

Adult Education Program

World History



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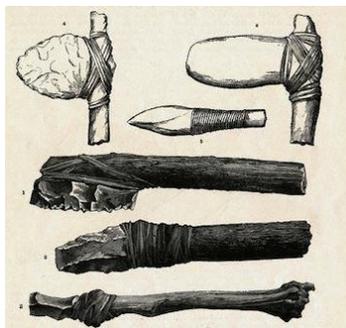
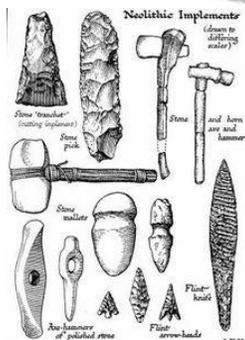
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Early Humanity

The study of the earliest humans is considered prehistory because there is no written account of their lifestyles. From archeologists' discoveries of primitive dwellings, cave drawings, skeletal remains, and artifacts, we know where the earliest human communities existed. Anthropologists have examined these artifacts. They've found items such as tools, weapons, and pottery. Anthropologists have intensely researched bone fragments and fossil remains to uncover evidence about different periods of human development.

The earliest stage of cultural development has been classified as the Stone Age because of the evidence that early humans used stone tools. Stones were shaped to use as knives and spear points for hunting and defense and as tools, such as hammers, axes, and scrapers. Later, people made stone and bone tools like needles, harpoons, fishhooks, and arrowheads. These early people were nomadic and they had no permanent shelters and followed the herds of animals that they hunted for survival.



What might have been the uses of the artifacts pictured here?

Over time many groups of early humans ceased their nomadic lifestyle to become hunters and gatherers in areas of abundant game, fresh water, and fertile soil. Scientific study of these sites has shown that these early farmers were able to determine which crops would grow best for their soil and climate. With such developing knowledge of agriculture, these people learned to work the land and to domesticate animals. Many of these early groups built more permanent shelters. Gradually communities developed, and societal organization became necessary for survival.

Within these newly formed communities, some individuals practiced special skills or trades. Commerce developed through bartering goods (e.g., food, cloth, or pottery) or services (e.g., medicinal, labor): As the basic communities grew, a need for rules and organization

also grew; so the early forms of government were created. A unifying factor in these early settlements was fear and lack of knowledge about the surrounding world. The ways early humans explained these natural phenomena led to the early forms of religion and to the development of traditions and beliefs.

EXERCISE 1

Early Humanity

Directions: Select the best answer to each question based on what you learned from the passage.

- Which of the following would be considered a fossil?
 - a clay pot used for cooking
 - a club used for defense
 - the ancient remains of a bird
 - the spear of a hunter
 - a basket made for gathering food
- Identify the skill or trade that did not have its beginnings with early humans.
 - banker
 - tailor
 - farmer
 - doctor
 - carpenter

Early Civilization

Evidence of much of humanity's early technological advancement has been found in ancient Egyptian civilization. Beginning about 5000 B.C., the Nile River Valley in northeast Africa provided the agricultural conditions for many permanent settlements to develop. The abundance of good harvests allowed for thriving communities that continued to expand. With the support and influence of the rulers and religious leaders, cultural advancement took place in art, music, entertainment, technology, and science.

The ancient Egyptians are considered one of the most advanced of the early civilizations. Evidence of their contributions to the world can be seen in the magnificent statues of their gods, in pottery and jewelry, in the ruins of their colossal pyramids and tombs, within their written language known as hieroglyphics, and in their perfection of the mummification process.

Egyptian religion promoted the existence of an afterlife. Rulers, wealthy citizens, and religious leaders believed in preservation of the body after death by means of embalming with chemicals to prevent decomposition. The dead were then wrapped and placed into coffins that had been decorated to resemble their appearance. These rituals assisted the deceased in maintaining their status while crossing into the world of the dead. Ordinary citizens and slaves did not have such a burial. In fact, servants were often scaled into the grave with their dead masters so that they could serve them when they reached the other side. The rulers of Egypt, the pharaohs, were thought to be gods among men. This status entitled them to have pyramids or tombs erected for their eventual placement after death. Their earthly

treasures of jewelry, statues, weapons, and furniture were buried with them to insure their wealth in the hereafter. Although many of these precious artifacts were stolen or destroyed over the centuries, researchers have been able to learn valuable information about this early civilization through the treasures that remained. We learned much about the early Egyptian culture after we were able to translate the symbols and pictures found on the walls of the tombs. This symbolic picture writing, called hieroglyphics, presented accounts of the tomb's occupant and the society he or she lived in. In the early 1800s a French scholar, Jean Champollion, deciphered a slab of black stone. Now known as the Rosetta Stone, it has two hieroglyphic scripts and one ancient Greek script written on it. By 1822 Champollion was able to translate from the Greek back through the two sets of hieroglyphic scripts. Since that discovery, archaeologists and scholars have been able to translate the written language of ancient Egypt.



02; Bettmann/Corbis

The Rosetta Stone is on display at the British Museum in London, England.

EXERCISE 2

Early Civilization

Directions: Read the following questions and select the best response.

1. Which of the following statements is true based on the information about the early Egyptians?

- (1) The Egyptians had an advanced language with a lettered alphabet.
- (2) The Egyptians did not understand written language.
- (3) The Egyptians recorded their history with a symbolic language.
- (4) The Egyptians did not record their early history.
- (5) The Egyptians had only a few people who could write.

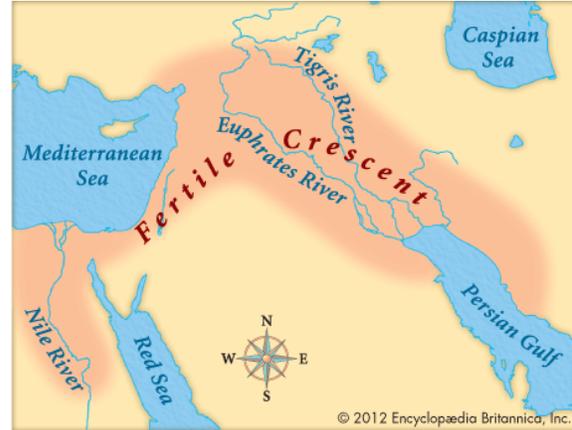
2. Which of the following descriptions of the Egyptian culture is not true?

- (1) The Egyptians were a strong civilization that conquered many other tribes.
- (2) Art and music were very important in the Egyptian culture:

- (3) Wealthy Egyptians were preserved after their deaths.
- (4) The Egyptians were successful farmers because of the fertile Nile Valley.
- (5) Treasures and servants were often buried with the Egyptian dead.

Civilizations Begin to interact

The Fertile Crescent



The Middle East and the coastal regions of the Mediterranean Sea, as well as the Nile Delta, were the locations for the beginnings of many early civilizations, including Babylonian, Sumerian, Phoenician, Persian, and Greek. This close proximity allowed for trade and also created competition for land and resources. This competition led to many conflicts and wars between rival groups. The interaction among various cultures created changes in and exchanges of traditions and technology. Some civilizations developed vast empires, which expanded their land holdings at the cost of extinguishing smaller cultural groups.

The classical civilizations that had the largest impact on the world's cultural development are the Greek and Roman empires. Greek civilization continued the Egyptian priorities of art, literature, music, theater, architecture, and the sciences. The first major citizen participation in government occurred in ancient Athens, a powerful Greek city-state. All male citizens participated in the assembly, which determined laws and policies. During the golden age of ancient Greece (500 B.C. to 300 B.C.), many great philosophers and educators such as Socrates, Plato, and Aristotle shared their wisdom with the world. For the first time, the improvement of the mind and the body was viewed as an important priority for society. The challenge of improved physical fitness was the reason the Olympic Games were begun in ancient Greece. The Olympics as we know them today were revived more than a hundred years ago, in 1896, in Athens, Greece.

Eventually, the Romans conquered the Greeks, copying their architecture, art forms, poetry, and even some of their mythological gods. Both the Greeks and the Romans had maintained early people's practice of using myth to explain natural phenomenon like seasonal changes, flooding and severe weather, and success in agriculture. To make the myths easier to understand and

appreciate, the Greeks and Romans both had gods with human attributes. Greek and Roman mythology has continued to exist even after our understanding of the universe has outgrown the need for story-like explanations.

Greek Name	Roman Name	Occupation
Zeus	Jupiter	Chief of the gods
Poseidon	Neptune	God of the sea
Hades	Pluto	God of the underworld
Hera	Juno	Goddess of Marriage/wife of the chief
Hestia	Vesta	Goddess of hearth and home
Ares	Mars	God of war
Athena	Minerva	Goddess of science and education
Apollo	Apollo/Sol/Phoebus	God of the sun
Artemis	Diana	Goddess of the moon and the hunt
Aphrodite	Venus	Goddess of love and beauty
Hermes	Mercury	God of commerce and speed
Hephaestus	Vulcan	God of fire and the forge
Eros	Cupid	God of love
Persephone	Proserpina	Goddess of spring/wife of the god of the underworld
Dionysis	Bacchus	God of wine and revelry
Notice that many of the planets were named from Roman Gods. Do you recognize any of these names?		

While the Greeks believed in the fitness of the mind and the body, the Romans were more interested in military strength and acquiring land for the empire. Thus, athletic competition and training for combat as a form of entertainment developed in Rome. The Roman government differed from the Athenian model as well. One, two, or sometimes three consuls were chosen by the Roman senate, a group of the wealthiest landholders, or patricians. The vast majority of the citizens were plebeians—the small farmers, tradesmen, artisans, and merchants. Wealth and connections among family members thus determined position in the social classes within Roman culture. This status determined if a member of the society was considered worthy of having a vote. This system of government was called a republic. The lower class of slaves and the common class of farmers and tradesmen were limited in their rights of marriage partners and land ownership. One lasting contribution of the Romans was the calendar

introduced by Julius Caesar in 46 B.C. The old calendar had become out of step with the seasons, so Caesar made the months of unequal days and added leap years to make the reckoning more equal to an actual year. This Julian calendar, with some modifications, is still in use today.

EXERCISE 3

Civilizations Begin to Interact

Directions: Read the following questions and choose the best response.

- Which of the following is a feature only of the Roman civilization and not the Greek civilization?
 - athletic competition and training
 - military strength to fight off invaders
 - interest in art and music as entertainment
 - citizen participation in government
 - creation of an accurate calendar
- Which of the following activities would not be an example of the Greek philosophy of improvement of mind and body?
 - going to an educational movie
 - taking a yoga stretching class
 - playing a computer strategy game
 - watching a football game
 - enrolling in a math class

WRITING ACTIVITY 1

Write a paragraph about an activity you participate in that could be an example of the Greek philosophy of self-improvement

Civilizations Develop Religions

At the time of the expansion of the Roman Empire in the first century B.C., the belief systems of the Egyptians, Greeks, and Romans still centered on a group of gods. The tribes in what is now Israel practiced Judaism and believed in one God. With the birth of Jesus Christ in the Palestinian town of Bethlehem, the religious practices and beliefs of the Western world would soon be affected by a new religion called Christianity. This new religion was founded on the belief that Jesus was the Messiah that Jewish law had prophesied.

After Jesus' death, Christian ideas and beliefs were spread by a small group of men called disciples. Eventually, because Rome was the center of western civilization at that time, it became the center of the Church. The leader of the new church was given the title of Pope. The regional leaders, called bishops, expanded Christianity throughout Europe in a variety of methods, including religious war.

Beginning in A.D. 1095, European kings organized the Crusades to fight the enemies of the Roman Catholic Church. Christian knights and soldiers battled for ownership of the Holy Land (in current day Israel and Palestine) against the Muslims. The Muslim Arabs followed the religion of Islam, founded by the prophet Mohammed in A.D. 612. They held Palestine until

Islamic Turks took it and began preventing Christians from making safe pilgrimages to the Holy Land. The Crusades were fought in an attempt to restore Christian access to the Holy Land and to reconnect the two branches of Christianity (Roman Catholic and Eastern Orthodox) that had been separated since the fall of Rome.

Religions developed in the Far East as well. Hinduism is a long-established religion practiced by millions. This religion is based on a belief that all people are born into a particular caste, or class, and must do what is expected within that caste. Like Hinduism, Buddhism is practiced by millions. It began in the sixth century B.C. in India, and teaches that one's soul will attain Nirvana, a divine state free of earthly ills, through self-denial and correct living.

The Chinese philosopher Confucius was a contemporary of Buddha. Confucian teachings stressed social harmony and challenged everyone to live under high moral codes of conduct. Unlike Buddhism and Hinduism, however, Confucianism is not a religion but a philosophy, whose goal is harmony on earth.

WRITING ACTIVITY 2

All the major religions (Buddhism, Christianity, Hinduism, Islam, and Judaism) have a few basic beliefs in common. For example, followers of each of these religions believe that people should not steal or lie. In two or three paragraphs, explain why you think the different religions have these common beliefs.

Chinese Dynasties

Even before the Roman Empire, Chinese dynasties had been flourishing in Asia for centuries. Confucius lived during the Chou dynasty, a time of warfare among land-owning feudal lords. The first emperor of China founded the Ch'in Dynasty (221 B.C. – 206 B.C.). Historians have traced the origin of the name China back to this word. Ch'in centralized the monarchy, organized the country into regions called provinces and appointed officials to carry out imperial rule. One of the longest lasting contributions of this dynasty was the construction of the Great Wall to serve as a protective border against invaders.

The next dynasty in China was the Han Dynasty (206 B.C.- A.D. 220). The Han ruler was responsible for successfully driving back the nomadic warriors that threatened to take over the north and west sides of China. He also reestablished the importance of education and Confucian thought.

It has been reported that the Great Wall of China is the only man-made structure on Earth that is visible from space.

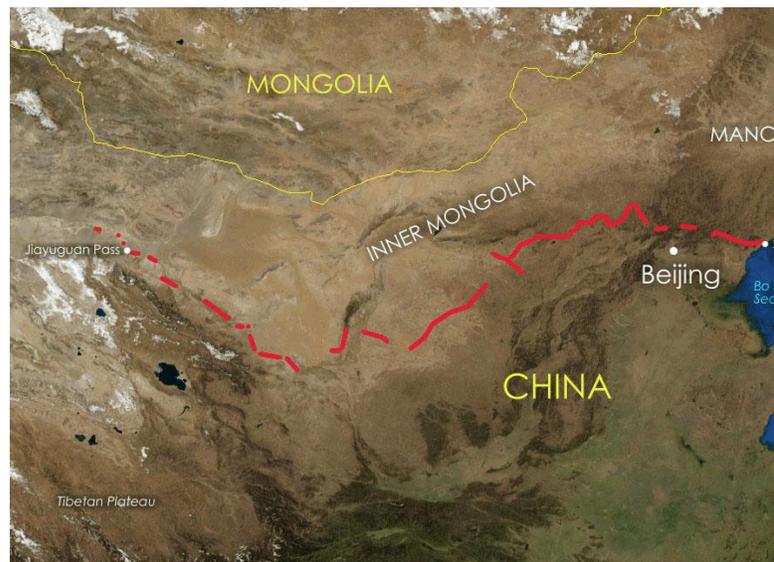
EXERCISE 4

Chinese Dynasties

Directions: Read the following questions and select the best answer.

Based on the information regarding the Chinese dynasties, label the statements as fact (F) or opinion (O),

- The Great Wall of China is still a good defense system.
- The Han Dynasty was the most successful dynasty.
- Confucius lived during the Chou Dynasty.
- The name China originated from the Chin dynasty.



The Middle Ages and the Feudal System

With the fall of the Roman Empire in A.D. 476, Western Europe was thrown into chaos. Tribal chiefs and kings of small regions took control for local protection. Most of the population, except for royalty and clergy, was illiterate. It was a time when art and literature and architecture no longer flourished. This period was called the Dark Ages.

During the Dark Ages in Europe, a social order known as the feudal system was instituted. This was a well-defined system of classes or levels within society. It was based on the belief that if everyone had a place in society, there would be less conflict. The feudal system had top-ranking nobles: the king, the lords, the lesser lords, and the knights. The peasants and the townspeople made up 90 percent of the population. The lord was responsible to the king and managed the estate that the peasants worked in return for protection from invading enemies. To keep them from taking advantage of unarmed peasants, knights followed a code of honor called chivalry, which combined bravery and Christian values. In the early 13th century, battles for land were being fought in England. Invasions by the Vikings and ongoing conflicts with the Roman Church kept England constantly fighting. The split that finally divided the church in England started with Henry II, when he and Thomas Becket, the Archbishop of Canterbury, argued over the supreme authority of the king and the church. Henry's son, John, made an attempt to settle the conflict after his father's death. This required the barons of England to pay heavy taxes to the church. When the barons complained, the Magna Carta was written in 1215 to protect their rights. This document served to establish rights of even those who were not nobles. It limited the powers of the monarchy, forcing even the

king to obey the laws.

The economic structure of the feudal system was very weak. Poor harvests led to famines. A weakened population was not able to fight off infectious diseases, which had spread throughout the trade routes. During the 14th century, a terrifying plague hit Europe. Infected fleas carried by rats through the towns transmitted the bubonic plague, also known as the Black Death. The villages and early cities had inadequate sewage systems, which contributed greatly to the spread of the plague. This plague is said to have killed one-third of all Europeans; no class, from peasants to royalty, escaped. Towns and farms were completely abandoned. Without farming, trading, and craft working, the economy collapsed even further. Western Europe took more than 100 years to recover.

EXERCISE 5

The Middle Ages and the Feudal System

Directions: Choose the *best* response to each of the following questions.

1. What was the main idea of Feudalism in the Middle Ages?

- (1) protection of the lower classes
- (2) transition of wealth
- (3) education of the nobles
- (4) preservation of the middle class
- (5) suppression of the peasants

2. The *Magna Carta* states: In the first place we have granted to God, and by this our present charter confirmed for us and our heirs forever that the English church shall be free, and shall have her rights entire, and her liberties inviolate; and we will that it be thus observed; which is apparent from this that the freedom of elections, which is reckoned most important and very essential to the English church. . .

What is the main idea of this section of the *Magna Carta*?

- (1) Liberties are only granted by the Pope.
- (2) The church in England will be free from the king's rule.
- (3) Elections should not be free so that a king will always be in power.
- (4) God created the *Magna Carta* because the people deserved it.
- (5) Church members only have freedom in England.

The Hundred Years' War

In addition to the plague, a war of great duration also weakened the European economy during this time. In 1337, England held some of northern France as the result of a royal marriage. Conflict grew because of economic rivalries between the two countries. Finally, when King Edward III of England tried to claim the French throne, the Hundred Years' War broke out. After English victories, the winning commanders allowed their soldiers to pillage the French countryside. Further

financial pressure was put on the French people by their king in order to pay debts. The peasants revolted under the stress of war, famine, and taxes. A peasant girl named Joan of Arc inspired them to fight with her against the English and to show loyalty for France. Her faith and patriotism helped lead the French troops to successfully beat back the enemy. Joan was eventually captured by the English and burned at the stake for heresy because she claimed she was instructed by heavenly voices.

EXERCISE 6

The Hundred Years' War

Directions: Identify the following statements as true (T) or false (F) based on the above passage.

- France controlled some of England as a result of royal marriage.
- The French were not able to prevent pillaging by the English.
- Joan of Arc was a French war heroine who died in battle.
- The French were very supportive of their government.

The Renaissance

Periods in world history shift between times of great warfare and times of intellectual development. In the late Middle Ages, about A.D. 1400, Western Europe was becoming more stable, both politically and economically. Many wealthy Europeans were in positions of power. These wealthy nobles and merchants were able to fund cultural pursuits such as music, art, and literature. This period of time is known as the Renaissance, from a French word meaning "rebirth." Not since the fall of the Roman Empire had there been such a revitalized interest in and support of arts, crafts, and architecture. The depression of the past several hundred years had ended. This was a time when wealthy patrons supported great French and Italian artists.

Michelangelo created the sculpture of David; and other artists, such as Donatello, Leonardo da Vinci, and Raphael Sanzio completed their timeless masterpieces during the golden years of the fifteenth and early sixteenth centuries. Great poets, writers, and inventors also flourished at this time.

One invention that greatly advanced culture in Europe and eventually the world was the printing press. In the 1440s a German engraver, Johannes Gutenberg, created the first printing press that used movable pieces of type. Because the teachings in the Bible were a major influence upon most of Europe, it was only fitting that Gutenberg's first published book was the Bible. His invention started a revolution in printing, which made books available to all classes of people.

The Gutenberg Press



Replication of an original Gutenberg Press

1492	Christopher Columbus	the Caribbean
1497	John Cabot	the east coast of Canada
1497	Amerigo Vespucci	the northeast coast of South America
1513	Juan Ponce de Leon	Florida and Mexico

WRITING ACTIVITY 3

Was Columbus the discoverer of America? Some argue that he was simply wrong in his calculations and stumbled onto the new continent by mistake. Others point to evidence that earlier explorers from other countries came to the new continent first. Write a paragraph or more on how you feel about all of the possible discoverers of the New World.

EXERCISE 7

The Renaissance

Directions: Read the following questions and select the *best* answer based on the passage on the previous page.

1. Which of the following statements about the Renaissance is opinion?
 - (1) The arts were a significant aspect of the Renaissance.
 - (2) Wealthy patrons supported many French and Italian artists.
 - (3) Many wealthy Europeans were in powerful positions during the Renaissance.
 - (4) The best poetry was created during the Renaissance.
 - (5) The Gutenberg Bible is a historical literary work,
2. Which was the most important factor in beginning the Renaissance?
 - (1) French and Italian artists were creating masterpieces.
 - (2) Gutenberg invented the printing press.
 - (3) Western Europe had stabilized.
 - (4) Poets and other writers flourished during this time.
 - (5) Michelangelo sculpted his David.

America is Discovered

In 1492, while Spain was under the rule of King Ferdinand and Queen Isabella, the Italian navigator Christopher Columbus received permission and support to find a faster trade route to China and the East Indies. He believed that by sailing directly west, instead of south around the Cape of Good Hope as other explorers had done, he would discover a more direct route. It is because of this historic journey, during which he landed in an unknown hemisphere, that we celebrate the discovery of America.

Explorers of the New World		
YEAR	EXPLORER	REGION
1000	Leif Ericson	Newfoundland

The Reformation Divides Christianity

The Catholic Church suffered a great upheaval in 1517, when a German monk named Martin Luther made a list of complaints against the church. These 95 complaints sparked another split in Christianity. The new group was called Protestants; their split from the Catholic Church started a reformation period throughout Europe. The Reformation gave local noblemen the chance to stop the payment of taxes to Rome and to seize local Roman Catholic land for themselves.

The royal family of England also had quarrels with the Roman Catholic Church. King Henry VIII wanted to annul his marriage to Catherine of Aragon, since after 18 years of marriage she had not produced a son to be the next heir to the English throne. The Pope refused to give the king an annulment of this marriage so he would be free to marry Anne Boleyn. In 1529, Henry VIII took control of the church in England, and by 1534 the Act of Supremacy had given the king power over the English church.

After Henry VIII's death, his first daughter, Mary Tudor, inherited the throne. She was raised as a Catholic and attempted to return England to Catholicism. Because of her persecutions of those who did not follow her lead back to the Roman church, she was given the nickname Bloody Mary. When Mary died, her Protestant half-sister, Elizabeth I, became queen.

The Ruling Monarchs from the House of Tudor, England

Henry VII	1485-1509
Henry VIII	1509-1547
Edward VI	1547-1553
Lady Jane Grey*	1553
Mary I	1553-1558
Elizabeth I	1558-1603

**Proclaimed Queen for nine days and beheaded for treason*

In the 1500s, Philip H of Spain attempted to centralize power over all Europe. The Netherlands in northern Europe had long been establishing itself as a center of trade and banking. Philip H sent many troops to reassert Catholic theology over the Dutch who, with the help of Calvinist preachers, were becoming increasingly Protestant. The Dutch revolt won their independence in

1581 with some support from the English, who did not want to see Catholic rule spread to their own shores. The Spanish sent a fleet of ships called an armada to England, only to have them sink in a terrible storm as they approached the English Channel.

EXERCISE 8

The Reformation Divides Christianity

Directions: Select the best answer based on the information provided.

1. What conclusion can you draw about the Reformation? The Reformation was about
 - (1) a variety of religious freedoms
 - (2) the beginning of Protestantism
 - (3) European economic expansion
 - (4) the combining of many religions
 - (5) additional taxation of noblemen

2. Which of the following people encouraged Catholicism during the Reformation?
 - (1) Elizabeth I
 - (2) Mary I
 - (3) Calvinist preachers
 - (4) Catherine of Aragon
 - (5) Henry VIII

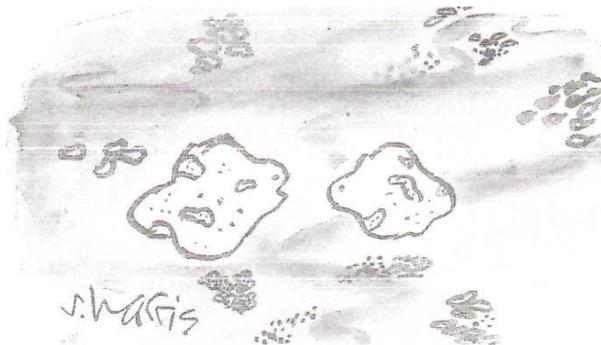
WRITING ACTIVITY 4

Write a paragraph on how the United States might be different if the Spanish Armada had successfully conquered England.

The Enlightenment

As the Renaissance was a period of focus on the arts, the period known as the Enlightenment saw a new focus on science and technology. From the late 1500s and into the 1600s, scholars and early scientists began questioning humanity's place in nature as taught by the Roman Catholic Church. It was at this time that Copernicus, Galileo, and Sir Isaac Newton proposed new ideas about astronomy and physics. Medical science rose to a new level of prominence, in part because Anton van Leeuwenhoek and his microscope gave new understanding of microbes and diseases. William Harvey discovered and demonstrated the circulation of blood.

Later, in the late seventeenth and eighteenth centuries, philosophers and statesmen began questioning people's role in society in addition to the study of the physical world. John Locke became a very influential author who wrote about the role that the individual played in society. Others, such as the writers Voltaire and Jean-Jacques Rousseau, argued that common sense, tolerance, and a natural belief that human beings were good were needed to make a great society work.



"I GUESS YOU CAN SAY THAT SINCE LEEUWENHOEK OUR FAMILY HAS BEEN IN SHOW BUSINESS."
© 2001 by Sidney Harris

EXERCISE 9

The Enlightenment

Directions: Read the following questions and select answer.

1. What is one consequence of the Enlightenment?
 - (1) Doctors could cure all diseases in people.
 - (2) Influential authors changed how people understood diseases.
 - (3) The church supported scientific discoveries.
 - (4) New discoveries made scientists wealthy.
 - (5) The microscope helped to identify causes of diseases.

2. Which of the following is a true statement about the Enlightenment?
 - (1) Doctors became less important.
 - (2) It was proven that man is naturally good.
 - (3) Copernicus promoted new ideas about astronomy.
 - (4) No one understood blood circulation.
 - (5) The arts were made available to everyone.

Control of Eastern Europe

While religious and political changes took place in Western Europe during the 1600s, there were other battles for power in Eastern Europe. Russia had many leaders that would be given the title czar, or supreme ruler. In 1613, after competing factions had murdered many new czars, Michael Romanov was elected. The Romanov family quickly increased the power of the monarchy. They gave the nobles power over the peasants in order to gain the nobles' support for their new policies. The peasants were treated like slaves, causing continued uprisings. In 1682 Peter the Great became czar of Russia. He pushed for technological development of the nation by bringing in various technical specialists from Western Europe. This opened the doors to international trade and economic growth. Many leaders at that time foresaw the need to improve their technology so that they would not be left behind in the new global levels of commerce. Through Peter the Great's efforts in this area, Russia became a European power.

EXERCISE 10

Control of Eastern Europe

Directions: Number the following list of events in chronological order.

- Russia became a European power.
- Competing factions murdered new czars.
- Treating peasants like slaves caused uprisings.
- Michael Romanov became czar of Russia.
- Peter the Great became czar of Russia.

The French Revolution and Napoleon

In late-eighteenth-century France, social unrest existed between the aristocracy and the impoverished citizenry. The citizens were angry and frustrated at the excessive lifestyle of King Louis XVI and his wife, Marie Antoinette, while much of the country was poverty-stricken. The people were also being exposed to the openness of thought expressed by Voltaire and Rousseau. The Americans had successfully rebelled against the British monarchy to win their independence, proving that monarchies could be resisted.

Because of the national uneasiness in France, in 1788 the king called for a meeting of the Estates-General, an assembly that had not been called for nearly 175 years. Three hundred of the deputies represented the monarchy, 300 represented the church, and the other 600 represented the masses. The last group called for a vote by head and created the National Assembly, which voted to limit the powers of both the monarchy and the church.

Ongoing struggles between the National Assembly and the French king led to some people challenging the king's loyalty to France. The king and his family were caught on occasion moving to secret locations because they feared for their safety. Eventually the French peasants revolted in 1789, beginning with the storming of the Bastille, a Paris prison that symbolized oppression to the people. Both, the king and the queen, as well as hundreds of aristocrats, were later beheaded.

Years of unrest continued because France lacked effective leadership. The people required a strong leader because the new governing body, the Directorate, was weak and disorganized. The people were eager to follow Napoleon Bonaparte, whom they considered a war hero. He was an artillery lieutenant who gained recognition for his daring victories over the British, defeated Austria, and fought in Syria and Egypt. With the support of the armies and the people, he easily overthrew the Directorate. He established a new government, later known as the First Empire. Napoleon introduced a new system of laws that became known as the Napoleonic Code. The code recognized that all male citizens were equal under the law. It also allowed the people of France to participate in the religion of their choice and to work in the occupation of their choice.

That same year Napoleon declared himself emperor of France. He wanted to conquer Europe, and his armies engaged the British in the west and in the Mediterranean, in addition to the Austrians, Prussians, and Russians in the east. His downfall came in 1815 at the hands of the British and their allies at the Battle of

Waterloo, near Brussels, Belgium; following this disastrous defeat, the British banished Napoleon to the island of St. Helena, where he died in 1821.

WRITING ACTIVITY 5

The common expression "met his Waterloo" refers to Napoleon's last battle. Based on what you have just read about Napoleon, what do you think is the significance of this statement as it applies to anyone? Write your opinion in two or three paragraphs.

The Industrial Revolution

In nineteenth-century Europe and the United States, changes continued to occur in technology and the social order. This period is referred to as the Industrial Revolution. Factories were built in the larger cities, with mechanized assembly lines for mass production of goods. For the first time, a new working class was earning wages in factory jobs.

As the people in the United States and throughout most of Europe had achieved independence from foreign rulers, each nation now had to face its own economic problems and deal with the changes caused by the Industrial Revolution. Populations moved from a mostly rural existence to crowded cities where workers formed a large part of the community. The telegraph and telephone provided means of long distance communication, which brought people and communities closer together.

While the business leaders gained great wealth, they often did so at the expense of poorly paid factory workers. German author Karl Marx wrote about the terrible working conditions of the period and the flaws he saw in the capitalist system that created them. He believed that capitalism would drag more workers into poverty.

Marx explained his ideas in a book called *The Communist Manifesto*, which influenced Vladimir Lenin and helped bring about the overthrow of the Russian czar in 1917.

EXERCISE 12

The Industrial Revolution

Directions: Label each statement as true (T) or false (F).

- Everyone got rich during the Industrial Revolution.
- The telegraph and the telephone were not important inventions.
- Many people moved to the cities to get jobs in factories.
- The middle class had always worked for wages in factories.
- Marx thought that the factories were a good idea.

The World Enters World War I

After the Napoleonic Wars, many European nations formed alliances for mutual protection and economic reasons. Rulers of several nations were also related by blood or marriage. Members of one family, the

Hapsburgs, sat on many of the European thrones. Some Central European nations had been formed as a result of previous wars and still felt the domination of certain powers. This consolidation of power in the monarchies was seen by some as an organized effort to take freedoms away from the new working class.

In the Balkans, various national alliances engaged in warfare for economic reasons. Austria had created the new state of Albania to keep Serbia from becoming too powerful. Many people in the Austrian province of Bosnia felt aligned to Serbia and wanted to be free from Austrian control. When Archduke Francis Ferdinand, the heir to the Austrian throne, and his wife, Sophie, visited Sarajevo, Bosnia, in June 1914, the couple was assassinated.

This attack caused the Austro-Hungarian Empire to declare war on Serbia, which looked to its Russian allies to provide aid. Germany, allied to Austria-Hungary, insisted that Russia cease its mobilization of troops. When Russia refused, Germany declared war on both Russia and its ally France. In order to get a first-strike position on France, Germany moved its forces through the neutral country of Belgium.

This act of aggression brought Great Britain into the war as it acted to defend Belgium. Eventually, in 1918, a weakened Germany agreed to an armistice. The Treaty of Versailles ended the war and required Germany to dissolve its standing army.

EXERCISE 13

World War I

Directions: Place an X next to the countries that were allies of Germany in World War I according to the map.

- (1) France
- (2) Russia
- (3) England
- (4) Belgium
- (5) Austria-Hungary

The Russian Revolution and the Rise of Communism



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In 1917, one year before the end of World War I, Russia's resources had been depleted. The working class was in poverty, food shortages existed, and the people no longer believed in the rule of Czar Nicholas II of the Romanov Dynasty. New leaders were able to

generate support from the desperate citizens. At this time, Vladimir Lenin led the Bolsheviks into a position of power. Czar Nicholas was forced to give up the throne, and he and his family were killed.

Lenin followed the beliefs presented earlier by Karl Marx in *The Communist Manifesto*, forming a Communist government and a classless society, the Soviet Union. Lenin and his followers killed anyone who disagreed with their policies, giving the leadership of the Communist Party total control of the government. In March 1918 the Soviet Union signed a treaty with Germany, taking itself out of the war and dissolving the Soviet army. After Lenin's death in 1924, another Bolshevik, Josef Stalin, and his supporters climbed to power to try to industrialize the poverty-stricken nation. Stalin continued Lenin's policies and became sole dictator of the Soviet Union, taking the titles of Marshal and Premier. He and his immediate supporters had absolute control in this totalitarian government until his death in 1953.

EXERCISE 14

The Russian Revolution and the Rise of Communism

Directions; Read the following questions and select the best answer.

1. Based on the information on the Russian Revolution, which of the following is a likely assumption as to why the Communist Party rose to power?

- (1) The citizens resisted the industrial Revolution.
- (2) Russia signed a treaty with Germany.
- (3) Czar Nicholas II and his family were executed.
- (4) The working class lost faith in their ruler.
- (5) The totalitarian government had absolute control.

2. Match the leader with what he is best known for.

- | | |
|---------------------------------|---|
| – Czar Nicholas | a. wrote <i>The Communist Manifesto</i> |
| – Vladimir Lenin and was killed | b. gave up the throne |
| – Josef Stalin | c. brought industrialization |
| – Karl Marx | d. gave the Communist Party total control |

World War II

The treaty ending World War I dealt harshly with Germany, throwing the country into financial chaos. Without a strong leader to guide the rebuilding of Germany, Adolf Hitler did not have trouble focusing the nation's attention on national pride and economic recovery through conquest. The Nazi Party's strength increased as it provided Germany with scapegoats, blaming the poor economic conditions mainly on the Jews. In addition to this propaganda campaign, the Nazi intimidation tactics forced other Germans to focus hatred against those selected by the Nazi Party as traitors. The genocide of millions of Europeans at the direction of Hitler, or the Holocaust as it is now known, was not entirely understood until after World War II.

World War II brought an alliance among Italy, Germany, and Japan. Each of these nations sought expansion of its territories. In the 1920s Benito Mussolini became dictator of Italy, and in 1936 he invaded Ethiopia. In the 1930s Hitler had gained control of Germany, annexed Austria, and invaded Czechoslovakia. He then signed a nonaggression treaty with Russia. Great Britain entered the war when Germany invaded Poland, but it could not stop Hitler from occupying both Poland and France. By 1940 Britain was the last holdout against the Nazis until Germany attacked the Soviet Union in 1941. The Soviets then entered the war in support of the British. During this time the United States had been providing medical and military supplies to Britain and the Soviet Union, known as the Allies, but had stayed out of the fighting. On December 7, 1941, Japan bombed Pearl Harbor, a major U.S. naval base in Hawaii. Within three days of this attack, Germany and Italy declared war on the United States. Now the United States was fighting on two fronts: Europe and the Pacific.

The United States and the Allied forces, mainly Britain and the Soviet Union, broke all German resistance. In May of 1945, Germany surrendered. It wasn't until August 1945, after the United States dropped atomic bombs on Hiroshima and Nagasaki that the war with Japan ended. At the end of the war in Europe, the Soviet Union, under Stalin, gained control of the same middle European countries that Hitler had invaded. This Soviet dominance began a period of time known as the Cold War, during which major world powers attempted to maintain military strength to ward off invasion.

EXERCISE 15

World War II

Directions: Fill in the blank with a word that would correctly complete the sentence.

- (1) _____ is a campaign of giving false or biased information to influence the attitudes of groups of people.
- (2) The Holocaust is considered an act _____ of violence because millions of people were killed because they were not accepted as valuable citizens.
- (3) World War II brought an alliance among Italy, _____ and _____.
- (4) The United States dropped atomic bombs on _____ and _____, bringing an end to the war.
- (5) A period of time called the _____ began, during which countries built up their armies to ward off invasions.

India is Divided

Since the eighteenth century, India had been part of the British Empire. It was predominantly a land of Hindus and Muslims. Conflicts between these two groups were common place, and occasionally violent. During the years between the two world wars, Great Britain attempted to mediate differences between the two groups while still retaining political and economic control.

At the end of World War II Great Britain negotiated with both Hindu and Muslim leaders of India to create two independent nations. Since the conflicts between the two different religions could not be resolved, the Hindu



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nation of India and the Muslim nation of Pakistan were created.

Among the leaders of India's: Congress, Mohandas Gandhi had long advocated Indian independence from Britain. He was an advocate of civil disobedience, and led many people to peacefully protest British rule. While Gandhi got the British out of India, he objected to the division of the nation. He was concerned that the formation of two separate countries would lead to years of civil warfare within each country; those of the majority religion fighting the members of the minority religion. Only five months after the independence of India and Pakistan, Gandhi was assassinated by a Hindu militant. After Gandhi's death, the first leader of the new government of India, Jawaharlal Nehru, focused efforts on improving industry and the economy of the newly independent nation. A major concern of the government was India's continued struggle with its population problem. The Green Revolution of the 1970s saw the development of stronger strains of rice. In order to try to feed India's huge population, larger yields of crops were produced with greater resistance to disease. The government's control incentives were unable to bring the population excesses under control; and the new crops produced by the Green Revolution could not alleviate the huge population's hunger. These issues are still of great concern in India. Nehru and Gandhi

EXERCISE 16

India is Divided

Directions: Match the following causes and effects in India's history.

- | | |
|--|---------------------------------------|
| — creation of India & Pakistan | a. attempt to curb overpopulation |
| — assassination of Gandhi | b. two religions could not compromise |
| — technological advancement of India | c. Green Revolution |
| — creation of stronger strains of rice | d. Hindu militant |

- population control incentives
- e. Jawaharlal Nehru

Technology as a Future

Since World War II, world history has been deeply connected to advancements in science and technology. Space exploration, such as the Soviet launching of Sputnik (1957), followed by the NASA program that put Americans on the moon in 1969, has led technological development. One obvious benefit of the technology that has dominated world history is the beginning of the computer age. Computers have allowed the space program to have remote control of a vehicle in orbit around the earth or in deep space, and to make calculations quickly and accurately. Gradually, this technology has been made available to the civilian population and heavily used in communication, research, and commerce.

Technology has come to determine wealth and power. No longer is the acquisition of land the determining factor for power among nations. The world has seen a shift in focus to global commerce. Tiny countries such as Japan and South Korea are major factors in the electronic marketplace. The Internet, originally intended to be a computer network for the U.S. Department of Defense, has developed into a global research, commerce, and communication tool. It and other forms of instant electronic communication have connected every part of the world into a global economy.

EXERCISE 17

Technology as a Future

Directions: Complete the following paragraph using information given in the paragraph above.

Recent history has been greatly influenced by developments in _____ and _____. The Soviet launching of _____ began space exploration, which advanced technological _____ greatly. The _____ is one obvious benefit. Computers are also used in _____, and _____. Technology has come to determine _____ and _____. The Internet and other _____ forms of communication have made a _____ economy.

WRITING ACTIVITY 6

Some people feel that the technology available today makes society move too fast, encouraging a deterioration in tradition and a lack of curiosity about the past. Do you agree or disagree with this opinion? Support your answer by writing at least two or three paragraphs.