

## Part 2

# Examining Historical Eras

Part 2 reviews the major historical eras in European history from the Renaissance to the present. Students review factual information essential for a command of European history from the Renaissance through Napoleon, examine the political and diplomatic relationships between Europe, Africa, and Asia from 1600 to 1900, and synthesize the complex forces that transformed European civilization between 1848 and 1914. They review European history during the 1920s and 1930s, examine the position of the major belligerents on the eve of World War II, and investigate the wide variety of persons and events that have molded Western civilization from 1945 to the present.

- Lesson 8 A Look Back: The Renaissance through Napoleon
- Lesson 9 Colonial Powers: The World beyond Europe
- Lesson 10 The Age of European Domination: 1870–1914
- Lesson 11 Potpourri: A Look at the Twenties and Thirties
- Lesson 12 The State of the Nations: 1933–1939
- Lesson 13 The Emergence of a Global Age: 1945 to the Present



## European History from the Renaissance through Napoleon

### Part A.

**Directions:** Match the dates in column A with the events in column B.

#### Column A

- \_\_\_\_\_ 1. 1492
- \_\_\_\_\_ 2. 1521
- \_\_\_\_\_ 3. 1545
- \_\_\_\_\_ 4. 1598
- \_\_\_\_\_ 5. 1648
- \_\_\_\_\_ 6. 1688
- \_\_\_\_\_ 7. 1700
- \_\_\_\_\_ 8. 1756
- \_\_\_\_\_ 9. 1789
- \_\_\_\_\_ 10. 1815

#### Column B

- a. the fall of Napoleon I
- b. Council of Trent
- c. Peter the Great in power
- d. Columbus discovered America
- e. Glorious Revolution
- f. Edict of Nantes
- g. Magellan circumnavigated the globe
- h. Treaty of Westphalia
- i. French Revolution
- j. Seven Years' War

### Part B.

**Directions:** Briefly explain the importance of each of the following places in the period from the Renaissance through Napoleon I.

- 1. Worms
- 2. Versailles
- 3. Florence
- 4. Amsterdam
- 5. Vienna
- 6. Blenheim
- 7. Utrecht
- 8. Aix-la-Chapelle
- 9. Manchester
- 10. Waterloo

**Part C.**

**Directions:** Identify each of the following individuals and tell his importance in history.

1. Gustavus Adolphus
2. Leonardo da Vinci
3. Ferdinand Magellan
4. Martin Luther
5. Bishop Bossuet
6. James I
7. Jean-Jacques Rousseau
8. Nicolaus Copernicus
9. Voltaire
10. Thomas Malthus

**Part D.**

**Directions:** Explain the meaning of each of the following terms.

1. Mercantilism
2. Laissez-faire
3. Heliocentric theory
4. Secularism
5. Politique

6. Divine right
7. Enlightened despot
8. Social contract
9. Natural law
10. Liberty, Equality, and Fraternity

**Part E.**

**Directions:** Within each group of terms, arrange the items in chronological order.

1. absolute monarchy, national monarchy, constitutional monarchy
2. guilds, laissez-faire, mercantilism
3. Three Estates, individualism, equality
4. Nicolas Copernicus, Galileo Galilei, Isaac Newton
5. execution of Louis XVI, Tennis Court Oath, Reign of Terror
6. Universal Church, religious toleration, established churches
7. Jean-Jacques Rousseau, John Locke, Charles-Louis de Secondat Montesquieu
8. Ferdinand Magellan, Christopher Columbus, Francis Drake
9. Portuguese, English, and Dutch commercial empires
10. baroque, renaissance, and neoclassical

**Part F.**

**Directions:** Match the authors in column B with their works in column A.

Column A

- \_\_\_\_\_ 1. *The Courtier*
- \_\_\_\_\_ 2. *The Social Contract*
- \_\_\_\_\_ 3. *The Prince*
- \_\_\_\_\_ 4. *The Wealth of Nations*
- \_\_\_\_\_ 5. *Against the Murderous and Thieving Peasants*
- \_\_\_\_\_ 6. *On the Revolution of the Heavenly Bodies*
- \_\_\_\_\_ 7. *In Praise of Folly*
- \_\_\_\_\_ 8. *Essay on Population*
- \_\_\_\_\_ 9. *Two Treatises on Civil Government*
- \_\_\_\_\_ 10. *Leviathan*

Column B

- a. Desiderius Erasmus
- b. Thomas Hobbes
- c. Nicolaus Copernicus
- d. Jean-Jacques Rousseau
- e. Thomas Malthus
- f. Niccolò Machiavelli
- g. Martin Luther
- h. Baldassare Castiglione
- i. Adam Smith
- j. John Locke

**Part G.**

**Directions:** Identify the author of each quotation and explain what the quotation signifies.

1. "Here I stand."
2. "I'm the state."
3. "But it does move."
4. "The Holy Roman Empire is neither holy, nor Roman, nor an Empire."
5. "A prince needs only to conquer to maintain his position. The means he has used . . . will be praised by everybody."
6. ". . . the state of nature had a law of nature to govern it, which obliges everyone, and reason, which is that law . . . not to harm another in life, liberty, and property."
7. ". . . to increase its wealth, a nation must increase its productivity."
8. ". . . the young men will go fight, married men will make arms and transport supplies, women will make tents and uniforms."
9. ". . . to destroy the island of shopkeepers."
10. "Paris is well worth a Mass."

**Part H.**

**Directions:** Place an *X* on the name of the person or event that is not contemporary with the other two items in the set.

1. Charles V, Martin Luther, Cardinal Richelieu
2. Jean-Jacques Rousseau, Voltaire, John Locke
3. Honoré Mirabeau, Maximilien Robespierre, Charles-Louis de Secondat Montesquieu
4. Frederick the Great, Peter the Great, Catherine the Great
5. Isaac Newton, James II, Henry IV
6. Thirty Years' War, Council of Trent, Gustavus Adolphus
7. Vasco Nuñez de Balboa, Hernan Cortez, Samuel de Champlain
8. Isaac Newton, Louis XIV, Jean Froissant
9. Desiderius Erasmus, Bishop Bossuet, Niccolò Machiavelli
10. Henry VIII of England, Charles V of France, Gustavus Adolphus

**Part I.**

**Directions:** Identify each item and explain its importance.

1. Tennis Court Oath
2. The English Bill of Rights
3. *Ninety-Five Theses*
4. *Edict of Nantes*
5. Long Parliament

6. Fronde
7. *Declaration of the Rights of Man*
8. Concordat of 1801
9. Diplomatic Revolution
10. Continental System

**Part J.**

**Directions:** For each pair, label the cause *C* and the effect *E*.

- |                                  |   |
|----------------------------------|---|
| 1. _____ Reformation             | _____ <i>Ninety-five Theses</i>         |
| 2. _____ Agricultural Revolution | _____ Industrial Revolution             |
| 3. _____ Hapsburg power          | _____ Thirty Years' War                 |
| 4. _____ Louis XIV               | _____ revocation of the Edict of Nantes |
| 5. _____ bankruptcy of France    | _____ French Revolution                 |
| 6. _____ rise of Napoleon        | _____ corrupt Directory                 |
| 7. _____ Glorious Revolution     | _____ James II                          |
| 8. _____ Copernicus              | _____ Ptolemaic system                  |
| 9. _____ <i>The Prince</i>       | _____ Italian disunity                  |
| 10. _____ scientific revolution  | _____ Enlightenment                     |





## Conflicts in Colonialism

### Part A.

**Directions:** Use your notes, textbook, and other sources to complete the information organizer. Include at least three facts for each colonial relationship.

#### Dutch East India Company

Date(s)

Colony

European Countries

Conflict

Results

#### Great Trek

Date(s)

Colony

European Countries

Conflict

Results

#### Opium Wars

Date(s)

Colony

European Countries

Conflict

Results

#### Suez Canal

Date(s)

Colony

European Countries

Conflict

Results

**Boxer Rebellion**

Date(s)  
Colony  
European Countries  
Conflict  
Results

**Afghan Wars**

Date(s)  
Colony  
European Countries  
Conflict  
Results

**Zulu War**

Date(s)  
Colony  
European Countries  
Conflict  
Results

**Indian Mutiny**

Date(s)  
Colony  
European Countries  
Conflict  
Results

**Abyssinian Campaign**

Date(s)

Colony

European Countries

Conflict

Results

**Hong Kong**

Date(s)

Colony

European Countries

Conflict

Results

**Belgian Congo**

Date(s)

Colony

European Countries

Conflict

Results

**Part B.**

**Directions:** Using the information in part A, write a short paragraph summarizing the main causes and effects of conflict as seen in European nations' relationships with their colonies.

## 1870–1914: Can You Name that Age?

### Part A.

**Directions:** Read the following excerpts from characterizations of the period. Using these readings and your knowledge of the period, answer the questions. Be prepared to discuss your responses.

#### Passage 1

With the extension of the nation-state system Europe was politically more divided than ever. Its unity lay in the sharing by all Europeans of a similar way of life and outlook, which existed also in such "European" countries as the United States, Canada, Australia, and New Zealand. Europe and its offshoots constituted the "civilized world." Other regions—mostly in Asia, Africa, and Latin America—were said to be "backward." (They are today referred to as "developing" or "less developed.") Europeans were extremely conscious and inordinately proud of their civilization in the half-century before 1914. They believed it to be the well-deserved outcome of centuries of progress. Feeling themselves to be the most advanced branch of mankind in the important areas of human endeavor, they assumed that all peoples should respect the same social ideals—that so far as they were unwilling or unable to adopt them they were backward, and that so far as they did adopt them they became civilized in their turn.

These ideals of civilization were in part materialistic. If Europeans considered their civilization to be better in 1900 than in 1800, or better in 1900 than the ways of non-Europeans at the same time, it was because they had a higher standard of living, ate and dressed more adequately, slept in softer beds, and had more satisfactory sanitary facilities. It was because they possessed ocean liners, railroads, and streetcars, and after about 1880 telephones and electric lights. But the ideal of civilization was by no means exclusively materialistic. Knowledge as such, correct or truthful knowledge, was held to be a civilized attainment—scientific knowledge of nature, in place of superstition or demonology; geographical knowledge, by which civilized people were aware of the earth as a whole with its general contours and diverse inhabitants. The ideal was also profoundly moral, derived from Christianity, but now secularized and detached from religion. . . .<sup>1</sup>

#### Passage 2

. . . In the years from 1871 to 1914, even where these liberal objectives were not fully achieved but remained as goals, the most notable political development was the democratic extension of the vote to the working class—the adoption of universal male suffrage, which in turn meant for the first time the creation of mass political parties and the need for political leaders to appeal to a wide electorate. . . . In addition, to counter the growing strength of socialism after 1871, and for humanitarian reasons, governments were also assuming responsibility for the social and economic problems arising from industrialism. The welfare state in its modern form was taking shape.<sup>2</sup>

<sup>1</sup>R. R. Palmer and Joel Colton, *A History of the Modern World*, 8th ed. (New York: McGraw-Hill, Inc., 1995), 584.

<sup>2</sup>*Ibid.*, 605.

### Passage 3

This volume, as it is, I could hardly have written before now. Born and prepared for college in the age which it attempts to recall, I saw those last three decades of the nineteenth century then—and for almost thirty years afterwards—as a stage, indeed a glorious stage, in the progress of Europe and our Western civilization toward ever greater liberty, democracy, social betterment, and scientific control of nature. I still see those decades thus, but I also now see them, even more clearly, as a fertile seedtime for the present and quite different harvest of personal dictatorship, social degradation, and mechanized destruction. It is, in my opinion, this dual character of the age—at once climax of enlightenment and source of disillusionment—which gives it peculiar interest and pregnant significance. . . .<sup>3</sup>

### Passage 4

Some of the most significant changes in the quality of Western life in the nineteenth century resulted from the process of urbanization, that is, the shift of the population from the countryside to the city. As a consequence of this shift, the city—traditionally an enclave in a rural sea—became for many Western countries the normal place of habitation and for the whole modern world the main source of cultural values. . . .

The social group identified with urban life is known as the middle class (in French, *bourgeoisie*). This term is not easy to define, because it is so often loosely used. For our purpose we shall define the middle class as consisting of those who derived their income from non-agrarian property, or professional skills and services and distinguish it from the landed aristocracy and the peasantry on the one hand and from manual labor on the other.

The middle class can be subdivided further into an upper and a lower part. The upper bourgeoisie consisted of industrial entrepreneurs, bankers and wealthy investors, big merchants, and representatives of the free professions. . . .

The lower-middle class or petty bourgeoisie embraced a large and amorphous body of persons who furnished the aristocracy and upper-middle class with goods and services. It included shopkeepers, artisans, and domestic servants. Wedged between the prestigious upper-middle class and the mass of manual laborers, the petty bourgeoisie was habitually insecure: eager to climb up the social ladder, dreading proletarianization, it was despised alike by the bourgeoisie proper, whom it wished to emulate, and by the manual workers, from whom it wished to separate itself.<sup>4</sup>

### Passage 5

We know less about the culture of the lower-middle class than of the upper, because the upper-middle class controlled the institutions of opinion and taste: the influential journals and newspapers, the theater, the art salons, the universities. This fact tends to distort our view of the nineteenth century. We think of it as an age of earnestness, refinement, and gentility, because such were the qualities characterizing the elite. They by no means held true of the age as a whole if we take as our criterion the outlook of the majority. Underneath the surface of what passes for nineteenth-century culture one can clearly discern the seeds of the mass culture of our own time.

<sup>3</sup>Carlton J. H. Hayes, *A Generation of Materialism, 1871–1900* (New York: Harper and Brothers, 1941), xi.

<sup>4</sup>Paul MacKendrick, et al., *Western Civilization* (New York: Harper and Row, 1968), 467, 469.

Compulsory primary schooling gave Europe a large body of citizens who were literate without being educated. They could read and write, but they had not been exposed to the humanizing influence of the liberal arts and had no taste for serious novels or informative newspapers and reviews. They preferred a simple and exciting literature that would enable them to escape their humdrum existence. This demand was met by a new literary industry designed specifically to cater to the large, semi-educated petty-bourgeois public of skilled workers, shopkeepers, clerks, and domestic servants.<sup>5</sup>

### Passage 6

The 1850s mark in England a watershed in the history of mass culture. The increase of prosperity, as well as the spread of scientific views, reduced the interest in political and religious literature and created an insatiable demand for cheap escapist works. . . .

The literature devoured by the mass reader avoided the moral and social issues preoccupying the middle class. Being frankly escapist, it either skirted real human problems or settled them by means of facile solutions. In the end, love and decency conquered all. The heroes and heroines were generally of humble origin, so that the reader could identify with them. . . . The narrative often introduced characters from the upper classes, but generally class lines were observed. The style inclined toward the turgid and rhetorical, the characters speaking in theatrical sentences that unconsciously parodied the language of the educated. . . .

Among the diversions available to the masses, mention must be made of competitive sports. Traditionally an amusement of the rich, "games" became "sport" with the introduction of paid public contests. Soccer became a spectator sport in the 1870s; boxing, baseball, and tennis followed suit, and soon virtually all physical contests were commercialized.

Mass culture was not regarded in the nineteenth century as worthy of much attention, let alone respect. But with the steady improvement of the living standards of the Western population, the influence of this culture grew. In the twentieth century the lower-middle class became the most dynamic element in Western society, and its culture gradually superseded that of the bourgeoisie proper.<sup>6</sup>

1. What forces transformed European society in this period?
2. What class opposed this transformation? How did they attempt to use the transformation to their own advantage?
3. In what specific ways did the post-1870 European world differ from the preceding age?

<sup>5</sup>MacKendrick, *Western Civilization*, 485.

<sup>6</sup>Ibid., 486-87.

4. What pre-1870 movements contributed to this transformation of European society?
5. What specific persons of the pre-1870 period had an impact on this transformation?
6. In what specific ways did the works of Darwin, Freud, and Einstein contribute to the change in European civilization?
7. Specify one painting and one literary masterpiece that reflects this transformation.
8. What were the specific strengths of this change?
9. What were the specific weaknesses of this change?

**Part B.**

**Directions:** Analyze this time period by completing the following activity.

1. Develop a thesis statement for each of the following areas between 1870 and 1914:
  - political development of Europe
  - economic development of Europe
  - social development of Europe
2. Using the three thesis statements, create three cartoons which symbolize the political, economic, and social transformation that occurred in Europe between 1870 and 1914. The political cartoon should demonstrate, in a humorous way, the conflict between the bourgeoisie and aristocracy for political control. The economic cartoon should depict the European dominance of the global economy. The social cartoon should demonstrate the class divisions still existent in European society.
3. Using your thesis statements and cartoons, create a title for the period 1848-1914 that reflects the movements that dominated the age.



## A Visual Record of an Era: 1920–1940

### Part A.

**Directions:** On a separate piece of paper, identify each of the following items from the 1920s and '30s. Explain how each illuminates the history of the era.

1. Kellogg-Briand Pact to outlaw war
2. Nazi rallies
3. Josephine Baker
4. Vladimir Lenin
5. Joseph Stalin
6. Haile Selassie
7. New developments in transportation: airplanes, cars, trucks, buses
8. Women's suffrage campaign
9. Migrant workers during the Great Depression in the United States
10. Postwar economic depression in Europe
11. Anti-Semitism and the Nuremberg Laws
12. The stock market crash in the United States
13. The Japanese invasion of Manchuria in 1931
14. Labor strikes in Great Britain
15. Spanish Civil War
16. Neville Chamberlain and Appeasement

### Part B.

**Directions:** Complete an analysis of the interwar period by preparing a book that features the following requirements.

1. Write at least five basic themes to be covered in a book of the twenties and thirties.
2. Use the Internet and other sources to select and analyze ten pictures that represent important events and individuals of the interwar period. You might use the list in part A as a place to begin your search.
3. Devise a title and thesis for the book.
4. Organize the material in the following order: book title, thesis, and themes with accompanying pictures.

## Belligerent Powers Move toward War, 1933–39

**Part A.**

**Directions:** Complete the following chart to gain a sense of the state of major World War II belligerents on the eve of the war.

Topic	United States	Great Britain	France
Heroes/cult of personality			
Type of government			
Economic status			
Military status			
International commitments			
Social organization			
Major movements			
General condition			

<b>Topic</b>	<b>Italy</b>	<b>Germany</b>	<b>USSR</b>	<b>Japan</b>
Heroes/cult of personality				
Type of government				
Economic status				
Military status				
International commitments				
Social organization				
Major movements				
General condition				

**Part B.**

**Directions:** Answer the following questions based on your responses to part A.

1. How does the chart help to explain the following events?
  - a. Appeasement
  
  
  
  
  
  
  
  
  
  
  - b. Nazi-Soviet Non-Aggression Pact
  
  
  
  
  
  
  
  
  
  
  - c. Manchurian invasion
  
2. What countries would you rank first, second, and third in power in 1939?
  
3. How would you describe the power of England and France in 1939?
  
4. What factors supported a military buildup in Germany, Italy, and Japan?
  
5. True or false: The invincible British Empire was ready as always to defend the world against aggression.
  
6. Why were there no major cult leaders in Britain and France at the time?
  
7. True or false: The chart suggests that strong leaders often emerge in the midst of economic crisis.
  
8. How did most governments cope with problems of the Great Depression?

**Part C.**

**Directions:** Use your completed chart and answers to the questions above to develop a thesis statement about the state of major world nations between 1933 and 1939 and the resultant implications for the future.



## 1945 to the Present: Can You Name the Age?

**Directions:** Use the Internet and other sources to find images that illustrate aspects of each of the topics listed below for the post-1945 period. Identify each image and indicate how it reflects a major postwar development. Be prepared to share your images.

1. The African Independence Movement
2. The Black Power Movement
3. The Space Age
4. The Arms Race
5. Pope John XXIII
6. The Cold War
7. Asian Indian Protests
8. Anti-Vietnam War Movement
9. The Rise of Islamic Fundamentalism
10. The Founding of Israel
11. The Peace Movement
12. Soviet Domination
13. The Olympics

