



e future **HANDS ON**

HISTORY

AGE OF IMPERIALISM

Stephen Pow & Han Chae



Volume 4

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HISTORY

Publisher

Patrick Hwang

Project Director

Casey Kim

Editorial Manager

Jayne Lee

Editors

Lewis Thompson

Jason Wilburn

Ian Bosiak

Scholarly Review

Dr. M.Mark Stolarik

Cover Illustration

Junghoon Yeon


Main Illustration

Hyunbin Yeo

Illustrations

Sooyeon Kim / Sangchul Park

Cover / Interior Design

Hongdangmoo Creative Design 

Changsu Woo Sooyoun Park Ji-na Song

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4/5F LK Bldg. 196-8 Jamsil-dong, Songpa-gu, Seoul, Korea 138-862
TEL: 82.2.3400.0509 FAX: 82.2.591.7626

Authors' Note

Thank you for joining us on this adventure through world history. We intend to take you on a wild ride from the dawn of civilization to the modern age. The ride is sometimes frightening, as we see empires fall, tyrants rise, and brutal wars of conquest. Yet we also see, in the story of civilization, how humans create masterpieces of art, how their dreams of freedom become reality, and breathtaking achievements in the world of science and technology.

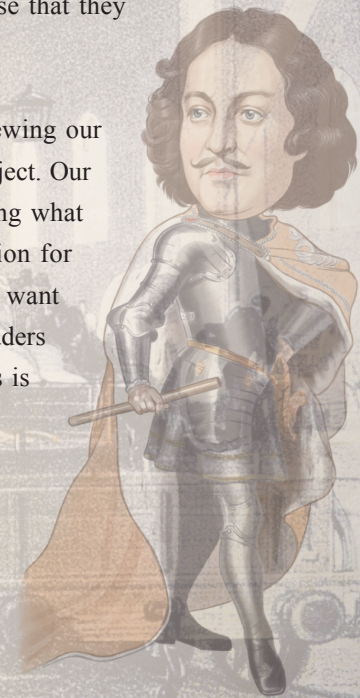
It is an unfortunate fact that sometimes history lectures can remove all the magic and wonder from the stories of the past. When we wrote *Hands on History*, we wanted history to be easily accessible and relevant to readers. We wanted them to see and feel how our history has shaped our present day. Moreover, we kept in mind that history consists of the stories of the past, and the explanation of history should really be the telling of stories. And, if a story is told well, who doesn't like to hear it?

With *Hands-on History*, we did our very best to avoid complications and generalizations. We show history flowing with each passing lesson closer to the present. We don't divide the series along geographical or thematic lines, instead we recognized and focused on where and when the world changed. We use simple language, and we explain not just which events are important, but also WHY they are important. Most of all, we remember that a good story needs good character development. We deal with the motivations and traits of historical figures, so that they come alive on the pages. Readers will get a sense that they actually know the people of the past.

We would like to express our gratitude to M. Mark Stolarik for reviewing our work, as well as to the many editors and illustrators involved in this project. Our goal is not that readers memorize every historical event. Understanding what went on is more important. We hope this series might kindle a passion for history in students. As well, for those who already enjoy history, we want to provide a basis so that it can be pondered even more. Hopefully readers use these books mostly for their own enjoyment. We are confident this is possible with *Hands on History*.

Stephen Pow & Han Chae

Authors



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Unit Breakdown

General overview

The textbook is divided into ten units. Each unit has two lessons. The first lesson gives the readers basic knowledge of a historical topic. The second lesson is a topic journal that will help the readers reflect and express opinions on the topic.

Make Connections

Each unit has a question that helps readers to form an opinion about a subject that is related to the unit's topic.

Unit 8

The Age of Imperialism

Lesson 1 Colonization of Africa

Lesson 2 Imperialism

Key Vocabulary

Choose and write the word next to its definition.

alliance	efficient	evolution	ferocity	civilize
machinery (n)	mass production	relocate	scramble	superior

- 1 _____ the working parts of a machine
- 2 _____ able to do things well without waste
- 3 _____ to move to a different place
- 4 _____ the process of developing
- 5 _____ manufacturing of a large amount
- 6 _____ a friendship between two allied countries
- 7 _____ to do something with urgency or panic
- 8 _____ to educate and improve the way of life
- 9 _____ violently and aggressively
- 10 _____ being better than someone or something

Make Connections

Is it a good idea for strong countries to colonize weaker countries?

Timeline

Exploring Events Describe the pictures below and fill in the dates from the timeline.

Timeline

The timeline shows the period when the events in the unit took place. It also includes events of previous and subsequent units, helping the readers to better understand this unit's place in world history.

Key Vocabulary

Each unit introduces a new set of vocabulary terms. The newly introduced words will constantly appear in both later units and subsequent volumes of the *Hands on History* series.

Lesson 1

Each lesson passage is divided into three sections.

The first section provides background material. It also informs readers about previous events which acted as a catalyst to the major events of that time.

The second section introduces the major events or people of that time. This section provides an engaging storyline about events that profoundly influenced the course of world history.

The third section shows the effects and consequences of those events. It also hints at what is to come in the next unit.

LESSON 1


Colonization of Africa

Unit: The Age of Imperialism

The Industrial Revolution

Humans were interested in the power of steam since ancient times. Many scientists searched for ways to use its power. In 1769, a Scottish inventor named James Watt made the first successful steam engine by improving old designs. Steam engines are machines used to move **machinery** by heating water. Many factories used Watt's technology to make goods. Furthermore, new inventions like steam ships and steam trains were produced. The century following James Watt's invention is known as the Industrial Revolution.

The Industrial Revolution changed British technology very quickly in the early 1800s. During this time, goods were manufactured in a much faster and **efficient** way. This meant that more products could be made than ever before. Millions of people **relocated** from the countryside to the cities to work in the factories. The Industrial Revolution which started in Britain quickly spread to Europe and the United States.



The Scramble for Africa

searched for new trading partners. Furthermore, mass production of goods required more natural resources, and they were found in Africa. England and France began to make colonies on the continent and also established trading posts there. Other European nations, like Belgium and Germany, **scrambled** to make colonies. By 1884, almost all of Africa was colonized by the Europeans.

The Europeans were often brutal in their conquest of Africa. In the Congo Free State, the local people were forced to work as slaves, wearing chains around their necks. Half of the population of the country died within about thirty years. Many Africans resisted and fought the invaders. In 1878, the Zulu nation of South Africa fought against the British. The Zulus were brave warriors, but their simple spears were no match for modern British machine guns. Although many African countries were colonized in the 1800s.

The Scramble for Africa

The **evolution** of industry made Europe very wealthy. **Mass production** meant that more goods were manufactured than Europeans needed, so they

Unit Map

Each unit map provides vital information about where the described events took place as well as improves the reader's geographical knowledge.

LESSON 1 Colonization of Africa:

Imperial Competition

European countries competed not only for natural resources, but also for military power. Britain and France were worried about the new country of Germany, which had been formed from Prussia in 1871. In the early 1900s, the British and the Germans competed by building battleships, and they almost went to war. In 1904, Britain and France made an **alliance** against Germany in case war did begin.

In the search for more trading partners, European traders traveled to Asia as far as China and Japan. Japan opened up to Western traders and began to develop into a modern, industrial country.

Unit: The Age of Imperialism

Comprehension Check

A. Read and choose the answer.

- Which statement is **NOT** true about the steam engine?
 - a) It moved machinery with heated water.
 - b) It was a very powerful weapon.
 - c) It made mass production of goods possible.
2. What was a result of the Industrial Revolution?
 - a) Fewer goods were produced in Europe than in the past.
 - b) Europeans stopped travelling to other countries.
 - c) People migrated from the countryside into cities.
3. What is something that **European countries did NOT** compete for in the 1880s?
 - a) They competed for military power and natural resources.
 - b) They competed to make new colonies in Africa.
 - c) They competed in wars with each other.
4. Which country became a powerful new country in Europe in the 1870s?
 - a) Germany
 - b) France
 - c) The Congo Free State

B. Number the sentences from 1 to 5 to show the correct order of events.

- Britain and France made an alliance against Germany.
- European countries colonized most of Africa.
- The British fought a war with the Zulus.
- James Watt made the first successful steam engine.
- The Industrial Revolution began in Europe.

C. Read the sentence and write true (T) or false (F).

- Scientists tried to make steam engines before James Watt.
- France and England fought a war for control of Africa.
- The Belgians were very kind rulers of the Congo.
- Ethiopia was colonized by Italy in 1896.
- Europeans conquered Africa for natural resources.

Facts to Remember

Complete the graphic organizer by filling in the blanks.

Industrial Revolution in Europe

- In 1769, James Watt invented the first successful _____.
- This new invention started the _____.
- Europeans were able to produce more _____ than they needed.

European Colonization of Africa

Natural Resources

- European nations conquered Africa and made _____ there to get natural resources.

Imperial Competition

- European nations competed with each other to acquire bigger _____ and more military power.

Comprehension Check

The comprehension check provides the reader with activities to review the unit topic. This section moves from simple comprehension questions to organizing statements in order to show the correct sequence of events covered in the lesson.

Facts to Remember


The first lesson ends with a graphic organizer in which readers must organize their newly acquired knowledge into different types of charts.

Lesson 2

The second lesson is presented as a student's journal which is designed to help the readers personally connect with the previous lesson. It also provides additional vital information which will expand the reader's understanding of the unit.

LESSON 2 Imperialism

"The fire engine I have invented is now going, and answers much better than any other that has yet been made!"
— James Watt (1766 – 1819)



Fill in the blanks with the correct words as you read.

fiercely scramble superior mass production civilized

Today, I found out that the Industrial Revolution swiftly changed the lifestyles of people in Europe. Factories were built in most cities, and they started the _____ of goods. My teacher told us that to make goods in the factories, Europeans needed raw materials like wood and metal. They also needed groups of people who would buy their products. That was one reason Europeans started to colonize many other countries in the 1800s.

The years from 1870 to 1914 are known as the "Age of Imperialism." My teacher explained that imperialism means one country controlling another. During this time, European nations competed against each other to make their empires the biggest and strongest in the world. They avoided fighting with each other. Instead, European leaders met and agreed on how to divide up the world. They wanted political and economic control of the world only for themselves. This greedy desire led to the _____ for Africa at the end of the 1800s.

My teacher explained that many Europeans were very proud of their countries during the Age of Imperialism. After all, European countries were becoming stronger and wealthier every year while other countries struggled just to stay independent. These feelings of pride may have made Europeans feel _____ to other people. They brutally colonized many countries and did not feel guilty about it. I think they thought that they were helping other nations to become _____. They did not realize that it was an awful time for people who were not European.

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LESSON 2 Imperialism

Comprehension Check

Context Clue

What do the three numbered words in the passage refer to?

- They → _____
- They → _____
- They → _____

Critical Thinking

A. Think about the following questions and write the answers.

- How did Europe change during the Industrial Revolution?
- Why did the European nations fiercely colonize the world in the 1800s?
- Why did Europeans not fight wars against each other during the Age of Imperialism?
- What was wrong with European countries feeling superior during the 1800s?

B. Share your answers with the class.

Journal Writing

Write a paragraph in your journal about one of the topics below.

- What did you learn about the Age of Imperialism?
- Is it good for strong countries to colonize weaker countries?

84 Age of Imperialism

● Comprehension Check

The comprehension check for the second lesson focuses on developing the reader's composition skills and critical thinking.

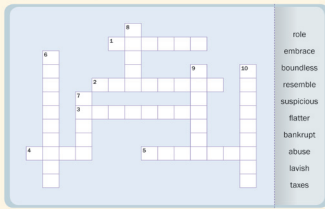
● Vocabulary Review

Vocabulary Review provides exciting activities to help readers retain the unit vocabulary, and it also provides an activity to reinforce the previous units' vocabulary.

Unit 1: Absolutism

Vocabulary Review

Complete the crossword puzzle with the correct words.



rise

embrace

boundless

resemble

suspicious

flatter

bankrupt

abuse

lavish

taxes

Across

- He lives in a _____ mansion. It's full of expensive things.
- The twins looked alike, but they don't _____ their parents.
- The company is _____ They have no money at all.
- What is your _____ in the school play?
- People will _____ my idea. They will like it a lot.

Down

- I am _____ that the dog ate my hamburger.
- Do not _____ this book. It is for everyone to read.
- The heavy _____ of the government made people angry.
- Cindy is beautiful, so all the boys _____ her.
- The new president has absolute power. His power is _____.

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Unit 8: The Age of Imperialism

Vocabulary Review

A. Fill in the blank with the correct word.

Words from Unit 8

- Do you think humans are _____ to other animals?
- The _____ of the cell phone is amazing. You can do so many things with it.
- I don't want to _____ to a different place. I like where I live.
- _____ is an important part of a factory.
- Two angry dogs were fighting so _____ that everyone was afraid to go near.
- Children _____ to get the free candy.
- Let's join together to form an _____.
- The _____ of shoes is done in factories.
- The Romans _____ the barbarians with their advanced culture.
- I have an _____ way to study. I turn off my cell phone.

Words from Units 6 & 7

B. Write T (true) or F (false).

- Usually a **corporation** has more workers than a normal shop.
- Pioneers** are usually the last people to start something.
- It is important to **reduce** the size of our economy to improve people's lives.
- Unrest** can start when people are angry with their government.
- When we **overcome** difficulties, we learn a valuable lesson.
- Nowadays it is acceptable for a stronger country to **colonize** a weaker country.
- A **ranch** can be seen in the countryside.
- Brushing your teeth** is not a good way to improve your **hygiene**.
- People should not **blend** into a group to make friends.
- It isn't always easy to **realize** what you want to do in life.

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Professor's Review

The *Hands on History* series is a very good, chronological, summary of the rise of civilizations, whether in the Middle East, Europe, India or Asia. The first volume covers the earliest civilizations of the Sumerians, Egyptians, Assyrians, Babylonians, Persians, Greeks, Indians and Chinese and ends with the Punic Wars between Carthage and Rome (approximately the 3,000 years before Christ). Volume two covers the Roman Empire, the rise of Christianity, the barbarian invasions of Europe, and the rise of Islam. It continues with the development of feudalism in Europe, with the European Crusades against Islam, with the Mongol conquests, including a section on Korea, and then returns to Joan of Arc and the Hundred Years War in Europe (approximately 1,300 years after Christ). Volume three details the rise of the Ottoman Empire in the fifteenth century, the European Renaissance, the European discovery of North America, the division of European Christianity with the Reformation of the 17th century, the rise of Spain based upon wealth obtained from the New World, the challenge of England to Spanish hegemony, the rise of Russia, and feudalism in Japan. It ends with the European Scientific Revolution of the 16th and 17th centuries. Volume four continues the story with the theory of the “divine right” of Kings and illustrates it with Louis XVI of France. It then deals with the American Revolution, the French Revolution, Napoleon Bonaparte, American slavery, the war against the North American natives, the British Empire in India, the European colonization of Africa, the “opening up of Japan” by the United States and, the rise and decline of China in the 19th century.

The *Hands on History* series contains very useful texts for students of English who are learning world history for the first time. In forty concise units of the series, the authors tell the story of human beings from the very first civilization to the early 19th century while taking the readers on a lively and exciting journey across the centuries. The passages are written in clear, understandable English and are very well illustrated with colorful pictures and maps to help the student comprehend and remember certain events.

M. Mark Stolarik
Full Professor, Department of History
University of Ottawa



Absolutism

Lesson 1 The Sun King  Track 1

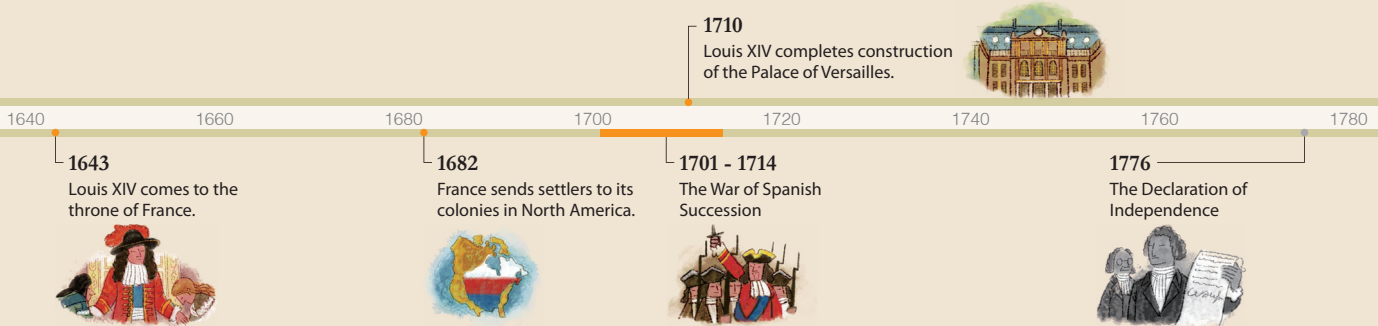
Lesson 2 The Lavish Life of a Monarch  Track 2



Make Connections

What is absolute power? Are there any leaders in the world today who have absolute power?

Timeline



Key Vocabulary

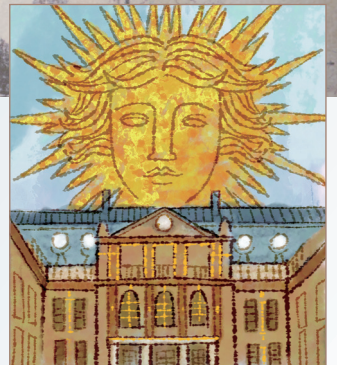
Choose and write the word next to its definition.

abuse bankrupt boundless embrace flatter
lavish resemble role suspicious tax

- 1 _____ a job; a position
- 2 _____ to receive or accept gladly
- 3 _____ very large or wide; without limits
- 4 _____ to be like or similar to
- 5 _____ not trusting somebody
- 6 _____ to praise someone too much
- 7 _____ having no money to pay for anything
- 8 _____ to use something in a wrong way
- 9 _____ spending too much money; wasteful
- 10 _____ money paid by citizens to the government

Exploring Events

Describe the pictures below and fill in the dates from the timeline.



LESSON 1

The Sun King



Jean Bodin was a French philosopher and a politician. He first introduced the idea of absolutism. He said that God gave power to kings and queens of Europe.



Louis XIV became the king of France at the age of four. He ruled France for 72 years. Because of his enormous power, he was called the Sun King.



The Palace of Versailles is the symbol of absolutism. It took half a century to finish building it. The construction was so expensive that France suffered badly because of it.

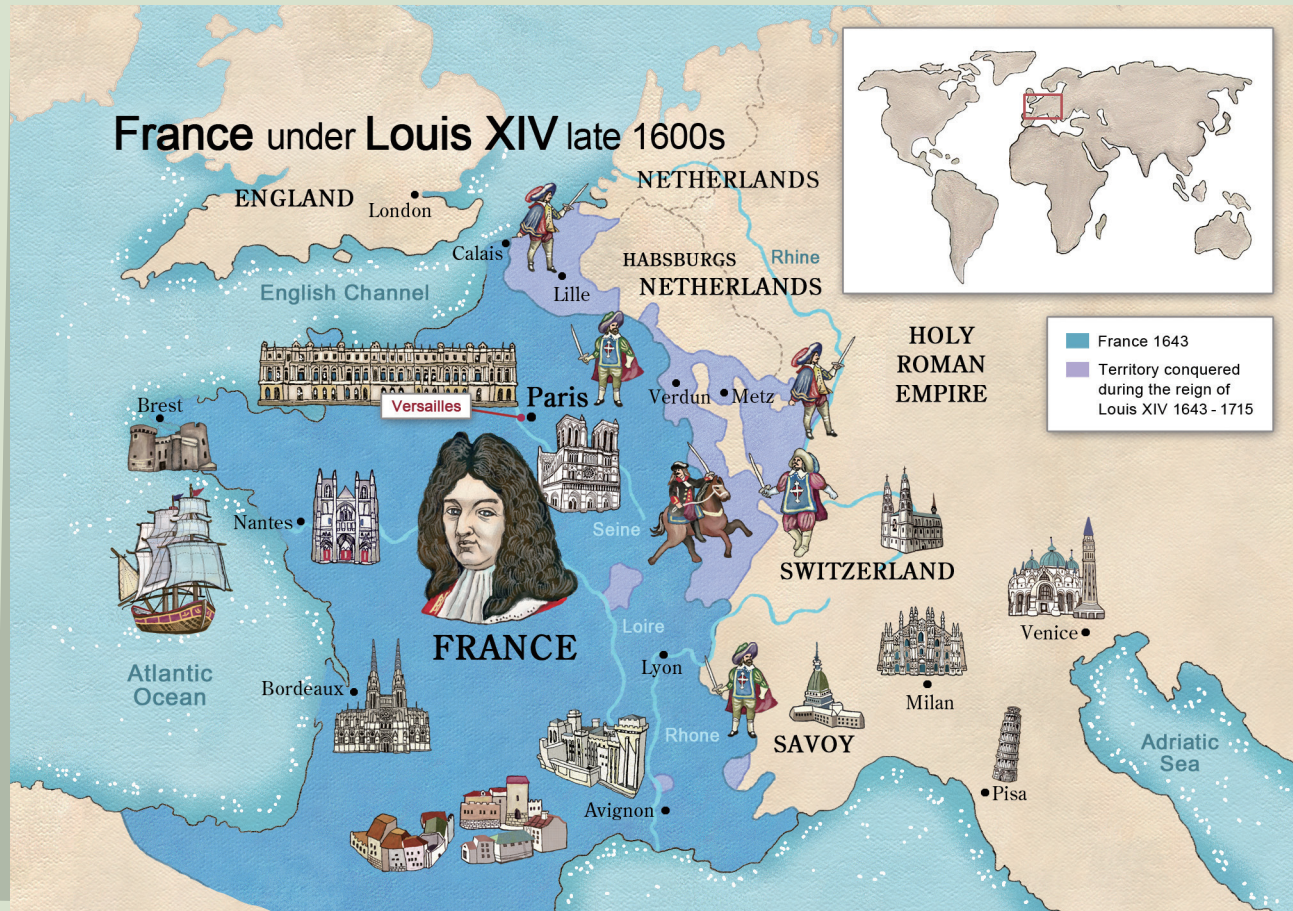
Absolute Monarchs

A French philosopher named Jean Bodin (1530-1596) claimed that God appointed kings and queens to their position. He also claimed that they had a “divine right,” a power given by God. This was absolute power, and it meant nobody could tell kings or queens what to do. In the 1600s, some European monarchs **embraced** this idea and accepted their new **role** as absolute rulers. The period of absolutism began in Europe.

During the period of absolutism, European governments became well-organized. European armies became larger than ever before. Furthermore, the states of Europe made colonies all over the world. The rulers of European states were stronger than ever before.

The Sun King

No king represented absolutism more than Louis XIV of France. He came to the throne in 1643 when he was only five years old, and he ruled the country until 1715. Louis XIV was known as the Sun King because he **resembled** a perfect king. He was tall, and he always dressed in magnificent clothing. Louis himself truly believed that all French people had to obey him.



Although Louis looked and spoke like a perfect king, he had many flaws. Louis was **suspicious** of the noblemen in his country. He did not trust them, so he kept them all at his palace in Versailles where he could watch them. These noble courtiers did very little in the palace, except **flatter** the king. Louis spent enormous amounts of money to support his lifestyle. At the same time, the ordinary people of France suffered from hunger and high **tax**.



LESSON 1 The Sun King



Louis XIV had constant wars against other nations. He chased fame and glory, but the expensive wars won him only a little more territory. France suffered heavily during his reign.



In the 1600s, the French explored North America and established colonies. Louis XIV sent thousands of settlers to North America where they often fought with the native people.



Louis XIV brought artists to his court. Moliere, a playwright, performed some of his comedies at Versailles. The plays always flattered the king.

Chasing Glory

During the reign of the Sun King, French explorers made maps of North America. In the 1680s, enormous French colonies were established there. They were called New France and Louisiana. However, back in Europe, France started to lose its wealth and power because of constant wars. Louis fought against the Habsburgs, Dutch, and English, mostly because he wanted glory and fame. However, the wars resulted in very few changes. From 1701 to 1714, Louis fought his final war, the War of Spanish Succession. It was very expensive to pay for armies and fortresses, so France became **bankrupt**. At the end of his life, Louis realized he had made a mistake by chasing glory. He told his great-grandson, the future king of France, that he loved war too much.

In the 1700s, many people said openly that European monarchs **abused** their power. On the other side of the Atlantic Ocean, the British colonies of North America decided that they no longer wanted to be ruled by a king. They fought a long war to free themselves from British rule.



Comprehension Check

A Read and choose the answer.

1. What was the idea of absolutism?

- a) The power of kings and queens was absolute.
- b) The power of nobles and courtiers was absolute.
- c) The power of ordinary people was absolute.

2. Which statement does NOT describe Louis XIV?

- a) He wanted glory and fame in war.
- b) He improved the lives of French people.
- c) He looked like a perfect king.

3. What were the names of two French colonies in North America?

- a) New France and Louis
- b) New France and Louisiana
- c) Old France and Louisiana

4. What problem did France have when Louis XIV died?

- a) It was conquered by England.
- b) It was bankrupt.
- c) People refused to be ruled by kings.

B Number the sentences from 1 to 5 to show the correct order of events.

- France became bankrupt.
- Louis XIV was crowned.
- Jean Bodin wrote about the divine right of kings.
- Louis XIV fought the War of Spanish Succession.
- France established colonies in North America.



C Read the sentence and write true (T) or false (F).

- Louis XIV was called the Moon King.
- Louis XIV was admired by the French.
- France became very wealthy because of the wars Louis XIV fought.
- The Dutch and English were enemies of Louis XIV.
- Louis XIV shared his power with the nobles in his palace.

Facts to Remember

Complete the graphic organizer by filling in the blanks.

Absolutism in Europe

- European kings and queens had _____ power.
- European governments became _____.
- European _____ became larger than ever before.
- European countries established _____ all over the world.

Louis XIV of France

He is an example of absolute monarchs.

- He became the king of France in _____.
- He was known as the _____.
- He believed that his _____ was absolute and that all people had to obey him.
- During his reign, common people suffered from hunger and high _____.

LESSON 2 The Lavish Life of a Monarch



"It is a law, because I wish it."

- Louis XIV (1638 ~ 1715)

Fill in the blanks with the correct words as you read.

lavish

tax

boundless

bankrupt

flattered

Louis XIV must be the king who lived the most _____ life of all time. My teacher showed the class a picture of the Palace of Versailles. It was a huge, magnificent building that Louis XIV built. **It** was so big that it took almost 50 years to finish. In the palace, artists painted pictures which always _____

the king. They would always paint him as a Greek god or conquering hero. The famous French playwright, Moliere, was a visitor at Versailles. **He** wrote plays about what a fair and skillful ruler Louis XIV was. Everyone said that he was the perfect king.

There was a huge price to pay for the king's lavish lifestyle. During the reign of Louis XIV, the common people of France suffered from hunger, high _____ and wars. However, the king did not seem to be interested in **their** problems. Every year, he demanded more money to finish constructing his palace and win his wars.

My teacher told us that people were not allowed to question monarchs in those days. Common people were told that kings and queens received their power from God. I think it is a really unfair idea, but for 100 years, this idea was accepted by a lot of people. It was during Louis XIV's time that the power of the monarch was _____. By the time he died, France was _____, and a huge number of French people had died from hunger. My teacher told us that these problems later led to a big revolution in France.



Comprehension Check

Context Clue

What do the three words in bold refer to in the passage?

1. It → _____
2. He → _____
3. their → _____

Critical Thinking

A Think about the following questions and write the answers.

1. How did artists flatter Louis XIV?

2. How did the common people of France live during the reign of Louis XIV?

3. Why was the power of monarchs absolute in the 1600s?

4. What caused France to become bankrupt?

B Share your answers with the class.

Journal Writing

Write a paragraph in your journal about one of the topics below.

1. What did you learn about absolutism?

2. What is absolute power? Are there any leaders in the world today who have absolute power?



Vocabulary Review

Complete the crossword puzzle with the correct words.

role

embrace

boundless

resemble

suspicious

flatter

bankrupt

abuse

lavish

taxes

- Across**
- ① He lives in a _____ mansion. It's full of expensive things.
 - ② The twins looked alike, but they don't _____ their parents.
 - ③ The company is _____. They have no money at all.
 - ④ What is your _____ in the school play?
 - ⑤ People will _____ my idea. They will like it a lot.

- Down**
- ⑥ I am _____ that the dog ate my hamburger.
 - ⑦ Do not _____ this book. It is for everyone to read.
 - ⑧ The heavy _____ of the government made people angry.
 - ⑨ Cindy is beautiful, so all the boys _____ her.
 - ⑩ The new president has absolute power. His power is _____.

