictionary of the English language, the man who was at the center of London's literary life in the eighteenth century. [Dr. Samuel Johnson]
11. Name some authors whose work helped create the American Revolution. [John Locke, Benjamin Franklin, Thomas Jefferson, Thomas Paine]
12. What new occupation came into being during the eighteenth century? [a freelance writer: a writer who earned his or her living entirely from sales of printed work]

H.O.T. TOPICS: LITERATURE

The following Higher Order Thinking questions should be presented in order to achieve maximum effectiveness. To jog students' memories and provide supporting details for general discussion, distribute copies of the Chronology of Literature Chart: Industry and Enlightenment (page 13).

1. *Democratic Thinking.* What pioneer of philosophy and science wrote *Two Treatises on Government*? [John Locke] What was the main idea of Locke's work? [that people had the right to depose unjust rulers] Why was this a radical idea? [Most nations up to that time were founded on the idea that the people existed to benefit the ruler, not vice versa.]
   ¶ Ask students to identify some of the documents of the American Revolution. [Declaration of Independence, Constitution, Bill of Rights] Discuss how these documents reflected Renaissance humanism, especially the ideals of happiness as a worthwhile human goal and the basic dignity and worth of individual human beings.
2. *Scientific Thinking.* Why is Isaac Newton called "the father of the new science"? [He formulated basic laws of gravity, light, and color, and helped develop modern algebra and calculus.] Why did the new science constitute a challenge to established religion? [Science used scientific laws instead of miracles to explain events in nature.]
   ¶ What were some of the practical applications of science that were invented during Franklin's time? [canals, watermills, Franklin's lightning rod, first steam engines, smelting furnaces, spinning and weaving machines] What important scientific principles were being formulated during the eighteenth century? [scientific laws concerning motion, gravity, light, and electricity; principles of algebra and calculus]
   ¶ Note the differences between people's practical use of a scientific application and their understanding of how it works. For example, did people who used lightning rods understand electricity? [not necessarily] Draw parallels between the beginning of the scientific revolution and the early communications revolution of today. Do people need to understand computer science in order to use computers? [Not necessarily; however, those who do know about computer science can use their computers to do a lot more.]
3. *Human Potential and Self-Improvement.* What was the meaning of the word "industry" at the beginning of the eighteenth century? [diligence or lack of laziness] Who were two writers, both read by the young Benjamin Franklin, who wrote essays about self-improvement? [Cotton Mather and Daniel Defoe] How did their idea of the correct direction of improvement differ? [Mather was concerned with moral goodness that would get a person into heaven; Defoe was concerned with practical ideas to improve life on Earth.] What ideas for urban improvement did Franklin and his associates in Philadelphia try to put into practice? [public libraries, better roads, police and fire departments]
   ¶ Ask students to define "humanism" in their own words and read selections from *An Essay on Man*, the great humanist poem by Alexander Pope. Read selections from the poem. What were some of the ideals of humanism? [the desirability of human happiness and freedom of religion, the belief that people could improve society] Discuss how Poor Richard, Franklin's self-made hero, helped create the United States, a self-made country.
4. *Abolition of Slavery.* Ask students to remember which great writer taunted the American colonists on the issue of slavery. [Samuel Johnson, in his pamphlet "Taxation No Tyranny"] When and where did Benjamin Franklin get involved in the abolition movement? [when he was living in London] Using details from the program as well as their general knowledge of American history, students should analyze the reasons why slavery was not abolished by the young United States of America.

DISCUSSION: LINKING PARTS OF THE SERIES

If you are showing this program in chronological order with the other programs in this *History through Literature* series, use this review and discussion to prepare students for the next program.

1. Compare the ideas of Benjamin Franklin, Thomas Jefferson, and Thomas Paine with those of John Milton in the previous program. Review Milton's major life choice [between monarchy and commonwealth] and Franklin's. [between monarchy and democracy] Point out that since Milton's ideas were too radical for Cromwell's Commonwealth, he probably would have preferred to live in Franklin's time. Lead students to the conclusion that, in the century after Milton's death, radical ideas gained much more widespread acceptance. Have students give examples of other instances throughout history when radical ideas about many subjects—including government, literature, art, and music—became the norm (even examples from current history will serve the purpose of analysis). Name some radical ideas that never became widely accepted. Have students suggest possible reasons for this.
2. Think about how the spread of scientific thinking led to more acceptance of radical political thinking. [Both science and liberal politics questioned the established order of monarchy, controlled trade, and official religion.]
3. Ask students to evaluate Franklin's skill in using self-printed pamphlets to spread his point of view and gain support for American democracy. Point out that after 1800 the industrial and scientific revolutions would continue to spread around the world. Ask students to predict the political consequences.

In-Depth Research

The following topics for further study will help students make connections between history and literature, between western and eastern history, and between the past and present.

EXTRA HISTORY STUDY

1. *European Dynastic Wars.* For most of the eighteenth century, European nations fought wars over the succession to various European thrones. Have students research and report on the War of the Spanish Succession, the Great Northern War, the War of the Polish Succession, and the War of the Austrian Succession. Researchers should identify the nations that fought the war, list the winners and losers, and describe some of the social consequences.
2. *The Balkan Wars.* Tragically, the eighteenth-century wars in the Balkans still have repercussions today. Have students research the fighting among Serbs, Muslims, Russians, and Turks during the eighteenth century and relate the events of those times to the conflicts in the Balkans today.
3. *American versus French Revolutions.* Research the issue of why the French Revolution was so much more violent than the American Revolution (see H.O.T. Topics: History, Question 3). Research should include comparisons of the British and French monarchies on such key issues as censorship, taxation, economic organization, and religion. Researchers should also compare the leaders of the two rebellions, especially in terms of class. In their reports, students should also note specific connections between the two revolutions (*e.g.*, the roles of Benjamin Franklin, Thomas Paine, Thomas Jefferson, John Adams, and the Marquis de Lafayette in both conflicts).

EXTRA LITERATURE STUDY

1. *The Rise of Periodicals.* Newspapers and magazines boomed during the eighteenth century. Have students research this phenomenon, including statistics on growing literacy, examples of magazines and newspapers from various countries, and analysis of these periodicals' contents. Selections from eighteenth-century periodicals should also be included in students' reports.
2. *The Rise of Novels.* Daniel Defoe's *Robinson Crusoe* and Jonathan Swift's *Gulliver's Travels* are just two examples of the novel, a new literary medium that developed during the eighteenth century. Ask students to research how the novel

developed and to read and report on works by the creators of the English novel, including Defoe, Swift, Henry Fielding, Tobias Smollett, Samuel Richardson, Ann Radcliffe, Horace Walpole, and Mary Shelley.

3. *Benjamin Franklin's Letters.* The story of Franklin's kite-flying appears not only in his *Autobiography*, but also in a letter from Joseph Priestley, discoverer of oxygen and one of Franklin's many correspondents. Suggest that students review a collection of Franklin's letters and make a list of his international scientific correspondents. If possible, have students list the topics discussed in the letters. Students should find out about Franklin's political missives as well as his scientific correspondence. Remind students that the American revolutionaries communicated through "committees of correspondence." In their reports, students should mention Franklin's position as postmaster general of several colonies, which allowed him to organize revolutionary letter writing. (It would be interesting, too, to find out how scientists communicate with each other today, noting particularly that the Internet was originally designed by scientists and other scholars for exactly this purpose.)

Chronologies: Class Discussion and Extra Study

The chronologies of history and literature located on the following pages are designed both to summarize the era covered by the program and to motivate students to learn more about the era. Copy and distribute the chronologies to individual students or study groups. Use the pages for both in-class discussion and extra study assignments.

CHRONOLOGY OF HISTORY: INDUSTRY AND ENLIGHTENMENT

1. *Class Discussion: Drawing Conclusions.* Encourage students to restate key ideas and draw conclusions from details on the chart. The following are some conclusions they can draw.
   - Technology was developing rapidly during the eighteenth century.
   - European wars during the eighteenth century were fought over succession to the thrones of European nations.
   - The African slave trade expanded steadily during the eighteenth century.
   - Britain superseded France as the greatest world power after the Seven Years' War.
   - Because of the slave trade and European and Muslim expansion, there was considerable internal migration in Africa during the 1700s.
   - Native Americans, Africans, and Asians protested and rebelled against increasing European dominance.
2. *Extra Study: Researching and Reporting.* Ask students to research and report on events listed on the chart. You might want to assign one continent to each study group and have group members choose from events in their column. You might also assign each group a time period and have group members file reports from different continents.

CHRONOLOGY OF LITERATURE: INDUSTRY AND ENLIGHTENMENT

1. *Class Discussion: Drawing Conclusions.* Encourage students to restate key ideas and draw conclusions from details on the chart. The following are some conclusions they can draw.
   - During the eighteenth century, most European scientists and scholars wrote in modern languages.
   - Modern languages gained favor among scholars as the 1700s approached.
   - Some writers during this time translated the literature of ancient Greece and Rome.
   - Although philosophers began to attack Christianity during the 1700s, Christianity also developed new forms, such as Methodism.
   - During the eighteenth century, plays were popular around the world.
2. *Extra Study: Researching and Reporting.* Ask students to research and report on writers and literary works listed on the chart. You might want to assign one literary category to each study group and have group members choose from writers and works in their column. You might also assign each group a time period and have group members file reports about developments in different categories of literature.

Chronology of History Chart: Industry and Enlightenment

DATES	EUROPE	ASIA	AFRICA AND OCEANIA	AMERICAS
before 1700	Peter I tours Europe incognito; English invent steam pumps; Louis XIV of France loses territory to Grand Alliance	Japanese prime minister assassinated; Russia & China sign Treaty of Nerchinsk; Chinese take Taiwan	Omanis expel Portuguese from Horn of Africa; Boers trek inland (South Africa); 35,000 enslaved per year (1651–1600)	King William's War ends (North America); French build Illinois forts; Portuguese discover gold (Brazil)
1700–1709	England & Scotland unite; Darby smelts iron; Tull invents seed drill; Russia defeats Sweden at Poltava; Halley identifies comet	Aurangzeb dies (India); shogun Sunayoshi dies (Japan)	Algeria, Tripolitania, & Tunisia break free from Ottoman Turks; Ashanti kingdoms rise (Gold Coast)	German immigrants flood to Pennsylvania & New York; Louisiana becomes French royal province
1710–1719	George I ascends British throne; War of Spanish succession ends; Louis XIV dies (France)	Moghul Empire breaks apart (India); Russians fight Turks; Mir Vais founds Afghanistan	British get Gibraltar & found South Sea Company	Britain gets Nova Scotia & Newfoundland after Queen Anne's War; Carolina colonies divide; French attack Brazil
1720–1729	Great Northern War ends; Czar Peter I issues Spiritual Regulations; Wesley founds Methodism	Russians, Turks, & Afghans carve up Persia; K'ang Hsi dies (China); Yoshimune codifies laws (Japan)	Dahomey expands to sea; "South Sea bubble" pops	Spanish & Mexicans colonize Texas & Uruguay; Tuscaroras & slaves rebel (Carolinas); Russians reach Alaska
1730–1739	War of Polish Succession takes place; Kay invents flying shuttle	Russians & Turks fight; Nadir Shah deposes Safavid dynasty (Persia); Persians sack Delhi (India)	Kingdom of Bornu revives (Sudan); Kingdom of Oyo invades Dahomey	British colonize Georgia; Bering reaches Alaska; French fur traders reach Rocky Mountains
1740–1749	Habsburgs & Bourbons fight War of Austrian Succession; Prussia rises to power; Leyden jar developed	Wahabi movement begins (Arabia)	58,000 enslaved per year (1701–1750)	Great Awakening begins in English colonies; slaves rebel (South Carolina); Franklin invents stove & opens library
1750–1759	Earthquake rocks Lisbon (Portugal); Seven Years' War begins	British defeat French (India); China conquers Tibet; Alaungyapa defeats British & unites Burma	Funj conquer north Sudan; Masai move to Tanzania; Tutsis move to Rwanda & Burundi	Franklin flies kite & writes Albany Plan; colonies fight French and Indian War; British capture Quebec
1760–1769	Seven Years' War ends; spinning jenny invented; Watt patents steam engine	Seven Years' War ends; Afghans defeat Marathas & Great Famine kills 10 million (India)	Bruce reaches Blue Nile; Ashanti invade coast; Boers cross Orange River; Cook & Dampier begin exploring Pacific	Seven Years' War ends; France loses northern colonies; Pontiac rebels; Bourbons reform Spain's colonies
1770–1779	Austria, Russia, & Prussia divide Poland; pope abolishes Jesuit order; Priestley identifies oxygen	Turks and Russians fight; Egyptians capture Damascus; British fight First Maratha War (India)	Cook discovers Hawaii	American Revolution breaks out; Fr. Serra founds missions; Boone crosses Appalachians
1780–1789	hot-air balloon ascends (France); Gordon riots shake up London; British develop steam-powered textile mills	Selim III reforms Ottoman Empire; British fight Mysore & Maratha wars (India); Muslim revolt suppressed (China)	Tuaregs take Timbuktoo; British take Sierra Leone; Boers fight Kaffir Wars; British claim Australia & New Zealand	U.S. wins Revolution, creates constitutional government, & expands into Ohio Valley
1790–1799	French Revolution and Reign of Terror end monarchy; Napoleon rises to power; hydraulic press invented	Russians and Turks fight again; Kajars begin rule (Persia); Britain conquers Ceylon; Ch'en Lung ends rule (China)	Napoleon invades Egypt; Mungo Park explores Niger River; 87,000 enslaved per year (1751–1800)	U.S. Bill of Rights ratified; Whitney invents cotton gin; Haiti's slaves revolt; McKenzie explores western Canada
after 1800	England, Spain, France, Italy, Belgium, & others fight Napoleonic Wars	White Lotus Rebellion put down (China); British colonize Singapore	Britain ends slave trade; Ashanti armies overrun Fante states; Cape Colony ceded to Britain	Fulton builds steamboat; U.S. buys Louisiana; Lewis and Clark & Pike explore West

Chronology of Literature Chart: Industry and Enlightenment

DATES	RELIGION, PHILOSOPHY	SCIENCE, EDUCATION, GEOGRAPHY	NONFICTION: GOVERNMENT, HISTORY	FICTION: POETRY, DRAMA, NOVELS
before 1700	Mather, *Wonders of the Invisible World*; Locke, *Essay Concerning Human Understanding*	Dampier, *Voyage Round the World*; New England Primer	Locke, *Two Treatises on Government*; Defoe, *Essays on Projects*; Sewall, *Selling of Joseph*; Sidney, *Discourses*	L'Estrange tr. Aesop's *Fables*; Dryden, Cibber, Congreve, & Racine, plays; *Mother Goose Tales*
1700–1709	Taylor, *Christographia* & *Meditations*	Newton, *Optics*	Mather, *Essays to Do Good*; Swift, satires; Addison and Steele, *Tattler*; Campbell, *News-Letter* (Boston)	Rowe, Vanbrugh, Cibber, Steele, Farquhar, Lesage, & de Crebilion, plays; *Arabian Nights* tr. to English
1710–1719	Watts, *Psalms of David*; Leibniz, *Monadology*; Berkeley, *On Human Knowledge*	Taylor, *Methodus incrementorum directa et inversa*	Addison and Steele, *Spectator*; Lady Montagu, *Letters*	Gay, Cibber, Lesage, & Voltaire plays; Pope, *Essay on Criticism*; Defoe, *Robinson Crusoe*; Kiseki, novels
1720–1729	Watts, *Divine and Moral Songs for Children*; Law, *Serious Call to a Divine and Holy Life*; Woolston, *Six Discourses*	de Reumier, first tech. manual on steelmaking; Hales, *Vegetable Statics*; Rameau, *Treatise on Harmony*	Montesquieu, *Persian Letters*; Franklin, *Pennsylvania Gazette*; Swift, *Modest Proposal*	Swift, *Gulliver's Travels*; Defoe, *Moll Flanders*; Congreve, plays; Chikamatsu, puppet plays
1730–1739	Newton, *Concerning Prophecies of Daniel*; Butler, *Analogy of Religion*; Kanjur, Tibetan Buddhist sutras	Hales, *Haemostatics*; Euler, *Mechanica*; Linnaeus, *Genera Plantarum*; Bernoulli, *Hydrodynamics*	Franklin, *Poor Richard's Almanac*; Montesquieu on fall of Rome; Voltaire, *English Letters*	Pope, *Essay on Man*; Prévost, novels; Cibber, Voltaire, Marivaux, Congreve, Lesage, & Gil Blas, plays
1740–1749	Edwards, "Sinners in the Hands of an Angry God"; Wesley, Rules	Maupertuis, *Cosmology*; *Venus physique*; l'Alembert, *Traité de dynamique*; Buffon, *Histoire naturelle*	Diderot, *Pensées philosophiques*; Montesquieu, *Spirit of the Laws*	Richardson, Fielding, & Smollett, novels; Cibber & Voltaire, plays; Pope, *Dunciad*; Hamziya, first Swahili epic
1750–1759	Swedenborg, *The New Jerusalem*; Le Mettrie, *Systeme d'Epicure*; Helvetius, De *l'esprit*; Whitehead, Hymnal	Maupertuis, *Systeme de la nature*; Lind, *On Scurvy*	Franklin, Albany Plan & *Way to Wealth*; Johnson, *Dictionary of the English Language*; Quesnay, *Tableau economique*	Smollett, novels; Johnson, *Rasselas*; Voltaire, *Candide*; Goldoni, plays
1760–1769	d'Holbach, *Christianity Exposed* & *Natural History of Superstition*	Rosenstein, *Diseases of Children*; Priestley, *History and Present State of Electricity*	Rousseau, *The Social Contract* & *Confessions*; Franklin, pamphlets; Hume, *History of England*	Sterne, *Tristram Shandy*; Walpole, *Castle of Otranto*; Goldoni, Beaumarchais, & Lessing, plays
1770–1779	Hume, *Concerning Natural Religion*; Woolman, Journal	d'Holbach, *Systeme de la nature*; Encyclopaedia Britannica begins; Diderot's *Encyclopédie* completed	Smith, *Wealth of Nations*; Jefferson, Declaration of Independence; Paine, *Common Sense*; Gibbon, *Decline and Fall of Roman Empire*	Goethe, *Faust*; Smollet & Burney, novels; Goldsmith, poems & plays; Sheridan & Beaumarchais, plays
1780–1789	Kant, *Critique of Pure Reason*; Bhagavad-Gita tr. to English; Mendelssohn, German Talmud; Abad, *De Deo*	Cavendish, *Experiments on Air*; Lagrange, *Mechanique Analitique*; Lavoisier, *Elements of Chemistry*	Madison & Hamilton, *Federalist Papers*; U.S. Constitution; Madame de Stael, *Letters*; Vassa, *Life of Oloudah Equiano*	Beaumarchais, Schiller, & Lessing, plays; Burns & Blake, poems; Landívar, *Rusticatio Mexicana*
1790–1799	Kant, *Critique of Judgment;* Schleiermacher, *Religion: Speeches to Its Cultural Despisers*	Hutton, *Theory of the Earth*; Jenner on vaccination; Edgeworth, *Practical Education*	U.S. Bill of Rights; Paine, *Rights of Man*; Boswell, *Life of Johnson*; Wollstonecraft, *Rights of Women*	Schiller, plays; Blake, poems; Wordsworth & Coleridge, *Lyrical Ballads*; Radcliffe, novels
after 1800	Bentham, Schopenhauer	Davy, *Researches* & *On Electricity*; Dalton on chemistry	Webster, American dictionary; Irving, *History of New York*	Wordsworth, Blake, Byron, Shelley, & Keats, poems; Shelley, *Frankenstein*

Cross-Curricular Explorations

These projects are designed to relate the ideas in the program to other areas of study; assign them to individuals and study groups according to students' interests and strengths.

1. *History, Literature, and Urban Planning: Franklin's Philadelphia.* The Philadelphia of Franklin's day attracted international admiration as a model of rational city planning. Have students research William Penn's plans for the city as well as improvements made by Franklin's generation. Consult travel accounts of Peter Kalm, the Marquis de Lafayette, and de Crevecour for early descriptions of the city.
2. *History, Literature, and Military Technology.* The Seven Years' War was the first global war and one of the first to make use of the modern army, perfected by Frederick the Great of Prussia. Have students research the military technology of the time, concentrating on how advances in cannonry and musketry made possible larger, closer military formations. Suggest that students consult historical military manuals for information on how squadrons formed and marched, the functions in battle of cavalry and infantry, and the advantages of close-formation firing. Students might also want to describe why this European style of fighting did not succeed against the guerrilla tactics of the American rebels.
3. *History, Literature, and Music.* Suggest that students research the music that Franklin might have heard in the theaters of London and the salons of Paris. Students should also find folk songs that date from Franklin's time. Ask musically talented students to perform some of the music for the class.
4. *History, Literature, and Art.* Have interested students research the lush paintings, sculpture, and architecture of the baroque, the rococo style that followed the baroque period, and, finally, the manifestations of the Enlightenment found in the precise gardens of Louis XIV and the orderly works by artists of the Academy. Students can select their favorite styles and artists and report to the class using illustrations found on CD-ROMs and works of art seen in the video or in books.

Transcript

On a June night in 1752, on a hill outside Philadelphia, Pennsylvania, a man named Benjamin Franklin flew a kite in a thunderstorm—and proved that lightning was electricity.

The poets and journalists who spread the word about Ben Franklin's amazing discovery of "electric fire" made him famous. They compared him to the Greek hero Prometheus, who discovered fire by stealing it from the gods.

Europeans marveled that "the American sage" didn't even have a university education. Franklin proudly called himself a "leather-apron man"—an ordinary worker—who had educated himself and made his own fortune.

Franklin became a living symbol of his time—the self-made man, hero of the age of **industry** and **enlightenment**.

Two ideas—industry and enlightenment—are woven through much of the literature of the eighteenth century. The writers who refined and spread these ideas fed the flames of the coming **industrial revolution** and helped to create political revolution as well: the change from monarchy to **democracy**.

Even as practical applications of science—such as canals, watermills, and Franklin's **lightning rod**—started to improve everyday life, ideas about self-determination were being discussed by educated people everywhere.

SUSAN BALÉE

> In his autobiography Ben Franklin says, "I learned what tyranny was all about from working for my older brother. And that feeling never left me." Well, they were also feeling tyranny in the colonies because of the English presence there. Even in the 1720s, Benjamin Franklin and his elder brother James published the second newspaper ever in the American colonies. It was called the *New England Current*. And in this they would lampoon some of the English leaders of the day.

Faith that human effort, or "industry" as it was called, could and would improve society was central to Enlightenment thinking. In 1758 Franklin published *The Way to Wealth*, a self-help book of sayings, attributed to the fictional "Poor Richard." It was a bestseller in English, German, French, and Italian.

> *Laziness travels so slowly, that Poverty soon overtakes him.*
>
> *Early to Bed, and early to rise, makes a Man healthy, wealthy, and wise.*
>
> *Diligence is the Mother of Good Luck, and God gives all Things to Industry.*
>
> *The Way to Wealth*
> —Benjamin Franklin

During the 1700s, the word "enlightenment" had both religious and scientific meanings.

The King James Bible, for example, speaks of "the eyes of your understanding being enlightened."

This great Bible, first published in 1611, was familiar to every English speaker. It was the first book Benjamin Franklin read.

The second was *Pilgrim's Progress*, by John Bunyan, the story of a Christian who became enlightened in his journey to the celestial city.

Among the pioneers of scientific enlightenment were the English philosophers Francis Bacon, John Locke, and Isaac Newton. These writers, like Greek **humanists** centuries before them, proposed that knowledge came not from divine inspiration, but from human experience.

Locke carried this reasoning into the political realm. He argued that government was not a divine, but a human, institution—the result of "**social contract**" between rulers and subjects. Like all contracts, governments could be altered at the people's will.

Whenever the legislators endeavor to take away and destroy the property of the people, or to reduce the people to ***slavery*** *under arbitrary power, they put themselves into a state of war with the people, who are thereby absolved from any further obedience.*

Second Treatise on Civil Government

—John Locke

Even as Enlightenment thinkers argued that human religions and laws were relative and changeable, they were discovering some immutable truths—the laws of science, which they called **Natural Law**.

The father of the new science was Isaac Newton. He formulated basic laws of gravity, light, and color, and helped develop modern algebra and **calculus**. When Newton died in 1720, the poet Alexander Pope wrote:

Nature and Nature's Laws lay hid in Night.
God said, "Let Newton be!" and all was Light.

Epitaph intended for Sir Isaac Newton

—John Locke

The generation of writers that followed Newton translated his work from Latin and spread the new science to the general public.

Technological advances in printing and papermaking finally made books affordable by ordinary people. This surge of new readers caused a "second Renaissance" during the 1700s.

SUSAN BALÉE

A lot of the thinkers in the Enlightenment went back to the ancient Greeks and Romans and said, "What were they thinking of and how can we use that to understand our own period?" And in the Enlightenment the emphasis is briefly off the intensity of religion—science has taken the focus off of religion and mysteries, and only God knows the universe—and it's put it on man. That's really what humanism is about.

Humanists like Pope believed that individual happiness was a worthwhile human goal and that reason was the surest path to reach it.

ROBERT PINSKY

He makes that idea of reason seem sneaky, surprising, and explosive. Here's just four lines from *An Essay on Man*. Listen at the end with what he does with the word "bear" as paired with the word "dare."

Oh, happiness! our being's end and aim!
Good, Pleasure, Ease, Content! whate'er thy name: That something still which prompts th' eternal sigh. For which we bear to live, or dare to die.

Humanists also favored **freedom of religion**. Fierce wars between Catholics and Protestants had torn Europe apart during the 1600s. Pope and other humanists called for an end to this evil.

Enlightenment writers, religious and scientific, believed that people could create a better world.

As a young man, Ben Franklin was affected profoundly by the book *Essays to Do Good*, by Cotton Mather, a famous New England preacher.

He also read *Essays on Projects*, by the British merchant and writer Daniel Defoe. Defoe suggested many reforms: roads, public libraries, police, and fire departments. Years later, in Philadelphia, Benjamin Franklin and his friends implemented many of Defoe's ideas.

"What signifies hoping and wishing for better Times?" asked Poor Richard. "We may make these Times better, if we bestir ourselves."

The Way to Wealth

—Benjamin Franklin

Writers often expressed ideas through private letters. They knew their letters would be shared with like-minded individuals. Such sharing eventually built a revolution.

Their revolutionary ideas included freedom of speech, representative government, **free trade**, and fair **taxation**.

British, Dutch, and German merchants were interested in making and keeping their profits.

With their pooled **capital**, private companies invested in projects, such as canals and ironworks, that applied the latest scientific technology.

England pioneered many of the most important inventions: Jethro Tull's mechanical seed drill, the smelting process for iron ore, the steam engine, hot-metal type for printing, the "flying shuttle" for mechanical weaving.

Wealth created by technological advances, especially in agriculture, made Holland and Great Britain the envy of other nations.

In France, enlightened writers formed a group called the ***philosophes***. Much of the *philosophes*' energy was devoted to bringing France up to Dutch and British economic standards.

A few European rulers were farsighted enough to improve their manufactures and invest in scientific pursuits. Voltaire, the most famous of the *philosophe*s, referred to such rulers as "enlightened despots." Such flattery was necessary for securing royal approval, without which no one was allowed to write.

Though they dreamed of a freer society, the *philosophes*, like most European writers, lived under an "**absolute monarchy**." The king's word was law, and the king's religion was the official faith. Those who wrote in favor of freedom of religion risked the royal wrath.

Several volumes of Denis Diderot's *Encyclopedia*—a masterpiece of French literature—were confiscated and burned by royal order because it contained many liberal essays on art, politics, and religion.

Enlightenment humanism offended many conservative religious people. They believed that salvation, obtained by doing God's will—not personal happiness—should be humanity's goal.

Enlightenment science also challenged religion because it used scientific laws instead of "God's will" to explain events in nature.

In 1755, a major earthquake hit the western Mediterranean. More than 60,000 people were killed in Lisbon, Portugal. Then Mt. Etna erupted in Italy, killing several thousand more. The events triggered months of debate about whether such disasters were signs of God's wrath.

For Voltaire, the Lisbon quake gave reason to question not only the Christian idea of a benevolent God, but also the Enlightenment idea of trusting in human effort and Natural Law.

ROBERT PINSKY

These are lines from Voltaire's sonnet on that earthquake.

Unhappy mortals! Dark and mourning earth!
Affrighted gathering of human kind!
Eternal lingering of useless pain!
Come, ye philosophers, who cry, "All's Well,"
And contemplate this ruin of a world.

"Sonnet on the Lisbon Earthquake"
—Voltaire

Even more ruinous than natural disasters like earthquakes were man-made ones: slavery and war.

Jean-Jacques Rousseau, a young Swiss writer living near Paris, noted how far reality was from Enlightenment ideals.

Man was born free, but he is everywhere in chains.

The Social Contract
—Jean-Jacques Rousseau

By the 1750s, over 50,000 Africans a year were being captured and sold as slaves.

The dreadful "**Middle Passage**" across the Atlantic Ocean is recounted in this rare firsthand account by Oloudah Equiano. In 1756, when he

was 11 years old, Equiano was kidnapped and crowded into a slave ship bound for America.

> *The air soon became unfit for respiration, from a variety of loathsome smells, and brought on a sickness among the slaves, of which many died.... The shrieks of the women, and the groans of the dying, rendered the whole a scene of horror almost inconceivable.*
>
> *The Interesting Narrative of the Life of Oloudah Equiano, Or Gustavus Vassa*
> —Oloudah Equiano

Like most enslaved Africans, Equiano was put to work on a plantation in the New World.

Plantations in America and Asia were now cash-producing investments for European countries, producing sugarcane, rum, tobacco, coffee, chocolate, and tea.

These international interests turned a 74-year series of European wars into the first worldwide conflicts. Collectively, they are known as the **War for Empire**. The fourth and final war in this series was between the French and the British. In Europe, it was called the Seven Years' War, but in North America, because it involved Indian lands, it is known as the French and Indian War.

SUSAN BALÉE

> If you look at Europe you see how small those countries are. They didn't have that many resources. England in particular had to go abroad. Most things—it's a tiny island—they couldn't produce there. So the War for Empire at this period—the 1760s, the period of the Seven Years' War in Europe—what they're really battling for is North America. North America's been there; the colonies have been there; everyone in Europe knows what the resources are of this massive country, and they're beginning to fight to see if they can get it.

The war ended with a British victory. France lost all its territory on the North American continent. Britain also triumphed in India and Asia.

However, even Great Britain, the clear victor, went into economic and social shock after the Great War for Empire.

The war increased the British national debt by at least 60 million pounds.

To settle this debt, Britain tried to tax its colonies. The colonies, with no **representation** in Britain's Parliament, opposed these taxes.

Benjamin Franklin was at the middle of this tax controversy. He spent most of the years between 1757 and 1775 in London, campaigning for colonial interests at the British court and Parliament.

Franklin performed this task tirelessly, writing a series of carefully reasoned **pamphlets** that repeated the American rallying cry: "No taxation without representation."

Despite his difficult task, Franklin's London years were the happiest ones of his life. He reveled in the scientific and literary life of the city, the "golden age" of English literature.

For their growing middle-class audience, London writers created new literary forms: newspapers, magazines, novels, short stories, informal essays, and comedies of manners.

A new occupation came into being—that of freelance writer. "Freelancers," like Alexander Pope, supported themselves from the sale of their work, not from royal grants or aristocratic patronage.

Freed from the need to flatter the upper classes, Enlightenment writers gleefully made fun of them. Writers portrayed aristocrats as self-indulgent fops, bumbling idiots, and heartless villains.

The heroes, on the other hand, were middle- or even lower-class people who triumphed through their own hard work—industry—honest simplicity, or good-humored cunning.

Such heroes were created by Daniel Defoe in *Robinson Crusoe*; Jonathan Swift in *Gulliver's*

Travels; by Samuel Richardson in *Pamela: or, Virtue Rewarded*; by Henry Fielding in *The History of Tom Jones, A Foundling*; and by Tobias Smollet in *Tristram Shandy*.

The most popular plays were comedies of manners, such as *The Rivals*, by Richard Brinsley Sheridan. These plays poked fun at the nobility and middle-class people who put on aristocratic airs.

Disrespect for the upper classes also pervaded more serious writing.

For example, Edward Gibbon's history masterpiece, *The Decline and Fall of the Roman Empire*, blamed the fall of Rome on its corrupt ruling classes.

And Dr. Samuel Johnson, in his great *Dictionary of the English Language*, defined a patron as "a wretch who supports with insolence and is repaid with flattery."

Dr. Johnson was the subject of another literary masterpiece, the *Life of Johnson*, by James Boswell, the first modern biography. Eighteenth-century London is often referred to as "Dr. Johnson's London." Boswell's book made Dr. Johnson and his circle immortal.

Like London, other European capitals supported growing populations of middle-class writers and readers.

In France, Pierre de Beaumarchais's 1775 play *The Barber of Seville* introduced literature's ultimate anti-aristocrat: Figaro, a wily rascal who outwits his social superiors at every turn.

For each play, book, or magazine that rolled off Enlightenment printing presses, there were dozens of pamphlets.

A short pamphlet was cheap enough that almost anyone could afford to print one. Writers debated public issues with "pamphlet wars." Dr. Samuel Johnson, for instance, countered Benjamin Franklin's pro-American arguments with a pamphlet called *Taxation No Tyranny*. Dr. Johnson, an outspoken enemy of slavery, derided colonial demands for more freedom.

> *How is it that we hear the loudest yelps for liberty among the drivers of Negroes?*
>
> *Taxation No Tyranny*
>
> —Samuel Johnson

"Dr. Johnson's London" was the birthplace of **abolition**—the international movement to end slavery. Benjamin Franklin had always opposed slavery, but only after living in London did he become active in the anti-slavery cause.

Many abolitionist pamphleteers also supported other radical causes, such as home rule for Ireland, voting rights for people who did not own property, civil rights for women, and redistribution of land.

Millions of peasants and owners of small farms were forced off the land during the 1700s by technology that was making farming jobs scarce.

SUSAN BALÉE

> In Europe, what prevailed at that time was a concept called **primogeniture**. What this meant was that if your family owned property, only the eldest son could inherit the property. That meant that younger sons inherited nothing. They either went into the military if they could, they went into the Church and they became priests, or they had to go to one of the colonies to make their fortune. So a lot of them came to America.

Between 1750 and 1775, about a quarter of a million people reached America from the British Isles and northern Europe.

This giant wave of **immigration** pushed the colonial **frontier** across the Appalachian Mountains into Indian territory. The settlers' safety became a major concern during the French and Indian War. Parliament sent British troops to protect its interests and fight the French, who wanted the land for fur trading with the Indians. Afterwards the troops stayed to protect the

frontier. Britain insisted that the colonists be taxed to pay the soldiers. Taxed without consent or representation, the colonists became enraged.

Right up to the start of the **American Revolution**, Franklin worked hard to prevent war between Great Britain and its colonies. By the spring of 1775, he realized that he had failed.

Late in March, Franklin boarded a ship for America, barely avoiding arrest for treason.

During his ocean crossing, the first shots of the American Revolution were fired at Lexington and Concord.

> *We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the Pursuit of Happiness.*
>
> Declaration of Independence
> —Thomas Jefferson

> *We must all hang together, or we will surely hang separately.*
>
> At the signing of the Declaration of Independence
> —Benjamin Franklin

The success of America's revolution restored optimism to the French Enlightenment. French writers now dared to be more radical.

Thomas Paine—whose pamphlets *The Crisis* and *Common Sense* had drummed up support for the American Revolution—moved to France to distribute copies of his new pamphlet, the *Rights of Man*.

As Benjamin Franklin lay dying on April 17, 1790, the **French Revolution** was coming to life.

On July 14, 1789, a radical mob stormed the Bastille, a royal prison, and began fifteen years of warfare, bloodshed, and violence.

While political revolution raged in France, the industrial revolution moved ahead in the United States and Europe. New factories, powered by steam, began to consume the northern forests.

Writers began warning that science, for all its good to society, was a monster that could get out of control.

After all, in the Greek myth, Prometheus stole fire from the gods—and then had to suffer the consequences.

In the young United States, pioneers pushed the frontier farther and farther west.

New inventions, such as the cotton gin and the steam-powered loom, drove up the demand for southern cotton, which in turn increased the demands for land and slaves.

> SUSAN BALÉE
>
> The South that they had thought of as a Garden of Eden that would be pure as opposed to the corrupt cities of the Northeast or the corrupt cities of Europe—there was that snake in the garden, and the snake was slavery. That was what would eventually bring down the South.

Fifty years after Benjamin Franklin's death, his last effort to "do good"—to end slavery—remained undone.

The world was rapidly turning to industry—but it was still a long way from enlightenment.

Consultants for the Series

Susan Balée, B.A., M.A., Ph.D.

Professor, author, commentator, editor, lecturer

- Primary fields of study: nineteenth-century British literature and popular culture; literature of the American south; American literature
- Published in: *The Hudson Review*; *The Philadelphia Inquirer*; *PMLA Forum; The Georgia Review; Victorian Studies*
- Notable achievements: founding editor, *Northeast Corridor*

Christopher Medwin Edens, B.A., Ph.D.

Archaeologist, professor, researcher

- Primary fields of study: evolution of complex societies; political economy of pre-modern states; center-periphery relations; archaeology of western Asia; lithic technologies
- Recent research: Tell Billa excavation in northern Iraq; lithic analysis for the Hacinebi Tepe (Turkey) project; investigation of Bronze Age in highland Yemen
- Published in: *Journal of World Prehistory*; *Anatolica*; *Arabian Archaeology and Epigraphy*; *Archaeological News; American Anthropologist*
- Notable achievements: Robert H. Dyson Post-Doctoral Fellow in Near Eastern Archaeology; American Research Institute in Turkey/National Endowment for the Humanities grant recipient; consultant to new Saudi Arabian National Museum project in Riyadh

Edward Peters, B.A., M.A., Ph.D.

Professor, author, editor, reviewer

- Primary fields of study: early European history; church history; legal history; intellectual and political history; cultural history
- Author of: *Torture* (1985, rev. 1996); *Inquisition* (1989); numerous books and articles
- Notable achievements: general editor, *The Middle Ages* series (University of Pennsylvania Press); ACLS Fellow; Guggenheim Fellow; fellow, Royal Historical Society; fellow, Medieval Society of America; curator, Henry C. Lea Library

Robert Pinsky, B.A., M.A., Ph.D.

Poet, professor, lecturer, reviewer, editor

- Author of: *History of My Heart* (1984); *Poetry and the World* (1988); *The Inferno of Dante* (1995); *The Figured Wheel: New and Collected Poems 1966-1996* (1995); many other titles
- Published in: *Antaeus; The New Yorker*; *The Paris Review*; *The Norton Anthology of Modern Poetry*; *The Atlantic*; *The New York Times Book Review*
- Notable achievements: Poet Laureate of the United States; poetry editor, *Slate* (an Internet magazine); poetry editor, *The New Republic*; Pulitzer Prize in Poetry nominee; Lenore Marshall Award winner; Ambassador Book Award winner; William Carlos Williams Award winner; Woodrow Wilson, Fulbright, N.E.H., N.E.A., and Guggenheim Fellowships

Rosalind Remer, B.A., M.A., Ph.D.

Professor, reviewer, lecturer, educational consultant

- Primary fields of study: eighteenth-century American economic and business history/history of the book; social, cultural, and economic history of colonial and revolutionary America and the early republic
- Author of: *Printers and Men of Capital: The Philadelphia Book Trade in the New Republic* (1996)
- Published in: *Pennsylvania Magazine of History and Biography*; *Journal of the Early Republic*; *Business and Economic History*; *William and Mary Quarterly*
- Notable achievements: director of programs and planning, National Constitution Center; many awards and fellowships, including an Andrew W. Mellon Foundation research fellowship

Irene Bald Romano, B.A., Ph.D.

Archaeologist, museum and educational consultant, professor, lecturer

- Primary field of study: classical archaeology
- Archaeological excavations: Gordion (Turkey), Corinth (Greece), Pollentia (Alcudia, Mallorca), Deya (Mallorca)
- Co-author of: *Catalogue of the Classical Collections of the Glencairn Museum* (1998)
- Published in: *Expedition; Hesperia; The Coroplast's Art: Greek Terracottas of the Hellenistic World*
- Awards and grants: University of Pennsylvania Research Foundation Award; American Philosophical Society grant; National Endowment for the Humanities grant

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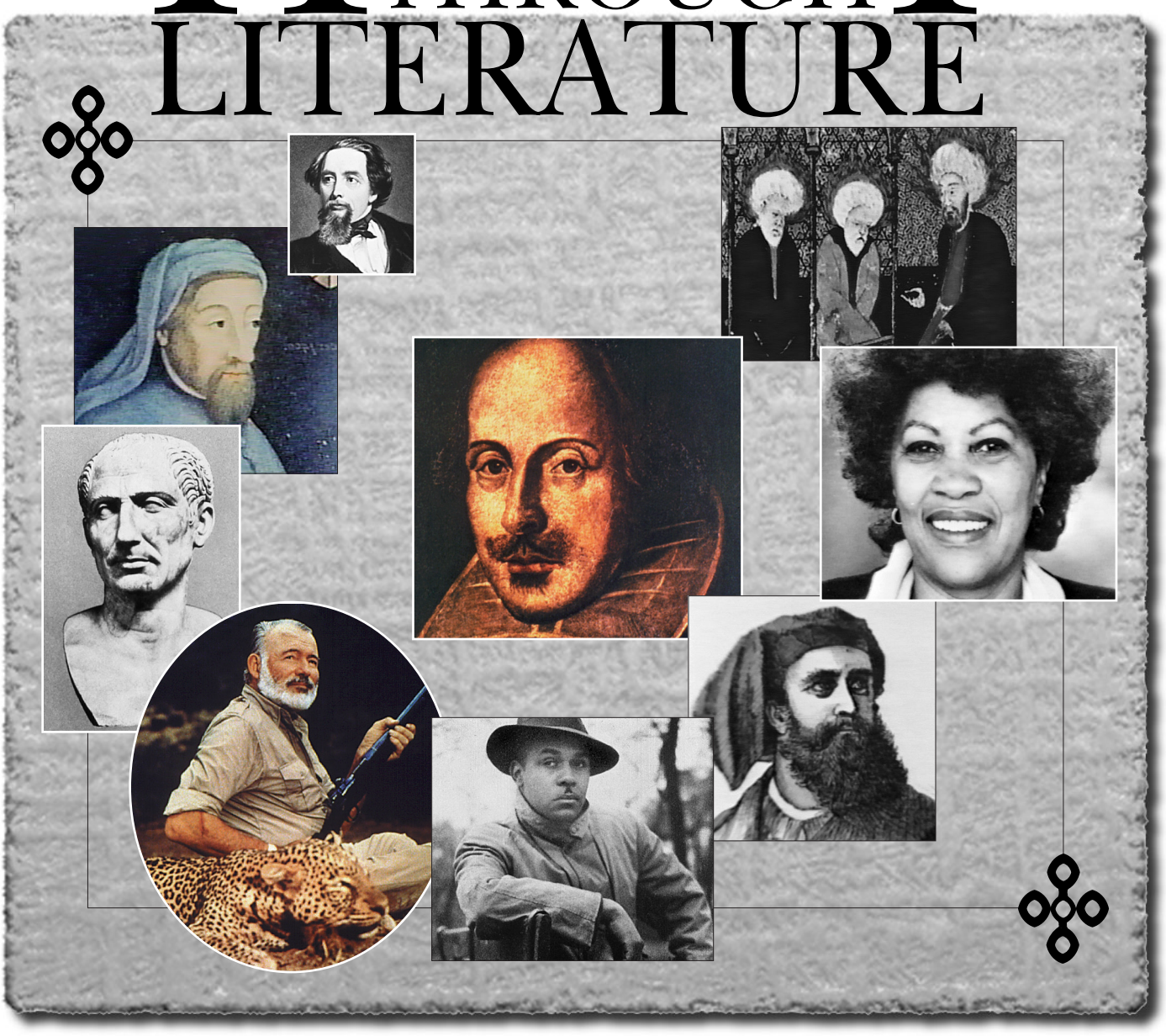

Romanticism and Revolution

CL949-9CV

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History through Literature
Romanticism and Revolution

Program #CL949-9CV ***Running Time—22:50***

Table of Contents

Intended for students in junior high school and above. This program is closed captioned.

(1-800-253-2788)

Summary

Romanticism and Revolution is part of a 12-video *History through Literature* series that examines the connections between historical events and the literary figures and works of each era. Other titles in this series are listed on the back of this Teacher's Guide.

The opening scene of *Romanticism and Revolution* takes place in April 1824. George Gordon, Lord Byron, has come to Greece to join the fight for independence against the Ottoman Empire. As he plans a naval siege, he dies of a fever. Already legendary for his dark, brooding looks and romantic poetry, Byron now becomes a revolutionary hero as well. The adjective "Byronic" is often used to describe the rebellious spirit of his times.

Romanticism and Revolution first briefly summarizes the literary, political, and industrial revolutions that took place during the late eighteenth and early nineteenth centuries; the program then points out that all of these movements were reactions against the formal conventions and royal institutions of the previous so-called "Age of Reason."

For writers of the time, the word "romantic" conjured up the romances of chivalry and the medieval world these poems portrayed. Nostalgia for this fictional past, a deep, almost mystical affinity with nature, empathy for the common man and woman, the spirit of rebellious individualism, and deep ethnic and national pride were all part of the romantic spirit.

The program demonstrates how romantic writers combined their admiration for the ancient Greeks, their belief in the myth of the "noble savage," and their search for their own ethnic roots as they supported nationalist revolutions against European and Ottoman monarchs.

Next, the program describes these revolutions, showing how the American Revolution influenced the French Revolution, which in turn sparked revolutions in Haiti, Spain, the Spanish American colonies, north Africa, the Balkans, and Greece. Most of these revolutions, however, ended in dictatorship or even a return to monarchy.

Warfare was deadlier—and armed control by dictators more possible—than ever before because of the advance of the industrial revolution. Steam power, advanced weaponry, factories, and railroads helped Europe and the United States expand their territories. Advances in cotton processing and textile production impelled plantation owners west, causing not only the deportation of southern and other Native American tribes, but also a dramatic increase in plantation slavery. At the same time, both Great Britain and France were expanding their colonial conquests in Africa, India, and southeast Asia.

The program examines how the literary and revolutionary spirit created by romantic writers evolved in the face of these overwhelming changes, emphasizing how romanticism evolved in America through the folktales of Irving, transcendentalism of Emerson, and nature worship of Thoreau. The program ends by connecting American romanticism to the beginnings of the labor movement and to the abolition movement, with its passionate, revolutionary, and heroic writers such as David Walker, Frederick Douglass, and Sojourner Truth.

Intended Audience

This program is designed for students in junior high school and above.

Presenting the Program

To prepare a lesson plan to accompany the presentation of this program, review the suggestions outlined below. You will find all of the sections mentioned in the Table of Contents of this Teacher's Guide.

1. Familiarize yourself with the video and the sections of this Teacher's Guide.
2. Introduce students to the video, using one or more of the Pre-Viewing Suggestions to relate the upcoming information to what they already know. As a final activity, it may be helpful to introduce new names and vocabulary words—especially those with difficult spelling and pronunciation—by using the chalkboard or overhead projector.
3. Have the students watch the video in its entirety and without interruption.
4. Check for understanding by discussing and reviewing the information, vocabulary words, and concepts presented in the video by using the History and/or Literature Post-Viewing Suggestions, including the H.O.T. Topics (Higher Order Thinking), which delve into many related subjects and concepts.
5. If time permits, have students watch the program a second time, pausing at points of interest for discussion.
6. As guided independent practice, choose and assign some of the In-Depth Research suggestions.

Learning Objectives

After watching this program and completing the activities, students will be able to:

- List some important events in world history from the late eighteenth to mid-nineteenth centuries (see History in the Program);
- List some European and American authors who lived and wrote during the late eighteenth and mid-nineteenth centuries (see Literature in the Program);
- Explain the cause-and-effect relationship between the American and French revolutions, and between the French Revolution and struggles for independence in Haiti, Mexico, Central and South America, north Africa, and Greece;
- Identify key inventions of the early industrial revolution and describe their social effects;
- Explain how romantic literature helped motivate political revolution;
- Give examples of romantic elements in the literature of the young United States;
- Describe the territorial expansions of the United States, Great Britain, and France during the early nineteenth century;
- Describe how the romantic spirit influenced writers in both slave and free states during the decades before the Civil War; and
- Describe the life and work of leading writers of the American abolition movement.

History in the Program

The following events and trends from world history are specifically mentioned in the program's narration. They are listed below in roughly the order that they occurred in history. More events are outlined in the Chronology of History Chart: Romanticism and Revolution (page 14).

First steam-powered factories
American Revolution
Beginnings of the industrial revolution
French Revolution
Reign of Terror
Invention of the cotton gin
Dictatorship of Napoleon
Napoleonic Wars
Latin American wars for independence
Congress of Vienna (1815) and its results
Egyptian war for independence
Greek war for independence
Serbian war for independence
Rise of the United States as an industrial power
Westward expansion of the United States
Expansion of plantation slavery
Relocation of and wars against Native Americans
Rise and spread of American abolition movement

Literature in the Program

The following authors and works of literature are specifically mentioned in the program's narration. The works are listed in roughly the order in which they are cited in the program. More authors and works are listed in the Chronology of Literature Chart: Romanticism and Revolution (page 15).

George Gordon, Lord Byron,
Don Juan; "She Walks in Beauty";
"Ode to Napoleon Bonaparte"
Samuel Taylor Coleridge
Wolfgang von Goethe,
The Sorrows of Young Werther; *Faust*
John Keats, "The Nightingale"
William Blake, "Jerusalem"
Wilhelm and Jacob Grimm, fairy tales
Horace Walpole, *The Castle of Otranto*
Grey, "Elegy Written in a Country Churchyard"
Mary Wollstonecraft Shelley, *Frankenstein*
William Wordsworth,
"Lines Composed above Tintern Abbey"
Jean-Jacques Rousseau, *The Social Contract*
Thomas Jefferson, Declaration of Independence
Thomas Paine, *Rights of Man*
Percy Bysshe Shelley,
"The World's Great Age Begins Anew"
Edgar Allan Poe
James Fenimore Cooper, Leatherstocking Saga
Philip Pendleton Cooke,
The Two Country Houses
David Walker,
An Appeal to the Colored Peoples of the World
Sarah Remond
Charles Remond
Sojourner Truth
Frederick Douglass,
Narrative of the Life of Frederick Douglass
Harriet Beecher Stowe, *Uncle Tom's Cabin*
Ralph Waldo Emerson, *Self-Reliance*

Key Words and Concepts

Some of these vocabulary words are in the Transcript, where they appear in bold type the first time they are used.

abolition
American Revolution
ballad
Byronic
capitalism
democracy
dictatorship
empire
free trade
freedom of religion
French Revolution
frontier
Gothic
humanism
immigration
independence
individualism
industrial revolution
labor movement
mass production
medieval
monarchy
nationalism
noble savage
pioneer
plantation
revolution
romanticism
slave trade
transcendentalism

Pre-Viewing Suggestions

DISCUSSION: LINKING PARTS OF THE SERIES

If you are showing this program in chronological order with the other programs in the *History through Literature* series, or if you want to provide background for students who may have missed the previous program, lead this review and discussion.

1. The previous program, *Industry and Enlightenment,* described the eighteenth century, the so-called "Age of Reason." Discuss the reason for this name. What optimistic belief was reflected in such works of literature as Cotton Mather's *Essays to Do Good* and Daniel Defoe's *Essays on Projects*? [the belief that society could be made better by human efforts] Why did Benjamin Franklin and other writers have such faith in science? [From their experience, they believed it could help improve society.] Ask students whether they think everyday life improved during the 1700s. After a brief debate, suggest that students search the program for details of how everyday life changed during the early 1800s.
2. What were some of the freedoms advocated by Defoe, Benjamin Franklin, Samuel Johnson, Adam Smith, and other writers during the 1700s? [freedom of speech and worship, freedom from unfair taxation, free trade, freedom from slavery (abolition)] Were these freedoms won during the 1700s? [only to a limited extent—in the United States] What great freedom struggles still remained in the United States? [the abolition of slavery, rights for workers and women] Suggest that students follow what happened to these struggles during the early 1800s.
3. In what three great revolutions did Benjamin Franklin take part? [Students will probably remember the American and French revolutions; prompt them to recall the industrial revolution as well.] What happened to the monarchs during the French Revolution? [They were beheaded.] Remind students that the French royal bureaucracy and armies were the largest in Europe, and ask students to predict what will happen to the government of France in the years after the revolution. Have them watch the program to see if their predictions were correct.
4. Ask students to define the industrial revolution and, from their general knowledge of history, to predict how this revolution will develop. Ask them to think of ways in which the industrial revolution was connected to the westward expansion of the United States. [The cotton gin and its effects were covered at the end of *Industry and Enlightenment*.] Suggest that students watch for how progress in the industrial revolution was related to events such as wars with and relocation of Native Americans as well as the expansion of slavery. Students should also look for how the spirit of revolution spread among these people.

DISCUSSION: INTRODUCING THE PROGRAM AND ITS KEY WORDS AND CONCEPTS

1. Introduce the title *Romanticism and Revolution* and speculate on the meaning of its terms. Suggest that students look for changing definitions of the two terms as they watch the program.
2. Introduce the Key Words and Concepts and ask students to define words they know, looking up unfamiliar words in a dictionary. Suggest that they listen for these terms as they watch the program. Pay special attention to the definitions of "freedom," "revolution," and "independence" as they appear in different Key Words.

Post-Viewing Suggestions

CONTENT QUESTIONS: HISTORY

1. What was Lord Byron doing in Greece when he died? [He was fighting for Greek independence from the Ottoman Turks.]
2. Byron was only 36 when he died in 1824. What were some of the political revolutions that took place during his lifetime? [French Revolution, Haitian Revolution, Latin American Revolutions, independence wars of Egypt and Greece]
3. Against what kind of government were all those revolutions fought? [monarchy]
4. What political system did the revolutionaries fight for? [democracy]
5. What revolutions had profoundly changed the social and economic status of many people? [scientific and industrial revolutions]
6. What event of excess followed the French Revolution? [Reign of Terror]
7. What political system did France, Haiti, and most Latin American countries end up with? [dictatorship]
8. What military leader became consul, then emperor, of post-Revolution France? [Napoleon]
9. Name some of the nations that fought in the Napoleonic Wars. [France, Italy, Germany, Belgium, Spain, Britain, United States] At what 1815 meeting was long-term peace established throughout Europe? [Congress of Vienna]
10. What role did Daniel Boone and Davy Crockett—and others like them—play in United States history? [They pushed the frontier of the United States westward, through Indian territory.]
11. Why did America push westward? [in the North: more land for agriculture and industrialization; in the South: more cotton plantation land to supply growing British textile mills]
12. What was abolition? [a movement to outlaw slavery] Why were southern plantation owners opposed to abolition? [slaves were an integral part of the economic success of plantations]

H.O.T. TOPICS: HISTORY

The following Higher Order Thinking questions should be presented in order to achieve maximum effectiveness. To jog students' memories and provide supporting details for general discussion, distribute copies of the Chronology of History Chart: Romanticism and Revolution (page 14).

1. *Communications Technology*. What source of energy, developed during the 1700s, found many industrial applications in the 1800s? [steam] How did steam-powered engines compare to earlier machines? [They were stronger and faster.] From these facts, have students draw conclusions about technological advances in the printing industry. [Students should conclude that printing presses became steam-powered, making possible faster, cheaper printing.] Discuss the effect of industrialized printing on society. Students should reason that more titles would be available at lower cost, spreading both serious and popular literature more quickly to people of all classes. Students should also note the role of railroads in making possible the faster and cheaper distribution of printed materials.
   ¶ What form of instant communication was invented around the middle of the nineteenth century? [the telegraph] Discuss how this invention changed the collection, reporting, and distribution of information—especially newspapers.
2. *The Industrial Revolution*. Ask students to define mass production and to name some inventions that made mass production possible and profitable. [steam-driven machinery, the assembly line, the railroad for distribution]
   ¶ Discuss which kinds of workers might lose their jobs because of the aforementioned changes. [farm workers, makers of handicrafts] Which groups, such as Native Americans, might be threatened by the steamboat, railroads, mass-produced firearms, and other technological advances? Ask students to give examples of the same trends continuing today. Every advance in transportation technology, for example, brings people who were previously removed from society into contact

with the rest of the world, sometimes further destroying native ecosystems. Lead a brief debate on the moral questions raised by technological advances, guiding students to understand that these questions were just as complex for the pioneers of the 1800s as they are for us today.

¶ Draw other parallels between the beginning of the industrial revolution and the beginning of the communications revolution, which is taking place in our own time. Ask students to identify which nations and groups are growing more prosperous as a result of computer technology and which jobs are being eliminated from the economy.

3. *The French Revolution and the Rise of Napoleon*. Remind students that the French Revolution was much more violent than the American Revolution and ask them to speculate on the reasons for this. First, be sure students realize that the American Revolution was primarily based on Enlightenment ideals and reason, whereas the French Revolution was a war based on romantic ideals and passions. Next, students might note that monarchy was more "absolute" in France than in England, and that the American Revolution was the revolt of distant colonies while the French Revolution was an internal civil war. Discuss and compare the logistics of fighting the two wars. Students should reason that in America, the strategic advantage was with the rebels, while in France the military advantage was with the royalists. In addition, the previous question (H.O.T. Topics: History, Question 2) should help students conclude that Napoleon's troops had access to mass-produced weaponry.

   ¶ Inform students that, as he rose through the military ranks, Napoleon was instrumental in shifting the allegiance of the French army from the monarchy to the revolutionary cause. From this, students should draw such conclusions as (a) the army was the source of Napoleon's power; (b) the army was the most intact part of the old royal order; and (c) the army, used to ruling by force, was the perfect tool for the new dictatorship. Students should also reason that many forces of the old order regained power after Napoleon became emperor.

4. *The Napoleonic Wars and the Balance of Power.* Ask students to recall the name of the empire that ruled the Middle East during the early 1800s, when Napoleon was conquering Europe. [the Ottoman Empire] What part of the Ottoman Empire did Napoleon invade? [Egypt] Remind students that Napoleon's armies called themselves liberators. From these facts, students should be able to conclude that the liberal ideas of the American and French Revolutions entered Egypt and the Ottoman Empire with Napoleon's armies.

   ¶ What other parts of the Ottoman Empire revolted against Ottoman rule during the early 1800s? [Serbia, Greece] Which nation led the international alliance that finally defeated Napoleon? [Great Britain] Since revolutionary ideas from France helped weaken the power of the Ottoman Empire, why might Great Britain support the cause of Greek independence? Prompt students to recall that Ottoman territories bordered Russia, an ally of Britain during the Napoleonic Wars. Students should reason that Britain, France's great rival, would want to counteract French and Russian power in eastern Europe and western Asia.

   ¶ Remind students that nationalists in both Spain and the Spanish colonies revolted against Napoleon's takeover of the throne of Spain. Students should conclude from this fact that Great Britain supported the first revolts of Bolívar and others. How did the Congress of Vienna, which ended the Napoleonic Wars, affect South American history? [Back on the throne, the Spanish Bourbons tried to retake their colonies by force instead of thanking them for their loyalty with greater independence. Meanwhile, thousands of veterans of the wars, especially those from Britain and the Spanish Resistance, went to South America to join Bolívar and help him win the war.]

5. *Rethinking the Lead Story.* In light of the preceding discussion, revisit the story of Byron's life—especially his support for Greek independence. Ask students to identify the revolution that began right after Byron was born. [the French Revolution] Ask students to imagine young Byron, a young aristocrat, hearing the news of the Reign of Terror,

during which many nobles, even liberal ones, were executed.

¶ Ask students to recall the name of a South American aristocrat, a contemporary of Byron, who also grew up during the French Revolution. [Simón Bolívar] Who was the youthful hero of both Byron and Bolívar? [Napoleon Bonaparte] When did Bolívar become a hero of independence? [during the 1810s] When did Byron become famous as a literary rebel? [during the 1810s] Remind students that liberal factions in Britain supported both South American and Greek independence. From these facts, students should conclude that Byron and Bolívar had probably heard of each other and probably knew some of the same people. Assign interested students to do further research on this connection (see In-Depth Research: Extra Literature Study, Question 4).

CONTENT QUESTIONS: LITERATURE

1. For what kinds of poetry did George Gordon, Lord Byron become famous? [love poetry, satirical epics]
2. To what era of European history did the romantic writers look back with nostalgia and ethnic pride? [the Middle Ages]
3. What two romantic writers published *Lyrical Ballads* in 1798? [William Wordsworth and Samuel Taylor Coleridge]
4. With their use of simple words and ballad forms, what were the romantics reacting against? [the formal, stylized writing of the Age of Reason]
5. Name the writer whose pamphlet "The Rights of Man" supported the United States Bill of Rights and helped bring on the French Revolution. [Thomas Paine]
6. In calling for a return to nature, against what socioeconomic movement were the romantics protesting? [the industrial revolution]
7. What types of people were heroes in romantic literature? [the dark, brooding genius; the revolutionary soldier; the common man and woman]
8. Who was the author of the essay *Self-Reliance*; what was the name of the philosophical movement with which he is associated? [Ralph Waldo Emerson; transcendentalism]
9. Name some authors whose work supported the movement to end slavery. [Byron, David Walker, Harriet Beecher Stowe, Frederick Douglass, Sojourner Truth]
10. What was *Uncle Tom's Cabin*'s appeal to both romantics and abolitionists? [It was a Gothic tale of an innocent slave girl who was saved from evil by the kindness of strangers.]

H.O.T. TOPICS: LITERATURE

The following Higher Order Thinking questions should be presented in order to achieve maximum effectiveness. To jog students' memories and provide supporting details for general discussion, distribute copies of the Chronology of Literature Chart: Romanticism and Revolution (page 15).

1. *Democratic Writers, Revolution, and Empire.* Have students recall the names of eighteenth-century writers whose work helped bring about revolt against monarchy. [Thomas Jefferson, Thomas Paine, Rousseau] Lead a general discussion of how these writers' Enlightenment ideas contributed to the American Revolution, as well as how their romantic ideas contributed to the French Revolution. Be sure students can differentiate between the two movements. Students should recall that Jefferson wrote the Declaration of Independence and was a close friend of Lafayette; that Paine's "The Rights of Man" was both an apology for the United States Bill of Rights and the source for the French *Declaration of the Rights of Man*; and that Rousseau inspired both Paine and Napoleon. Inform students that Jefferson served as U.S. ambassador to France just before the French Revolution, as secretary of state while Napoleon was rising to power and as president when Napoleon proclaimed himself emperor. Ask students to recall the changing attitudes of Wordsworth, Byron, and other writers toward Napoleon; students should also speculate on how Thomas Jefferson's attitudes might have changed as Napoleon's career advanced. From their general knowledge of U.S. history, ask students for proof that Jefferson studied Napoleon closely and knew how and when to take advantage of him. Students should recall the Louisiana Purchase.

2. *The "Noble Savage" and the Romantic Movement.* Ask students to restate the myth of the "noble savage" as propagated by Rousseau and other European writers. [The noble savage lived simply, according to so-called natural laws, without the need for government or social conventions.] What living peoples did Europeans associate with this myth? [Native Americans] What new sciences led Europeans to connect Native Americans with their own ancestors? [anthropology, archeology] Guide students to draw parallels between how Native Americans were romanticized in the early United States and how medieval Europeans were romanticized in Europe. While James Fenimore Cooper was writing the *Leatherstocking Saga*, what was actually happening to Native Americans? [They were being conquered and displaced.] While Europeans were manufacturing ethnic pride and nostalgia for their own tribal roots, what forces were transforming the landscape of Europe? [modern warfare and the industrial revolution] Lead students to conclude that escapism and denial were strong elements of romantic literature.
3. *Romanticism and the Environment.* Ask students to recall some of the inventions that were transforming the United States in 1854, the year Henry David Thoreau published *On Walden Pond*. [steamboats, steam-powered factories, railroads, telegraph] Have students debate whether Thoreau's ideas were escapist, since the industrial revolution was so clearly triumphant, or hypocritical, since his own work was printed and distributed by machine power. Ask students to draw parallels between Thoreau's attitudes and those of environmentalists today.
4. *Romanticism and Slavery*. As they searched for their own tribal roots, what era of history did European writers glorify? [the Middle Ages] What political system prevailed during the Middle Ages? [the feudal system] What part of the United States resembled the feudal system and why? [the southern states, because of their reliance on the plantation economy] From these facts, students should conclude that slaveholders in the southern states would be particularly fond of romantic literature. Tell students that Sir Walter Scott's romantic novels were especially popular in the pre-Civil War South. Summarize the plot and setting of one or more of his novels and ask students to surmise reasons for his popularity. [Scott presented a sentimentalized view of every aspect of the feudal system, even serfdom. Also, many white southerners were Scottish immigrants or descendants of Scottish immigrants.]
5. *The Anti-Slavery Revolution*. Explain to students that Haiti was the first modern nation to liberate its slaves (1793). Two writers who were inspired by the Haitian revolt were William Wordsworth and David Walker. Remind students that Walker's *An Appeal to the Colored Peoples of the World* was published in 1829, more than 30 years after the Haitian revolt. Have students research events in the history of abolition that probably shaped Walker's interpretation of events. [the establishment of the Napoleonic Code, the end of the British slave trade, the founding of Liberia, the Missouri Compromise] Have students compare David Walker, Frederick Douglass, and other abolitionist leaders with the Byronic literary hero. Students should note that slaves were the ultimate outlaws of their time, and that Walker, Douglass, Tubman, Truth, and other abolitionists spoke for the common person and fought passionately for the cause of freedom.
6. *Lasting Literature*. The romantic writer asked, "Who Am I?" Have students examine some of the era's finest literature—such as Goethe's *The Sorrows of Young Werther* and Mary Shelley's *Frankenstein*—to determine how romantic writers answered that question (*e.g.*, "I am" individual, relational, unique, and capable of strong emotions such as love, loneliness, etc.). Note that these novels are among the first attempts to explore the human mind in fiction.

DISCUSSION: LINKING PARTS OF THE SERIES

If you are showing this program in chronological order with the other programs in this *History through Literature* series, use this review and discussion to prepare students for the next program.

1. Ask students to note similarities and differences between Lord Byron and Benjamin Franklin as revolutionary heroes. [Similarities: Both took radical political positions and had wide influence on both sides of the Atlantic. Both were fundraisers for their causes. Both were noted for their wit and were considered examples of "noble savages"—Franklin because he was self-educated and came from America, Byron because he came from the Scottish highlands. Differences: Franklin was a great deal older than Byron at the time he joined the revolution. Franklin was a self-made middle-class person while Lord Byron was an impoverished aristocrat. Franklin valued scientific thinking while Byron did not. Franklin had more practical knowledge while Byron had a classical university education.]
2. Briefly review some of the reasons for the differences between the American Revolution and the French Revolution. Guide students to recognize the American Revolution as the product of the Age of Reason and the French Revolution as romantic. Compare the results of the two revolutions: establishment of a representative democracy in the United States and establishment of a military dictatorship in France, which was replaced by a reformed monarchy during the 1830s. Ask what wars were taking place in the United States during the 1830s. [the Indian wars] Have students characterize the shift in national values that brought about the wars. Have them examine the economic motivation that accompanied both these wars and the Civil War, even though the latter was couched in romantic ideals. Remind students of the phrase "Manifest Destiny" and lead them to realize that the romantic values of liberty and rugged individualism were giving way to more conservative, imperialist nationalism. Remind students that, on the international front after the Napoleonic Wars, both Britain and France resumed their colonial conquests, this time in Africa, India, and southeast Asia. Ask students to predict what would happen as European influences—including romanticism and revolution—spread throughout the world.

In-Depth Research

The following topics for further study will help students make connections between history and literature, between western and eastern history, and between the past and present.

EXTRA HISTORY STUDY

1. *The Balkan Wars.* The Greek war for independence, during which Byron lost his life, was one of a series of wars that rocked the European territories of the Ottoman Turks during the early 1800s. Repercussions of those wars are still being felt today. Suggest that students research the fighting among Serbs, Muslims, Greeks, Russians, and Ottoman Turks during the early nineteenth century and relate the events of those times to present conflicts in the same region.
2. *"The Sick Man of Europe."* The independent dynasty established by Muhammad Ali and the Greek wars for independence demonstrated that the Ottoman Empire was weakening. Suggest that individuals or teams research and report on further disintegrations of the Ottoman Empire that took place during the early 1800s, including the Serbian revolts (1804–1878); the Russian conquest of Georgia (1801), Azerbaijan (1803–1828), eastern Armenia (1803–1828) and Bessarabia (1812); the Egyptian conquest of the Sudan (1821) and Crete (1822–1840); the French occupation of Algeria (1830–1847); and British, French, and Russian involvement in the Crimean War (1850s). In their reports, have students relate all of these conflicts to the Napoleonic Wars as well as to the colonial expansion of Britain and France into Africa.
3. *The Women's Rights Movement.* Mary Wollstonecraft's *A Vindication of the Rights of Women* (1792) was the first important document in the women's rights movement, which was not an organized movement until the 1830s. Suggest that students or teams research the pioneers of women's rights, focusing especially on their work before the American

Civil War. Students' reports should connect the women's rights movement with the early labor movement and the abolition movement.

EXTRA LITERATURE STUDY

1. *Gothic and Horror Novels.* "Gothic" novels such as Anne Radcliffe's *The Mysteries of Udolpho*, Horace Walpole's *The Castle of Otranto*, and Lewis's *The Monk* were among the most popular fiction of the late eighteenth century. Scholars believe that novels in the Gothic genre, many of which were written by women, helped create the romantic movement. The Gothics were often set in medieval castles, had strong elements of the occult and supernatural, and often featured dark, brooding, outlaw heroes. Suggest that students read the novels mentioned above—and other Gothic novels—and report on them to the class. Other students should read and report on the work of Charlotte and Emily Brontë, Nathaniel Hawthorne, and Edgar Allen Poe, identifying the Gothic elements in their writing.
2. *Frankenstein.* Mary Wollstonecraft's daughter, who married the poet Percy Bysshe Shelley, was the author of *Frankenstein: The Modern Prometheus*, one of the longest-lasting works of the romantic era. Suggest that students read and report on this novel, paying special attention to its social criticism. In their reports, students should analyze the book's title and examine why Frankenstein's monster is a Byronic hero. Students should also draw some conclusions about the intellectual legacy left to Mary Shelley by her mother.
3. *A Dose of Realism.* The novels of Jane Austen are often hailed as early examples of realistic writing because of their lack of romantic sentimentality and for the many glimpses they provide into everyday life during the romantic era. Suggest that individuals or teams read Austen novels and share amusing or enlightening details with the class.
4. *The Community of Learning.* Suggest that students research the connections between writers mentioned in this program and (a) other writers and thinkers of their own times; (b) writers in the generations before them; and (c) writers in later generations. Students may already have noted such connections in the program. For example, Mary Shelley was the daughter of Mary Wollstonecraft and the wife of Percy Bysshe Shelley; Wollstonecraft herself was part of a radical group that included Thomas Paine, William Blake, and William Wordsworth; and Rousseau influenced Byron, Jefferson, Paine, Lafayette, Napoleon, and Bolívar. Have students find other connections and report on them to the class.

Chronologies: Class Discussion and Extra Study

The chronologies of history and literature located on the following pages are designed both to summarize the era covered by the program and to motivate students to learn more about the era. Copy and distribute the chronologies to individual students or study groups. Use the pages for both in-class discussion and extra study assignments.

CHRONOLOGY OF HISTORY: ROMANTICISM AND REVOLUTION

1. *Class Discussion: Drawing Conclusions.* Encourage students to restate key ideas and draw conclusions from details on the chart. The following are some examples.
   - Technology was developing rapidly during the romantic era.
   - Events in far-flung places were becoming more connected during the romantic era.
   - The Ottoman Empire gradually weakened during the early nineteenth century.
   - The Russian Empire expanded into former Ottoman territory during the early nineteenth century.
   - While successful revolutions took place in America, France, and Greece during the romantic era, many other revolutions failed.
   - The Napoleonic Wars had repercussions not only in Europe, but also in Africa, Asia, and the Americas.
   - The United States not only won its independence, but its size expanded dramatically during the romantic era.
   - Plantation slavery expanded in the United States at the same time that Native American tribes were being defeated and relocated.
2. *Extra Study: Researching and Reporting.* Ask students to research and report on events listed on the chart. You might want to assign one continent to each study group and have group members choose from events in their column. You might also assign each group a time period and have group members file reports from different continents.

CHRONOLOGY OF LITERATURE: ROMANTICISM AND REVOLUTION

1. *Class Discussion: Drawing Conclusions*. Encourage students to restate key ideas and draw conclusions from details on the chart. The following are some examples.
   - New scientific disciplines such as geology, anthropology, and archeology developed during the romantic era.
   - During the romantic era, several important scholarly attacks were made on the Christian faith.
   - Gothic novelists and so-called "graveyard poets" preceded the romantic movement.
   - The study of folklore and ethnic history contributed to nationalist feelings during the romantic era.
   - The romantic movement spread from Europe to the Americas, Africa, and Asia.
2. *Extra Study: Researching and Reporting.* Ask students to research and report on writers and literary works listed on the chart. You might want to assign one literary category to each study group and have group members choose from writers and works in their column. You might also assign each group a time period and have group members file reports about developments in different categories of literature.

Chronology of History Chart: Romanticism and Revolution

DATES	EUROPE	ASIA	AFRICA AND OCEANIA	AMERICAS
before 1760	Seven Years' War breaks out; Prussia begins rise to power; Prussians, Russians, Austrians fight (eastern Europe)	Seven Years' War breaks out, India; China invades east Turkestan	Dahomey & Oyo kingdoms flourish (west Africa); Kingdom of Kazende rises to power (west central Africa)	French & British fight over Indian lands; Seven Years' War breaks out; British colonists protest taxes & Indian boundaries
1760–1769	Seven Years' War ends; spinning jenny invented; Watt patents steam engine	Seven Years' War ends; Afghans defeat Marathas & Great Famine kills 10 million (India)	Bruce reaches Blue Nile; Ashanti invade coast; Boers cross Orange River; Cook & Dampier begin exploring Pacific	Seven Years' War ends; France loses northern colonies; Pontiac rebels; Bourbons reform Spain's colonies
1770–1779	Austria, Russia, Prussia partition Poland; pope abolishes Jesuit order; Priestley identifies oxygen	Turks and Russians fight; Egyptians capture Damascus; British fight First Maratha War; Gurkhas conquer Nepal	British attack French colony (Senegal); Cook discovers Hawaii; British claim Australia	American Revolution breaks out; Fr. Serra founds missions; Boone crosses Appalachians
1780–1789	hot-air balloon ascends (France); Gordon riots shake up London; British develop steam-powered textile mills	Selim III reforms Ottoman Empire; British fight Mysore & Maratha wars (India); Muslim revolt suppressed (China)	Tuaregs take Timbuktu; British take Sierra Leone; Boers fight Kaffir Wars; British claim New Zealand	U.S. wins Revolution, creates constitutional government, & expands into Ohio Valley
1790–1799	French Revolution and Reign of Terror end monarchy; Napoleon rises to power; hydraulic press invented	Russians and Turks fight again; Kajars begin rule (Persia); Britain conquers Ceylon; Ch'en Lung ends rule (China)	Napoleon invades Egypt; Mungo Park explores Niger River; 87,000 enslaved per year (1751–1800)	U.S. Bill of Rights ratified; Whitney invents cotton gin; Haiti's slaves revolt; McKenzie explores western Canada
1800–1809	England, Spain, France, Italy, Belgium, & others fight Napoleonic Wars; Serbs revolt against Ottomans	Mustafa IV deposes Sultan Selim III (Turkey); White Lotus Rebellion put down (China)	French invade & Muhammad Ali founds modern Egypt; Britain ends slave trade; Ashanti overrun Fante states	Ohio becomes state; Fulton builds steamboat; U.S. buys Louisiana; Lewis and Clark & Pike explore west
1810–1819	Spanish patriots resist Napoleon; Napoleon defeated at Waterloo; Congress of Vienna remaps Europe	Russia invades Armenia, Azerbaijan, & Bessarabia; British control Rajput states & Poona (India) & colonize Singapore	Mamelukes massacred (Egypt); Bornu repulses Fulani invasion; Arab traders reach Lake Tanganyika	U.S. fights War of 1812, defeats Tecumseh & Seminoles, annexes Florida; rebels in South America form *juntas*
1820–1829	Greeks fight independence war against Ottomans; Russia supports Serbian revolt; O'Connell begins agitating for Irish freedom	Russia conquers eastern Armenia & Azerbaijan & fights against Ottomans; British fight Burmese War	Egypt occupies Sudan; U.S. founds Liberia; Chamba warriors enter Cameroon; Shaka forges Zulu nation	Bolívar & San Martín lead successful revolution against Spain; Monroe Doctrine proclaimed; Mexico outlaws slavery
1830–1839	Revolutions rock France & Poland; Serbia wins independence from Ottomans; Victoria begins 60-yr. reign (Britain)	Egypt takes Syria from Ottomans; British occupy Mysore (India); British monopoly ends (China)	French occupy Algeria; Matabele Empire, Basuto, Swazi, & Tswana nations emerge in wake of Shaka wars	Nat Turner leads slave revolt; Trail of Tears & Underground Railroad organized; Texas revolts against Mexico
1840–1849	Kossuth leads Hungarian independence struggle; labor revolution rocks Paris, Vienna, Rome, Prague, Berlin, & Milan	Afghan, Sikh, & Punjab forces surrender to British; China signs first treaty with U.S.	Liberia becomes republic; Maori people revolt against British (New Zealand)	U.S. fights Second Seminole War & Mexican-American War; American labor & women's rights movements founded
1850–1859	Garibaldi begins fight for Italian independence; Fenian Brotherhood founded (Ireland); Prussia leads united Germany	Britain, Russia, & Ottomans fight Crimean War; Indians revolt against Britain; Perry opens U.S.–Japan trade	South African Republic established; Boers found Orange Free State; Boers & Basuto people struggle over territory	Missouri Compromise admits both slave and free states; Kansas bleeds; Brown raids Harper's Ferry arsenal
after 1860	Republic of Italy founded; Bismarck comes to power (Germany); Russia liberates serfs; Marx founds workers association	civil war breaks out (Afghanistan); Anglo-French alliance signs Treaty of Peking	British invade Ethiopia & control Zanzibar; French open Suez Canal	U.S. fights Civil War, emancipates slaves, & buys Alaska; Juarez leads Mexicans against French occupation

Chronology of Literature Chart: Romanticism and Revolution

DATES	RELIGION, PHILOSOPHY	SCIENCE, GEOGRAPHY, EDUCATION	NONFICTION: ECONOMICS, GOVERNMENT, HISTORY	FICTION: POETRY, DRAMA, FABLES, NOVELS
before 1760	Law, *Way to Divine Knowledge*; Edwards, sermons; Helvetius, *De l'esprit*	Linnaeus, *Philosophia Botanica*; Wallace, *On the Numbers of Man*; Diderot starts compiling encyclopedia	Johnson, *Dictionary of the English Language*; Franklin, *The Way to Wealth*; Hume, *Political Discourses*	Grey, *Elegy*; Lennox, *Female Quixote*; Voltaire, *Candide*; McPherson, Ossian poems
1760–1769	d'Holbach, *Christianity Exposed* & *Natural History of Superstition*; Campbell on miracles	Rosenstein, *Diseases of Children*; Priestley on electricity; Bonnet, *Contemplation de la nature*	Rousseau, *Social Contract* & *Confessions*; Franklin, pamphlets; Hume on English history; Turgot on economics	Sterne, *Tristram Shandy*; Walpole, *Castle of Otranto*; Goldoni, Goethe, Beaumarchais, & Lessing, plays
1770–1779	Hume, *Concerning Natural Religion*; Moses Mendelssohn, *Immortality of the Soul*; Swedenborg, *Delights of Wisdom*	d'Holbach & Buffon on natural science; Diderot's *Encyclopédie* completed; Encyclopaedia Britannica begins	Smith, *Wealth of Nations*; Jefferson, Declaration of Independence; Paine, *Common Sense*; Gibbon, *Decline and Fall of Roman Empire*	Goethe, *Faust*; Smollet & Burney, novels; Goldsmith, poems & plays; Sheridan & Beaumarchais, plays
1780–1789	Kant, *Critique of Pure Reason*; Bhagavad-Gita tr. to English; Bentham on ethics & law; Mendelssohn, German Talmud	Cavendish, *Experiments on Air*; Lagrange, *Mechanique Analitique*; Lavoisier, *Elements of Chemistry*	Madison & Hamilton, *Federalist Papers*; U.S. Constitution; Madame de Stael, *Letters*; Vassa, *Life of Oloudah Equiano*	Beaumarchais, Schiller, & Lessing, plays; Burns & Blake, poems; Landívar, *Rusticatio Mexicana*; Musåus, fairy tales
1790–1799	Kant, *Critique of Judgment*; Schleiermacher, *Religion: Speeches to its Cultural Despisers*; Watson, *Apology for the Bible*	Hutton, *Theory of the Earth*; Jenner on vaccination; Edgeworth, *Practical Education*; Pinel on mental illness	U.S. Bill of Rights; Paine, "Rights of Man"; Malthus, *Essay on Population*; Wollstonecraft, *Rights of Women*	Schiller, plays; Blake & Burns, poems; Wordsworth & Coleridge, *Lyrical Ballads*; Radcliffe, novels
1800–1809	Kant, *Religion within the Limits of Reason*; Schleiermacher on theology; Scheller & Hegel on transcendentalism	Davy on electricity; Dalton on chemistry; Lancaster on education; Audubon, *Birds of North America*	Coraes on independence for Greece; Webster, American dictionary; Irving, *History of New York*	Wordsworth, Blake, Byron, Shelley, Keats, & Bryant, poems; Shelley, *Frankenstein*; Irving, *Knickerbocker Tales*
1810–1819	Hegel, *Encyclopedia of Philosophical Sciences*; Schopenhauer, *The World as Will and Idea*; Mohr, *Silent Night*	Cuvier on paleontology; Candolle on botany; *American Journal of Science* founded; Bell on brain anatomy	Madame de Stael on German romanticism; Grimm, German grammar; Wilson, Sanskrit-English dictionary	Wordsworth, Byron, & Keats, poems; Scott, poems & historical novels; Goethe & Austen, novels; Grimm, fairy tales
1820–1829	Sunday School movement flourishes; Erskine, *Evidence for Truth of Revealed Religion*; Keble, *Christian Year*	Accum on adulteration of food; Lamarck on evolution; *Lancet*, medical journal, begins; Ampère on electricity	Lundy, *Universal Emancipation*; Walker, *Appeal to Colored Peoples*; Sequoyah, Cherokee alphabet	Scott, Cooper, Goethe, Stendhal, & Hugo, novels; Byron, Wordsworth, Shelley, Heine, Poe, & Pushkin, poems
1830–1839	Joseph Smith, *Book of Mormon*; Finney, sermons; Strauss, *Life of Christ*; Schopenhauer, *On Will in Nature*	Frobel & Mann on education; Comte on sociology; Blumenbach on anthropology; Poisson on probability	Emerson & Carlyle, essays; Neibuhr, Carlyle, & Stevens on history; Bentham on law of nations	Scott, Irving, Stendhal, Hugo, Balzac, Flaubert, & Gogol, novels; Pushkin, Heine, & Tennyson, poems; Andersen, fairy tales
1840–1849	Baur on biblical criticism; Gorres on Christian mysticism; spiritualist craze hits U.S.; Finney & Beecher, sermons	Waitz, *Foundation of Psychology*; von Mayer on thermodynamics; Humboldt on cosmos	*Declaration of Rights of Women*; Prescott on history of Mexico & Peru; Weld, Remond, Still, & Douglass on abolition	Dickens, Dumas, Balzac, Melville, Hawthorne, Brontë, & Dostoevsky, novels; Tennyson, Poe, Browning, & Heine, poems
1850–1859	Herzog on Protestant theology; Finney, Beecher & Sojourner Truth, sermons	Spenser, *Social Statics* & *Principles of Psychology*; Chebyshev on primary numbers; Darwin, *Origin of Species*	Douglass, biography, *North Star* newspaper, & orations; Thoreau, *Walden*; Emerson, Carlyle, & Holmes, essays	Dickens, Balzac, Hugo, Melville, Hawthorne, Brontë, Dostoevsky, & Eliot, novels; Tennyson & Browning, poems
after 1860	Cardinal Newman, *Apologia*; Renan, *Life of Christ*; J.S. Mill on utilitarianism	Darwin, *Descent of Man*; Spenser on education; Huxley on science	Bryce & Rowlinson on history; Marx, *Das Kapital*	Dickens, Balzac, Hugo, Melville, Dostoevsky, Trollope, Eliot, & Tolstoy, novels; Whitman, poems

Cross-Curricular Explorations

These projects are designed to relate the ideas in the program to other areas of study; assign them to individuals and study groups according to students' interests and strengths.

1. *Romantic Art and Music*. The romantic movement manifested itself in art and music as well as in literature. Research the lives and works of Beethoven, Chopin, and other romantic musicians; Grieg, Mussorgsky, and other "nationalist–romantic" musicians; or David, Corot, Goya, and other romantic artists. Notice the similarities in philosophy, approach, and expression between romantic art, music, and literature (*e.g.*, both literature and music drew on the traditions of the folk ballad).
2. *Mad, Bad, and Dangerous to Know.* Find examples of Byronic heroes in modern films and fiction. Start with film roles played by James Dean, Marlon Brando, Brad Pitt, and other movie stars of similar style. Look for other examples in the outlaw styles of rock stars. Write a report or make a video that compares these modern Byronic heroes to Byron himself or to other romantic heroes of Byron's time.

Transcript

The year is 1820, and the country of Greece is seething with the flames of **revolution**.

The great English poet George Noel Gordon, better known by his title, Lord Byron, has smuggled money into the country and joined the oppressed Greeks in their fight for freedom from the Ottoman **Empire**.

He buys ships and weapons and begins to train soldiers in preparation for an attack on Lepanto, a key naval fortress.

But Byron will not witness Greek **independence**. His poetic masterpiece, *Don Juan*, still unfinished, Byron will fall ill with fever and die, tragically, at the age of 36.

Famous throughout his life, Byron will become a hero in death. Women, especially, will mourn the loss of their noble, charismatic love poet.

ROBERT PINSKY

She walks in beauty, like the night
Of cloudless climes and starry skies;
And all that's best of dark and bright
Meet in her aspect and her eyes:
Thus mellow'd to that tender light
Which heaven to gaudy day denies.

"She Walks in Beauty"
—Lord Byron

Byron belonged to a generation of intense young poets and writers whose works rebelled against the earlier classic forms of literature in favor of the full expression of emotion and a great love for beauty, humanity, nature, and all things mystical. Goethe, Wordsworth, Shelley, Keats, Blake, and Coleridge were only a few of the poets that would spark the spirit of a new age.

Their life and works would help fuel a profound movement in literature and the arts that spread throughout Europe and the Americas in the late 1700s and early 1800s, a movement now known as the romantic period.

SUSAN BALÉE

Romanticism, though, really begins in Germany, and it begins with Wolfgang von Goethe's *The Sorrows of Young Werther*, which is a novel about a young man who's in love with a woman named Charlotte, who's already engaged to someone else. And he becomes so despondent that he ultimately commits suicide. Now, this is a really shocking idea when that comes out in the 1770s, because all of the 1700s up till then have been about progress—you know, the Enlightenment.

Writers of the period expressed a clear resentment for the Age of Enlightenment, the belief that reason, intellect, and science could solve all problems.

Romantic poets such as John Keats emphasized the virtues of passion over reason, and imagination and instinct over logic. Keats, considered one of the purist lyricists of the time, celebrated the timeless beauty in nature and the transient quality of human experience.

ROBERT PINSKY

I cannot see what flowers are at my feet,
Nor what soft incense hangs upon the boughs,
But in embalmed darkness, guess each sweet
Wherewith the seasonable month endows
The grass, the thicket, and the fruit-tree wild;
White hawthorn, and the pastoral eglantine;
Fast fading violets cover'd up in leaves;
And mid-May's eldest child,
The coming musk-rose, full of dewy wine,
The murmurous haunt of flies on summer eves.

"The Nightingale"
—John Keats

The technological changes brought about by the scientific and **industrial revolutions** were rapidly transforming society.

Steam-driven machinery, **factory** production, and private capital were changing the landscape, the job market, and the home.

In part, the romantics' focus on nature was a response to the stark conditions that industrialization was creating. Visionary English poet William Blake called the new factories "dark Satanic mills" and, in his poem "Jerusalem," boldly declared his intention of reforming society.

> *I will not cease from Mental fight,*
> *Nor shall my sword sleep in my hand*
> *Till we have built Jerusalem*
> *In England's green and pleasant land.*
>
> "Jerusalem"
> —William Blake

But a dark sense of melancholy often accompanied the romantics' devotion to nature and the beauty of the world. The poems of Samuel Taylor Coleridge are filled with the dissatisfaction with the real world as compared to the world of the poet's dreams.

Another response to the rapid changes brought on by Enlightenment thinking was a nostalgia for more innocent times.

SUSAN BALÉE

> They were sad, because a lot of things had happened in the eighteenth century that had changed life for them: the industrial revolution was changing the landscape; religion was falling apart—they were sad about that. What could you have faith in when so much science had disproved the notion of a God creating all?

In Germany, and throughout Europe, writers searched the past through folklore, songs, and histories of their own countries. Two brothers, Wilhelm and Jacob Grimm traveled the German countryside and compiled a collection of local fairy tales and stories that would one day become famous throughout the world.

The Middle Ages excited the romantic imagination. In England, the craze for the **medieval** began with the Horace Walpole novel *The Castle of Otranto*, published in 1760. Set in the thirteenth century, it was the first of thousands of books featuring ruined castles, sinister forces, and rescues of innocent heroines by tall, dark, handsome strangers.

By 1800, the **Gothic** novel was extremely popular in England, utilizing mysterious plots and supernatural events intended to frighten the reader. They were called Gothic because they were set in gloomy, medieval castles built in the Gothic style of architecture.

By the early 1800s, romanticism was flourishing in Germany.

Johann Wolfgang von Goethe, after the tremendous success of his novel *The Sorrows of Young Werther*, wrote his famous play *Faust*, the story of a man who sells his soul to the devil. In exchange, he asks for the powers of knowledge and eternal youth, common themes in many of the romantics' longing desire to know the infinite.

Thomas Gray looked back to the pre-industrial age and reflected on the equality of everyone in death and, in his poem "Elegy Written in a Country Churchyard," helped develop the so-called "graveyard school" of poetry.

In her novel *Frankenstein*, Mary Shelley put all of these elements to good use, combining the themes that were popular with the romantic writers of the time: isolation, the infinite, the supernatural, and the dangers of science and knowledge. In her story, she portrays an overachieving medical student named Victor Frankenstein, who, like Faust, tries to reach beyond his grasp. He uses the powers of science to create a living man out of a corpse; but the corpse, when brought to life, resembles a monster.

SUSAN BALÉE

> The creator of this creature imbues him with a human mind, but he's horrible to look at. He's grotesque. So he comes out into society and he's hated by everybody. He's the perfect romantic figure. He's isolated and he's alienated, and he's hiding out from people and he reads certain things. One of the interesting things that

the monster reads is *The Sorrows of Young Werther*, and he recognizes this totally: Yes, this is what it's like to feel lonely, to feel that no one loves you.

The urge to escape the excesses of science and the rapidly expanding industrial world became a common theme for the romantic poets. Their poetry focused more on the beauty and goodness of nature and natural human instincts.

English poet William Wordsworth wrote that "humans could learn more by communing with nature or talking to country people than by reading books."

ROBERT PINSKY

The day is come when I again repose
Here, under this dark sycamore, and view
These plots of cottage-ground, these orchard tufts,
Which at this season, with their unripe fruits,
Are clad in one green hue, and lose themselves
'Mid groves and copses. Once again I see
These hedge-rows, hardly hedge-rows, little lines
Of sportive wood run wild: these pastoral farms,
Green to the very door; and wreaths of smoke
Sent up, in silence, from among the trees!

"Lines Composed above Tintern Abbey"
—William Wordsworth

During the 1500s and 1600s, the myth of the "**noble savage**" had emerged as Europeans encountered the native peoples of America. The noble savage was idealized as an individual unspoiled by luxury and sophistication, living in communion with the forces and laws of nature.

Many believed that these primitive people were far happier and healthier than those who thought of themselves as "modern" and "civilized."

Radical writers such as Jean-Jacques Rousseau and Thomas Paine breathed new life into the myth that "noble savagery" was the natural form of government. Rousseau's revolutionary pamphlet *The Social Contract* begins "Man is born free, but is everywhere in chains."

Rousseau condemned the evils of civilization and praised primitive human life as superior to life in society. Such romantic ideals emphasized the importance of the individual in a corrupt world and would help fuel the revolutionary wars in America and France.

Common people began taking up arms and declaring their independence from the *ancien régime*—the alliance of monarchs and wealthy merchants that had ruled Europe for centuries.

The ostentatious habits of the wealthy upper classes, coupled with the extreme poverty of the lower, convinced many people that the time had come for fundamental—and, if necessary, violent—change.

In America, Thomas Jefferson's Declaration of Independence in 1776 stood as one of the greatest testaments to individual freedom: "We hold these truths to be self-evident, that all men are created equal..."

Inspired by the power of these words, revolutionary leaders in France wrote the *Declaration of the Rights of Man* in 1789, formally declaring the beginning of the **French Revolution**.

SUSAN BALÉE

You had what you frequently see at the end of an empire—this is true at the end of the Roman Empire, true at the end of the French aristocratic empire—which was people very wealthy, very decadent, very cynical; belief in God is way down; they don't have faith in anything; they have too much money, too much luxury. The fact that Marie Antoinette can say of the people "Let them eat cake if they don't have bread" is an example that she was so out of touch with the working-class life of most people. So they were ripe for a fall. And so when they fell, first of all people cheered it, but then, after the fall, a terrible massacre began, called the Reign of Terror.

The Reign of Terror aimed at destroying all alleged pockets of resistance to the revolution. Tens of thousands of aristocrats and middle-class leaders—and, eventually, other revolutionaries—were murdered, and years of chaos and civil war ensued. But when the French Revolution was finally over, the army, not the people, ended up with most of the power.

By 1799, a young general, Napoleon Bonaparte, became ruler of France. As a young officer, Napoleon had been influenced by Rousseau, Goethe, and other romantic writers. But within a few years, his liberal facade had crumbled, revealing the absolute ruler within. In 1804, Napoleon crowned himself Emperor of France.

France was now a military **dictatorship**, and by 1812, Napoleon's armies controlled a large part of western Europe.

Britain, Russia, Spain, and other nations finally joined forces against France and challenged Bonaparte's power in the Napoleonic Wars. The strength of the British navy and Napoleon's own excessive ambitions ultimately led to the French defeat, and Napoleon was exiled to the island of Elba, off the coast of Italy.

Lord Byron, in his famous poem "Ode to Napoleon Bonaparte" captured the epic quality of Napoleon's rise and fall.

'Tis done—but yesterday a King!
And arm'd with Kings to strive—
And now thou art a nameless thing
So abject—yet alive!...
Since he, miscall'd the Morning Star,
Nor man nor fiend hath fallen so far.

"Ode to Napoleon Bonaparte"
—Lord Byron

But the Napoleonic saga was not quite ended. Escaping from Elba, the former emperor returned in triumph to Paris, rallied the French army, fought one last great battle, and was finally defeated on June 18, 1815, at the famous battle of Waterloo.

Byron's close friend, the romantic poet Percy Bysshe Shelley, saw the defeat of Napoleon as the chance to continue democratic change. Ever the idealist and social reformer, Shelley believed that only good things would come of Napoleon's defeat.

ROBERT PINSKY
Shelley:

The world's great age begins anew,
The golden years return,
The earth doth like a snake renew
Her winter weeds outworn:
Heaven smiles, and faiths and empires gleam
Like wrecks of a dissolving dream.

"The World's Great Age Begins Anew"
—Percy Bysshe Shelley

In every sense of the word, the events in France constituted the beginnings of a new age. At the Congress of Vienna in 1815, the great powers that had conquered Napoleon redrew the boundaries of Europe and sought to lay the groundwork for peace. And although many European territories were given to kings and princes who held them before the revolution, no major fighting would break out in Europe for more than 40 years.

Meanwhile, liberal ideals and anti-imperial revolution spread to other parts of the world. Egypt, Greece, and Serbia revolted against the Ottoman Empire in the 1820s. French and Spanish colonies in America broke out in revolution as well. In Latin America alone, over a dozen countries gained their independence between 1808 and 1830.

Many of these countries were looking to the young United States as the embodiment of the new society they hoped for. And America's writers responded. Between 1820 and 1865, romantic ideals dominated American literature.

Dark and introspective, Edgar Allan Poe's stories and poems examined human nature and motivation.

Another expression of romanticism can be seen in adventure stories such as James Fenimore Cooper's *Leatherstocking Saga*, which wove tales of Native American and European interaction on the early **frontier**. American writers romanticized the rugged **individualism** that was shaping the country. The **ballads** and stories of courageous frontiersmen, like **pioneer**–explorers Daniel Boone and Davy Crockett, were read with enthusiasm.

In the North, pioneers pushed west with the expansion of agriculture and industrialization that would, within a century, make the United States the greatest industrial nation in the world.

In the South, the push west was connected to the expansion of slavery and the ownership of land. As Indians were driven west along the infamous Trail of Tears, their lands were turned into slave **plantations**, which supplied cotton to the textile mills of the northern states and Great Britain.

The literary tastes in the South reflected their slaveholding values. Novels like Philip Cooke's *The Two Country Houses* romanticized plantation life—and even slavery.

But **abolition** quickly became the most radical subject of the romantic era. In England, romantic writers such as Byron and Shelley enthusiastically took up the anti-slavery cause. Abolitionist efforts, along with changing economic conditions, finally led to the end of the **slave trade** in the British Empire in 1808.

In the United States, African American writers led the drive for abolition. In 1829, David Walker published a powerful, no-holds-barred indictment of slavery and a demand for immediate black freedom in his work *An Appeal to the Colored Peoples of the World*.

By the 1840s, Americans heard the powerful writings and speeches of black leaders, such as Charles and Sara Remond, Sojourner Truth, and Frederick Douglass. In his autobiography, *Narrative of the Life of Frederick Douglass*, Douglass wrote, "You have seen how a man was made a slave. You shall see how a slave was made a man." His book was widely acclaimed when it appeared in 1845.

In 1852, Harriet Beecher Stowe wrote her famous novel, *Uncle Tom's Cabin*, which featured an innocent heroine, the slave Eliza, who flees from the sinister forces of the slave catchers and is rescued by strangers. The emotional appeal of these Gothic elements drew many white women into the anti-slavery struggle.

By the 1860s, the romantic movement began to dwindle, but it did not die. Its themes continued to influence the struggles for social reform—through the Civil War, which finally ended slavery in the United States; in the efforts to end serfdom in Russia; and in the international movements for worker's rights, women's rights, civil rights, and environmentalism.

The power of the individual had been indelibly drawn on human consciousness. The age of free will had dawned, or as American transcendentalist philosopher Ralph Waldo Emerson wrote,

> *To believe your own thought, to believe that what is true for you in your private heart is true for all men—that is genius.... Trust thyself: every heart vibrates to that iron string.*
>
> *Self-Reliance*
>
> —Ralph Waldo Emerson

Notes

Consultants for the Series

Susan Balée, B.A., M.A., Ph.D.

Professor, author, commentator, editor, lecturer

- Primary fields of study: nineteenth-century British literature and popular culture; literature of the American south; American literature
- Published in: *The Hudson Review*; *The Philadelphia Inquirer*; *PMLA Forum; The Georgia Review; Victorian Studies*
- Notable achievements: founding editor, *Northeast Corridor*

Christopher Medwin Edens, B.A., Ph.D.

Archaeologist, professor, researcher

- Primary fields of study: evolution of complex societies; political economy of pre-modern states; center-periphery relations; archaeology of western Asia; lithic technologies
- Recent research: Tell Billa excavation in northern Iraq; lithic analysis for the Hacinebi Tepe (Turkey) project; investigation of Bronze Age in highland Yemen
- Published in: *Journal of World Prehistory*; *Anatolica*; *Arabian Archaeology and Epigraphy*; *Archaeological News; American Anthropologist*
- Notable achievements: Robert H. Dyson Post-Doctoral Fellow in Near Eastern Archaeology; American Research Institute in Turkey/National Endowment for the Humanities grant recipient; consultant to new Saudi Arabian National Museum project in Riyadh

Edward Peters, B.A., M.A., Ph.D.

Professor, author, editor, reviewer

- Primary fields of study: early European history; church history; legal history; intellectual and political history; cultural history
- Author of: *Torture* (1985, rev. 1996); *Inquisition* (1989); numerous books and articles
- Notable achievements: general editor, *The Middle Ages* series (University of Pennsylvania Press); ACLS Fellow; Guggenheim Fellow; fellow, Royal Historical Society; fellow, Medieval Society of America; curator, Henry C. Lea Library

Robert Pinsky, B.A., M.A., Ph.D.

Poet, professor, lecturer, reviewer, editor

- Author of: *History of My Heart* (1984); *Poetry and the World* (1988); *The Inferno of Dante* (1995); *The Figured Wheel: New and Collected Poems 1966-1996* (1995); many other titles
- Published in: *Antaeus; The New Yorker*; *The Paris Review*; *The Norton Anthology of Modern Poetry*; *The Atlantic*; *The New York Times Book Review*
- Notable achievements: Poet Laureate of the United States; poetry editor, *Slate* (an Internet magazine); poetry editor, *The New Republic*; Pulitzer Prize in Poetry nominee; Lenore Marshall Award winner; Ambassador Book Award winner; William Carlos Williams Award winner; Woodrow Wilson, Fulbright, N.E.H., N.E.A., and Guggenheim Fellowships

Rosalind Remer, B.A., M.A., Ph.D.

Professor, reviewer, lecturer, educational consultant

- Primary fields of study: eighteenth-century American economic and business history/history of the book; social, cultural, and economic history of colonial and revolutionary America and the early republic
- Author of: *Printers and Men of Capital: The Philadelphia Book Trade in the New Republic* (1996)
- Published in: *Pennsylvania Magazine of History and Biography*; *Journal of the Early Republic*; *Business and Economic History*; *William and Mary Quarterly*
- Notable achievements: director of programs and planning, National Constitution Center; many awards and fellowships, including an Andrew W. Mellon Foundation research fellowship

Irene Bald Romano, B.A., Ph.D.

Archaeologist, museum and educational consultant, professor, lecturer

- Primary field of study: classical archaeology
- Archaeological excavations: Gordion (Turkey), Corinth (Greece), Pollentia (Alcudia, Mallorca), Deya (Mallorca)
- Co-author of: *Catalogue of the Classical Collections of the Glencairn Museum* (1998)
- Published in: *Expedition; Hesperia; The Coroplast's Art: Greek Terracottas of the Hellenistic World*
- Awards and grants: University of Pennsylvania Research Foundation Award; American Philosophical Society grant; National Endowment for the Humanities grant

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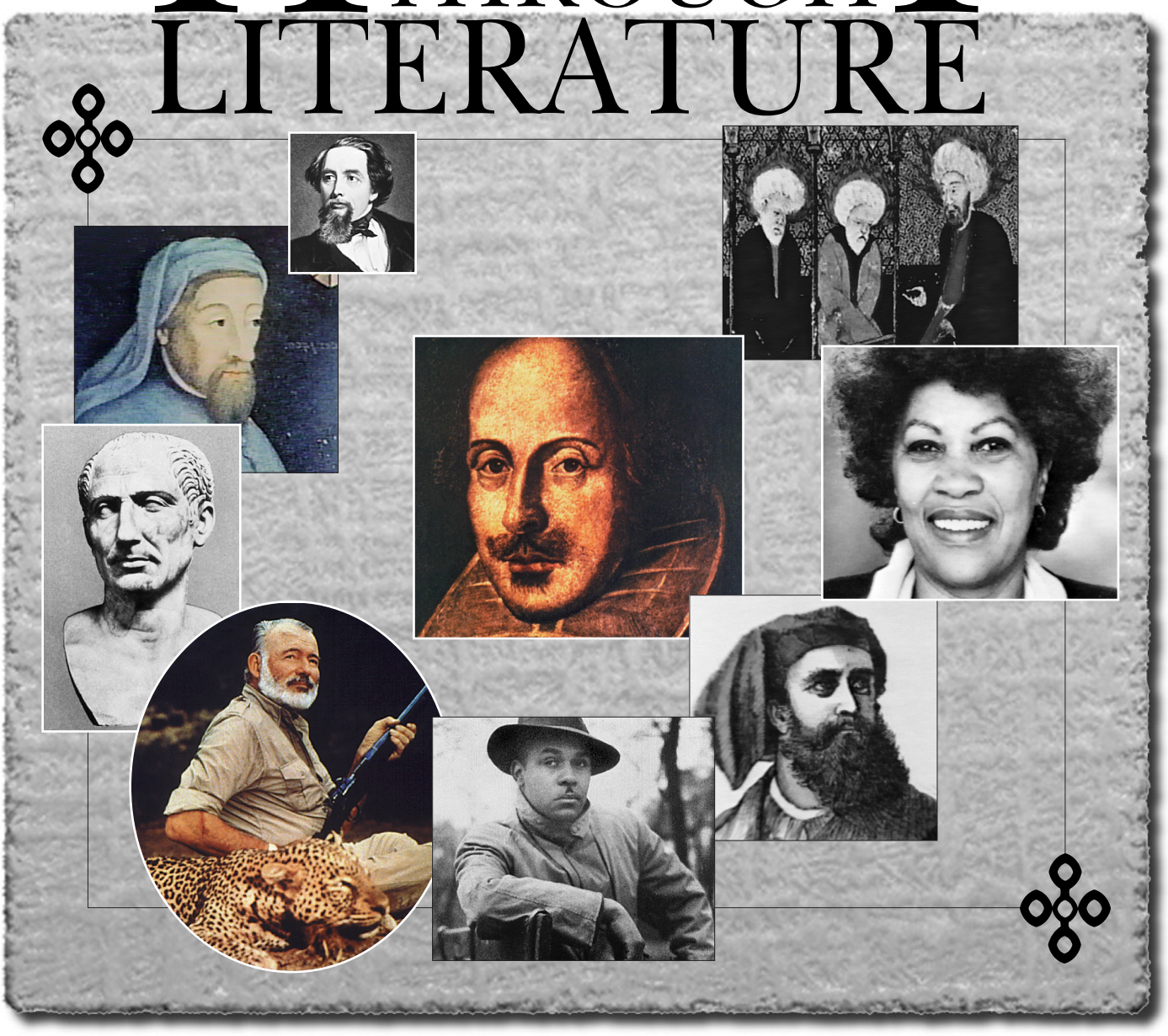

Imperialism and Progress: The Victorian Era

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History through Literature
Imperialism and Progress: The Victorian Era

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Table of Contents

Intended for students in junior high school and above. This program is closed captioned.

(1-800-253-2788)

Summary

Imperialism and Progress: The Victorian Era is part of a 12-video *History through Literature* series that examines the connections between historical events and the literary figures and works of each era. Other titles in this series are listed on the back of this Teacher's Guide.

The opening scene of *Imperialism and Progress: The Victorian Era* takes place in April 1865, when poet Walt Whitman hears of the assassination of Abraham Lincoln and, in his sorrow, composes his eulogy, "When Lilacs Last in the Dooryard Bloom'd." Whitman's work celebrated the ordinary citizen, the literary hero of the Victorian era—a time when ordinary lives were changing dramatically.

The era is called "Victorian" after Queen Victoria of Britain, who ruled over the British Empire at the height of its power. The program describes the industrialization that had already taken place by the first decades of her reign, the 1830s and 1840s, and the effects of factory work on society. Examples from the writers Elizabeth Barrett Browning, Thomas Carlyle, and Karl Marx are used to evoke early Victorian conditions. The program describes the labor unrest of the time and the reasons that capitalism succeeded, including advancing technology, expanding economies, and movements for social reform.

The program then describes two parallel processes: the missionary movement, with its emphasis on education and abolition of slavery; and the expansion of European and American territory, motivated by ideals such as "Manifest Destiny."

The program explains how, like society in general, literature was torn between pride in progress and nostalgia for the past. Late romantic fictional formulas, new high-speed presses, and almost universal literacy created "pulp fiction." The public education and Sunday School movements created a demand for moral romances.

Amazingly, much truly great literature arose from this formulaic atmosphere. The Victorian era was the "golden age" of the novel. The script describes some of the immortal characters created by Charles Dickens and briefly surveys the work of French writer Victor Hugo and American writer Herman Melville. The realistic style of Emily Dickinson is contrasted with the more romantic and popular style of Alfred, Lord Tennyson. To further illustrate the transition from romanticism to realism, the program uses excerpts from war poems by Tennyson and Whitman.

Using the United States Civil War and its aftermath as an example, the program describes how international economics and warfare were now interconnected because of industrial capitalism. The program describes how millions of people moved to and across the United States after the Civil War: from the South to the industrial North and frontier West, and from Europe and Mexico to the United States.

Through increasingly realistic literature, the program examines the "crisis of faith" that swept through late Victorian society. On the one hand, both industrial and social progress were proceeding more quickly than ever; on the other hand, the writings of Darwin and technological advances were leading people to question religious faith itself. The program uses excerpts from Dostoyevsky, George Eliot, and Mark Twain to illustrate the internal conflicts of late-Victorian life.

Imperialism and Progress: The Victorian Era next describes the expansion of European imperialism into Africa, southeast Asia, and China, the weakening of these empires through over-expansion, and the rise of the United States as a world power, all of which occurred at the end of Queen Victoria's reign. The program describes and shows some of the negative and positive features of American life at the turn of the century: racism, countered by social progress and civil rights organization; immigration, labor unrest, and urban slums, countered by the progressive movement; and the disappearance of the frontier.

The program notes the birth of the communications revolution, which was led by inventors from the United States, and concludes by looking forward, with predictions from George Bernard Shaw and Victor Hugo about the century to come.

Intended Audience

This program is designed for students in junior high school and above.

Presenting the Program

To prepare a lesson plan to accompany the presentation of this program, review the suggestions outlined below. You will find all of the sections mentioned in the Table of Contents of this Teacher's Guide.

1. Familiarize yourself with the video and the sections of this Teacher's Guide.
2. Introduce students to the video, using one or more of the Pre-Viewing Suggestions to relate the upcoming information to what they already know. As a final activity, it may be helpful to introduce new names and vocabulary words—especially those with difficult spelling and pronunciation—by using the chalkboard or overhead projector.
3. Have the students watch the video in its entirety and without interruption.
4. Check for understanding by discussing and reviewing the information, vocabulary words, and concepts presented in the video by using the History and/or Literature Post-Viewing Suggestions, including the H.O.T. Topics (Higher Order Thinking), which delve into many related subjects and concepts.
5. If time permits, have students watch the program a second time, pausing at points of interest for discussion.
6. As guided independent practice, choose and assign some of the In-Depth Research suggestions.

Learning Objectives

After watching this program and completing the activities, students will be able to:

- List some of the important events of world history during the Victorian Era, from the 1830s to the first decade of the twentieth century (see History in the Program);
- List some European and American authors who lived and wrote during the Victorian era (see Literature in the Program);
- Explain the cause-and-effect relationship between the industrial revolution, the United States Civil War, and the postwar economic expansion;
- Identify key inventions of the Victorian era and describe the social effects of these inventions;
- Identify some of the major reform movements of Victorian times—the Protestant missionary movement, the abolition movement, the labor movement, and the progressive movement—and describe how they improved the lives of ordinary citizens;
- Give examples of how Victorian literature contained elements of both romanticism and realism;
- Contrast the world views of early and late Victorian writers;
- Describe the territorial expansions of the United States, Great Britain, Russia, and other industrial powers during the late nineteenth century; and
- Describe the rise of the United States as a world power.

History in the Program

The following events and trends from world history are specifically mentioned in the program's narration. They are listed below in roughly the order that they occurred in history. More events are outlined in the Chronology of History Chart: The Victorian Era (page 13).

- Reign of Queen Victoria of Britain (1837–1901)
- Rise of British capitalism and industrial power
- Invention of the high-speed printing press
- Social effects of the industrial revolution
- Spread of abolition, education, and missionary movements
- Spread of British imperial power
- Revolutions of 1848
- Mexican-American War
- Westward expansion of the United States
- Crimean War and Florence Nightingale's modern nursing movement
- United States Civil War
- Relocation of and wars against Native Americans
- Decline of Ottoman Empire
- Unrest in the Balkan nations
- Waves of European immigration to the United States
- Division of Africa by European powers
- European expansions in Asia
- First inventions of electronics and communications revolutions
- Spanish-American War
- Rise of the United States as a world power
- progressive movement

Literature in the Program

The following authors and works of literature are specifically mentioned in the program's narration. The works are listed in roughly the order in which they are cited in the program. More authors and works are listed in the Chronology of Literature Chart: The Victorian Era (page 14).

- Walt Whitman, "When Lilacs Last in the Dooryard Bloom'd"; "The Wound Dresser"
- Thomas Carlyle, *Democracy*
- Karl Marx, *The Communist Manifesto*
- Elizabeth Barrett Browning, "The Cry of the Children"
- Charles Dickens, *Hard Times*; *Martin Chuzzlewit*; *David Copperfield*
- Victor Hugo, *Les Miserables*
- Herman Melville, *Moby Dick*
- Emily Dickinson, *Part II, Nature*
- Alfred, Lord Tennyson, "The Charge of the Light Brigade"
- Chief Joseph
- Mark Twain, *The Adventures of Huckleberry Finn*
- Charles Darwin, *The Descent of Man*
- Friedrich Nietzsche
- Fyodor Dostoyevsky, *The Brothers Karamazov*
- George Eliot, *Middlemarch*
- Rudyard Kipling, "The White Man's Burden"
- Paul Laurence Dunbar, "We Wear the Mask"
- Henrik Ibsen, *A Doll's House*
- Jules Verne
- Arthur Conan Doyle, *Adventures of Sherlock Holmes*
- George Bernard Shaw, *Candida*
- Victor Hugo

Key Words and Concepts

Most of these vocabulary words are in the Transcript, where they appear in bold type the first time they are used.

- abolition
- capitalism
- child labor
- communism
- emancipation
- evolution
- factory
- Gothic
- immigrants
- imperialism
- individualism
- industrial revolution
- labor movement
- Manifest Destiny
- missionary
- pioneers
- plantation
- progress
- progressive movement
- pulp fiction
- racism
- realism
- reform
- revolution
- romantic
- slavery
- Sunday School movement

Pre-Viewing Suggestions

DISCUSSION: LINKING PARTS IN THE SERIES

If you are showing this program in chronological order with the other programs in the *History through Literature* series, or if you want to provide background for students who may have missed the previous program, lead this review and discussion.

1. The previous program, *Romanticism and Revolution*, described the late eighteenth and early nineteenth centuries, the so-called "romantic era." Discuss the meaning of this name. What era of history did the word "romance" evoke to writers 200 years ago? [the Middle Ages] What were some of the elements of romanticism? [love of nature, nostalgia for the pre-industrial past, patriotism, revolutionary fervor] Suggest that, as they watch this program, students note how romanticism developed later in the nineteenth century.
2. What were some of the revolutions that occurred during the romantic era? [American, French, Egyptian, and Greek wars for independence] What dictator rose to power during the latter part of the French Revolution? [Napoleon Bonaparte] What nation led the allies who finally defeated Napoleon? [Great Britain] Ask students to predict which power would be the strongest in Europe during the decades after the Napoleonic wars. [Great Britain] Ask students to watch for how British power developed during the rest of the nineteenth century.
3. In what revolution did the poet Lord Byron take part? [the Greek war for independence] Against what did the Greeks revolt? [the Ottoman Empire] What other peoples revolted against the Ottomans at about the same time? [the Serbs and Egyptians] What expanding empire fought continual wars with the Ottomans? [Russia] Suggest that students pay attention to the program to learn what happened to the Ottoman Empire during the latter 1800s.
4. Ask students to define the industrial revolution and, from their general knowledge of history, predict how this revolution would develop. Review how the industrial revolution was connected to the growth of plantation slavery and the westward expansion of the United States. Ask students to predict not only the outcome, but the longer-term results of the United States Civil War, and then to watch the program to see if their predictions were correct.

DISCUSSION: INTRODUCING THE PROGRAM AND ITS KEY WORDS AND CONCEPTS

Introduce the title *Imperialism and Progress: The Victorian Era* and speculate on the meaning of its terms. Suggest that students look for changing definitions of "imperialism" and "progress" as they watch the program.

Introduce the Key Words and Concepts and ask students to define the words they know, looking up unfamiliar words in a dictionary. Have students listen for the terms as they watch the program.

Post-Viewing Suggestions

CONTENT QUESTIONS: HISTORY

1. For whom is the Victorian era named? [Queen Victoria of England]
2. For how long did Queen Victoria reign? [more than 60 years, from 1837 to 1901]
3. What technological trend and economic system were responsible for Britain's rise to power? [the industrial revolution and capitalism]
4. Where did Great Britain extend its imperial power during the 1830s and 1840s? [Australia, New Zealand, Hong Kong, Afghanistan, northern India] Have students identify all the countries that ultimately belonged to the British Empire. What percentage of the world's population did Queen Victoria rule? [25%]
5. What new territories did the United States acquire during the 1830s and 1840s? [Indian lands in the Southeast and Midwest, Mexican lands in the Southwest]
6. During which war did Florence Nightingale pioneer modern nursing? [the Crimean War]
7. During which war did Walt Whitman serve as a nurse? [the U.S. Civil War]
8. What continent did Europeans arbitrarily divide during the 1880s? [Africa]
9. What were some of the events taking place in the United States during the 1880s and 1890s while

Europeans were dividing Africa? [increased immigration, settlement of the West, Indian wars, invention of electricity and telephones]

10. Name some improvements the progressive movement gradually brought to social conditions during the Victorian era? [outlawed child labor, set up public education, shortened work hours, improved working and living conditions]

H.O.T. TOPICS: HISTORY

The following Higher Order Thinking questions should be presented in order to achieve maximum effectiveness. To jog students' memories and provide supporting details for general discussion, distribute copies of the Chronology of History Chart: The Victorian Era (page 13).

1. *Communications Technology.* What was the fastest form of sending messages during the 1830s? [by rail] during the 1840s? [by telegraph] Ask students to remember the pictures they saw in the program. Around what time did photography begin to be used to record events? [around the Civil War] Based on verbal and visual clues from the program, as well as their general knowledge of United States history, ask students to conclude how these new technologies affected the outcome of the Civil War. [Students should recall that railroads helped the North win the war and conclude that, since the North was more industrially advanced, it would have had a better telegraph system. Photography made the war more real and personal for people who were not actively involved in the fighting.]
2. *Industrialization and Labor.* What new social classes were created by industrialization? [the middle class, the working class] How did the location of where people lived and worked change because of industrialization? [People left farms for jobs in mill towns and emigrated when factory economies slowed down or markets dried up.] From the program and from their general knowledge of history, ask students to identify some of the worst evils caused by industrialization. [dislocation, crowded slums, child labor] Ask students to imagine the daily lives of people forced to do factory work. Discuss Karl Marx's challenge to workers: "You have nothing to lose but your chains." Was that really true? Ask students to use verbal and visual examples from the program to support their viewpoints. Refer interested students to In-Depth Research: Extra History Study for further research on the industrial labor movement.
3. *"Manifest Destiny."* Who coined this phrase? [journalist John L. Sullivan] What did it mean to Americans at the time? [that God had ordained the United States to rule the whole continent] What war was Sullivan trying to encourage by using that phrase? [the Mexican-American War] Remind students that the United States reached from the Atlantic to the Pacific oceans at the end of this war. The U.S. now had a vast, "empty" territory to fill and develop. What new source of labor was arriving in America to help settle the land? [European immigrants] From this discussion, students should conclude that many of the people who settled the West were recent arrivals to the United States. Have students study maps for place names in states west of the Mississippi to check this conclusion.
4. *Industrialization and the Environment.* Ask students to identify the main source of energy for the industrial revolution. [steam power] From their general knowledge of science, have students describe how steam power works. [A source of energy is burned, which boils water and produces steam, which in turn moves the turbine or other mechanical part of a machine.] ¶ What was burned to provide steam power? [wood] From these facts and from their general knowledge of history, students should deduce that, as railroads and industry expanded, forests were depleted. Ask students to give another example of a new technology affecting the American environment. [Railroads, cattle drives, and barbed wire had a great effect on the Great Plains and the disappearance of the western frontier.] Refer interested students to In-Depth Research: Extra History Study for further study on the beginnings of the environmental movement, and to Cross-Curricular Explorations for further exploration of the effects of energy sources.
5. *Rethinking the Lead Story.* In light of the preceding discussion, rethink what the program

presented about the life and work of Walt Whitman. Ask students to identify how the news of Lincoln's assassination reached Brooklyn [by telegraph] and how Lincoln's coffin was carried. [by rail] Ask students to imagine Whitman's mixed feelings in April 1865: relief and joy at the end of the war combined with shock and sorrow at his hero's death.

¶ Ask students to recall Whitman's poem "The Wound Dresser" and contrast it with Tennyson's "Charge of the Light Brigade." Of what literary movement was Whitman a pioneer? [realism] How did Whitman learn about the reality of war? [He nursed wounded soldiers.]

¶ What made Whitman call the United States "a nation of nations"? [the flood of new immigrants arriving from many different places] What was Whitman's attitude toward the railroad? [patriotic pride] Ask students for examples that demonstrate how the United States had become a world power by the end of the nineteenth century. [victory in the Mexican-American and Spanish-American wars; inventions—especially in communications—such as the telegraph, telephone, and first electronic media]

CONTENT QUESTIONS: LITERATURE

1. What was the occasion for Whitman's poem, "When Lilacs Last in the Dooryard Bloom'd"? [the assassination of Lincoln]
2. What literary heroes were celebrated by Whitman and other writers of the Victorian era? [the ordinary citizen, the working person]
3. Who were some of the writers who protested against the harsh conditions created by industrialization? [Elizabeth Barrett Browning, Thomas Carlyle, Karl Marx, Charles Dickens, Victor Hugo]
4. What was the name of the political movement founded by Karl Marx? [communism]
5. What novelist was (and still is) the most famous writer of the Victorian era? [Charles Dickens]
6. Name the British and Russian writers who are contenders for the title of "the first modern novelist." [George Eliot, Fyodor Dostoyevsky]
7. Who wrote *The Adventures of Huckleberry Finn* and what kind of novel was it? [Mark Twain; a satire] What was Twain satirizing? [Americans' values and beliefs]
8. Identify the scientist who most threatened the religious certainties of the Victorians; name two of his works. [Charles Darwin, *On the Origin of Species*; *The Descent of Man*]
9. What popular topic was explored by Ibsen and Shaw during the late Victorian period? [class structure]
10. Who urged the United States to "take up the white man's burden"? [Rudyard Kipling]

H.O.T. TOPICS: LITERATURE

The following Higher Order Thinking questions should be presented in order to achieve maximum effectiveness. To jog students' memories and provide supporting details for general discussion, distribute copies of the Chronology of Literature Chart: The Victorian Era (page 14).

1. *Pulp Fiction.* What new technology literally created pulp fiction? [high-speed presses capable of handling the cheapest paper] What social movement increased the demand for pulp fiction. How did it do so? [public education; by creating almost universal literacy] What kinds of people led the literacy movement? [reformers, especially religious ones] How did this affect the content of popular literature? [It created a demand for "moral romances."] Have students speculate on some of the elements that might have appeared in a moral romance [pious sayings, good being rewarded, evil being punished, etc.] and discuss how those elements continue to appear on television and in other forms of popular entertainment. Refer interested students to In-Depth Research: Extra History Study for further exploration of this topic.
2. *Serial Fiction.* Remind students that Charles Dickens wrote many of his novels one chapter at a time, for the penny press. Ask students to speculate on how this practice affected the contents of the novels. [Students should conclude that chapters would tend to end with "cliffhangers," that writers would have to take great care with the threads of the plot, and that memorable characters would be a great help in keeping readers interested from week to week.] Have students compare these conventions with those of a television mini-series or soap opera. What devices do writers use to keep viewers coming back?

3. *Romanticism vs. Realism.* Ask students to recall examples from the program of romantic and realistic points of view. From the previous program, verbal and visual clues in this program, and from their general knowledge, ask students to identify some common formulas of romantic fiction. Discuss how these formulas might be adopted to press some point of view, such as Christian ideology or imperialist expansion. Ask students once again to recall the poems "The Wound Dresser" and "The Charge of the Light Brigade," this time concentrating on the ideology of the poems. Students should note that Tennyson's "Light Brigade" has a moral ["Theirs but to do or die"] while Whitman's poem does not, and conclude that the lack of a "moral" is one of the hallmarks of realism in literature. Refer interested students to Chronologies: Class Discussion and Extra Study for further exploration of both romanticism and realism among Victorian authors.
4. *Literature and Imperialism.* Ask students to recall the occasion for Kipling's phrase "take up the white man's burden." [He was urging the United States to enter the Spanish-American War.] In Kipling's outlook, who had been carrying this "burden"? [Great Britain] Discuss the phrase "to serve your captives' need" and the attitude it expresses. [Students should note how the phrase implies that captivity is justified because the lot of the captured person is improving.] Ask students to discuss how a native of India, Africa, or other imperial colony might feel about this attitude. What kind of native literature would develop as a reaction to this attitude? [native literature attempted to preserve local culture and encourage resistance to imperialist powers] Refer interested students to In-Depth Research: Extra Literature Study for further research on the world literature of the Victorian era.
5. *Literature and Progressivism.* Review the brief treatment of progressive ideology in the program and ask students to name some of the causes for which these social reformers campaigned. Ask students to predict how realistic fiction might have been used to further progressive causes. Refer interested students to Chronologies: Class Discussion and Extra Study; have students read novels of the progressive era (1890–1910) to find examples of such writings.

DISCUSSION: LINKING PARTS OF THE SERIES

If you are showing this program in chronological order with the other programs in this *History through Literature* series, use this review and discussion to prepare students for the next program.

1. Compare the wartime experiences of Lord Byron—the featured writer in the previous program, *Romanticism and Revolution*—with those of Walt Whitman. Students should note that Whitman's war experience was much more direct, inferring that his experience alone would have made Whitman a more "realistic" writer. How did the nature of warfare itself change between Byron's time and Whitman's? [It became more technologically advanced and therefore more deadly.]
2. From visual as well as verbal clues in the program, ask students to identify some other technologies that became more advanced during the nineteenth century. [agricultural machinery, railroads, printing presses, telegraphs, textile and other factory machinery] Discuss the cumulative effect of such changes on everyday life and work. Ask for examples of positive and negative effects of advancing industrialization, and then have students give examples of how the same positive and negative effects are continuing today. Use the ending of this program to discuss how our era—"the communications age"—began in late Victorian times with the invention of electrical communications machinery.
3. Discuss the term "progressive" and discuss how, by the end of the nineteenth century, the term had come to imply social as well as industrial progress. Identify some progressive causes and ask students to predict how those causes would be supported or attacked during the twentieth century.
4. Remind students that although capitalism triumphed in the nineteenth century, opposing factors—such as the labor movement, socialism, and communism—were also very active. Ask students to predict what would happen to both capitalism and communism during the next era—the first half of the twentieth century.

In-Depth Research

The following topics for further study will help students make connections between history and literature, between western and eastern history, and between the past and present.

EXTRA HISTORY STUDY

1. *The Civil War and Its Aftermath.* Have students research and report on already familiar aspects of American history in light of new insights gained from the program. Potential research areas might include the competition between African Americans and immigrants for jobs in northern cities; Reconstruction and the industrialization of the South; Native American displacement; and the industrialization—via railroads, barbed wire, grain elevators, and packing houses—of the meat and grain industries. Throughout, students should focus on the impact of these changes on ordinary citizens.
2. *The Rise of Nationalism.* Have students research the unification of Germany under Bismarck and Italy under Garibaldi. As part of their research, students should look for causes of the rise of nationalism—in these countries and throughout Europe—as well as consequences, especially in the face of British power.
3. *The Balkan Wars.* Suggest that students research the fighting among Serbs, Muslims, Greeks, Russians, and Ottoman Turks during the late nineteenth century, relating the events of those times to present conflicts in the same region.
4. *"The Sick Man of Europe."* The Ottoman Turkish Empire continued to weaken during the late nineteenth century. Have students research the Crimean War and other conflicts between the Ottomans, their neighbors, and the European powers. Consider forming study groups to investigate (a) reform movements within the Ottoman Empire; (b) conservative Muslim opposition to these reforms; and (c) the Turks' relationships with Britain and France and their role in the shifting balance of power in both Europe and Asia.
5. *Victoria and Albert.* Have students research Queen Victoria's role in shaping Victorian attitudes. A strong woman with strong attitudes and values, Victoria—and her beloved Albert—were fascinating symbols of their time.
6. *Jewels in the Crown.* Have interested students research the positive and negative effects of British rule on their colonies in India, Australia, Africa, and other places. What lasting effects are still evident today?
7. *Local History.* Ask individuals or study groups to investigate the history of your community or region during the Victorian era. Students should visit local landmarks and historical societies, find original documents, and prepare a multimedia presentation (local architecture might tell an interesting story) of their discoveries. Encourage students to connect the history they are discovering to the literature of the time (*e.g.*, by labeling their exhibits with quotations from popular Victorian writers).
8. *The Women's Rights Movement.* The women's rights movement was organized for the first time during the 1830s and 1840s. Suggest that students or teams research the pioneers of women's rights, focusing especially on their work after the American Civil War. Students' reports should connect the women's rights movement with the labor movement and other progressive causes.
9. *The Birth of Environmentalism.* Ask individual students or study groups to research and report on the pioneers of the environmental movement, including Audubon, Thoreau, Muir, and Theodore Roosevelt. Study groups could investigate the connections between the establishment of national parks and wilderness areas and other trends of the time, such as the settlement of the Great Plains and the forced relocation of Native Americans.

EXTRA LITERATURE STUDY

1. *The Work of Walt Whitman.* Assign individuals and teams to read and report on the works of Walt Whitman. Study groups should divide Whitman's work chronologically, comparing works written before the Civil War, during the War, during the 1870s (when his fame and influence were spreading, especially in Europe) and the 1880s (when he had become an icon). While students' reports should concentrate on reading and interpreting the literature, ask them also to look for connections between Whitman's words and specific events of his time.
2. *Formula Fiction.* Assign individuals or groups to read and report on popular fiction of the Victorian era. You might want to assign one genre to each study group, including Gothic and other romances, westerns, detective and mystery stories, and science fiction. Have students analyze the works not only as literature but as records of the history of their time. In their reports, have students tell what they learned about Victorian attitudes and ideas.
3. *Progressive Literature.* Have students find, read, and report on Victorian literature that tackled social problems. Students should use the Chronology of Literature Chart: The Victorian Era (page 14) to begin their research; Henry Mayhew's *London Labour and the London Poor* is a good place to start (see 1840–1849). Mayhew, a friend of Dickens and one of his major influences, was a pioneer of sociology. Jacob Riis's *How the Other Half Lives* is another classic. George Eliot's masterpiece *Middlemarch* has a heroine caught up in the social reform schemes of her time. Thomas Hardy, Emile Zola, and Leo Tolstoy are also important "pre-progressive" fiction writers.
4. *World Literature.* Assign individuals or study groups to research and report on the work of native writers in Asia, Africa, and the Americas, investigating how they reacted to industrial and imperial expansion. Latin American writers also produced many classic novels during the Victorian age. In Africa, Senegal and other nations began the literary traditions of Pan-Africanism. Since many works are still not available in English translations, you might want to give this assignment to students who speak Spanish, French, German, and other languages. This is an excellent opportunity for recently arrived immigrants to share their knowledge.
5. *The Community of Learning.* Suggest that students research the connections between writers mentioned in this program and (a) other writers and thinkers of their own times; (b) writers in the generations before them; and (c) writers in later generations. For example, George Eliot (Mary Ann Evans) began her career as a translator of controversial German theological and philosophical works by Strauss and Nietzsche; she was also a lifelong friend of philosopher Herbert Spencer. Charles Dickens was both a friend and an employee of detective story pioneer Wilkie Collins. There are dozens of other examples. Students might especially want to explore the later correspondence of Walt Whitman. As his fame grew, many aspiring writers, including Paul Laurence Dunbar and Emma Lazarus, sent him their poems. Lazarus's poem "The New Colossus," which was read at the dedication of the Statue of Liberty, was heavily influenced by Whitman.

Chronologies: Class Discussion and Extra Study

The chronologies of history and literature located on the following pages are designed both to summarize the era covered by the program and to motivate students to learn more about the era. Copy and distribute the chronologies to individual students or study groups. Use the pages for both in-class discussion and extra study assignments.

CHRONOLOGY OF HISTORY: THE VICTORIAN ERA

1. *Class Discussion: Drawing Conclusions.* Encourage students to restate key ideas and draw conclusions from details on the chart. The following are some conclusions they can draw.
   - Technology was developing rapidly during the Victorian era.
   - Events in far-flung places in the world were becoming more connected during the Victorian era.
   - The Ottoman Empire continued to weaken throughout the nineteenth century.
   - The Russian Empire expanded into former Ottoman territory throughout the nineteenth century.
   - Both the United States and the nations of Europe expanded their territories dramatically during the 1800s.
   - The labor movement grew in influence and organized itself across national boundaries during the late nineteenth century.
2. *Extra Study: Researching and Reporting.* Ask students to research and report on events listed on the chart. You might want to assign one continent to each study group and have group members choose from events in their column. You might also assign each group a time period and have group members file reports from different continents.

CHRONOLOGY OF LITERATURE: THE VICTORIAN ERA

1. *Class Discussion: Drawing Conclusions.* Encourage students to restate key ideas and draw conclusions from details on the chart. The following are some conclusions they can draw.
   - New scientific disciplines—such as geology, genetics, electrodynamics, and nuclear physics—developed during the Victorian era.
   - The social sciences—such as education, sociology, anthropology, and education—were established during the Victorian era.
   - During the Victorian era there were several important scholarly attacks on the Christian faith.
   - Evangelical Protestantism grew and spread worldwide during the Victorian era.
   - Much Victorian literature, both serious and popular fiction, is still familiar to us today.
2. *Extra Study: Researching and Reporting.* Ask students to research and report on writers and literary works listed on the chart. You might want to assign one literary category to each study group and have group members choose from writers and works in their column. You might also assign each group a time period and have group members file reports about developments in different categories of literature.

Chronology of History Chart: The Victorian Era

DATES	EUROPE	ASIA	AFRICA AND OCEANIA	AMERICAS
before 1830	Greeks fight independence war against Ottomans; Russia supports Serbian revolt; revolutions rock Spain, Portugal, Italy, Russia, & Ireland	Russia takes eastern Armenia & Azerbaijan from Persia & fights against Ottomans; British fight Burmese War & take Rangoon	Egypt occupies Sudan; U.S. founds Liberia; Fulani conquer Hausa states; Chamba warriors enter Cameroon; Shaka forges Zulu nation	Bolívar & San Martín win revolutions against Spain; Monroe Doctrine proclaimed; Missouri admitted as slave state; Mexico outlaws slavery
1830–1839	Revolutions rock France & Poland; Serbia gains independence from Ottomans; Victoria begins 60-year reign & Chartist movement begins (Britain)	Egypt takes Syria from Ottomans; Muhammad Ali founds new dynasty (Egypt); British occupy Mysore (India); British monopoly ends (China)	French occupy Algeria; Matabele Empire, Basuto, Swazi, & Tswana nations emerge in wake of Shaka Wars;	Over 2,000 miles of railroads built; Trail of Tears and Underground Railroad organized; Texas revolts against Mexico
1840–1849	Kossuth leads Hungarian independence struggle; riots, strikes, & revolts rock Paris, Berlin, Dresden, Prague, Vienna, Milan, Manchester, & other cities	Afghan, Sikh, & Punjab forces surrender to British; China signs first treaty with U.S.; British control Hong Kong	Liberia becomes republic; Yoruba people halt Fulani advance; Maori revolt against British (New Zealand)	U.S. fights Seminole War & Mexican-American War; U.S. labor, women's rights & temperance movements founded; gold found in California
1850–1859	Bessemer processes steel; Garibaldi begins fight for Italian independence; Fenian Brotherhood founded (Ireland); Prussia leads united Germany	Britain, France, Russia, Austria, & Ottomans fight Crimean War; Indians mutiny against Britain; Perry opens U.S.–Japan trade	Livingston reaches Victoria Falls; South African Republic established; Boers found Orange Free State; Boers & Basuto people struggle over territory	Fugitive Slave Act divides U.S.; Kansas-Nebraska Act opens Indian lands; Brown raids Harper's Ferry arsenal
1860–1869	Republic of Italy founded; Bismarck comes to power (Germany); Russia liberates serfs & suppresses Polish rebels; Marx founds workers association	civil war breaks out, (Afghanistan); 15-year Tai Ping Rebellion ends (China); Anglo-French alliance signs Treaty of Peking	French open Suez Canal; British invade Ethiopia, control Zanzibar, & annex Basutoland; Speke, Livingston, & Stanley explore interior	U.S. fights Civil War, emancipates slaves, buys Alaska, & builds railroad across continent; Juarez leads Mexicans against French occupation
1870–1879	Franco-Prussian War fought; Paris Commune crushed; Republican rebels defeated (Spain); Greece, Serbia, & Russia declare war on Turks	Ottoman Turks write constitution & open a parliament; Queen Victoria proclaimed as Empress of India; Japan opens railways	British buy Suez Canal from Egypt; British troops intervene in Ashanti wars; Zanzibar slave markets closed; Zulus resist British	U.S. fights western Indian wars; railroads, cattle drives, & hunters destroy buffalo herds; telephone, typewriter, & barbed wire invented
1880–1889	Austria, Italy, & Germany form Triple Alliance; Victoria celebrates 50 years of rule; Parnell fights for Irish Home Rule; Daimler & Benz invent auto	First Indian National Congress convened; France organizes Indo-Chinese Union; first political parties founded (Japan)	Berlin Conference carves up Africa; Mahdi defeats Gordon (Sudan); Belgium colonizes Congo; Germany takes Zanzibar, Tanganyika	Republic of Brazil proclaimed; labor unions in U.S. & Canada unite; Oklahoma opened to white settlers; electric light invented
1890–1899	British Labor party wins first seats in Parliament; Dreyfus Affair shakes France; Social Democrats adapt Marxism (Berlin); Pan-Slav Conference held	Turks massacre Armenians; France becomes protector of Laos; China-Japan War ends; U.S. takes Guam & Philippines from Spain	Ethiopians defeat Italian invasion; British found Rhodesia; British, Boers, & Africans fight in Orange Free State, Transvaal, & Matabeleland	Cuban rebels fight for independence from Spain; U.S. annexes Hawaii, fights Spanish-American War, & wins Cuba, Puerto Rico, Philippines
1900–1909	Edward VII succeeds Victoria; Russia crushes October Rebellion; Norway & Sweden separate; Sinn Fein party founded (Ireland)	Young Turks revolt against Ottomans; Russo-Japanese War fought; Manchu dynasty falls & Sun Yat-sen proclaims republic (China)	British annex Transvaal & Orange Free State as Boer Wars continue; Germans put down Hottentot revolt	T. Roosevelt elected president; progressive movement & major race riots sweep over U.S.; Wright brothers fly first airplane
after 1909	European powers fight World War I; Russian revolution overthrows czar; suffragettes make last push for votes; Irish win independence	World War I redraws map of Middle East; Gandhi begins campaign for Indian independence; slavery abolished (China)	Union of South Africa established; British & French acquire German territories; Egyptian nationalists revolt	Mexican Revolution fought; U.S. completes Panama Canal & introduces income tax; U.S. labor demands 8-hour work day

Chronology of Literature Chart: The Victorian Era

DATES	RELIGION, PHILOSOPHY	SCIENCE, EDUCATION, GEOGRAPHY	NONFICTION: GOVERNMENT, HISTORY	FICTION: POETRY, DRAMA, NOVELS
before 1830	Sunday School movement flourishes; Erskine, *Evidence for Truth of Revealed Religion*; Keble, *Christian Year*	Accum on adulteration of food; Lamarck on evolution; *Lancet*, medical journal, begins; Ampère on electricity	Lundy, *Universal Emancipation*; Walker, *Appeal to Colored Peoples*; Sequoyah, Cherokee alphabet	Scott, Cooper, Goethe, Stendhal, & Hugo, novels; Irving, stories; Byron, Wordsworth, Shelley, Keats, Heine, Poe, & Pushkin, poems
1830–1839	Joseph Smith, *Book of Mormon*; Finney, sermons; Strauss, *Life of Christ*; Schopenhauer, *On Will in Nature*	Frobel & Mann on education; Comte on sociology; Blumenbach on anthropology; Poisson on probability; Lyell on geology	Emerson & Carlyle, essays; Neibuhr, Carlyle, & Stevens on history; Bentham on law of nations; Garrison, *The Liberator*	Scott, Irving, Stendhal, Hugo, Balzac, Flaubert, & Gogol, novels; Pushkin, Heine, Tennyson, Poe, & Longfellow, poems; Andersen, fairy tales
1840–1849	Baur on biblical criticism; Gorres on Christian mysticism; spiritualist craze hits U.S.; Finney & Beecher, sermons	Waitz, *Foundation of Psychology*; von Mayer on thermodynamics; Humboldt on cosmos; Doppler on starlight; Helmholtz on energy	*Declaration of Rights of Women*; Prescott on Mexico & Peru; Douglass on abolition; Carlyle, Marx, Engels, Mayhew, & Mill on economics	Dickens, Sand, Dumas, Balzac, Melville, Hawthorne, & Brontë, novels; Lowell & Poe, poems & stories; Tennyson, Browning, & Heine, poems
1850–1859	Herzog on Protestant theology; Schaff on Church history; Finney, Beecher, & Sojourner Truth, sermons; J.S. Mill on utilitarianism	Spencer, *Social Statics* & *Principles of Psychology*; Chebyshev on primary numbers; Darwin, *Origin of Species*; Pasteur on germs	Douglass, biography, *North Star* newspaper, & orations; Thoreau, *Walden*; Emerson, Ruskin, Carlyle, Holmes, & Marx, essays	Dickens, Hugo, Melville, Hawthorne, Brontë, Dostoyevsky, & Eliot, novels; Longfellow, Tennyson, & Browning, poems; Turgenev, plays
1860–1869	Cardinal Newman, *Apologia*; Renan, *Life of Christ*; Spencer, *First Principles*; Hartmann, *Philosophy of the Unconscious*	Darwin on plant variation; Spencer on education & sociology; Huxley on science; Mendel on heredity; Lister on antiseptics	Bryce & Rowlinson on history; Marx, *Das Kapital*; Stephens on Constitution, Civil War; J.S. Mill & S. Anthony on women's rights	Dickens, Collins, Hugo, Flaubert, Dostoyevsky, Trollope, Eliot, Tolstoy, & Zola, novels; Whitman & Longfellow, poems; Ibsen, plays
1870–1879	Spencer, *Principles of Ethics*; Blavatsky founds Theosophical Society; Eddy, *Science and Health*; D.F. Strauss, *The Old Religion and the New*	Darwin, *Descent of Man*; Huxley on evolution & genetics; Schliemann, *Troy and Its Remains*	Still on history of Underground Railroad; Ruskin & Whitman, essays; Pater on Renaissance history	Collins, Eliot, Hardy, Trollope, Twain, Hugo, Verne, Flaubert, Dostoyevsky, Tolstoy, & Zola, novels; Whitman, poems; Ibsen, plays
1880–1889	Bakunin, *God and the State*; Nietzsche, *Thus Spake Zarathustra*; Tolstoy, *My Religion*; Moody, sermons; Huxley, *Agnosticism*	Bruer on hypnosis for psychoanalysis; Ward on sociology; Kelvin on atoms; Koch & Pasteur on vaccinations	Zamenhof on Esperanto, universal language; Whitman, essays; Marx, *Das Kapital II*; Carnegie on capitalism;	Twain, James, Hardy, Hugo, Dostoyevsky, Zola, Loti, & Doyle, novels; Whitman, Swinburne & Lazarus, poems; Ibsen, Shaw, & Strindberg, plays
1890–1899	Moody, sermons; Stead, *If Christ Came to Chicago*; Theosophical Society splits; Order of Golden Dawn founded	Roentgen on X-rays; Freud on hysteria & dreams; Langley on aerodynamics; Dewey on education; Ellis on psychology of sex	Marx, *Das Kapital III*; Webb, *History of Trade Unionism*; Herzl on Zionism; Bismarck, *Reflections and Memoirs*; Frazer, *Golden Bough*	Wilde, Twain, James, Hardy, & Zola, novels; Doyle, Sherlock stories; Dunbar, Yeats, & Kipling, poems; Shaw, Ibsen, Pinero, & Chekhov, plays
1900–1909	Bertrand Russell on Leibniz; William James, *Varieties of Religious Experience*; Moore, *Principia Ethica*	Freud, Jung, & Wundt on psychology; Planck on quantum theory; Marconi & Fessenden on radio waves; Curies on radiation	Weber on Protestant ethic and capitalism; W.E.B. Du Bois, *Souls of Black Folk*; Washington, *Up from Slavery*; Riis, *How Other Half Lives*	Gorki, Conrad, Dreiser, James, Mann, Wharton, & Sinclair, novels; Yeats & Rilke, poems; Shaw, Synge, Strindberg, & Chekhov, plays
after 1909	Thompson on miracles; Russell and Whitehead, *Principia Mathematica*; Husserl, *Phenomenology*; Buber, *Spirit of Judaism*	Freud, Adler, & Jung on psychoanalysis; Curie, Thomson, Bohr, & others on atomic theory	Lenin & Trotsky on communism; Sorel, Angell, & others on pacifism; Dewey, *Democracy and Education*	Conrad, Forster, London, Lawrence, Wharton, Galsworthy, & Ibánez, novels; literary circles in Harlem, Bloomsbury, & Paris

Cross-Curricular Explorations

These projects are designed to relate the ideas in the program to other areas of study; assign them to individuals and study groups according to students' interests and strengths.

1. *Victorian Science.* Research the new discoveries, inventions, and technologies that were changing people's lives and the environment during the Victorian era. If possible, arrange a study-center display demonstrating the scientific principles involved.
2. *Victorian Art and Music.* The Victorian spirit of imperialism and progress manifested itself in art and music as well as literature. Research the lives and works of Wagner, Mahler, Joplin, Sousa, and other Victorian musicians; also consider the lives and works of Pre-Raphaelites, impressionists, and other artists. Notice the similarities in philosophy, approach, and expression between Victorian art (or music) and literature. For example, both literature and music tended to be very long and fully developed.
3. *Multimedia Victoriana.* Hundreds of stories written in Victorian times are still read today, and even more are watched. With the help of movie and television guides, compile a list of where to see and watch Victorian literature on television and in movies.

Transcript

In April 1865, the poet Walt Whitman went home to Brooklyn, New York, for a much-needed rest. For two-and-a-half years, Whitman had nursed wounded and dying soldiers. Now the Civil War was over. Then came the dreadful news: President Lincoln was dead.

ROBERT PINSKY

Whitman had seen many young men die in pain when he worked as a nurse during the Civil War. The death of those young men and the death of Lincoln, assassinated, probably combined in Whitman's mind to make him realize that the symbol of spring, the lilac, would always partly for him also be a symbol of mourning as well as joy.

When lilacs last in the dooryard bloom'd,
And the great star early droop'd in the western sky in the night,
I mourn'd, and yet shall mourn with ever-returning spring.

"When Lilacs Last in the Dooryard Bloom'd"
—Walt Whitman

Walt Whitman called the United States "the greatest poem." Its genius, he declared, was in its common people.

Whitman was one of many writers who made the ordinary citizen into a literary hero. Ordinary lives underwent dramatic—often difficult—changes during Whitman's time: the Victorian Age.

The era is named for Queen Victoria, who ruled Great Britain from 1837 to 1901. During her reign, Britain led the world in both industrial **progress** and imperial might. At the height of British power, during the 1880s, Queen Victoria had direct rule over twenty-five percent of the people on Earth.

Industrial economies were expanding very rapidly. New technologies transformed how people traveled, grew their food, and got their news.

But industrialization had its drawbacks. In the early 1800s, thousands of workers had left farms where they had worked for generations, only to find miserable jobs in factories. Mill towns quickly became slum-filled cities.

SUSAN BALÉE

When people moved to the cities hoping to better their lives, nobody knew who they were anymore. They lived in slums and the only people that you could hope would take care of you if you were ill or dying would be some

institution. That's the great beginning of poor houses, insane asylums. People are suddenly being divided up between rich and poor, normal and abnormal.

Essayist Thomas Carlyle declared that the life of the lowest classes was worse than at any time in history.

It is not to die, or even to die of hunger, that makes a man wretched...But it is to live miserable...to work sore and yet gain nothing...

Democracy
—Thomas Carlyle

Karl Marx, the founder of international **communism**, called for an industrial labor **revolution**.

Workers of the world, unite! You have nothing to lose but your chains!

The Communist Manifesto
—Karl Marx

In 1848, revolutions led by angry workers did erupt in many cities, including Paris, Berlin, Prague, and Vienna. But **reform** came slowly. Children, especially, suffered. British poet Elizabeth Barrett Browning wrote of them:

...weeping in the playtime of the others.
In the country of the free...

"The Cry of the Children"
—Elizabeth Barrett Browning

SUSAN BALÉE

Children would work sixteen-hour days in factories, barely making enough money to keep themselves or their families. Children would often become separated from their parents. They'd be living on their own. Being poor in England was a crime. If you went bankrupt, you went to prison.

Protestant evangelicals and other liberals of the time campaigned against **child labor** and in favor of free public schools, **abolition** of **slavery**, temperance, and women's rights. These causes were spread worldwide by a growing **missionary** movement.

Britain and the United States were able to impose their values on others because they were expanding imperialist empires. Britain colonized Australia, New Zealand, and Hong Kong and conquered Afghanistan and northern India during the 1830s and '40s.

During those same decades, the United States deported Native Americans from the Southeast and Midwest, and took land from Mexico after winning the Mexican-American War. Arguing for the annexation of Texas in 1845, journalist John L. Sullivan spoke of "our **Manifest Destiny** to overspread the continent allotted by Providence."

The writers of the day were torn between pride in progress and nostalgia for the past. The **romantic** writers retained their popularity from the earlier 1800s by recalling a bygone era.

SUSAN BALÉE

The romantic poets often wrote about nature in its unspoiled state. And they wrote about the imagination and the individual because they saw those things beginning to disappear with the **industrial revolution**. They saw this kind of mindset where individuals became just so many people to work in a **factory**. And then as the century moves on by about the 1830s and '40s, you have a very popular type of literature called the Newgate novel. And Newgate was one of the prisons in London. It was the prison for the really terrible crimes, where the murderers went. And people were fascinated by these murderers—people who had kind of subverted nice Victorian society.

Gothic novels, adventure stories, lurid horror thrillers, detective tales—all these forms of romantic literature proliferated and became the world's first **pulp fiction**, named for the cheap paper that could be used on the newly invented high-speed printing presses.

The establishment of public education led, for the first time in history, to nearly universal literacy. The public education and **Sunday School movements**, actively supported by the deeply religious Queen Victoria, helped create a mass market of readers who wanted not only romance, but moral romance. A new industry of mostly women writers grew, churning out pious, love-stricken sentiments.

Actually, the mid-nineteenth century was the "golden age" of the novel, in all its forms.

Charles Dickens wrote almost all of his great novels for the pulp magazines—in serial form, one chapter at a time. Dickens, especially in his stories' endings, tended to be as sentimental as his readers demanded. But he revealed, as few writers had before, the grim everyday lives of the poor and working classes. Many of the characters he created are still far more real to us than people who actually lived in the Victorian Age.

There's Mr. Gradgrind, the worst kind of dry, narrow teacher:

> *What I want is Facts. Teach these boys and girls nothing but Facts. Facts alone are wanted in life. Plant nothing else, and root out everything else.*
>
> *Hard Times*
> —Charles Dickens

And there's the mean-spirited businessman, Mr. Chuzzlewit:

> *Here's the rule for bargains: "Do other men, for they would do you." That's the true business precept.*
>
> *Martin Chuzzlewit*
> —Charles Dickens

Dickens's most autobiographical character was David Copperfield, a boy who rises from a life of poverty.

Another French writer whose work showed great sympathy for common people was Victor Hugo. His novel *Les Miserables* chronicles the life of an ill-fated but good man who is tracked down for a small crime he committed years before.

Many of the best nineteenth-century novels transformed romantic conventions by making them more psychologically profound. Herman Melville's *Moby Dick* is only skeletally a novel about a sea adventure, the revenge of one man against a great white whale. It is really about the human search for meaning.

> *For as this appalling ocean surrounds the verdant land, so in the soul of man there lies one insular Tahiti, full of peace and joy, but encompassed by all the horrors of the half known life.*
>
> *Moby Dick*
> —Herman Melville

Emily Dickinson, unknown in her lifetime but now considered one of America's foremost poets, also struck darker, more realistic notes.

ROBERT PINSKY

> Emily Dickinson knew how to catch very subtle nuances of feeling, and she could do it with language that wasn't quite the old, traditional, religious language and wasn't quite the conventional language of writing about nature. She changed those languages, sometimes by putting them together.

> *There's a certain slant of light,*
> *Winter afternoons,*
> *That oppresses, like the heft*
> *Of cathedral tunes.*
>
> *Part II, Nature*
> —Emily Dickinson

Alfred, Lord Tennyson wrote what is probably the best-known example of Victorian verse. The occasion for the poem was a British attack during the Crimean War. In this war, Britain allied itself with its usual rivals, Turkey and France, against its usual ally, Russia. The war is now mostly remembered by a line in this poem.

> *Their's not to make reply,*
> *Their's not to reason why,*
> *Their's but to do and die:*
> *Into the valley of Death*
> *Rode the six hundred.*
>
> "The Charge of the Light Brigade"
> —Alfred, Lord Tennyson

It was during the Crimean War that Florence Nightingale and other women worked to improve the filthy and disease-ridden military hospitals. In the process, they founded modern nursing and earned greater respect for working women. When the United

States Civil War began, thousands of women as well as men left their homes to do hospital work. Their backbreaking tasks were described by their fellow nurse, Walt Whitman.

To grasp the difference between romantic and realistic writing, listen to Whitman's war poem.

Bearing the bandages, water and sponge,
Straight and swift to my wounded I go.
I am faithful, I do not give out,
The fractured thigh, the knee, the wound in the abdomen,
These and more I dress with impassive hand (yet deep in my breast a fire, a burning flame).

"The Wound Dresser"
—Walt Whitman

Whitman knew that the nation and the world had festering wounds that needed dressing as well.

Before the Civil War, slave-grown cotton from the South had supplied the textile mills of the northern states and Great Britain. At the same time, Britain encouraged emigration from Ireland and other poor areas to America, to relieve employment and population pressures. This flood of **immigrants** drove wages down in the United States, and drove up membership in labor unions and abolitionist groups because workers resented competing against cheap, and even slave, labor.

Cut off from the South by the Civil War, Britain developed its cotton fields in India instead. After the war, the main market for southern cotton was gone. Poverty and persecution in the postwar South drove many African Americans north, where they competed with new waves of immigrant labor from Europe. Blacks, whites, and new immigrants all joined the flood of **pioneers** to the West, which renewed the pressure on Native American lands.

Between 1862 and 1890, a series of wars between Indians and American soldiers either killed Native Americans outright or forced them off their lands and onto reservations. After being hounded across the West by the American army, Chief Joseph of the Nez Percé tribe said:

Our chiefs are killed.... The old men are all dead.... The little children are freezing to death. My heart is sick and sad. From where the sun now stands I will fight no more forever.

—Chief Joseph

Many writers noted cynically how religious beliefs were being manipulated to justify and perpetuate social evils. American novelist Mark Twain even nicknamed the late Victorian era the "Gilded Age," meaning that if you scratched beneath society's gaudy surface, you wouldn't find much of value. In Twain's satiric novel *Huckleberry Finn*, Huck Finn helps a slave named Jim escape. Huck reflects on how his action not only breaks the law but challenges local religious belief. Nevertheless, he decides to live by his conscience.

I studied a minute, sort of holding my breath, and then says to myself: All right, then, I'll go to hell.

The Adventures of Huckleberry Finn
—Mark Twain

But the writer who most threatened Victorian religious beliefs was a scientist, Charles Darwin. Darwin's theory of **evolution**, set forth in 1859 in *On the Origin of the Species*, boldly stated that humans had evolved from other animals in a slow process that had gone on for millions of years. Later, he wrote:

Man with all his noble qualities...still bears in his bodily frame the indelible stamp of his lowly origin.

The Descent of Man
—Charles Darwin

For the first time, people faced the possibility that there was no divine power to rescue the human race from disasters of its own making. German philosopher Friedrich Nietzsche announced, "God is dead."

This stark **realism** and the new scientific outlook transformed the Victorian novel from entertainment to serious philosophy.

Fyodor Dostoyevsky wrote many great, brooding novels that questioned Russia's and humanity's role in the modern world. His novel *The Brothers Karamazov* portrays three brothers who argue their religious ideas, from faith to atheism. One character says:

If you were to destroy in mankind the belief in immortality, not only love but every living force maintaining the life of the world would be dried up.

The Brothers Karamazov
—Fyodor Dostoyevsky

Mary Ann Evans, who wrote under the pen name of George Eliot, became one of the greatest late Victorian writers. She wrote of everyday life in rural England. Like *The Brothers Karamazov*, Eliot's masterpiece *Middlemarch* is a strong contender for the title "the first modern novel" because of its fully realized characters and its psychological and spiritual depth.

If we had a keen vision of all that is ordinary in human life, it would be like hearing the grass grow or the squirrel's heart beat, and we should die of that roar which is the other side of silence.

Middlemarch
—George Eliot

Meanwhile, the imperial race continued. In the 1880s, armed with the authority of modern guns and with new medicines to ward off tropical diseases, Britain, France, Belgium, and others scrambled to carve up Africa among themselves.

They also made colonial inroads in the Far East: France controlled Indochina, the British extended their Indian empire eastward into much of Burma, and the Dutch ruled most of the Indonesian islands.

British writer Rudyard Kipling was noted for his glorification of British global **imperialism**. But he addressed his most famous poem to the Congress of the newest world power, the United States. The poem's purpose was to urge the United States to enter the imperialistic Spanish-American War. This short war, fought in 1898, left the U.S. in control of Puerto Rico, Guam, and the Philippine Islands.

ROBERT PINSKY

It isn't easy for us to try to imagine the state of mind that would use, earnestly and sincerely, language urging a political adventure—sending soldiers into another country—by talking without irony—really meaning it—about serving your captives' needs as a duty. Kipling writes in his poem "The White Man's Burden":

Take up the White Man's burden,
Send forth the best ye breed,
Go, bind your sons to exile
To serve your captives' need.

"The White Man's Burden"
—Rudyard Kipling

Similarly confining stereotypes about other races, classes, and genders were the ugly reality of everyday life among the Victorians. The job of exposing these attitudes fell to writers.

African American poet Paul Laurence Dunbar wrote of the realities of living in a white world.

We wear the mask that grins and lies,
It hides our cheeks and shades our eyes,
This debt we pay to human guile;
With torn and bleeding hearts we smile,
And mouth with myriad subtleties....

"We Wear the Mask"
—Paul Laurence Dunbar

Norwegian playwright Henrik Ibsen examined the hypocrisy and restrictive morality of middle-class life. His play *A Doll's House* sent shock waves through the literary community because its heroine, Nora, walks out on her spineless husband.

Our house has never been anything but a playroom. I have been your doll wife, just as at home I was Daddy's doll child. And the children in turn have been my dolls.... That's been our marriage, Torvald.

A Doll's House
—Henrik Ibsen

SUSAN BALÉE

So what you see happening is this image of woman who's fragile and loves her children and doesn't work and isn't interested in the intellectual pursuits of men—you see it beginning to change in literature. And you start to have what's known as the strong-minded woman heroine, and she needs to come into being because it is no longer economically feasible to have a woman who doesn't work.

But all late Victorian literature was not this serious, though it was scientific. Jules Verne created the science fiction novel during the late Victorian period. And Sir Arthur Conan Doyle's Sherlock Holmes stories are typically late Victorian in their belief in law and order, science, and logic.

By the start of the twentieth century, American inventors put practical science to work in communications and transportation, with inventions like the telephone. People could look back proudly and look ahead confidently toward more progress in the century to come.

Some writers, though, had doubts about the future. Playwright George Bernard Shaw wondered if there was not an emptiness at the core of it all.

> *We have no more right to consume happiness without producing it than to consume wealth without producing it.*
>
> *Candida*
>
> —George Bernard Shaw

Other writers dreamed of replacing industrial **capitalism** with a more just, humane society. These last words were written by Victor Hugo on the wall of the room where he died in 1885.

> *I represent a party which does not yet exist: the party of revolution, civilization. This party will make the twentieth century. There will issue from it first the United States of Europe, then the United States of the World.*
>
> —Victor Hugo

Hugo and other dreamers like him could not foresee that such a future could only arrive—if it came at all—on the far side of many difficult, and even terrible, years.

Consultants for the Series

Susan Balée, B.A., M.A., Ph.D.

Professor, author, commentator, editor, lecturer

- Primary fields of study: nineteenth-century British literature and popular culture; literature of the American south; American literature
- Published in: *The Hudson Review*; *The Philadelphia Inquirer*; *PMLA Forum; The Georgia Review; Victorian Studies*
- Notable achievements: founding editor, *Northeast Corridor*

Christopher Medwin Edens, B.A., Ph.D.

Archaeologist, professor, researcher

- Primary fields of study: evolution of complex societies; political economy of pre-modern states; center-periphery relations; archaeology of western Asia; lithic technologies
- Recent research: Tell Billa excavation in northern Iraq; lithic analysis for the Hacinebi Tepe (Turkey) project; investigation of Bronze Age in highland Yemen
- Published in: *Journal of World Prehistory*; *Anatolica*; *Arabian Archaeology and Epigraphy*; *Archaeological News; American Anthropologist*
- Notable achievements: Robert H. Dyson Post-Doctoral Fellow in Near Eastern Archaeology; American Research Institute in Turkey/National Endowment for the Humanities grant recipient; consultant to new Saudi Arabian National Museum project in Riyadh

Edward Peters, B.A., M.A., Ph.D.

Professor, author, editor, reviewer

- Primary fields of study: early European history; church history; legal history; intellectual and political history; cultural history
- Author of: *Torture* (1985, rev. 1996); *Inquisition* (1989); numerous books and articles
- Notable achievements: general editor, *The Middle Ages* series (University of Pennsylvania Press); ACLS Fellow; Guggenheim Fellow; fellow, Royal Historical Society; fellow, Medieval Society of America; curator, Henry C. Lea Library

Robert Pinsky, B.A., M.A., Ph.D.

Poet, professor, lecturer, reviewer, editor

- Author of: *History of My Heart* (1984); *Poetry and the World* (1988); *The Inferno of Dante* (1995); *The Figured Wheel: New and Collected Poems 1966-1996* (1995); many other titles
- Published in: *Antaeus; The New Yorker*; *The Paris Review*; *The Norton Anthology of Modern Poetry*; *The Atlantic*; *The New York Times Book Review*
- Notable achievements: Poet Laureate of the United States; poetry editor, *Slate* (an Internet magazine); poetry editor, *The New Republic*; Pulitzer Prize in Poetry nominee; Lenore Marshall Award winner; Ambassador Book Award winner; William Carlos Williams Award winner; Woodrow Wilson, Fulbright, N.E.H., N.E.A., and Guggenheim Fellowships

Rosalind Remer, B.A., M.A., Ph.D.

Professor, reviewer, lecturer, educational consultant

- Primary fields of study: eighteenth-century American economic and business history/history of the book; social, cultural, and economic history of colonial and revolutionary America and the early republic
- Author of: *Printers and Men of Capital: The Philadelphia Book Trade in the New Republic* (1996)
- Published in: *Pennsylvania Magazine of History and Biography*; *Journal of the Early Republic*; *Business and Economic History*; *William and Mary Quarterly*
- Notable achievements: director of programs and planning, National Constitution Center; many awards and fellowships, including an Andrew W. Mellon Foundation research fellowship

Irene Bald Romano, B.A., Ph.D.

Archaeologist, museum and educational consultant, professor, lecturer

- Primary field of study: classical archaeology
- Archaeological excavations: Gordion (Turkey), Corinth (Greece), Pollentia (Alcudia, Mallorca), Deya (Mallorca)
- Co-author of: *Catalogue of the Classical Collections of the Glencairn Museum* (1998)
- Published in: *Expedition; Hesperia; The Coroplast's Art: Greek Terracottas of the Hellenistic World*
- Awards and grants: University of Pennsylvania Research Foundation Award; American Philosophical Society grant; National Endowment for the Humanities grant

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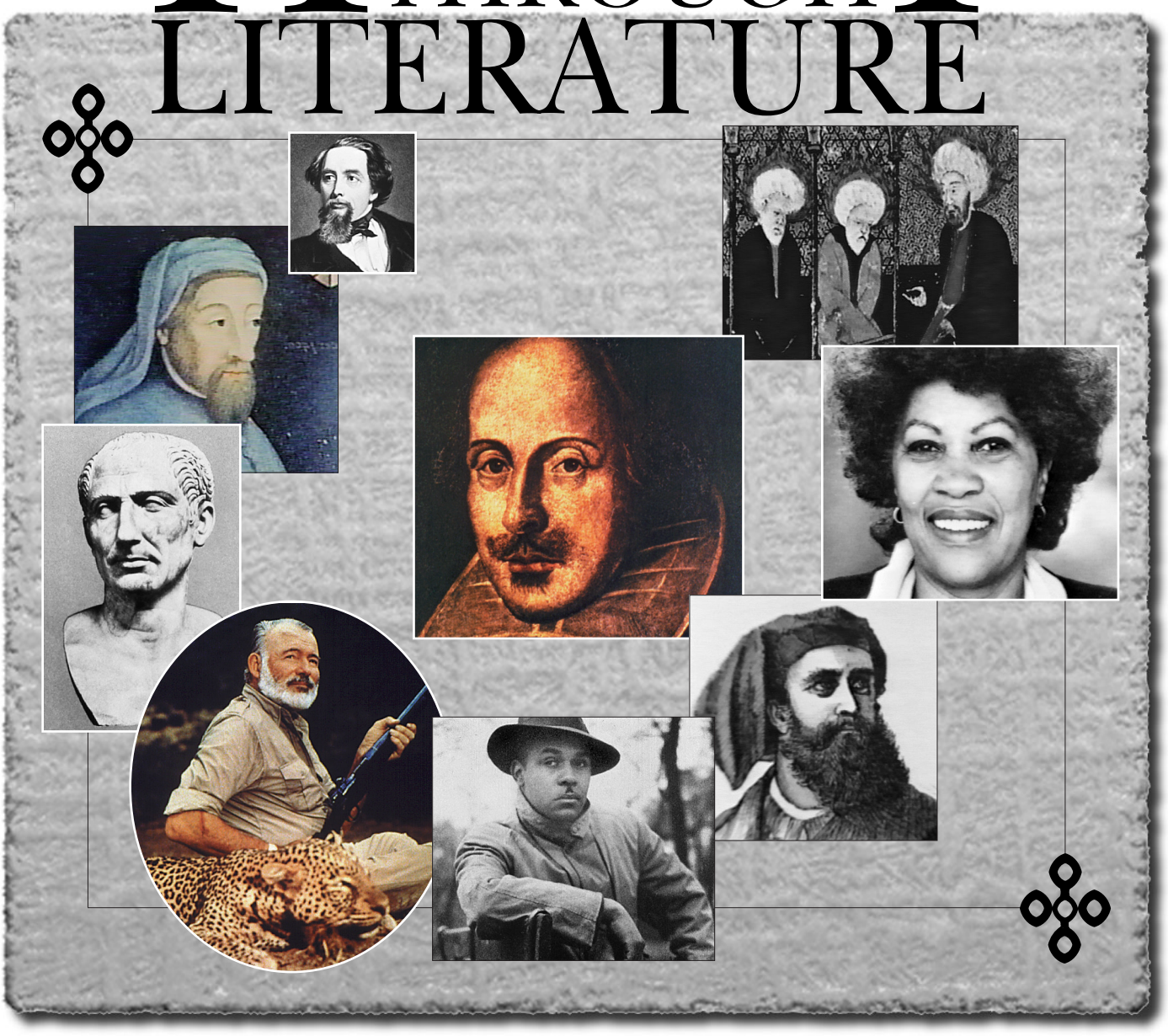

World Wars and the Quest for Order: The Early 20th Century

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History through Literature
World Wars and the Quest for Order: The Early 20th Century

Program #CL941-CV ***Running Time: 26:49***

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Intended for students in junior high school and above. This program is closed captioned.

Summary

World Wars and the Quest for Order: The Early 20th Century is part of a 12-video *History through Literature* series that examines the connections between historical events and the literary figures and works of each era. Other titles in this series are listed on the back of this Teacher's Guide.

The opening scene of *World Wars and the Quest for Order: The Early 20th Century* takes place in early 1918 when, along with thousands of other "Yanks," Ernest Hemingway fought in World War I. His experiences began a writing career that would span the Spanish Civil War, World War II, and the cold war. Hemingway's career paralleled the first half of the twentieth century.

The century began with hope and a belief in technology, progressive ideas, and science. This "age of innocence" ended with World War I. The program briefly discusses the forces and alliances that led to the war and then describes the fighting through the writing of Wilfred Owen.

World Wars and the Quest for Order: The Early 20th Century next describes the war's end and its political aftershocks: the Russian Revolution and its communist takeover, other revolutions worldwide, reforms in Turkey, the start of Gandhi's independence struggle in India, and the women's suffrage movement in the United States and Britain. With examples and quotes from Hemingway, F. Scott Fitzgerald, James Joyce, and other writers, the program then shows how the literature of the 1920s reflected the moral uncertainty of society, the search for new human language and identity, and a growing sense of African cultural pride, activism, and nationalism.

The program then defines the Great Depression and describes how it affected life in the United States, quoting works by John Steinbeck and Richard Wright. The American political experience is compared with that of Italy, Japan, Russia, Spain, and Germany, where the political extremes of fascism and communism triumphed during the Depression years. The program describes Hitler's rise to power and the alliances that led to World War II.

Three major campaigns of World War II—in the Pacific, north Africa, and Stalingrad—are described, as is the horror of the Holocaust. John Hersey's writing describes the dropping of atomic bombs on Japan, which ended the war.

The program concludes with a brief look forward to the postwar years, especially to the development of the "cold war" between the United States and the Soviet Union. Ernest Hemingway, it is noted, also became caught up in this ideological conflict, losing his home in Cuba to the communist revolution.

Intended Audience

This program is designed for students in junior high school and above.

Presenting the Program

To prepare a lesson plan to accompany the presentation of this video, review the suggestions outlined below. You will find all of the sections mentioned in the Table of Contents of this Teacher's Guide.

1. Familiarize yourself with the video and the sections of this Teacher's Guide.
2. Introduce students to the video, using one or more of the Pre-Viewing Suggestions to relate the upcoming information to what they already know. As a final activity, it may be helpful to introduce new names and vocabulary words—especially those with difficult spelling and pronunciation—by using the chalkboard or overhead projector.
3. Have the students watch the video in its entirety and without interruption.
4. Check for understanding by discussing and reviewing the information, vocabulary words, and concepts presented in the video by using the History and/or Literature Post-Viewing Suggestions, including the H.O.T. Topics (Higher Order Thinking), which delve into many related subjects and concepts.
5. If time permits, have students watch the program a second time, pausing at points of interest for discussion.
6. As guided independent practice, choose and assign some of the In-Depth Research suggestions.

Learning Objectives

After watching this program and completing the activities, students will be able to:

- List some of the important world history events during the early twentieth century, especially World War I and II (see History in the Program);
- List some European and American authors who lived and wrote during the early twentieth century (see Literature in the Program);
- Explain the cause-and-effect relationship between World War I, the postwar recovery of Germany, and World War II;
- Identify key inventions of the early twentieth century and describe the social effects of these inventions;
- Identify the extreme right- and left-wing ideologies—fascism and communism—that divided the world between 1900 and 1950;
- Explain, using examples, how literature reflected the uncertainty and tragedy of the two world wars and the decades between them;
- Describe the United States' participation in the two world wars; and
- Describe the rise of the United States and the Soviet Union as world powers and ideological rivals.

History in the Program

The following events and trends from world history are specifically mentioned in the program's narration. They are listed below in roughly the order that they occurred in history. More events are outlined in the Chronology of History Chart: The Early 20th Century (pages 14 & 15).

Decline of Ottoman and Austro-Hungarian empires
Unrest in the Balkan nations
The progressive movement, including women's suffrage
Inventions of the automobile and airplane
Opening of the Panama Canal
Introduction of psychoanalysis
Outbreak of World War I
United States' entry into WW I
Outbreak of the Russian Revolution
Takeover of Russian Revolution by communists
Geographic and political aftereffects of World War I
End of Ottoman Empire (Turkey)
Beginning of independence struggle (India)
Granting of women's right to vote (Britain and U.S.)
The literary and social scene in Paris between the wars
The rise of the consumer society in the United States
The stock market collapse of 1929
The Great Depression
The rise of Japanese power
The rise of Italian fascism under Mussolini
Stalinist rule of the Soviet Union
The Spanish Civil War
Rise of Adolf Hitler
Rearmament of Germany
Outbreak of World War II
American victories in the Pacific
Allied victories in north Africa
Allied victory at Stalingrad
Bombing of civilian targets
Murder of Jews and others in Nazi death camps
End of war in Europe
Atomic bombing of Japan
Positive and negative aftermath of World War II
Development of the cold war between the United States and the Soviet Union

Literature in the Program

The following authors and works of literature are specifically mentioned in the program's narration. The works are listed in roughly the order in which they are cited. More authors and works are listed in the Chronology of Literature Chart: The Early 20th Century (pages 16 & 17).

Ernest Hemingway, "We were in a garden at Mons"; *The Sun also Rises; A Farewell to Arms*; *The Old Man and the Sea*
Wilfred Owen, "The Anthem for Doomed Youth"
Gandhi, remarks on nonviolence
T.S. Eliot, *The Waste Land*
William Butler Yeats, "The Second Coming"
James Joyce, *Finnegan's Wake*; *Ulysses*
e e cummings, "Portraits"
W.E.B. Du Bois
Langston Hughes
Zora Neale Hurston
Countee Cullen
F. Scott Fitzgerald, *The Great Gatsby*
John Steinbeck, *The Grapes of Wrath*
Richard Wright, *Native Son*
Adolph Hitler, *Mein Kampf*
Dylan Thomas, "The Hand that Signed the Paper Felled the City"
John Hersey, *Hiroshima*

Key Words and Concepts

Most of these vocabulary words are in the Transcript, where they appear in bold type the first time they are used.

atomic bomb
anti-Semitism
balance of power
blitzkrieg
capitalist
civil rights
civilian
cold war
colonial
collectivization
communist
concentration camp
consumer
cynic
expatriate
fascist
front
Great Depression
Harlem Renaissance
Holocaust
idealist
journalist
lost generation
nationalist
Nazi
nonviolent
Pacific theater
Pan-Africanist
progressive
psychoanalysis
quagmire
Bolshevik
rearmament
republican
Roaring '20s
Social Security
stock market crash
trenches
typography

Pre-Viewing Suggestions

DISCUSSION: LINKING PARTS OF THE SERIES

If you are showing this program in chronological order with the other programs in the *History through Literature* series, or if you want to provide background for students who may have missed the previous program, lead this review and discussion.

1. The previous program, *Imperialism and Progress: The Victorian Era*, described the period from 1830 to 1910, the so-called "Victorian era." Discuss the reason for this name. For what ruler was the nineteenth century named? [Queen Victoria of Great Britain] Give some reasons why Queen Victoria was able to impose her personal values on the world. [She ruled for more than 60 years over the most powerful empire on Earth. She had direct rule over as many as 25% of the world's people.] Ask students to recall the maps they saw in the last program. By the end of the nineteenth century, over what parts of the world did Great Britain rule? [colonies in Africa; most of India; colonies in southeast Asia and China; British Honduras; Jamaica; Bahamas; Canada as part of Commonwealth] Ask students to watch how Great Britain used its power in the early twentieth century.
2. The last program identified two weakening empires that were upsetting the balance of power in Europe and Asia. What were they? [the Austro-Hungarians and Ottoman Turks] Remind students that the forces that were weakening these empires included nationalist revolutions and the expansions of Russia and Germany. Ask students to watch for the results of those trends during the twentieth century.
3. What continent did the European powers carve up during the late Victorian era? [Africa] Review the wars Great Britain fought in Africa [the Zulu wars, the Boer Wars] and their results. [British control of southern Africa] Remind students that in the discussion following the last program, they were asked to predict the effects of colonialism on native peoples of Africa. Ask them to listen and watch carefully for clues to what was happening in Africa during the early twentieth century.
4. Ask students to recall the period engravings and photographs seen in the last program and to identify some of the technological advances of the Victorian era. [railroads; reapers, tractors, and other farm machines; telegraph and telephone; high-speed printing presses; increasingly advanced factory machinery] Lead a general discussion about how each new technology made everyday life move more quickly. For example, discuss how railroads aided the North during the Civil War by rapidly moving troops and materials. Review some of the new technologies present at the end of the Victorian era [electric lights, electrical machinery, movies, phonographs] and ask students to predict how technology

would evolve during the next decades. From their general knowledge of history, students will probably mention the automobile, airplane, and radio. Ask them to watch for how these new technologies were applied during the first half of the twentieth century.

5. How did the United States become a world power during the Victorian era? What new territories did it add? [California and the states of the Southwest from Mexico; Alaska from Russia; Hawaii, Cuba, Puerto Rico, and the Philippines from Spain] As with Great Britain, ask students to watch for the "national fortunes" of the United States during the first half of the twentieth century.

DISCUSSION: INTRODUCING THE PROGRAM AND ITS KEY WORDS AND CONCEPTS

1. Introduce the title *World Wars and the Quest for Order* and speculate on the meaning of its terms. Have students look for reasons for the label "world wars" as they watch the program. Suggest that they also note the reasons why some felt a new "quest for order" was needed.
2. Introduce the Key Words and Concepts and ask students to define the words they know, looking up unfamiliar words in a dictionary. Have students listen for the terms as they use the program. Pay special attention to the different ideological groups who tried to "establish order" in various places (*e.g.*, communists, fascists, nationalists, Pan-Africanists, nonviolent followers of Gandhi).

Post-Viewing Suggestions

CONTENT QUESTIONS: HISTORY

1. When did World War I take place? [from 1914 to 1918]
2. What was the major cause of World War I? [territorial and power struggles in eastern Europe]
3. What nation joined the war near its end and turned the tide against Germany? [the United States]
4. What great power—one of the Allies fighting against Germany—experienced a major revolution toward the end of World War I? [Russia]
5. What was Russia's new name after this revolution and what ideology prevailed in the renamed nation? [the U.S.S.R., or Soviet Union; communism]
6. What was the name of the extreme right-wing movement that swept over Europe after World War I? [fascism]
7. Name four nations that were taken over by fascism during the 1930s. [Italy, Spain, Germany, and Japan]
8. What nations allied themselves against the fascist nations during World War II? [the United States, Great Britain, France, and the Soviet Union]
9. What economic upheaval in the 1930s caused many people worldwide to lose their jobs and homes? [the Great Depression]
10. What was the Holocaust? [the systematic murder of Jews and other "enemies of the race" by the Nazi government of Germany]
11. What new weapon was first used to force Japan to surrender, ending World War II? [the atomic bomb]
12. What was the military result of World War II? [the defeat of the fascist powers]

H.O.T. TOPICS: HISTORY

The following Higher Order Thinking questions should be presented in order to achieve maximum effectiveness. To jog students' memories and provide supporting details for general discussion, distribute copies of the Chronology of History Chart: The Early 20th Century (pages 14 & 15).

1. *Communications Technology.* What was the fastest way to send messages at the end of the 1800s? [by telephone] What was the fastest way to send written messages? [by cable, or telegraph] What new forms of communication were invented during the late 1800s and early 1900s? [movies, phonographs, radio] Ask students to recall some of the program's visuals that showed fighting in World War I. Lead a general discussion on the effect these moving pictures had on people in the United States and other places far away from the war. [Students should note that films would have

made war seem more real, less romantic.] Have interested students explore how radio technology and propaganda movies helped the Allies win World War II.

2. *Technology and Warfare.* Review some of the new technologies seen in the program and discuss how they affected warfare. Review the definition of trench warfare and why it got bogged down. [Advances were difficult against machine-gun fire and chemical weapons.] Recall a newer weapon that appeared in the pictures of American troops in the war. [the airplane] Students should be able to reason that airplanes helped destroy trenches and thus win the war. What nation provided air power for the fascists in Spain in 1936? [Germany] From this fact, students should conclude that Germany had armed itself with the latest military technology less than 20 years after the end of World War I. What other new weapon besides the airplane did the Germans use in the "lightning war" of 1939? [advanced tanks] From pictures seen in the program and reference books, ask students to identify other types of advanced weaponry used in World War II. [aircraft carriers, battleships, tanks, advanced machine guns, bombers and bombs, the atomic bomb] Remind students that the trend toward more sophisticated weapons has continued to this day. Discuss the effects of advanced weaponry in making warfare both more deadly and more impersonal. (A good way to conclude this discussion would be a complete reading of Dylan Thomas' poem "The Hand that Signed the Paper Felled the City.")
3. *The Quest for Order.* Identify the extreme right-wing "law and order" movement that arose during the 1920s in Italy. [fascism] Ask students to suggest reasons why fascism would have such appeal at that time. [the devastation, dislocation, and economic instability that followed World War I] Review the extreme left-wing ideology that arose in Russia during same period. [communism] Ask students to recall Russia's losses in World War I. From these facts, students should conclude that the same postwar problems that led to fascism in Italy, Spain, and Germany led to communism in Russia. Ask students to discuss why the United States, Great Britain, and other democracies would oppose both communism and fascism. [Students should specifically identify both those movements as totalitarian.] In addition to democracy, what alternatives to totalitarianism were hinted at in the program? [nonviolence, as advocated by Gandhi; Pan-Africanism, as developed by W.E.B. Du Bois and others] Refer interested students to In-Depth Research: Extra History Study for further exploration of fascism, communism, and nonviolence.
4. *The World Wars and the Balance of Power.* Ask students to review where the major battles of the two world wars were fought. What continent was the major battleground for both wars? [Europe] What two empires, which had been weakening during the nineteenth century, disappeared after World War I? [the Austro-Hungarian and Ottoman empires] What military power allied itself with those nations during World War I? [Germany] Lead students to recognize that, because of its alliance during the war, Germany, even though defeated, would still have strong influence in former Austro-Hungarian and Ottoman lands. Students should conclude that the destruction of these two empires by the war was one of the factors that led to rapid rearmament of Germany.
¶ Discuss Adolph Hitler's program for Germany and ask students to suggest some reasons why the program appealed so strongly to the German people. [Students should reason that many Germans longed for a return to their former days of power and influence.]
¶ What nation fought in both world wars while suffering no attacks on its own mainland? [the United States] Lead students to reason that the devastation of Europe by the two world wars led to the decline of Britain, France, and Germany as world powers, and that the resulting vacuum was filled by the United States, which helped win both wars. Ask students why they think the United States allied itself with the Soviet Union, a communist totalitarian state, during the war. Refer interested students to In-Depth Research: Extra History Study for further exploration of World War II military alliances.

5. *World War II and the Cold War.* Ask students to name the two nations that emerged as superpowers after World War II [the Soviet Union and the United States] and to identify their opposing political systems. [democratic capitalism and communism] Which nation was more technologically advanced at the start of the cold war? [the United States] What ideological advantage did the Soviet Union have as a result of the war? [The war defeated fascism, the right-wing opposite of left-wing communism.]
6. *Rethinking the Lead Story.* In light of the preceding discussion, rethink what the program said about Ernest Hemingway's life and work. On what new technology did Hemingway's war work depend? [the automobile] How did Hemingway's war experiences change him? [He turned from idealism to cynicism.] Ask students if they think Hemingway's attitude change was unusual. [Not at all. On the contrary, it was shared by many writers and others in the period between the wars.]
   ¶ Remind students that Hemingway served as a journalist during the Spanish Civil War and World War II. What new technologies might Hemingway have used in his reporting? [radio and film] Discuss the roles of these media in turning Hemingway into a literary celebrity, not just a writer.
   ¶ Review what the program showed about the end of Hemingway's career. In what "hot spot" of the cold war did Hemingway live? [Cuba] How did Hemingway become a victim of the cold war? [He lost his home after the Cuban revolution brought the communists to power.] Remind students that Hemingway was a lifelong opponent of fascism and ask them to speculate on his probable attitude toward communism. Refer interested students to In-Depth Research: Extra Literature Study for further exploration of these and other details of Hemingway's life.

CONTENT QUESTIONS: LITERATURE

1. What two early novels made Ernest Hemingway famous? [*The Sun Also Rises*, *A Farewell to Arms*]
2. Name two writers who wrote about their experiences in World War I. [Ernest Hemingway, Wilfred Owen]
3. Name two writers who lived and worked in Britain during the 1920s and 1930s. [William Butler Yeats, T.S. Eliot]
4. Name at least two writers who lived and worked in France during the 1920s and 1930s. [Ernest Hemingway, James Joyce, e e cummings, F. Scott Fitzgerald]
5. Name at least two writers who lived and worked in the United States during the 1920s and 1930s. [W.E.B. Du Bois, Countee Cullen, Jean Toomer, Zora Neale Hurston, John Steinbeck, Richard Wright, William Faulkner]
6. What was the name of New York's African American cultural movement at this time? [the Harlem Renaissance]
7. What happened to writers in the Soviet Union during the 1930s? [Like all Soviet citizens, they were subject to ruthless purges, arbitrary imprisonment, and death at the hands of Stalin and his secret police.]
8. Name two writers from the 1920s and 1930s who experimented with the basic structure of language. [James Joyce, e e cummings]
9. What was the title of the book in which Adolph Hitler explained his fascist philosophy? [*Mein Kampf*]
10. Name at least two writers who wrote about the human side of World War II. [Ernest Hemingway, Dylan Thomas, John Hersey]
11. What novel helped Hemingway win the Nobel Prize for Literature? [*The Old Man and the Sea*]

H.O.T. TOPICS: LITERATURE

The following Higher Order Thinking questions should be presented in order to achieve maximum effectiveness. To jog students' memories and provide supporting details for general discussion, distribute copies of the Chronology of Literature Chart: The Early 20th Century (pages 16 & 17).

1. *Innocence and Experience: World War I.* Remind students that the twentieth century began with great optimism and belief in technological and social progress. Read this excerpt from "The Soldier" by Englishman Rupert Brooke.

If I should die, think only this of me:
That there's some corner of a foreign field
That is forever England....

¶ Have students characterize Brooke's outlook [nationalistic, naive, "gung ho"] and explain that Brooke died early in the war. Then, from the Transcript, reread the fragment of poetry by Englishman Wilfred Owen (page 20). Ask students to compare the world views of these two poems.
¶ Next, read this excerpt from Erich Maria Remarque's *All Quiet on the Western Front*.

Monotonously falls the rain. It falls on our heads and on the heads of the dead up the line.... It falls on Kemmerich's grave; it falls in our hearts.

¶ Have students analyze the tone of these excerpts. What experiences may have led to the different outlooks of these writers? [the physical frustrations of the front and in the trenches; the technological horrors of World War I] Have students recall that the United States entered the war fairly late and that the war was not fought on its territory. From these perspectives, students should expect that the work of writers like Hemingway, who experienced the war firsthand, would be more pessimistic than the work of American writers who did not experience the war firsthand. Refer interested students to In-Depth Research: Extra Literature Study to test this theory.

2. *"The Lost Generation."* Tell students that Gertrude Stein, an American writer who lived in France, coined this name. What did it refer to? [a group of American expatriate writers who lived and worked in Paris in the time between the two world wars] What had this generation "lost"? [a sense of purpose in life] How did the work of Hemingway exemplify this attitude? [It projected the cold, emotionless nature of high-tech warfare.] Read this excerpt from Hemingway's "Soldier's Home."

"Don't you love your mother, dear boy?"
"No," Krebs said.
His mother looked at him across the table. Her eyes were shiny. She started crying.
"I don't love anybody," Krebs said.

¶ Discuss how years of warfare could lead to such deadening of the emotions. Then have students draw parallels between Hemingway's battle-shocked soldier and the victims of wars, terrorism, and torture today. Help students grasp how this deadening of feelings prolongs the cycle of violence.
¶ Have interested students find other excerpts from the works of Gertrude Stein and other "lost generation" authors that illustrate this point.

3. *African American Literature and Culture.* The program points out that many African American writers "found themselves" during the time of "the lost generation." What two cities were cultural centers of Pan-Africanism? [New York and Paris] What were some of the ideas of the negritude, or Pan-African, movement? [African cultural pride, nationalism, civil rights] What do we call the African American cultural and literary scene in New York? [the Harlem Renaissance] Remind students of the new media—radio and movies—that grew in popularity during the 1920s and '30s. Students should reason that Pan-Africanism and other ideas of W.E.B. Du Bois and other writers spread from Harlem to the rest of black America by means of the radio. Refer interested students to In-Depth Research: Extra Literature Study for further exploration of this topic.
4. *Realism and Escape.* Ask students for adjectives to describe the work of Hemingway and the other wartime writers whose work was quoted in the program. Elicit the term "realistic" to describe these writers' cold, emotionless approach. What new technologies for transmitting fiction gained widespread popular acceptance during the first half of the twentieth century? [radio and movies] Would students expect these media also to reflect the pessimistic outlook of Hemingway, Franz Kafka, and others? Students' answers will vary, especially among film buffs. Many films of the 1930s do reflect the grimness and uncertainty of the intrawar period. On the other hand, the '30s were a time when outrageously escapist, rags-to-riches romances were wildly popular. After

a discussion of some of the reasons escapist literature was popular, assign students projects from In-Depth Research: Extra Literature Study and Cross-Curricular Explorations to explore further the topic of popular literature during the first half of the twentieth century.

DISCUSSION: LINKING PARTS OF THE SERIES

If you are showing this program in chronological order with the other programs in this *History through Literature* series, use this review and discussion to prepare students for the next program.

1. Compare the wartime experiences of Ernest Hemingway, the featured writer in *World Wars and the Quest for Order: The Early 20th Century* with those of Walt Whitman. Students should note that both Hemingway and Whitman took care of war wounded. Hemingway's service, like his war, was more automated. Have the class compare how firsthand wartime experiences affected the work of the two writers. [In both cases, the horrors of war produced realistic, nonromantic writing.] Compare Whitman's feelings for his country with Hemingway's. [Whitman was patriotic and proud of America; Hemingway was an expatriate most of his life.]
2. From visual as well as verbal clues in the program, ask students to compare society in Hemingway's and Whitman's time. Students should note that Hemingway's world was faster and more deadly than Whitman's, recognizing that World War I was the watershed that separated even the most realistic Victorians from modern writers.
3. Discuss the differences and similarities between the outlook of Whitman's poem, "When Lilacs Last in the Dooryard Bloom'd" and Wilfred Owen's poem, "The Anthem for Doomed Youth." Students should note that both poems mourn the war dead. Whitman's poem, however, lacked the anger and bitterness of Owen's work. Refer interested students to In-Depth Research: Extra Literature Study for further comparisons.
4. Discuss the term "progressive" and how, by the end of the nineteenth century, the term had come to imply social as well as industrial progress. Identify some progressive causes and ask students to recall what happened to those causes during the first half of the twentieth century. [women and minority workers made gains as a result of both world wars; some progressive goals were incorporated in Roosevelt's New Deal; women gained the right to vote; African Americans became more active in their search for civil rights]
5. Review the political upheavals that followed World War I. [revolutions in Russia and many countries, the end of the Austro-Hungarian and Ottoman empires, the rise of fascist and communist totalitarianism] Next, compare the two world wars in very general terms. [included many of the same main combatants; fought over much of the same ground, especially in Europe; involved European territories around the world] From these comparisons, ask students to predict what would happen to the world in the immediate aftermath of World War II. Students should conclude that the post-World War II world would be beset by upheavals similar to those that followed World War I.
6. Review how World War II devastated the Soviet Union and ask students to speculate on how it was possible for the Soviet Union to compete with the United States after the war. Students should conclude that an amazing economic recovery must have taken place in the Soviet Union in the years immediately following the war.

In-Depth Research

The following topics for further study will help students make connections between history and literature, between western and eastern history, and between the past and present.

EXTRA HISTORY STUDY

1. *Revolutions Worldwide.* Have students research and report on the revolutions that occurred in the years immediately following World War I, focusing on the new nations that were formed in Russia, Turkey, Ireland, Mexico, and the Middle East. Since many of the governments established are still in power today (in Saudi Arabia, for example), students' reports should connect post-World War I history with present-day events.
2. *The Balkan Wars.* Suggest that students research the fighting among Serbs, Muslims, Greeks, Russians, and Ottoman Turks during the late nineteenth century, relating the events of those times to the beginning of World War I and to present conflicts in the same region. Students' reports should include notes on why that region's location and geography make it strategically important.
3. *The Consumer Society.* The mass production of automobiles, phonographs, radios, household appliances, and other consumer goods led the United States to become the world's first consumer-driven economy during the 1910s and 1920s. Have individuals or study groups research the effects of such consumerism on the job market and on society in general. Study groups should be assigned to follow the experiences of African Americans, immigrants from Europe, Mexico, and Asia, and other groups as they related to this new electronic world. Have students study the popular magazines of the 1920s and 1930s as well as early examples of advertising, discussing the advertising industry's role in keeping the consumer economy going.
4. *Pan-African History.* Suggest that students research and compare the experiences of colonized Africans and African Americans during the first half of the twentieth century. Comparisons should be made in terms of economic opportunity, racial prejudice and legal discrimination, quality of leadership, and goals. Students' reports should note the numerous connections between African American and African colonial writers, especially due to the work of W.E.B. Du Bois.
5. *Women's History.* Women finally gained the right to vote in the years following World War I. Suggest that individual students or study groups research and report on the final events leading to women's suffrage and on how women voters used their new political power. Assign study groups to research the causes with which women voters were involved during the 1920s and 1930s, including general political organizing, the labor movement, the world peace movement, and the temperance movement. Other study groups can discuss the changing roles and responsibilities of working women.
6. *Military Alliances in World War II.* Why did the United States and the Soviet Union fight on the same side in the two world wars and then end up ideological enemies? Assign individuals or study groups to research this topic further, beginning with a review of wars and alliances in the nineteenth century. Wars that should be examined include the Balkan Wars, the various Russo-Turkish wars, and the Boer War, all of which affected the balance of power and helped bring on World War I. For World War II, assign groups of allied nations to individual study group members: European Axis powers, Asian and other Axis powers, European Allied powers, Asian and other Allied powers, and neutral nations. Students' reports should mention why nations formed these alliances, including historical and geographic reasons.
7. *Local History.* Ask individuals or study groups to investigate the history of your community or region during the early twentieth century. Students should visit local landmarks and historical societies, find original documents, and prepare a multimedia presentation of their discoveries. Encourage students to label their exhibits with quotations from popular books, radio programs, magazines, and movies, making other connections between the history they are discovering to the literature of the

time. A substantial percentage of American students are descendants of refugees who arrived in the United States because of World War I, the Great Depression, and World War II. If you have such students in your class, ask them to share their family histories.

EXTRA LITERATURE STUDY

1. *The Work of Ernest Hemingway.* Assign individuals and study groups to read and report on the works of Ernest Hemingway. Study groups should divide the work chronologically, comparing works written after World War I (when his fame and influence were spreading, especially in Europe), works written during the 1940s (when he worked as a war reporter), and works written during the 1950s (when he won the Nobel prize and became an icon, legendary for eating in every restaurant and drinking in every bar in Florida). While students' reports should concentrate on reading and interpreting the literature, ask them also to look for connections between Hemingway's words and specific events of his time.
2. *Noncombat Writers.* How did the work of writers who experienced combat compare with the work of writers who did not? Assign individual students or study groups to explore this question, using the Chronology of Literature Chart: The Early 20th Century (pages 16 & 17) to help choose the writers. Students should compare writers' relative optimism/pessimism and idealism/cynicism; students should also compare the kinds of details these authors chose to write about.
3. *Ideologies for Order.* The program mentions five ideologies—democratic capitalism, nonviolence, Pan-Africanism, fascism, and communism—that surfaced in the "quest for order" that followed World War I. Have individuals or study groups research the history of these and other major ideologies of the early twentieth century, including socialism, populism, and progressivism. In their reports, students should name the major leaders and writers associated with each ideology, identify nations or societies in which each ideology was proffered, and tell how the ideology persists today. As you assign topics to study groups, be sure not to overlook more traditional ideologies, such as major world religions.
4. *World Literature.* Assign individuals or study groups to research and report on the work of native writers in Asia, Africa, eastern Europe, and the Americas during the early twentieth century. Since many works are still not available in English translations, you might want to give this assignment to students who speak Spanish, French, German, and other languages. This is an excellent opportunity for recently arrived immigrants to share their knowledge. Other works—such as the world-famous *All Quiet on the Western Front*, by Erich Maria Remarque, a German writer who emigrated to the United States after Hitler's takeover, and the psychological works by Austrian-Czech writer Franz Kafka—are readily available in English.
5. *The Community of Learning.* Suggest that students research the connections between writers mentioned in this program and (a) other writers and thinkers of their own times, (b) writers in the generations before them, and (c) writers in later generations. Use the literary circles of Paris and New York, described in the program, as starting points. An especially fruitful area of study might involve Walt Whitman's influence on writers of the early twentieth century.

Chronologies: Class Discussion and Extra Study

The chronologies of history and literature located on the following pages are designed both to summarize the era covered by the program and to motivate students to learn more about the era. Copy and distribute the chronologies to individual students or study groups. Use the pages for both in-class discussion and extra study assignments.

CHRONOLOGY OF HISTORY: THE EARLY 20TH CENTURY

1. *Class Discussion: Drawing Conclusions.* Encourage students to restate key ideas and draw conclusions from details on the chart. The following are some conclusions they can draw.
   - Technology developed rapidly because of the two world wars.
   - Both World War I and World War II were fought in the same places in Europe.
   - The Ottoman Empire and Austro-Hungarian Empire both ended after World War I.
   - Wars and unrest continued in the former Austro-Hungarian and Ottoman lands throughout the period between the wars.
   - The United States sent troops to several Latin American and Caribbean nations during the first half of the twentieth century.
   - The labor movement grew in influence and further organized itself during the early twentieth century.
   - The international peace movement was organized early in the twentieth century.
   - Both fascism and communism gained power in the aftermath of World War I.
   - The Great Depression of the 1930s resulted in worldwide suffering.
2. *Extra Study: Researching and Reporting.* Ask students to research and report on events listed on the chart. You might want to assign one continent to each study group and have group members choose from events in their column. You might also assign each group a time period and have group members file reports from different continents.

CHRONOLOGY OF LITERATURE: THE EARLY 20TH CENTURY

1. *Class Discussion: Drawing Conclusions.* Encourage students to restate key ideas and draw conclusions from details on the chart. The following are some conclusions they can draw.
   - The Nobel Prizes were established early in the twentieth century.
   - The period around the two world wars produced several important new philosophers as well as many new writers.
   - The international literary scene became more interconnected during the early twentieth century.
   - Many twentieth-century writers worked in more than one medium.
   - A substantial percentage of writers during the early twentieth century wrote about the experience of war.
   - Novels were more widely read than poetry or plays during the early twentieth century.
2. *Extra Study: Researching and Reporting.* Ask students to research and report on writers and literary works listed on the chart. You might want to assign one literary category to each study group and have group members choose from writers and works in their column. You might also assign each group a time period and have group members file reports about developments in different categories of literature.

Chronology of History Chart: The Early 20th Century

DATES	EUROPE	ASIA
before 1900	British Labor party wins first seats in Parliament; Dreyfus Affair rocks France; Zionist, Pan-Slavic, & Peace conferences held; German socialists adopt Marxism; anarchist kills Austrian empress; Benz builds auto; Marconi invents radio	Ottoman Turks massacre Armenians; Turkey & Greece fight over Cyprus & Crete; France rules Laos; Japan wins war with China; U.S. takes Guam & Philippines from Spain; Philippines demand independence; Boxers organize (China)
1900–1904	Edward VII succeeds Victoria; Austria, Italy, & Germany renew Triple Alliance; Italian & Serbian monarchs murdered; Russian socialists form Menshevik & Bolshevik parties; transatlantic wireless service begins	Germans build Middle East railroads; Abdul Aziz conquers central Arabia from Turks; Japan wins Russo-Japanese war; Boxers rebel against Europeans (China); Commonwealth of Australia founded
1905–1909	Britain & Germany build armaments; Norway & Sweden split; Austria annexes Bosnia-Herzogovina; Russia crushes October Rebellion; first workers' Soviet formed; Sinn Fein party founded (Ireland)	Young Turks' revolt against Ottomans; Anglo-Persian oil company begins drilling; Aga Khan founds All-India Muslim League; Sun Yat-Sen leads anti-Manchu revolt; France & Japan agree to open door in China
1910–1914	suffragettes demand vote (Britain); Portugal becomes republic; Kaiser asserts German "place in sun"; SS *Titanic* sinks; Balkan League defeats Turkey in Balkan Wars; World War I starts	Saudi conquests reach Persian Gulf; Gandhi returns to India; Japan signs trade treaties with U.S., Britain; slavery abolished, Manchu dynasty falls, & Sun Yat-Sen proclaims republic (China)
1915–1919	World War I bogs down in trench warfare, U.S. troops arrive; armistice signed; Easter Rebellion in Ireland; Russian Revolution overthrows czar; czar and family executed; Czechoslovakia & Yugoslavia formed; Mussolini founds fascists	World War I: Britain controls Mesopotamia & Palestine; Balfour Declaration supports Zionists; Saudis defeat Rasheed rivals; Trans-Siberian railroad completed; China enters war on U.S. side; Red armies invade Crimea
1920–1924	Irish Free State founded; League of Nations & Hague international court formed; Bolsheviks win Russian civil war; Hitler organizes & starts acts of terror, attempts coup; Mussolini and fascists take over Italy	boundaries of Turkey, Syria, Palestine, Egypt, & Transjordan drawn; Kemal declares Turkish Republic; Reza Khan takes over Iran; Gandhi leads independence struggle & is imprisoned (India)
1925–1929	fascists come to power (Portugal); 52-nation conference on economics held (Geneva); German economy collapses; Socialists riot (Austria); Josephine Baker stars in "Jazz Age" (Paris); Kellogg-Briand Act pledges peace; Stalin rules Soviet Union	Arabs attack Jewish settlers (Palestine); Ibn Saud made king of Arabs; Lebanon made republic; Reza Khan comes to throne (Persia); oil discovered (Iraq); Chinese elect Chiang Kai-shek president
1930–1934	Spain declared a republic; last Allied troops leave Germany; Nazis assume power & build first death camps (Germany); Hitler & Mussolini meet; U.S.S.R. suffers famine; Stalin begins purges & builds dams & canals with forced labor	Saudi Arabia named; U.S. oil firms open Saudi industry; Gandhi leads anti-tax "March to the Sea"; Japan leaves League of Nations & invades Manchuria; Mao Tse-tung begins Long March (China)
1935–1939	Edward VIII abdicates, George VI crowned (Britain); civil war in Spain won by fascists; Germans occupy Rhineland; Chamberlain & Hitler meet; Jews attacked on Kristallnacht; Nazis invade Poland & start World War II	All-India Congress Party wins elections; Gandhi champions Untouchables; Chinese nationalists & communists unite against Japanese invaders; Japan sinks U.S. gunboat off China & clashes with Russia; Liberals force constitution (Siam)
1940–1944	France, Belgium, Norway, & Netherlands fall to Nazis; Soviets take Baltic republics; Germans invade Russia & crush Jewish uprising in Warsaw; D-Day begins final Allied offensive; Soviet troops retake Poland, Crimea, & Ukraine	U.S. speeds up oil fields in Saudi Arabia; Japan conquers Philippines, Dutch East Indies, & Hong Kong; U.S. & Britain open Burma Road; U.S. leads Pacific naval offensive, retaking Guam & Iwo Jima; Gandhi arrested by British (India)
1945–1949	Allies defeat Germany; United Nations holds first session (London); Nuremberg Trials punish top Nazis; NATO formed; Marshall Plan fuels European economic recovery	U.S. drops atomic bomb & Japan surrenders; state of Israel formed; British grant Transjordan & India independence; Hindu-Muslim civil war erupts; Gandhi assassinated
1950–1954	Britain develops atomic bomb; Stalin dies; Soviets develop atomic bomb, open first nuclear power plant, & send troops to East Germany, Poland, Hungary, Yugoslavia, & Czechoslovakia	Vietnamese defeat French; communists occupy Hanoi; U.N. troops fight Korean War; Japan begins economic recovery; SEATO formed; U.S. signs pact with nationalist China
after 1955	Warsaw pact signed; Soviets build Berlin Wall	U.S. begins training South Vietnamese troops

Chronology of History Chart (continued)

AFRICA AND OCEANIA	AMERICAS	DATES
Ethiopians defeat Italian invasion; Kitchener fights Mahdi's forces (Sudan); British found Rhodesia and Ndebele & Shona revolt; British fight Boer Wars (South Africa); Zanzibar abolishes slavery; French rule Madagascar	Ford builds autos; new immigration & lynchings of blacks reach record numbers; gold miners rush to Yukon; Cubans declare freedom from Spain; U.S. annexes Hawaii, fights Spanish-American War, & wins Cuba & Puerto Rico	before 1900
British conquer northern Nigeria; British annex Orange Free State & Transvaal & win Boer Wars; Mombasa–Lake Victoria rail war opens; Germans put down Hottentot revolt	McKinley assassinated; T. Roosevelt becomes president; immigration levels rise; Texas oil boom starts; Progressive movement flowers; Wright brothers fly first airplane; U.S. acquires Canal Zone; Colombia gets dictator	1900–1904
France & Spain divide Morocco; Leopold gives Congo to Belgium; Union of South Africa founded; British crush Zulu revolt; Gandhi organizes Indians in South Africa; British colonials limit Asian settlers in Kenya	IWW (Wobblies) founded; financial panic & major race riots sweep U.S; Pure Food and Drug Act passed; immigrant quotas set; Model T Fords appear; NAACP founded; U.S. troops occupy Cuba; civil war sweeps Mexico & Honduras	1905–1909
Italy defeats Turks (Tripoli); Premier Butros Ghali killed (Egypt); Diagne starts freedom movement (French West Africa); French Congo renamed French Equatorial Africa; African National Congress (ANC) founded (South Africa)	Triangle factory fire kills women workers; Wobblies & other unions organize strikes; women, Africans, Hispanics, & Native Americans form civil rights groups; Díaz, Zapata, & Madero fight Mexican civil war; U.S. Marines land (Veracruz)	1910–1914
Diagne gets French citizenship for elite west Africans; head tax imposed in Belgian Congo; Du Bois organizes first Pan-African Congress; Crown Land Ordinance claims African lands (Kenya)	Pancho Villa raids U.S.; U.S. occupies Haiti & Dominican Republic; National Park Service & KKK founded (U.S.); U.S. joins World War I & ratifies alcohol Prohibition; Garvey movement at its height in Harlem & Jamaica	1915–1919
Britain grants limited independence to Egypt; Nigeria National Democratic Party founded; west African leaders hold Accra Congress; Kikuyu people organize & leader Thuku imprisoned (Kenya)	women get vote, first radio stations open, stock market & illegal alcohol boom, KKK spreads (U.S.); Caranza assassinated and Huerta & Obregón rule (Mexico); Pan-American Treaty signed; Hoover heads FBI	1920–1924
Diagne joins colonial administration; Firestone Co. signs rubber agreement (Liberia); French expand rubber plantations (Equatorial Africa); Nigerian market women protest; Kenyatta joins Kenya freedom struggle	Randolph organizes black porters; Scopes trial judges evolution; organized crime grows; Lindbergh flies solo across Atlantic; phone service crosses Atlantic; talking films invented; stock market crashes; Great Depression begins	1925–1929
Haile Selassie (Ras Tafari) becomes emperor (Ethiopia); French arrest Matswa (French Equatorial Africa); League of Nations condemns forced labor (Liberia); Nationalist (Boer) party organized (South Africa); Thuku released (Kenya)	FDR becomes U.S. president & launches New Deal; veterans protest; TVA brings electricity to rural South; Prohibition repealed; first analog computer invented; Scottsboro Boys case begins; miners strike (Kentucky)	1930–1934
Mussolini invades Ethiopia; Nationalists demand independence (Sudan); Diouf replaces Diagne as native leader (French West Africa); Nigerian Youth Movement begins; black & white voting separated (South Africa)	Roosevelt signs Social Security Act; first analog computer invented; Scottsboro Boys tried & jailed; Kentucky miners continue strike; Route 66 opens; TV shown at world's fair; Lima Conference unites Americas against fascism	1935–1939
British & U.S. lead Allies in north Africa campaign; Tubman brings reforms to Liberia; Free French resistance organized from French Equatorial Africa	Trotsky assassinated (Mexico); Japan attacks Pearl Harbor; U.S. joins war, steps up weapons production, puts Japanese Americans in camps, & integrates Army	1940–1944
Nationalist (Boer) Party institutes apartheid (South Africa); Kenyatta returns to Kenya & organizes freedom struggle	"Great Migration" of African Americans to northern cities begins; first Freedom Rides held in South	1945–1949
Egypt declared a republic; Kambangu, religious leader, dies after 30-year detention (Congo); Soviets & U.S. draw African freedom struggles into cold war	McCarthy holds anti-communist hearings in Senate; Brown vs. Board of Education outlaws school segregation	1950–1954
More than 30 European colonies declare independence by 1960; South Africa steps up apartheid	Fidel Castro heads communist government (Cuba)	after 1955

Chronology of Literature Chart: The Early 20th Century

DATES	RELIGION, PHILOSOPHY, ETHICS	NONFICTION: HISTORY, BIOGRAPHY, SCIENCE
before 1900	Stead, *If Christ Came to Chicago*; Booth, *In Darkest England and the Way Out*	Lloyd, *Wealth against Commonwealth*; Frazer, *Golden Bough*; Marx, *Das Kapital*; Webb, *History of Trade Unionism*; Herzl, *Der Judenstaat*; Ellis, *Studies in the Psychology of Sex*; Veblen, *Theory of the Leisure Class*
1900–1904	W. James, *Varieties of Religious Experience*; Moore, *Principia Ethica*	Key, *Century of the Child*; Weber, *Protestant Ethic and the Spirit of Capitalism*; Freud, *Interpretation of Dreams*; Washington, *Up from Slavery*; Du Bois, *Souls of Black Folk*; Da Cunha, *Os Sertos*; Steffens, *Shame of the Cities*
1905–1909	Santayana, *Life of Reason*; Hobhouse, *Mind in Evolution*; James, *Pragmatism* & *A Pluralistic Universe*	Angell, *Great Illusion*; Colette, *Vagabond*; Adams, *Education of Henry Adams*; Beirce, *Devil's Dictionary*; Ryan, *A Living Wage*; Cadbury, *Labor in Portuguese West Africa*
1910–1914	Thompson, *Miracles in the New Testament*; Husserl, *Phenomenology*; Whitehead, *Principia Mathematica*	Angell, *Great Illusion*; *Concise Oxford English Dictionary*; Fisher, *Purchasing Power of Money*; Goddard, *Kallikak Family*; Montessori, *Montessori Method*; Johnson, *Autobiography of an Ex-Colored Man*
1915–1919	Russell, *Mathematical Philosophy* & *Mysticism and Logic*; Buber, Spirit of Judaism	Terman, *Measurement of Intelligence*; Strachey, *Eminent Victorians*; Huizinga, *Waning of the Middle Ages*; Mencken, *American Language* & *Prejudices*; Reed, *Ten Days that Shook the World*; Spengler, *Decline of the West*
1920–1924	Alexander, *Space, Time, and Deity*; McTaggart, *Nature of Existence*; Wittgenstein, *Logico-Philosophus*; Buber, *I and Thou*; Barth, *Word of God and Man*; Schweitzer, *Philosophy of Civilization*	Freud, *Ego and the Id*; Van Loon, *Story of Mankind*; Webb, *Decay of Capitalist Civilization*; Stern-Rubarth, *Propaganda as a Political Weapon*; Ortega y Gasset, *Theme of Our Time*; Breton, *Manifesto of Surrealism*
1925–1929	Heidegger, *Being and Time* & *What is Philosophy?*; Whitehead, *Function of Reason*; Durant, *Story of Philosophy*	Locke, *New Negro*; Stein, *Making of Americans*; Keynes, *End of Laissez-Faire*; Woolf, *A Room of One's Own*; Hitler, *Mein Kampf*; Jones, *Autobiography of Mother Jones*; Mead, *Coming of Age in Samoa*; Lynd, *Middletown*
1930–1934	Dewey, *Philosophy and Civilization*; Spengler, *Mankind and Technology*; Barth, *Christian Dogmatics*; Jaspers, *Philosophy*; Jung, *Modern Man in Search of a Soul* & *Psychology and Religion*; Whitehead, *Adventure of Ideas*	Freud, *Civilization and Its Discontents*; Johnson, *Negro in American Civilization*; Keynes, *Treatise on Money*; Trotsky, *History of the Russian Revolution*; Benedict, *Patterns of Culture*; Ortega Y Gasset, *Revolt of the Masses*
1935–1939	Niebuhr, *Moral Man and Immoral Society*; Picard, *Flight from God*; Jaspers, *Suffering and Existence*; Ayer, *Language, Truth, and Logic*	Carnegie, *How to Win Friends and Influence People*; Lerner, *It Is Later than You Think*; Dinesen, *Out of Africa*; Toynbee, *Study of History*; Yutang, *My Country and My People*; Hayakawa, *Language in Action*
1940–1944	Ayer, *Foundations of Empirical Knowledge*; Santayana, *Realms of Being*; Niebuhr, *Nature and Destiny of Man*; Sartre, *Being and Nothingness*; Mumford, *Condition of Man*; Fromm, *Escape from Freedom*; Lewis, *Screwtape Letters*	West, *Black Lamb and Grey Falcon*; Croce, *History as the Story of Liberty*; Agee and Evans, *Let Us Now Praise Famous Men*; Myrdal, *An American Dilemma*; Brenan, *Spanish Labyrinth*; Wylie, *Generation of Vipers*
1945–1949	Buber, *For the Sake of Heaven* & *Moses*; Webb, *Religious Experience*; Inge, *Mysticism in Religion*; Tillich, *Shaking of the Foundations*; Revised Standard Version of Bible appears	Wright, *Black Boy*; Benedict, *Chrysanthemum and Sword*; de Beauvoir, *The Second Sex*; Potter, *Gamesmanship*; Weiner, *Cybernetics*; Spock, *Baby and Child Care*; Anne Frank, *Diary*
1950–1954	Ortega y Gasset, *Man as Utopist Creature*; Niebuhr, *Christ and Culture*; Buber, *Chassidic Message*; Peale, *Power of Positive Thinking*; Heidegger, *Introduction to Metaphysics*; Raven, *Natural Religion and Christian Theology*	Lowenthal, *Federal Bureau of Investigation*; Reisman, Denny, & Glazer, *Lonely Crowd*; Weiner, *Human Use of Human Beings*; Skinner, *Science and Human Behavior*; Wright, *Black Force*; Chambers, *Witness*
after 1955	Paton, *Modern Predicament*; Wilson, *Dead Sea Scrolls*; Ayer, *Revolution in Philosophy* & *Problem of Knowledge*; Barth, *Dogmatics*; Teilhard de Chardin, *Phenomenon of Man*	Dennis, *Auntie Mame*; Whyte, *Organization Man*; Kennedy, *Profiles in Courage*; Pollock & Weber, *Revolution of the Robots*; Smith, *Where Did You Go? Out. What Did You Do? Nothing*; White, *Elements of Style*

Chronology of Literature Chart (continued)

FICTION: POETRY, DRAMA	FICTION: NOVELS, STORIES	DATES
Dunbar, *Majors and Minors*; Yeats, *Poems*; Chekhov, *Sea Gull*; Ibsen, *Hedda Gabler* & *Master Builder*; Shaw, *Arms and the Man* & *Candida*; Wilde, *Importance of Being Earnest*; Housman, *A Shropshire Lad*; Jarry, *Ubu Roi*	Twain, *Pudd'nhead Wilson*; H.G. Wells, *Time Machine*, *Invisible Man*, & *War of the Worlds*; James, *Turn of the Screw*; Tolstoy, *Resurrection*; Crane, *Red Badge of Courage*; Hope, *Prisoner of Zenda*; Zola, *Trilogy of the Three Cities*	before 1900
Barrie, *Peter Pan*; Shaw, *Man and Superman*; Masefield, *Salt Water Ballads*; Chekhov, *Uncle Vanya*, *Three Sisters*, & *Cherry Orchard*; Strindberg, *Dance of Death*; Synge, *Riders to the Sea*; Jimenez, *Almas de violeta*	O. Henry, *Cabbages and Kings*; Dreiser, *Sister Carrie*; London, *Sea Wolf* & *Call of the Wild*; Conrad, *Lord Jim* & *Nostromo*; Conan Doyle, *Hound of Baskervilles*; James, *Ambassadors* & *Golden Bowl*; Mann, *Buddenbrooks*	1900–1904
Shaw, *Major Barbara*, *Doctor's Dilemma*, & *Don Juan in Hell*; Pinero, *His House in Order*; Strindberg, *Ghost Sonata*; Rilke, *Book of Hours* & *New Poems*; Dario, *Cantos*; Tagore, *Song Offerings*	Wharton, *House of Mirth*; O. Henry, *Four Million*; Sinclair, *Jungle;* Forster, *Where Angels Fear to Tread* & *A Room with a View*; Grahame, *Wind in the Willows*; Conrad, *Secret Agent*; Wasserman, *Caspar Hauser*; Gorki, *Mother*	1905–1909
Robinson, *Town Down the River*; W.C. Williams, *Tempers*; Frost, *North of Boston*; Lindsay, *Congo*; Brooke, *Poems*; Shaw, *Pygmalion*; Synge, *Dierdre of the Sorrows*; Claudel, *Five Great Odes*; Sorge, *Beggar*; Sternheim, *Strong Box*	Dresier, *Jennie Gerhardt*; Wharton, *Ethan Frome* & *Custom of the Country*; Conrad, *Sea Financier*; Forster, *Howard's End*; Joyce, *Portrait of Artist*; Rilke, *Notebook of Malte Laurids Brigge*; Mann, *Death in Venice*; Proust, *Swann's Way*	1910–1914
Sandburg, *Chicago Poems*; Masters, *Spoon River Anthology*; Millay, *Renascence*; O'Neill, *Long Voyage Home*; Eliot, *Prufrock*; Sassoon, *War Poems*; Blanco-Ibanez, *Four Horsemen*; Kokoscha, *Job*; Hasenclever, *Humanity*	Ford, *Good Soldier*; Cather, *My Antonia*; Tarkington, *Magnificent Ambersons*; Anderson, *Winesburg, Ohio*; West, *Return of the Soldier*; Maugham, *Of Human Bondage*; Lawrence, *Rainbow*; Kafka, *Metamorphosis*	1915–1919
Millay, *Harp-weaver*; O'Neill, *Emperor Jones* & *Hairy Ape*; Shaw, *St. Joan*; Eliot, *Waste Land*; Kaiser, *Alkibiades Saved*; Goll, *Immortal One*; Lauckner, *A Cry in the Street*; Brecht, *Baal*; Capek, *Outlaw*; Neruda, *Twenty Poems*	Wharton, *Age of Innocence*; Cather, *One of Ours*; Dos Passos, *Three Soldiers*; Ferber, *So Big*; Fitzgerald, *This Side of Paradise* & *Tales of the Jazz Age*; Hemingway, *Sun Also Rises*; Joyce, *Ulysses*; Mann, *Magic Mountain*	1920–1924
Andersen, *Saturday's Children*; Johnson, *Book of American Negro Spirituals*; Pound, *Cantos*; Cullen, *Color*; Hughes, *Weary Blues*; MacNeice, *Blind Fireworks*; Spender, *Nine Experiments*; Lorca, *Gypsy Ballads*	Dreiser, *American Tragedy*; Fitzgerald, *Great Gatsby*; Cather, *Death Comes for the Archbishop*; Hemingway, *A Farewell to Arms*; Faulkner, *Sound and Fury*; Kafka, *Trial*; Remarque, *All Quiet on the Western Front*	1925–1929
Crane, *Bridge*; O'Neill, *Mourning Becomes Electra* & *Days without End*; Pirandello, *Tonight We Improvise*; Auden, *Orators*; O'Casey, *Within the Gates*; Mayakovski, *Moscow Is Burning*; Lorca, *Blood Wedding*	Faulkner, *As I Lay Dying*, *Sanctuary*, & *Light in August*; Buck, *Good Earth*; Caldwell, *Tobacco Road* & *God's Little Acre*; Woolf, *The Waves* & *The Years*; Nabokov, *Laughter in the Dark*; Huxley, *Brave New World*	1930–1934
Moore, *Selected Poems*; Wilder, *Our Town*; Sherwood, *Abe Lincoln in Illinois*; Sandburg, *The People, Yes*; Saroyan, *Time of Your Life*; Thomas, 25 Poems; Frost, *A Further Range*; Damas, *Pigments*; Koestler, *Spanish Testament*	Glasgow, *Vein of Iron*; Steinbeck, *Of Mice and Men* & *Grapes of Wrath*; Wolfe, *Of Time and the River*; Hemingway, *To Have and to Have Not*; Rawlings, *Yearling*; de Queroz, *Three Marias*; Sartre, *Nausea*; Joyce, *Finnegan's Wake*	1935–1939
Wilson, *To the Finland Station*; Rukeyser, *Wake Island* & *Beast in View*; Wilder, *Skin of Our Teeth*; Jarrell, *Blood for a Stranger*; Brecht, *Good Woman of Setzuan*; Quasimoto, *And Suddenly It Is Night*; Aragon, *La Creve-Coeur*	McCullers, *Heart is a Lonely Hunter*; Wolfe, *You Can't Go Home Again*; Hemingway, *For Whom the Bell Tolls*; Fitzgerald, *Last Tycoon*; Hersey, *A Bell for Adano*; Welty, *Wide Net*; Wright, *Native Son*; Cary, *To Be a Pilgrim*	1940–1944
Bishop, *North and South*; Rukeyser, *Green Wave*; Williams, *Glass Menagerie* & *A Streetcar Named Desire*; Miller, *All My Sons*; Girardoux, *Madwoman of Chaillot*; Camus, *Plague*; Williams, *Paterson*; Lowell, *Lord Weary's Castle*	Steinbeck, *Cannery Row*; Mailer, *Naked and the Dead*; Capote, *Other Voices, Other Rooms*; Orwell, *Animal Farm* & *1984*; Sartre, *Age of Reason*; Asturias, *President*; Ozamu Dazai, *Setting Sun*; Paton, *Cry the Beloved Country*	1945–1949
Wilder, *Sunset Boulevard*; Merwin, *A Mask for Janus*; Ionescu, *Chairs*; Roethke, *Waking*; Stevens, *Collected Poems*; Miller, *Crucible*; Nash, *Rainmaker*; Thomas, *Under Milk Wood*; Cocteau, *Orpheus*; Camus, *Rebel*	Hemingway, *Old Man and the Sea*; Jones, *From Here to Eternity*; Ellison, *Invisible Man*; Baldwin, *Go Tell it on the Mountain*; Salinger, *Catcher in the Rye*; Milosc, *Captive Mind*; Golding, *Lord of the Flies*	1950–1954
Ginsberg, *Howl*; Williams, *Cat on a Hot Tin Roof*; Becket, *Waiting for Godot*; Miller, *A View from the Bridge*; Osborne, *Look Back in Anger*; Hansberry, *A Raisin in the Sun*; Camus, *Fall*; Yevtushenko, *Zima*	O'Connor, *A Good Man Is Hard To Find*; Kerouac, *On the Road*; Tolkein, *Lord of the Rings*; Barth, *Floating Opera*; Kemal, *My Hawk*; Shute, *On the Beach*; Pasternak, *Doctor Zhivago*; Singer, *Gimpel the Fool*	after 1955

Cross-Curricular Explorations

These projects are designed to relate the ideas in the program to other areas of study; assign them to individuals and study groups according to students' interests and strengths.

1. *The Fashion Flap.* During the 1920s, fashions for both men and women became recognizably modern for the first time. Research the "new look" of the 1920s, including short skirts, bobbed hair, and other innovations that were considered shocking at the time. Illustrate the report with pictures, including moving pictures if possible, and be sure to discuss how this huge change in fashion affected everyday life.
2. *Rude and Rudimentary Radio.* The 1920s and 1930s—the early days of radio—resurrected oral literature at its worst as well as its best. Research the early days of radio, including its colorful and shady characters, such as Father Coughlin, Father Divine, and Aimee Semple Macpherson. Listen to tapes of old programs for signs of race, class, and other social attitudes of the time.
3. *Jazz and Justice.* The "jazz age" celebrated African American music at a time when African Americans suffered greatly from society's racism. Listen to early jazz tunes for signs of protest, calls to action, and other responses by African American musicians to the events of their time. You might also want to study the early history of the recording and broadcasting of black music.
4. *Movable Literary Feats.* Hemingway belonged to the first generation of writers whose works were filmed almost as soon as they were written. With the help of movie guides, prepare a filmography of movies made from novels by Hemingway, Faulkner, and other writers of the early twentieth century. In the filmography, note which movies had screenplays written by the authors themselves. If possible, obtain copies of the films and play favorite sections for the class.

Transcript

Across the battered landscape, deep inside muddy **trenches**, the great armies of Europe are bogged down in a terrifying kind of siege warfare. It is 1918 and the First World War has been raging throughout Europe for four years. Millions have already died, often for a hundred yards of land...a new line of trenches.

In the United States, President Wilson contemplates the consequences of sending young Americans to fight overseas before uttering his lofty and idealistic aim for entering the war:

> *The world must be made safe for democracy.*
> —President Woodrow Wilson

Among the thousands that are inspired by this idealism, a young reporter named Ernest Hemingway is eager to join and, although rejected for medical reasons, is able to volunteer as an ambulance driver near the **front**.

Hemingway witnesses firsthand the horrors of the war. Like many others of his generation, the war will profoundly alter his outlook on life, changing him from an **idealist** to a **cynic**. As a result, his writing style becomes icy, clipped, and distant.

> *The first German I saw climbed up over the garden wall. We waited till he got one leg over and then potted him.... Then three more came over.... We shot them. They all came over just like that.*
> "We were in a garden at Mons"
> —Ernest Hemingway

After the war, in the 1920s, Hemingway returned to Europe with thousands of other disillusioned young American **expatriates**. He joined up with a group of artists and writers who called themselves "the **lost generation**."

SUSAN BALÉE

> Hemingway and Fitzgerald and these people who lived in Paris—which was really the place where literary life was happening in the early twentieth century—they felt at home nowhere, so they happened to shore up in Paris. And their literature...which is to look back at America when you're abroad...you have a very different perspective on your own country when you're not in it.

In Paris, Hemingway wrote his first novel, *The Sun Also Rises*, about a group of war-scarred American expatriates who are unable to find purpose or meaning in their lives. As one character puts it...

> *Don't you ever get the feeling that all your life is going by and you're just not taking advantage of it?*
> *The Sun Also Rises*
> —Ernest Hemingway

The novel was a huge success, and Hemingway would become as flamboyant in his lifestyle as he was rigorous in his writing.

Readers came to know him not only as a novelist but as a world traveler...a big-game hunter...even an amateur bullfighter. With the success of his second novel—*A Farewell to Arms*, another war story—Hemingway had become an international celebrity.

In many ways, the career of Ernest Hemingway parallels the story of the first half of the twentieth century...a half-century marked by two world wars, revolutions around the globe, and a continuing quest by nations—indeed, by the entire world—for a new order, a new stability, and a real peace.

Ironically, at the start of the twentieth century, people believed that the world was on the verge of a long era of prosperity and peace; that scientific and industrial progress would create a better life than anyone had ever known.

Technology had produced such marvels as the airplane, the automobile, and the Panama Canal.

Social problems were being tackled through public health and education measures.

Great efforts were also being made to limit armaments throughout the world. Nations gathered at The Hague in 1899, and again in 1907, for disarmament talks. But even as the great nations met to discuss peace, privately many prepared for war.

In June 1914, the process for peace was shattered when a young revolutionary shot and killed Archduke Ferdinand and his wife as they drove through Sarajevo, Serbia, on a mission of goodwill. The Archduke was heir to the Austro-Hungarian Empire.

By assassinating him, the young **nationalist** had hoped to frighten Austria-Hungary into recognizing Serbia's claim to Bosnia.

But the Austro-Hungarians, once a powerful empire, claimed that the Serbian government was behind the assassination and quickly declared war on Serbia.

Russia, a longtime rival of Austria-Hungary, called in troops to protect Serbia and then declared war on Germany, a growing military power who had allied with Austria-Hungary.

Britain, Germany's greatest military and **colonial** rival, was in shock. The murder in Sarajevo was just the spark needed to ignite these long-smoldering conflicts, and soon the alliances for peace were replaced by alliances for war—a war that would spread across Europe, Asia, and Africa.

Because of their location in the center of Europe, Germany, Austria-Hungary, Turkey, and Bulgaria were called the Central Powers. Britain, France, Russia, Italy, and their allies—eventually a total of 24 nations from around the world—were called the Allies.

As the nations tumbled into war in that summer of 1914, most thought the conflict would be brief and decisive.

But by 1915, both sides were bogged down. The two sides dug themselves into trenches, facing each other across battlefields sometimes only a few hundred feet wide.

The trenches would finally stretch all the way from Switzerland to the English Channel.

Human and property losses were staggering. In one instance, at the Battle of the Somme, British forces suffered over 50,000 casualties...in the first half-hour alone.

Once-rich farm fields became such muddy **quagmires** that men and horses often drowned. For Europeans, the First World War had become the defining horror of modern life.

ROBERT PINSKY

It was the modern war. And it was a war that changed people's attitudes toward the way society was organized, toward old ideas like respect for elders, old ideas of social class, old ideas of heroism and gallantry—all called into question permanently, it felt like, by that war. These are lines from Wilfred Owen's poem "Anthem for Doomed Youth."

What passing bells for those who die as cattle?
Only the monstrous anger of the guns.
Only the stuttering rifles' rapid fire
Can patter out their hasty orisons.
No mockeries now for them, nor prayers, nor bells.
Nor any voice of mourning save the choirs,
The shrill, demented choirs of wailing shells,
And bugles calling for them from sad shires.

"The Anthem for Doomed Youth"
—Wilfred Owen

At long last, the entrance into the war by the United States in 1917 tipped the balance with enough materials, machinery, and manpower to defeat Germany.

On November 11, 1918, the so-called "war to end all wars" ended. The human cost: approximately 10 million killed and over 20 million wounded.

The political aftershocks would be felt around the world. Nationalist revolutions broke out in Russia, Germany, Hungary, Turkey, Palestine, Arabia, Ireland, and Mexico.

In India, Mahatma Gandhi would lead **nonviolent** campaigns for Indian independence after living under British rule for nearly two centuries. "Nonviolence," Gandhi said to a court trying him on the charge of sedition, "is the first article of my faith. It is also the last article of my creed."

In Britain and America, women used their work during the war to gain, at last, the right to vote.

In many ways, the war had become a spiritual and intellectual watershed. But for some, it engendered a deep despair and pessimism.

SUSAN BALÉE

Whenever people are in a period of history where they're disgusted by the events that have just gone before—and, in our case, in this century it's after World War I and it's after World War II that you have major periods of disenchantment—those people will then turn inward. They're not finding meaning outside in life anymore.

This sense of despair was expressed by Irish poet William Butler Yeats in his postwar poem "The Second Coming."

ROBERT PINSKY

These lines are from his poem, written in 1921, "The Second Coming":

Things fall apart; the center cannot hold;
Mere anarchy is loosed upon the world,
The blood-dimmed tide is loosed, and everywhere
The ceremony of innocence is drowned;
The best lack all conviction, while the worst
Are full of a passionate intensity.

"The Second Coming"
—William Butler Yeats

The Waste Land, T.S. Eliot's poetic masterpiece, became a cultural and literary event. To many, it precisely captured the state of culture and society after World War I. A war supposedly fought to save European civilization instead became the most brutal and destructive in history. *The Waste Land* suggests that the devastation of World War I left the world without spiritual values.

A heap of broken images,
where the sun beats.
And the dead tree gives no shelter....

The Waste Land
—T.S. Eliot

The development of **psychoanalysis** and other advances in psychology inspired many writers to explore the human psyche in more depth than ever before.

SUSAN BALÉE

I think what happened early in the twentieth century was that the ideas of Sigmund Freud were finally catching on in a bigger cultural arena. People were realizing that what you saw on the surface was like an iceberg. It was only 10% of the person. The other 90% is happening where you can't see it. It's happening in the interior. And that's when you have the first idea of an interior monologue. You have people like James Joyce with the stream of consciousness.

Irish writer James Joyce also created new forms of literary expression in *Ulysses* and *Finnegan's Wake*.

riverrun, past Eve and Adam's, from swerve of shore to bend of bay, brings us by commodius vicus of recirculation back to Howth Castle and Environs.

Finnegan's Wake
—James Joyce

American poet e e cummings experimented with unusual **typography** and punctuation.

Buffalo Bill's
defunct
who used to
ride a watersmooth-silver
stallion
and break onetwothreefourfive pigeons—
justlikethat

Portraits
—e e cummings

The American **Pan-Africanist** scholar W.E.B. Du Bois began the Niagara Movement, which stressed the responsibilities of leadership. Du Bois and other African American writers living in New York City also pioneered the black cultural movement known as the "**Harlem Renaissance**."

Writers and poets such as Langston Hughes, Jean Toomer, Zora Neale Hurston, and Countee Cullen celebrated African American life and actively protested against racism and in favor of black **civil rights**.

In America, the postwar years were dubbed "the **Roaring '20s**." Encouraged by the explosion of advertising and a new technology—radio—Americans

became enthusiastic **consumers** of automobiles, household appliances, fashion, and entertainment.

Perhaps the writer who best characterized the self-indulgent tone of America in the '20s was F. Scott Fitzgerald. In his novel *The Great Gatsby*, Fitzgerald tells of the romantic love of a self-made tycoon, named Jay Gatsby, for a married woman, Daisy Buchanan. Daisy and her husband, Tom, personify upper-class greed and emptiness.

SUSAN BALÉE

Humans need more than material goods. That's really what *The Great Gatsby* is about. Here are these incredibly wealthy people and yet they're so empty. Why are they empty inside when they have all of these things?

They were careless people, Tom and Daisy—they smashed up things and creatures and then retreated back into their money or their vast carelessness, or whatever it was that kept them together, and let other people clean up the mess they had made.

The Great Gatsby
—F. Scott Fitzgerald

For America—for the entire world, in fact—the mess that resulted from the excess of the Roaring '20s was enormous. In the fall of 1929, the overpriced American stock market suddenly crashed. Boom times had turned to bust. Businesses closed. Banks failed. People lost their jobs and often their hopes.

The **Great Depression** would circle the world and last over 10 years. International responses to it would be extreme. In the United States, Americans elected Franklin Delano Roosevelt in 1932, believing he could solve their problems. Roosevelt's New Deal reformed American government and introduced vast new programs like **Social Security**. But even with government help, over a third of the nation was gripped by poverty.

John Steinbeck's powerful novel about the Depression, *The Grapes of Wrath*, followed an impoverished family leaving dust-blown Oklahoma to find a better life in California. One character tells how it feels to be poor and insulted.

"Okie" use' ta mean you was from Oklahoma. Now it means you're scum. Don't mean nothing itself, it's the way they say it.

The Grapes of Wrath
—John Steinbeck

In his novel *Native Son*, Richard Wright chronicled how the combination of poverty and racism affected African Americans.

We live here and they live there.
We black and they white.
They got things and we ain't.
They do things and we can't.
It's just like living in jail.

Native Son
—Richard Wright

For many societies throughout the world, the crushing burden of debt, unemployment, and inflation would lead to extreme, and often violent, change.

Although victorious in the war, the economy in Italy had fallen apart. Millions were unemployed and anxious. The Italian people, looking for order and strong leadership, would be drawn into a **fascist** movement, a totalitarian idea of society in which the government controls everything. A young fascist leader, Benito Mussolini, would tackle the problem of depression by creating jobs for the people in building up his armed forces. Opposition parties were soon wiped out; freedom of speech, press, and assembly were halted.

In Russia, the new **communist** leader, Joseph Stalin, had become tyrannical and steel-fisted in his rule. In his plans to strengthen the state's power, his policies of **collectivization** abolished all private ownership, and anyone who questioned his rule would be gotten rid of. This extreme brutality crushed any hopes of the idealism created by the Revolution in 1917.

Meanwhile, Germany suffered horribly from war debt and inflation. As millions of jobs were lost, many looked to the National Socialist—or **Nazi**—Party as the possible answer to their problems. Headed by Adolf Hitler, the Nazis promised new jobs and leadership that would bring a proud Germany into a thousand years of empire. Hard times led most

Germans to support the Nazi Party, and the current **anti-Semitism** that existed in the country also led them to support Hitler's prejudices.

Like Mussolini, Hitler's was a fascist program focused on **rearmament** and territorial expansion. But Hitler's was unique in its claim that Germans were a superior race of people, thus justifying his hatred for various minorities, particularly Jews. Hitler moved swiftly to gain total authority over the German people and all forms of public opinion. His Nazi party seized control of newspapers, film studios, radio stations, and schools.

The German people were, for the most part, mesmerized by their *Führer*, or leader. Hitler wrote in his book, *Mein Kampf*...

> *The great masses of the people will more easily fall victims to a big lie than to a small one.*
>
> *Mein Kampf*
> —Adolf Hitler

In July 1936, Hitler and Mussolini would join together in support of a civil war in Spain, effectively overthrowing the **republican** Spanish government and setting up a fascist dictatorship in its place. It was German-manned planes that bombed and destroyed Spanish cities.

The town of Guernica is immortalized in a famous painting by the Spanish artist Pablo Picasso.

Hemingway, who worked as a **journalist** during the Spanish Civil War, drew from the experience for his novel *For Whom the Bell Tolls*. The hero is an American, fighting with the losing Republicans against the Fascists.

Fearing the outbreak of another world war, the United States, Britain, and France were compelled to remain neutral.

By 1939, Hitler had fully rearmed Germany and was eager for expansion. On September 1, Germany invaded Poland. Divebombers swept down on Polish troops. Bombs were dropped across airfields, destroying planes before they could get off the ground, and German tanks rumbled across Poland's border. The Germans called this rapid tank and airplane attack a ***blitzkrieg***, or "lightning war."

And indeed, World War II had begun in a flash. Germany's bold act drew Poland's allies, France and England, into the war. But Germany quickly overpowered the poorly equipped Poles and, less than a year later, invaded and defeated France as well.

By June 1941, the German army had driven into the Soviet Union, ultimately advancing to the outskirts of Moscow. By this time, Germany could rely on its fascist allies, Italy and Japan.

In Japan, another form of dictatorship had arisen. Instead of a political party seizing control, as in Germany and Italy, the Japanese military forced its way into power. Seeking more raw materials than they possessed at home, Japan's military leaders sent armies into Manchuria in the early 1930s and eventually controlled much of China. These aggressive tactics put Japan in potential conflict with Russia as well as the United States, which still ruled the Philippine Islands.

However, the United States vowed to remain neutral in the war, giving only material aid to Britain. But on December 7, 1941, Japanese planes delivered a surprise attack on the American fleet anchored at Pearl Harbor, Hawaii, killing 2,400 soldiers and **civilians**. One day later, America declared war, both in Asia and in Europe.

No war in history would uproot or kill more people. The death figures are staggering, particularly in the Soviet Union, where an estimated 30 to 50 million people—soldiers and civilians—died.

The war's end also revealed that six million Jews—plus as many as four million other "enemies of the race"—had been deported to **concentration camps** by the Nazis. Men, women, and children were shot, starved, or tortured in "medical experiments," or gassed in chambers that were disguised as showers. One-third of the Jewish population in Europe had been killed. A horrified world would call this vast destruction of Jewish lives "the **Holocaust**."

In May 1945, Hitler committed suicide in his underground bunker in Berlin, and Germany surrendered. The Nazi Empire had been defeated. The war in Europe was over.

But in the **Pacific theater**, fanatical resistance, combined with harsh jungle conditions, threatened to keep the war alive much longer.

Facing the prospect of a prolonged war, in August 1945 the United States dropped an **atomic bomb** on the Japanese city of Hiroshima, and brought a quick and decisive conclusion to World War II.

> *Then a tremendous flash of light cut across the sky.... It seemed a sheet of sun.... Under what seemed to be a local dust cloud, the day grew darker and darker.*
>
> *Hiroshima*
> —John Hersey

Welsh poet Dylan Thomas wrote bitterly of how anonymous orders and high-flying unseen planes brought death and destruction to millions.

> ROBERT PINSKY
> *The hand that signed the paper felled the city. Five sovereign fingers taxed the breath, doubled the globe of dead, and halved a country. These five kings did a king to death.*
> "The Hand that Signed the Paper Felled the City"
> —Dylan Thomas

The bomb's effects were devastating. Five square miles of the city were destroyed. Around 100,000 people were killed. A second bomb dropped three days later on Nagasaki brought about Japan's quick surrender.

The war's end, however, seemed to create as many problems as it solved. Although one of the most evil ideologies in recent human history—fascism—had been crushed, and many countries, particularly the United States, had overcome the economic crisis of the Great Depression, millions of the world's people had been left homeless, countries laid in ruins, and government stability remained precarious throughout the world.

But most significantly, a monstrous new technology—atomic weapons—had been unleashed, and two superpowers confronted one another: the **capitalist** United States, which had survived the war intact, and the communist Soviet Union, victorious but badly damaged by the war.

For the next 30 years, the two superpowers would conduct a so-called "**cold war**," a struggle that would create "hot spots" and localized wars around the world.

During the 1940s and 1950s, Ernest Hemingway lived in one of the hot spots, in Cuba. There he wrote his greatest novel, *The Old Man and the Sea*, earning him the 1954 Nobel Prize for Literature.

Hemingway lost his home during Cuba's communist revolution in 1959. He would die two years later, having witnessed wars, destruction, revolution, and despair, not knowing if the world's nations would ever bring a peaceful order to it all.

Consultants for the Series

Susan Balée, B.A., M.A., Ph.D.

Professor, author, commentator, editor, lecturer

- Primary fields of study: nineteenth-century British literature and popular culture; literature of the American south; American literature
- Published in: *The Hudson Review*; *The Philadelphia Inquirer*; *PMLA Forum; The Georgia Review; Victorian Studies*
- Notable achievements: founding editor, *Northeast Corridor*

Christopher Medwin Edens, B.A., Ph.D.

Archaeologist, professor, researcher

- Primary fields of study: evolution of complex societies; political economy of pre-modern states; center-periphery relations; archaeology of western Asia; lithic technologies
- Recent research: Tell Billa excavation in northern Iraq; lithic analysis for the Hacinebi Tepe (Turkey) project; investigation of Bronze Age in highland Yemen
- Published in: *Journal of World Prehistory*; *Anatolica*; *Arabian Archaeology and Epigraphy*; *Archaeological News; American Anthropologist*
- Notable achievements: Robert H. Dyson Post-Doctoral Fellow in Near Eastern Archaeology; American Research Institute in Turkey/National Endowment for the Humanities grant recipient; consultant to new Saudi Arabian National Museum project in Riyadh

Edward Peters, B.A., M.A., Ph.D.

Professor, author, editor, reviewer

- Primary fields of study: early European history; church history; legal history; intellectual and political history; cultural history
- Author of: *Torture* (1985, rev. 1996); *Inquisition* (1989); numerous books and articles
- Notable achievements: general editor, *The Middle Ages* series (University of Pennsylvania Press); ACLS Fellow; Guggenheim Fellow; fellow, Royal Historical Society; fellow, Medieval Society of America; curator, Henry C. Lea Library

Robert Pinsky, B.A., M.A., Ph.D.

Poet, professor, lecturer, reviewer, editor

- Author of: *History of My Heart* (1984); *Poetry and the World* (1988); *The Inferno of Dante* (1995); *The Figured Wheel: New and Collected Poems 1966-1996* (1995); many other titles
- Published in: *Antaeus; The New Yorker*; *The Paris Review*; *The Norton Anthology of Modern Poetry*; *The Atlantic*; *The New York Times Book Review*
- Notable achievements: Poet Laureate of the United States; poetry editor, *Slate* (an Internet magazine); poetry editor, *The New Republic*; Pulitzer Prize in Poetry nominee; Lenore Marshall Award winner; Ambassador Book Award winner; William Carlos Williams Award winner; Woodrow Wilson, Fulbright, N.E.H., N.E.A., and Guggenheim Fellowships

Rosalind Remer, B.A., M.A., Ph.D.

Professor, reviewer, lecturer, educational consultant

- Primary fields of study: eighteenth-century American economic and business history/history of the book; social, cultural, and economic history of colonial and revolutionary America and the early republic
- Author of: *Printers and Men of Capital: The Philadelphia Book Trade in the New Republic* (1996)
- Published in: *Pennsylvania Magazine of History and Biography*; *Journal of the Early Republic*; *Business and Economic History*; *William and Mary Quarterly*
- Notable achievements: director of programs and planning, National Constitution Center; many awards and fellowships, including an Andrew W. Mellon Foundation research fellowship

Irene Bald Romano, B.A., Ph.D.

Archaeologist, museum and educational consultant, professor, lecturer

- Primary field of study: classical archaeology
- Archaeological excavations: Gordion (Turkey), Corinth (Greece), Pollentia (Alcudia, Mallorca), Deya (Mallorca)
- Co-author of: *Catalogue of the Classical Collections of the Glencairn Museum* (1998)
- Published in: *Expedition; Hesperia; The Coroplast's Art: Greek Terracottas of the Hellenistic World*
- Awards and grants: University of Pennsylvania Research Foundation Award; American Philosophical Society grant; National Endowment for the Humanities grant

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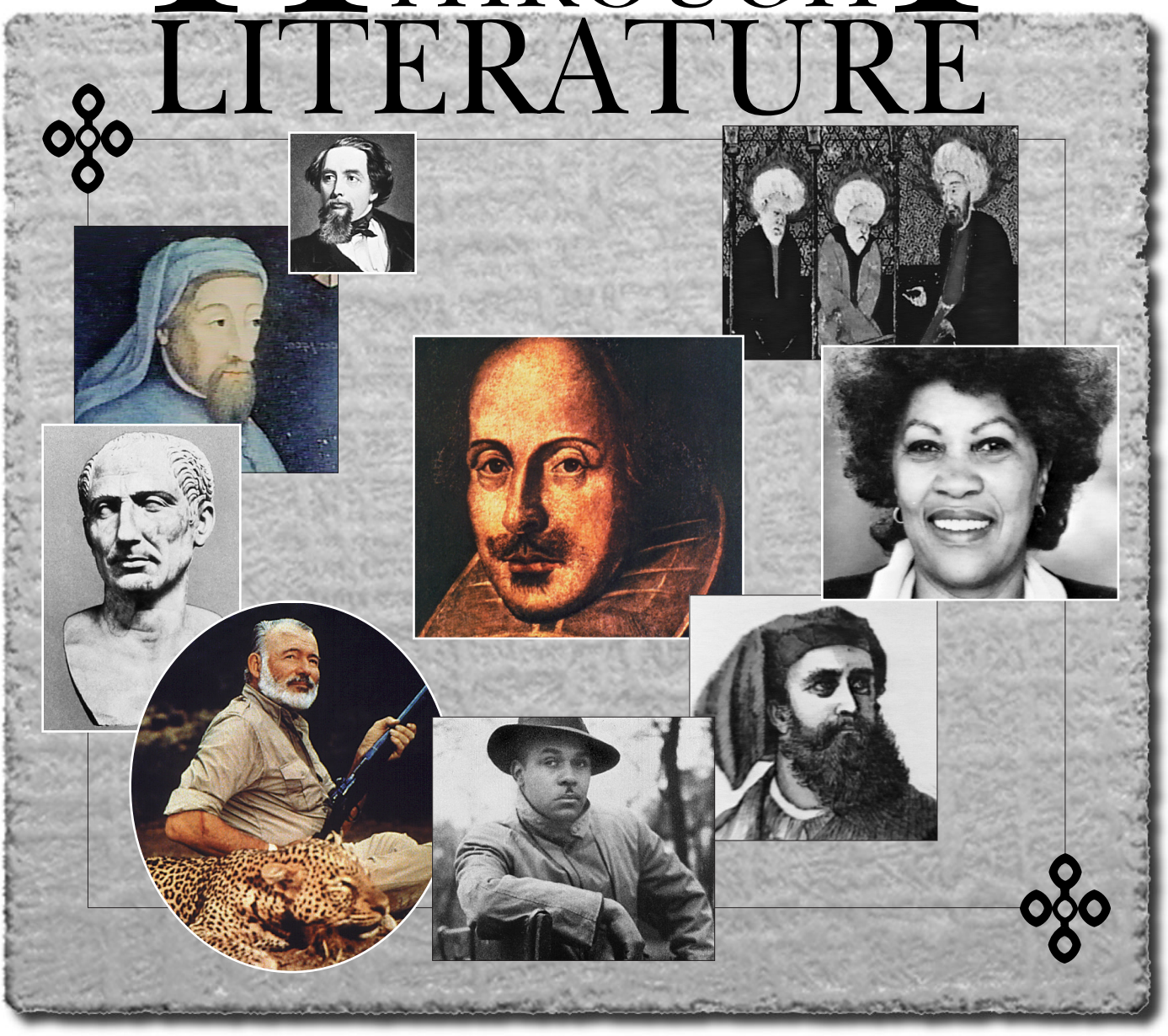

Liberation and Change: The Late 20th Century

CL949-12CV

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History through Literature
Liberation and Change: The Late 20th Century

Program #CL949-12CV ***Running Time—24:13***

Table of Contents

Intended for students in junior high school and above. This program is closed captioned.

Summary

Liberation and Change: The Late 20th Century is part of a 12-video *History through Literature* series that examines the connections between historical events and the literary figures and works of each era. Other titles in this series are listed on the back of this Teacher's Guide.

The opening scene of *Liberation and Change: The Late 20th Century* takes place in 1993, when Toni Morrison, an African American writer, is awarded the Nobel Prize in Literature. The honor illustrates a major trend in both history and literature during the late twentieth century: many previously silenced peoples have found their voices.

Our society of today was formed after World War II, the most destructive war in human history. After the war, the revelations of Nazi atrocities and the destructive power of atomic bombs led many writers to a sense of despair. The program describes the turmoil that followed the war in Israel and the split in postwar Europe that led to an "iron curtain" between communist nations and the West, and the growing power of communist dictatorships, not only in the Soviet Union and eastern Europe, but in China and North Korea.

The program next describes the collapse of British, French, and other European colonial empires in the face of rising nationalism. The philosophy of nonviolent resistance, which Gandhi used effectively in his campaign for Indian independence, is examined in some detail, with emphasis on how this philosophy influenced liberation movements in Africa and the civil rights movement in the United States.

The program connects the tensions in the Middle East and the nationalist revolutions in South America and Africa to the cold war, showing how the United States and the Soviet Union supplied arms to rival sides in freedom struggles, contributing to a worldwide arms race.

Next the program views the prosperity and outward complacency of mainstream American life in the 1950s, the decade of "baby boomers," the G.I. Bill, hot rods, drive-ins, rock and roll, and early television. However, writers such as J.D. Salinger, Arthur Miller, Allen Ginsberg, and Jack Kerouac revealed the spirit of rebellion, even romantic rebellion, that lay beneath the surface of American society.

A new communications technology—television—changed everyday life during the 1950s and '60s. The program shows how television woke Americans up, with the Soviet Sputnik flight and the ensuing "race for space," with John F. Kennedy's call to public service, the near-nuclear disaster of the Cuban missile crisis, and, especially, the black civil rights movement.

The campaigns of Dr. Martin Luther King, Jr., who adapted Gandhi's tactics to the television age, are described, along with some of their positive and negative results. The growing backlash among whites, disillusionment of younger black people with the nonviolent approach, the rise of the black power movement, and parallel developments among Hispanic and Native Americans are discussed, as is the devastating aftermath of Dr. King's assassination in 1968. The early work of Toni Morrison reflects some of the frustration and anger of the time.

The program quickly reviews another social causes of the 1960s—the antiwar movement. The program points out that disaffected youth were demonstrating throughout the world at this time and examines the main reason for their unrest: fear. The 1960s saw the coming of age of the first generation born under the threat of nuclear destruction. At the end of the 1960s, the cold war, and this underlying threat, still dominated the world.

During the 1970s and 1980s, however, radical changes began to take place. To a degree never predicted even by the experts, a worldwide media revolution also caused immense political and social changes. The program looks at how satellite telephones, fax machines, and photocopiers helped spread the feminist movement, alert the world to impending environmental disaster, and cause the breakup of the Soviet Union and the liberation of the

nations in its communist empire. The communications revolution also helped achieve what armed struggle failed to do in South Africa: end apartheid.

The program concludes with a look at the present and some speculations about the future. It looks at some of the ethnic conflicts in the Balkans, which have reemerged since the collapse of the Soviet Union, and points out that the same extremist positions that helped cause World War II are now widely accessible on the Internet. Gandhi's tactics are used to create change across the political spectrum, and, at a time when writers have better tools than ever before, they are also in greater danger.

The program describes extremist death threats against Salman Rushdie and other writers and ends with a hopeful quotation from Rushdie: "Literature is the one place in any society where, within the secrecy of our own heads, we can hear voices talking about everything in every possible way."

Intended Audience

This program is designed for students in junior high school and above.

Presenting the Program

To prepare a lesson plan to accompany the presentation of this program, review the suggestions outlined below. You will find all of the sections mentioned in the Table of Contents of this Teacher's Guide.

1. Familiarize yourself with the video and the sections of this Teacher's Guide.
2. Introduce students to the video, using one or more of the Pre-Viewing Suggestions to relate the upcoming information to what they already know. As a final activity, it may be helpful to introduce new names and vocabulary words—especially those with difficult spelling and pronunciation—by using the chalkboard or overhead projector.
3. Have the students watch the video in its entirety and without interruption.
4. Check for understanding by discussing and reviewing the information, vocabulary words, and concepts presented in the video by using the History and/or Literature Post-Viewing Suggestions, including the H.O.T. Topics (Higher Order Thinking), which delve into many related subjects and concepts.
5. If time permits, have students watch the program a second time, pausing at points of interest for discussion.
6. As guided independent practice, choose and assign some of the In-Depth Research suggestions.

Learning Objectives

After watching this program and completing the activities, students will be able to:

- List some of the important events of world history during the late twentieth century, the years after the end of World War II (see History in the Program);
- List some authors who lived and wrote during the late twentieth century (see Literature in the Program);
- Explain the cause-and-effect relationship between post-World War II Europe and the beginning of the cold war;
- Identify the ideologies—capitalist democracy and communism—that divided the world during the cold war of the 1950s through the 1980s;
- Describe nonviolent resistance and how it uses modern media as a weapon of protest;
- List some of the key events of the African American civil rights movement of the 1940s through 1960s, and describe the role of nonviolent resistance in this movement;
- Identify key inventions of the late twentieth century and describe the social effects of these inventions;
- Explain, using examples, how literature reflected the changes taking place during the last 50 years; and
- Draw conclusions about the effects of current events and trends on future history and literature.

History in the Program

The following events and trends from world history are specifically mentioned in the program's narration. They are listed below in roughly the order that they occurred in history. More events are outlined in the Chronology of History Chart: The Late 20th Century (pages 16 & 17).

End of World War II
Murder of Jews and others in Nazi death camps
Establishment of the State of Israel
Arab-Israeli wars
Development of the cold war between the United States and the Soviet Union
Establishment of the iron curtain
The Marshall Plan
Establishment of NATO
Further development of Stalinist repression in the Soviet Union and eastern Europe
Communist revolutions and civil wars in China and North Korea
Gandhi's final campaign for Indian independence
Spread of Gandhi's ideas to Africa and the United States
Armed revolutionary struggles in Africa and South America
Jailing of Nelson Mandela
Communist revolution in Cuba and other Latin and South American countries
G.I. Bill benefits for veterans
Elements of 1950s consumer society
Development of television
The flight of Sputnik and the "space race"
Election of John F. Kennedy
Beginning of volunteer movement (*e.g.*, Peace Corps)
Civil rights campaigns of Dr. Martin Luther King, Jr.
Birmingham church bombing
Assassinations of President Kennedy and Dr. Martin Luther King, Jr.
Urban racial riots of the late 1960s
The Vietnam War and the antiwar movement
Development of the "counterculture"
Invention of "instant media" and development of global networks
Development of the feminist movement
Development of the environmental movement
Fall of the Berlin Wall
Collapse of communism in eastern Europe and the Soviet Union
Fall of white apartheid regime in South Africa
Release of Nelson Mandela
Election of Mandela as president of South Africa
Suppression of Tiananmen Square protests in China
Chernobyl and Three Mile Island nuclear accidents
End of British colonial rule (Hong Kong)
Rekindling of pre-World War I Balkan hostilities
Rekindling of pre-World War II extremism
Death threats on Salman Rushdie
Challenges of the future

Literature in the Program

The following authors and works of literature are specifically mentioned in the program's narration. The works are listed in roughly the order in which they are cited. More authors and works are listed in the Chronology of Literature Chart: The Late 20th Century (pages 18 & 19).

Toni Morrison, *The Bluest Eye*; *Beloved*
Paul Celan, "Death Fugue"
George Orwell, *1984*
Gandhi, remarks on western civilization
Pablo Neruda, "The United Fruit Co."
J.D. Salinger, *The Catcher in the Rye*
Jack Kerouac, *On the Road*
Arthur Miller
Edward Albee
Tennessee Williams
Allen Ginsberg, *Howl*
John F. Kennedy, inaugural speech
Lorraine Hansberry, *A Raisin in the Sun*
Dr. Martin Luther King, Jr.,"I Have a Dream"
Rachel Carson, *Silent Spring*
Vaclav Havel
Wole Soyinka, "Funeral Sermon, Soweto"
Salman Rushdie, *The Satanic Verses*; *Is Nothing Sacred?*

Key Words and Concepts

Most of these vocabulary words are in the Transcript, where they appear in bold type the first time they are used.

apartheid
arms race
atom bomb
baby boom
backlash
balance of power
beat generation
Berlin Wall
black power
capitalist
civil rights movement
cold war
colonized
communist
computers
counterculture
death camps
environmentalists
exiles
fascism
feminism
ghettos
G.I. Bill
Hispanics
Holocaust
industrial waste
Information Age
Internet
iron curtain
Marshall Plan
media
nationalist
Native Americans
NATO
Nazi
Nobel Prize
nonviolent civil disobedience
patriarchal
Peace Corps
peace movement
picaresque
propaganda
racial discrimination
regime
rock bands
segregated
space race
superpower
television
nuclear war
totalitarian
veterans
women's movement

Pre-Viewing Suggestions

DISCUSSION: LINKING PARTS OF THE SERIES

If you are showing this program in chronological order with the other programs in the *History through Literature* series, or if you want to provide background for students who may have missed the previous program, lead this review and discussion.

1. The previous program, *World Wars and the Quest for Order: The Early 20th Century,* described the period from 1900 to 1950, the first half of the twentieth century. Name the two largest wars fought during this time [World War I, World War II] and ask students to recall where they were fought. Which war involved more of the world? [World War II] Remind students that they predicted what would happen in the immediate aftermath of World War II: that the post-World War II world would be beset by upheavals similar to those that followed World War I. Have students watch this program carefully to see how their predictions were fulfilled.
2. Review the devastation caused to the Soviet Union by World War II and remind students of their previous conclusion: that an amazing economic recovery must have taken place in the Soviet Union in the years immediately following the war. Have students watch for evidence in the program to see if their conclusion was correct.
3. Ask students to recall the maps they saw in the last program. At the end of World War II, over what parts of the world did Great Britain rule? [colonies in Africa, most of India, colonies in Singapore and Hong Kong] Ask students to predict what would happen to Britain's empire during the last half of the twentieth century, and then have them watch the program to see if their predictions were correct.

4. The last program identified two weakening empires that were upsetting the balance of power in Europe and Asia. What were they? [the Austro-Hungarians and Ottoman Turks] Remind students that the forces that were weakening these empires included nationalist revolutions and the expansions of Russia and Germany. Ask students to watch for the results of those trends during the twentieth century.
5. Have students recall some of the new technologies used during the two world wars. [automatic machine guns, fighter planes, tanks, radio, telegraph, movies, radar, battleships, aircraft carriers] Ask students to predict how technology would evolve during the next decades. From their general knowledge of history, students might mention television, video recorders and hand-held cameras, rockets, space capsules, space shuttles, the Hubble space telescope, satellites, fax machines, photocopiers, computers, and the Internet. Ask students to watch for the effects of these inventions on society during the last 50 years.
6. From their general knowledge of current events and geography, ask students to identify some of the world's wars and other conflicts that are still unresolved today. Suggest that they watch the program for information about the roots of these conflicts.

DISCUSSION: INTRODUCING THE PROGRAM AND ITS KEY WORDS AND CONCEPTS

1. Introduce the title *Liberation and Change* and speculate on the meaning of its terms. Point out that the term "liberation" is now applied to personal growth as well as political change. Suggest that they listen closely for how the meaning of the word evolved in the last 50 years of the twentieth century.
2. Introduce the Key Words and Concepts and ask students to define words they know, looking up unfamiliar words in a dictionary. Suggest that they listen for the terms as they watch the program. Of particular interest are terms that suggest change through struggle, such as apartheid, backlash, balance of power, black power, cold war, counterculture, and superpower.

Post-Viewing Suggestions

CONTENT QUESTIONS: HISTORY

1. Who won World War II? [the United States and its allies]
2. What new nation was formed in Palestine right after World War II? [Israel]
3. What was the iron curtain? [the long, sealed-off border between the communist and free nations of Europe]
4. What do we call the long ideological struggle between the democratic and communist nations? [the cold war]
5. What happened to European colonies in Africa during the 1960s and 1970s? [They became independent.]
6. What tactic, used by Gandhi to liberate India, also inspired freedom fighters in Africa and civil rights groups in the United States? [nonviolent resistance]
7. What nation was the first to put a satellite in orbit? [the Soviet Union] to put a man on the moon? [the United States]
8. What foreign war did U.S. troops fight in the late 1960s and early 1970s? [the Vietnam War]
9. What threat to global stability is the result of industrial society and population expansion? [environmental destruction]
10. What new technologies helped bring about the collapse of the Soviet Union and other European communist powers? [instant communications machines: copiers, fax machines, cellular telephones, computers]

H.O.T. TOPICS: HISTORY

The following Higher Order Thinking questions should be presented in order to achieve maximum effectiveness. To jog students' memories and provide supporting details for general discussion, distribute copies of the Chronology of History Chart: The Late 20th Century (pages 16 & 17).

1. *Communications Technology.* What was the fastest way to send messages at the end of World War II? [by telephone or radio] What was the fastest way to send *written* messages?

[by cable, or telegraph] What new machines for communication have come into widespread use in the years since World War II? [television, video cameras, video recorders, photocopiers, fax machines, computers, satellites] From their television and Internet contacts as well as their general observations of current events, ask students to describe how communications technologies affect warfare today. Have them compare our technology to what was in use at the end of World War II. Lead students to recognize the exponential expansion of the communications revolution, concluding that new communications technologies will probably be introduced at an even faster pace in the future. To drive home this point, ask the computer buffs in your class to identify the "absolute latest" in communications technology. They will, of course, disagree on what that is. Suggest that students wait three months and then check again to see who was right.

2. *Weapons Technology.* Review some of the new technologies seen in the program and discuss how they affected warfare. Help students identify types of advanced weaponry used in the Vietnam War. [attack helicopters, AK-47s and other high-powered machine guns] Ask students to compare those weapons with those they see in television newscasts today. Remind students that the trend toward ever more sophisticated weapons has continued to this day. Discuss the effects of advanced weaponry in making warfare both more deadly and more impersonal. In addition, note another key difference between current and historical news footage of ethnic conflicts in the Balkans, Africa, and other places: these days, many people carry guns.
3. *The Cold War*. Ask students to speculate on the reasons for the term "cold war." Who were the two main combatants? [the United States and the Soviet Union] Name some of the places in which these two superpowers took sides in local political struggles. [Israel, Africa, Cuba, Vietnam] In each case, which power was on the winning side? [Students will probably be unable to answer this question, even if they have a great deal of knowledge of contemporary history. Point out that world leaders themselves never answered it properly either—one of the major drawbacks of the cold war.] Did the Soviet Union and the United States ever fight each other directly? [No, but they came very close during the Cuban missile crisis. Review this event with students.] Students should conclude that this lack of direct fighting was the reason the war was called "cold." Ask students for evidence from the program that the war was often "hot." [revolutions in Africa and South America, continuing violence between Israelis and Arabs]
4. *African Independence.* Remind students that Great Britain, France, and other colonial powers still ruled Africa, India, and other colonies at the end of World War II. Ask students to think of a direct cause-and-effect relationship between Britain's role in World War II and the loss of its African colonies. If students cannot identify the relationship [because of the war's cost, Britain could no longer afford its colonial administration], remind students that Britain also was one of the main combatants in World War I. How might the war years themselves have aided African freedom struggles? [by distracting the attention and resources of Britain, France, Germany, and other colonial powers]
5. *Civil Rights in the United States.* From visual clues in the program as well as from students' general knowledge of U.S. history, identify some of the groups who did *not* want Dr. King to succeed. ["White racists" is an obvious answer; however, students should also reason that militant black power elements might have wanted Dr. King's nonviolent revolution to fail.] What were some of the events that led younger black leaders to espouse black power? [the assassination of Dr. King, violent white backlash against black civil rights] Remind students of the dates of King's campaigns—the late 1950s and early 1960s. What was going on in Africa at the same time? [independence struggles of African nations] What visual clues in the program showed that African Americans were affected by Africa's struggles? [Afros and African clothing, African flag colors, ANC

slogans, etc.] Lead students to conclude that televised events helped connect Africans and African Americans. Suggest that African American students interview their older relatives to see if that indeed was true. Have your students read Lorraine Hansberry's *A Raisin in the Sun* for a portrayal of 1950s Africanism in a black American household—or show the video of the television production starring younger versions of now-familiar faces, Ossie Davis and Ruby Dee.

6. *The Pendulum Swings.* Ask students to name the various radical movements that occurred during the postwar years. [civil rights, nonviolent resistance, environmentalism, anti-nuclear protest, feminism, black power, etc.] Ask students to characterize the political atmosphere of that time. [radical, more left wing, Democratic rather than Republican] Have students describe the political atmosphere of the '80s and '90s. [more conservative, Republican] Have students suggest reasons for this change. [a reaction to radicalism, a need or desire for order during chaotic times, a willingness to sacrifice some freedoms to achieve stability, etc.] Have students examine other periods of history in which similar swings of the political pendulum have taken place. Have students predict what they might expect in the future. Do they see any signs of it yet? Why? Why not? Refer to the last paragraph of Discussion: Linking Parts of the Series (page 12), to discuss the change in recent times of the meaning of "liberation."
7. *Rethinking the Lead Story.* In light of the previous discussions, rethink the life and work of Toni Morrison. Inform students of some basic facts about Toni Morrison: she graduated from Howard, the famous black university, in 1953; she received her master's degree from Cornell University, returned to Howard to teach, and then, in the mid-'60s, moved to New York City and became an editor at Random House. From these facts, students should reason that Morrison was directly influenced by the black power movement among students in the '60s, and that she would have probably known James Baldwin and other black writers of the time.

¶ Reviewing the dates in the program, remind students that Toni Morrison's Nobel Prize for Literature came right after Mandela was released and apartheid ended in South Africa. What might have been her reaction to these events? [great joy] How would you be able to find out what she said at the time? [by looking up contemporary accounts and interviews at the library or on the Internet] Discuss how the Internet helps Morrison's writing reach people around the world. Have students run a variety of searches using Morrison's name and other words that exemplify her connection with this historic period.

CONTENT QUESTIONS: LITERATURE

1. Name at least two novels written by Toni Morrison. [*The Bluest Eye* and *Beloved* are mentioned in the program; other works include *Sula, Song of Solomon, Tar Baby,* and *Jazz*]
2. What honor did Toni Morrison win in 1993? [She received the Nobel Prize for Literature. Explain that this prize is an international award given not for a particular work, but for the entire body of an author's work.]
3. What happened to dissident writers in the Soviet Union under Joseph Stalin and his successors? [They were imprisoned, sent to labor camps, or sent into exile and forbidden contact with the West.]
4. Who said that western civilization "would be a good idea"? [Mahatma Gandhi]
5. What did Chilean author Pablo Neruda protest in his poem "The United Fruit Co."? [the economic control the U.S. had over his nation]
6. Name at least three writers who protested against the conformity and decay of American society in the 1950s. [J.D. Salinger, Arthur Miller, Allen Ginsberg, Edward Albee, Tennessee Williams]
7. Name the African American minister whose life and work during the 1950s and 1960s influenced many writers and helped advance civil rights. [Dr. Martin Luther King, Jr.]
8. Name at least three writers from other countries whose work has been influential during the last half of the twentieth century. [Andrei Sakharov, Alexandr Solzhenitsyn, Wole Soyinka, Salman Rushdie]

9. What movement that took off during the 1950s produced many authors and raised women's consciousness about their status? [feminism]
10. What movement raised people's consciousness with writing and protest against pollution and the reckless abuse of nature? [environmentalism]
11. For what novel is Salman Rushdie still under a death threat from Muslim extremists? [*The Satanic Verses*]
12. What modern form of communication technology are many writers of all views using to share their work? [the Internet]

H.O.T. TOPICS: LITERATURE

The following Higher Order Thinking questions should be presented in order to achieve maximum effectiveness. To jog students' memories and provide supporting details for general discussion, distribute copies of the Chronology of Literature Chart: The Late 20th Century (pages 18 & 19).

1. *Cold War Propaganda*. Remind students that the years between 1945 and 1990 were marked by extreme ideological competition between the United States and the Soviet Union. Review the fate of dissident writers in the Soviet Union and lead students to conclude that there has also been extreme censorship of writers in communist China, North Korea, and Cuba. Were communist countries the only ones who censored their writers? What about South Africa? From clues in the program as well as their general knowledge, students should conclude that the apartheid government of South Africa imprisoned dissident writers, kept them from publishing, and sent them into exile. Was there censorship of writers in the United States? If students don't think so, remind them that the West largely ignored Mandela's jailing in 1962 because he had been labeled a communist. In such an atmosphere, what might have happened to a writer in the United States suspected of communist sympathies? [Some may know about the McCarthy hearings and the Hollywood blacklist from their general knowledge of history.] Remind students that during the cold war, television was broadcasting images of American civil rights struggles around the world. Ask students to suggest ways the Soviets might have used these images as propaganda among freedom fighters in Africa.
2. *Gandhi and Nonviolent Resistance.* Gandhi's philosophy is often called "pacifism." Ask students for reasons why this program did *not* use that term. From the program, students should reason that pacifism implies passivity, and that nonviolent resistance is in fact a confrontational tactic. What was Gandhi's purpose in forcing confrontations with the British? [to expose the hypocrisy of Britain's claim to be a leader of the free world] Where did Gandhi and other colonized people get their democratic ideals? [ironically, from their colonial rulers] Recalling images from the program, ask students to compare Britain's democratic ideology with its colonial reality. Ask them to suggest what Gandhi's specific complaints against British rule might have been, and have them verify their answers with research.
3. *African American Literature and Culture.* As with Britain and its colonies, discuss the differences between America's official ideology—democracy—and the reality of African American life. From the Transcript, read the quote from Dr. King's "I Have a Dream" speech (page 24). What did Dr. King mean when he asked America to "live out the true meaning of its creed"? [The United States should establish democracy and equal rights for all its citizens.] Lorraine Hansberry's *A Raisin in the Sun* was the first play by a black woman to be performed on Broadway—and later on TV. It is the story about a black family that buys a house in a white neighborhood. What other similar day-to-day struggles affected African Americans on a personal level? [school segregation, "colored only" signs over drinking fountains and restroom doors, being forced to sit at the back of the bus] Students should reason that plays, poems, and novels written by August Wilson, James Baldwin, Ralph Ellison, Richard Wright, and other African Americans would include personal accounts of such discrimination. Refer students to works by African American

writers to test their theories. Use the Chronology of Literature Chart: The Late 20th Century (pages 18 & 19) to help you select the literature.

4. *Poetry and Song.* Throughout history, song has been used as a persuasive vehicle for many points of view. Folk songs and other "people's music" experienced a revival during the protest movements of the '60s and '70s. Have students bring in samples of such poetry set to music and discuss the composer's point of view and the change he or she hoped the lyrics would generate. Suggest that students start with these Bob Dylan songs: "The Times They Are A-Changin'," "Blowin' in the Wind," and "If I Had a Hammer" (made popular by Peter, Paul, and Mary). Have them gather various versions of "We Shall Overcome" and discover the wide variety of groups who used it as their anthem.
5. *Literature at Risk.* The program reviews the plight of one writer—Salman Rushdie—who has been personally threatened because of what he wrote. Cite another example—that of Taslima Nasrin, a Bangladeshi poet who went into hiding, in exile, for writing about the plight of women in her poverty-stricken country. Read this excerpt from one of her poems, "Character":

> *You're a girl*
> *and you'd better not forget*
> *that when you step over the threshold of*
> *your house*
> *men will look askance at you.…*
> *If you've got no character*
> *you'll turn back,*
> *and if not*
> *you'll keep on going*
> *as you're going now.*

¶ How does modern technology make these threats against writers such as Rushdie and Nasrin more grave? Discuss the meaning of Orwell's phrase "Big Brother is watching you" in light of developments in communications technology. Then lead a general debate on the question of whether writers today have more freedom...or less. Remind students that freedom for writers translates into free speech for ordinary citizens.

DISCUSSION: LINKING PARTS OF THE SERIES

If you are showing this program in chronological order with the other programs in this *History through Literature* series, use this review and discussion to conclude the series.

1. Remind students that Morrison won a Nobel Prize for literature in 1993. When did Ernest Hemingway win the same prize? [in 1954] Discuss in general terms the themes of Hemingway's novels [World War I, the Spanish civil war, the "lost generation" in Paris] and Morrison's. [race, gender, class, and their effects on society]
2. From visual as well as verbal clues in the program, ask students to compare society in Hemingway's and Morrison's times. Students should note that Morrison's world is faster and more deadly than Hemingway's, noting also that the global communications revolution is a watershed that separates the world literature of today from the nationalist literature of the world war years.
3. Discuss the differences and similarities between the outlook of the Harlem Renaissance writers of the 1920s and the African American writers of the 1960s. Students should note that both groups were influenced by liberation struggles in Africa, and that both groups promoted black pride and protested for black civil rights. Discuss some of the reasons African Americans finally broke so many legal barriers during the 1960s. Remind students that African Americans fought in both World War I and World War II. Discuss what African American veterans might have felt when they returned from World War II only to be regarded as second-class citizens. Ask students to think of at least one other way black experiences in World War II led to greater militancy. [the rise of a new generation of black leaders—those who had been officers in the war]

4. Discuss the term "liberation" and how, by the end of the twentieth century, the term implied personal as well as political freedom. Ask students to identify some of the religions, popular philosophies, and fads that are promising "freedom" today. Conclude with a debate on whether and how the Internet will lead to more liberation—we know, of course, that it will lead to change.

In-Depth Research

The following topics for further study will help students make connections between history and literature, between western and eastern history, and between the past and present.

EXTRA HISTORY STUDY

1. *Revolutions Worldwide*. Suggest that students do further research and reporting on the revolutions that occurred and the new nations that were formed in Asia, Africa, and South America during the years since World War II. In their reports, students should describe the roles of the United States and the Soviet Union in each independence struggle.
2. *The Balkan Wars.* Suggest that students research the fighting among Serbs, Muslims, Greeks, Russians, and Ottoman Turks during the late twentieth century, relating those conflicts to the beginning of World War I, the cold war, and the fall of the Soviet Union. Students' reports should include notes on why the region's location and geography make it strategically important, as well as a progress report on the status of the region today.
3. *Computer Consumers.* The personal computer is the most important of the many new machines that have invaded people's homes during the last two decades. Have individuals or study groups research the effects of computerization on society. Study group members should be assigned to research computers and the job market, computers and work processes, the role of information in earning profits, the effects of computerization on advertising, marketing, and selling, as well as the negative and positive potential of computers for bringing about political change.
4. *Pan-African History.* W.E.B. Du Bois, the great African American scholar and pioneer of Pan-Africanism, died on August 27, 1963. He was remembered with a moment of silence at the August 28 March on Washington, at which Dr. King gave his "I Have a Dream" speech. Using Du Bois's career as an example, suggest that students research and compare the experiences of colonized Africans and African Americans during the second half of the twentieth century. Comparisons should be made in terms of economic opportunity, racial prejudice, legal discrimination, quality of leadership, and goals. Students' reports should note how the cold war affected both Du Bois's career and the African liberation struggles. Students will learn that Du Bois, after enduring persecution for his leftist opinions in the United States, became a communist and moved to Africa in 1961. His move encouraged a general trend to the left among African liberation leaders.
5. *Women's History.* Why did the "women's lib" movement break out when it did? Suggest that individual students or teams research and report on the events of the 1960s and how they led to radical feminism. Assign study groups to research the roles of women in the civil rights movement, the antiwar movement, and the 1960s counterculture. Students will discover that, just as America's record on black civil rights contradicted its claims on democracy, so the discrimination within the protest movements contradicted radical liberation rhetoric. In their reports, students should include statistics that record the gains made by women since World War II.
6. *Military Alliances in the Vietnam War.* By the time of the Vietnam War, which the United States fought between 1964 and 1975, Chinese communism had become just as large a threat as Soviet communism. Although there was cooperation between the communist superpowers on cold war issues, there was also

intense competition between them as well as occasional military hostilities along their shared border. Assign individual students or teams to research the *actual* history of the Vietnam War, using newspaper and television accounts of the time. Other study group members should research the histories of French colonial rule of Vietnam, the anti-colonial revolt, and the evolution of the communist societies in China and North Vietnam. After reading those accounts, students will be better prepared to interpret more recent writing about the war.

7. *Local History.* Ask individuals or study groups to investigate the history of your community or region during the 1950s, '60s, and '70s. Students should visit local landmarks and historical societies, find original documents, and prepare a multimedia presentation of their discoveries. Encourage students to label their exhibits with quotations from popular books, radio programs, magazines, and movies and to make other connections between the history they are discovering and the literature of the time. A substantial percentage of Asian American students belong to families who arrived in the United States during or after the Vietnam War. If you have such students in your class, ask them to share their family histories.

EXTRA LITERATURE STUDY

1. *The Work of Toni Morrison*. Assign individuals and teams to read and report on the works of Toni Morrison. Students should divide the work chronologically, comparing works written during the 1970s, the '80s, and the '90s. While students' reports should concentrate on reading and interpreting the literature, ask them also to look for connections between Morrison's words and specific events of her time. (Note: For Internet-based information, contact Morrison's publisher at www.randomhouse.com.)
2. *Hot and Cold War Novels.* As in the years following World War I, in the years following World War II many veterans wrote about their war experiences. The same thing happened after the Korean War, the Cuban revolution, and the Vietnam War. Assign individuals or study groups to read and report on literature written by veterans of these wars. Suggest that they concentrate primarily on the literature while looking for telling details that distinguish each war. In their reports, students should also discuss the various authors' attitudes toward the war.
3. *Women's Literature.* The women's movement started back in the 1800s, but modern feminism finally found its voice in the late twentieth century. Have interested students report on the writings of the founding mothers who led the recent movement, including Simone de Beauvoir, Betty Friedan, Germaine Greer, Kate Millet, Gloria Steinem, and Alice Walker.
4. *Ideologies for the Future.* The program mentions several ideologies—capitalism, communism, nonviolent resistance, traditional religions—that have channeled people's hopes during the last 50 years. Assign individuals or study groups to read and report on these ideologies, paying special attention to how they currently are spreading through electronic means. In their reports, students should identify societies in which each ideology prevails, the effects of the ideology on everyday life, and the conflicts present within each ideological group. Students should also examine how each ideology is received by its rival ideologies. For example, although the overwhelming majority of the world's Muslims follow their religion's noble traditions of freedom of worship, in the western mind Islam is now often identified with only its most extremist elements.
4. *World Literature.* Assign individuals or study groups to research and report on the work of native writers in Asia, Africa, and the Americas during the late twentieth century. Since many works are still not available in English translations, you might want to give this assignment to students who speak Spanish, French, German, and other languages. This is an excellent opportunity for recently arrived immigrants to share their knowledge.
5. *The Community of Learning.* Suggest that students research the connections between

writers mentioned in this program and (a) other writers and thinkers of their own times, (b) writers in the generations before them, and (c) writers in later generations. Since all these writers can now communicate with each other, students should use the Internet to make connections. As with Morrison, students can access most contemporary writers through their publishers' Web pages. Robert Pinsky, America's Poet Laureate, who appears as a commentator and reader throughout the series, is poetry editor of the Internet magazine *Slate*. Exploring this and other Internet resources can be an exciting place to start understanding the important role writers play in each other's development.

Chronologies: Class Discussion and Extra Study

The chronologies of history and literature located on the following pages are designed both to summarize the era covered by the program and to motivate students to learn more about the era. Copy and distribute the chronologies to individual students or study groups. Use the pages for both in-class discussion and extra study assignments.

CHRONOLOGY OF HISTORY: THE LATE 20TH CENTURY

1. *Class Discussion: Drawing Conclusions.* Encourage students to restate key ideas and draw conclusions from details on the chart. The following are some conclusions they can draw.
   - Technology sped up dramatically because of the two world wars.
   - World War II was followed by revolutions around the world.
   - Germany was divided between communism and capitalism for several decades after the war.
   - As soon as the Soviet communist bloc began to disintegrate, warfare broke out in the Balkans.
   - The United States sent troops to several Latin American and Caribbean nations during the second half of the twentieth century.
   - The labor movement was stronger during the 1950s than it is today.
   - The United Nations, which was organized after World War II, has since been involved in many conflicts and disasters around the world.
   - Both fascism and communism, the political extremes that helped spark World War II, are still active ideologies.
   - During the last half of the twentieth century, humans have, for the first time, left their own planet—and our machines have even left the solar system.
2. *Extra Study: Researching and Reporting.* Ask students to research and report on events listed on the chart. You might want to assign one continent to each study group and have group members choose from events in their column. You might also assign each group a time period and have group members file reports from different continents.

CHRONOLOGY OF LITERATURE: THE LATE 20TH CENTURY

Note: The following Chronology of Literature Chart differs in some respects from previous chronologies. Because most students today study twentieth-century literature, the chronology lists individual titles rather than only authors and genres. To give students more options, the Fiction category has been divided into two categories: Poetry and Drama; Stories and Novels. In addition, the "Science" category has been eliminated—because scientific publishing is now so extensive and so specialized that there is no room on the chart! Scientific works that have had wide public distribution and popular appeal, such as Norbert Weiner's *Cybernetics* and Stephen Hawkings's *A Brief History of Time*, are listed under Nonfiction: History, Biography, and Science.

1. *Class Discussion: Drawing Conclusions.* Encourage students to restate key ideas and draw conclusions from details on the chart. The following are some conclusions they can draw.

- The period of the world wars produced several important new philosophers as well as many new writers.
- The international literary scene became more interconnected during the late twentieth century.
- Many twentieth-century writers worked in more than one medium.
- A substantial percentage of writers during the late twentieth century wrote about the experience of war.
- Fiction was more widely read than nonfiction during the late twentieth century.
- Many of our most familiar films first appeared as books and plays during the 1950s and 1960s.
- During the late twentieth century, a wide international readership exists for writers from around the world.
- African American and other previously marginalized writers have enjoyed unprecedented popularity since the 1960s.
- Women writers have enjoyed unprecedented popularity since the 1970s.

2. *Extra Study: Researching and Reporting.* Ask students to research and report on writers and literary works listed on the chart. You might want to assign one literary category to each study group and have group members choose from writers and works in their column. You might also assign each group a time period and have group members file reports about developments in different categories of literature.

Chronology of History Chart: The Late 20th Century

DATES	EUROPE	ASIA
1945–1949	Allies defeat Germany; United Nations holds first session; Nuremberg Trials punish top Nazis; NATO formed; Marshall Plan initiated to rebuild Europe; "cold war" begins with Soviet blockade of Berlin	U.S. drops atomic bomb & Japan surrenders; state of Israel formed; British grant Transjordan & India independence; Hindu-Muslim civil war erupts & Gandhi assassinated (India); Communists under Mao Tse-tung take over China; Taiwan formed
1950–1954	Britain & Soviet Union develop atom bomb; Elizabeth II crowned (Great Britain); Soviets open first nuclear power plants, sign treaties, & send troops into East Germany, Poland, Hungary,Yugoslavia, & Czechoslovakia	Muslim leader Adbullah killed (Jordan); Iran nationalizes oil industry; U.N. troops fight Korean War; Vietnamese defeat French; Vietnam and Korea divide into communist north & capitalist south; China invades Tibet
1955–1959	East & West Germany officially divide; Euro-communists sign Warsaw Pact; anti-communist protests in Poland & Hungary put down by Soviet troops; European Common Market founded; Soviets launch Sputnik	Arab Federation formed; U.S. Marines invade Lebanon to shore up elected government; Pakistan becomes an Islamic republic; Dalai Lama flees Tibet; U.S. begins training South Vietnamese troops
1960–1964	Profumo scandal rocks British government; France & Britain explode atom bombs; Greece & Turkey fight in Cyprus; Soviets build Berlin Wall & shoot down U-2 spy plane as cold war escalates; U.S.S.R. launches first manned spacecraft	Nehru dies (India); Federation of Malaysia formed; Diem government falls (Vietnam); Gulf of Tonkin Resolution draws U.S. into Vietnam War; Chairman Mao imposes "Cultural Revolution" (China)
1965–1969	Ceaucescu comes to power (Romania); Italy rocked by strikes & violence; Soviet Union invades Czechoslovakia after protests of "Prague Spring"; students & unions strike (France); Catholic vs. Protestant violence tears apart N. Ireland	Israel and Egypt fight Six-Day War; most Arab states enter Soviet sphere of influence; Indira Gandhi elected (India); China explodes atom bomb; U.S. bombs North Vietnam; Indonesian army, under Sukarno, defeats communists
1970–1974	longtime dictator Salazar dies (Portugal); European economies hurt by energy crisis; terrorists kill Israeli athletes at Munich Olympics; mass protests crushed by communist leaders (Poland & Czechoslovakia)	Arab oil policies create worldwide energy crisis; Egypt, Syria, & Israel fight Yom Kippur War; Arab terrorists seize several Middle East-bound planes; drought hits China & eastern U.S.S.R.; U.S. bombs Cambodia & ceases fire in Vietnam
1975–1979	longtime dictator Franco dies (Spain); Soviet Union undergoes revival of Orthodox religion; Conservative Margaret Thatcher elected prime minister (Britain)	religious violence tears apart Lebanon; Saigon falls & last U.S. citizens & supporters flee (Vietnam); Mao Tse-tung dies (China); Israel & Egypt sign peace treaty; Soviet Union invades Afghanistan; Islamic militants take over (Iran)
1980–1984	France elects socialist Mitterrand; Walesa & others found Solidarity movement (Poland); Soviet leaders Brezhnev, Andropov, & Chernenko come to power; state cracks down on writers & other dissenters (U.S.S.R.)	Palestinian uprising begins (Israel); radicals take U.S. hostages (Iran); Iran & Iraq begin 8-year war; Israel invades Lebanon & bombs Iraqi reactor; Indira Gandhi assassinated (India); China opens up trade & begins some reforms
1985–1989	massive protests across Europe follow Chernobyl nuclear accident (U.S.S.R.); free elections bring Solidarity victory (Poland); Gorbachev comes to power, institutes liberal reforms, & signs INF treaty with U.S.; cold war ends as Berlin Wall falls	Zia assassinated (Pakistan); Soviet Union withdraws from Afghanistan; Chinese army crushes Tiananmen Square protest, kills over 500 dissidents, injures 10,000, & jails 10,000
1990–1994	U.S. & U.S.S.R. both reduce cold war troop buildups in central Europe; civil wars tear Yugoslavia into Bosnia & Serbia; Serbs subject Muslims to "ethnic cleansing"	Iraq invades Kuwait; U.S.-led coalition attacks Iraq & wins Persian Gulf War
1995–1999	Bosnian conflict draws U.N. troops; Europe works toward economic union; millions mourn Diana, Princess of Wales, who was killed in Paris car crash	slash-and-burn farming causes thick smog over southeast Asia; Hong Kong returns from British to Chinese rule; Philippine & Asian stock markets crash

Chronology of History Chart (continued)

AFRICA AND OCEANIA	AMERICAS	DATES
Soviet Union & U.S. vie for influence over Egypt & other African nations; Kenyatta returns to Kenya & organizes freedom struggle; Nationalist (Boer) Party institutes apartheid (South Africa)	"Great Migration" of African Americans to northern cities begins; President Roosevelt dies; Truman in office; first Freedom Rides held in South; Robinson breaks color barrier in baseball; Organization of American States founded	1945–1949
Libya & Egypt declare independence; Kambangu, religious leader, dies after 30-year detention (Congo); Soviets & U.S. draw African freedom struggles into cold war; massive anti-apartheid protests (South Africa)	Rosenbergs executed for espionage; McCarthy holds anti-communist hearings in Senate; Eisenhower elected president; television reaches average American homes; U.S. Supreme Court rules school segregation unconstitutional	1950–1954
anti-French revolts rock Algeria; Egypt, France, & Britain caught up in Suez Canal crises; Sudan, Morocco, Tunisia, & Ghana are independent; black African leaders tried for treason (South Africa)	Rosa Parks & Dr. Martin Luther King, Jr. begin Montgomery boycott; AFL & CIO unite; first U.S. satellite orbits; Alaska & Hawaii become states (U.S.); St. Lawrence Seaway opens; Castro leads revolution (Cuba)	1955–1959
Algerian war ends with French defeat; more than 30 European colonies declare independence; Lumumba killed (Congo/Zaire); black leaders acquitted of treason & white police massacre protesters at Sharpville (South Africa)	John F. Kennedy elected president & founds Peace Corps; U.S. invades & fails at Bay of Pigs (Cuba); John Glenn orbits in space; U.S. & U.S.S.R. face off in Cuban missile crisis; Dr. King declares "I have a dream"; J.F.K. assassinated	1960–1964
Khaddafi comes to power (Libya); black African unity groups (ANC, PAC, OAU) advocate armed struggle against white power in Rhodesia & South Africa; white Rhodesia breaks with Britain over race	Dr. King leads civil rights marches in South & North & joins growing protests over Vietnam War; Dr. King & Robert Kennedy assassinated; U.S. Apollo 11 mission lands astronauts on moon; Presidents Johnson & Nixon elected	1965–1969
civil war erupts (Nigeria); Nasser dies & Sadat in power (Egypt); major droughts in Sahel region (Ethiopia); Soviet & Cuban troops join war (Ethiopia & Angola); French troops fight in Chad, Zaire, & Mauritania	public pressure against Vietnam War grows; National Guard kills anti-war protesters at Kent State; first Earth Day (U.S.); leftist Allende elected & killed in coup (Chile); Nixon resigns after Watergate hearings; Ford elected president	1970–1974
last European colonies granted independence; police massacre Soweto protesters (South Africa); after 10-year civil war, blacks get vote & elect Mugabe (Rhodesia/Zimbabwe)	Carter elected president; U.S., Canada, & Mexico hit by inflation, recession, & energy shortages; drug cartels gain power (Colombia); leftists win civil war (Nicaragua); right-wing squads deal death (El Salvador)	1975–1979
Sadat assassinated (Egypt); U.S. ends relations with Libya; economic decline & social unrest throughout continent, including many ethnic and tribal clashes; AIDS epidemic sweeps over central Africa	Mt. St. Helens erupts; Reagan elected president; U.S. enjoys economic boom while homelessness grows; military spending & national debt multiply; personal computer revolution begins; AIDS reaches U.S. & Canada	1980–1984
drought hits Sahel region; AIDS epidemic rages over sub-Saharan Africa; anti-apartheid protests & U.N. sanctions erode white government, & De Klerk elected on reform platform (South Africa)	stock market, federal housing, & heavy trade imbalances rock U.S. economy, multiplying federal deficit; stock market crashes; Bush elected president; Iran-Contra affair hits Congress	1985–1989
ANC's Nelson Mandela & other leaders released from prison & Mandela elected president in first free election (South Africa); U.S. troops carry food & relief to famine victims (Somalia)	savings and loans go bankrupt; Clinton elected president; FBI and ATF attack cult headquarters (Texas); U.S., Canada, & Mexico sign North American Free Trade Agreement; terrorists bomb World Trade Center (New York)	1990–1994
civil unrest in Liberia, Rwanda, Burundi, Nigeria, Sudan, Somalia, & Kenya; South Africa builds foundation of peace and democracy	Clinton & Congress balance budget; U.S. economy flourishes; Panama Canal reverts to Panamanian control	1995–1999

Chronology of Literature Chart: The Late 20th Century

DATES	RELIGION, PHILOSOPHY, ETHICS	NONFICTION: HISTORY, BIOGRAPHY, SCIENCE
1945–1949	Buber, *For the Sake of Heaven* & *Moses*; Webb, *Religious Experience*; Inge, *Mysticism in Religion*; Tillich, *Shaking of the Foundations*; Graves, *White Goddess*; Revised Standard Version of Bible appears	Wright, *Black Boy*; De Voto, *Across the Wide Missouri*; Benedict, *Chrysanthemum and Sword*; de Beauvoir, *The Second Sex*; Potter, *Gamesmanship*; Weiner, *Cybernetics*; Spock, *Baby and Child Care*; Anne Frank, *Diary*
1950–1954	Ortega y Gasset, *Man as Utopist Creature*; Niebuhr, *Christ and Culture*; Buber, *Chassidic Message*; Peale, *Power of Positive Thinking*; Heidegger, *Introduction to Metaphysics*; Raven, *Natural Religion and Christian Theology*	Lowenthal, *Federal Bureau of Investigation*; Reisman, Denny, & Glazer, *Lonely Crowd*; Weiner, *Human Use of Human Beings*; Skinner, *Science and Human Behavior*; Wright, *Black Force*; Chambers, *Witness*; Milosz, *Captive Mind*
1955–1959	Paton, *Modern Predicament*; Wilson, *Dead Sea Scrolls*; Ayer, *Revolution in Philosophy* & *Problem of Knowledge*; Barth, *Dogmatics*; Teilhard de Chardin, *Phenomenon of Man*	Dennis, *Auntie Mame*; Whyte, *Organization Man*; Kennedy, *Profiles in Courage*; Pollock & Weber, *Revolution of the Robots*; Smith, *Where Did You Go? Out. What Did You Do? Nothing*; White, *Elements of Style*
1960–1964	Goodman, *Growing Up Absurd*; McLuhan, *Gutenberg Galaxy* & *Understanding Media*; Berne, *Games People Play*; Hofstadter, *Anti-Intellectualism in American Life*	Wise & Ross, *Invisible Government*; Carson, *Silent Spring*; King, *Why We Can't Wait*; Friedan, *Feminine Mystique*; Baldwin, *Fire Next Time*; Jacobs, *Death and Life of Great American Cities*
1965–1969	Cox, *The Secular City*; Beckett, *Stories and Texts for Nothing*; Morris, *Naked Ape*; Dubos, *So Human an Animal*; Lorenz, *On Aggression*	*Autobiography of Malcolm X*; Schlesinger: *A Thousand Days*; Mailer, *The Armies of the Night*; Coles, *Children of Crisis*; Terkel, *Division Street*; Cleaver, *Soul on Ice*; Ehrlich, *Population Bomb*
1970–1974	Cox, *The Seduction of the Spirit*; Fromm, *The Anatomy of Human Destructiveness*; Toffler, *Future Shock*; Erickson, *Gandhi's Truth*	Boorstin, *The Americans*; Fitzgerald, *Fire in the Lake*; Millett, *Sexual Politics*; Dee, *Bury My Heart at Wounded Knee*; Angelou, *I Know Why the Caged Bird Sings*; Douglas, *Feminization of American Culture*; Reich, *Up the Organization*
1975–1979	Wilson, *On Human Nature*; Bronowski, *A Sense of the Future*; Peck, *The Road Less Traveled*	Dillard, *Pilgrim at Tinker Creek*; Sagan, *The Dragons of Eden*; Raines, *My Soul Is Rested*; Zukav, *Dancing Wu Lin Masters*
1980–1984	Hofstadter, *Göedel, Escher, Bach*	Litwack, *Been in the Storm So Long*; Baker, *Growing Up*; Schell, *The Fate of the Earth*; Barnet, *The Lean Years*; Braudel, *Structures of Everyday Life*; Joyner, *Down by the Riverside*
1985–1989	Küng, *Christianity and the World Religions*; Brodsky, *Less than One*	Bailyn, *Voyagers to the West*; Branch, *Parting the Waters*; Paz, *One Earth, Four or Five Worlds*; Puller, *The Fortunate Son*; Terkel, *The Good War*; Wilson, *Sociobiology*; Mathabane, *Kaffir Boy*
1990–1994	Prejean, *Dead Man Walking*; Armstrong, *A History of God;* Brown, *Death of the Messiah*	Ulrich, *A Midwife's Tale*; American Social History Project, *Who Built America?*; Hawkings, *A Brief History of Time*; McCoullough, *Truman*; Delaney, *Having Our Say*; Kaplan, *Balkan Ghosts*
1995–1999	Miles, *God: A Biography*; Zukav, *Seat of the Soul*; Penrose, *Shadows of the Mind*; Norris, *The Cloister Walk*	Croner, *Connected Knowledge*; Hawkings & Penrose, *The Nature of Space and Time*

Chronology of Literature Chart (continued)

FICTION: POETRY, DRAMA	FICTION: NOVELS, STORIES	DATES
Bishop, *North and South*; Rukeyser, *Green Wave*; Williams, *A Streetcar Named Desire*; Miller, *All My Sons*; Girardoux, *Madwoman of Chaillot*; Camus, *Plague*; Williams, *Paterson*; Ionesco, *Bald Soprano*; Neruda, *General Song*	Steinbeck, *Cannery Row*; Mailer, *Naked and the Dead*; Capote, *Other Voices, Other Rooms*; Orwell, *Animal Farm* & *1984*; Sartre, *Age of Reason*; Asturias, *President*; Ozamu Dazai, *Setting Sun*; Paton, *Cry the Beloved Country*	1945–1949
Brooks, *Annie Allen*; Merwin, *A Mask for Janus*; Ionesco, *Chairs*; Roethke, *Waking*; Stevens, *Collected Poems*; Miller, *Crucible*; Nash, *Rainmaker*; Thomas, *Under Milk Wood*; Cocteau, *Orpheus*; Camus, *Rebel*	Hemingway, *Old Man and the Sea*; Jones, *From Here to Eternity*; Ellison, *Invisible Man*; Baldwin, *Go Tell It on the Mountain*; Salinger, *Catcher in the Rye*; Milosz, *Captive Mind*; Golding, *Lord of the Flies*; Greene, *Quiet Man*	1950–1954
Ginsberg, *Howl*; Williams, *Cat on a Hot Tin Roof*; Becket, *Waiting for Godot*; Miller, *A View from the Bridge*; Osborne, *Look Back in Anger*; Hansberry, *A Raisin in the Sun*; Camus, *Fall*; Yevtushenko, *Zima*	O'Connor, *A Good Man Is Hard to Find*; Kerouac, *On the Road*; Tolkein, *Lord of the Rings*; Shute, *On the Beach*; Pasternak, *Doctor Zhivago*; Singer, *Gimpel the Fool*; Calvino, *Italian Folktales*; Mahfouz, *Children of Gebelawi*	1955–1959
Williams, *Night of the Iguana*; Levertov, *The Jacob's Ladder*; Bly, *Snowy Fields*; Plath, *Bell Jar*; Simon, *Barefoot in the Park*; Berryman, *77 Dream Songs*; Pinter, *Homecoming*; Baldwin, *Amen Corner*; Baraka, *Slave*	Cortázar, *Hopscotch*; Pynchon, *V*; Lessing, *The Golden Notebook*; Lee, *To Kill a Mockingbird*; Faulkner, *The Reivers*; Bellow, *Herzog*; Grass, *Cat and Mouse*; Burgess, *Clockwork Orange*; Barth, *Sotweed Factor*	1960–1964
Gilroy, *The Subject Was Roses*; Albee, *A Delicate Balance*; Sackler, *The Great White Hope*; Beckett, *Acts without Words*; Goldman, *Lion in Winter*; Pinter, *Homecoming*; Merwin, *Lice*; Hansberry, *To Be Young, Gifted, and Black*	García Márquez, *One Hundred Years of Solitude*; Nabokov, *Ada*; Styron, *Confessions of Nat Turner*; Barth, *Giles Goat-Boy*; Pynchon, *Crying of Lot 49*; Matthews, *Tlooth*; Momaday, *House Made of Dawn*	1965–1969
Gordone, *No Place to Be Somebody*; Brodsky, *Selected Poems*; Stoppard, *Jumpers*; Ionesco, *Killing Game*	Böll, *Group Portrait with Lady*; Pynchon, *Gravity's Rainbow*; Crews, *Gospel Singer*; Bellow, *Mr. Sammler's Planet*; Solzhenitsyn, *August 1914*; Updike, *Rabbit Redux*; Welty, *Losing Battles*; Gorimer, *Conservationist*; Pirsig, *Zen and the Art of Motorcycle Maintenance*	1970–1974
Shepard, *Buried Child*; Ferré, *Pandora's Papers*; Milosz, *Bells in Winter*; Montale, *Storm and Other Poems*; Graves, *Collected Poems*; Mamet, *Squirrels*	Ferré, *Pandora's Papers*; Puig, *Kiss of the Spider Woman*; García Márquez, *Autumn of the Patriarch*; Baldwin, *Just above My Head*; Golding, *Darkness Visible*; Bellow, *Humboldt's Gift*; Solzhenitsyn, *Gulag Archipelago*	1975–1979
Henley, *Crimes of the Heart*; Mamet, *Glengarry Glen Ross*; Norman, '*Night, Mother*	Golding, *Rites of Passage*; O'Toole, *A Confederacy of Dunces*; Vargas Llosa, *War of the End of the World*; Kincaid, *Annie John*; Gaddis, *J.R.*; Haley, *Roots*; Walker, *Color Purple*	1980–1984
Uhry, *Driving Miss Daisy*; Wilson, *Fences*; Wasserstein, *Heidi Chronicles*; Paz, *Collected Poems*; Soyinka, "Funeral Sermon, Soweto"	Lessing, *Good Terrorist*; Rushdie, *Satanic Verses*; McMurtry, *Lonesome Dove*; Morrison, *Beloved*	1985–1989
Wilson, *The Piano Lesson*; Shenkkan, *The Kentucky Cycle*; Kushner, *Angels in America*; Wasserstein, *Sisters Rosensweig*; Simon, *Lost in Yonkers*; Angelou, *On the Pulse of Morning*; Albee, *Three Tall Women*	Hijuelos, *Mambo Kings Play Songs of Love*; Updike, *Rabbit at Rest*; Pynchon, *Vineland*; Morrison, *Jazz*; Halpern, *A Soldier of the Great War*; Gaddis, *A Frolic of His Own*; Sontag, *Volcano Lover*; Gaines, *A Lesson in Dying*	1990–1994
Heaney, poems; Szymborska, poems	Conroy, *Beach Music*; Ishiguro, *The Unconsoled*; Ford, *Independence Day*	1995–1999

Cross-Curricular Explorations

These projects are designed to relate the ideas in the program to other areas of study; assign them to individuals and study groups according to students' interests and strengths.

1. *Flower Child Fashions*. During the 1960s, the so-called "counterculture" used fashion as a means to express its discontent. Have students research "hippie" styles and how they affected the fashion industry. Their "reports" might consist of a fashion show. Be sure students note which elements of the hippie style are still with us today. For example, since the 1960s, blue jeans and T-shirts have become so respectable that they are an American uniform, worn by people of all classes.
2. *Afrofashion.* Lorraine Hansberry's 1958 play, *A Raisin in the Sun*, has a character who dresses "Afro," to the scornful amusement of the other black characters. Research the civil rights and black power movements from a fashion point of view, showing how black power styles reached the mainstream fashion industry. Arrange a fashion show of African styles from the 1960s to the present.
3. *History Rocks.* Chuck Berry hit the scene in the 1950s, and Elvis Presley wasn't far behind. Research the history of rock and roll, paying special attention to how the music both mirrored and affected American society. Find out how racism helped turn black rhythm and blues into white rock and roll, how the civil rights movement and the "Motown sound" were related, and how African American blues became Beatles pop. Compile a discography of rock and blues songs that reflect the history of the time. If possible, arrange a concert for the class.
4. *Screenplays as Literature.* Although many works of fiction are still adapted for films, many more films are now written as original works of literature. Study the development of this new literary genre during the last 50 years. Pay special attention to how African Americans, women, and other previously marginalized groups have made their points of view felt in film, as they have in novels and poetry. Discuss how films both mirror and affect our society.

Transcript

In 1993, the **Nobel Prize** for Literature was awarded to a writer who, according to the Nobel committee...

> *...delves into the language itself, a language she wants to liberate from the fetters of race. She addresses us with the luster of poetry.*
>
> —Nobel Prize Committee

That remarkable novelist was Toni Morrison.

From her first novel—*The Bluest Eye*, written in 1970—Morrison has confronted issues of race, class, and gender, issues that she believes shape the lives of African Americans. *The Bluest Eye* tells the story of a poor, abused black girl who yearns to have blue eyes:

> *Anger stirs and wakes in her; it opens its mouth and like a hot-mouthed puppy, laps up the dredges of her shame. Anger is better. There is a sense of being in anger. A reality and presence. An awareness of worth.*
>
> *The Bluest Eye*
> —Toni Morrison

In 1987, Morrison wrote *Beloved*, a Pulitzer Prize-winning novel set in nineteenth-century America. Combining the elements of a ghost story, a mystery, and a work of historical fiction, the main character kills her own child rather than allow her to become a slave. For Morrison, recognition not only as an African American, but as a woman, was like a double victory.

Toni Morrison's literature reflects, in many ways, the changes that have taken place in the second half of the twentieth century...a period in which many previously silenced people—women, blacks, the poor, and the **colonized**—have found their voices.

SUSAN BALÉE

> That's really what's happened in literature in America. At most colleges and high schools, more previously marginalized voices of women and people of color are being heard more now than ever before. But a lot of traditional, classical white voices are not being heard. We're probably living in a period when that's about to shift again, when we will retain some of these important marginalized voices—like Toni Morrison or some of the great gay and lesbian writers of the period—but we will incorporate again the classical voices.

The second half of the twentieth century has also been a period of hopeful struggles—for national and individual freedom—undermined by threats of **nuclear war** and environmental disaster...a period in which incredible advances in technology have revolutionized our view of ourselves and the universe.

All of these threads are woven into the literature of our times.

Our present-day world finds its roots in the period immediately following the Second World War, the most destructive war in human history.

Although the United States and its allies were victorious in 1945, the war's end brought terrifying new problems. The awesome destructive power of the **atom bomb** convinced many that the future of the world was in doubt.

And when Allied troops liberated the **Nazi death camps**, the world learned of the evil that was possible in human behavior.

Paul Celan, a Jewish Romanian poet, mourned the millions of Jews murdered in the **Holocaust** in this way:

ROBERT PINSKY

> *Black milk of daybreak we drink it at sundown*
> *we drink it at noon in the morning*
> *we drink it at night*
> *we drink and we drink it*
> *we dig a grave in the breezes*
> *there one lies unconfined.*
>
> "Death Fugue"
> —Paul Celan

Achieving justice for European Jews was one of the most serious problems facing the United Nations when it was established after the war.

In 1947, U.N. members voted that a separate Jewish state be created in Palestine. One year later, the Jewish state of Israel was born.

Placed in the midst of four Arab nations—Lebanon, Syria, Jordan, and Egypt—war and violence immediately erupted and still continue today as the Israelis and the Arabs both claim the land in Palestine theirs by ancestral right.

The conflicts in Palestine, like other postwar conflicts around the world, would become even more complicated by a so-called "**cold war**" that developed between the huge, **communist**-run Soviet Union and the young western **superpower**, the United States.

After the war, the West feared that the communists, led by the Soviet Union, were planning to take over all of Europe.

Having already taken control over most of the nations in Eastern Europe, the Soviets built a long, heavily patrolled border to keep out the **capitalist** enemy of the West.

Winston Churchill, who had led Britain during the war, named this border the "**iron curtain**."

The United States countered this front put up by the Soviets by establishing the **Marshall Plan**, which poured economic aid into western Europe.

They also helped to set up **NATO**, the North Atlantic Treaty Organization, which pledged to defend western Europe against the Soviet threat. The cold war—a war fought with money-induced loyalty rather than weapons—would affect nearly every event in Europe and the world for decades to come.

The Soviet-bloc countries in eastern Europe were ruled by communist dictators.

Writers in the West, such as George Orwell, attacked this Soviet-style **totalitarian** rule. In his novel *1984*, Orwell depicts a future in which all citizens would be controlled by a tyrannical and coldly efficient government.

In his book, he introduced an ominous new phrase that readers would not soon forget:

> *Big Brother is watching you.*
>
> *1984*
> —George Orwell

In Asia, too, communism was rising up after World War II. Armed conflicts and civil war in China, between communists and pro-democratic **nationalist** supporters, were products of the cold war. The communists defeated the nationalists and began their long rule in China in 1949.

Korea and Vietnam soon became the focus of serious confrontations between the communists in Asia and the West, providing a playing field where superpowers on either side of the iron curtain would exhibit their influence. In the early '50s, the United States and other U.N. member nations sent troops to help resolve the conflict in Korea. Many people—Asian, American, and European—would die in this war. When it ended, Korea was divided between the communist North and the democratic South.

Meanwhile, nationalist revolutions erupted in European colonies around the world.

To India and other colonies, Great Britain, France, and the western powers were hardly the champions of democracy that war **propaganda** had boasted them to be.

A reporter asked Mahatma Gandhi, the leader of the freedom struggle in India, what he thought of "western civilization."

"Yes," Gandhi replied, "That would be a good idea."

Gandhi, a London-educated lawyer, taught the world a radical new way to gain attention and force change through **nonviolent civil disobedience**.

In his simple Indian dress, Gandhi led protest marches, hunger strikes, and sit-ins—all reported on radio and in newsreels.

In this powerful new way, he helped expose to the world the unjust, sometimes brutal nature of British colonial rule.

By 1947, Britain was forced to grant India independence—or renounce its claim as a leader of the "free" world.

Cold war propaganda was often used to cover up or excuse state-sponsored acts of violence. In 1962, the white government of South Africa arrested Nelson Mandela and hundreds of other black leaders. Although the jailed leaders belonged to many different parties, they were all labeled "communists." This eliminated any protest from the free world.

In Latin America, communism held a much stronger appeal to the oppressed people, where many countries had become economic, if not political, colonies of the United States.

Chilean poet Pablo Neruda wrote of the United States sarcastically in his poem "The United Fruit Co."

ROBERT PINSKY

When the trumpet sounded, it was all prepared
on the earth,
and Jehovah parceled out the earth
to Coca Cola Inc., Anaconda,
Ford Motors and other entities.
The Fruit Company, Inc.
reserved for itself the most succulent,
the central waste of America.

"The United Fruit Co."
—Pablo Neruda

By the late 1990s, only one communist government would remain in all of Latin America—Fidel Castro's Cuba. Upon his takeover in 1959, hundreds of thousands of Cubans would flee to the United States. There, they found the richest and probably the most optimistic nation on Earth during the 1950s.

The **G.I. Bill** gave housing and education benefits to American **veterans**, who went to college in record numbers and created new families in a postwar "**baby boom**."

SUSAN BALÉE

You'll have the incredible conformity of the 1950s, where the dominant ideology was men in gray flannel suits working from nine to five and women staying home and baking cookies and raising their kids. And then you'll see that completely flip in the 1960s. The **women's movement**...the **civil rights movement**...the protesters growing their hair long, wearing tie-dyed clothes—forget the gray flannel suit.

Rebellion became a popular theme in literature as many writers decried the 1950s as a time of mindless conformity.

J.D. Salinger's novel *The Catcher in the Rye* introduced a young rebel hero, Holden Caulfield, who runs away from his boarding school. The book created a scandal when it appeared in 1952 and was banned in most schools.

Jack Kerouac's novel *On the Road* would nurture the spirit of rebelliousness.

But then they danced down the road like dingledodies, and I shambled after...after people who interest me...the ones who never yawn or say a commonplace thing, but burn, burn, burn like fabulous yellow roman candles exploding like spiders across the stars....

On the Road
—Jack Kerouac

SUSAN BALÉE

That, by the way, is another great American theme...is the road trip novel. Back from the days of *On the Road* with Jack Kerouac, there's always been this urge in America to go West. And so you have a lot of books about people on car trips very frequently going West. They're going to California and back. It's the American **picaresque** novel; *Don Quixote* in a Corvette.

Playwrights such as Arthur Miller, Edward Albee, and Tennessee Williams examined the decaying values and seeming emptiness of modern life.

Allen Ginsberg—a member of the so-called **beat generation** of writers—in his 1956 poem *Howl* raged against America's worship of Moloch, the ancient god of money.

> *angel-headed hipsters burning for the ancient heavenly connection to the starry dynamo in the machinery of night...*
> *who burned cigarette holes in their arms protesting the narcotic tobacco haze of capitalism.*
>
> *Howl*
> —Allen Ginsberg

Many writers and intellectuals blamed the new medium—**television**—for Americans' bland conformity. TV was called a "vast wasteland" and nicknamed "the boob tube."

But television would also energize American society. In 1957, the Soviets launched the first manned space flight. With a jolt, Americans realized that the Soviets were a huge technological threat.

A furious **arms race** and **space race** began. When the United States put a man on the moon in 1969, it was an ideological—as well as scientific—victory.

Americans sat before their televisions as their new, young president challenged them:

> *Ask not what your country can do for you—ask what you can do for your country.*
>
> Inaugural speech
> —President John F. Kennedy

Thanks to television, white Americans could no longer refuse to see the injustice of **segregated** schools, or the despair of **racial discrimination**.

A new African American leader, the Reverend Martin Luther King, Jr., adapted Gandhi's nonviolent tactics to the television age.

In August 1963, Dr. King organized a march in which thousands of people of all races traveled to the nation's capital to peacefully demand black civil rights. At the march, Dr. King delivered his best-known challenge to the nation.

> *I have a dream: That one day...we will be able to speed up that day when all God's children—black men and white men, Jews and Gentiles, Protestants and Catholics—will be able to join hands and sing in the words of the old Negro spiritual: Free at last, free at last, thank God almighty we're free at last.*
>
> Speech at the March on Washington
> —Dr. Martin Luther King, Jr.

Two weeks after Dr. King's historic speech, a bomb went off in a Birmingham church, killing four black children and injuring 19 others.

Only a month later, President Kennedy was assassinated in Dallas and the U.S. descended into a five-year period of unprecedented domestic upheaval. Dr. King would win the Nobel Peace Prize in 1964 and inspire new civil rights laws, and convince many whites that racism was wrong.

But the resulting **backlash** of other whites convinced many blacks that nonviolent resistance wasn't working fast enough.

The black **ghettos** of Los Angeles and other cities exploded in race riots, and young black intellectuals began repudiating Dr. King, calling for armed revolution and "**black power**."

Meanwhile, Dr. King expanded his mission and joined the rising chorus of protests against sending United States troops to fight in Vietnam.

But on April 4, 1968, Dr. Martin Luther King was assassinated, and the pent-up rage of America's inner cities burst into the streets with riots and anger, as well as an outpouring of public grief.

Protests and marches by minority populations rose up across the nation. Anger at American society and at the United States government reached its peak in the late 1960s, as previously silenced groups, including **Hispanics** and **Native Americans**, demanded to be heard.

SUSAN BALÉE

> Since the civil rights movement of the 1960s, a lot of voices that you didn't hear in literature are, for the first time, being heard. And these

> are very frequently women's voices, African American voices, gay and lesbian voices...any of the people who were marginalized by a more traditional society or by that dominant ideology—which was white, male, traditional **patriarchal** values—the other voices are being heard now.

Another voice that demanded the public's attention in the '60s was that of the **environmentalists**. In 1962, American environmentalist Rachel Carson warned...

> *As crude a weapon as the cave man's club, the chemical barrage has been hurled against the fabric of life.*
>
> *Silent Spring*
> —Rachel Carson

Environmental threats had become increasingly visible, and by the '80s and '90s, serious issues began to affect the public, from **industrial waste**, to the destruction of South American rainforests, to nuclear accidents such as Three Mile Island in Pennsylvania and the huge Chernobyl disaster in the Soviet Union in 1986.

The Chernobyl nuclear meltdown was followed by widespread anger and protests throughout the Soviet Union, without any **media** coverage of the complaints.

But news of the aftermath in Chernobyl found its way to the West by fax, phone, and hand-held video cameras.

These new tools of communication marked the beginning of the **Information Age**. Soon they would help document and allow the world to witness major events and changes of the late twentieth century—such as the fall of the communist **regimes** in Poland and in Czechoslovakia, where playwright Vaclav Havel, once imprisoned by the communists, became his country's first democratically elected president.

Rock bands, video cameras, tape recorders, and **computers** were on hand in 1989 to witness the destruction of what was perhaps the greatest symbol of the iron curtain: the infamous **Berlin Wall** in Germany. And the world watched as the Soviet Union collapsed in the early 1990s.

In South Africa, modern media would also help overthrow **apartheid**, the racist policy that had denied blacks social and economic equality with whites.

The South African poet Wole Soyinka became the first African writer to win the Nobel Prize for Literature. Here, he describes some of the South African blacks who were massacred at Soweto, a black township.

> ROBERT PINSKY
>
> *We,*
> *the sludge of gold and diamond mines,*
> *Half-chewed morsels of canine sentinels*
> *In nervous chain-stores, snow-white parks.…*
> *We, the bulldozed, twisted shapes of*
> *Shanty lots that mimic black humanity.…*
>
> "Funeral Sermon, Soweto"
> —Wole Soyinka

In 1990, 28 years after his imprisonment, ANC leader Nelson Mandela was released from prison. Less than four years later, he was elected president of South Africa. In cold war terms, this was another miracle.

But with the collapse of the Soviet Union, the cold war was over—wasn't it? Well, yes...and no. After all, communism still rules over a quarter of the world's population.

Soviet- and U.S.-made weapons distributed during the cold war are still contributing to unrest in Africa and elsewhere, and the media is still a major factor in shaping world opinion.

Former Soviet-bloc nations are embroiled in ethnic battles, warring over the same futile ideals that led to World War I.

Extreme right- and left-wing groups, close cousins of those who helped launch World War II, can be found with a few quick clicks on the **Internet**.

And at a time when writers have wider audiences than ever, with access to the World Wide Web and the Internet, they can also be in more danger than ever.

Salman Rushdie, an Anglo-Indian writer living in London, published his novel *The Satanic Verses* in 1988. Because the novel offended many Muslims, Iranian leader Ayatollah Khomeini called for the murder of the author. Rushdie remained in hiding for many years, but claimed:

> *Literature is the one place in any society where, within the secrecy of our own heads, we can hear voices talking about everything in every possible way.*
>
> *Is Nothing Sacred?*
> —Salman Rushdie

When Toni Morrison was asked what her aim was in writing, she responded:

> *To show how to survive whole in a world where we are, all of us, more than just individuals, but related to one another in a greater shared history.*
> —Toni Morrison

SUSAN BALÉE

> You have the romantic period, around the turn of the eighteenth to the nineteenth century. You have the stream-of-consciousness novel coming out around the turn of the nineteenth to the twentieth century. We're coming now to the turn of the twentieth to the twenty-first, so it will be very interesting to study the art and literature of this period, because usually at the turns of century you see some kind of a shift in what people are doing in art and literature. I think we'll see it.

Whatever the challenges of the future, we can be sure that writers will continue to address humanity's concerns, as they have for the past 30 centuries and more.

Like writers of the Renaissance, whose works were the first printed books, writers today know they are witnesses to the birth of a new literary age.

Consultants for the Series

Susan Balée, B.A., M.A., Ph.D.

Professor, author, commentator, editor, lecturer

- Primary fields of study: nineteenth-century British literature and popular culture; literature of the American south; American literature
- Published in: *The Hudson Review*; *The Philadelphia Inquirer*; *PMLA Forum; The Georgia Review; Victorian Studies*
- Notable achievements: founding editor, *Northeast Corridor*

Christopher Medwin Edens, B.A., Ph.D.

Archaeologist, professor, researcher

- Primary fields of study: evolution of complex societies; political economy of pre-modern states; center-periphery relations; archaeology of western Asia; lithic technologies
- Recent research: Tell Billa excavation in northern Iraq; lithic analysis for the Hacinebi Tepe (Turkey) project; investigation of Bronze Age in highland Yemen
- Published in: *Journal of World Prehistory*; *Anatolica*; *Arabian Archaeology and Epigraphy*; *Archaeological News; American Anthropologist*
- Notable achievements: Robert H. Dyson Post-Doctoral Fellow in Near Eastern Archaeology; American Research Institute in Turkey/National Endowment for the Humanities grant recipient; consultant to new Saudi Arabian National Museum project in Riyadh

Edward Peters, B.A., M.A., Ph.D.

Professor, author, editor, reviewer

- Primary fields of study: early European history; church history; legal history; intellectual and political history; cultural history
- Author of: *Torture* (1985, rev. 1996); *Inquisition* (1989); numerous books and articles
- Notable achievements: general editor, *The Middle Ages* series (University of Pennsylvania Press); ACLS Fellow; Guggenheim Fellow; fellow, Royal Historical Society; fellow, Medieval Society of America; curator, Henry C. Lea Library

Robert Pinsky, B.A., M.A., Ph.D.

Poet, professor, lecturer, reviewer, editor

- Author of: *History of My Heart* (1984); *Poetry and the World* (1988); *The Inferno of Dante* (1995); *The Figured Wheel: New and Collected Poems 1966-1996* (1995); many other titles
- Published in: *Antaeus; The New Yorker*; *The Paris Review*; *The Norton Anthology of Modern Poetry*; *The Atlantic*; *The New York Times Book Review*
- Notable achievements: Poet Laureate of the United States; poetry editor, *Slate* (an Internet magazine); poetry editor, *The New Republic*; Pulitzer Prize in Poetry nominee; Lenore Marshall Award winner; Ambassador Book Award winner; William Carlos Williams Award winner; Woodrow Wilson, Fulbright, N.E.H., N.E.A., and Guggenheim Fellowships

Rosalind Remer, B.A., M.A., Ph.D.

Professor, reviewer, lecturer, educational consultant

- Primary fields of study: eighteenth-century American economic and business history/history of the book; social, cultural, and economic history of colonial and revolutionary America and the early republic
- Author of: *Printers and Men of Capital: The Philadelphia Book Trade in the New Republic* (1996)
- Published in: *Pennsylvania Magazine of History and Biography*; *Journal of the Early Republic*; *Business and Economic History*; *William and Mary Quarterly*
- Notable achievements: director of programs and planning, National Constitution Center; many awards and fellowships, including an Andrew W. Mellon Foundation research fellowship

Irene Bald Romano, B.A., Ph.D.

Archaeologist, museum and educational consultant, professor, lecturer

- Primary field of study: classical archaeology
- Archaeological excavations: Gordion (Turkey), Corinth (Greece), Pollentia (Alcudia, Mallorca), Deya (Mallorca)
- Co-author of: *Catalogue of the Classical Collections of the Glencairn Museum* (1998)
- Published in: *Expedition; Hesperia; The Coroplast's Art: Greek Terracottas of the Hellenistic World*
- Awards and grants: University of Pennsylvania Research Foundation Award; American Philosophical Society grant; National Endowment for the Humanities grant

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