

The First Global Age and the Age of Revolution



The Era of the First Global Age and Revolution

Kathy Sammis



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TO THE TEACHER

This book, the fourth volume in Walch's *Focus on World History* series, covers an era of approximately 500 years, from 1450 to 1900. This was a dynamic time in world history, beginning with the first forging of links across the Atlantic Ocean between Europe and the Americas; this was quickly followed by Africa's painful involvement in the Atlantic slave trade. European nations developed thriving colonial societies throughout the Americas, devastating Amerindian life in the process. However, the Columbian Exchange of plants, animals, and cultural elements enriched life in Africa, the Americas, and Europe.

Life and thought in Europe changed profoundly during these years. The Renaissance continued to stimulate new ideas. The Reformations created new Christian churches and a cleansed Catholic Church. The Scientific Revolution brought many new discoveries, while the technological revolution of industrial times brought waves of new inventions. The Enlightenment drew thinkers into a reasoned questioning of traditional social and political systems, which in turn inspired revolutions against the old, established orders across Europe and in the Americas.

The Industrial Revolution changed the ways in which Western people lived and worked. Moreover, the industrial strength of European nations spurred them into a search for new markets and raw materials, ushering in the age of imperialism. Africans found themselves divided into European colonies with arbitrary borders. The great empires of Eurasia—the Ottoman, Safavid, and Mughal—flourished in the 1400s, 1500s, and 1600s, but they declined in the 1700s, opening the way for increasing Western dominance and even outright control in the 1800s. China, under the Ming and Qing, and

Japan, under the Tokugawa and Meiji, struggled to find the best responses to increasingly insistent Western demands for trading rights. Both cultures at first rejected this pressure, but later either chose or were forced to yield to them.

The reproducible student activities in this book are designed to draw students into this era of growing global links and revolutions among the world's cultures, states, and peoples. They are designed to help students develop a richer understanding of the many elements of this varied time of great change. Many activities in the book draw on original source materials. This device personalizes distant events for students and helps them enter into the lives and cultures of these centuries.

Organization

The student activity topics are divided into units guided by the National Standards for History. (See end of this section.) Each unit begins with several Student Background pages, which give the most relevant information on that unit's topic. A number of reproducible student activity pages follow, including reading selections from original contemporary sources. These activities are variously structured to foster decision-making, comprehension, analytical, comparative, interpretive, research, mapping, role-playing, interactive, and interdisciplinary skills in your students.

Each unit includes some Extra Challenge questions or activities to provide enrichment for more advanced or adventurous students. Maps are provided for use with some activities; you can make copies as needed for applicable activities.

Each unit is preceded by a Teacher's Guide, offering an overview of the unit and its objectives, plus specific teaching information on each student activity.

Lower-level students may have some difficulty reading the original source documents, which contain some formal, higher-level words and syntax. It may be helpful to go over some or all of the original source selections in class to be sure that all students have a full comprehension of them.

At the back of this book is a section titled Answers, Additional Activities, and Assessments.

For each unit, we have provided answers for the student activities, a list of suggested additional activities (including possible Internet sites to investigate), and several assessment vehicles. You'll also find additional teaching suggestions for some activities. The Additional Resources section includes titles of classic literature from this era that will enrich students' learning and be helpful to you, plus CD-ROM and video titles and Internet sites with many links to world history sources. Finally, the glossary is reproducible for students' use.

Key to National Standards for World History	
Unit 1	Era 6, Standards 1A, 1B, 1C, 4A, 4B, 4C, 6
Unit 2	Era 6, Standards 2A, 2B, 2C, 2D, 2E, 6
Unit 3	Era 6, Standards 3A, 3B, 3C, 5A, 5B, 5C, 6
Unit 4	Era 7, Standards 1A, 1B, 2A, 2B, 2C, 4A, 4B, 4C, 4D, 6
Unit 5	Era 7, Standards 3A, 3B, 3C, 3D, 3E, 6
Unit 6	Era 7, Standards 5A, 5B, 5C, 5D, 5E, 6

TO THE STUDENT

During the years from 1450 to 1900, global links developed that tied all regions of the world together. These were also years of revolution. Old political structures toppled, replaced by new ones. Power-driven industry replaced handwork and cottage production. The West used its industrial strength to dominate the world.

This global age began with the small European nation of Portugal. Its explorers found a sea route around Africa to the spice-trading ports of the Far East. Spain led the way in forging sea routes to the Americas. Until 1492, the people of Europe had not known that the American continents existed. Explorers, and then settlers, from other nations of Europe followed. European nations built colonies up and down the Americas. In the process, they pushed out Native Americans and spread deadly European diseases to them. Slaves were imported from Africa to provide labor on colonial plantations.

In Europe, people broke from the Catholic Church. They formed new Protestant churches in its place. Scientists began observing the natural world closely. They made many new discoveries about the physical world. Thinkers worked to apply reason to their study of political systems and social problems.

Eurasia in these years was dominated by three large Muslim empires. The Ottoman Empire spread across Southwest Asia and beyond. The Safavids ruled Persia. Mughals reigned in India. As these empires declined, European powers gained varying degrees of control. Farther west, China and Japan rejected

European demands for trade rights. But both were forced to grant such rights in the later 1800s. Japan yielded by choice. China gave in unwillingly.

Beginning in the 1770s, revolutions swept the Western world. Britain's North American colonies won their war for independence in 1783. The French Revolution swept away the monarchy. People everywhere wanted to be in control of their own nations. Meanwhile, new technology created an enormous growth of industry in the 1800s. Modern life had begun.

The later years of the 1800s saw global links intensify. Technology promoted such links. Steamships and railroads crossed sea and land. Telegraph cables and radio speeded communication. Millions of Europeans moved to other regions of the world. Nations of Europe carved Africa up among themselves. At the end of the century, the United States and Japan joined in this move to acquire colonies.

The activities you'll be doing for this course of study will help you better understand this era of global links, revolution, and change. You'll work with maps. You'll put yourself into the shoes of this era's people—describing your life as a Russian serf, advising the Chinese emperor on war and peace, planning your round-the-world trip. You'll read what this era's people said about themselves and others. You'll learn about the technology they invented and used and the art they created. When you're done, you'll have a better grasp of these exciting years of human history.

Atlantic Region

(For use with Unit 1, Worksheets 1 and 7)



Eurasia

(For use with Unit 3, Worksheet 1)



The World

(For use with Unit 6, Worksheet 1)



Sea Routes Link the Globe



TEACHER'S GUIDE

The objective of this unit is to help students understand the changes that occurred in the world after transoceanic links were forged across the Atlantic in the fifteenth and sixteenth centuries. Many aspects of European life in the 1400s encouraged global outreach, including the desire for trade goods from the East, strong and stable central governments, the Renaissance thirst for new discoveries, missionary fervor, and advances in sailing technology. Portugal's exploratory voyages down and around Africa forged the direct sea link between Europe and Asia. (The effects of that global link are explored in detail in Units 3 and 5.) Spain, through Christopher Columbus, initiated European contact with the

Americas, and England, France, and the Netherlands soon followed. The Spanish quickly established control over Central and South America, while the British, Dutch, and French concentrated their efforts on North America and the Caribbean. The need for labor on colonial American plantations soon led to the development of the extensive and tragic Atlantic trade in enslaved Africans. The linking of Europe, Africa, and the Americas gave rise to the Columbian Exchange, a sharing of foods, plants, and animals among the three continents. The activities of this unit are designed to draw students into a better understanding of these early years of cross-Atlantic linkages.

Student Activities

Worksheet 1, Voyages of Discovery, uses mapping to show the routes and years of explorers' voyages from various European nations down and across the Atlantic from 1487 to 1610. The Extra Challenge asks students to identify areas of the Americas colonized by the different European nations, use their math skills to calculate the length of the voyages, and identify the nationalities of the explorers involved.

Worksheet 2, The Portuguese Caravel, underscores, visually and in writing, the importance of improvements in boat design to the age of exploration. Students' answers to questions about features of the caravel will reveal the ships' navigational advantages and a disadvantage. The Extra Challenge invites students to assemble an informational display of images of the improved navigational tools that made cross-oceanic exploration possible.

Worksheet 3, Amerindians As Columbus Saw Them, presents excerpts from a letter that Columbus wrote in which he described the Amerindians he encountered on his first voyage of discovery. Students first imagine themselves as one of those Amerindians and describe the arrival of the strange new people from over the sea. Then they describe how relations between the Spanish and the Amerindians were likely to proceed, as indicated by Columbus's words.

Worksheet 4, American Fauna, underscores the newness of the American life forms to Europeans, with a list of real American fauna and creatures that Europeans imagined to exist. Students sort out the real from the imaginary, and name each creature described.

Worksheet 5, The Aztec View, presents excerpts from Aztec narratives about the arrival of the Spanish. Students interpret these, guided by an accompanying series of questions. The Extra Challenge invites students to role-play a discussion among Montezuma's advisors on how to deal with the Spanish strangers.

Worksheet 6, The Columbian Exchange, asks students to develop banquet menus, first using only foods available before contact with the Americas and then incorporating foods that became available after such contact. The Extra Challenge invites students to trace some of the listed foods from their region of origin to a different region where they became dietary staples.

Worksheet 7, The African Slave Trade, is a mapping exercise in which students trace journeys of different African peoples from their homelands to an African port and then on to a destination in the Americas or North Africa. The Extra Challenge invites students to read firsthand narratives of people who were involved in the slave trade (a list is provided in the answer section) and then write their own firsthand narrative as one of the African peoples described on the activity sheet.

Worksheet 8, African Slavery, uses an excerpt from the memoirs of Olaudah Equiano, a native of Nigeria and former American slave, to describe the system of slavery as practiced in Africa. Students identify the major features of this system by answering the questions that follow the excerpt.

Worksheet 9, Graphing the Population Shift, presents a pie chart to compare numbers of slaves imported to different regions of the Americas. Students interpret the information presented on the chart to learn more about the nature of the Atlantic slave trade.

Worksheet 10, Plantation Life, presents a scene of slaves working on a plantation. Students study the image and then write two first-person descriptions of the scene, one from the white overseer/owner's point of view, the other from a slave's point of view. The Extra Challenge invites students to identify the type of plantation shown, as revealed by details in the picture.

Worksheet 11, The Pro-Slavery Case, presents slave traders' arguments in favor of the trade, from a 1734 first-person account. Students refute the slave trader's case point by point, in one of a suggested variety of formats.

Worksheet 12, The Triangular Trade, presents an ironic verse written by William Cowper as an introduction to an exercise in mapping the triangular Atlantic connection among African slaves, sugar, and rum.

Worksheet 13, Colonial Societies, has students identify colonial regions based on descriptions of the life of ten different hypothetical American people.

Worksheet 14, The Spanish and the Indians, presents two opposing views of Spanish treatment of Amerindians in its colonies. The questions draw students into analyzing the historic debate that went on among influential people in Spain and the Americas over this issue.



North Wind Picture Archives

Sea Routes Link the Globe

Since ancient times, sea trade routes linked diverse regions of the world. In the years between 1000 and the late 1400s, the sea trade network grew ever more busy. Ships laden with trade goods linked Asia, Europe, and North and East Africa. But two important connections were as yet missing. Ships from Europe had no direct route to Asia. North and South America had no links to any other continents. Ships from Portugal and Spain forged these missing links beginning in the late 1400s. This marked the start of Europe's "age of exploration."

Many aspects of European life in the 1400s encouraged global outreach:

- **Trade:** The people of Europe wanted luxury goods from the East—above all, spices. Merchants wanted a direct sea route to East Asia's source of these profitable items.
- **Strong central governments** supported trade, fleets of ships, and armies. They looked across the seas to new sources of wealth and power.
- **The Renaissance** changed the way Europeans thought. (See Unit 2 for more on the Renaissance.) People wanted to know more about the world, based on facts and new discoveries.
- **Religious fervor:** Many people in Europe had a deep desire to spread their Christian religion to "heathen" and "infidel" people across the globe.

The Crusades of the previous era were a series of wars against the Muslims of the Middle East. They inspired Europeans with a continuing desire to spread Christianity. They also fired a desire for adventure and conquest.

Sailing technology had advanced greatly by the late 1400s:

The astrolabe and the sextant measured the angle of the sun or stars. This revealed the latitude of the ship's current location.

The magnetic compass got a floating needle, for use on ships. It showed the direction in which a ship was sailing.

A new type of ship, the **caravel**, used triangular sails. It could sail more directly into the wind.



Astrolabe

Portugal started the age of exploration. It sponsored a series of voyages down the west coast of Africa during the 1400s. The goal was to find a sea route around the southern tip of Africa. Then Portuguese ships could sail directly to India and the Far East. Bartolomeu Dias finally achieved the goal. In 1488, he battled his ships through a fierce storm and rounded Africa's southern tip.

Portugal's Prince Henry promoted the exploration policy and founded a school of navigation. For this, he is known as Henry the Navigator.

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Sea Routes Link the Globe *(continued)*

Spain watched Portugal's progress down Africa with envy and alarm. The Spanish **monarchs**, Isabella and Ferdinand, wanted a sea route to the East for their country too. They agreed to back the proposal of an Italian sea captain. Christopher Columbus sailed a fleet of four ships west across the Atlantic Ocean in 1492. He thought he could sail west across this "Ocean Sea" directly to Japan and the East Indies, or Spice Islands.

The Italian Amerigo Vespucci explored the Americas in 1499 and 1501. Many people in Europe read what he wrote about his voyages. A German mapmaker labeled these "New World" lands *America*, a Latin version of Vespucci's first name.

Columbus did cross the Atlantic, and he did find many islands. He died believing that he had reached the East Indies, which is why he called the natives of the region *Indians*. In reality, Columbus had arrived in the Americas.

Other nations of Europe soon sent out their own voyages. Explorers for England, France, and the Netherlands sailed up and down North America in the 1500s and 1600s.



Christopher
Columbus

The Spanish Empire in the Americas

Spanish explorers came to the Americas in the 1500s looking for gold. They found it in the central valley of Mexico and the Andes highlands of Peru. These areas were ruled by the powerful Aztec and Inca **empires**.

In 1519, Hernán Cortés marched his Spanish army to the Aztec capital, Tenochtitlán. (Its size and sophistication astounded Cortés and his men.) The Aztec empire crumbled quickly, taken down by Spanish gunpowder weapons, horses, and disease.

The Aztec account of the Spanish conquest relates that 240,000 Aztecs were killed in the siege of Tenochtitlán. "There were alive only a few lords and knights and the little children."

The same fate overcame the great Inca empire. Francisco Pizarro heard about Inca riches and marched a small army to the Andes in 1532. The Incas fell swiftly to a mix of gunpowder weapons, trickery, and Incan political infighting.

The Spanish quickly colonized the lands they had conquered. They wanted the riches of gold and silver for themselves and their home country. They also wanted to spread Christianity. In Mexico and Peru, the Spanish set up silver mines and forced conquered Indians to work in them under harsh conditions. In other areas, Spanish nobles received grants of land. Indians who lived on the land had to pay tribute, including forced labor. Most of the Spanish settlers were men. So marriage between Spanish men and Indian women soon became common.

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Repro

Sea Routes Link the Globe *(continued)*

This created a large mixed population of offspring called **mestizos**.

Explorer and adventurer Bernal Díaz del Castillo explained quite simply why the Spanish came to the Americas: "To bring light to those in darkness, and also to get rich."

Colonizing in North America

Patterns of setting up colonies in North America were different from the Spanish model.

- French explorers delved into the heart of North America, following its great waterways. Most French people who then came to these lands were either fur traders or priests, not settlers.
- Most English people came to North America to set up farms and build towns. The earliest English colonies were founded in Jamestown, Virginia, and Plymouth, Massachusetts.

The French and Indian War was part of a larger conflict between Britain and France, the Seven Years' War of 1756 to 1763. These rival nations fought that war in Europe and the West Indies.

England and France soon came into conflict in North America. The English colonies had a growing population, and they wanted more land. Thinly populated lands claimed by the French seemed ideal to them. This clash resulted in the French and Indian War of 1754–1763. British colonists and the British army

defeated the French and their Indian allies. As a result, control of almost all of North America east of the Mississippi River passed to England.

The Atlantic Slave Trade

One tragic outcome of the new global links was the development of the Atlantic slave trade. Slavery had been common all around the world since ancient times. In African and Muslim lands, prisoners of war commonly were sold as slaves. They mostly worked as household servants and often were regarded as part of the family. They had some legal rights and could work their way out of slavery. Their children were not born as slaves.

Europeans in the Americas developed a different form of slavery. To extract wealth from the Americas, Europeans set up mines and plantations. They forced Indians to do the mining and farming work. But disease killed off most of the Indians. So the European colonists turned to Africa for a source of forced labor. Africans could withstand European diseases, and they had farming skills. Also, it was hard for them to escape and hide in a strange land.



Northwind Picture Archives

Slave auction

(continued)

Focus on World History:
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Sea Routes Link the Globe *(continued)*

West African ports were the hubs of the slave trade. Europeans set up forts along the coast. African merchants and rulers brought captives there from the inland areas and sold them. Slave ships transported the captives across the Atlantic Ocean to the Americas. Most African slaves labored in gold and silver mines and on plantations in Spanish America and the Caribbean islands. Over time, they numbered in the millions.

The slave trade caused havoc among Africans. West African life was badly disrupted by constant slave raids and the loss of generations of its fittest population. Many captured Africans did not survive. Some died resisting capture, others on the forced march to the coast. Most deadly was the voyage across the Atlantic—the “**middle passage**”—in inhumane crowded conditions. Waves of captives died from disease, suffocation, suicide, rebellion, starvation, and brutality. Those who made it to the Americas lived a harsh life and were often worked or beaten to death.

Outcomes for Native Americans

Contact among Europeans, Americans, and Africans changed every society it touched. Plants, foods, animals, and elements of **cultures** were exchanged among the three continents. This interaction is called the **Columbian Exchange**.

Contact with Europeans, though, had many negative results for Native Americans. In North America, English settlers pushed Indians out of their ancestral lands. In Central and South America, Europeans subjected Indians to forced labor and slavery. Disease—another element of the Columbian Exchange—had the most tragic impact. Native Americans had no immunity to many common European diseases. Indians in the Americas—**Amerindians**—died, in astounding numbers, of diseases such as measles, influenza (flu), chicken pox, and smallpox.

Africans did have immunity to Europe's diseases. Europeans and Africans had been in contact all through history. American Indians and Europeans had always been separated.



Voyages of Discovery

Directions: Explorers in the late 1400s and early 1500s found new sea routes to link Europe with Africa and Asia. They also forged links between Europe and the “new world” of the Americas. On your map of the Atlantic region, trace the listed explorations. (Don’t mark the return voyages.) Use a different color for each country’s voyages. Use different-looking lines for voyages marked in the same color, to make your map easier to read. On the map, label the countries of Europe that the voyages started from. Also label the following items on the map.

Island Group

West Indies

Empires

Songhay

Incan

Aztec

For Portugal

Bartolomeu Dias, 1487–88

Vasco da Gama, 1497–99

Pedro Alvares Cabral, 1500–01

Amerigo Vespucci, 1499–1500

For Spain

Christopher Columbus, 1492–93

For England

John Cabot, 1497

Henry Hudson, 1610

For France

Giovanni da Verrazano, 1524

Jacques Cartier, 1534–35

For the Netherlands

Henry Hudson, 1609

Extra Challenge

1. Using different colors for different colonial powers, shade in the European land claims in the Americas in about 1700 on your map.
2. Calculate the length in miles/kilometers of some of the voyages listed above, one-way and/or round-trip.
3. Identify the nationality of any explorers listed above who sailed for a foreign country.

The Portuguese Caravel

Directions: The Portuguese explorers owed a great deal of their success to their ships, called caravels. These boats were larger than earlier ships and were technologically advanced. Study this picture of a caravel and then answer the questions about it.



1. What advantages does this ship's hull design give you? _____

2. What two types of sail does this ship carry, and why each? _____

3. What did this ship carry that made the Portuguese especially powerful? _____

4. What were the disadvantages, if any, of this type of ship? _____

Extra Challenge: Create an informational display of images of the new and improved navigational tools, such as the astrolabe, quadrant, and compass, that made cross-oceanic exploration possible.

Amerindians As Columbus Saw Them

Directions: Christopher Columbus wrote a letter to one of his financial backers when he returned from his first voyage of discovery in 1493. In portions of that letter, Columbus describes the Amerindians he met on the islands of the Caribbean. Read Columbus's words below and then respond to the suggestion and question that follow.

The people who live on this island, both men and women, . . . go as naked as they were when born. . . . They do not have iron or steel or weapons, nor are they able to use them, . . . because they are exceptionally timid. . . .

When these people are reassured and are no longer afraid, they are completely open, and so willing to give all they have that no one would believe it who had not seen it. They never refuse anything that anyone asks for. Rather, they even offer their possessions themselves, and they show so much loving kindness that it seems they would give their very hearts. Whether someone offers them something valuable or of little worth, they are content. . . .

I gave away a thousand fine and pretty items that I had brought with me in order to win their friendship, to influence them to become Christians, to love and serve their Highnesses and the entire Spanish nation, and to help us by giving us things we need that they have an abundance of.

They have no religion, and do not worship idols, but believe that all power and goodness reside in heaven. They firmly believe that I, with my ships and men, came from heaven. Because of this belief, they welcomed me at every place at which I landed, after they had overcome their fear and worry. They do not behave in this way out of ignorance, for they are very intelligent, and navigate all these seas and describe everything to us amazingly well. But they have never before seen men with clothes on, nor vessels like ours.

1. Reverse the situation. Put yourself in the place of one of these island Amerindians and describe the arrival of these strange men, and your reaction to it.
2. Put aside what you know about the outcome of this meeting of peoples. Consider only what Columbus has to say about the native people. Based on Columbus's report, how would you predict relations between the Spanish and the Caribbean natives would progress?

American Fauna

Directions: Europeans had some strange ideas about what kinds of creatures they might find in the “New World” of the Americas. Most of the odd creatures they expected to encounter didn’t exist. But Europeans did find many living things that they had never known of, or imagined, before. Put a check mark next to each creature described below that Europeans *did* discover in the Americas. Also, name each creature (actual or imagined) on the line following the description.

- ___ 1. Fish that could strip the flesh off a person in seconds _____
- ___ 2. A huge reptile that looked like a dragon _____
- ___ 3. A reptile with a rattle on its tail _____
- ___ 4. A bird that burned itself up and then came to life again _____
- ___ 5. A bird that could hover and fly backwards _____
- ___ 6. A tree-dwelling animal that carried its babies in a built-in pocket _____
- ___ 7. A winged, fire-breathing reptile _____
- ___ 8. A huge woolly creature with horns like cattle and a hump like a camel’s

- ___ 9. A small, flying mammal that drank blood _____
- ___ 10. An animal with a head and wings like an eagle and a body and tail like a lion

- ___ 11. A fish that used electric shock on its prey _____
- ___ 12. An animal with a long snout and long tongue that fed on ants _____
- ___ 13. A legless bird that spent its life in the air _____
- ___ 14. A fish with a huge head and cat-like whiskers _____
- ___ 15. A very tall animal with an enormously long neck _____



The Aztec View

How did the Aztecs of Mexico react to the arrival of Hernan Cortés and his Spanish soldiers? Here are some excerpts from Aztec narratives about this momentous event.

At the end of the year, the strangers were seen again. Their coming was reported to Montezuma, who seemed to think the leader of the strangers was our prince Quetzalcoatl. Montezuma in his heart felt: *Quetzalcoatl has appeared! He has returned! He will come here, to his throne, for that is what he promised when he left!* So Montezuma sent five messengers to greet the strangers and bring them gifts. . . .

The messengers reported to the king [when they returned]. Montezuma was amazed and terrified by their report. . . . He was terrified to hear how the cannon roared, how its noise echoed, how people who heard it fainted and could no longer hear anything. The messengers also said: "The strangers' equipment and arms are all made of iron. . . . Their deer carry them on their backs wherever they wish to go. . . . Their food is like human food. . . . Their dogs are huge, with flat ears and long tongues that hang down. . . . They never tire and are very strong." . . . This report terrified Montezuma. He felt as if his heart had fainted, as if it had shrunk to nothing. He felt utterly overcome by despair. . . .

[Now] Montezuma sent out a delegation. He sent out his most talented men, his prophets and wizards. He also sent out his noblest and bravest warriors. . . . Montezuma also sent captives for sacrifice, in case the strangers would want to drink their blood. The envoys did sacrifice these captives as the strangers looked on.

[Montezuma's wizards failed to harm the Spaniards with magic spells.] The wizards reported to Montezuma: "Our lord, we are no match for them: we are nobodies!" . . . When Montezuma learned that the "gods" wanted to meet with him face to face, his heart shriveled and anguish filled him. He wanted to run away and hide. . . . But he could not bring himself to do this. . . . He had lost his strength and his spirit; he could do nothing. The wizards' report had overwhelmed him and utterly confused him. Now he was weak and listless, unable to make a decision. So he only waited. . . .

Then Montezuma sent a number of chiefs to meet the Spaniards. . . . They gave the "gods" emblems of gold, and golden necklaces. On receiving these gifts, the Spaniards burst into smiles; their eyes shone with pleasure; they were delighted. They picked up the gold and fingered it like monkeys. . . . The truth is that they longed and lusted for gold. They swelled with greed; they hungered ravenously, like pigs, for that gold. They grabbed for the golden emblems, turned them over and over and examined every inch of them.

(continued)

The Aztec View *(continued)*

Directions: Based on the Aztec narratives you have read, and what you know about the Aztec-Spanish encounter, answer these questions.

1. Why did Montezuma feel he could not and should not resist the strangers, especially their leader?

2. Why were the strangers' weapons so terrifying to Montezuma and the other Aztecs?

What were the strangers' "deer"?

Why did Montezuma's messengers report that the strangers' food was "like human food"?

3. How do you think the Spaniards reacted to the sacrifice of captives in front of them?

Why would the Aztecs have made these sacrifices in front of the strangers?

4. Paragraph four of the Aztec narrative describes Montezuma's mental state. If you were an advisor to Montezuma, what would you say to snap him out of this listless state of inaction?

5. What outcome could the Aztecs foresee from the Spaniards' reaction to being given gold?

Extra Challenge: With classmates, role-play a discussion among Montezuma's advisors. Discuss ways in which to deal with the Spanish strangers who have entered Aztec lands and are marching toward the capital, Tenochtitlán. Then counsel Montezuma on your recommended course(s) of action.

The Columbian Exchange

Directions: Below is a list of foods. Some originated in the Americas, some in Europe, and some in Africa and Asia. Working on your own, or as a member of a small group, develop a pair of banquet menus for *one* of the following three scenarios. (Use foods on the list as well as native foods that were not a significant part of the Columbian Exchange.)

- A European banquet before contact with the Americas and a European banquet after American foods had become commonly available
- An African banquet before contact with the Americas and an African banquet after American foods had become commonly available
- An Amerindian banquet before contact with Europe and Africa and an Amerindian banquet after European foods (and Asian/African foods introduced through European contact) had become commonly available

Grains

wheat
maize
rice
barley
oats

Fruits

banana
papaya
pineapple
breadfruit
orange
lemon
guava
coconut
avocado

Vegetables

potato
sweet potato
turnip
squash
pumpkin
onion
lettuce
tomato
chili pepper
yam

Miscellaneous

tobacco
coffee
peanut
cocoa
sugar cane
manioc (cassava)

Extra Challenge: On a map of the world, show the region of origin of two foods in each category, and trace the migration of each to another region where it became an important staple.



The African Slave Trade

Directions: On your map of the Atlantic Region, trace the journey of each African slave described below. Use a different color for each slave's travels. Locate and label the places named for each journey. Start each journey in the inland area where each slave's people lived.

1. a Kongo girl, from inland to Luanda on the coast of Angola, to the port of Bahia in Brazil
(color used: _____)
2. an Igbo man, from inland to Bonny on the Bight of Biafra, to Guiana
(color used: _____)
3. a Yoruba young woman, from inland to Elmina on the Gold Coast, to Barbados, West Indies
(color used: _____)
4. a Malinke boy, from inland to the coast of Sierra Leone, to Cuba
(color used: _____)
5. a Fulani mother, transported along the Senegal River to the coast of Senegambia, to the West Indies, to Charleston, South Carolina
(color used: _____)
6. a Hausa, inland to Bornu, and then to Algiers
(color used: _____)

Extra Challenge: Read firsthand narratives of the slave trade written by Africans and by Europeans who were part of it. Then write your own narrative as one of the Africans described above.

African Slavery

Olaudah Equiano was an Igbo kidnapped as a child in Nigeria and sold into slavery. He traveled widely both before and after he purchased his freedom in 1766. He published his memoirs in 1789. In them, he related the most common way Africans became slaves. He also described the living conditions of slaves who remained in Africa.

Directions: Read the following excerpts from Equiano's memoirs, and then answer the questions that follow.

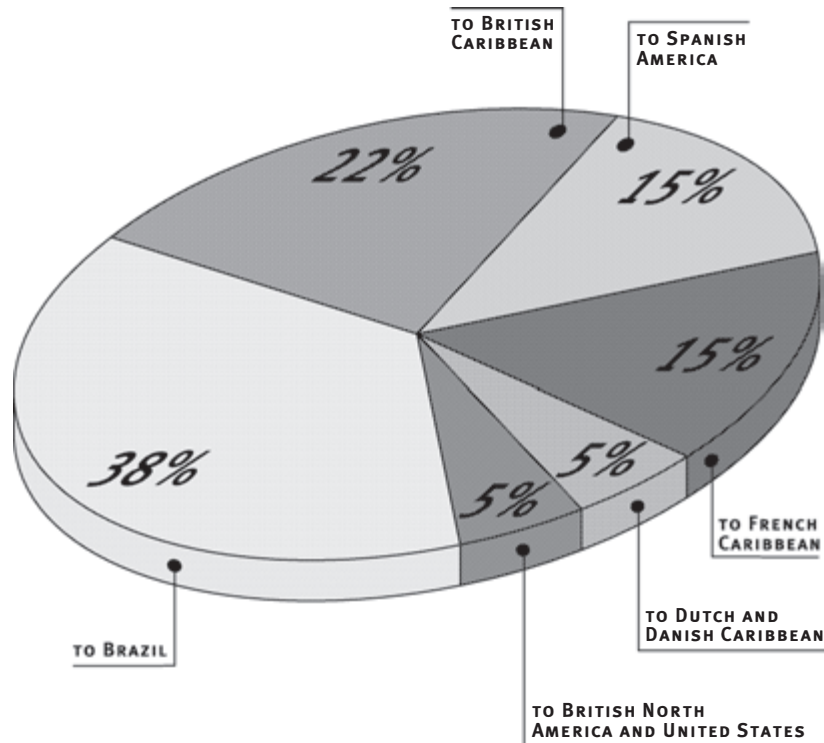
From what I can recollect of [local] battles, they appear to have been sudden violent intrusions of one little state or district on the other, to obtain prisoners or booty. Perhaps they were incited to this by those traders who brought the European goods amongst us. Such a mode of obtaining slaves in Africa is common; and I believe more are gotten this way, and by kidnapping, than any other. When a trader wants slaves, he applies to a chief for them, and tempts the chief with his wares. It is not extraordinary, if the chief yields to the temptation and accepts the price of his fellow creature's liberty with as little reluctance as the enlightened merchant. Accordingly, he falls on his neighbors, and a desperate battle ensues. If he prevails, and takes prisoners, he gratifies his avarice by selling them; but, if his party be vanquished, and he falls into the hands of the enemy, he is put to death: for, as he has been known to foment their quarrels, it is thought dangerous to let him survive; and no ransom can save him, though all other prisoners may be redeemed.

. . . Those prisoners which were not sold or redeemed we kept as slaves: but, how different was their condition from that of the slaves in the West Indies! With us they do no more work than other members of the community, even their master. Their food, clothing, and lodging were nearly the same as theirs, except that they were not permitted to eat with those who were free born; and there were scarce any other difference between them than a superior degree of importance which the head of a family possesses in our state, and that authority which, as such, he exercises over every part of his household. Some of these slaves have even slaves under them, as their own property, and for their own use.

1. What are the two most common ways in which free Africans became slaves, according to Equiano?
2. What were three other common ways that free Africans became slaves?
3. Describe the ways in which life as a slave in the West Indies or North America was different from life as a slave in Africa, as described by Equiano.

Graphing the Population Shift

Directions: The graph below shows approximate numbers of slaves imported from Africa into different areas of the Americas. Study the graph and then do the mapping activity and answer the questions that follow.

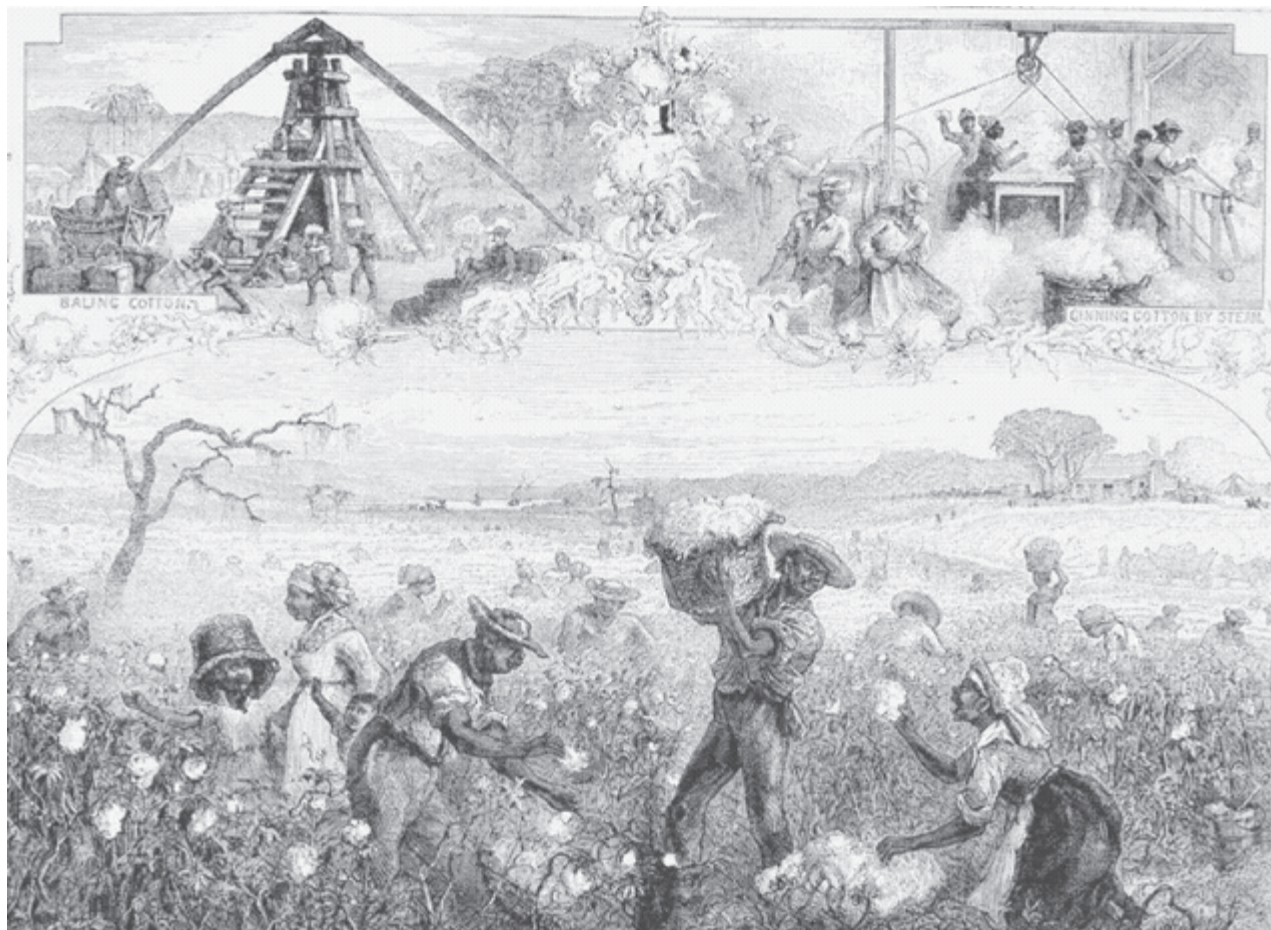


- Which region of the Americas imported the most slaves? _____
- Which region(s) brought the fewest slaves to the Americas? _____
- Assume a total of 11 million slaves transported. Calculate actual numbers of enslaved Africans brought to each region of the Americas. Write your figures in the appropriate segments of the graph above.
- How does the number of African slaves transported to British North America and the United States compare with the numbers of slaves brought to other regions of the Americas?

- Why were so many slaves transported to the Caribbean and Brazil? _____

Plantation Life

Directions: White owners and overseers had one view of slave life. Slaves had quite a different view. Look carefully at the picture below. Then write two first-person descriptions of the scene—one from the point of view of a white overseer or owner, and another from the point of view of one of the slaves in the picture.



North Wind Picture Archives

Extra Challenge: What type of plantation do you think is shown in the picture above, and in what region do you think it is located? What details in the picture lead you to your answers?

The Pro-Slavery Case

Captain William Snelgrave was a long-time dealer in the African-Atlantic slave trade. He published an account of his experiences in 1734. In it, Snelgrave presented the slave traders' arguments for why the trade benefited African slaves themselves as well as the merchants. Here is what Snelgrave wrote.

I . . . observe in general, that though to traffic in human creatures may at first appear barbarous, inhuman, and unnatural, yet the traders herein have as much to plead in their own excuse as can be said of some other branches of trade, namely, the advantage of it; and that not only in regard of the merchants, but also for the slaves themselves, as will appear from these following reasons.

First, it is evident, that abundance of captives taken in war would be inhumanely destroyed, was there not an opportunity of disposing of them to the Europeans. So that at least many lives are saved, and great numbers of useful persons kept in being.

Secondly, when they are carried to the plantations, they generally live much better there, than they ever did in their own country; for as the planters pay a great price for them, tis their interest to take care of them.

Thirdly, the English plantations have been so much improved that tis almost incredible what great advantages have accrued to the nation thereby; especially to the Sugar Islands, which, lying in a climate near as hot as the coast of Guinea, the negroes are fitter to cultivate the lands there than white people.

Then as to the criminals amongst the negroes; they are by this means effectually transported, never to return again; a benefit we very much want here.

In a word, from this trade proceed benefits far outweighing all, either real or pretended mischiefs and inconveniences, and let the worst that can be said of it, it will be found, like all other earthly advantages, tempered with a mixture of good and evil.

Directions: Refute the slave traders' case as presented by Snelgrave, point by point. You could do this in a variety of formats—for example, a newspaper editorial, a letter to the editor (perhaps written by a slave), an impassioned speech at an anti-slavery rally, or a mock debate with Snelgrave.

The Triangular Trade

Many Western white people did not approve of slavery. But these same people enjoyed consuming the products of slavery. The English poet William Cowper expressed this ambivalent attitude in ironic verse:

I own I am shocked at the purchase of slaves,
And fear those who buy them and sell them are knaves;
What I hear of their hardships, their tortures and groans,
Is almost enough to draw pity from stones.
I pity them greatly, but I must be mum,
For how could we do without sugar and rum?

Directions: On the map below, diagram the connection between African slaves, sugar, and rum (the **triangular trade**) that is expressed in Cowper's poem. Write a key to the map that explains these connections.



Colonial Societies

Directions: The British, the French, the Dutch, and the Spanish all established colonial settlements in the Americas. Each type of early American colonial society had its own characteristics. For each situation described below, tell which type of colonial region you're living in: British, French, Dutch, or Spanish.

1. You travel mostly by canoe and wear deerskin clothing. _____
2. You pay careful attention to the teachings of the Catholic Church. The Church plays a very important role in directing how your society is organized and run.

3. You and your neighbors govern your settlement together, in a democratic way. The royal authorities seldom interfere in your affairs. _____
4. You are aware that a lot of European men in your society have close relationships with Amerindian women. _____
5. You have settled on land owned by a patroon. He controls your right to move, marry, or start a business. _____
6. You attend the university established in your colony's capital in the 1500s.

7. You and your neighbors all govern your settlement in ways that are acceptable to your "purified" form of the Protestant religious faith. _____
8. You run a successful business in a colony established by a large private trading company.

9. You direct the operation of a highly profitable silver mine. _____
10. You have grown up on a sugar plantation on a tropical island. _____

The Spanish and the Indians

Directions: The Spanish conquerors often treated the native Indians brutally. A debate raged about this treatment almost from the outset. Here are the words of two leading figures of this debate: a Dominican priest and a scholar. Read the excerpts and then answer the questions that follow.

Fray Antonio de Montesinos, Christmas sermon, 1511

Tell me, by what right or just cause do you hold these Indians in such a cruel and terrible servitude? By what right have you conducted such despicable wars against these people, who were living quietly and peacefully on their own land? . . . Why do you keep them so oppressed and worn out? Why do you not give them enough to eat or cure them of the illnesses caused by the excessive labor you force them to perform? Why do you allow them to die, or rather, why do you kill them, in order to dig out and acquire gold every day?

And what care do you take that they receive religious instruction?

Juan Ginés de Sepúlveda, 1547

The Spanish have a perfect right to dominate these barbarians of the New World . . . They are as inferior to the Spanish in judgment, intelligence, goodness, and compassion, as children are to adults, as women are to men. I may even say that the difference between [these barbarians and] us is as great as the difference between monkeys and men. . . . Is [the ease with which Cortés and his men conquered the Aztecs] not proof that the Mexicans are slaves by nature?

1. Montesinos is speaking out against the *encomienda* and *mita* system of forced labor. How did the Spanish use this system to oppress Amerindians? _____
2. Why are Spanish actions justified, according to Sepúlveda? _____
3. Why is Spanish treatment of the Amerindians wrong, according to Montesinos? _____
4. Which people in Spain and the Spanish colonies tended to side with Montesinos, and which with Sepúlveda? Why? _____



Europe in the Global Age

The objective of this unit is to help students better understand the wide range of changes that Europe experienced in the years between 1450 and 1750. The Renaissance spread northward from Italy during the 1400s and stimulated people in ever-growing numbers to read and consider a range of new ideas. Reformers broke from the Catholic Church and founded new, independent Protestant faiths based on biblical teachings rather than a church hierarchy. In response, the Catholic Church instituted much-needed reforms of its own. As the unified hold of the Church over Europe fragmented,

individual rulers of European nations increased their personal power as well as the strength of their states. The break with ancient and medieval ways of thinking led to the Scientific Revolution and its many new discoveries about the physical world during the 1500s and 1600s. The Enlightenment followed in the 1700s, with thinkers applying the methods of science to questions about human nature and human society. The activities of this unit are designed to draw students into a deeper understanding of these years of change in Europe.

Student Activities

Worksheet 1, Life Changes, presents thumbnail sketches of various hypothetical European people. Students identify the changes that are likely to occur in each person's life in the situation described.

Worksheet 2, Women's Roles, presents a series of comments by historical sixteenth-century men and one woman about the appropriate role for women in society. Students analyze the comments and discuss their origins and accuracy. The Extra Challenge invites students to write a series of journal entries as an imagined European woman describing the restrictions and freedoms of her everyday life.

Worksheet 3, Renaissance Art Scavenger Hunt, asks each student to bring to class an image of a Renaissance artwork that exhibits several among a number of listed characteristics of Renaissance artistic styles. The images will form a class display of a variety of Renaissance artworks. The Extra Challenge invites students to identify the art images as either southern or northern Renaissance based on their artistic styles.

Worksheet 4, People and Events of the Reformation, reinforces students' knowledge of the Protestant Reformation and the Catholic Counter-Reformation by asking them to name the person or thing described in a list of 16 items.

Worksheet 5, The Prince: Machiavelli's Advice, presents some of this diplomat/historian's practical guidelines for wielding and holding on to power. Students discuss the guidelines and identify and analyze specific historical examples of political leaders acting in accordance with or contrary to Machiavelli's leadership advice.

Worksheet 6, Royal Power, lists factors that promoted the growth of strong, even absolute, power among the monarchs of Europe during this period. Students, working alone or in groups, identify specific historical examples of each factor at work.

Worksheet 7, A Gallery of Women Rulers, asks students to answer the question “Who am I?” for a series of descriptions of powerful female rulers who reigned in various European countries between 1450 and 1800. The Extra Challenge invites students to create a biography of one of these rulers in a choice of formats.

Worksheet 8, Scientific Revolution Hall of Fame, asks students to fill in missing information about a variety of important discoveries and inventions of the Scientific Revolution. The Extra Challenge invites students to research and report in depth on one of these discoveries and inventions, and then to combine with other reports to create an actual classroom “Scientific Revolution Hall of Fame.”

Worksheet 9, Enlightened Thought, has students identify the ways in which Enlightenment ideas differed from specific earlier ideas that were based on medieval and ancient thought. The Challenge Question asks students to link specific Enlightenment thinkers with the various new ideas.



Europe in the Global Age

Europe went through many changes in the years from 1450 to 1750. The cultural, political, economic, and social landscapes all shifted as global links grew.

Renaissance

The cultural movement known as the **Renaissance** (“rebirth”) began in Italy in the 1300s. Artists and thinkers refocused on the art and thought of classical Greece and Rome. They also focused their attention on human beings and life on earth. They celebrated the creative spirit and human achievements.

William Shakespeare is remembered as the best-known writer of the northern Renaissance. His plays have remained popular through the ages. Recent movies of Shakespeare plays include *Romeo and Juliet*, *A Midsummer Night’s Dream*, and *Hamlet*.



William Shakespeare

By the late 1400s, Renaissance ideas and artistic styles had spread northward from Italy.

The population of northern Europe grew after 1453, when the Hundred Years’ War finally ended. Cities expanded quickly. Urban merchants became wealthy. As in Italy, these northern merchants spent their money lavishly to support the arts.

Artists of the northern Renaissance, like those in Italy, were quite interested in religious subjects. But they also painted very realistic scenes of landscapes and peasant life. Northern writers focused on social ills and ways to cure them.

The most popular book of the time was the Christian Bible. People bought copies printed in their own everyday language—the **vernacular**—rather than in Latin.

Johann Gutenberg of Germany invented the printing press around 1450. Renaissance ideas then spread rapidly. Books could now be printed quickly and in large numbers. Book prices fell to levels that many people could afford. With so many books available, more and more people learned to read and write. These newly **literate** people were exposed to many new ideas.

Religious Change

By 1500, many critics were calling for broad reforms of the Church. The Latin Christian Church was headed by the pope, in Rome. Both popes and lesser clergy often led very worldly rather than spiritual lives at this time. The Church charged high fees for services and imposed taxes on merchants. It even sold **indulgences**—pardons for sins a person had committed.

(continued)

Repro

Europe in the Global Age *(continued)*

A German monk, Martin Luther, protested. He declared that true religious teachings came from the Bible, not from the pope or other Church authorities. He also said that people could save themselves through faith alone.

Martin Luther was outraged at the sale of indulgences. In 1517, he boldly posted his 95 Theses against such sales on the door of Wittenberg Cathedral.

Luther's ideas spread rapidly across Germany. People who agreed with Luther's protests against the Church called themselves **Protestants**. They soon broke from the Roman Catholic Church. They founded new, independent religious groups:

- Lutheran churches were set up by Luther's followers in Germany.
- Calvinists led by John Calvin imposed a strict, sober, moral rule in Switzerland.
- John Knox spread Calvinism through Scotland.
- King Henry VIII named himself, not the pope, as the head of the new Church of England.

This religious turmoil caused some violence. German **peasants** revolted against the Church and serfdom. Nobles brutally put down this uprising. Protestant princes fought Catholic princes across Germany. In France, Catholics massacred Protestants (there called Huguenots).

The Protestant revolt made the Catholic Church look inward. Church leaders met at the Council of Trent in 1545. They ordered reforms and reaffirmed basic doctrines. Ignatius of Loyola formed a new Catholic religious order, the Jesuits, in 1540. They spread and strengthened the Catholic faith worldwide.

The Rise of European States

As the Church fragmented, it lost a lot of power. Rulers of Europe gladly stepped in and increased their strength.

Some monarchs of Europe during these times had so much power that they are now called **absolute rulers**.

Spain became Europe's leading power in the 1500s. Charles V ruled Spain (and the Holy Roman Empire) from 1519 to 1556, while Philip II ruled from 1556 to 1598.

These father-and-son rulers maintained strong central governments. They also involved Spain in mostly losing wars. Spain's might dwindled in the 1600s because of its economic problems.

France was Europe's leading power by the 1600s. Two powerful kings, Henry IV and Louis XIV, were served by wily, capable chief ministers—cardinals Richelieu and Mazarin, respectively. They reduced the power of nobles. Louis XIV, though, spent vast sums on wars and on his court. These huge expenses weakened France.

(continued)

Europe in the Global Age *(continued)*

Germany was divided in the 1600s into hundreds of princely states. Protestants in the north fought Catholics in the south for 30 years. After 1650, two strong powers emerged:

- Austria controlled states in the south. Maria Theresa increased central rule here in the 1700s.
- Prussia controlled north Germany. Frederick II shaped Prussia into a great military power.

Russia began to emerge as a great power in the late 1600s.

- Tsar Peter the Great ruled from 1682 to 1725. He forced Western-style reforms on Russian society. But he made **serfdom** harsher and more widespread.
- Catherine the Great ruled from 1762 to 1796. She and Peter greatly expanded Russian lands, all the way east to the Pacific Ocean.

England became a **limited monarchy** during these years. The country plunged into civil war in 1642. Supporters of royal power fought people who pushed for more power for Parliament (the legislature). Rule went to nonroyal Oliver Cromwell and then to Catholic royal monarchs. At last, the throne returned to Protestant rulers—Queen Mary and King William. Parliament gave them the crown in 1688. In return, they agreed to rules that made Parliament more powerful than the throne.

The change to a limited monarchy in Britain in 1688 is called the Glorious Revolution.

The Rise of Science and Reason

Both the Renaissance and the **Reformation** spurred people to think in new ways. Scholars no longer accepted ancient Greek ideas about science. Now they began to observe the physical world themselves. This led to many startling new discoveries.

- Ancient and medieval scholars were certain that the sun and planets revolved around the earth. Astronomers of the 1500s and 1600s observed how the stars and planets moved in the sky. Based on what they saw and recorded, they learned that the earth and the planets moved around the sun.
- Isaac Newton in England developed a theory about why the planets moved in their orbits. He described the universal force of gravity.



Isaac Newton

(continued)

Focus on World History:

The Era of the First Global Age and Revolution

Repro

Europe in the Global Age *(continued)*

- Robert Boyle of England and Antoine Lavoisier of France made basic discoveries about elements, compounds, and gases. They laid the basis for the new science of chemistry.
- Andreas Vesalius dissected actual human bodies. His drawings of what he observed erased doctors' reliance on ancient texts based on animal anatomy.
- Francis Bacon of England and René Descartes of France developed new ways of thinking. They spread the idea that scholars had to use reason to discover basic truths about the real world.

This new way of thinking and investigating the natural world is called the **Scientific Revolution**.

The Enlightenment

Scientists of the 1500s and 1600s used reason to discover laws about the physical world. During the 1700s, thinkers used reason to try to discover **natural laws**—laws that might govern human nature and behavior. These thinkers tried to use reason to solve all problems of society. This movement is called the **Enlightenment**.

The aim of the Enlightenment was to shine the *light* of reason on traditional beliefs. So the Enlightenment is also called the Age of Reason.

Two political thinkers of the 1600s shaped Enlightenment thought:

- Thomas Hobbes argued that without government, people would fight each other endlessly. To create order, people entered into a **social contract**. They agreed to let a strong ruler impose law and order.
- John Locke focused on **natural rights**. He said all people were born free and equal, with the rights of life, liberty, and property. People set up governments to protect those rights. If a government failed to do so, Locke said, people had the right to overthrow it.

French Enlightenment thinkers were known as **philosophes**. Three were prominent:

- The Baron de Montesquieu admired government that balanced power. The executive, the legislative, and the judicial branch should each wield its own power. The Baron called this system **separation of powers**.
- Voltaire used satire and wit to attack society's ills. He argued strongly for religious tolerance and freedom of speech.
- Jean Jacques Rousseau claimed people were free and equal only in a simple "state of nature." Society corrupted people, he said. But people can consent to be governed, as long as the government obeys the "general will."

Enlightenment ideas changed the way many people thought about society. They began to question old traditions like the divine right of kings and strict class divisions. They called for social justice. Women thinkers like Mary Wollstonecraft even argued for female equal rights. Many Enlightenment ideas later inspired the American and French revolutions.

Life Changes

Directions: Europe went through many political, economic, and social changes from the late 1400s through the 1700s. Imagine you are a person in each situation described below. Tell how your life will or may well change because of these new circumstances.

1. You are a nun in an English convent when King Henry VIII becomes head of the new Church of England.
Change: _____
2. You are a Moorish artisan living in Spain in 1492, the year that Christopher Columbus sets sail to the west.
Change: _____
3. You are running your family's factory in Spain in the mid-1500s.
Change: _____
4. You are a Calvinist wine merchant in the Netherlands in the 1580s under Spanish rule.
Change: _____
5. You are a peasant in rural England in the seventeenth century. For many generations, your family has depended on the nearby forests for wild game, nuts, and firewood.
Change: _____
6. You are a young German girl or boy whose family has recently converted to a Protestant faith.
Change: _____
7. You are a small English farmer in an area where the local large landowners have recently decided to start raising sheep on a large scale.
Change: _____
8. Your poor peasant family in Ireland has just received a supply of a new food to grow—potatoes.
Change: _____
9. You are a native Irish landowner in northern Ireland in 1600.
Change: _____
10. You are an elderly widow in a rural village who gathers wild plants and makes medicinal potions from them.
Change: _____

Women's Roles

Directions: Women in Europe in the 1500s, as in other times, lived with divergent concepts of their roles in society. Read these comments and then complete the activities that follow.

It is more than a monster in nature that a woman shall reign and have empire above man. To promote a woman to rule over any realm, nation, or city is repugnant to nature, insulting to God, . . . and the subversion of good order, of all equity and justice. When a woman rules, the blind lead the sighted; the sick the robust; the foolish, mad, and frenetic the discreet and sober.

— John Knox, 1558

If God has done the grace to some poor women to reveal to them by his Holy Scriptures some good and holy thing, dare they not write about it, speak about it, and declare it one to the other. . . . Is it not foolish to hide the talent that God has given us?

— Marie Dentiere, Calvinist, 1539

Men have broad shoulders and narrow hips, and accordingly they possess intelligence. Women have narrow shoulders and broad hips. Women ought to stay at home; the way they were created indicates this, for they have broad hips and a wide bottom to sit upon.

— Martin Luther, 1566

Study busies the whole soul. . . . It is not only a weapon against idleness but also a means of impressing the best precepts upon a girl's mind and of leading her to virtue.

— Erasmus, 1526

To learn essential doctrine . . . there is no need for the woman or the artisan to take time out from their work and read the Old and New Testament. . . . Then they will want to dispute about it and give their opinion . . . and they cannot help falling into error. Women must be silent in church, as Saint Paul says.

— Emond Auger, French Jesuit, 1566

1. Summarize in one sentence the proper role of women according to each writer above.
2. Discuss with classmates the origins of these ideas about women and the degree to which they reflect the reality of women's lives during this era in Europe.

Extra Challenge: Write a series of journal entries as a European woman that reveal the restrictions and freedoms of her life, which she may or may not accept as appropriate.

Renaissance Art Scavenger Hunt

Directions: Listed below are typical elements of Renaissance art. Your job is to find—in art books or on the Internet—one example of Renaissance art that exhibits several of the elements listed below. Bring an image of that artwork to class for display. Attach to the image your notes explaining the elements of Renaissance artistic style that it exhibits. Also, label the artwork with its title and date, and the name of the artist.

- Subject relates to classical culture (ancient Greece or Rome)
- Biblical/religious theme is expressed in realistic Renaissance-era setting or classic Greek-Roman setting.
- Reflects patronage of a wealthy merchant
- Depicts a realistic landscape
- Portrait reveals individual personality, individual achievement
- Depicts peasant life, life of everyday people
- Includes exceptionally realistic details
- Shows a balanced use of space
- Includes rich colors, vivid details
- Glorifies the human body
- Shows person(s) with natural posture(s) and natural expression(s)
- Uses perspective and shading
- The medium is oil paint.



"Maesta" by Duccio

Extra Challenge: Identify the artwork images displayed in class as belonging to the Italian/southern Renaissance or the northern Renaissance. Point out stylistic differences between the two schools of art.

People and Events of the Reformation

Directions: Reinforce what you know about the Protestant Reformation and Catholic Counter-Reformation. Write the name of each person or thing described below. Then use this information to create an illustrated Reformation time line.

People

1. Declared Martin Luther an outlaw in 1521
2. Changed the church in England from Catholic to Protestant
3. Led the movement to reform the Catholic Church
4. Taught that religious truth comes only from the Bible, not from the pope or the Church
5. Taught that God saves only a few “elect” people
6. Preached fiery sermons in Florence calling for reform
7. Excommunicated Martin Luther in 1521
8. Changed the Church in Scotland from Catholic to Calvinist

Things

9. Martin Luther’s posted list of arguments against indulgences
10. Assembly that tried Martin Luther in 1521
11. Day in 1572 when Catholics massacred thousands of Huguenots (Protestants) in Paris, France
12. Violent rebellion of German serfs in 1524
13. Signed agreement that allowed each German prince to choose the religion of his state
14. Law that made the king of England “supreme head” on earth of the Church of England
15. Body that ordered reforms in the Catholic Church; first met in 1545
16. Church court that sought out and punished heresy

Challenge Question: Why might you be likely to embrace Protestantism if you were a German peasant, a German prince, or an Italian prince?

The Prince: Machiavelli's Advice

Niccolo Machiavelli was a diplomat and student of history during Italy's Renaissance. He wrote a handbook of advice titled *The Prince* for a Medici ruler of Florence. Here are some of his practical guidelines for wielding and holding on to power.

When the safety of your country depends entirely on the decision you will make, pay no attention either to justice or injustice, to kindness or cruelty, or to whether the action is worthy of praise or is shameful. On the contrary, setting every other consideration aside, you should wholeheartedly adopt the alternative that will save the life and preserve the freedom of your country.

The chief foundations of all states, new as well as old, are good laws and good arms; and just as there cannot be good laws if the state is not well armed, it follows that when a state is well armed, it will have good laws.

A prince should have no other objective, no other thought, no other subject for study, than war and its rules and discipline. This is the only art for a man who rules.

A man who tries to act always according to what he says is good is soon destroyed by all the evil people he encounters. So a prince who wants to keep his position must know how to do wrong, and to use or not use that knowledge according to the situation.

Is it better to be loved than feared, or feared than loved? A prince should perhaps wish to be both, but since that is hard to accomplish, it is much safer to be feared than loved.

Everyone declares that it is praiseworthy for a prince to keep faith and to act with integrity, not craft. Nevertheless, we have seen that princes who have done great things have cared little for good faith. Rather, they have known how to manipulate men by guile and in the end have outwitted people who relied on their word.

A prince, especially a new one, cannot hold to all the esteemed virtues. For in order to maintain order and his own rule, he is often forced to act in violation of faith, friendship, humanity, and religion. . . . Nevertheless, a prince ought to take care that he always appears to be entirely merciful, faithful, humane, upright, and religious.

Directions: Discuss these guidelines with classmates. Consider the practical, cynical, and moral aspects of the advice. Identify specific examples of political leaders—current or past—acting in accordance with any of these principles. What were the outcomes of these actions? Then identify instances of political leaders acting contrary to Machiavelli's advice. What were the outcomes of these actions? Attempt to draw some conclusions about the effectiveness of Machiavelli's guidelines. Are they or have they been effective? Is it or has it been appropriate to act according to these guidelines?

Royal Power

Directions: Rulers of many states of Europe increased royal power during the 1500s, 1600s, and 1700s. Listed below are factors that promoted this growth of strong, even absolute, power of kings and queens. For each factor, identify a specific monarch and a specific policy or action that monarch took that is an example of that factor at work. You should be able to find an example for a monarch from one of the countries named in parentheses after each factor.

1. A creative, energetic young person ascends the throne, then gains experience and loyalty over many years. (Spain, France, England)

2. A monarch is greatly helped by an able chief advisor. (Spain, France, England)

3. A monarch increases royal control over the Church and/or uses the Church to enhance royal power. (England, Russia)

4. A monarch imposes religious uniformity on the people to keep the state stable. (Spain, France, Portugal)

5. A monarch promotes national institutions. (Spain, France)

6. A monarch builds a powerful, modernized army and/or navy. (Prussia, Russia)

7. A monarch builds impressive palace(s) and fills it (them) with a large court of noble people. (France, Russia)

8. A monarch sets up or expands government bureaucracy to control the economy, and staffs it with members of the middle class loyal to her/him. (Russia, France)

A Gallery of Women Rulers

Directions: Europe had many female rulers in the years between 1450 and 1800. Identify each female ruler described below.

1. My marriage to Ferdinand united the kingdoms of Castile and Aragon, creating the powerful state of Spain.

Who am I? _____

6. I ruled France as regent for my young son. I was the real power behind the throne.

Who am I? _____

2. As the Catholic ruler of England, I had many Protestants killed.

Who am I? _____

3. I became the Hapsburg empress of Austria on my father's death. This soon triggered the War of the Austrian Succession.

Who am I? _____

4. As Russia's "enlightened despot," I put limited reforms in place but gave nobles absolute power over serfs.

Who am I? _____



Catherine the Great

7. My reign as queen of Scotland was full of intrigue, revolt, and plots. The queen of England had me executed in 1587.

Who am I?

8. Like my father, I was a strong-minded redhead and set up a Protestant Church of England.

Who am I?

5. I ruled England from 1702 to 1714 and was the last monarch to veto an act of Parliament.

Who am I? _____

9. I ruled Sweden from 1626 to 1654. I used the non-noble classes against the nobility to increase royal power.

Who am I? _____

Extra Challenge: Create a written, visual, or multimedia biography of one of these women rulers.

Scientific Revolution Hall of Fame

Directions: The Scientific Revolution began in the mid-1500s. It led European scholars to a wave of new discoveries and inventions. Fill in the missing information for this Scientific Revolution “Hall of Fame.” Then create an illustrated Scientific Revolution time line.

Geocentric (earth-centered) model of universe

Discoverer:

Advance/use:

Law of gravity

Discoverer:

Advance:

Circulation of blood

Discoverer:

Advance:

Smallpox vaccination

Discoverer:

Advance:

Microscope

Inventor:

Use:

Bacteria, red blood cells

Discoverer:

Advance:

Mercury barometer

Inventor:

Advance/use:

Mercury thermometer

Inventor:

Advance/use:

Modern chemistry

Discoverer:

Advance:

Oxygen

Discoverers:

Advance:

Electricity, lightning rod

Discoverer/inventor:

Advance:

Human anatomy

Discoverer/observer:

Advance:

Extra Challenge: With a partner, research and report in depth on one of these discoveries or inventions. Then combine with other class partner groups to create an actual classroom “Scientific Revolution Hall of Fame.”

Enlightened Thought

Directions: The thinkers of the Enlightenment had many new ideas. They developed new concepts about science, government, people—all aspects of society. For each earlier idea below, state the new idea that Enlightened thinkers promoted in its place.

Earlier idea: People should accept suffering in this world in return for joy in heaven after death.	→	Enlightened idea:
Earlier idea: True knowledge about the world comes from the Bible, church teachings, and ancient writers.	→	Enlightened idea:
Earlier idea: A legitimate monarch has a divine, God-given right to rule.	→	Enlightened idea:
Earlier idea: People have no right to criticize their ruler or government, each of which has the right to silence critics.	→	Enlightened idea:
Earlier idea: Government may allow just one religion and persecute members of any other religion.	→	Enlightened idea:
Earlier idea: The people's role is to serve and obey the monarch and the state.	→	Enlightened idea:
Earlier idea: Society is correctly structured into unequal social classes.	→	Enlightened idea:
Earlier idea: The purpose of the law is to avenge crime and extract confessions from accused people.	→	Enlightened idea:
Earlier idea: Women are naturally—and, therefore, legally—subordinate to men.	→	Enlightened idea:

Challenge Question: Which Enlightenment thinker is most closely associated with each of the new ideas you have identified, except the first one? (The first is a general aim of the Enlightenment movement.)

Empires and Societies of Eurasia



**TEACHER'S
GUIDE**

The objective of this unit is to help students understand the extent and nature of the large territorial empires that dominated much of Eurasia between the sixteenth and eighteenth centuries. The Ottoman Empire expanded throughout the 1400s and 1500s, bringing a diverse range of peoples under its rule across Southeast Europe, Southwest Asia, and North Africa. The Safavids established a dynasty in Persia in the early 1500s and embraced the Shi'ite form of Islam. Another Islamic dynasty, the Mughals, ruled India from the early 1500s to the mid-1800s.

Meanwhile, European sea traders were establishing outposts and trading networks in India and Southeast Asia. China flourished under Ming and Qing rule while strictly limiting contact and trade with foreigners. Japan welcomed the European traders who began calling at its ports in the 1540s. But Japan changed its policy toward foreign contact in the early 1600s and sealed its borders almost entirely in the later 1630s. The activities of this unit are designed to draw students into a deeper understanding of these empires and societies of Eurasia.

Student Activities

Worksheet 1, Mapping Three Empires, reinforces students' knowledge of the geography of the Ottoman, Safavid, and Mughal empires.

Worksheet 2, Three Empires: A Time Line, presents significant events in the histories of the Ottoman, Safavid, and Mughal empires, arranged by empire. Students add dates and construct a comparative, three-layer time line for the three empires.

Worksheet 3, Name That Ruler, is a matching exercise in which students match the listed names of Ottoman, Safavid, and Mughal rulers with self-descriptive "statements" made by each ruler.

Worksheet 4, Empires Decline: Cause and Effect, has students identify the empire-weakening effect of each of a number of named causes involved in the decline of the Mughal, Ottoman, and Safavid empires and China's Ming dynasty during the 1600s.

Worksheet 5, Chinese Life, reinforces students' knowledge of life in Ming and Qing China by having them briefly describe specific named elements of those societies.

Worksheet 6, Confucian Values, reviews students' understanding of the Confucian value system, common in East Asia, by identifying each of a variety of life situations as reflecting Confucian or non-Confucian values.

Worksheet 7, Mapping: Europe in Asia, provides a map on which students locate and label the various outposts and colonial territories established by European powers in Asia during the 1500s and 1600s.

Worksheet 8, Emperor to King: A Letter, provides excerpts of a letter from Chinese emperor Qian-long to Britain's King George III giving the emperor's reasons for denying British requests for more trading privileges in China. Students demonstrate understanding of Chinese and British policies and motivations by completing one or more of several suggested role-play exercises.

Worksheet 9, Japan and the Outside World, presents excerpts from the 1630s that express Japan's negative response to foreign contact. Students analyze these expressions, consider the advantages and disadvantages to Japan of its isolation policy, and compare Japanese and Chinese policies of the 1600s regarding foreign trade. The Extra Challenge invites students to write a letter to the Japanese shogun from a foreign merchant that tries to persuade the shogun to allow this merchant to trade in Japan.

Worksheet 10, Letters Between Friends, presents observations of the restrictions on the lives of upper-class British women, made by a Muslim Indian man who visited England in the 1750s. Using these observations, students write a letter as a "respectable" Englishwoman to a woman friend in a traditional Muslim society. The letter should compare the restrictions on her life in English society unfavorably with the lighter restrictions on her Muslim friend's life.



Empires and Societies of Eurasia

Three large Muslim empires dominated Eurasia from the 1500s through the 1700s. From west to east, they were the Ottoman, Safavid, and Mughal empires.

The Ottoman Empire

The Ottomans were descended from nomadic Turks. They settled in Anatolia. In the 1300s, they began expanding across Asia Minor and into the Balkans. Over the next 200 years, the Ottoman empire kept expanding. At its height, the empire stretched from Algeria in North Africa, across the Middle East, and north into Hungary.

Ottoman cannon smashed holes in the walls of the ancient city of Constantinople in 1453. With the fall of this capital city, the Byzantine Empire ceased to exist.

The Ottoman Empire was an Islamic state. But it allowed its conquered people to practice their own religions and form their own religious communities. The Ottomans' powerful army and huge body of government officials kept the empire under control. The arts flourished during the reign of Suleiman I in the 1500s.

The Ottomans owed their military success to modern gunpowder weapons. Their soldiers were armed with muskets, not bows and arrows.

The Safavid Empire

The Safavids were also a Turkish-speaking people. They established a **dynasty** in Persia (now known as Iran). The first Safavid ruler,

Isma'il, made the Shi'ite form of Islam the state religion. Safavid citizens had to embrace Shi'ism or die. This angered the Sunni Ottomans. Military and diplomatic clashes between the two adjoining empires happened often.

Isma'il made himself shah at the age of 16. Abbas claimed his throne at the age of 14.

The Safavid "golden age" came under Shah Abbas, who ruled from 1588 to 1629. His grand capital city of Isfahan was a center of Persian culture. Unlike Isma'il, Abbas tolerated non-Muslims and Sunnis. He reformed the government and the military. He also reduced taxes and responded to the concerns of the common people.

Both the Ottoman and Safavid empires declined after the deaths of their outstanding rulers, Suleiman and Abbas. Later rulers were weak and much less able.

Mughal India

From the 1200s to the early 1500s, India was divided into many rival states. In 1526, Turkish and Mongol invaders led by Babur swept in from the north. Babur easily conquered the divided land. He founded the Mughal dynasty, which ruled India from 1526 to 1857. Babur's grandson Akbar ruled from 1556 to 1605. He expanded the empire and built it into a strong state.

Babur claimed to be descended from the Mongol leaders Chinggis Khan and Timur the Lame. *Mughal* is the Persian word for "Mongol."

(continued)

Repro

Empires and Societies of Eurasia *(continued)*

Like the Delhi sultans before them, India's Mughal rulers were Muslim. The Delhi sultans had ruled the Hindu people harshly. Akbar, however, believed in religious toleration. He promoted Hindu equality. He reformed the tax system to make it more fair to the peasants. His court became a flourishing center of culture.

Later rulers were less successful than Akbar. Aurangzeb reigned from 1658 to 1707. He made the empire even larger. But he persecuted Hindus and imposed high taxes. Famine swept the land. Hindu groups and Sikhs rebelled often. By the end of Aurangzeb's reign, the Mughal empire was in decline.

European Sea Traders

Vasco da Gama's voyage to India in 1498 opened direct sea trade between the nations of Europe and Asia. (See Unit 1.) Portugal had sponsored da Gama's trip. It quickly set up an Asian trading empire. It established military and trading posts all through the Indian Ocean region. Portugal used the power of its ship-board cannons to take control of the lucrative Indian Ocean spice trade.

Other nations of Europe soon moved in.

- Spain took over the Philippines. Silver from Spanish colonies in the Americas flowed into Asia through these islands.
- Dutch merchants set up their main trading post at Batavia, on the island of Java. They seized strategic Malacca. In the 1600s they took control of the spice trade from Portugal.

Great Britain and France focused their trading actions on India. The French made little headway. But Britain would over time take total control of India.

China

The Ming dynasty ruled China from 1368 to 1644. It restored Chinese control after years of Mongol rule under the Yuan dynasty. Ming rule brought peace and prosperity after years of turmoil. The Ming restored civil service exams and **Confucian** values. They boosted farm output and internal trade. Art and literature flourished. Vassal states of Korea and Southeast Asia paid China tribute as their overlord.

In 1644, Manchus from the northern region of Manchuria invaded China. They replaced the Ming with the Qing dynasty. The Qing enforced strict divisions between Manchus and Chinese. Still, China continued to prosper in the ways it had under the Ming.

Chinese attitudes toward trade were based on Confucian values. These values assigned merchants little status. Confucians admired agriculture as the worthy basis of Chinese life. They devalued all things foreign.



Forbidden City, Beijing

(continued)

Repro

*Focus on World History:
The Era of the First Global Age and Revolution*

Empires and Societies of Eurasia *(continued)*

The arrival of sea traders from Europe focused attention on China's foreign trade policy. Early Ming rulers had been interested in foreign contacts. Later Ming and the Qing were not. They allowed foreign merchants to trade only at three coastal ports, and only through licensed Chinese dealers.

European sea traders and nations began knocking loudly on China's doors in the 1600s and 1700s. In response, China held tightly to its restrictions on foreign trade.

Japan

The Portuguese arrived in Japan in 1543. British, Dutch, and Spanish traders soon followed. Japan at this time was a feudal state ruled by military leaders called **shoguns**. At first, Japan welcomed foreign traders and their trade goods. Japan also allowed Christian missionaries to spread their religion.

The Japanese quickly adopted Western weapons. Muskets replaced samurai swords. Cannons forced warlords to build heavily fortified castles.

In the early 1600s, Japan changed its policy toward foreign contact. The shogun felt that the rival missionaries were causing turmoil. He feared religious revolts. So the missionaries were expelled. Christians were persecuted, and the religion was suppressed.

By 1639, Japan had sealed its borders. The shoguns barred all foreign merchants, with one exception. One or two Dutch ships were allowed to visit the port of Nagasaki once a year. The shoguns continued this policy of **isolation** for the next 200 years.



Mapping Three Empires

Directions: On your map of Eurasia, locate and label the following elements of the Ottoman, Safavid, and Mughal empires. You can label and mark battle sites with an X.

Ottoman Empire

Extent of empire, 1566	Battle of Lepanto	Battle of Ankara	Battle of Kosovo
Anatolia	Balkans	Athens	Cairo
Syria	Greece	Belgrade	Constantinople/ Istanbul
Palestine	Hungary	Vienna	Tripoli
Arabia	Austria	Venice	Baghdad
Egypt	Crete		
Algeria			

Safavid Empire

Extent of empire, 1600	Isfahan	Hormuz	Battle of Chaldiran
Persia (Iran)	Tehran	Herat	Caucasus Mountains

Mughal Empire

Extent of empire, 1656	Delhi	Indus River	Goa
India	Agra	Ganges River	Bombay
Deccan Plateau		Himalayas	

Bodies of Water

Indian Ocean	Persian Gulf	Black Sea
Arabian Sea	Red Sea	Caspian Sea
Bay of Bengal	Mediterranean Sea	

Extra Challenge: Write a description of one of the battles noted above. Writing as a “journalist” of that time, give a vivid description of the event, and explain its strategic importance to the opposing forces.

Three Empires: A Time Line

Directions: Add dates to the events noted below. Then construct a three-layer time line that summarizes notable events in the Ottoman, Safavid, and Mughal empires from the 1200s through the 1700s.

Ottoman Empire

Reign of Osman I
 Ottomans take Adrianople
 Battle of Ankara
 Battle of Kosovo
 Reign of Mehmet II, the Conqueror
 Ottomans take Constantinople
 Ottomans take Athens
 Ottomans take Bosnia
 Ottomans defeat Venice at Sapienza
 Reign of Selim the Grim
 Ottomans take Egypt, Syria, Arabia
 Reign of Suleiman I
 Ottomans capture Belgrade
 Ottomans invade Hungary, Austria
 Ottoman siege of Vienna fails
 Ottomans take Hungary, Budapest
 Ottomans take Tripoli
 Battle of Lepanto
 Ottomans seize Crete
 Second Ottoman siege of Vienna fails



Safavid Empire

Isma'il takes Persia, founds Safavid dynasty
 Isma'il kills Sunnis in Baghdad
 Shi'ism becomes Persian state religion
 Battle of Chaldiran
 Isma'il dies, Tahmasp succeeds
 Reign of Abbas the Great
 Isfahan becomes capital city
 War between Safavids, Ottomans
 Abbas conquers Baghdad
 Ottomans retake Baghdad
 Safavid Empire collapses, defeated by Afghans, Ottomans

Mughal Empire

Babur begins rise to power
 Portuguese take Goa
 Babur takes Delhi, founds Mughal dynasty
 Babur dies
 Reign of Akbar the Great
 Reign of Jahangir and Nur Jahan
 Reign of Shah Jahan
 Taj Mahal is built
 Reign of Aurangzeb
 British begin trading at Bombay
 Persecution of Hindus resumes
 Mughal Empire declines
 Delhi sacked

(continued)

Repro

Name That Ruler

Directions: Each of the Eurasian rulers named below is remembered for several key policies and actions. Match each name with the statement that is appropriate to that ruler.

Abbas the Great	Babur	Nur Jahan	Selim the Grim
Akbar the Great	Isma'il	Osman	Shah Jahan
Aurangzeb	Mehmet II (the Conqueror)		Suleiman I

- I founded the Ottoman empire by defeating a Byzantine army with my much smaller force in 1301.

- I declared myself Shah of Persia and founded the Safavid Empire when I was 16 years old.

- I led my army of 12,000 to victory against the Delhi army of 100,000. Then I set up the Mughal Empire of India.

- I overthrew my father and murdered my brothers, nephews, and all but one of my sons. I defeated the Safavids at the Battle of Chaldiran in 1514.

- When I commanded, "Give me Constantinople!" my army responded with victory.

- I married a Muslim, a Christian, and two Hindu women and allowed them all to practice their own religious rituals.

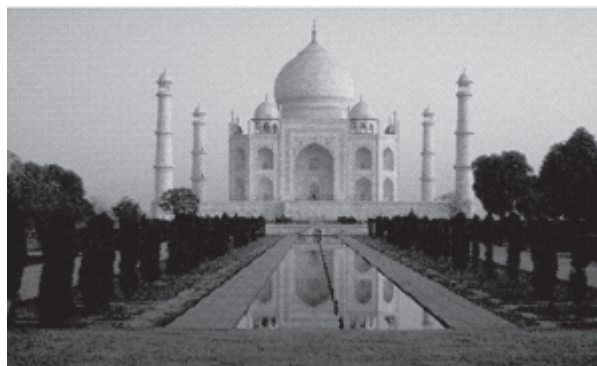
- My people called me the "the Great" for reviving the glory of ancient Persia.

- My people called me "the Lawgiver." Europeans called me "the Magnificent."

- I was the unofficial ruler of the Mughal Empire in place of my ineffective husband Jahangir.

- I killed all my rivals for the throne and also built a magnificent tomb for my dead wife.

- To secure the throne, I fought my brothers and put my ill father in prison. Then I revived persecution of Hindus.



The Taj Mahal

Empires Decline: Cause and Effect

Directions: The Mughal, Ottoman, and Safavid empires and China's Ming dynasty all declined during the 1600s. Named below, as "cause," are various elements of these empires' declines. Briefly describe the empire-weakening "effect" of each of these causes.

1.	Cause Fearing rivals who might seize his throne, father has most able sons killed or blinded.	Effect (political)
2.	Cause Far-flung lands are conquered.	Effect (military/fiscal)
3.	Cause Rulers are great patrons of the arts, including monumental building programs.	Effect (cultural/fiscal)
4.	Cause Conquests end; no new territory is being added to the empire now.	Effect (fiscal/economic)
5.	Cause The state does not maintain its own navy or merchant fleet.	Effect (military/political)
6.	Cause State relies on agriculture as the basis of its economy.	Effect (strategic/economic)

Chinese Life

Directions: Review what you know about Chinese life in the Ming and Qing eras. Briefly describe the part each of the following played in the years of the Ming and/or Qing dynasties. Answer in the space provided or on a separate sheet.

1. Corn and sweet potatoes: _____
2. Canal system repair: _____
3. Blue and white porcelain: _____
4. *The Golden Lotus*: _____
5. Detective tales: _____
6. Giraffe: _____
7. Opera: _____
8. Middle Kingdom: _____
9. Landscape painting: _____
10. Zheng He: _____
11. Tribute payments: _____
12. Jesuits: _____
13. Forbidden City: _____
14. Foot-binding: _____
15. Manchu invaders: _____
16. Kowtow: _____
17. Tea: _____
18. Silver: _____
19. *Dream of the Red Chamber*: _____
20. Pigtail: _____
21. Korea: _____

Confucian Values

Directions: The people of many countries of East Asia lived their lives in accordance with Confucian values. For each life situation described below, tell whether it reflects Confucian values or non-Confucian values. (Review information about the Confucian value system in your text first, if you wish.)

1. You live with your husband's village family. You work in the farm fields, do the housework, and always do your husband's and mother-in-law's bidding.
Confucian or non-Confucian? _____
2. Your reading list is made up of popular novels, travel narratives, and books on technology.
Confucian or non-Confucian? _____
3. You do not want to marry the man your rural parents have chosen for you. You run off to the city and become an entertainer, or a weaver in a textile manufacturing plant.
Confucian or non-Confucian? _____
4. You have gained great wealth from trading. You deal fairly, you do not display your wealth, and your son spends his time studying to pass the civil service exams.
Confucian or non-Confucian? _____
5. Oppressed by ever-rising taxes, you abandon your life as a peasant farmer. You move to the city and become a water carrier.
Confucian or non-Confucian? _____
6. You have spent your early and mature adulthood studying the classics, which give you a complete guide on how to behave, think, and live.
Confucian or non-Confucian? _____
7. You farm the land that your family has farmed for many generations, and you care for your aging parents and ever-increasing family.
Confucian or non-Confucian? _____
8. You live in a seaport, where you have gained great wealth from trade. You enjoy a luxurious lifestyle and your contact with the many non-Chinese traders you deal with.
Confucian or non-Confucian? _____

Extra Challenge: Explain what specific Confucian values are displayed or violated in each scenario above.

Mapping: Europe in Asia

Directions: The nations of Europe set up trading outposts across Asia in the 1500s and 1600s. Locate and label those outposts on the map below. Use a different color for the outposts of each different European country. For the Netherlands and Spain, shade in the listed territories using the same color you used for their trading posts. Also label the listed countries and bodies of water.



Netherlands (the Dutch)

Outposts

Cochin
Malacca
Batavia
Colombo

Territories

Moluccas (Spice Islands)
Java
southern Sumatra
Borneo
Sri Lanka
Timor

Portugal

Goa
Diu
Macao

Spain

Manila (*outpost*)
Philippines (*territory*)

Great Britain

Bombay
Madras
Calcutta
Calicut

France

Pondicherry

Countries: China, India, East Indies, Japan

Bodies of Water: Indian Ocean, Pacific Ocean, Strait of Malacca

Emperor to King: A Letter

Directions: In 1793, British diplomat Lord George Macartney came to China. He delivered a letter from British King George III to Chinese Emperor Qian-long. In the letter, King George requested that China lift many of its restrictions on trade with Britain. The emperor wrote a letter replying to the king. Read these excerpts from it. Then complete one or more of the suggested role-play exercises that follow.

Emperor Qian-long to King George III

You, O King, from across the seas have yearned to enjoy the benefits of our civilization. . . . I have noted your respectful sense of humility and have treated your mission with high favor and gave them many gifts. . . .

Your proposal [to set up British trading posts] does not conform with the custom of our dynasty and cannot be considered. Until now, all Europeans, including your own country's barbarian merchants, have traded with our Celestial Empire at Guangzhou only. This has been the way for many years, even though our Celestial Empire has all things in tremendous abundance and produces all it needs or wants within its own borders. We therefore had no need to import the goods manufactured by outside barbarians in trade for our own products. But we realize that the tea, silk, and porcelain that our Celestial Empire produces are necessities that European nations cannot do without. So we have permitted you, as a notable mark of favor, to trade with our licensed merchant guilds. In this way, your desires for our products could be met, and your country could thus participate in our goodness. . . . Our dynasty, ruling over the many and varied races of the world, extends the same kindness to all.

I do not forget that your island is lonely and remote, cut off from the world by wide wastes of sea, nor do I fail to note your excusable ignorance about the customs of our Celestial Empire. I have therefore commanded my Ministers to enlighten your Ambassador about this matter. . . . Tremblingly obey!

1. Assuming the roles of the ministers and advisors of King George, discuss your reactions to the tone of the emperor's letter and a reply to it.
2. Assuming the roles of members of Macartney's mission and Chinese officials, debate the question of increased trading privileges for British merchants in China.
3. The Chinese scorned the gifts that Lord Macartney's mission brought to the Chinese court in 1793. Consulting with your merchant partners, draw up a list of European products that you think the Chinese will welcome and admire. Then, as a Chinese court official, react to these gifts.

Japan and the Outside World

Directions: Japan closed itself off from contact with the outside world in 1635. The excerpts below express Japan's response to foreign contact at this time. Read the excerpts and respond to the questions that follow.

Edict Ordering the Closing of Japan, 1635

1. Japanese ships are strictly forbidden to leave for foreign countries.
2. No Japanese person is permitted to go abroad. Anyone who tries to do so secretly shall be executed.
3. If any Japanese person returns from overseas after living there, he must be put to death.

Anonymous writer, 1639

A Southern Barbarian trading vessel came to our shores. From this ship . . . emerged an unnamable creature, somewhat like a human being in shape, but looking more like a long-nosed goblin or a giant demon. . . . His eyes were enormous, and their insides were yellow. . . . His hands and feet had long claws. . . . He was over seven feet tall and black all over, except for his red nose. His teeth were longer than those of a horse. . . . His voice sounded like an owl screeching.

1. What attitudes toward foreigners do these excerpts express?
2. Why would Japan be willing to cut itself off from trade with other countries? List the advantages and disadvantages of such a policy.
3. Compare Japan's and China's trading policies in the 1600s. How were they similar and different, in both motive and execution?

Extra Challenge: Imagine you are a merchant with a shipful of trading goods. You have arrived at a Japanese port soon after the no-trading edict is issued. Write a letter to Japan's shogun presenting your persuasive arguments about why you should be permitted to come ashore and trade your fine goods for Japanese wares.

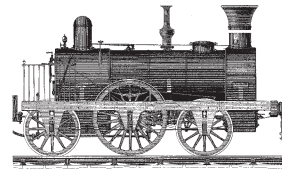
Letters Between Friends

Abu Taleb Khan was a Muslim Indian of Turkish and Persian ancestry. He visited England in the 1750s and later wrote about his experiences. He noted a number of factors about the status of upper-class English women. He thought these factors made an interesting contrast with the status of Muslim women in his country. These are some of the points he made about Englishwomen.

- The best way to keep women away from temptation and improper desires is to keep them well occupied. They should have work that doesn't require too much hard thinking or physical strength, such as managing the home, washing clothes, or running a shop.
- Englishwomen are not introduced to strange men or men whose character is not known to be above reproach.
- Englishwomen never visit any unmarried man who is not a close relative.
- A respectable woman does not walk around the city unless she is with her husband, a relative, or a servant. She *never* walks out after dark.
- A respectable woman never spends a night away from home, even at her parents' home, without her husband.
- Englishwomen curb their tongues in front of their husbands so as not to provoke them. A husband is legally allowed to beat his wife with a stick, so long as he doesn't break her arm or leg.
- If a respectable Englishwoman does something disgraceful, her family, friends, and all respectable people shun her.
- An Englishwoman's husband can legally take away all her property and jewels, bar her from seeing her children, and turn her out of their house.
- With proof of a wife's misconduct, a husband can divorce her and keep all the money and property she brought with her to the marriage.

Directions: Imagine you are a "respectable" Englishwoman. Write a letter to a Muslim woman friend of yours who lives in a traditional Eurasian Muslim society. In your letter, compare the restrictions on your life unfavorably with the restrictions on your friend's life. Make the case that your friend has more personal freedom and rights in many ways than you do. (You or a classmate could also assume the role of the Muslim woman friend and write a reply letter.)

Revolutions, Nationalism, and Reform



TEACHER'S GUIDE

The objective of this unit is to help students better understand the political, agricultural, and industrial revolutions that swept Europe and the Americas in the late eighteenth and the nineteenth centuries. Inspired by Enlightenment ideas on consent of the governed and natural rights, and angered by heavy-handed British rule, the people of Britain's North American colonies declared their independence in 1776 and won it in a seven-year war with Great Britain. Ideas of liberty and equality gripped members of France's oppressed Third Estate in the late 1780s; they abolished their monarchy and set up a republic. That was followed by Napoleon's empire in the early 1800s. The spirit of revolution resurfaced in the Americas in the 1800s. Latin

American countries threw off Spanish colonial rule and Haiti ended French control. Improved methods of farming in Europe created an agricultural revolution, which in turn boosted population, creating a large labor force. Innovations in technology brought about the Industrial Revolution, as the production of machine-made goods exploded. Expansion of industrial economies caused many changes in people's lives, especially as cities grew, and soon brought calls for reform in many areas of society. Meanwhile, the new force of nationalism fueled turmoil and change throughout Europe during the 1800s. The activities of this unit are designed to draw students into a deeper understanding of these years of change.

Student Activities

Worksheet 1, The Declaration of the Rights of Man, presents eight key provisions of that statement. Students analyze the document and relate it to Enlightenment ideas and elements of the U.S. Declaration of Independence and Constitution.

Worksheet 2, Phases of the French Revolution, presents events of the French Revolution. Students assign each of these to the appropriate one of four phases of the Revolution; then they add dates and create a time line.

Worksheet 3, Napoleon Speaks, presents a number of Napoleon's sometimes colorful comments. Students draw on these and their knowledge about Napoleon's actions to write a balanced character study. The Extra Challenge invites students to relate each quotation on the page to specific events and developments in Napoleon's life and career.

Worksheet 4, The American Revolution: Cause and Effect, has students describe and explain a series of listed British actions and colonial reactions that led, step by step, to the American Revolution. The Extra Challenge invites students to role-play the part of a British advisor suggesting alternative, less inflammatory actions, or the parts of colonial radicals discussing ways to use the incidents to further inflame public opinion.

Worksheet 5, American Revolutionary Leaders, emphasizes the importance of the individual in historical events by having students name leaders from descriptions given.

Worksheet 6, Colonial Society in Latin America, has students fill in a chart on the structure of Latin America's class-divided colonial society. They identify the people who made up each class and explain which of these classes supported and opposed independence, and why. The Extra Challenge invites students to compare the role Creoles played in the movements for independence in South America and Mexico.

Worksheet 7, Freeing the U.S. Slaves, presents the key portions of President Lincoln's Emancipation Proclamation. Students identify its limits and the roles it seems to foresee for freed slaves. Students can use this as a point of comparison with the activity on freeing the Russian serfs in Unit 5 (Worksheet 5). The Extra Challenge invites students to create a class display of slaves' descriptions about the experience of emancipation.

Worksheet 8, The Industrial Revolution Begins: Why Britain?, graphically presents the many factors that allowed the agricultural and industrial revolutions to begin in Great Britain. Students explain what part each of these factors played in support of these revolutions.

Worksheet 9, The Industrial Revolution: Impact on the Environment, presents passages from nineteenth-century writers Charles Dickens and Hugh Miller. They vividly describe scenes of environmental ravaging caused by the ongoing Industrial Revolution. Students identify the environmental effects of industrialization and then write a series of diary accounts as a person who is witnessing those effects.

Worksheet 10, Nationalism: Two Views, presents passages in which Giuseppe Mazzini declares for nationalism and Prince Metternich opposes it. Students analyze each statement and develop responses of Mazzini and Metternich to each other's statements. The Extra Challenge invites students to role-play a contemporary debate among supporters and opponents of nineteenth-century nationalism.

Worksheet 11, Effects of Nationalism, asks students to explain the unifying or dividing effect of nationalism in named countries, regions, and empires of the world. The Challenge Questions ask students to identify the effects of Napoleon's conquests and the Congress of Vienna on nationalism.

Worksheet 12, Child Labor Testimony, presents excerpts from testimony given in the 1830s by former child factory workers describing their dreadful working conditions. Students identify the various abuses, analyze why even very young children worked in factories, and complete one of three suggested role-play activities involving child labor.

Worksheet 13, Reform Movements: Women's Rights, presents the main points made by an 1850 women's rights meeting in Ohio. Students identify the specific rights the women demanded and find parallel rights for men in the U.S. Declaration of Independence, the U.S. Constitution, and the French Declaration of the Rights of Man. The Extra Challenge invites students to role-play debates among participants at the women's convention on ways to achieve their goals.



Revolutions, Nationalism, and Reform

Thinkers of the 1700s had used reason to probe ideas about politics and society. (As you read in Unit 2, that movement is called the Enlightenment.) In the later 1700s and the 1800s, people put these reasoned ideas into action. The result was sweeping change in Europe and the Americas. Revolutions toppled old orders and set up new, changed ones.

The American Revolution

The people in Britain's North American colonies mostly ran their own affairs. Britain's hands-off policy toward the colonies changed after the French and Indian War ended in 1763. Britain wanted the American colonists to pay for the war. Parliament passed the Stamp Act, which taxed all printed material.

Colonists were outraged. They had never paid direct taxes to Britain before. Colonists sent no representatives to Parliament. So, colonists argued, they were being unjustly taxed without representation.

Britain closed Boston's busy harbor after colonists dumped British tea overboard. The British move backfired. All the colonies united in support of Boston.

The British government's response to colonial protests was inept. One British move after another angered more and more colonists. By 1775, many colonists favored complete independence from Britain.

War began in 1775 and went on for seven long years. The small but determined American army beat the much larger but far-from-home British army.

The men who led the American Revolution produced two remarkable documents:

- The Declaration of Independence expressed the reasons why the colonists had a right to rebel against Britain. It was based on ideas of natural rights, equality, and consent of the governed.
- The Constitution of the United States created a new type of government. It set up a **federal system**, with power divided between the national (federal) and state governments. The national government has three equal branches. Each branch acts as a check on the power of the other two branches.

George Washington and Thomas Jefferson fought for and wrote eloquently of freedom. Yet both men owned slaves.

The Constitution was adopted in 1787. The Bill of Rights, a series of ten amendments, was soon added to it. These amendments protected basic rights of the people, such as freedom of speech and the right to a jury trial.

The French Revolution

The American Revolution electrified Europe. The existence of a republic based on political liberty, equality, and justice was inspiring. This was especially so in France, which was in a state of simmering turmoil.

France in the 1700s was still quite feudal. It was strictly divided into three social classes, called **estates**. The First Estate was the clergy. The Second Estate was made up of the nobles, mostly rich. These estates held all the power and paid no taxes.

(continued)

Revolutions, Nationalism, and Reform *(continued)*

The Third Estate was everyone else, 98 percent of the population. They were heavily taxed and had no political power.

In 1789, the **Estates-General** met. The discontented Third Estate delegates took over the meeting and created the National Assembly. They said they would act for the people of France and pass reforms. At the same time, mobs rioted in Paris.

The Estates-General was an assembly of the three estates. King Louis XVI called it into session. Louis was a lavish spender, and he needed the assembly's approval to raise more money.

The French Revolution was underway. It went through four general phases:

- The National Assembly ruled from 1789 to 1791. It adopted a constitution that limited the power of the French monarch. It issued a Declaration of the Rights of Man that protected a list of basic human rights (as in the U.S. Bill of Rights).
- Radicals called **Jacobins** dominated French politics from 1792 to 1794. They started a Reign of Terror. Anyone these radicals thought was an enemy was arrested. Most

were quickly tried and beheaded by means of the **guillotine**. Victims included Louis XVI and his wife, Marie Antoinette.

- Reaction against the Terror led to rule by the five-man Directory from 1795 to 1799. Moderate leaders at this time were corrupt, but they brought order to the country.
- Napoleon Bonaparte held power in France from 1799 to 1815. He was a popular and successful army general. He took over France as dictator and then emperor. He kept many major reforms of the Revolution. Under his rule, French society and economy were stable and well-ordered.

Napoleon also created a French empire. By 1812, Napoleon's France had control over most of Europe. However, Napoleon overreached himself. A coalition of Britain, Russia, Prussia, and Sweden defeated Napoleon in 1813. He briefly returned from exile in 1815 but soon suffered a final defeat at Waterloo.

Napoleon's biggest mistake was to invade Russia in 1812. The huge French army of 600,000 reached Moscow. But harsh winter weather killed most of these troops on their retreat.



"Napoleon's Retreat from Moscow"

(continued)

Revolutions, Nationalism, and Reform *(continued)*

Latin American Revolutions

The ideals and successes of the American and French Revolutions stirred a lot of interest in Latin America. Spain ruled lands in most of Central and South America, plus Mexico. Portugal ruled Brazil. In the Caribbean Sea, France ruled Saint-Domingue. Soon all these lands would be independent.

Saint-Domingue is called Haiti today. It was the western part of the island of Hispaniola.

Spanish colonial societies were divided into very separate social classes. **Creoles** were Spanish people born in the colonies. They ran the plantations, mines, and ranches. But the Spanish rulers allowed them no political power. The Creoles fueled the Latin American move for independence. But the first move came in France's Saint-Domingue.

- A former slave, Toussaint L'Ouverture, led a slave revolt on Saint-Domingue in 1791. His forces defeated French troops. Haiti became independent in 1804.
- Simón Bolívar was a Creole of Venezuela. He led the fight for independence in the northern part of South America. The lands he freed became Colombia, Ecuador, and Venezuela in 1830.
- José de San Martín was a Creole of Argentina. He led that country, Chile, and Peru to independence.
- Two priests led Mexico toward independence in the early 1800s: Miguel Hidalgo and José María Morelos. Their followers were Indian and mestizo (mixed-blood) peasants. Mexico achieved freedom from Spain in 1820.

- Dom Pedro was the son of Portugal's emperor. He agreed when the people of Brazil asked for independence. He declared the country free in 1822.



Simón Bolívar

The Agricultural and Industrial Revolutions

Revolution was not only political during this time. The way goods are produced also went through a revolution. In the early 1700s, most people in Europe still lived on the land. They used handmade tools, made their own clothes, and grew their own foods. Small, home- and village-based businesses produced most goods. This all changed during the 1700s.

First came the new revolution in agriculture (farming). Key factors were:

- Jethro Tull's seed drill (allowed more precise, less wasteful seeding)
- Better breeding of livestock
- Larger fields, better crop rotation

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Repro

Focus on World History:

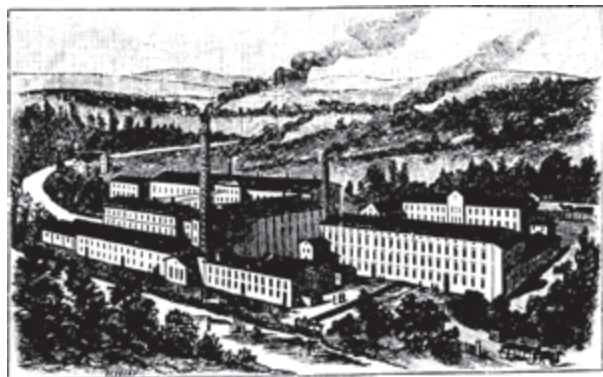
The Era of the First Global Age and Revolution

Revolutions, Nationalism, and Reform *(continued)*

These improved farming methods meant more food. This meant a growing population, which in turn demanded more goods to buy. As small farmers lost their land, they moved to cities. A large labor force now existed.

Inventive people in Great Britain created new machines in the 1700s. The new machines were powered by new engines. The result was a huge increase in the production of machine-made goods. Key factors of this **Industrial Revolution** were:

- Textile industry machines—flying shuttle, spinning jenny, water frame, spinning mule, power loom—took British textile production out of the cottage and into the factory.
- The cotton gin allowed cotton production to keep up with textile factory output.
- James Watt's steam engine powered factory machines and new transportation vehicles.
- Transportation—steamboats, railroad locomotives, and railroads—transported goods and people quickly and efficiently.



Calls for Reform

All of this changed the way people lived their lives. More and more people lived in cities. Living conditions there were often dreadful. Most people now worked in factories. Working conditions there were also dreadful. This new industrial reality spread across Europe.

Calls for reform naturally grew. Reform-minded people called for improvements in many areas of society. Areas targeted for reform:

- Labor abuses (child labor, working conditions and hours, wages)
- Slavery (slave labor in the Americas, the Atlantic slave trade)
- Women's rights (property, divorce and family, voting, employment)
- Education (public)
- Prison conditions

Nationalism

A new force grew in Europe in the 1800s: **nationalism**. This is an aggressive feeling of pride in and devotion to one's country. The French Revolution inspired a feeling of national pride among the French people. This sense of pride in one's nation spread across Europe during the first half of the 1800s. Many people no longer felt loyal to their ruler or their empire. Instead, they gave their loyalty to their nation—people united by history and culture.

(continued)

Revolutions, Nationalism, and Reform *(continued)*

The nations that had defeated Napoleon met at the Congress of Vienna in 1814–15. They changed the map of Europe. Some nations were combined with or put under the control of others. Ousted monarchs were put back on their thrones. Nationalists fumed. Ideals of liberty, justice, equality, and consent of the governed fueled their anger. Soon, cries for freedom and reform swept Europe.

- Serbs in the Balkan region rebelled against their Ottoman rulers between 1804 and 1817. They achieved self-rule.
- Greeks also rebelled against the Ottomans, in 1821. After years of struggle, the Greeks won the support of European nations. They won independence by 1830.
- Belgians fought rule by the Dutch (imposed by the Congress of Vienna). They won their struggle in 1830.
- Uprisings threw France into turmoil in 1830 and 1848. Each time, though, royal rule returned.
- The year 1848 saw more liberal uprisings in Budapest (Hungary), Prague (former Poland), and Vienna (Austria). Conservatives soon ended any liberal gains.
- Nationalists in Italy and Germany struggled to unify their countries. Success came at last. Italy was one country by 1870. Germany became a united empire in 1871.



The Declaration of the Rights of Man

Directions: The French National Assembly adopted a statement of ideals in 1789. It was called “A Declaration of the Rights of Man and of the Citizen.” Read these parts of that declaration and then answer the questions that follow.

1. Men are born and remain free and equal in rights. Social distinctions may be based only upon the general use.
2. The aim of all political association is to preserve the natural and inalienable rights of man. These rights are liberty, property, security, and resistance to oppression.
6. Law . . . must be the same for every person. . . . All citizens, being equal before the law, are equally eligible to serve in all public offices and employments, according to their abilities.
7. No man may be accused, arrested, or jailed except according to cases and forms established by law.
8. The law may establish only punishments that are absolutely and obviously necessary, and no one may be punished except under a law established before the offense and legally applied.
9. Every man is presumed innocent until declared guilty.
10. No one is to be bothered because of his opinions, even religious, provided that expressing them does not disturb the public order established by law.
11. Every citizen may speak, write, and print freely, ideas and opinions, subject to being responsible for the abuse of this liberty as governed by law.

1. The slogan of the French Revolution was “Liberty, Equality, Fraternity.” How are these ideals expressed in this declaration?
2. What classic ideas of the Enlightenment do you find expressed in this declaration?
3. Compare elements expressed in this declaration with elements in the U.S. Declaration of Independence and the U.S. Constitution.
4. How do the ideals expressed in this declaration contrast with the realities of the old order in France?

Phases of the French Revolution

Directions: The French Revolution went through four phases:

- the *moderate phase* with rule by the National Assembly;
- the *radical phase* marked by the Reign of Terror;
- the *reaction phase* against extremism with rule by the Directory; and
- the age of *rule by Napoleon*.

Create a chart with a column for each phase and record each event below in the appropriate column. Add dates, and then create a time line.

Great Fear sweeps France
Third Constitution is adopted
Napoleon becomes First Consul
Paris mob invades Tuileries palace
Estates-General meets
Napoleon named consul for life
Citizens attack Paris prisons
National Assembly is formed
Citizens storm the Bastille
Napoleon becomes emperor
Concordat with Catholic Church
France becomes a republic
Declaration of the Rights of Man issued
Directory takes power
Napoleonic Code adopted
Louis XVI beheaded
Poor women of Paris march on Versailles

Napoleon leads invasion of Egypt
Battles of Austerlitz and Trafalgar
Napoleon's army invades Spain
Marie Antoinette is beheaded
Napoleon invades Russia, retreats
Committee of Public Safety is created
Royal family confined to Tuileries
Reign of Terror
Napoleon abdicates, Louis XVIII takes throne
Robespierre is beheaded
Civil Constitution of the Clergy adopted
Constitution creates limited monarchy
Napoleon returns from Elba exile
Battle of Waterloo
Royal family attempts to flee France
Napoleon is sent into exile, St. Helena
Napoleon dies



Napoleon Speaks

Directions: Read Napoleon's colorful comments below. Consider each in the context of Napoleon's life. Then draw on these and what you know about Napoleon's actions to write a (balanced) character description of this larger-than-life figure.

"Nothing has been simpler than my elevation. It is owing to the peculiarities of the time."

"I wanted to rule the world, and in order to do this I needed unlimited power. I wanted to rule the world—who wouldn't have in my place?"

"Soldiers! I am pleased with you. . . . It will be enough for you to say, 'I was at Austerlitz,' to hear the reply, 'There is a brave man!'"

"Since one must take sides, one might as well choose the side that is victorious, the side that devastates, loots, and burns. Considering the alternative, it is better to eat than be eaten."

"The sale assures forever the power of the United States, and I have given England a rival who, sooner or later, will humble her pride."

"I love power as a musician loves his violin."



"I grew up on the field of battle, and a man such as I am cares little for the life of a million men."

"I have saved the Revolution as it lay dying. I have inspired France and Europe with new ideas that will never be forgotten."

"The world begged me to govern it; sovereigns and nations vie with one another in throwing themselves under my scepter."

"Remember what a Roman emperor said: 'The corpse of an enemy always smells sweet.'"

Extra Challenge: Relate each quotation above with specific events and developments in Napoleon's life and career.

The American Revolution: Cause and Effect

Directions: During the 1760s and 1770s, one British action after another pushed American colonists toward rebellion. Describe each British action below, explain why the British took the action, and tell what reaction it provoked in the American colonists.

1. Enforcement of Navigation Acts

Action: _____

Goal of action: _____

Colonists' reaction: _____

2. 1765 Stamp Act

Action: _____

Goal of action: _____

Colonists' reaction: _____

3. 1767 Townshend duties

Action: _____

Goal of action: _____

Colonists' reaction: _____

4. 1770 Boston Massacre

Action: _____

Goal of action: _____

Colonists' reaction: _____

5. 1773 tax on tea

Action: _____

Goal of action: _____

Colonists' reaction: _____

6. 1773 actions taken against Boston

Action: _____

Goal of action: _____

Colonists' reaction: _____

Extra Challenge: Acting as an advisor to British King George III, suggest an alternative course of action that could achieve some of Britain's goals while not outraging colonists. Or role-play American radicals discussing ways to use each British action to inflame public opinion and build support for rebellion and independence.

American Revolutionary Leaders

Directions: The colonies of the Americas won their independence between the 1770s and 1830s. Colonies in North America, Mexico, and Central and South America all had active independence movements. Each movement had some strong, capable leaders. Identify each revolutionary leader of the Americas described below.

1. Bankrupt, he immigrated to Pennsylvania from England in 1774 to avoid debtor's prison. He published the wildly popular *Common Sense* in January 1776.

Person: _____

2. Self-educated diplomat and general, he was a second-generation African slave in Saint-Domingue. He led Haiti toward its independence and died in a French prison in the Alps.

Person: _____

3. A poor, well-educated Creole priest, his "cry of Dolores" called for rebellion. He led the first Mexican independence movement, supported by Indians and mestizos.

Person: _____

4. Inventor, architect, scientist, farming expert, legal scholar, writer, statesman, and slave owner, he wrote the Declaration of Independence.

Person: _____

5. He was orphaned young, studied in Europe, was a Creole diplomat, and a general, publicist, and statesman of Venezuela. For leading northern South America to independence, he earned the nickname "The Liberator."

Person: _____

6. A poor mestizo priest, he took leadership of an Indian and mestizo army after Hidalgo's death. He was defeated by a Creole army in 1815.

Person: _____

7. Land surveyor, officer in the Virginia militia, leader of the Continental army, resident of Mount Vernon. As first U.S. president, he earned nickname of "Father of His Country."

Person: _____

8. Son of a European king, he became a South American king at the Creole people's request. He declared Brazil's independence from Portugal.

Person: _____

9. Creole, student, and military officer in Spain, he returned to his native Argentina in his early thirties. He became liberator of Argentina, Chile, and Peru.

Person: _____

Colonial Society in Latin America

Directions: Colonial society in Latin America was structured into distinct classes. Those classes are listed below. Describe the people who made up each class. Then add the name of each class to its place in the chart, placing the class with the most status at the top and that with the least status at the bottom. Then answer the questions that follow.

Africans

who: _____

Creoles

who: _____

Indians

who: _____

Mestizos

who: _____

Mulattos

who: _____

Peninsulares

who: _____

1. Which of these social classes pushed for independence from Spain, and why?

2. Which of these groups opposed independence from Spain, and why?

Extra Challenge: Compare the role of Creoles in the South American independence movements with their role in the movement for Mexican independence.

Freeing the U.S. Slaves

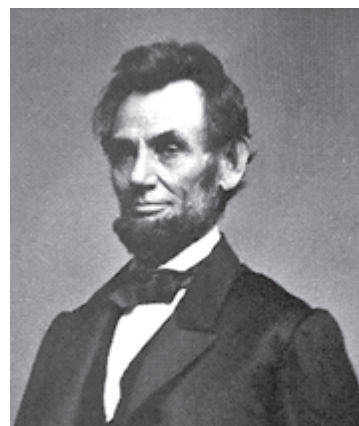
Directions: In 1862, U.S. President Abraham Lincoln issued a proclamation on freeing American slaves. How sweeping was this granting of freedom? Decide for yourself by reading this main part of his **edict** and considering the questions that follow.

Emancipation Proclamation, 1862

That on the 1st day of January, A.D. 1863, all persons held as slaves within any State or designated part of a State the people whereof shall then be in rebellion against the United States shall be then, thenceforward, and forever free; and the executive government of the United States, including the military and naval authority thereof, will recognize and maintain the freedom of such persons and will do no act or acts to repress such persons, or any of them, in any efforts they may make for their actual freedom. . . .

And I hereby enjoin upon the people so declared to be free to abstain from all violence, unless in necessary self-defense; and I recommend to them that, in all cases when allowed, they labor faithfully for reasonable wages.

And I further declare and make known that such persons of suitable condition will be received into the armed service of the United States to garrison forts, positions, stations, and other places, and to man vessels of all sorts in said service.



Abraham Lincoln

1. Are all U.S. slaves freed by this proclamation? Explain. _____

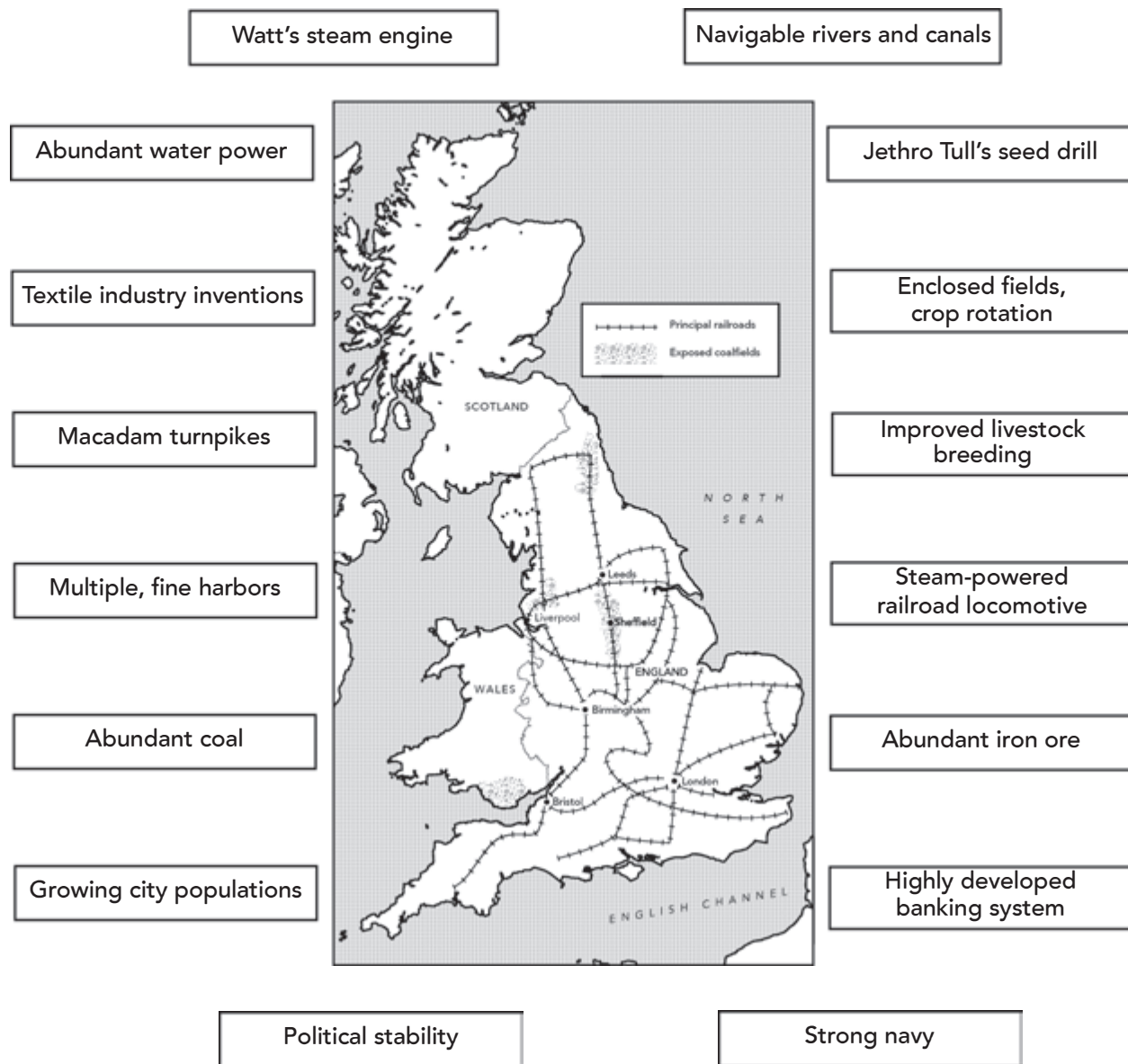
2. What roles does this proclamation suggest for former slaves? _____

3. Compare this proclamation with Tsar Alexander's Edict of Emancipation for Russian serfs. (See Unit 5, Worksheet 5.) In what ways is neither a complete "freeing" of slaves/serfs?

Extra Challenge: Find slave narratives about the experience of emancipation during the Civil War years. Create a class display of individual slaves' stories.

The Industrial Revolution Begins: Why Britain?

Directions: Why did the agricultural and industrial revolutions of the nineteenth century begin in Britain? The factors involved are shown on this map of Britain. On a separate sheet, explain how each of these factors supported the agricultural or industrial revolution in Britain.



The Industrial Revolution: Impact on the Environment

Directions: The Industrial Revolution had a devastating effect on the environment. Read these descriptions and then answer the questions and complete the exercises that follow.

From *Bleak House*, by Charles Dickens, 1853

As he comes into the iron country farther north, such fresh green woods as those of Chesney Wold are left behind; and coal-pits and ashes, high chimneys and red bricks, blighted verdure [green vegetation], scorching fires, and a heavy, never-lightening cloud of smoke become the features of the scenery. Among such objects rides the trooper, looking about him. . . . At last, on the black canal bridge of a busy town, with a clang of iron in it, and more fires and more smoke than he has seen yet, the trooper, swart [dark] with the dust of the coal roads, checks his horse.

From "Old Red Sandstone," by Hugh Miller, 1862

Steam boilers discharge into the river their seething contents, and drains and sewers their fetid [stinking] impurities; till at length it rolls on—here between tall dingy walls, there under precipices of red sandstone—considerably less a river than a flood of liquid manure.

1. What environmental effects of industrialization do these passages describe? List them.

2. Did the Industrial Revolution have other impacts on the environment? If so, add them to your list.

3. Read other descriptions of environmental impacts caused by the Industrial Revolution. Then write a diary account of "your" experiences when you migrate from your rural village to a bustling industrial town. Or, write a diary account of the changes your town goes through as it switches from quiet market town to industrial center.

Nationalism: Two Views

Directions: Nationalism was a powerful force in nineteenth-century Europe. Here are two opposing emotional expressions about it. Evaluate them, using the guidelines below.

Giuseppe Mazzini, on the Austrian occupation of Italy, 1845

When tyranny denies you the right of self-expression, when bayonets put down ideas—if you are part of a weak minority, do not take up arms; . . . but if you are part of a majority of millions, rouse yourselves and beat down your oppressors by force. It is cowardly to bow your head before injustice supported by brute force—cowardly to betray the sacred cause of truth and God—cowardly to allow tyranny to reign under a misguided shunning of physical force.

Prince Metternich, Austrian foreign affairs minister, 1820s

The evil [of the revolutionary spirit] exists, and it is huge. . . . It is the inseparable companion of the half-educated, a spring of an unmeasured ambition. This moral gangrene affects mostly the middle classes of society. . . . It has no appeal to the great mass of the people, nor can it. This class, of the real people, must devote itself continuously and positively to labor; they have no time to throw themselves into vague concepts and ambitions. . . . The people dread any movement that harms industry and brings them new burdens. . . . The people ask only for peace and quiet.

1. What is Mazzini's main argument? _____

2. What is Metternich's main argument? _____

3. If you were Mazzini, how would you respond to Metternich's statement? _____

4. If you were Metternich, how would you respond to Mazzini's statement? _____

Extra Challenge: With classmates, role-play a debate among supporters and opponents of nineteenth-century nationalism.

Effects of Nationalism

Directions: Nationalism, which swept Europe in the nineteenth century, had different effects in different regions. Sometimes it acted as a force for unity. Sometimes it was a dividing force. Explain the effect of nationalism in each of the following regions in the nineteenth century.

1. France (during the Revolution and Age of Napoleon) _____

2. Ottoman Empire _____

3. Russia _____

4. Austro-Hungarian Empire _____

5. Italy _____

6. Germany _____

7. Latin America _____

Challenge Questions

1. What effect did Napoleon's conquest of Europe have on nationalist feelings?

2. The Congress of Vienna redivided Europe after Napoleon's fall from power. How did the actions of the Congress affect nationalist feelings in Europe?

Child Labor Testimony

Directions: British committees held hearings in the 1830s to learn about working conditions for children in factories. Read the testimony, answer the questions that follow, and then complete one of the suggested activities in number 3 below.

Elizabeth Bentley, 1831

At what age did you begin to work at a factory? — *When I was six years old.*

What were your hours of labour in the mill? — *From 5 in the morning till 9 at night when they were busy.*

What time was allowed for your meals? — *Forty minutes at noon.*

Did your labour keep you constantly on your feet? — *Yes, there are so many frames and they run so quick.*

Suppose you flagged a little, or were too late, what would they do? — *Strap us.— Severely?—Yes.*

Could you eat your food well in that factory? — *No indeed, I had not much to eat, and the little I had I could not eat, my appetite was so poor, and it being covered with dust.*

Matthew Crabtree, 1832

At what age did you first go to work in a factory? — *Eight.*

Will you state the hours of labour in normal times? — *From 6 in the morning to 8 at night.*

What intervals did you have for refreshment and rest? — *An hour at noon.*

What did you do when you got home at night? — *Get the little bit of supper that was provided and go to bed immediately.*

How far did you live from the mill? — *About two miles.*

If you were too late, you feared being cruelly beaten? — *Yes; my apprehension of that was so great, that I used to run, and cry all the way as I went to the mill.*

1. List the abuses revealed by these young people's testimony.
2. Why did factories employ children as young as six years old? Why did parents allow their young children to work in factories?
3. After answering the questions above, complete one of these activities:
 - a. As a member of a committee investigating child labor, discuss the testimony, also considering the points of view of factory operators.
 - b. As a member of the British Parliament, take part in a debate about passing laws to regulate the conditions of child labor.
 - c. Write a series of journal entries describing your life as a young child factory worker before reform laws went into effect.

Reform Movements: Women's Rights

Directions: Ohio women held one of the earliest women's rights meetings in 1850. The women drew up a series of resolutions. They submitted the proposals as amendments to the Ohio state constitution. (The men at the constitutional convention ignored the proposals.) Here are highlights of the proposals. Read them, and answer the questions that follow.

Whereas, all men are created equal and endowed with certain God-given rights, and all just government is derived from the consent of the governed.

Resolved, that the prohibition of Woman from participating in the enactment of the laws by which she is governed is a direct violation of this precept of Nature.

Resolved, that all rights are *human* rights, and pertain to human beings, without distinction of sex; therefore justice demands that . . . the same legal protection be afforded to the one sex as to the other.

Resolved, that the evils arising from the present . . . condition of women proclaim . . . , that not only their own welfare, but the highest good of the race demands of them, as an imperative duty, that they should secure to themselves the elective franchise.

Resolved, that in those laws which confer on man the power to control the property and person of woman, and to remove from her at will the children of her affection, we recognize only the modified code of the slave plantation.

Resolved, that the practice of holding women amenable to a different standard of propriety and morality from that to which men are held amenable, is unjust and unnatural, and highly detrimental to domestic and social virtue and happiness.

Resolved, that amongst the principal causes of [the oppressed] social condition [of women] we regard the public sentiment which withholds from her all, or almost all, lucrative employment, and enlarged spheres of labor.

Resolved, that the education of woman should be in accordance with her responsibility in life, that she may acquire self-reliance and true dignity.

1. What specific rights do the Ohio women demand? _____

2. What parallel rights are guaranteed to males by the U.S. Declaration of Independence, the U.S. Constitution, and the French Declaration of the Rights of Man?

Extra Challenge: Imagine yourself as a woman at the Ohio convention. Debate with fellow convention members ways in which you might achieve your goals.

Eurasia: Global Contact and Change



TEACHER'S GUIDE

The objective of this unit is to help students understand the changes that took place in Eurasian societies in an era of increasing interactions with European powers. During the 1800s, European nations increasingly sought influence and control in Eurasia. The Ottoman Empire, in serious decline in the 1700s, made some reforms but was forced to yield some control to France and Britain. Egypt modernized, but the foreign debt it incurred in the process led to European control. Persia was beset by Russian and British competition for influence and economic control. Russia had expanded and modernized to a certain extent in the 1600s, but reforms that started in the 1760s and 1870s both ended in the next decades, and the country's clash with France and

Britain led to the disastrous Crimean War. After India's Mughal empire collapsed in the 1700s, India fell under the control of first the British East India Company and then the British crown itself in 1858. China attempted to hold to its policy of isolation, severely limited foreign trade, and traditional Confucian social structure, but economic woes caused unrest and revolt. The crushing defeat inflicted by Britain in the Opium Wars forced China to grant trade concessions and spheres of influence to Western powers. Japan, on the other hand, dropped its policy of isolation in favor of Western-style modernization in a successful drive to make itself strong enough to resist Western imperialism.

Student Activities

Worksheet 1, Reform: A Two-Edged Sword, asks students to describe how the named reform policies in Egypt, Persia, and the Ottoman Empire ironically made those nations less self-sufficient and more dependent on the West.

Worksheet 2, Geopolitics in Southwest Asia, presents a map of the region, which students analyze in terms of strategic locations.

Worksheet 3, The Crimean War, presents evidence of three new features of war that would become standard in subsequent modern warfare—field nursing, the rapid transmission of war correspondents' reporting, and much greater levels of killing and destruction—which students identify.

Worksheet 4, Russian Social Classes, asks students to identify the social class that each hypothetical Russian person most likely belonged to.

Worksheet 5, Freeing the Serfs, presents key provisions of Tsar Alexander's edict "emancipating" Russia's serfs. Students identify the edict's limitations. The Extra Challenge invites students to write a first-person sketch of their life as a Russian serf before and after emancipation, or a series of journal entries by a land-owning noble revolving around his or her response to the edict.

Worksheet 6, Indians in Colonial India, asks students to imagine themselves as a series of hypothetical Indian people and identify in what ways their lives would likely be affected by the British colonial takeover. The Extra Challenge invites students to balance the gains and losses to rural Indian peasants under British rule.

Worksheet 7, British and Indian Views, presents differing views that real-life British colonialists and their Indian subjects had of one another. Students analyze these views, guided by a series of questions.

Worksheet 8, The Opium Trade: A Letter, presents portions of a letter sent on behalf of the Chinese emperor to Britain's Queen Victoria outlining the reasons why she should take steps to suppress the British-supported opium trade. Students identify the arguments the letter makes and analyze the role the British government played in the conduct of the trade. The Extra Challenge invites students to role-play a scene in which Queen Victoria and her officials discuss possible responses to the letter.

Worksheet 9, China's Response to the West, presents opposing Chinese views regarding fighting the British in the Opium War or yielding to the "barbarian" demands. Students weigh the views and decide which is more realistic and which option China's emperor chose to pursue. Students then compare these readings with the Chinese emperor's letter to King George on Worksheet 8, Unit 3, noting how relations between China and Britain have changed over this period of time. The Extra Challenge invites students to role-play a debate among Chinese court officials as to which policy to pursue: fight or yield.

Worksheet 10, Japan's Response to the West, presents Japan's response to a U.S. "request" to open its ports to U.S. steamships and trade. Students analyze the request and Japan's response to it and then compare Japan's and China's responses to Western demands, and their different outcomes. The Extra Challenge invites students to role-play a debate among the shogun's advisors on the correct response to the U.S. "request."

Worksheet 11, Meiji Changes, has students identify before-and-after aspects of Meiji reforms in listed aspects of Japanese life.



Eurasia: Global Contact and Change

During the 1800s, European nations gained both military and economic power. These nations and their business firms pushed to spread their influence around the globe. Eurasia was one large region affected by increasing contact with Europe's powers. This contact, along with problems within the region, spurred changes.

The Ottoman Empire

The Ottoman Empire was in serious decline during the 1700s. By 1800, Ottoman rulers realized they needed to order some reforms:

- They made the army more modern.
- They built railroads.
- They improved medical care and education.

But reforming sultans like Selim III and Mahmud II were followed by weak nonreformers.

European powers noticed the Ottoman weakness. They moved to exploit it. Britain and France wanted to take Ottoman land or gain special trading status. Russia wanted to gain secure access to the Black Sea.

The Crimea is a peninsula in the Black Sea. Most of the Crimean War was fought there.

Russian pressure against the Ottomans resulted in the Crimean War in 1853. Britain and France fought with the Ottomans. Their aim was to block Russian expansion. The three allies did defeat Russia. But the British and French gained more control over the Ottoman Empire.

Egypt

Muhammad Ali became governor of Egypt in 1805. Egypt was part of the Ottoman Empire. But Muhammad Ali ignored the Ottoman sultans and ruled as he wished. He and his grandson Isma'il directed reform programs aimed at making Egypt more modern:

- Farmers turned to cash crops for exports.
- Europe's banks loaned money for large public-works projects.
- The impressive Suez Canal was built.

All these actions did make Egypt more modern. But Egypt had trouble paying back the loans. So European bankers and politicians gained control of Egypt's finances. Soon they controlled the country itself.

Persia

Persia (Iran) found itself in the middle of a contest for control between Russia and Britain. Russia wanted access to the waters south of Persia. Britain wanted control of Afghanistan, which Persia also claimed. British and other Western businesses got control of separate, key sections of the Persian economy. All this European meddling angered Persians. Iranian nationalist feelings were becoming strong by the late 1800s.

A Persian ruler wanted to give rights to the Persian tobacco business to a British company. Persians were avid smokers. But they stopped smoking and so forced their ruler to cancel the British deal.

(continued)

Repro

Focus on World History:
The Era of the First Global Age and Revolution

Eurasia: Global Contact and Change *(continued)*

Russia

Russia began as a European power. During the 1600s it spread its control steadily eastward across northern Asia. By 1637 it had created a port on the Pacific Ocean. Russia also sought to expand to the south. Its grab for lands along the Black Sea brought on the Crimean War with the Ottoman Empire. Russia also vied with Britain for influence in Persia.

Reform in Russia did not proceed smoothly:

- Tsar Peter the Great adapted Western models to make Russia more up to date.
- Catherine the Great directed modern reforms in the 1760s. But she stopped all reforms after a massive revolt by **serfs** in 1773.
- Tsar Alexander II also thought Russia needed to become modern to compete with Western powers. His reforms ended when assassins killed him in 1881.

India

India's Mughal Empire collapsed in the early 1700s. The British East India Company stepped in and became, in effect, India's ruler. The British government took direct control of the country in 1858 after an Indian revolt. The years of direct British rule, from 1858 to 1947, are called the **Raj**.

The British East India Company had its own army. Its Indian soldiers, the **sepoys**, rebelled in 1857. After a year of fierce fighting against the British, the sepoys lost.

Britain reordered India in ways that benefited mostly British interests. Farmers grew cash crops for export. Manufactured goods came from factories in Britain, not India. Railroads transported these goods between the interior and the port cities.

In some ways, British rule benefited India. Railroads, modern roads, and telegraph lines united the country. Public health improved. Education became widely available. On the other hand, most British colonialists treated Indians and Indian culture with contempt. Indians lost most of their economic and political power. As in Persia, resentment over Western control led to the growth of nationalist movements in India.

China

During the 1800s, China continued its policy of isolation. Western powers continued to pressure China to open itself up to foreign trade. British merchants finally found a foreign product that the Chinese wanted: the drug opium. These merchants developed a market for opium among millions of Chinese addicts.

China sold great amounts of silk, tea, and porcelain to the West. But it had no interest in Western goods, which it viewed as inferior.

Chinese rulers were outraged, but Britain ignored their protests. The two nations fought an Opium War from 1839 to 1842. China's military forces were hopelessly outmoded. Victory gave Britain special trading and settlement rights. Other Western powers soon secured similar rights.

(continued)

Eurasia: Global Contact and Change *(continued)*

Meanwhile, China's internal problems mushroomed. The population exploded, while poor harvests and floods limited the food supply. Corrupt government officials enjoyed life while millions of common people lived in poverty and died of starvation. The misery erupted into the Taiping Rebellion in 1850. Fighting ravaged China until 1864.

Qing leaders rejected modern reform as a way to deal with the unrest and the pressures from the West. Qing leaders continued to embrace traditional, Confucian values.

The young emperor Guan Xu launched the Hundred Days of Reform in 1898. The Dowager Empress Cixi rushed back to the capital and crushed this reform movement.

Western powers noticed China's military, economic, and political weakness. They forced China into a series of unequal treaties. Piece by piece, outside world powers gained control of the economy in many regions of China. Each of these separate regions was called that Western power's **sphere of influence**. Anger at Western control within China, and failure of the Qing to prevent it, led to a growth in nationalistic feelings by the late 1800s.

Japan

Japan had adopted a policy of isolation from almost all foreign contact in the 1630s.

Western powers renewed pressure for trade and contact during the 1800s. Japan's response was very different from China's, with very different results.

In 1853, a fleet of well-armed U.S. naval vessels sailed into Tokyo harbor. The commander delivered a formal U.S. request for access to Japanese ports. He would return in one year for the Japanese answer.

Japanese leaders saw at once that their outmoded military could not oppose the modern U.S. boats and weapons. The shogun gave in to U.S. demands. Outraged Japanese people ousted the shogun in 1867. The new young emperor, Mutsuhito, embraced change. He and his officials directed a series of reforms known as the Meiji Restoration. Their aim was to modernize Japan. Their plan was to adapt Western ways in order to make Japan strong enough to hold off the Western imperial powers.

Mutsuhito called his new reign the Meiji, which means "Enlightened."

Japan's plan worked. By the late 1800s, Japan had a modern, very strong military and a modern, very robust economy. Japan was now ranked as one of the world's leading powers.

Reform: A Two-Edged Sword

Directions: The Muslim states of Southwest Asia were in serious decline during the nineteenth century. Some leaders recognized this, and introduced some much-needed reforms. The end result of many of these reforms was often not what these leaders had envisioned. Explain how each reform described below ultimately made its nation less self-sufficient and more dependent on the West.

Egypt

1. Muhammad Ali's reform of agriculture—peasants grew cash crops for export in place of food crops for consumption within Egypt.

Result: _____

2. Isma'il's public-works projects—building of improved, modern irrigation systems and communication networks

Result: _____

3. Isma'il's backing of the Suez Canal project

Result: _____

Persia

Concessions granted to Europeans to develop particular segments of the Persian economy

Result: _____

Ottoman Empire

1. Education reform—bright young men are sent to the West to study new sciences and technology.

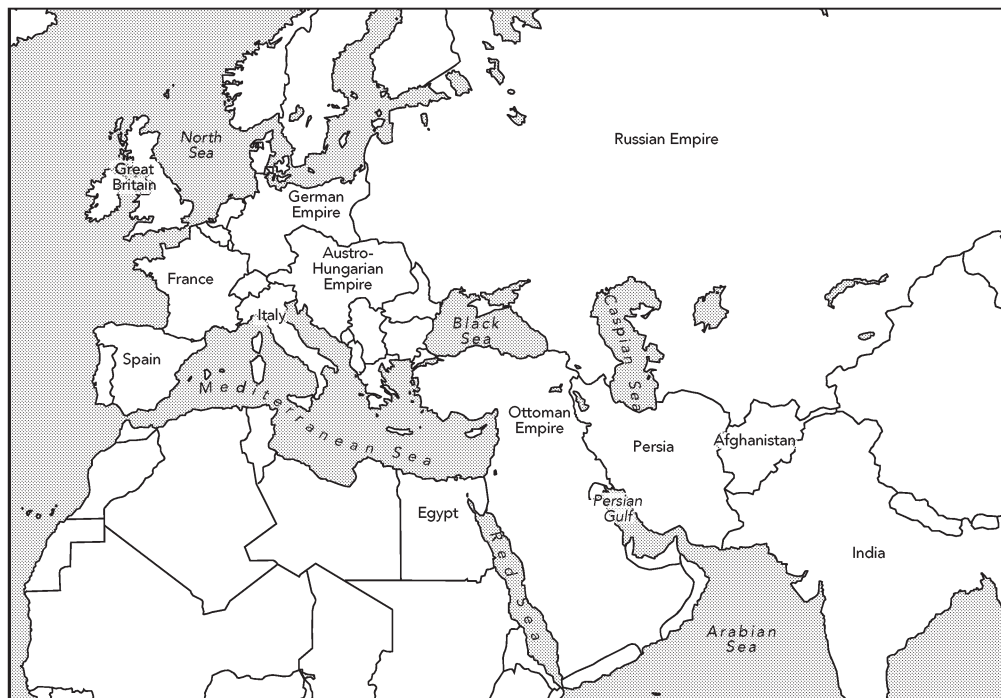
Result: _____

2. Agricultural reform—improved growing techniques, modern machinery

Result: _____

Geopolitics in Southwest Asia

Directions: **Geopolitics** refers to political policies related to a region's geography. Geopolitics played an important role in Southwest Asia during the nineteenth century. The region was strategically located, as surrounding world powers noted. Study the map below. Then answer the questions about strategic values, based on the political and physical geography you see on the map.



1. What is the strategic value of Persia to Russia? _____
2. What is the strategic value of Persia and Afghanistan to Britain? _____
3. What is the strategic value of the Black Sea region to Russia? _____
4. What is the strategic value of the Ottoman Empire to Britain? _____
5. What is the strategic value of the Ottoman Empire to France? _____
6. What is the strategic value of Egypt and the Red Sea to Britain? _____

The Crimean War

Directions: The Crimean War featured new elements that would become standard in modern warfare. Explain the different, modern features of the Crimean War that are shown and described below.

IMPORTANT FROM EUROPE

ARRIVAL OF THE BALTIC

**Great Battle Between the Russians
and the Allied Armies**

**Defeat of the Russians---18,000
Killed and Wounded**

DOWNFALL OF SEBASTOPOL

**Surrender of the Ships, Stores,
Forts, Guns, &c. &c.**

1. _____



Army nurse

2. _____

Cannon to right of them,
 Cannon to left of them,
 Cannon in front of them
 Volleyed and thundered;
 Stormed at with shot and shell,
 Boldly they rode and well;
 Into the jaws of Death,
 Into the mouth of Hell
 Rode the six hundred.*

3. _____

* from "The Charge of the Light Brigade,"
 1855, by Alfred, Lord Tennyson

Russian Social Classes

Directions: As with all complex states, Russia was divided into a variety of social classes. Identify the social class (or subclass) that each person described below most likely belonged to in nineteenth-century Russia.

1. You have been sent to a new master many miles away from your home village, in exchange for two hunting dogs.
Class: _____
2. You are a rough-and-ready, independent person of the steppes, proud of your military and horse-riding skills.
Class: _____
3. You rule Russia with absolute power.
Class: _____
4. You have been unjustly locked up in a mental hospital.
Class: _____
5. Your job is to arrest and kill people who do not fully support your employer.
Class: _____
6. You live in a small shtetl (village), and you never venture more than a mile or two from it.
Class: _____
7. You preach rebellion to the peasants.
Class: _____
8. Since social rules have changed, you have emerged from isolation in your home and are now attending school.
Class: _____
9. Among your many possessions are villages, laborers, and artisans.
Class: _____
10. You belong to a group called the People's Will.
Class: _____

Freeing the Serfs

Directions: Tsar Alexander II issued his Edict of **Emancipation** in 1861. This edict is usually described as “freeing” the serfs. But how much freedom did it really give these peasants? Decide for yourself by reading these provisions of the edict and considering the questions that follow.

Tsar Alexander of Russia

We have left to the nobles themselves, in accordance with their own wishes, the task of preparing proposals for the new organization of peasant life—proposals that would limit their rights over the peasants, and the realization of which would inflict on them [the nobles] some material losses.

Key Provisions of the Edict of Emancipation

The nobles will retain their property rights on all the lands belonging to them.

The peasants will gain perpetual use of their homes in return for certain payments.

The nobles will grant the peasants farming land and other property, subject to these arrangements.

The peasants may use their land allotments but must also fulfill certain obligations to the nobles in return.

Until the peasants fulfill their obligations to the nobles, the peasants remain bound to the land.

The peasants may buy their homes. They may also acquire full ownership of the farming lands and other property if the nobles agree. Once the peasants acquire this full ownership, they will become free landowners.

It is up to the nobles to reach friendly agreements with the peasants about which lands they may own and what the peasants are obligated to do in return.

1. What limits on peasants’ (serfs’) freedom do the edict’s provisions contain? Would you say that this edict truly “frees” the serfs?
2. What role does this edict give to the land-owning (and serf-owning) nobles? How would you predict that the nobles acted in implementing this edict?

Extra Challenge: Write a first-person sketch of your life as a serf before and after the Edict of Emancipation. Or write a series of journal entries as a land-owning noble planning and carrying out his or her response to the edict.

Indians in Colonial India

Directions: Imagine you are each of the Indian people described below. Tell in what way(s) your life would be likely to be affected by the British colonial takeover of your nation.

1. You are a skilled hand-weaver.

Life change: _____

2. You are a small, self-sufficient farmer who raises food crops for local use.

Life change: _____

3. You make a good living as a rural bandit.

Life change: _____

4. You are a Hindu of the fourth varna (caste).

Life change: _____

5. You are a Hindu of the third varna (caste).

Life change: _____

6. You find the idea of a military career attractive.

Life change: _____

7. You are a lower-class Indian laborer.

Life change: _____

8. You are a prince who allies himself with the British.

Life change: _____

9. You are a bright, upper-class Indian who has always wanted more education.

Life change: _____

10. You are an upper-class Hindu woman.

Life change: _____

Extra Challenge: Develop a balanced response to this question: Overall, did rural Indian peasants gain or lose under British rule during the nineteenth century?

British and Indian Views

Directions: British colonialists and their Indian subjects had differing views of one another. Read the expressions of some of those views below. Then answer the questions that follow.

Lord Kitchener, commander of the British army in India

It is this consciousness of the inherent superiority of the European which has won for us India. However well educated and clever a native may be, and however brave he may prove himself, I believe that no rank we can bestow on him would cause him to be considered an equal of the British officer.

Thomas Macaulay, British historian and visitor to India

A single shelf of a good European library is worth the whole native literature of India and Arabia.

We must at present do our best to form a class [of Indians] who may be interpreters between us and the millions [of Indians] whom we govern; a class of persons, Indian in blood and color, but English in taste, in opinions, in morals, and in intellect.

Sepoy [Indian soldiers] call for support

It is well known to all, that in this age the people of [India], both Hindus and Muslims, are being ruined under the tyranny and oppression of the infidel and treacherous English. It is therefore the duty of all the wealthy people of India . . . to stake their lives and property for the well-being of the public.

Dadabhai Naoroji, Indian politician

To sum up the whole, the British rule has been—morally, a great blessing; politically, peace and order on one hand, blunders on the other; materially, impoverishment. . . . The natives call the British system “the knife of sugar.” That is to say there is no oppression, it is all smooth and sweet, but it is the knife, notwithstanding. . . . Our great misfortune is that you do not know our wants. When you will know our real wishes, I have not the least doubt that you would do justice. The genius and spirit of the British people is fair play and justice.

1. What attitudes do Kitchener and Macaulay express toward Indians? (Most, but not all, British people shared these views.)
2. How would you refute Macaulay’s statement about Indian (and Arabian) literature?
3. What result did Macaulay’s advice have that Macaulay (and other British colonialists) did not expect?
4. What contrasting views of British colonialists do the sepoys and Naoroji express?

The Opium Trade: A Letter

Directions: In 1839, Lin Zexu, a high official in the Chinese government, seized and burned British merchants' opium. Lin then wrote a letter to Britain's Queen Victoria, with the approval of the Chinese emperor. In the letter, Lin expressed Chinese anger about the British-sponsored opium trade. Read this excerpt from the letter and answer the questions that follow.

Lin Zexu to Queen Victoria

The great benefits your country has gained from its trade with us, over the last 200 years, has made your kingdom rich and powerful.

Some of the many foreign traders who have come here have secretly introduced opium to China, lured our Chinese people into using it, and flooded every province of the land with that poison. These merchants did this only to gain profit for themselves; they care nothing about injuring others! . . .

In your own country opium is strictly prohibited. This clearly shows that you know how harmful opium is. Since you do not permit opium to harm people in your own country, you should not allow it to be shipped to another country. . . . All the products that China exports to your foreign countries are beneficial in one way or another. Some are used for food, others are useful, and yet others are resold for profit. Has China ever yet exported a harmful item? . . .

Suppose that people from another country brought opium into England, and lured your people to smoke it. Would this not deeply anger you? Would you not indignantly attempt to get the opium out of your country? . . .

We have heard that [your home country] produces no opium. It is rather in your colonial territories that the hills are blanketed with opium plants. . . . You, the queen of your honorable nation, should order that these plants be ripped from the ground by their very roots!

1. What arguments does Lin make to Queen Victoria in his attempt to persuade her to stop the opium trade? Do you think he was successful?

2. A prominent member of the British Parliament, Thomas Macaulay, stated in a speech in 1840: "[I have] seen it asserted over and over again, that the Government was advocating the cause of the contraband trade, in order to force an opium war on the public; but [I] thought that it was impossible to be conceived that a thought so absurd and so atrocious should have ever entered the mind of the British Ministry." Do you think this is an accurate assessment?

Extra Challenge: With classmates, role-play a scene in which Queen Victoria and her officials discuss Lin's letter and draft a response to it.

China's Response to the West

Directions: The Opium War between China and Britain began in 1842. China's emperor was determined to fight the British. Other Chinese officials felt that resistance was futile. Here are examples of these two views. Read them and answer the questions that follow.

Imperial edict [1842]

The officers and soldiers in the army currently believe that the strong ships and fierce cannons of the barbarians cannot be resisted. Thus, they stopped fighting the moment they saw the enemies on the battlefields. But they should know that the enemies invaded because we yielded at the beginning. If everyone steps forward bravely to fight, there will clearly be a great difference between us as the hosts and them as the strangers, and our numerical strength will be much greater than theirs. Fighting with the advantage of knowing our own geography, we will have no problem in succeeding. Thus it is clear that the violence of the barbarians up until now is all the result of the failures of our own troops.

Imperial commissioner Kiyang [1842]

We concede that the barbarians' demands are indeed greedy in the extreme. Yet they are really just a desire for forts and trading privileges, nothing more sinister. War will inevitably be a great disaster for us. Rather than war, we would prefer to agree to the barbarians' demands, and thereby save the whole country south of the Yangtze River. . . . If we do not take this opportunity to ease these tensions by soothing the barbarians, they will overrun our country like wild beasts. . . . The barbarians' ships are strong and their cannons are fierce. . . . We have seen them personally.

1. In your opinion, which view is more realistic? _____

2. Which course of action did China ultimately pursue? What was the outcome? _____

3. Compare these readings with the Chinese emperor's letter to King George on Worksheet 8, Unit 3. How have relations between China and Great Britain changed since the emperor sent his letter in 1793?

Extra Challenge: With classmates, role-play a debate among Chinese court officials as to which policy to pursue: fight or yield?

Japan's Response to the West

Directions: Like China, Japan was confronted in the 1800s by Western demands to open its ports to foreign trade. In 1853, Commodore Matthew Perry delivered a letter from U.S. President Fillmore to Japan's Tokugawa shogun. Read this excerpt from that letter and the suggested response. Then respond to the questions that follow.

Millard Fillmore, U.S. President, letter to shogun

If your Imperial Majesty were so far to change the ancient laws as to allow a free trade between the two countries [the U.S. and Japan], it would be extremely beneficial to both. . . . Our steamships, in crossing the great ocean, burn a great deal of coal, and it is not convenient to bring it all the way from America. We wish that our steamships and other vessels should be allowed to stop in Japan and supply themselves with coal, provisions, and water. They will pay for them, in money, or anything else your Imperial Majesty's subjects may prefer.

Lord Ii, Japanese advisor

[Foreign nations] have invented the steamship . . . and introduced radical changes in the art of navigation. They have also built up their armies . . . and are possessed of weapons of great power and precision. . . . If we cling to our [outdated] systems, heaven only knows what disaster may befall our Empire.

1. What two requests does President Fillmore make of the Japanese? _____
2. How would a favorable response to Fillmore's request represent a radical change in Japanese foreign and economic policy? _____
3. What response to the U.S. request does Lord Ii seem to favor? Why? _____
4. In what ways was Japan's response to Western demands different from China's response? What was the outcome for Japan, as opposed to the outcome for China? _____

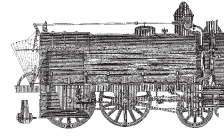
Extra Challenge: Role-play a debate among the shogun's advisors, some of whom favor Lord Ii's position and others of whom counsel observing "the ways of our ancestors, which is the safest and most dignified policy for the country."

Meiji Changes

Directions: Japan's Meiji Restoration put sweeping reforms into effect. Identify the changes brought about by Meiji reforms in each aspect of Japanese life listed below.

1. Military forces:	from	to
2. Military technology:	from	to
3. Ruler(s):	from	to
4. Political system:	from	to
5. People's participation in government:	from	to
6. Economy:	from	to
7. Industry:	from	to
8. Education:	from	to
9. Gender roles:	from	to
10. Land ownership:	from	to
11. Cultural pursuits:	from	to

UNIT 6



TEACHER'S GUIDE

Global Change and Western Imperialism

The objective of this unit is to help students understand patterns of global change in the era of Western military and economic dominance in the later years of the 1800s. Scientists made great new advances during these times, including knowledge about microscopic forms of life and the structure of atoms. Inventors and industrialists created advances in technology that continued to interconnect the world, including networks of railroads, oceangoing steamships, undersea telegraph cables, and early radios. Millions of people left Europe for new lives in the Americas and beyond. Industrial nations turned to imperialism in a quest for new markets and sources of raw materials, motives augmented by

national pride, strategic concerns, racist notions, and missionary fervor. Competing European nations divided Africa among themselves, drawing mostly arbitrary colonial boundaries. The United States was propelled into an imperial role by its victory in the Spanish-American War. Thanks to its aggressive program of modernization, Japan had become a world power by the end of the 1800s, and like other world powers of the era, it soon embarked on a policy of imperial conquest. The activities of this unit are designed to draw students into a better understanding of these years of global change and Western dominance.

Student Activities

Worksheet 1, Your World Voyage, presents options for travel and communication that students use to plan and map a round-the-world trip in the later 1800s while sending write-ups back home about their adventures.

Worksheet 2, Leaving Europe, has students imagine themselves as each of nine hypothetical Europeans explaining why they have decided to emigrate, based on the described life situations. The Extra Challenge invites students to choose one of the described people and role-play a discussion with family members about which country to emigrate to.

Worksheet 3, Coming to the United States: A Graph, presents a line graph of immigration to the United States showing the numbers from China and from particular regions of Europe. Questions guide students through an interpretation of the data revealed by the graph. The Extra Challenge invites students to construct a graph showing immigration as a percentage of the total U.S. population in the years from 1865 to 1910.

Worksheet 4, Two Canals, has students identify key features of the construction of the Suez and Panama canals, and the effects that the opening of the canals had on their respective regions. The Extra Challenge invites students to extend the activity by compiling similar, comparative information about the Channel Tunnel between England and France.

Worksheet 5, Views on Imperialism, presents the opinions of prominent people of the later 1800s. Students analyze these expressions, guided by a series of questions about reasons and motives. The Extra Challenge invites students to role-play a discussion or debate among supporters and opponents of imperialism.

Worksheet 6, Responses to Imperialism, presents statements from non-Western people subject to Western colonial rule. Students analyze the responses and then create a balance sheet weighing the benefits and drawbacks of imperialist rule for the subject people involved or role-play a discussion of possible strategies to resist imperialism.

Worksheet 7, Africa and Europe, lists resistance movements and rebellions in Africa in response to Western imperialism; students identify regions, players, and dates for each. The Challenge Question asks students to identify the one movement that was successful.

Worksheet 8, Science and Technology in the Nineteenth Century, is a matching exercise in which students match listed names with described advances in science and technology of this time.



Florence Nightingale

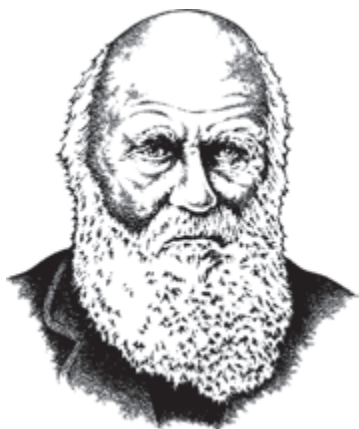
Global Change and Western Imperialism

The later part of the nineteenth century saw patterns of global change. Advances in science and technology affected many lives. People left Europe in record numbers to settle in new areas around the world. Europe, the United States, and Japan exerted control over other lands across the globe.

Advances in Science and Technology

Scientists learned many new things in the later nineteenth century:

- French chemist Louis Pasteur developed the germ theory of disease. He discovered that microscopic bacteria cause illness.
- British surgeon Joseph Lister applied Pasteur's ideas to surgery. He used germ-killing liquids on surgical tools, wounds, and hospital wards. Soon most patients survived surgery instead of dying from it.
- English biologist Charles Darwin developed the theory of evolution. He thought that living creatures evolved—changed over millions of years.



Charles Darwin

- Austrian monk Gregor Mendel found a pattern to the way that a parent passes on certain traits to its offspring.
- Various scientists found out about the structure of atoms, the basic building blocks of all matter.
- Social scientists created the new science of psychology, the study of the human mind.

Transportation and communications also saw great advances during this time:

- Railroads were built everywhere. They crisscrossed Britain, Europe, and India. They spanned Russia and the American continent. They carried people and goods overland over great distances.
- Beginning in 1838, ships were able to cross the Atlantic Ocean on steam power alone. Soon, large steamships were carrying great numbers of people and goods across all the world's oceans and seas.
- Beginning in the 1860s, undersea cables linked the continents. The cables carried telegraph messages around the globe.
- Guglielmo Marconi created the first radio in 1895. A radio message was sent from Britain to Canada in 1901.

The world was now interconnected as never before. Railroads and steamships made it fairly easy for people to move to almost any region of the earth. Trade between nations increased. These factors led to increased migration and the expansion of Western power.

(continued)

Repro

Global Change and Western Imperialism *(continued)*

European Migration

Many people left Europe during the 1800s. Railroads brought them to busy ports. Steamships took them fairly cheaply and quickly to their destination of choice.

People left Europe for many reasons:

- Wars and revolutions disrupted life.
- Overpopulation made jobs scarce.
- Farmland was limited.
- Jews faced religious persecution.

In some areas, the **immigrants** from Europe overwhelmed the native population. The people who lived in Canada, New Zealand, and Australia became largely English-speaking whites. They replaced the original Native Americans, Maoris, and Aboriginal peoples.

Immigrants to the east coast of the United States were mostly from Europe. On the west coast, immigrants were overwhelmingly from China.

The United States attracted millions of immigrants from Europe in the 1800s. From the 1840s through the 1880s, these people were mostly from Great Britain, Ireland, Germany, and Scandinavia. From the 1890s on, more and more immigrants came from eastern and southern Europe. Their homelands were places like Russia, Poland, Italy, Serbia, and Austria-Hungary.

European Imperialism

Busy Western industries produced more and more goods. Soon, manufacturers needed new markets in other nations. They also needed

raw materials from other countries. The nations of Europe competed with one another for control of nonindustrial regions around the world. This policy of seeking control over other countries is called **imperialism**.

Several intertwined factors drove the policy of seeking imperial control:

- Industrial businesses needed new markets and sources of raw materials.
- National pride drove each country to show its greatness by its control of as many colonies as possible.
- Nations also wanted to protect their strategic interests. Colonies provided secure ports for merchant as well as naval ships. A nation protected its political and economic share of the world pie with its colonies.
- Many Europeans thought that they were superior to non-European people. They saw themselves as the “fittest people” who were destined to rule over the “least fit.” The “least fit” meant any nonwhites. These ideas were known as **Social Darwinism**.
- Missionaries sought to spread Christianity to the people of Africa, Asia, and Oceania.

The nations of Europe had many advantages in their quest for colonies. Their weapons were far superior. River steamboats allowed them access to a country’s interior. Railroads and telegraph cables, quickly built, sped troops and messages, respectively.

The **Maxim gun** was the imperial powers’ biggest advantage. Invented in 1889, it was the world’s first machine gun. Native people’s weapons were hopelessly outdated by contrast.

(continued)

Repro

Focus on World History:

The Era of the First Global Age and Revolution

Global Change and Western Imperialism (*continued*)

During the 1880s, the nations of Europe suddenly began a fierce contest for control of Africa. To avoid war among themselves, they agreed to divide control of the continent. At a meeting in Berlin, Germany, they drew boundary lines for colonies all across Africa. They mostly ignored ethnic, tribal, and language groupings in the process. Africans resisted, but they had only outmoded weapons. They were also severely divided by hundreds of languages and cultures. Resistance failed.

Europeans played rival African groups against one another. This policy is known as “divide and conquer.”

Much of Eurasia had been buffeted by imperial pressures from Europe earlier in the 1800s. You read about this in Unit 5. In the 1850s and 1860s, the French imposed control over most of Southeast Asia. Laos, Cambodia, and Vietnam became known as French Indochina. Only Siam (Thailand) escaped. It set itself up as a neutral zone between British Burma and French Indochina.

U.S. Imperialism

The United States entered the imperial fray in 1898. It acquired island colonies from Spain after defeating that nation in a war in Cuba. Puerto Rico in the Caribbean Sea now belonged to the United States. So did Guam and the Philippines in the Pacific Ocean. The

United States annexed Hawaii in 1898, a few years after white planters overthrew the last native Hawaiian ruler.

The United States also exerted control over many Central American and Latin American countries. It did this through “economic imperialism.” The U.S. dominated these nations’ economies through loans, trade imbalances, and investments.

Japanese Imperialism

Japan became a world power at the end of the 1800s. It had built a very strong industrial economy and a powerful military. It used those strengths for empire-building purposes.

- Japan fought and won the Sino-Japanese war against China in 1894–95. Japan gained Taiwan and began taking over Manchuria.
- Japan fought and won the Russo-Japanese war against Russia in 1904–05. Japan gained control over Manchuria and drove Russia out of Korea.
- Japan took control of Korea in 1905 and annexed it in 1910.

Imperialism would continue and even expand in the first part of the twentieth century. But imperial control fostered the growth of nationalism movements in colonies. This would lead to big changes in the later twentieth century. It also left a legacy of resentment that continues to this day.

Your World Voyage

Directions: You are going on a round-the-world trip in the late 1800s. You will use the most modern forms of transportation. You will also send write-ups of your trip back home on a regular basis. You will send these write-ups using the fastest means of communication now available. Plan your trip and trace it on your map of the world. Travel to and around at least part of each continent. Use many elements of the modern networks noted below.

Steamships

First cross-Atlantic steamship, 1838

Railroads

Great Britain—building boom, especially in 1830s and 1840s

Germany—building boom in 1840s

France—many railroad lines built after 1850

U.S.—transcontinental railroad completed, 1869, followed by rapid expansion of railroad networks

Russia—trans-Siberian railroad completed, 1904, began in 1891

Canada—transcontinental railroad completed, 1885

India—many railroads built in 1840s and 1850s

China—railroads built in 1870s and later

Egypt—railroads built in the mid-1800s

Latin America—Argentinian and cross-Andes railroads

Mexico—many railroad lines built in mid-1800s and later

Australia—government railroad-building program began in 1860s

Roads

Highways and turnpikes are constructed in industrialized nations.

Telegraph

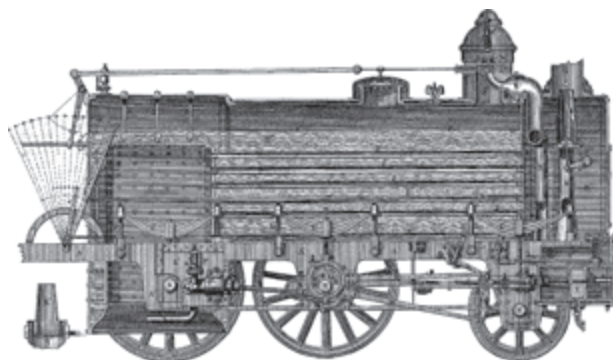
Undersea and overland cables link Europe and:

North America, Latin America—1860s

Asia, India, China, Australia—1860s, 1870s

Africa—1880s

Undersea cables cross the Pacific, 1904



Leaving Europe

Directions: Great numbers of people left Europe during the nineteenth century. Emigrants left their native lands for many different reasons. Imagine you are each of the people described below. Using what you know about this time in history, explain why you left Europe for your new home.

1. You are an Irish peasant in 1846. You and your family depend on your potato crop for almost all of your food.

Why leave? _____

2. You are a young German who took part in the German revolution of 1848.

Why leave? _____

3. You are a village-dwelling Jew in the portion of Russia that used to be Poland.

Why leave? _____

4. You are a peasant farmer with one small plot to cultivate.

Why leave? _____

5. You are a British convict serving time in a terribly overcrowded prison.

Why leave? _____

6. You are a member of a Christian group with a burning desire to spread the word of Jesus Christ.

Why leave? _____

7. You fled war in Austria-Hungary in 1866, seeking a peaceful life in Lorraine.

Why leave? _____

8. You live in poverty in Rome, unable to find a job.

Why leave? _____

9. You are the younger son of your Norwegian farm family.

Why leave? _____

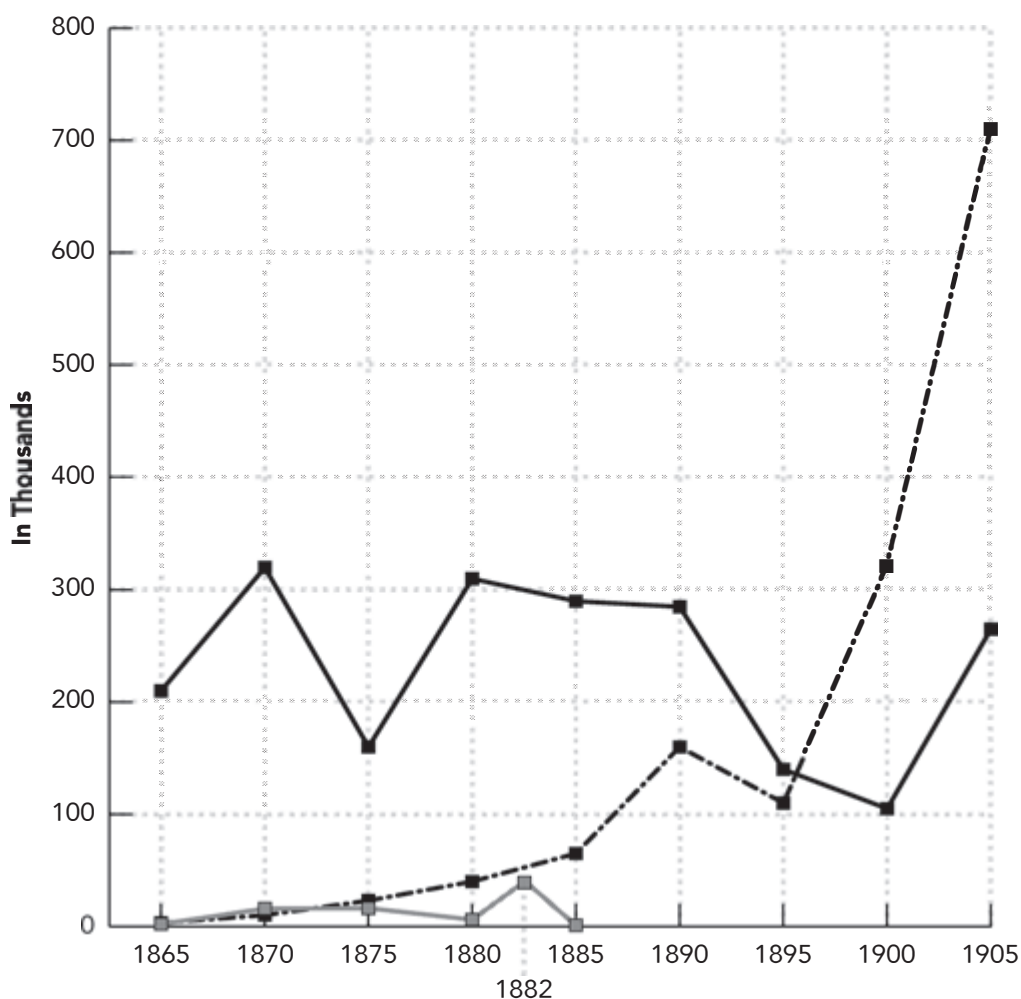
Extra Challenge: Imagine you are one of the people described above. Role-play a discussion with members of your family about which country you will emigrate to.

Coming to the United States: A Graph

Immigration to the United States from Europe and China, 1865–1910

Key:

- Emigration from northern and western Europe (includes Great Britain, Ireland, Scandinavia, and Germany) (in thousands)
- Emigration from eastern and southern Europe (includes Poland, Russia, Italy, Baltic countries, other eastern and southern countries) (in thousands)
- Emigration from China (in thousands)



(continued)

Coming to the United States: A Graph *(continued)*

Directions: Immigration changed the ethnic mix in the United States in the second part of the nineteenth century. Use the information from the immigration graph and your knowledge of history to answer these questions.

1. Where did most immigrants to the United States come from in 1865?

2. What was the main reason for the growth in Chinese immigration in the 1860s?

3. In 1870, did more immigrants enter the United States from China or from southern/eastern Europe? _____

In 1875, did more immigrants enter the United States from China or from southern/eastern Europe? _____

4. What sharp spike in immigration does the graph show between 1880 and 1885?

5. Why did Chinese immigration dwindle to nearly nothing after 1885?

6. What change in immigration statistics do you see on the graph beginning in 1900?

What might have caused this change?

7. What were the approximate actual numbers of immigrants in the following years?

a. 1865 _____

b. 1882 _____

c. 1905 _____

Extra Challenge: Construct a graph showing immigrants from Europe and China as a percentage of the total U.S. population in the years from 1865 to 1910.

Two Canals

Directions: Two amazing canals were built in the late 1800s and early 1900s: the Suez Canal and the Panama Canal. Each had a huge impact on world trade in its region. Compare the two canals by recording the data requested below.



Location: _____

Year opened: _____

Built by: _____

Controlled by: _____

Length: _____

Bodies of water it connects: _____

Number of miles this canal cuts from the length of the sea route it replaces: _____

Effect the opening of this canal had on the immediate region: _____

Location: _____

Year opened: _____

Built by: _____

Controlled by: _____

Length: _____

Bodies of water it connects: _____



Number of miles this canal cuts from the length of the sea route it replaces: _____

Effect the opening of this canal had on the immediate region: _____

Extra Challenge: Compile a similar list of information about the Channel Tunnel between England and France, or "Chunnel." How does it compare with the Suez and Panama Canals in terms of length, engineering achievement, and effect on the region?

Views on Imperialism

Directions: Many Western people were in favor of imperial expansion in the late 1800s. Some were opposed. Read some of their views here.

Frederick Lugard, British empire builder

There are some who say we have no *right* to Africa at all, that "it belongs to the natives." I hold that our right is the necessity that is upon us to provide for our ever-growing population—either by opening new fields for emigration, or by providing work and employment . . . and to stimulate trade by finding new markets.

Jules Ferry, French politician and imperialist

I state openly that superior races have rights over inferior races. . . . Superior races have this right because they have a duty. They have a duty to civilize inferior races. . . .

France cannot be just a free nation; she must also be a great nation, wielding all of her legitimate influence over the fate of Europe. In fact, she should cultivate this influence throughout the world and bring everywhere that she can her language, her customs, her flag, her arms, and her genius.

Alfred T. Mahan, U.S. Navy captain

The great seaboard powers [of Europe] . . . cherish . . . aspirations for commercial extension, for colonies, and for influence in distant regions, which [will] bring . . . them into collision with ourselves. . . . [The United States must] have its sea frontier so defended and its navy of such power, as shall suffice, with the advantages of our [geographic] position, to weigh seriously when inevitable discussions [conflicts] arise with European powers.

Cecil Rhodes, British imperialist

It is our duty to seize every opportunity of acquiring more territory and we should keep this one idea steadily before our eyes that more territory simply means more of the Anglo-Saxon race, more of the best, the most human, most honourable race the world possesses.

(continued)

Views on Imperialism *(continued)*

Heinrich von Treitschke, German historian

All great nations in the fullness of their strength have wished to set their mark on barbarian lands, and those who fail to take part in this great rivalry will play but a pitiable role in future events.

Josiah Strong, U.S. Congregational Church minister

The second great idea of which the Anglo-Saxon is the exponent is that of a pure *spiritual* Christianity. . . . That means that most of the spiritual Christianity in the world is found among Anglo-Saxons and their converts: for this is the great missionary race. . . . The two great needs of mankind, that all men may be lifted up into the light of the highest Christian civilization, are, first, a pure, spiritual Christianity, and second, civil liberty.

American Anti-Imperialist League

We hold that the policy known as imperialism is hostile to liberty and tends toward militarism, an evil from which it has been our glory to be free. We regret that it has become necessary in the land of Washington and Lincoln to reaffirm that all men, of whatever race or color, are entitled to life, liberty, and the pursuit of happiness. We maintain that governments derive their just powers from the consent of the governed.

Directions: Answer the following questions, based on the statements about imperialism.

1. What economic reasons are given in support of imperialism? _____
2. What political/strategic reasons are given in support of imperialism? _____
3. What social/cultural reasons are given in support of imperialism? _____
4. What reasons are given for opposing imperialism? For opposing racist attitudes? _____

Extra Challenge: Role-play a discussion/debate among supporters and opponents of imperialism. Include on your panel some people from lands that have come under Western imperial control.

Responses to Imperialism

Directions: How did the people who became subject to rule by Western colonial powers feel? Read these reactions, answer the questions, and complete one of the suggested activities.

Phan Than Gian, Vietnamese statesman (1867 letter)

Now, the French have arrived, with their powerful weapons of war, to cause discord among us. We are weak against them; they have vanquished our officers and our soldiers. Each battle adds to our suffering. . . . The French have huge warships, filled with soldiers and armed with great cannons. No one can resist them. They go where they want, the strongest fortifications fall before them.

Swami Vivekananda, Hindu religious leader (1899 essay)

On one side New India is saying: "If we only adopt Western ideas, Western language, Western food, Western dress, and Western manners, we shall be as strong and powerful as the Western nations"; on the other, Old India is saying: "Fools! By imitation, others' ideas never become one's own—nothing, unless earned, is our own. Does the ass in the lion's skin become the lion?"

- Is resistance possible, according to Phan Than Gian? Why or why not? _____

- What dilemma does Swami Vivekananda identify about responding to imperialist rule?

- What good things might imperialist rule bring to native people? Name at least two benefits.

- What economic problems were native people likely to endure as a result of imperialist rule?

- Complete one of these activities:
 - Create a balance sheet weighing the benefits and the drawbacks of imperialist rule for the native peoples involved.
 - Role-play a discussion among subject peoples of possible ways to resist imperialism and maintain independence or self-rule. Keep in mind Phan Than Gian's words.

Africa and Europe

Directions: On your map of Africa, locate the areas where the listed rebellions/resistance movements took place. Briefly describe each one: region, players (European power and African peoples involved), date(s), outcome.

Algerian

Region: _____

Players: _____

Date(s): _____

Ndebele

Region: _____

Players: _____

Date(s): _____

Asante

Region: _____

Players: _____

Date(s): _____

Emperor Menelik

Region: _____

Players: _____

Date(s): _____

Anglo-Xhosa

Region: _____

Players: _____

Date(s): _____

Anglo-Boer

Region: _____

Players: _____

Date(s): _____

Anglo-Zulu

Region: _____

Players: _____

Date(s): _____

Herero

Region: _____

Players: _____

Date(s): _____

Samori Touré

Region: _____

Players: _____

Date(s): _____

Maji-Maji

Region: _____

Players: _____

Date(s): _____

The Mahdi

Region: _____

Players: _____

Date(s): _____

Challenge Question: Which of these rebellions/resistance movements was successful in repelling or reversing an imperialist takeover?

Science and Technology in the Nineteenth Century

Directions: Review what you know about nineteenth-century advances in science and technology. Match each advance described below with the appropriate person. Write the letter of the person's name in the space next to the description.

- | | |
|---|---------------------------|
| _____ 1. Finds that germs cause disease, uses heat to kill germs in liquids | a. John Dalton |
| _____ 2. Sets up sanitary measures in military field hospitals, founds first school of nursing | b. Thomas Edison |
| _____ 3. Uses antiseptics to kill germs, prevent infection | c. Gregor Mendel |
| _____ 4. Theorizes that all matter is made up of tiny invisible particles, calls them atoms | d. Louis Pasteur |
| _____ 5. Develops a table of elements arranged according to atomic weight | e. Herbert Spencer |
| _____ 6. Theorizes that forms of life evolved and changed over millions of years | f. Isaac Singer |
| _____ 7. Discovers the method by which living things pass down traits from parent to offspring | g. Florence Nightingale |
| _____ 8. Discover elements that emit powerful energy, which they call radioactivity | h. Guglielmo Marconi |
| _____ 9. Proves existence of the conditioned reflex—an unconscious reaction to previous experiences | i. Charles Darwin |
| _____ 10. Develops theory of the survival, or success, of the fittest among human beings, called Social Darwinism | j. Cyrus McCormick |
| _____ 11. Invents the radio | k. Marie and Pierre Curie |
| _____ 12. Invents the telephone | l. Dmitri Mendeleyev |
| _____ 13. Invents the first practical light bulb, then develops electric power networks | m. Samuel F. B. Morse |
| _____ 14. Invents the mechanical reaper | n. Ivan Pavlov |
| _____ 15. Develops an improved sewing machine with foot treadle | o. Joseph Lister |
| _____ 16. Develops the telegraph and a code to use with it | p. Alexander Graham Bell |



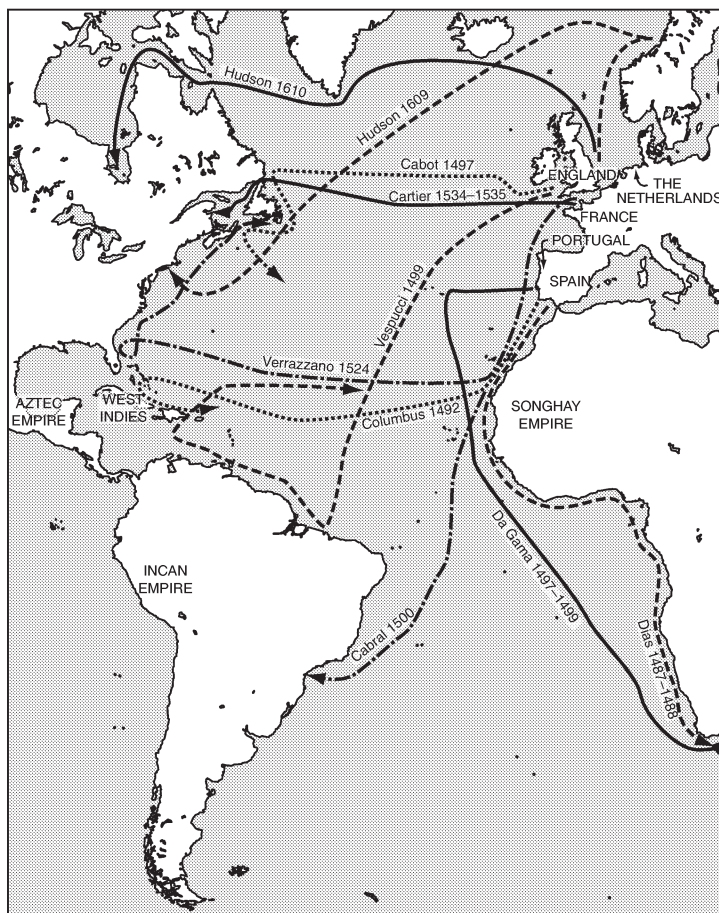
Florence Nightingale

ANSWERS, ADDITIONAL ACTIVITIES, AND ASSESSMENTS

Note: URLs for listed Internet sites sometimes change. If a given URL does not work, try entering the title of the site into a search engine.

Unit 1. Sea Routes Link the Globe

Worksheet 1: Voyages of Discovery (page 7)



Explorers who sailed for foreign countries were John Cabot (Giovanni Caboto), Italian sailing for England; Vespucci, Italian sailing for Portugal; Verrazano, Italian sailing for France; Hudson, Englishman sailing for the Netherlands; Columbus, Italian sailing for Spain.

Worksheet 2: The Portuguese Caravel (page 8)

1. The ship is small enough to sail up rivers and in shallow coastal waters, but is strong enough to withstand ocean voyages.
2. It has square sails on the main mast and foremast, for speed, and lateen (triangular) sails on the aftermasts for maneuverability and ability to sail close to the wind.
3. It carries small cannons on the top deck and in the castle.
4. It is quite small compared to the Chinese ocean-going junks of the earlier 1400s, so it can carry only a limited amount of cargo and supplies and a limited number of crew members.

If students have completed the dhow vs. junk activity in Unit 1 of Volume 3 of this series, you could review that worksheet now and compare all three types of boats.

Worksheet 3: Amerindians As Columbus Saw Them (page 9)

As an Extra Challenge, you could have the class (or several groups of students) produce a skit of an encounter between Columbus and his men and a group of Amerindians. After the encounter, the “Spaniards” and “natives” could discuss the event separately, among themselves.

Responses to the suggestion and question will vary.

Worksheet 4: American Fauna (page 10)

1. ✓ piranha
2. ✓ iguana
3. ✓ rattlesnake
4. phoenix
5. ✓ hummingbird

6. ✓ opossum
7. dragon
8. ✓ buffalo (bison)
9. ✓ vampire bat
10. griffin
11. ✓ electric eel
12. ✓ anteater
13. (existed in myth, but had no specific name)
14. ✓ catfish
15. giraffe (real, but found in Africa, not the Americas)

Worksheet 5: The Aztec View (page 11)

The narratives are from the *Codex Florentino*, a collection of reminiscences by Aztecs who had lived through the Spanish conquest, put together in the native language of Nahuatl under the supervision of Friar Bernardino de Sahagun in the mid-1500s.

1. According to Aztec legend, the god-king Quetzalcoatl had been forced into exile by the fierce war god. Quetzalcoatl had sailed across the ocean to the east on a raft of snakes. He had promised to return from across the sea one day, bringing an era of peace and light with him. Montezuma thought the leader of the strangers might very well be Quetzalcoatl, returning to the Aztec nation as promised.
2. The Aztecs did not have and had never before encountered gunpowder weapons, with their noise, fire, smoke, and deadly effects. The “deer” were the Spanish horses, animals unknown in the Americas before the arrival of Europeans. The messengers were aware of the strong possibility that the strangers were the god Quetzalcoatl and his followers, heavenly rather than human beings.
3. The Aztec narrative records the reactions of the Spaniards to the sacrifices: “When the white men saw this done, they were filled with disgust and loathing. They spat on the ground, or wiped away their tears, or closed their eyes and shook their heads in abhorrence. They refused to eat the food that was sprinkled with blood, because it reeked of it; it sickened them, as if the blood had rotted.”

Montezuma ordered the sacrifices because he believed the Spaniards were most likely gods, and a basic principle of the Aztec religion was the need to sacrifice human beings to the gods, offering victims' still-beating hearts and their blood to the deities.

4. Answers will vary.
5. The Spaniards' ravenous, greedy reaction to the gold was a clear indication that these strangers would be driven to acquire all the Aztec gold they could get their hands on.

Worksheet 6: The Columbian Exchange (page 13)

Banquet menus will vary.

Foods that originated in the Americas: (Grains) maize; (Fruits) papaya, pineapple, guava, avocado; (Vegetables) potato, sweet potato, squash, pumpkin, tomato, chili pepper; (Miscellaneous) tobacco, peanut, cocoa, manioc.

Foods that originated in Europe, or traveled to the Americas from Asia/Africa via European contact: (Grains) wheat, rice (Asian origin), barley, oats; (Fruits) banana (Asian origin), breadfruit (Asian/African origin), orange, lemon, coconut (Asian/African origin); (Vegetables) turnip, onion, lettuce, yam (African origin); (Miscellaneous) coffee (Asian origin), sugar cane (Asian origin).

Worksheet 7: The African Slave Trade (page 14)



Eyewitness accounts of the slave trade include: *The Interesting Narrative of Olaudah Equiano, or Gustavus Vassa, the African, Written by Himself*, by Olaudah Equiano; *A Narrative of the Life and Adventures of Charles Ball, A Black Man*, by Charles Ball; *A Slaver's Log Book: Twenty Years' Residence in Africa*, by Theophile Conneau; and *Slave Ships and Slaving*, by George Francis Dow.

Worksheet 8: African Slavery (page 15)

As an Extra Challenge, you could ask students to research and respond to this question: How did the rapid expansion of the Atlantic slave trade—the shipment of hundreds of thousands, eventually millions, of Africans to the Americas — affect life and societies in Africa?

1. Capture in war and kidnapping
2. Being unable or unwilling to pay debts; punishment for committing a crime, or being fined for committing a crime and being unable to pay the fine; being sold by one's family.
3. Most slaves in the West Indies and North America did much more grueling work, for longer hours, than other members of society. They were subject to beatings, whippings, and other forms of harsh corporal punishment. They were not treated as family, they were almost always slaves for life, and their children were born slaves for life. Their food, clothing, and lodging were extremely inferior. They never owned slaves themselves.

Worksheet 9: Graphing the Population Shift (page 16)

Historians estimate that 10 to 11 million enslaved Africans were brought to the Americas during the years of the African slave trade.

1. Brazil
2. Dutch/Danish Caribbean and British North America/United States
3. Brazil: 4.18 million; British Caribbean: 2.42 million; Spanish America: 1.65 million; French Caribbean: 1.65 million; Dutch/Danish Caribbean: 0.55 million; British North America/United States: 0.55 million.
4. Numbers of slaves brought to British North America and the United States were much lower than those of slaves brought to Brazil, Spanish America, and the Caribbean.
5. Operation of the vast sugar plantations in these regions was very labor-intensive.

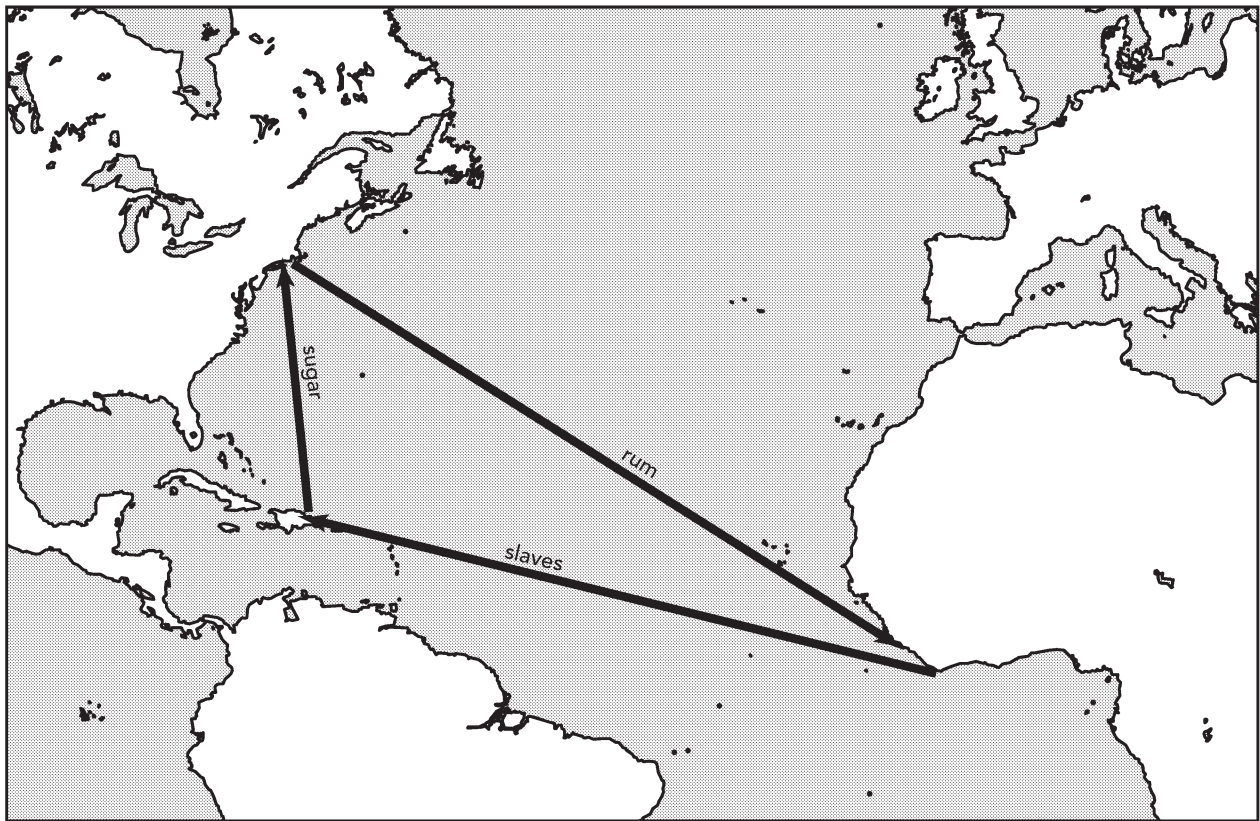
Worksheet 10: Plantation Life (page 17)

Students' descriptions will vary.

Worksheet 11: The Pro-Slavery Case (page 18)

Students could read first-person accounts of slavery as background before writing their refutations. Some sources are suggested in Worksheet 7 answers.

Worksheet 12: The Triangular Trade (page 19)



Worksheet 13: Colonial Societies (page 20)

1. French
2. Spanish
3. British
4. French, Spanish
5. Dutch
6. Spanish
7. British
8. Dutch, British
9. Spanish
10. British, French, Dutch, Spanish

Worksheet 14:

The Spanish and the Indians (page 21)

After students complete this worksheet, they could role-play a discussion among Montesinos, Sepúlveda, their followers, Amerindians, and people

who are undecided about the issues of Spanish treatment of native peoples of the Americas.

1. Under the *encomienda* system, a village or area was “commended” to a Spanish colonialist, who supervised its people. He gave them military defense and, supposedly, religious education. In return, they owed him tribute, mostly labor and food. *Mita* was the term for the labor tribute owed to the state by the people of the Inca empire, a custom incorporated by the Spanish conquerors.
2. The Amerindians are inferior to the Spanish in every way and so, like parents who rightly rule their children, the Spanish have every right to rule these natives.
3. The treatment is cruel and heartless; the Indians were peaceful and quiet and posed no threat to the Spanish; the labor is so excessive, and the food so scanty, the Indians get sick and die; the Spanish don’t even instruct the Native Americans in the Christian religion.

4. Priests, natives, and others who were distressed by the brutal and unfair Spanish policies and actions sided with Montesinos. People who profited by Spanish colonial policies and/or believed it was a splendid duty to spread Christianity among Amerindians sided with Sepúlveda.

Additional Activity Suggestions

You could have students do any of the following additional activities:

1. Map the routes of other European seafaring explorers during this period of time, such as Champlain, La Salle, Drake, Magellan, and, earlier, Erik the Red, Herjolfsson, and Eriksson.
2. Read Christopher Columbus's log of his first voyage of discovery in 1492 (various editions are available). As you read, compile a list of the following aspects of the log: Columbus's stated motives for his exploratory voyage, the continuing geographical mistake Columbus makes, Columbus's opinions about the Amerindians he encounters and his plans for them, and the instances in which Columbus mentions his search for gold.
3. Create a time line and map of Cortés's activities in Mexico.
4. Describe your experiences as an Aztec young person or adult in Tenochtitlán during the Spanish siege of the city.
5. Research and report on known and possible voyages of others to the Americas before Columbus arrived there—for example, the Vikings, Phoenicians, Polynesians, Irish, and Guineans.
6. Debate with classmates on the naming of the "Americas." Was it appropriate to name the "New World" after Amerigo Vespucci instead of Christopher Columbus? What non-European name might have been/be appropriate instead?
7. Read some of the original narratives of Spanish and Portuguese explorations and conquest.

Accounts and journals written by participants in European voyages and expeditions of exploration include: Christopher Columbus's own log; Antonio Pigafetta on Magellan's voyage; Castañeda and Coronado on Coronado's explo-

rations in North America's Southwest; Eannes de Azurara's *Chronicle of Guinea*; Alvise da Cadamosto's *Voyages*; Francisco Alvares's *True Relation of the Lands of Prester John*; Alexander Valignono's logbook of the voyage of the *St. Raphael* (a ship in da Gama's fleet); anonymous narrative of a seaman on Cabral's inadvertent voyage to Brazil; and Luis de Camoens' *The Lusids* (epic poem on da Gama's voyage to India).

Contemporary reports on the Inca and Aztec empires and the Spanish conquest, in various editions: *The Broken Spears: The Aztec Account of the Conquest of Mexico*; Bernal Diaz del Castillo, *The True History of the Discovery and Conquest of Mexico*; Fray Diego Durán, *The History of the Indies of New Spain*; Garcilaso de la Vega, *The Royal Commentaries of the Inca*; Bernadino de Sahagun, *Codex Florentino*; Bartolomé de las Casas, *The History of the Indies*.

8. Read some of renowned historical novelist Scott O'Dell's young adult novels about Spanish conquistadors and Amerindians: *The King's Fifth*, *The Captive*, *The Amethyst Ring*, *The Feathered Serpent*.

9. Investigate any of these Internet sites:

"Become a Spice Trader":

<http://www.learner.org/exhibits/renaissance/spicetrade/>

"Discoverers Web":

<http://www.win.tue.nl/cs/fm/engels/discovery/>

"The European Voyages of Exploration":

http://www.ucalgary.ca/applied_history/tutor/eurvoya/

"Excerpts from 'The Interesting Narrative of Olaudah Equiano, or Gustavus Vassa the African'":

<http://www.newsreel.org/guides/equiano.htm>

"Excerpts from Slave Narratives":

<http://vi.uh.edu/pages/mintz/primary.htm>

"Latitude: The Art and Science of Fifteenth-Century Navigation":

<http://www.ruf.rice.edu/~feegi/>

"The Trans-Atlantic Slave Trade 1450–1750":

<http://library.thinkquest.org/13406/ta/>

“Voyage of Exploration: Discovering New Horizons”:

<http://library.thinkquest.org/C001692/>

“The Plimoth Plantation Experience”:

<http://www.plimoth.org/plimexp/default.htm>

Assessment

1. Ask students to draw on primary and secondary sources to describe the effects of disease on the Amerindian population and to create a graph or graphs of Amerindian population decline.
2. Have students create a chart that compares various aspects of Dutch, British, French, and Spanish colonial rule and society in the Americas.

Unit 2: Europe in the Global Age

Worksheet 1: Life Changes (page 28)

1. Henry will disband England’s convents and monasteries and will seize their lands; you will be evicted.
2. Spain’s rulers will order you and all other Moors out of Spain during this year.
3. Your business probably fails because of the high sales taxes Spain has to impose in order to pay for expensive wars and to make up for the fact that the landed nobility pay no taxes.
4. You probably join the revolt against Spanish rule because you oppose Spanish sales taxes and the Spanish attempt to force the Catholic religion on the Dutch people.
5. Deforestation has depleted supplies of these necessities; to avoid starvation, you may decide to move to a city and get a job there.
6. You need to learn how to read, so you can read the Bible for yourself. If the ruler of your state is Catholic, you may have to move to another state whose ruler is Protestant or allows freedom of worship.
7. The large landowners build fences to enclose land for their sheep. This land used to be for common use; you used it for your farm fields. Now you have lost your farmland.

8. The nutritious potato soon becomes the staple of your diet. You and your family members are healthier and more productive, and you live longer.
9. The British government seizes your land, evicts you, and sells the land to English investors, who colonize it with English and/or Scottish settlers.
10. You may be accused of witchcraft.

Worksheet 2: Women’s Roles (page 29)

Answers to number 1 will vary somewhat; discussion will vary. Suggested answers for number 1:

John Knox—Women are not fit to be rulers of any kind.

Marie Dentiere—Women should speak their ideas about religion.

Martin Luther—Women’s anatomy dictates that they stay at home.

Erasmus—Girls should have an education.

Emond Auger—Women should not read the Bible themselves, or speak in church.

Worksheet 3: Renaissance Art Scavenger Hunt (page 30)

Students will bring in a variety of Renaissance artworks.

Worksheet 4: People and Events of the Reformation (page 31)

1. Charles V, Holy Roman Emperor
2. Henry VIII of England
3. Pope Paul IV
4. Martin Luther
5. John Calvin
6. Girolamo Savonarola
7. Pope Leo X
8. John Knox
9. 95 Theses
10. Diet of Worms
11. St. Bartholomew’s Day
12. Peasants’ Revolt

13. Peace of Augsburg (1555)
14. Act of Supremacy (1534)
15. Council of Trent
16. Inquisition

Answer to the Challenge Question:

German peasant—you hope that Luther will work for social and economic change along with religious reforms.

German prince—you want to get out from under the control of both the Church/pope and the Holy Roman emperor, and you hope to take Church property for your own.

Italian prince—you have competed for a long time with the pope for power and papal lands, so you are delighted to adopt a non-Catholic faith.

Worksheet 5: *The Prince*: Machiavelli's Advice (page 32)

Discussion and examples will vary.

Worksheet 6: Royal Power (page 33)

This would be a good group activity. You could assign one factor to each group, or you could assign one country to each group, covering all the listed factors. Examples for each named country are readily available in high school textbooks. You could tell students that they are free to choose other European countries and monarchs as examples.

Worksheet 7: A Gallery of Women Rulers (page 34)

1. Isabella
2. Mary I
3. Maria Theresa
4. Catherine II (Catherine the Great)
5. Anne
6. Catherine de Médicis
7. Mary Stuart (Mary, Queen of Scots)
8. Elizabeth I
9. Christina

You could have students create a "Gallery of Male Rulers" for this same time period. Then you could

divide the class into two teams and conduct a quiz game, reading the monarchs' descriptions for the competing teams to identify.

Worksheet 8: Scientific Revolution Hall of Fame (page 35)

Geocentric model of universe: Nicolaus Copernicus; overturned incorrect heliocentric (sun-centered) model

Law of gravity: Isaac Newton; first explanation of the force of gravity

Circulation of the blood: William Harvey; first revelation that the heart works as a pump to force blood through arteries and veins

Smallpox vaccination: Edward Jenner; saves people from common, disfiguring, and deadly disease

Microscope: Zacharias Janssen; formerly invisible elements of matter can now be seen

Bacteria, red blood cells: Anton van Leeuwenhoek; first observation of these forms of life opens door to linking bacteria with disease

Mercury barometer: Evangelista Torricelli; allows understanding of weather changes and conditions

Mercury thermometer: Gabriel Fahrenheit; allows accurate measuring of temperature

Modern chemistry: Robert Boyle; development of a new science that opens understanding of matter of all kinds

Oxygen: Joseph Priestly, Antoine Lavoisier; basic element of life and matter is discovered

Electricity, lightning rod: Benjamin Franklin; reveals basic knowledge about a force that will become one of the bases of modern life

Human anatomy: Andreas Vesalius; makes first accurate and detailed drawings of human anatomy, based on human dissection observations

Worksheet 9: Enlightened Thought (page 36)

Answers to the Challenge Question are in parentheses after each descriptive paragraph below.

Earlier idea: Accept misery. New, enlightened idea: People should seek, and are worthy of, material

and physical well-being in this world. (General aim of the Enlightenment.)

Earlier idea: knowledge from Bible, Church, ancients. New, enlightened idea: True knowledge about the world comes from scientific reasoning, observation, and experimentation. (Francis Bacon)

Earlier idea: divine right of monarchs. New, enlightened idea: A government's power comes from the consent of the governed. (John Locke, Jean-Jacques Rousseau)

Earlier idea: no criticism. New, enlightened idea: People have an absolute right to freedom of thought and expression—freedom of speech. (Voltaire)

Earlier idea: No freedom of religion. New, enlightened idea: People have the right to freedom of religion, worshipping as they wish. (Voltaire)

Earlier idea: People serve and obey. New, enlightened idea: People have natural rights to life, liberty, and property. If the government fails to protect these, the people have a right to overthrow it. (John Locke)

Earlier idea: unequal class system. New, enlightened idea: All people are born equal, and a society should have no titles of nobility. (Jean-Jacques Rousseau)

Earlier idea: law to avenge crime, extract confessions. New, enlightened idea: The purpose of the law is to preserve the social order; law should always be applied fairly and justly to all people. (Cesare Beccaria)

Earlier idea: women subordinate to men. New, enlightened idea: Women should have equal opportunities and equal social and legal status. (Mary Wollstonecraft)

Additional Activity Suggestions

You could have students do any of the following additional activities:

1. Map the routes of other European seafaring explorers during this period of time.
2. Create a family tree for Austria's Hapsburg ruling line or for Prussia's Hohenzollern ruling line.

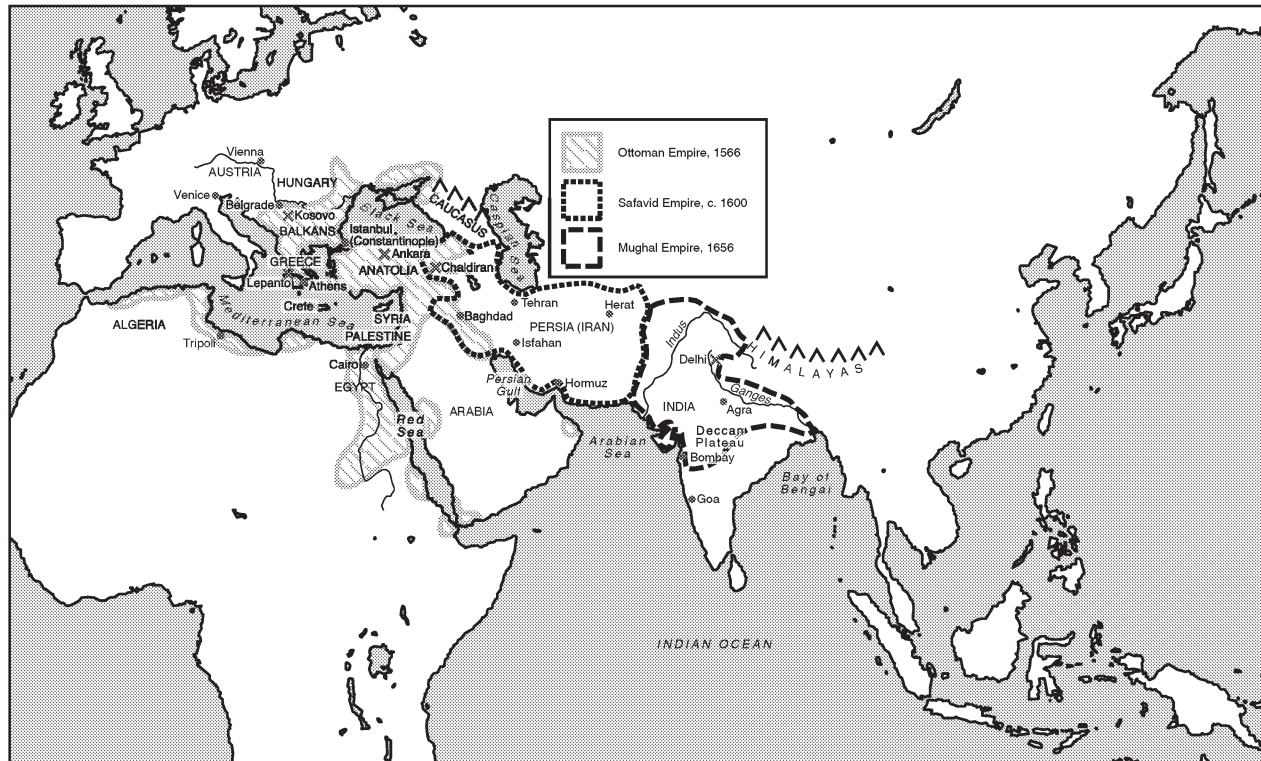
3. Create a chart that shows the growth in Europe's population in the 1400s and 1500s. Explain the factors that drove this growth.
4. On a map of Europe, show the geographic patterns of religious affiliation after the Reformation.
5. With classmates, role-play the trial of Galileo for heresy.
6. Write a first-person account of the naval Battle of Lepanto in 1571 or of the Spanish Armada vs. Britain in 1588.
7. Research and report on the effect that American silver, brought in large quantities to Europe by Spain, had on the Spanish and world economies.
8. Investigate any of these Internet sites:
 "The Enlightenment" (original source documents):
<http://www.fordham.edu/halsall/mod/modsbook10.html>
 "The Galileo Project":
<http://es.rice.edu:80/ES/humsoc/Galileo/>
 "The Renaissance":
<http://www.learner.org/exhibits/renaissance/>
 "Selected Works of Martin Luther":
<http://www.iclnet.org/pub/resources/text/wittenberg/wittenberg-luther.html>
 "The Victorian Web":
<http://65.107.211.206/victorian/victov.html>
 "Virtual Renaissance":
<http://www.twingroves.district96.k12.il.us/Renaissance/VirtualRen.html>

Assessment

1. Have students role-play a discussion among Enlightenment (and earlier) thinkers about the preferred structure and role of government and the social order.
2. Have students assume the role of a young adult during the time of the Reformation, and write a letter describing to friends or family why he or she is or is not converting to one of the new Protestant faiths.

Unit 3: Empires and Societies of Eurasia

Worksheet 1: Mapping Three Empires (page 42)



Worksheet 2: Three Empires: A Time Line (page 43)

Ottoman Empire

1280–1326	Reign of Osman I
1361	Ottomans take Adrianople
1402	Battle of Ankara
1448	Battle of Kosovo
1451–81	Reign of Mehmet II, the Conqueror
1453	Ottomans take Constantinople
1456	Ottomans take Athens
1463	Ottomans take Bosnia
1499	Ottomans defeat Venice at Sapienza
1512–20	Reign of Selim the Grim
1516–17	Ottomans take Egypt, Syria, Arabia
1520–66	Reign of Suleiman I

1521	Ottomans capture Belgrade
1525	Ottomans invade Hungary, Austria
1529	Ottoman siege of Vienna fails
1541	Ottomans take Hungary, Budapest
1551	Ottomans take Tripoli
1571	Battle of Lepanto
1669	Ottomans seize Crete
1683	Second Ottoman siege of Vienna fails
<i>Safavid Empire</i>	
1501	Isma'il takes Persia, founds Safavid dynasty
1508	Isma'il kills Sunnis in Baghdad
1512	Shi'ism becomes Persian state religion
1514	Battle of Chaldiran
1524	Isma'il dies, Tahmasp succeeds

1587–1629	Reign of Abbas the Great
1598	Isfahan becomes capital city
1602–27	War between Safavids, Ottomans
1623	Abbas conquers Baghdad
1638	Ottomans retake Baghdad
1722	Safavid Empire collapses, defeated by Afghans, Ottomans

Mughal Empire

1494	Babur begins rise to power
1510	Portuguese take Goa
1526	Babur takes Delhi, founds Mughal dynasty
1530	Babur dies
1555–1605	Reign of Akbar the Great
1605–27	Reign of Jahangir and Nur Jahan
1628–58	Reign of Shah Jahan
1632–48	Taj Mahal is built
1658–1707	Reign of Aurangzeb
1661	British begin trading at Bombay
late 1600s	Persecution of Hindus resumes
1719	Mughal Empire begins decline
1739	Delhi sacked

Worksheet 3: Name That Ruler (page 44)

1. Osman
2. Isma'il
3. Babur
4. Selim the Grim
5. Mehmet II (the Conqueror)
6. Akbar the Great
7. Abbas the Great
8. Suleiman I
9. Nur Jahan
10. Shah Jahan
11. Aurangzeb

Worksheet 4: Empires Decline: Cause and Effect (page 45)

You could divide the class into four groups, one for each empire, and have group members identify specific instances of each cause-and-effect process for their empire.

1. Produces a series of weak, ineffectual rulers—only the least-able possible successors are spared.
2. Large armies are needed to keep control over conquered lands and defend borders, which in turn results in a constant drain on the royal/state treasury.
3. Produces a “golden age” of the empire’s culture, but also creates a constant drain on the royal/state treasury.
4. No new revenue sources become available, so state revenues derived from existing land and businesses must be boosted. This produces the further effect that taxes keep rising, and the state sells offices and titles and runs up deficits.
5. Europeans move in, taking control of the seas and establishing themselves in port cities.
6. Results in technological stagnation and excessive taxing of commerce, which in turn results in a decline in the state’s economic health and strength.

Worksheet 5: Chinese Life (page 46)

You can have students write brief descriptions on the activity sheet or more detailed descriptions on separate answer sheets. You could divide the class into teams that take turns identifying the items on the activity sheet.

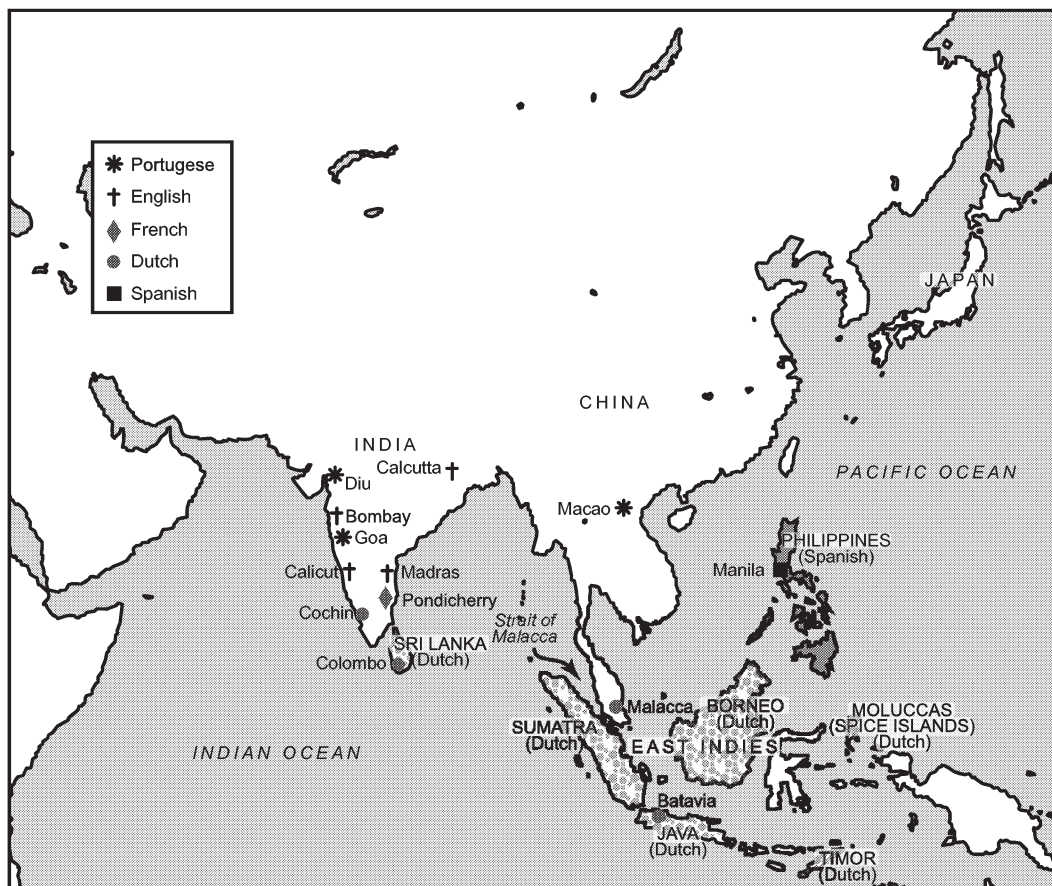
1. Corn and sweet potatoes: introduced from the Americas, provided a needed supplement to China’s agricultural output, supported the growing population
2. Canal system repair: facilitated internal trade
3. Blue and white porcelain: A hallmark of Ming artistry, it was in great demand as a trade product.
4. *The Golden Lotus*: One of the earliest true novels, it became an underground classic after the Qing attempted to suppress it.

5. Detective tales: Chinese novelists wrote the first books of this genre.
6. Giraffe: exotic creature that Zheng He brought back to the emperor from one of his voyages to East Africa
7. Opera: Popular form of Chinese opera was developed, blending drama, dance, and music.
8. Middle Kingdom: China's name for itself, as the center of the universe
9. Landscape painting: Ming artists created new styles of this traditional art form.
10. Zheng He: led a series of treasure fleet voyages around the Indian Ocean region, until Ming isolation policy began
11. Tribute payments: paid to China by surrounding countries that it dominated, such as Korea and the nations of Southeast Asia
12. Jesuits: Matteo Ricci and other Jesuit priests were welcome at the Qing court because they adopted Chinese ways, but they made little headway in spreading Christianity in China.
13. Forbidden City: huge palace complex in Beijing where the emperor and his vast court lived in luxury and isolation; foreigners and common Chinese people were forbidden to enter the complex without special permission
14. Foot-binding: One half to two thirds of Chinese women underwent this painful procedure during Ming and Qing times.
15. Manchu invaders: came in from Manchuria in 1644, toppled the Ming, and set up their own dynasty that they called the Qing
16. Kowtow: ritual of kneeling before the emperor and touching the head to the ground nine times; caused problems when Western diplomats were expected to perform it
17. Tea: one of China's most valuable exports, in high demand in the West
18. Silver: flooded into China from the Americas, via the Spanish Philippines
19. *Dream of the Red Chamber*: great masterpiece of Chinese fiction, about upper-class Manchu life in the 1700s
20. Pigtail: Manchu rulers forced Chinese men to wear their hair in a long pigtail as a sign of submission.
21. Korea: was conquered by the Manchus in 1636 and became a vassal state of China after the Manchus took power there

Worksheet 6: Confucian Values (page 47)

1. Confucian
2. non-Confucian
3. non-Confucian
4. Confucian
5. non-Confucian
6. Confucian
7. Confucian
8. non-Confucian

Worksheet 7: Mapping: Europe in Asia (page 48)



Worksheet 8: Emperor to King: A Letter (page 49)

Role-play will vary.

Worksheet 9: Japan and the Outside World (page 50)

1. The attitude that foreigners have nothing of value to offer the Japanese, and a very distorted, caricature-like, inhuman view of Europeans physically.
2. Japanese rulers considered European ideas and ways dangerous to the tightly ordered society of Japan, as evidenced by unrest caused by Christian missionaries. The Japanese had already acquired firearms from the Europeans, and they did not consider that Western trade goods were at all needed in Japan's economy.

was self-sufficient. Exclusion of Europeans prevented any European attempts to colonize Japan. But by remaining a feudal society cut off from outside contact, Japan did not acquire new technologies or modern ideas about ordering society that would allow it to compete with the growing power of Western nations.

3. Both countries pursued a policy of isolation from foreign contact. Japan cut off virtually all contact with the West. China allowed limited trading access to Western powers, but as time went on, these powers forced China into more and more trade and gained more and more control over China's economy.

Worksheet 10: Letters Between Friends (page 51)

Students' letters will vary.

Additional Activity Suggestions

You could have students do any of the following additional activities:

1. Compare the policies of Mughal rulers Akbar and Aurangzeb toward Muslim-Hindu tensions.
2. Compare the rule of Selim the Grim or Mehmet the Conqueror with the rule of Suleiman the Lawgiver in the Ottoman Empire.
3. Compare Ottoman and Mughal policies and practices in regard to integrating conquered peoples into the empire.
4. Identify the origins of Hindu-Muslim hostility in India. Relate this to today by bringing to class current news reports of Hindu-Muslim clashes on the Indian subcontinent.
5. Compare the emergence and decline of the Ottoman Empire and Spain as world powers from 1450 to 1650.
6. With classmates, create a class display of artworks from the Ottoman, Safavid, Mughal, and Ming/Qing empires.
7. Create an overlay map of the Ming and Qing empires in China. Compare the extent of these empires with those of earlier Chinese dynasties, such as the Song.
8. Identify spices that were part of the spice trade in the 1500s and 1600s that members of your family use today in preparing meals.
9. Investigate any of these Internet sites:

“Castles of Japan”:

<http://www.geocities.com/castlejapan/>

“Explore the Taj Mahal”:

<http://www.taj-mahal.net/>

“The Forbidden City”:

<http://www.chinavista.com/beijing/gugong/start.html>

“The Mughals”:

<http://www.wsu.edu:8080/~dee/MUGHAL/MUGHAL.HTM>

“The Ottomans”:

<http://www.wsu.edu:8080/~dee/OTTOMAN/ORIGIN.HTM>

“Six Paths to China”:

<http://www.kn.pacbell.com/wired/China/index.html>

Assessment

1. Have students discuss the role each of the following played in promoting cultural blending in the Ottoman, Safavid, and Mughal empires: migration, trade, conquest, pursuit of religious converts or religious freedom.
2. Ask students to explain China’s conception of itself as the “Middle Kingdom” and the “Celestial Empire,” and how this affected China’s relationships with the outside world.

Unit 4: Revolutions, Nationalism, and Reform

Worksheet 1: The Declaration of the Rights of Man (page 59)

1. Liberty is expressed in numbers 1, 2, 10, and 11; equality is expressed in numbers 1 and 6; fraternity is expressed in numbers 1 and 6.
2. Social equality, natural rights, equal and fair application of the law, freedom of speech and religion
3. Declaration of Independence: men born equal and with natural rights; aim of government to secure liberty. Constitution: freedom of speech, press, religion; due process of law for all; no excessive legal penalties; presumption of innocence.
4. In the old order, society was strictly divided by class, with the lower class having virtually no rights or legal protections.

Worksheet 2: Phases of the French Revolution (page 60)

Moderate Phase, 1789–1792

Great Fear sweeps France, 1789

Estates General meets, May 1789

National Assembly is formed, June 1789

Citizens storm the Bastille, July 1789

Declaration of the Rights of Man issued, August 1789

Poor women of Paris march on Versailles,
October 1789

Royal family confined to Tuileries, October 1789

Civil Constitution of the Clergy adopted, 1790

Royal family attempts to flee France, June 1791

Constitution creates limited monarchy,
September 1791

Radical Phase, 1792–1794

Paris mob invades Tuileries palace, August 1792

Citizens attack Paris prisons, September 1792

France becomes a republic, September 1792

Louis XVI is beheaded, January 1793

Committee of Public Safety is created, 1793

Reign of Terror, July 1793–July 1794

Marie Antoinette is beheaded, October 1793

Robespierre is beheaded, July 1794

Reaction Phase, 1795–1799

Third Constitution is adopted, 1795

Directory takes power, 1795

Napoleon leads invasion of Egypt, 1798

Age of Napoleon, 1799–1815

Napoleon becomes First Consul, November 1799

Concordat with Catholic Church, 1801

Napoleon named consul for life, 1802

Napoleonic Code adopted, 1804

Napoleon becomes emperor, 1804

Battles of Austerlitz and Trafalgar, 1805

Napoleon's army invades Spain, 1808

Napoleon invades Russia, retreats, 1812

Napoleon abdicates, Louis XVIII takes throne, 1814

Napoleon returns from Elba exile, March 1815

Battle of Waterloo, June 1815

Napoleon goes into exile, St. Helena, 1815

Napoleon dies, 1821

Worksheet 3: Napoleon Speaks (page 61)

Descriptions will vary, but should draw on the many aspects of Napoleon's character revealed by the quotations.

Worksheet 4: The American Revolution: Cause and Effect (page 62)

1. Britain began to enforce these laws of the sea, passed in the 1660s, after 1760. Goal: to crack down on widespread colonial smuggling and collect taxes on trade goods. Colonists were angry at enforcement after so many years of laxity.
2. Britain imposed a tax on printed material. Goal: to raise more money from the colonists to help pay down the French and Indian War debt. Colonists were outraged; they had never paid taxes directly to the British government before, other than merchants' tax on foreign trade goods.
3. Britain imposed a new series of taxes on imports into the colonies. Goal: to raise more money from the colonists after repeal of the Stamp Act. Colonists were again outraged, boycotted British goods, and developed more colonial manufacturing.
4. British troops in Boston fired on an unruly group of protesters, killing some. Goal: simply to control that particular group of people. Colonists' reaction: outrage at British soldiers firing on British civilian subjects.
5. Britain imposed a new tax on imported tea. Goal: to raise money from the colonists. Colonists' reaction: protest, dumping of tea into Boston Harbor.
6. Britain closed the harbor and stationed troops in Boston. Goal: to punish colonists for the Boston Tea Party. Colonists' reaction: All the other colonies rallied in support of Boston.

Worksheet 5: American Revolutionary Leaders (page 63)

1. Thomas Paine
2. Toussaint L'Ouverture
3. Miguel Hidalgo

4. Thomas Jefferson
5. Simón Bolívar
6. José Morelos
7. George Washington
8. Dom Pedro
9. José de San Martín

Worksheet 6: Colonial Society in Latin America (page 64)

Order of placement, from highest status to lowest:

Peninsulares—people born in Spain

Creoles—Spanish people born in Latin America

Mestizos—people of mixed European and Indian ancestry

Mulattos—people of mixed European and African ancestry

Africans (free, slave)—people of African ancestry

Indians—native people of Latin America

1. Creoles wanted independence from Spain, because they were blocked from any political power, although they ran all the businesses of the colonies.
2. *Peninsulares* opposed independence because they held all the political power and top government positions, due to their status as having been born in Spain.

Worksheet 7: Freeing the U.S. Slaves (page 65)

1. No; only slaves in states that are part of the rebellion against the Union are freed.
2. To become wage-earning laborers
3. (Have students answer this question when they work on the serf emancipation activity in Unit 5.) The U.S. proclamation is incomplete in the way explained in number 1 above. The serf edict is incomplete in that the serfs remain bound to the land until they manage to earn enough money to buy it from their lord.

Worksheet 8: The Industrial Revolution Begins: Why Britain? (page 66)

Navigable rivers and canals: cost-efficient part of widespread transportation system

Jethro Tull's seed drill: cuts down on waste of seed, allows farmers to seed systematically, increases crop yields

Enclosed fields, crop rotation: more food is produced, supporting population growth

Improved livestock breeding: again, more food, supports growing population

Steam-powered railroad locomotive: hauls industrial products to markets, raw materials to factories

Abundant iron ore: used to make machines, tools, industrial buildings

Highly developed banking system: bank loans available to start, expand businesses

Strong navy: protects merchant shipping

Political stability: ideal climate for big business

Growing city populations: provide abundant labor supply

Abundant coal: fuels the factories

Multiple, fine harbors: provide shipping outlets for products of industry

Macadam turnpikes: improved roads speed land transport of industrial products, heavy carts don't bog down in mud

Textile industry inventions: change Britain's textile industry from a cottage craft to an industrial operation

Abundant water power: energy source, runs industrial plants

Watt's steam engine: powers many industrial machines efficiently

Worksheet 9: The Industrial Revolution: Impact on the Environment (page 67)

1. Coal-pits and ashes; vegetation gone; scorching fires; heavy, ever-present clouds of smoke; black coal dust on the roads; sewage discharged into the river.
2. and 3. Answers will vary.

Worksheet 10: Nationalism: Two Views (page 68)

1. If you have enough support, it is your duty to physically fight tyrannical rule by outsiders.
2. The vast majority of the people do not support revolution or nationalism, because it is disruptive.
3. and 4. Answers will vary.

Worksheet 11: Effects of Nationalism (page 69)

1. United the French people in pride for their country
2. Acted as a divisive force, as the multiple ethnic groups and nationalities within the empire began to rebel, especially in the Balkans
3. Acted as a disunifying force, as Ukrainians, Poles, and others tried to assert their own cultures
4. Acted as a disunifying force among many ethnic groups; split the empire into Hungary and Austria as separate, independent states
5. Drove the Italian people into a movement for unification, which succeeded during the 1860s
6. Inspired the move for German unification
7. Unified Latin Americans in their drive for independence from Spain, but then divided the newly freed regions into separate nations

Challenge Questions:

1. Sparked nationalist sentiments across Europe in nations under foreign French rule
2. By redrawing national boundaries, and thus putting some people under control of alien nationalities, it encouraged the growth of nationalism.

Worksheet 12: Child Labor Testimony (page 70)

1. Working in a factory at very young ages; exceptionally long working hours; only one brief break for food and drink, which are contaminated by factory dust; constantly on their feet; beaten with a strap if they slow down or are late

2. Factory owners could pay children much less than men or women; children's small hands were ideal for some work on textile machines. Parents needed the money their children earned, even if it was not a large sum, to make ends meet.

Worksheet 13: Reform Movements: Women's Rights (page 71)

1. Equal protection under the law; the right to vote; the right to own property; rights in case of divorce; social equality; equal employment opportunities; right to an appropriate education
2. U.S. Declaration: God-given natural rights; consent of the governed. Consitution: equal rights under the law; right to vote. French Declaration: equal protection under the law, property rights, consent of the governed

The proposals also resolved that women should not have to pay taxes out of their "scanty wages," since they were not allowed to vote or hold elective office.

You could suggest any of the following Extra Challenges to your students: Create a poster calling for support of women's rights; write a newspaper editorial or letter to the editor for or against the Ohio women's proposals; role-play men at the Ohio constitutional convention reacting to the list of proposals from the women.

Additional Activity Suggestions

You could have students do any of the following additional activities:

1. Create a quotation collection (like the one for Napoleon on Worksheet 3) for another revolutionary or nationalist leader of this era, like Simón Bolívar.
2. As an advisor to Napoleon, advise strongly against the invasion of Russia, giving compelling arguments in support of your view.
3. Compare the aftermath experiences for U.S. slaves and Russian serfs after "emancipation."
4. Create a poster urging your fellow countrymen to join the nationalist movement in a country of your choice. Or create a class display of artwork

glorifying the revolutionary movements of these times.

5. Create overlay maps of Latin America before and after independence from colonial rule.
6. Deliver a fiery speech in support of American independence from Britain or in support of the French Revolution against the monarchy.
7. Read *Bleak House* or *Oliver Twist* by Charles Dickens to get a vivid picture of life in industrialized Britain.
8. Investigate any of these Internet sites:

“Child Labour: 1750–1900”:

<http://www.spartacus.schoolnet.co.uk/IRchild.main.htm>

“The French Revolution Home Page”:

<http://members.aol.com/agentmess/frenchrev/index.html>

“The Industrial Revolution”:

<http://www.fordham.edu/halsall/mod/modsbook14.html>

“Lowell National Historical Park”:

http://www.nps.gov/lowe/loweweb/Lowell_History/prologue.htm

“Napoleon”:

<http://www.pbs.org/empires/napoleon/>

“The Revolutionary War: A Journey Towards Freedom”:

<http://library.advanced.org/10966/>

Assessment

1. Ask students to evaluate this statement by Alexis de Tocqueville: “Napoleon was as great as a man can be without virtue.”
2. Have students create an illustrated time line of the “age of revolutions,” including the political, agricultural, and industrial revolutions.
3. Have students or groups of students compare contemporary working conditions, as mandated by law and custom, with working conditions of the early Industrial Revolution.

Unit 5. Eurasia: Global Contact and Change

Worksheet 1:

Reform: A Two-Edged Sword (page 77)

Egypt

1. Agriculture to cash crops: brings Egypt much more fully into world trade, but peasants are no longer self-sufficient as to food supplies and become subject to food shortages and famines
2. Public-works projects: They modernize Egypt’s economy and society, but are hugely expensive and so draw Egypt deeply into debt to the European bankers whose loans finance the projects.
3. Suez Canal: Although the project is financed mostly with French money, Britain insists on financial control of the canal, which it considers vital for access to its African and Asian colonies; ultimately Britain occupies Egypt in 1882 to secure control of the Canal.

Persia

Concessions to Europeans: result in growth of Persian economy and development of natural resources, but also control of Persian economy by Westerners, who develop an interest in keeping that control; concessions also outrage Iranian nationalists, erode support for Persian leaders.

Ottoman Empire

1. Education in West: The young men return with Western ideas about democracy and equality, and thus feel growing dissatisfaction with Ottoman rulers.
2. Agriculture reform: More food is produced, which results in great population growth, which puts more pressure on the land, which stimulates unrest, as food production ultimately cannot keep pace with population growth.

Worksheet 2:

Geopolitics in Southwest Asia (page 78)

1. Russia was very interested in gaining access to the Persian Gulf and the Indian Ocean through Persia, and twice forced Persia to give up territory; it also wanted to protect its southern fron-

tier from incursions by any Western power that might gain influence in Persia; it also eyed access to Central Asia through Persia.

2. Britain wanted to use Afghanistan as a protective buffer between Russia and India, and pressured Persia to give up claims there. (The interest of world powers focused even more keenly on Persia after oil was discovered there in 1908.)
3. Russia had a great strategic interest in securing lands along the Black Sea, for year-round water access to the Mediterranean and beyond.
4. Britain supported the Ottoman Empire as a barrier that could thwart Russian ambitions in the Mediterranean world.
5. Like Britain, France supported the Ottomans in resisting Russian expansion. Conversely, France had taken Algeria from the weakening Ottoman Empire in the 1830s and eyed other Ottoman lands in North Africa.
6. Egypt and the Red Sea provided Britain with a vital link to India; this became even more strategically crucial after the Suez Canal was opened.

Worksheet 3: The Crimean War (page 79)

1. This was the first war covered by newspaper correspondents, using the new network of telegraph communications to bring readers news from the battlefield within a week, or days, of the events happening.
2. Female nurses for wounded soldiers: This was the first war in which women worked with the army nursing wounded soldiers at well-run military hospitals. These were organized and operated under the direction of Florence Nightingale using advanced methods of preventing infections and promoting healing.
3. The Crimean War was one of several mid-1800s conflicts that saw the use of newly developed military technologies and weapons that were much more deadly than those used previously. This caused carnage among both soldiers and civilians at levels never before experienced—another characteristic of ensuing modern wars.

Worksheet 4: Russian Social Classes (page 80)

1. serf
2. Cossack
3. tsar(ina)
4. revolutionary/liberal
5. secret police (employer: tsar, state)
6. Jew
7. socialist/radical
8. upper-class woman
9. wealthy/noble landowner (boyar)
10. revolutionary/terrorist

Worksheet 5: Freeing the Serfs (page 81)

1. The serfs have to pay for the land and other property. Until the serfs make full payment for this property, they remain bound to the land as before. So the serfs aren't really free until they make the payments, which would be very difficult for them to accomplish.
2. The nobles can determine which lands to turn over to the serfs, and how much the serfs must pay for it. Predictably, many nobles gave the serfs the worst and least arable land, cut up into inefficient portions.

Worksheet 6: Indians in Colonial India (page 82)

Answers will vary somewhat. Suggested responses:

1. You lose your profession as cheap British factory-made textiles flood India and obliterate India's hand-weaving industry.
2. You become an agricultural laborer on one of the large plantations set up by the British to produce cash crops for export; you are no longer self-sufficient as to food supplies for yourself and your family.
3. You have to find a new profession, as the British efficiently suppress banditry.
4. You enjoy steady employment as a house or personal servant for British colonialists.

5. You find employment as a civil servant in the colonial bureaucracy.
6. You become a sepoy, a soldier in the British East India Company's army or, later, in the army of the British Raj.
7. You find ready employment on the numerous British-sponsored public-works projects (railroads, telegraph lines, etc.).
8. You continue to rule your region and enjoy great wealth and apparent prestige, but the British control you.
9. You are able to get a European education, but you cannot get a top post in the civil service, and you are paid far less than Europeans at the same level.
10. British law now protects you from *sati* (also *suttee*, cremation on the funeral pyre of your husband as a show of devotion).

Worksheet 7: British and Indian Views (page 83)

1. They express contempt toward Indians as people and dismiss Indian culture with contempt. They assume the absolute superiority of British/European culture and people over Indian culture and people.
2. Specific answers will vary. India had a rich literary tradition, including the *Mahabharata*, the *Vedas*, and the *Ramayana*. (Arabia had *The Thousand and One Nights*, among other works.)
3. Western-educated Indians embraced ideals of democracy and equality and self-determination, which formed the base of a growing nationalist movement.
4. The sepoys advocate total rejection of British rule. Naoroji sees pros and cons in British rule—on the plus side, peace, the rule of law, and “moral” (perhaps meaning just) rule; on the minus side, poverty for the Indian people and disregard of their wants in favor of British aims.

You could offer the following activity to your students as an Extra Challenge: Role-play a discussion/debate between or among a) Britons who share the Kitchener-Macaulay attitude and Britons who respect Indian culture; b) Indians completely

opposed to British colonialism, Indians with mixed views on the subject, and Indians who believe British rule is advantageous to India; and/or c) Britons and Indians who hold this variety of views.

A second Extra Challenge would be for students to find more statements by both Britons and Indians about British colonialism in India. This could include, for example, British expressions of admiration of Indian culture, Indian suggestions for self-reform, and specific Indian objections to elements of British rule.

Worksheet 8: The Opium Trade: A Letter (page 84)

1. He points out that opium is a harmful substance, and that the English are aware of this because they prohibit it from their own country (actually, England did not prohibit opium until several years later); that merchants smuggle it for their own profit, not caring about the harm the drug causes; that the items China exports are all beneficial, not harmful like opium; that if roles were reversed, Queen Victoria would work vigorously to stop opium from coming into England. Lin's arguments would not have swayed the queen, but in fact the letter was never delivered to her.
2. While the British government did not sponsor the opium trade, it did nothing to suppress it, because it substantially reduced China's enormous advantage over Britain in the balance of trade between them. Britain welcomed war with the vastly weaker China as a way of forcing much-desired trade concessions from China.

Worksheet 9: China's Response to the West (page 85)

In the following activity, students will compare Chinese and Japanese advice and responses to the West.

1. As events soon proved, Kiyang's view was the realistic one.
2. China went to war with Britain. Its ships and weapons were no match for Britain's powerful, modern ones. China suffered a humiliating defeat, and had to grant trading rights and privileges to the British, and then to other foreign nations as well.

3. In 1793, China was still powerful enough to severely limit British trading privileges. The situation has changed considerably by 1842, when China's power is no match for Britain's.

Worksheet 10:

Japan's Response to the West (page 86)

1. To open up to foreign trade; at first, simply to allow U.S. vessels to resupply themselves at Japanese ports
2. Japan had sealed itself off from virtually all contact with other nations beginning in the early 1600s. This strict policy of isolation was still in effect in 1853.
3. He seems to favor the U.S. request for contact. Like many Japanese, he recognizes that out-moded Japan has no hope of resisting the size, sophistication, and weaponry of U.S. naval vessels.
4. Japan recognized the inevitability of interrelations with the West. It also recognized that it needed to modernize and adapt Western ways in order to be strong and resilient enough to stave off Western imperialism. By the early 1900s, Japan's robust modern economy and strong military made Japan a world power not subject to Western domination. China's opposite isolationist approach and failure to modernize left it with a weak military and many economic and social problems; Western powers took advantage of these weaknesses to carve out widespread spheres of influence within China.
6. Economy: from traditional agriculture and handcraft industry to modern, Western-style industrial economy
7. Industry: from small handcrafts to giant modern factories
8. Education: from traditional with Confucian emphasis to Western-style, including study of modern technology, study abroad, and universal public education
9. Gender roles: no improvement, or even loss of political and legal rights for women
10. Land ownership: from feudal lords owning the land to the emperor owning the land
11. Cultural pursuits: from exclusively traditional Japanese to some aspects of Western music, dress, dance, theater, and so on

Additional Activity Suggestions

You could have students do any of the following additional activities:

Worksheet 11: Meiji Changes (page 87)

1. Military forces: from samurai warriors serving feudal lords to universal male draft
2. Military technology: from samurai with swords and small arms to a modern army and navy with modern weapons
3. Ruler(s): from shogun supported by daimyo to emperor and Meiji officials acting in his name
4. Political system: from decentralized military government and feudalism to strong central civil government with a limited constitution
5. People's participation in government: from none for most people to limited suffrage
1. Research and report on the Wahhabi movement in Arabia and its aim of returning Muslim society to the purity and simplicity of Muhammad's original teachings. Note the relevance of this movement in today's Saudi Arabia.
2. Present a dramatic choral reading, with classmates, of Tennyson's famous poem about the Crimean War, "The Charge of the Light Brigade."
3. Both Catherine the Great and Alexander II of Russia instituted and then halted reform programs. Why did each ruler carry out reforms initially? Why did each ruler (or her/his successors) later halt and/or reverse reforms?
4. Explain how the Sepoy Rebellion in India demonstrated the accuracy of this description of the sepoy army by Mountstuart Elphinstone, governor of Bombay: "a delicate and dangerous machine, which a little mismanagement may easily turn against us."
5. Research and report on the Indian reformer Ram Mohun Roy. What elements of Indian tradition did he want to change? Which elements did he advocate keeping and promoting? What did he suggest India should adapt from the British?

6. Compare the elements of the decline of the Qing empire with those you identified for the decline of the Ottoman, Safavid, and Mughal empires on Worksheet 4, Unit 3.
7. Compare the Ottoman response to Western pressures with the responses of China and Japan to them. What similarities and what differences do you find? How do the outcomes of contact with insistent Western powers compare?
8. Create a map of China showing foreign spheres of influence within China and foreign colonies on the borders of China in the latter half of the 1800s.
9. Investigate any of these Internet sites:
 “The Charge of the Light Brigade”:
<http://www.pinetreeweb.com/13th-balaclava2.htm>
 “The Crimean War 1854–1856”:
<http://www.geocities.com/Broadway/Alley/5443/crimopen.htm>
 “Discovering China: ‘The Middle Kingdom’”:
<http://library.thinkquest.org/26469>
 “The Epic of the Race: India 1857” (the Indian mutiny):
<http://www.geocities.com/Broadway/Alley/5443/indmut.htm>
 “Meiji Period (1868–1912)”:
<http://www.japan-guide.com/e/e2130.html>
 “The Romanoffs”:
<http://www.galleryhistoricalfigures.com/figures-pages/russian/romanoffs/intro-romanoffs.html>
 “Russian Serfs”:
<http://www.spartacus.schoolnet.co.uk/RUSserfs.htm>
 “Six Paths to China”:
<http://www.kn.pacbell.com/wired/China/index.html>

Assessment

1. Have students create a chart that shows the very different Chinese and Japanese responses to increased contact with Western powers, including response to Western demands to open ports and trade, civil conflict after yielding to Western demands, rulers’ attitudes toward reform and modernization in the later 1800s, approach to industrialization, approach to Western culture and technology, and development of military forces.
2. Ask students to create a time line tied to a map showing the gradual spread of British contact, influence, and rule over India, and also to appraise the efforts of Indians to resist British control and conquest.

Unit 6: Global Changes and Western Imperialism

Worksheet 1: Your World Voyage (page 93)

Students’ plans will vary. Students might enjoy reading Jules Verne’s *Around the World in Eighty Days* while working on this activity.

Worksheet 2: Leaving Europe (page 94)

Answers will vary somewhat. Based on conditions and events of the time, here are likely reasons for emigration.

1. The potato blight is destroying the potato crop, so you and your family have nothing to eat. You must emigrate, or you will starve.
2. The government crushed the revolution, so you must flee to avoid arrest.
3. You leave to break out of the grinding poverty of *shtetl* life, and also because of the frequent pogroms that Russian officials permit and even encourage.
4. Abundant, cheap, or free farmland is available in the United States and Canada.
5. You are transported to the convict settlements in Australia.
6. You go abroad to lands where the native people are not Christian and may never have heard Christ’s message.
7. More war wracks Lorraine in 1870. You seek a country that hasn’t been convulsed by revolution or warfare, like Canada, New Zealand, Australia, or pre- or post-Civil War United States.

8. You go to an industrialized nation like the United States, where jobs are plentiful.
9. As a younger son, you can't inherit your father's farmland, so you go abroad, probably to the U.S. Midwest or to Canada, where much farmland is available.

Worksheet 3: Coming to the United States: A Graph (pages 95–96)

1. Northern and western Europe
2. Demand for Chinese laborers in building the transcontinental railroad
3. 1870 — China
1875 — southern/eastern Europe
4. Chinese immigration increases dramatically in 1882.
5. The Chinese Exclusion Act of 1882 went into effect.
6. More immigrants from eastern/southern Europe than from northern/western Europe, for the first time. As industrialization spread through northern and western Europe, people there had much less incentive to emigrate, as jobs were plentiful and the economy was booming. Eastern and southern Europe, by contrast, had not yet industrialized much, so people from there had strong economic motives to emigrate.
7. Student answers will vary somewhat; accept all reasonable approximations.
 - a. 215,000
 - b. about 380,000
 - c. 975,000

Worksheet 4: Two Canals (page 97)

Suez Canal

Location: Egypt (Africa)

Year opened: 1869

Built by: a French company, with Egyptian labor and money

Controlled by: Egypt at first, then Britain

Length: 120 miles

Bodies of water it connects: Mediterranean Sea and Red Sea

Miles cut: 4,000

Effect: Drew increasing British concern to protect this vital sea route to India; resulted ultimately in British control of Egypt

Panama Canal

Location: Panama (Central America)

Year opened: 1914

Built by: United States

Controlled by: United States until December 31, 1999, then by Panama

Length: 51 miles

Bodies of water it connects: Caribbean Sea (Atlantic Ocean) and Pacific Ocean

Miles cut: 7,800

Effect: Drew the United States into more involvement in Central America and the Caribbean region, in order to protect the canal

Worksheet 5: Views on Imperialism (page 98)

1. Colonies provide needed new markets and trade outlets, opportunities for employment, and a needed outlet for excess home population.
2. A great country must have colonies as a badge of its greatness; a country needs colonies to keep its strategic position, relative to other colonial powers.
3. Various Western cultures and peoples are asserted to be superior to non-Western "barbarian" and "uncivilized" cultures and peoples. Christians have a duty to bring their religion to non-Christian peoples.
4. Imperialism violates the basic principles of the right to life, liberty, equality, the pursuit of happiness, and the consent of the governed.

Worksheet 6: Responses to Imperialism (page 100)

1. Phan Than Gian recognizes overwhelming French military superiority.

2. Adopting Western ways may help resist Western control, but doing this results in the loss of one's own culture.
3. Imperialist rule often ended the local wars among rival groups. Use of European farm implements, like plows, boosted agricultural output. Children attended schools.
4. Economic problems resulted from factors such as the inferior land the native people were restricted to, the low prices paid for their produce, the low wages they were paid, and the high taxes they had to pay.
5. Student responses will vary.

Worksheet 7: Africa and Europe (page 101)

Algerian: Algeria, North Africa; Berbers and Arabs vs. French; 1830s to 1879

Asante: Gold Coast region of West Africa; Asante vs. British; 1870s through 1890s

Anglo-Xhosa: interior southern Africa; Xhosa vs. British; 1877–78

Anglo-Zulu: interior southern Africa; Zulu vs. British; 1879

Samori Touré: West Africa; Mandinka vs. French; 1880s to 1890s

The Mahdi: eastern Sudan; Muhammad Ahmed and his followers vs. British; 1880s

Ndebele: southeast Africa; Ndebele vs. British; 1890s

Emperor Menelik: Ethiopia; Ethiopians vs. Italians; 1896

Anglo-Boer: South Africa; Dutch settlers (Afrikaners) vs. British; 1899–1902

Herero: southwest Africa (now Namibia); Herero vs. Germans; 1904

Maji-Maji: eastern Africa; Africans vs. Germans; 1905–07

Answer to Challenge Question: Only the resistance of Ethiopia under Menelik II was successful; it repelled the Italian invasion in 1896 and kept Ethiopia independent.

Worksheet 8: Science and Technology in the Nineteenth Century (page 102)

- | | |
|------|-------|
| 1. d | 9. n |
| 2. g | 10. e |
| 3. o | 11. h |
| 4. a | 12. p |
| 5. l | 13. b |
| 6. i | 14. j |
| 7. c | 15. f |
| 8. k | 16. m |

Additional Activity Suggestions

You could have students do any of the following additional activities:

1. Graph or map the out-migration from Europe during the nineteenth century.
2. Create two maps, one of Russian expansion eastward to the Pacific Ocean and one of U.S. expansion westward to the Pacific. Compare these two expansion movements, considering elements such as number of miles, time frame, effect, and integration of the new area into the existing nation.
3. Create overlay maps that show Africa before and after European partition. Show as many tribal/ethnic areas across these new colonies as possible.
4. Research the development of the “yellow press.” Create a classroom display of inflammatory newspaper headlines that illustrate the yellow press in action.
5. Find examples in news reports in today's times of opposition to Darwin's theory of evolution.
6. Acting as an owner of a railroad line or steamship company, design a poster enticing Europeans to migrate to the United States, Canada, or Australia.
7. Create a multimedia report on the amazing engineering feat of creating the Suez Canal or the Panama Canal. Explain how the canal you chose works.

8. Investigate any of these Internet sites:

“Africa Online: Kids Only”:

<http://lagos.africaonline.com/site/africa/kids.jsp>

“Angel Island Home Page” (Asian/Chinese immigration):

<http://www.angelisland.org/>

“Ellis Island: The Immigrant Experience”:

<http://www.ellisland.org/Immexp/index.asp?>

“Forbidden Territory” (Stanley and Livingstone):

<http://www.nationalgeographic.com/features/97/lantern/>

“Technology in 1900”:

<http://www.pbs.org/wgbh/pages/amex/kids/tech1900/index.html>

“Virtual Ellis Island Tour”:

<http://capital.net/~alta/index.html>

“Six Paths to China”:

<http://www.kn.pacbell.com/wired/China/index.html>

Assessment

1. Have students construct a balance sheet listing the positive and negative features of imperialism. Or, have them construct two balance sheets, one from a European perspective and another from the perspective of a person in a colonized country, listing positive and negative features.
2. Ask students to create a map or graph showing immigration from Europe to other continents during the 1700s and 1800s.

ADDITIONAL RESOURCES

Classical Literature

Cao Zhan, *Dream of the Red Chamber*
Luis de Camoens, *The Lusiads*
Miguel de Cervantes, *Don Quixote de la Mancha*
Tulsi Das, *Ramcaritmanas*
Daniel Defoe, *Robinson Crusoe*
Charles Dickens, *Bleak House, Hard Times, Oliver Twist, A Tale of Two Cities*
Luo Guanzhong, *The Water Margin*
Victor Hugo, *The Hunchback of Notre Dame, Les Misérables*
Niccolo Machiavelli, *The Prince*
Thomas More, *Utopia*
William Shakespeare, *Hamlet, Romeo and Juliet*, many other plays
Mary Shelley, *Frankenstein*
Harriet Beecher Stowe, *Uncle Tom's Cabin*
Jonathan Swift, *Gulliver's Travels*
Jules Verne, *Around the World in Eighty Days*
Xu Wei, *The Golden Lotus*

Collections of Primary Source Documents: Print

Andrea, Alfred J., and James H. Overfield. *The Human Record: Sources of Global History* (Vol. 2). Boston: Houghton Mifflin, 2001.
Frazee, Charles, ed. *World History: Original and Secondary Source Readings* (Vol. 2). San Diego: Greenhaven Press, 1999.
Hughes, Sarah Shaver and Brady. *Women in World History* (Vol. 2). Armonk, NY: M.E. Sharpe, 1997.

Kishlansky, Mark A., ed. *Sources of World History: Readings for World Civilization* (Vol. 2). New York: HarperCollins, 1995.
Lattimore, Owen and Eleanor, eds. *Silks, Spices and Empire*. New York: Delacorte Press, 1968.
Reilly, Kevin, ed. *Worlds of History: A Comparative Reader* (Vol. 2). Boston: Bedford/St. Martins Press, 2000.
Riley, Philip F., et als. *The Global Experience: Readings in World History* (Vol. 2). Upper Saddle River, NJ: Prentice Hall, 1998.
Stearns, Peter, ed. *World History in Documents: A Comparative Reader*. New York: New York University, 1998.
Weisner, Merry E., et al., eds. *Discovering the Global Past: A Look at the Evidence* (Vol. 2), 2d. ed. Boston: Houghton Mifflin, 2002.

CD-ROM

Carmen Sandiego's Great Chase Through Time (Broderbund)
Chronicle Encyclopedia of History (Dorling Kindersley)
Encarta Africana (Microsoft)
Geosafari History (Educational Insights)
Historical Images on CD-ROM: World History (Instructional Resources Corp.)
History and Culture of Africa (Queue)
History Through Art Series (The Renaissance, The Enlightenment, The Premodern Era) (Clearvue)
Native American Series (Rainbow)
The Story of Civilization by Will and Ariel Durant (World Library)
Timeliner (Tom Snyder)
Time Traveler CD: A Multimedia Chronicle of History (New Media Schoolhouse)

World History Series (*The Rise and Fall of the British Empire, The Scientific Revolution, The French Revolution, The Napoleonic Era, Making of the German Nation, The Industrial Revolution, Nineteenth-Century Nationalism, Imperialism*; also available on video) (Clearvue)

Video

A&E Biography Series (*Christopher Columbus, Elizabeth I, Henry VIII, Ivan the Terrible, Marie Antoinette, Napoleon Bonaparte, Ponce de Leon, Stanley & Livingstone*) (A&E)

Africa: A Voyage of Discovery with Basil Davidson Series (RM Arts)

African Art and Culture (Clearvue)

The Age of Exploration Series (Encyclopaedia Britannica)

Conquerors Series (*Napoleon, Peter the Great, Suleyman the Magnificent*) (Discovery Channel School)

Exploring the Renaissance (United Learning)

500 Nations (CBS)

History's Turning Points Series (*The Conquest of the Incas, Zulus at War, The Spanish Armada, Revolution in Paris, Napoleon Invades Russia*) (Ambrose)

The Industrial Revolution (United Learning)

Into the Rising Sun (Portugal's voyages along Africa and to India) (Mare Nostrum)

Native American Series (Rainbow)

Newscast from the Past (Newscast Inc.)

The Reformation (Coronet)

Samurai Warrior: In Search of History (History Channel)

Shogun: The Supreme Samurai (History Channel)

Timeline Series (*The Fall of Byzantium, Granada*) (Maryland Public Television)

The World: A Television History (26 videos, a number of them relevant to this era of history) (Network Television Production)

You Are There Series (*Columbus & Isabella, Galileo & the Universe, Paul Revere's Ride*) (CBS News)

World Wide Web/Internet

Sites with numerous links to world history sources are listed below. Sites of more specific interest are listed where appropriate in the Answers and Additional Activities section above. Be aware that URLs do change, and sites vanish. If a URL listed here yields no results, try searching with the site title given below.

The Avalon Project at the Yale Law School (a large collection of historical documents):

<http://www.yale.edu/lawweb/avalon/avalon.htm>

History/Social Studies for K–12 Teachers (includes site map, What's New Archive, sources arranged by category):

<http://my.execpc.com/~dboals.boals.html>

History Links (University of Kansas site with links to every imaginable aspect of history):

<http://www.ukans.edu/history/VL/>

Internet History Sourcebooks Project (amazing site for primary sources in many specific areas of history/geography):

<http://www.fordham.edu/halsall/>

Kathy Schrock's Guide for Educators (a Cape Cod teacher's excellent list of resources):

<http://school.discovery.com/schrockguide/index.html>

GLOSSARY

absolute ruler—a monarch with total power

Amerindian—native person of the Americas

caravel—Portuguese ship with triangular sails, used during the Age of Exploration

Columbian Exchange—the exchange of plants, foods, and elements of culture among Africa, the Americas, and Europe

Confucian—following the teachings of Confucius

Creole—Spanish person born in a Latin American colony

culture—a people's unique ways of living, passed on through the generations

dynasty—a series of rulers from the same set of families

edict—decree issued by a monarch or other leader

emancipation—the act of freeing people from slavery

empire—a collection of nations and peoples ruled over by a single, powerful ruler (emperor) and a central government

Enlightenment—cultural movement in eighteenth-century Europe that applied reason and the scientific method to the problems of society; also known as the Age of Reason

estate—in pre-Revolutionary France, one of the three social classes

Estates-General—assembly of France's three estates, or social classes

federal system—system of government in which power is divided between a national (federal) and state governments

geopolitics—political policies related to a region's geography

guillotine—execution device that cuts off the victim's head

immigration—people coming into a nation that they are not native to, with the intention of living there permanently; an **immigrant** is a person who makes such a move.

imperialism—policy of seeking control over other countries

indulgence—pardon for sins a person has committed

Industrial Revolution—rapid, huge increase in the production of machine-made goods

isolation—policy of avoiding political, military, or economic involvement with other nations

Jacobins—radicals of the French Revolution

limited monarchy—system of government in which the legislature or constitution limits the power of the monarch

literate—able to read and write

Maxim gun—the world's first fully automatic machine gun

mestizo—person of mixed Spanish and Amerindian ancestry

middle passage—voyage of ships carrying African slaves across the Atlantic to the Americas

monarch—king or queen who exercises central rule

nationalism—an aggressive feeling of pride in and devotion to one's country

natural laws—laws that are said to govern human nature and behavior

natural rights—rights that all people are born with, such as life and liberty

peasant—a person of low social rank, usually an agricultural laborer

philosophes—French thinkers of the Enlightenment

Protestant—(one who protests) member of a Christian faith other than Roman Catholic

Raj—years of direct rule of India by the British government

Reformation—movement of the sixteenth century in Europe for religious reforms that led to the founding of Protestant churches

Renaissance—literally, “rebirth”; a cultural movement in Europe from around 1300 to 1600 marked by renewed interest in classical learning and a focus on human achievement

Scientific Revolution—major shift in European science in the mid-1500s to the study of the natural world by observation and experimentation

separation of powers—system of government in which the executive, legislative, and judicial branches each wield their own power

sepoy—Indian soldier in the British army or the army of the British East India Company

serf—peasant legally bound to a lord’s land

shogun—supreme military commander in Japan who ruled in the emperor’s name

social contract—agreement by people to let a strong ruler impose law and order

Social Darwinism—the idea that the “fittest” people are destined to rule over the “least fit”

sphere of influence—region of China controlled by a Western nation

triangular trade—transatlantic trade network in slaves, molasses, rum, and other goods between Africa, the West Indies, North America, and England/Europe

vernacular—the everyday language of people in a region or country

