

**Homework Sheet 1 – THE AGRICULTURAL AND INDUSTRIAL REVOLUTIONS**

**H.W. #1** - Have your parent or guardian sign the bottom portion of the class contract (the “Guide to Passing this Class”). Be sure to hand in the signed portion only and tape, staple or paste the actual contract into your notebook.

**Focus Question: How does geography affect how people live?**

**H.W. #2** – Use your notes and handouts from today’s lesson on geography to write a brief essay (1/2 to 1 full page) on the following: There were five geographic factors listed in today’s lesson. **Select any two** of the five characteristics of geography and explain how it influenced the development and lifestyle of the people in that region where that geographic feature is.

**Focus Question: How did the Agrarian Revolution transform life in Europe?**

**H.W. #3** – Using your notes and information from today’s lesson, answer the following questions:

1. Define the term *agricultural revolution*.
2. Identify (2) specific inventions from the agricultural revolution and explain how they helped make farming better and more efficient.
3. What happened to the small farmers who were pushed off their land by the Enclosure Movements?

**Focus Question: Why did Great Britain lead in creating the Industrial Revolution?**

**H.W. #4** – Read the “Dear John” letter about why industrialization happened first in Great Britain. Answer the questions that are on the handout.

**Focus Question: Was the Industrial Revolution worth the cost?**

**H.W. #5** - Using the information from today’s lesson, answer today’s aim question in the form of a brief essay (1/2 to 1 full page). Be sure to mention specific benefits and/or problems of industrialization.

**Focus Question: Did Smith or Marx offer the best solution to the problems of early industrialization?**

**H.W. #6** – Fill in the Marx versus Smith Chart based upon today’s notes, handout and discussion.

**Focus Question: Which method of reform offered the best solutions to the problems of workers during the Industrial Revolution?**

**H.W. #7** – Read “Reform Movements” handout. Answer the following questions.

1. Which reform movements are similar? (Explain how).
2. Which reform movements are different (Explain how).
3. Which method of reform do you think is best? Why?

**Focus Question: Which method of reform offered the best solutions to the problems of workers during the Industrial Revolution?**

**H.W. #8** – Complete your portion of the Propaganda Pamphlet mini-project. **Failure to complete your portion of the assignment will put your group behind and will be reflected in your individual grade for the project.**

## Homework Sheet 2 - NAPOLEON AND THE RISE OF NATIONALISM

9 and 10 with an ideology lesson and a workers revolts of the 1830's and 1840's -

**H.W. #9** - Read the "French Revolution" handout

1. Explain the following CAUSES of the French Revolution in YOUR OWN WORDS!

- Absolute Monarchy
- Social inequality
- Economic Injustices
- Enlightenment
- English and American Revolutions

2. Read "Stages of the Revolution".

- What was the goal of the *National Assembly*?
- What happened in the seizure of the Bastille?
- What were some of the main ideas in the *Declaration of the Rights of Man and Citizen*?
- In what ways did a *limited monarchy* benefit the people of France?
- How did the other European monarchs respond to the French Revolution? Why?
- Even though the Radicals were supposed to support the ideas of the French Revolution (Liberty, equality and fraternity) by declaring France a *republic*, how did they do just the opposite?

g) What condition was France in by the time the moderates returned to power?

**H.W. #10** - Read pp. 494-498 - *The Age of Napoleon Begins*

See the following definitions of your "Key Terms and People" handout: Napoleon, plebiscite, annex, blockade, Napoleonic Code and Continental System.

- What did Napoleon offer to the French people? (p. 494 - "France Under Napoleon")
- What were some of the *reforms* Napoleon made in France? (p. 496)
- Why did Napoleon's *Continental System* against Britain fail? (p. 497-498)

**H.W. #10** - Read pp. 498-503

**Identify:** a) Waterloo b) Metternich c) Concert of Europe

**Define:** a) guerilla warfare b) abdicate c) legitimacy

- What factors eventually destroyed Napoleon's Empire?
- What were the goals of the Congress of Vienna (1815)?
- Which ideas of Napoleon's spread throughout Europe and Latin America?

**Focus Question: Has nationalism provided peace or conflict since the 19<sup>th</sup> century?**

**H.W. #11** - Read the handout on Nationalism. Answer the following questions. Be sure to bring the handout to class.

- List in your own words the characteristics people of the same *nationality* share. Refer to items a-j.
- In your opinion, which of these characteristics has the potential to *unify* (bring people together)?
- Why might the idea of *nationalism* result in *conflict and division* in the world?

**Focus Question: Did the revolutionary movements in Latin America achieve their goal?**

**H.W. #12** - Read pp. 536-543

- List the following groups in order of importance and power in 19th century Latin American society from **most** powerful to **least** powerful: The groups are: Creoles, peninsulares, Native Americans, meztizos and mulattos. Although these groups were often in conflict with one another, what is the one cause which united all of them in the 19th century?
- What do Toussaint L'Ouverture, Miguel Hidalgo, Simon Bolivar and Jose de San Martin all share in common? What European ideas inspired them?
- Study the map of p. 542. What information do the maps provide for us?
- How did Haiti's struggle for independence differ from other parts of Latin America?
- According to the "Cause and Effect" chart on p. 541 - what issues do many Latin American countries still face today?

**Focus Question: To what extent did nationalism contribute to the unification of Italy and Germany?**

**H.W. #13** - Read pp. 582-587

- Define:** a. zollverein b. Realpolitik
- How did Bismarck unify the various German states?
- Use the map on p. 583 to answer the following questions:
  - Which was the largest of the German states?
  - According to the key in the map, what appears to be happening to the German states?

**H.W. #14**

Read pp. 591-595

1. What factors hindered (got in the way of) Italian unity?
2. What factors promoted Italian unity?
3. What role did each of the following play in the unification of Italy? Be specific about each of their contributions:
  - a. Mazzini
  - b. Cavour
  - c. Garibaldi

**Focus Question: How was nationalism a divisive force in the Austrian and Ottoman Empires?**

**H.W. #15 - Fill in lesson on Austria**

# KEY TERMS AND PEOPLE

## *NAPOLEON AND THE RISE OF NATIONALISM*

### KEY TERMS

**PLEBISCITE** - a ballot or vote in which voters say “yes” or “no” to an issue.

**ANNEX**- to add territory to something

**BLOCKADE**- to close off trade and contact through the use of force

#### **NAPOLEONIC CODE-**

**Basic Meaning:** a law code established by Napoleon which promoted ideas such as equality for all citizens and public education. These ideas spread to other Europeans as a result of his invasions. However, women lost their rights of citizenship they gained during the early French Revolution.

**Where:** France

**When:** 1804-1814

#### **CONFEDERATION OF THE RHINE**

**Basic Meaning:** created a French controlled territory of 38 member states in roughly modern day Germany that were forced to be loyal to France.

**Where:** Central Europe (modern Poland and Germany)

**When:** 1804-1814

#### **CONTINENTAL SYSTEM**

**Basic Meaning:** an attempt to prevent other Europeans from trading with Great Britain.

**Where:** Europe

**When:** 1805

#### **WATERLOO**

**Basic Meaning:** a battle which marked Napoleon’s final defeat by the other Europeans.

**Where:** Belgium

**When:** 1815

**GUERRILLA WARFARE** - small bands of Spanish resistors who conducted a series of hit and run attacks against Napoleon.

**ABDICATE**- to step down from power

#### **CONGRESS OF VIENNA**

**Basic Meaning:** The peace settlement that ended the Napoleonic Wars and tried to restore peace and stability throughout Europe. They wanted to establish a **balance of power** where no one nation would have that much more power over the others. It was led by Metternich and other **conservative** leaders in Europe who wanted to restore the old order of how things were before the French Revolution

**Where:** Europe

**When:** 1815

#### **ZOLLVEREIN**

**Basic Meaning:** the German state of Prussia set up a trade union between the German states. This agreement ended trade barriers between the German states and was a step toward national unity of the separate German states

**Where:** Germany

**When:** 1862-1870

## **KEY PEOPLE**

### **NAPOLEON**

**Key facts:** a military officer who came to power during the French Revolution. He attempted to create a French Empire in Europe. Although he failed to conquer Europe, he succeeded in spreading the ideas of liberty and equality and promoted the idea of public education throughout Europe.

**Where:** France

**When:** 1799-1815

### **METTERNICH**

**Key facts:** an Austrian leader who hoped to restore the monarchies of Europe and make Europe like it was before the French Revolution. He was the leader of the Congress of Vienna and was considered a **conservative** because he wanted to restore Europe to what it was like under the monarchs

**Where:** Austria and Europe

**When:** 1815

### **OTTO VON BISMARCK**

**Key Facts:** a chancellor in Prussia who was responsible for unifying the German states into one German nation through a policy of war (blood and iron).

**Where:** Prussia

**When:** 1862-1870

### **TOUSSAINT L'OUVETURE**

**Key Facts:** a former slave who used the ideas of the French Revolution (liberty, equality and fraternity) to lead a revolution against the French overlords. Haiti became the first free non-slave state in the Western Hemisphere. He was eventually killed by the French.

**Where:** Haiti

**When:** 1791

### **MIGUEL HIDALGO, SIMON BOLIVAR AND JOSE DE SAN MARTIN**

#### **SIMON BOLIVAR**

**Key Facts:** All three of these men fought to declare Latin American independence from Spain. The ideas of the French Revolution (liberty, equality and fraternity) inspired them to declare their independence from Spain.

**Where:** Latin America

**When:** 1800's

### **MAZZINI, CAVOUR AND GARIBALDI**

**Key Facts:** Leaders of Italian nationalism who each contributed their talents to achieve the national unification of the separate Italian states.

**Where:** Italy

**When:** 1861-1870

## Homework Sheet 3 - Imperialism

**PLEASE BE AWARE THAT THIS HOMEWORK SHEET COMES WITH A *KEY TERMS AND PEOPLE* HANDOUT. THESE HANDOUTS SHOULD BE KEPT IN YOUR NOTEBOOK FOR THE ENTIRE UNIT.**

**H.W. #16** - Read pp. 631-634

**See the following definitions on the “Key Terms and People” handout: imperialism, protectorate and spheres of influence.**

1. Describe *four reasons* for the *new imperialism*. (pp. 632-633)
2. What advantages did the Europeans have over non-Europeans that allowed them to take control of the non-Europeans? (p. 634)

**H.W. #17** - Read pp. 635-639

**See the following definitions on the “Key Terms and People” handout: Berlin Conference, Boer War**

1. Why did the Europeans refer to Africa as the “dark continent”?
2. List (3) reasons why Europe was interested in Africa. (p. 636-639)
3. Refer to the map on p. 638. Answer the three questions below:
  - a) Between 1850-1914 what happened to Africa?
  - b) Which European countries had possessions in Africa in 1914?
  - c) Which (2) European countries had the most African possessions in 1914? Which two countries had the least African possessions in 1914?
  - d) How does the map show that the Africans did not willingly accept European domination (rule)?
4. What are some of the ways that the African people tried to resist European control? (p. 639)

**H.W. #18** - Read pp. 640-644.

**See the following definitions on the “Key Terms and People” handout: genocide, Mohammad Ali**

1. Explain how each of the following contributed to the decline of the Ottoman Empire in the 1800’s. (p. 640-642)
  - a) Government policies
  - b) Nationalist movements
  - c) Western imperialism
2. How did the Turks react to the national minorities in their areas? Why did they react this way? (p. 642)
3. How did the Suez Canal come under British control? Why was the canal important to the Europeans? (p. 642)
4. Why did Iran become a center of imperialist interest? (p. 644)

**H.W. #19** - Read pp. 644-649.

**See the following definitions on the “Key Terms and People” handout: Sepoy Mutiny (Rebellion), Ram Roy, Indian National Congress and Muslim League**

1. What were the reasons for the *Sepoy Mutiny (Rebellion)*? (p. 645)
2. What happened to the Indians as a result of the Sepoy Rebellion? (p. 646)
3. List the benefits and harms of British imperialism in India. (p. 646-647)
4. Which Western ideas inspired Indians to push for ending British imperial rule? (p. 648)

**H.W. #20** - Read pp. 649-653

**See the following definitions on the “Key Terms and People” handout: Opium Wars, Treaty of Nanjing, Taiping Rebellion, Boxer Rebellion, Sun Yixian (Yat Sen)**

1. Why did the Westerners seek trade in China during the 1800’s? (p. 650)
2. Why were the British so easily able to defeat the Chinese in the Opium wars? (p. 650)
3. How was the **Treaty of Nanjing** unfair to the Chinese? (p. 650)
4. What internal problems (problems within China) did the Qing Dynasty face? (p. 650)
5. See *Taiping Rebellion* and *Boxer Rebellion* on your vocabulary list. What was the goal of each group? (p. 650-653)
6. What were *Sun Yixian’s* goals? (p. 653)

**H.W. #21** - Read p. 658-663 Stop reading at “Opening Up Japan”.

See the following definitions on the “Key Terms and People” handout: Commodore Matthew Perry, Treaty of Kanagawa, Meiji Restoration, zaibatsu, homogenous

1. What problems did Tokugawa Japan face in the early 1800’s? (p. 658)
2. What attempts were made to solve these problems? (p. 658)
3. Why were the Japanese unable to stop the Americans from opening them up to trade in 1853?
4. How did the Japanese reform and modernize? (p. 660-661)
5. Describe how the following aspects of Japan were changed under the *Meiji* government?
  - a) Government (p. 661)
  - b) Economy (p. 661-662)
  - c) Social (p. 662)
6. Why did the Japanese start to conquer Manchuria and Korea? (p. 662-663)

**H.W.#22** - pp. 678-681

1. How was the world economy changed by imperialism? (p. 678)
2. How did imperialism change non-European nations? (p. 678-680)
3. What effects did imperialism have on the Europeans? (p. 680-681)

## KEY TERMS AND PEOPLE

### *NEW IMPERIALISM (1870-1914)*

#### KEY TERMS

##### IMPERIALISM-

**Basic Meaning:** When a stronger country takes over another weaker country. Europe began to take over other areas of the world beginning in the 1500’s. Then in the 1800’s, Europe began to aggressively take control of many non-European people throughout the world (i.e., Africa, India, Latin America) The imperialism that took place between 1870-1914 is called *New Imperialism*

**Where:** the world

**When:** 1870-1914

##### PROTECTORATE

**Basic Meaning:** a form of control where the local leaders are left in place. For example, if Europe took over Egypt, it would appoint an Egyptian governor to enforce British laws.

**Where:** Certain non-European areas under European control

**When:** 1870-1914

##### SPHERES OF INFLUENCE

**Basic Meaning:** when the outside ruling power doesn’t actually control the government of a country but gets special trading rights and privileges.

**Where:** Certain non-European areas under European control (this was the case in China)

**When:** 1870-1914

##### BERLIN CONFERENCE

**Basic Meaning:** This was a conference in which the Europeans made special rules about how Africa was to be divided up among them. Its purpose was to avoid conflict between the Europeans over who owned which part of Africa. It was decided that no European power could claim an area in Africa unless it could establish a government there first.

**Where:** Conference was held in France, but was about Africa

**When:** 1884

##### BOER WAR

**Basic Meaning:** When gold and diamonds were discovered in the Boer Republic in South Africa, the British and Dutch went to war over this territory. The British won.

**Where:** Boer Republic of South Africa

**When:** 1899-1902

##### GENOCIDE

**Basic Meaning:** to kill people because of their race or religion.

**Where:** has happened in several places throughout the world in history

### **SEPOY MUTINY**

**Basic Meaning:** The British had a long history of treating the Indians as inferior. When they required the Indian *Sepoys* (soldiers) to violate their religious traditions by biting bullet cartridges with pig and cow fat on them, they finally rebelled against the British. As a result of this revolt, India came under **direct** rule by the British

**Where:** India

**When:** 1857

### **INDIAN NATIONAL CONGRESS**

**Basic Meaning:** Also known as the “Congress Party”, these were educated Indian who wanted more representation in their government and eventually hoped India would be free from British rule

**Where:** India

**When:** 1885

### **MULSIM LEAGUE**

**Basic Meaning:** Some Muslim Indians grew resentful of the Hindu domination of the “Congress Party” and formed their own group. They began to discuss having a separate Muslim state once India gained independence.

**Where:** India

**When:** 1906

### **BALANCE OF TRADE**

**Basic Meaning:** The balance of export (what you sell) and imports (what you buy). A country has a *favorable* balance of trade when it exports more than it imports.

### **TRADE DEFICIT**

**Basic Meaning:** When you import (buy) more than you sell. It is the **OPPOSITE** of a favorable balance of trade.

### **OPIUM WARS**

**Basic Meaning:** The British refused to end its profitable opium trade with China even after the Chinese government begged them to stop trading opium with China. China attacked British merchant ships carrying opium. The British won. See *Treaty of Nanjing*.

**Where:** China

**When:** 1836-1842

### **INDEMNITY**

**Basic Meaning:** The payment you get from the loser when you win the war.

### **EXTRATERRITORIALITY**

**Basic Meaning:** The right of a foreigner to live under the laws of his own country even when he is living somewhere else. For example, if a British person was living in China he did not have to follow Chinese laws or go to Chinese courts. If he got in trouble, he could go to a court in Britain.

### **TREATY OF NANJING**

**Basic Meaning:** This was the treaty that ended the Opium Wars. It was called an “unequal” treaty because the British were very harsh on the Chinese. They demanded large *indemnities*, *extraterritoriality* and special trading privileges.

**Where:** China

**When:** 1842

### **TAIPING REBELLION**

**Basic Meaning:** This was a series of peasant rebellions against the Qing dynasty that tried to get land reforms, community ownership of property and equality for women.

**Where:** China

**When:** 1850-1864

### **OPEN DOOR POLICY**

**Basic Meaning:** An American policy that stated trade in China should be allowed to all western powers on an equal basis. It was hoped that this policy would lessen tension and conflict between the western powers.

**Where:** China

**When:** 1899

### **BOXER REBELLION**

**Basic Meaning:** This was an effort by certain Chinese to get rid of foreigners. They attacked foreign communities throughout China.

**Where:** China

**When:** 1899

## **TREAT OF KANAGAWA**

**Basic Meaning:** The United States forced Japan to open up two ports to trade, give Americans special trading rights and allow Americans to privilege of *extraterritoriality* (see above).

**Where:** Japan

**When:** 1854

## **MEIJI RESTORATION**

**Basic Meaning:** This was a reform movement that restored Emperor Meiji to the throne and hoped to make Japan more competitive with the western nations by studying and adopting western technology..

**Where:** Japan

**When:** 1868-1912

## **ZAIBATSU**

**Basic Meaning:** Powerful banking and industrial families who were granted special privileges by the government

**Where:** Japan

**When:** 1868-1912

## **HOMOGENOUS**

**Basic Meaning:** This is a society where all the members share a common ethnic, culture and language. There are very few differences between the members of this society and it tends to create a great sense of unity.

## ***KEY PEOPLE***

### **MUHAMMAD ALI**

He is sometimes called the “father of modern Egypt”. He was a skillful governor in Egypt who helped to modernize Egypt by improving tax collection, increasing cotton production, and involving Egypt in world trade. He also helped to build a modern army.

### **RAM MOHUN ROY**

He believed that the best course of actions for Indians who wish to modernize and change is to adapt British technology, but revive Indian culture.

### **SUN YIXIAN**

He was a nationalist reformer who wanted to strengthen China by creating a republic (where there would be representation of the people instead of an emperor). He believed that it was necessary to get rid of foreigners and establish a democracy.

### **COMMODORE MATTHEW PERRY**

Commander of an American war ship fleet (also known as the “black ships”) that forced the Japanese to open up to American trade in 1853.

**Homework Sheet #4 – World War I – The Great War**

**H.W. #23** - Read pp. 694-697.

**See the following terms and people from your “Key Terms and People” list: Central Powers, Allies and Alfred Nobel**

1. For each country below, describe how *nationalism* contributed to their entry into World War I:
  - a) France (p. 694)
  - b) Germany (p. 694)
  - c) Russia (p. 694)
  - d) Serbia (p. 695)
  - e) the Balkan States (p. 695)
2. How did imperialism cause problems between the following pairs of countries?
  - a) Britain and Germany (p. 695)
  - b) Germany and France (p. 695)
3. Discuss why militarism would lead to war. (p. 695-696)
4. How were alliances supposed to prevent war? (p. 696-697) Why did they have the opposite effect and actually promote war? (p. 697)

**H.W. #24** - Read pp. 697-700

**See the following terms and people from your “Key Terms and People” list: ultimatum, mobilize, neutrality, blank check, Schlieffen Plan, Gravello Princip, Archduke Francis Ferdinand**

- 1
  - a) Why did Serbian nationalist plot the assassination of Archduke Ferdinand? (p. 697-698)
  - b) How did Austria react to the assassination? (p. 699)
2. Why did Germany declare war on the following (2) countries:
  - a) Russia (p. 699)
  - b) France (p. 699)
3. Why did Britain declare war on Germany? (p. 700)

**H.W. #25** - Read pp. 701-705

**See the following terms and people from your “Key Terms and People” list: western front and trench warfare**

1. How was *trench warfare* conducted? (p. 701-702)
2. List (3) major battles of World War I? (p. 702)
3. What role did the colonies play in World War I? (p. 702)
4. Which non-European power joined the Central Powers? Why did they join? (p. 704) Which non-European power joined the Allies? Why did they join? (p. 705)

**H.W. #26** - p. 705-709

**See the following terms and people from your “Key Terms and People” list: total war, propaganda, Treaty of Brest-Litovsk, armistice, 14 Points, Woodrow Wilson**

1. What was the role of propaganda in World War I? (p. 706)
2. How did the governments pay for the war? (p. 706)
3. What role did women play in the war? (p. 707)
4. List (2) specific ways women’s roles in society changed after World War I. (p. 707)
5. Why did Russia withdraw from the war? (p. 707)
6. Why did the U.S. join the war? (p. 708)
7. Which side won? (Allies or Central Powers)? (p. 709) When did the fighting end? (p. 709)

**H.W. #27** - p. 709-713

**See the following terms and people from your “Key Terms and People” list: David Lloyd George, Georges Clemenceau, Treaty of Versailles, League of Nations, reparations, mandate**

1. What were the conditions of Europe after World War I? (p. 709-710)
2. Which country had to accept total blame for the war? (p. 711)
3. Explain at least (3) issues to be settled at the Paris Peace Conference. (p. 710-711) How did Wilson’s goals for peace differ from those of the Allies? (p. 71)
4. What new countries were created in Europe as a result of *self-determination*? (p. 712) Did *self-determination* apply to the colonies? Explain. (p. 712-713)

**KEY TERMS AND PEOPLE**  
**World War I (1914-1918)**

**KEY TERMS**

**CENTRAL POWERS**

**Basic Meaning:** This was one of the sides in World War I. The countries on this side were

- 1) German
- 2) Austria-Hungary
- 3) Turkey
- 4) Bulgaria

**Where:** Europe

**When:** 1914-1918

**ALLIES**

**Basic Meaning:** This was the side in World War I who fought against the Central Powers (see above).

They were:

- 1) Britain
- 2) France
- 3) Russia
- 4) Serbia
- 5) Belgium
- 6) Japan
- 7) Italy (in 1915)

**Where:** Europe (except for Japan)

**When:** 1914-1918

**PAN SLAVISM**

**Basic Meaning:** A form of nationalism sponsored by Russia. Russia, the largest Slavic state, saw itself as the leader of the Slavic people in Europe. Russia saw itself like a big brother to other Slavic people such as the Serbians.

**Where:** Europe

**When:** Early 1900's

**ULTIMATUM**

**Basic Meaning:** A final set of demands. Austria issued an ultimatum to Serbia that Serbia did not accept. This is how World War I began.

**Where:** Europe

**When:** 1914

**MOBILIZE**

**Basic Meaning:** To prepare for war

**NEUTRALITY**

**Basic Meaning:** When you do not take sides in a conflict or war.

**BLANK CHECK**

**Basic Meaning:** The expression used to describe the total support Germany offered to Austria in their attack on Serbia.

**Where:** Europe

**When:** 1914

**SCHLIEFFEN PLAN**

**Basic Meaning:** This was a plan where Germany planned to defeat France first and then attack Russia so that it would not have to fight a war on two fronts. (See map on p. 700).

**Where:** Europe

**When:** 1914

**WESTERN FRONT**

**Basic Meaning:** Refers to the border between France and Germany. (See map on p. 704 )

**Where:** Europe

**When:** 1914

## **TRENCH WARFARE**

**Basic Meaning:** Soldiers would hide in ditches and communicate through a series of underground bunkers that were linked together. They would hide from enemy fire and when they felt that they had weakened the enemy enough, they would go “over the top” into *no-man’s land* (the space between enemy fire) and attack the enemy’s trench. These trenches stretched several hundred miles along the Western Front.

**Where:** Europe-the Western Front

**When:** During World War I

## **TOTAL WAR**

**Basic Meaning:** All aspects of society were devoted to supporting the war effort. Civilians (non-soldiers) and business cooperated with the government through rationing and making weapons.

**Where:** Europe and America

**When:** During World War I

## **PROPAGANDA**

**Basic Meaning:** To spread ideas which either promote your cause or damage the cause or goals of someone else. Both sides tried to win the support of the people in their countries’ by exaggerating the bad aspects of the enemy and glorifying the goodness of their own side.

## **TREATY OF BREST-LITVOSK**

**Basic Meaning:** The Russian leader took Russia out of the war. This was bad for the Allies because it meant that Germany did not have to fight a war on two fronts. (See map on p. 704)

**Where:** Europe

**When:** 1918

## **ARMISTICE**

**Basic Meaning:** An agreement to end fighting

## **FOURTEEN POINTS**

**Basic Meaning:** A plan to resolve issues in order to prevent future wars.

**Where:** Europe and the world

**When:** Proposed by Woodrow Wilson at the Versailles Conference in 1919

## **TREATY OF VERSAILLES**

**Basic Meaning:** A peace conference held after World War I to determine the terms of the peace. It was led by the “Big Four” – David Lloyd George, Georges Clemenceau, Vittorio Orlando and Woodrow Wilson. It was decided that certain territory would be given away (France received Alsace-Lorraine from Germany and Germany was divided by the Polish corridor. See map on p. 711. Germany had to give up its colonies to the League of Nations. In addition, Germany was forced to de-militarize and pay heavy war reparations to the Allies.

**Where:** Europe

**When:** 1919

## **LEAGUE OF NATIONS**

**Basic Meaning:** An international peace keeping organization proposed by Wilson’s Fourteen Points. In the end, the United States never joined the League of Nations because the general mood in America at that time was they did not want to be involved in future European problems.

**Where:** the World

**When:** 1918-1939

## **REPARATIONS**

**Basic Meaning:** Payments that a loser makes to the winner after a war.

## **MANDATE**

**Basic Meaning:** Former colonial territories that were put under the control of certain Western governments after World War I until they were strong enough to stand independently.

**Where:** Mostly in Africa

**When:** 1919-1945

## **KEY PEOPLE**

### **ALFRED NOBEL**

The inventor of dynamite who felt so bad about its possible uses in war that he set up a prize to honor anyone who promoted peace in the world.

### **GAVRILO PRINCIP**

The Serban nationalist who assassinated Archduke Ferdinand on June 28, 1914. He grew up in Bosnia and resented Austrian rule of his people.

### **ARCHDUKE FRANCIS FERDINAND**

He was the heir to the throne of Austria who was killed on June 28, 1914 by a Serbian nationalist. His death led to the outbreak (start) of World War I.

### **WOODROW WILSON**

The American President who was most famous for proposing a plan for peace after World War I called the 14 Points. (that included an international peacekeeping organization called the League of Nations).

### **DAVID LLOYD GEORGE**

The British Prime Minister who wanted to expand the British Empire, preserve British naval superiority and industrial strength and make Germany “pay” for the war.

### **GEORGE CLEMENCEAU**

The Premier of France who wanted to ensure the future safety of France from future German invasions by imposing military limitations on the German army and make Germany pay huge reparations for the damage done during the war (he wanted Germany to return a coal rich region of France called Alsace-Lorraine).

### **VITTORIO ORLANDO**

The premier of Italy who sought to expand Italy’s territory overseas.

**H.W. #28** - Read pp. 598-601.

**See the following items in the “Key Terms and People” attachment: Decembrist Revolt, zemstovs, pogroms, Alexander II, Alexander III**

1. What were some obstacles to progress in Russia during the 1800’s? (p. 598-599)
2. Describe how the czars ruled. (p. 599)
3. What was meant by “orthodoxy, autocracy and nationalism”? (p. 599)
4. What did the results of the Crimean War reveal about the state of the Russian government in the mid- 19th century? (p. 600)
5. Describe Alexander II’s reforms. (p. 600)
6. What policies did Alexander III follow after his father’s assassination? (p. 601)

**H.W. #29** - Read pp. 602-603.

**See the following items in the “Key Terms and People” attachment: Bloody Sunday, October Manifesto**

1. How did Witte modernize Russia? (p. 602)
2. How did the Russians react to losing the war with Japan? (p. 602)
3. Describe what happened during the Revolution of 1905. (p. 602-603)
4. Did the October Manifesto solve Russia’s problems? Explain. (p. 603)

**H.W. #30** - Read pp. 718-723

**See the following items in the “Key Terms and People” attachment: Soviets, Communism, Bolsheviks, Treaty of Brest-Litovsk, Whites, Reds, war communism, Lenin**

1. What was the immediate cause of the March Revolution? (p. 720)
2. How did Lenin adjust Marxist ideas to Russia’s circumstances? (p. 720-721)
3. What did Lenin mean by his promise “Peace, bread and land”? (p. 721)
4. Why were the “Whites” trying to defeat the “Reds”? Which side won? (p. 722-723)

**H.W. #31** - Read pp. 723-729.

**See the following items in the “Key Terms and People” attachment: N.E.P., command economy, Five-Year Plans, collectives, purges, kulaks**

1. What was Lenin’s goal when he first took over Russia? (p. 723)
2. How did Lenin’s rule resemble the rule of the czars? (p. 723-724)
3. What was the purpose of the 5-Year Plans? (p. 524-525)
4. What were the pros (good points) and cons (bad points) of the 5-Year plans? (p. 725-726)
5. How did the peasants react to *collectivization*? (p. 726)
6. Describe the purges. What was the purpose of the purges? (p. 727)

**H.W. #32** - Read pp. 729-733.

**See the following items in the “Key Terms and People” attachment: totalitarian state**

1. How did Stalin make propaganda into a powerful weapon of control? (p. 730)
2. a) How did the Communists attack religion? (p. 730)  
b) What alternative did they offer to religion and faith? (p. 730)
3. Describe (4) major changes made in Russia under the Soviet society? (p. 730-732)

## ***KEY TERMS AND PEOPLE***

### **DECEMBRIST REVOLT**

**Basic Meaning:** an uprising by Russian soldiers who wanted the czar to adopt liberal ideas (such as liberty and equality) and to create a constitution that would reflect these ideas.

**Time:** 1825

**Place:** Russia

### **ZEMSTOVVS**

**Basic Meaning:** elected assemblies that were to handle local needs of the people, such as road repair, education and agriculture

**Time:** 1861

**Place:** Russia

### **POGROMS**

**Basic Meaning:** the official persecution of Jews which often resulted in violent mob attacks against Jewish communities.

**Time:** 1880's

**Place:** Russia

### **RUSSIFICATION**

**Basic Meaning:** an effort made by Alexander III to promote unity among the diverse people of the Russian empire by insisting that they all speak the Russian language and follow Russian culture.

**Time:** 1880's

**Place:** Russian Empire

### **BLOODY SUNDAY**

**Basic Meaning:** When a group of dissatisfied workers and others approached the czar at the Winter Palace peacefully protesting for better working conditions and a liberal constitution. The czar felt threatened, fled the palace and the palace guards shot the protestors.

**Time:** 1905

**Place:** Russia

### **OCTOBER MANIFESTO**

**Basic Meaning:** This was a desperate attempt by the czar to save his power by promising the people more freedom and representation. He even formed the Duma ( an elected national legislature).

**Time:** 1905

**Place:** Russia

### **PROVISIONAL GOVERNMENT**

**Basic Meaning:** This was the government which took over in March of 1917 and replaced the czar.

**Time:** 1917

**Place:** Russia

### **SOVIETS**

**Basic Meaning:** councils of workers and soldiers who wanted to push for more radical changes than the Provisional government would allow.

**Time:** Soviets

**Place:** Russia

### **COMMUNISM**

**Basic Meaning:** an extreme form of socialism led by Karl Marx in which the workers were to establish a classless society where everyone would have what they need, but no one would have significantly more than anyone else.

**Time:** 1848

**Place:** Germany

### **BOLSHEVIKS**

**Basic Meaning:** a radical group led by Lenin who wished to replace the Provisional government and implement Marxist ideas (see above). They wished to establish a "dictatorship of the proletariat" in which a special group would instruct the workers on how to live in a socialist society. They replaced the Provisional government in November 1917.

**Time:** 1917

**Place:** Russia

### **TREATY OF BREST-LITOVSK**

**Basic Meaning:** Lenin made peace with Germany in exchange for giving up a large piece of Soviet territory.

**Time:** 1918

**Place:** Europe

## WHITES

**Basic Meaning:** Those who supported the czar. They even cooperated with the Allies to overthrow the *Reds*.

**Time:** 1917-1918

**Place:** Russia

## REDS

**Basic Meaning:** Another term for the Bolshevik or Communist Party.

**Time:** 1917-1918

**Place:** Russia

## WAR COMMUNISM

**Basic Meaning:** The Bolshevik government took over banks and forced peasants to send their surplus food to the soldiers who were defending themselves against the enemies of communism (the Allies and the Whites).

**Time:** 1917-1921

**Place:** Russia

## N.E.P. (NEW ECONOMIC POLICY)

**Basic Meaning:** It allowed for some private ownership (capitalism) but the government still maintained control of major industries and banks. It was believed that if people could keep some of what they produced, that the economy and production would increase.

**Time:** 1921

**Place:** Russia

## COMMAND ECONOMY

**Basic Meaning:** a type of economy where the government makes all basic decisions about business and production. There is little to no private ownership.

**Time:** since 1917. It is the type of economy that exists in Communist countries.

**Place:** Wherever communist governments have had control. (Russia, China and Cuba - although in recent times China is moving towards more private ownership and Russia is no longer communist).

## FIVE-YEAR PLANS

**Basic Meaning:** A series of economic initiatives set up by Stalin to increase industrial and agricultural output by setting *quotas* of production.

**Time:** 1928-1939

**Place:** the Soviet Union

## COLLECTIVES

**Basic Meaning:** Stalin forced peasants to give up their private plots and move on to government farms. The peasants were very angry about this and burned crops and slaughtered animals in protest.

**Time:** 1928-1939

**Place:** the Soviet Union

## PURGES

**Basic Meaning:** Stalin killed top members of the government and military because he was paranoid about people trying to replace or overthrow him.

**Time:** Late 1920's- early 1930's.

**Place:** the Soviet Union

## KULAKS

**Basic Meaning:** wealthy peasants

**Time:** 1929-1939

**Place:** Russia

## TOTALITARIAN STATE

**Basic Meaning:** a one party dictatorship where there is no choice in leadership. The government controls all aspects of society.

**Time:** 1920's - to present time

**Place:** various places in the 20th century. This term usually refers to the forms of government that arose in Europe between World War I and World War II in the Soviet Union, Italy and Germany.

## ***KEY PEOPLE***

**ALEXANDER II** - The Russian czar who was best known for freeing the serfs in 1861 and setting up *zemstovs*. He was known as the "czar emancipator". His reforms were not very successful because although the peasants were free, they had no land. Furthermore, it made people want yet more changes. This led to a renewal of czarist repression because he feared losing power. Angry radicals killed him.

**ALEXANDER III** - In effort to maintain the power of the czar, he eliminated any form of democracy and implemented a policy known as *Russification*. He also used a secret police to prevent any plots against his government.

**NICHOLAS II** - He was the last czar of Russia who was killed in the Russian Revolution.

**RASPUTIN** - A Siberian “monk” who had a great deal of influence over the czarina because he could “heal” the bleeding that her son experienced due to his hemophilia.

**LENIN** - Leader of the Bolsheviks who replaced the Provisional government in November 1917 because he promised the Russian people “Peace, bread and land”. He was responsible for bringing communism to Russia - which became known as the Soviet Union in 1921.

**STALIN** - He was the leader who replaced Lenin as leader of the Soviet Union in 1925. He was responsible for increasing the Soviet Union’s industrial production but he was also know for his *purges* and policies of repression and censorship.

## **Homework Sheet 6- The World Between the Wars**

**H.W. #33** - Read pp. 764-769.

**See the following Key Terms and People: general strike, Locarno Agreement, IRA, Commonwealth of Nations, Maginot Line**

1. What steps did the major powers take to protect peace after World War I? (p. 764)
2. Why did efforts to protect peace after World War I fail? (p. 764-765)
3. What was the result of the stock market crash of 1929? (P. 765-766)
4. How did the Great Depression and the effects of World War I affect the British Empire? (p. 767)
5. What was the main concern of France after World War I? (p. 767-768)
6. How did the war affect U.S. foreign Policy? (p. 769)

**H.W. #34** - Read pp. 755-757

**See the following Key Terms and People: Hirohito**

1. Describe how Japan became more democratic in the 1920's? (p. 755)
2. How did the Great Depression affect Japan's economy? (p. 755-756).
3. Why did the Japanese militarists decide to invade Manchuria? (p. 756)
4. What did the "Manchurian incident" reveal about the power of the League of Nations? (p. 756)
5. What "traditional values" did the Militarists revive? (p. 757)

**H.W. #35** - Read pp. 774-777

**See the following Key Terms and People: black shirts, Mussolini, Il Duce**

1. How was Mussolini able to gain power in Italy? (p. 774-775)
2. Describe (1) economic goal and social goal of Mussolini? (p. 775-776)
3. How as he able to achieve each of these goals? (p. 775-776)

**H.W. #36** - Read pp. 778-783

**See the following Key Terms and People: Hitler, Mein Kampf, Third Reich, Nuremberg Laws, Krystallnacht, concentration camp**

1. Why did the Germans resent the Treaty of Versailles? (p. 778)
2. How was Hitler able to gain power in Germany? (p. 779)
3. How did Hitler remove opposition to his dictatorship in Germany? (p. 780)
4. Who did the Nazis hate? (p. 781)
5. What factors led to the decline of democracy in Eastern Europe after World War I? (p. 783)

## *Key Terms and People*

### **GENERAL STRIKE**

**Basic Meaning:** This was a massive protest by workers from many industries who decided to strike at the same time in order to protest poor economic conditions.

**Where:** Britain

**When:** 1926

### **LOCARNO AGREEMENT**

**Basic Meaning:** This was an agreement between various countries to renounce (give up or deny) war as a way of settling disputes.

**Where:** Europe

**When:** 1925

### **IRA**

**Basic Meaning:** An Irish terrorist group who used violence in order to end English rule over Northern Ireland.

**Where:** Great Britain and Ireland

**When:** 1920's

### **COMMONWEALTH OF NATIONS**

**Basic Meaning:** Former colonies of Great Britain who became independent but wished to maintain cultural and economic ties with Great Britain.

**Where:** The countries who were part of this Commonwealth are Canada, Australia, New Zealand and South Africa

**When:** 1931

### **MAGINOT LINE**

**Basic Meaning:** Massive fortifications on the border between France and Germany to ensure the French against another German invasion.

**Where:** Between France and Germany

**When:** 1919-1940

### **BLACK SHIRTS**

**Basic Meaning:** They were gangs of men uniformed in black shirts who supported Mussolini and used violence to intimidate anyone who threatened Mussolini's power.

**Where:** Italy

**When:** 1920's-1930's

### **MEIN KAMPF**

**Basic Meaning:** This was a book written by Adolph Hitler while he was in prison. It contains the seeds of his racist ideology against Jews and others.

**Where:** Germany

**When:** 1920's

### **THIRD REICH**

**Basic Meaning:** This is the new name Hitler wanted to give to Germany. It refers to past glories of German history. It is an appeal to German nationalism.

**Where:** Germany

**When:** 1930's

### **NUREMBURG LAWS**

**Basic Meaning:** These laws denied Jews access to certain business and schools.

**Where:** Germany

**When:** 1935

### **KRISTALLNACHT**

**Basic Meaning:** It means "night of broken glass" and it refers to an incident where Hitler's storm troopers smashed the windows of Jewish shops.

**Where:** Germany

**When:** 1938

## **CONCENTRATION CAMPS**

**Basic Meaning:** These were detention centers where “enemies” of Hitler were sent. Eventually this is where he sent many Jews throughout Europe to perform hard labor which often led to starvation and death once Hitler began his campaign of the “Final Solution” where he planned to destroy all the Jews of Europe and the world.

**Where:** Europe

**When:** 1930’s-1940’s

### ***Key People***

**HIROHITO:** The emperor of Japan from 1926-1989.

**IL DUCE:** Mussolini’s nickname which means “the leader”.

**BENITO MUSSOLINI:** a totalitarian dictator who ruled Italy from 1925 until Italy’s surrender in 1943.

**ADOLPH HITLER:** a totalitarian dictator who ruled Germany from 1933 until his death in 1945. He is best known for his plan to exterminate European Jews.

**Keep all homework handouts and class handouts in your notebook and bring them to class for the entire unit. Be sure to copy and answer all homework questions on a separate piece of paper to hand in.**

**H.W. #37** - Read pp. 788-793

**See the following Key Terms and People: sanctions, appeasement, pacifism**

1. How did each of the following nations challenge World peace during the 1930's?
  - a. Japan (p. 788)
  - b. Italy (p. 788)
  - c. Germany ( p. 788)
  
3. How did the powerful nations respond to the actions of:
  - a. Japan
  - b. Italy
  - c. Germany

**H.W. #38** - Read Handout "World War II Begins". Answer the questions below based upon the reading.

1. Why did Hitler think that he could get away with expanding German territory and power?
2. Which countries were part of the *Rome-Berlin-Tokyo Axis*? What did the democracies (England, France and the United States) fear the Axis powers wanted to do?
3. What happened at the *Munich Conference*?
4. What did the Germans and Russians agree to in the *nonaggression pact*? Why did the nonaggression pact benefit Germany?
5. What started World War II?

**H.W. #39** - Read Handout "Against England and France". Answer the questions below based upon the reading.

1. What purpose did the *Maginot Line* serve for the French?
2. Describe the German battle technique of *blitzkrieg*.
3. What happened to Poland in the early part of World War II?
4. What areas of Europe had Germany managed to attack by April 1940? What was the only major European country that had not been successfully invaded by Hitler as of 1940?
5. What branch of the British military allowed England to defeat Germany in the *Battle of Britain*?
6. What country did Hitler attack in 1941? Was this a wise decision? Explain.

**H.W. #50** - Read the "Police Instructions" handout. Answer the questions below based upon the handout.

1. According the "Police Instructions", what type of behavior was considered a threat to the State? What groups were targeted as "enemies of the state"?
2. What groups of people first inhabited the German concentration camps?
3. What activity caused the "Warning" to be issued by the Supreme S.A. Command on June 2, 1933? Why do you think the S.A. took such strict measures against this activity?

**H.W. #51** - Read Handout "Preparing Two Invasions". Answer questions 1-5 on the handout.

**H.W. #52** - Read Handout "The Horror of Hiroshima". Answer questions 1-6 on the handout.

## **SANCTIONS**

**Basic Meaning:** These are punishments that are supposed to convince a nation that is acting in a way that violates international law, to cooperate or stop what they are doing wrong. It often involves tactics like not trading with them or cutting diplomatic ties with them.

**Where:** Has been used several times in the 20th and 21st centuries throughout the world

**When:** Modern times

## **APPEASEMENT**

**Basic Meaning:** Giving in to the demands of an aggressive nation in the hopes that they will be satisfied and therefore stop their aggression.

**Where:** Europe's democracies (France and Great Britain) used this with Germany (i.e., Hitler)

**When:** 1930's

## **PACIFISM**

**Basic Meaning:** Those who are against war

**Homework Sheet 2 - Political Revolutions and the Rise of Nationalism**

**H.W. #9**

**Focus Question: Did the Revolutions of Latin America succeed in bringing the ideals of the Enlightenment to the people?**

**Read pages 681-686**

1. Name the **five** leaders of Latin American independence movements. (All of them, except for one, are highlighted in blue. Be sure to also indicate which countries they led to independence.
2. Explain the place/role of each of the following members of Latin American society listed below.
  - a) Peninsulares
  - b) Creoles
  - c) Mulattos
3. Why were the Latin Americans so unhappy with Spanish rule?
4. What ideas about the French and American Revolutions inspired the Latin Americans to achieve their independence from Spain?

**H.W. #10**

**Focus Question: To what extent did worker revolts of the 1830's and 1840's succeed?**

**Read pages 687-691. STOP when you get to "Reform in Russia"**

1. Define the following (8) terms and names:
  - a) conservative
  - b) liberal
  - c) radical
  - d) nationalism
  - e) nation-state
  - f) the Balkans
  - g) Louis-Napoleon
2. Why did most of the revolts of the 1830's and 1840' fail?

**H.W. #11**

**Focus Question: How was nationalism a force for disunity in Austria, Russia and the Ottoman Empires?**

**Read pages 692-694**

1. Define Russification. Russification was intended to promote a common Russian national identity. Why do you think Russification create DISUNITY instead?
2. How were the causes for DISUNITY in the Austrian, Russian and Ottoman Empires similar?

**H.W. #12**

**Focus Question: How did nationalism unify Italy and Germany?**

**Read pages 694-697**

1. Define the following (6) terms and names:
  - a) Camillo di Cavour
  - b) Giuseppe Garibaldi
  - c) Junker
  - d) Otto von Bismarck
  - e) realpolitik
  - f) Kaiser
2. What role did Garibaldi play in the unification of Italy?
3. How did Bismarck's policy of WAR (or in his terms "blood and iron") create a sense of unity between the German states?
4. What common method did Garibaldi and Bismarck use to unify the separate states in their countries?

**H.W. #13**

**Focus Question: How did the events of 19<sup>th</sup> century Europe revolutionize European art?**

**Read pages 698-703**

1. Define the following (3) terms and names:
  - a) romanticism
  - b) impressionism
  - c) realism
2. How were the movements of romanticism and realism ALIKE? How are they DIFFERENT?
3. What was the goal of the impressionist painters?

**H.W. #14**

**Focus Question: How did Ireland win its independence from Great Britain?**

**Read pages 754-755**

1. Define the following terms and names:
  - a) home rule
  - b) Irish Republican Army
2. What impact did the Great Famine have on the population of Ireland?

**H.W. #15**

**Focus Question: How did the growth of 19<sup>th</sup> century technology transform European society?**

**Read pages 762-767**

1. Define the following terms and names:
  - a) assembly line
  - b) Charles Darwin
  - c) theory of evolution
  - d) radioactivity
  - e) psychology
  - f) mass culture
2. What effect did the assembly line have on production costs?
3. How did Joseph Lister improve the survival rate of his patients?
4. What effect did the spread of public education have on culture?

