

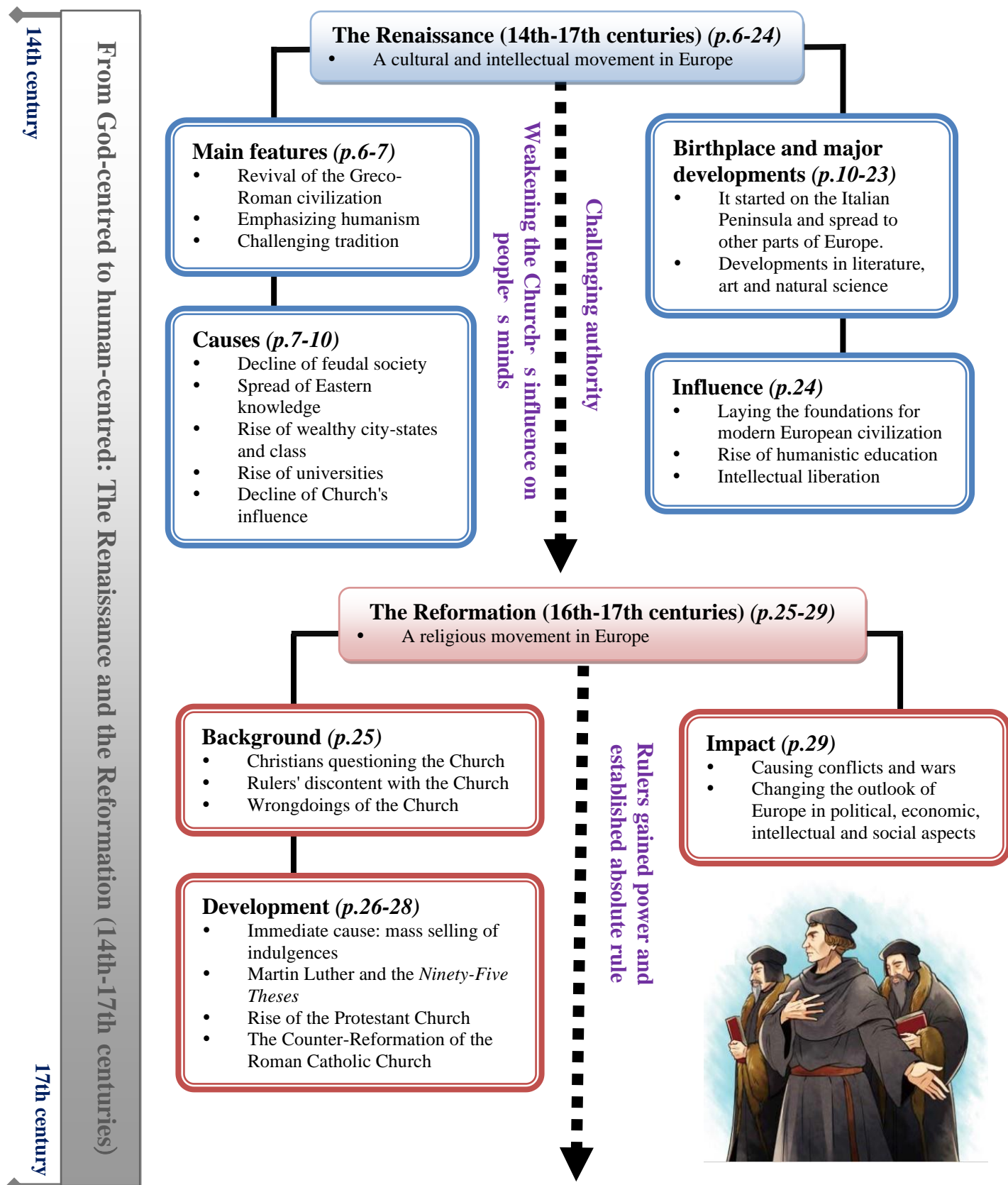
*Journey Through History -
New Topic-based Series*

Study Notes

*Topic 5:
The rise of modern Europe*



CONCEPT MAP



**A. From God-centred to human-centred:
The Renaissance and the Reformation**

Guiding Questions

- What were the Renaissance and the Reformation?
- What changes did they make to Europe (particularly in thoughts) at that time?

1. The Renaissance

(a) What was the Renaissance?

- The Renaissance
 - means 'revival' or 'rebirth', and refers to the revival of the ancient Greco-Roman civilization;
 - refers to the cultural and intellectual movement that took place in Europe between the 14th and 17th century (late Medieval times);
 - first started in Italy and later spread throughout Europe.
- Europeans of the time innovated and carried forward the classical civilization.
- The Renaissance laid foundations for the development of modern European civilization.
- The Renaissance was also the transitional period from Medieval Times to Modern Times.

(b) Main features of the Renaissance

(i) Revival of the ancient Greco-Roman civilization

- Europeans were keen to revive the ancient Greco-Roman civilization.
- They studied and applied the Greco-Roman theories and art styles to their works.

(ii) Emphasizing humanism

- Europeans were no longer God-centred but were more concerned with worldly affairs.
- They regarded humans as the centre of the universe. Humans should have independent thinking and develop their capacities.
- This human-centred idea was known as 'humanism'.

(iii) Challenging tradition

- Influenced by humanism, Europeans stressed the spirit of inquiry and rational thinking.
- They challenged traditional ideas and Church teachings, and proposed new ideas.
- Many important scientific discoveries and inventions were made.

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(c) Causes of the Renaissance

(i) Decline of feudal society

- The feudal society declined during late Medieval Times.
- Many peasants left their manors and lived in towns.
- They became freemen and thus had greater freedom and more time for art and learning.
- This helped bring about the Renaissance.

(ii) Spread of Eastern knowledge

- Arab scholars in Medieval Times had a good knowledge of science, mathematics, medicine and astronomy. Arab civilization was more advanced than European civilization.
- European Christians started the Crusades between the 11th and 13th centuries. It encouraged the exchange of knowledge between Europe and the Arab world.
 - Arabs' studies and the legacies of ancient civilizations the Arab scholars preserved were brought to Europe through the Crusades.
 - This broadened Europeans' horizons and revived their interest in ancient Greco-Roman art and learning.

(iii) Rise of wealthy city-states and class

- From the 11th century onwards, ports and towns on the routes of the Crusades developed rapidly.
- Many Italian city-states became major trading centres between Europe and Asia.
- Wealthy merchants and bankers emerged in Italy and other European countries.
 - They were concerned with worldly life, and had money to support art and science. This helped the development of the Renaissance.

(iv) Rise of universities

- Since the 12th century, universities built by the government or merchants had emerged in European towns. Education was no longer solely controlled by the Church.
 - University students studied subjects other than Biblical teachings, such as medicine, law and philosophy in a free environment. This broadened their horizons.
- The universities also kept many books related to the ancient Greco-Roman civilization. This encouraged scholars and students to find out more about it.

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(v) Decline of the Church's influence

- Europeans gained new knowledge at universities and from the advanced Arab civilization.
 - They started to question the teachings of the Church.
 - This weakened the influence of the Church on people's minds.
- The failure of the Crusades further undermined the prestige of the Church.
 - Some European rulers refused to pay taxes to it and openly defied the pope.
 - The political influence of the Church declined constantly.

(d) Birthplace and major developments of the Renaissance

(i) Birthplace

- The Renaissance started on the Italian Peninsula and spread to other parts of Europe.
- The Italian Peninsula was the birthplace of the ancient Roman civilization.
 - It preserved many valuable ancient Roman legacies.
- The Italian Peninsula had many rich city-states.
 - The wealthy class supported the work of artists and scholars.

(ii) Developments in literature

- During the Renaissance, changes were first made in literature.
- Before the Renaissance, literary works were mostly related to religion, including biographies of saints, prayers and hymns. They were written in Latin.
 - Only priests and scholars could read and compose these works.
- Renaissance writers were influenced by humanism.
 - They made use of ancient Greco-Roman literary skills and wrote about worldly people, affairs and things.
 - They wrote many poems, novels and plays.
 - Many writers wrote in their native languages. Literature became popular.

Type	Representative	Profile
Poems	Dante (1265-1321)	Italian writer Dante was regarded as a pioneer in European literature. His book, the <i>Divine Comedy</i> , was written in Italian. He described his travels to Heaven and Hell in this book. He also pointed out the social inequality at the time.

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Novels	Boccaccio (1313-1375)	Italian writer Boccaccio wrote realistic novels, the style of which greatly influenced Western literature. In the <i>Decameron</i> , he wrote about a group of young people fleeing from a plague in Florence. They passed their time by telling stories about the wrongdoings of the Church and man.
Plays	Shakespeare (1564-1616)	Shakespeare was the most representative Renaissance playwright. He wrote many famous plays in English, such as <i>A Midsummer Night's Dream</i> , <i>Hamlet</i> , <i>Romeo and Juliet</i> and <i>The Merchant of Venice</i> . They explored different aspects of human life.

(iii) Developments in art

■ Paintings

- Medieval paintings were mainly about religion. Their style was not realistic.
- Renaissance paintings had diverse themes. Their style was more three-dimensional and realistic as new techniques of perspective and shadowing were used.
- Some painters even studied the human body and painted lifelike human body and facial expressions.
- Leonardo da Vinci, Michelangelo and Raphael were known as the 'three master artists'.

The three master artists	Profile
Leonardo da Vinci (Italian)	He made use of the techniques of perspective, light and shadowing in his paintings which were lifelike. His most famous works include the <i>Mona Lisa</i> and the <i>Last Supper</i> .
Michelangelo (Italian)	He was good at showing detailed body movements and facial expressions in his paintings. He painted scenes from the <i>Bible</i> on the ceiling of the Sistine Chapel and later the <i>Last Judgement</i> on the wall of the chapel.
Raphael (Italian)	He studied the works of da Vinci and Michelangelo and developed his own style. His paintings were famous for their harmony, joy and gracefulness. His most famous work is the <i>School of Athens</i> . His other works are mainly about Christianity.

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■ **Sculptures**

- Religion was the main theme of sculptures during early Medieval Times.
- Although Renaissance sculptors still made sculptures with themes from the *Bible*, they focused on the facial expressions and body movements of figures under the influence of humanism.
- Renaissance sculptures were famous for their realism.
 - Sculptors studied the human body and ancient Greco-Roman sculptures in detail. They made use of light and shadow to create lifelike figures, body movements and facial expressions.

■ **Architecture**

- Early medieval buildings were mainly built in the Gothic style.
- Gothic buildings had tall pointed towers, pointed arches, flying buttresses and stained glasses.
 - Christians believed that tall pointed towers brought them closer to God.
- Renaissance architects believed that buildings should be proportional, harmonious and rational which mirrored the beauty of human body. They revived the ancient Greco-Roman architectural style.
 - Renaissance buildings are characterized by stone pillars, pediments, semi-circular arches and domes;
 - Colonnades were built around symmetrical plazas.



(iv) **Developments in natural science**

- The Church had translated many classics of ancient science, and integrated them with theology to explain the universe.
 - One example was the well-known 'geocentrism'.

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- It also claimed that diseases were God's punishments and prohibited dissections of the 'sacred' human body.
- During the Renaissance, European scholars studied original ancient Greek classics.
 - They found many differences from the Church's translation.
 - They started to verify the ancient theories through observation and research, which was known as a spirit of 'scientific inquiry'.

■ Discoveries in medicine

- Renaissance scholars carried out experiments to discover the real causes of diseases.
 - Fracastoro conducted experiments and proved that diseases were spread by bacteria which bred on decayed matter.
 - Vesalius dissected dead human bodies, and described in detail the human skeleton, organs and muscles in his book.

■ Discoveries in astronomy

- Copernicus proposed the theory of heliocentrism, stating that the Sun was the centre of the universe.
- Galileo made telescopes to observe the universe. He also carried out experiments and affirmed heliocentrism.

Major developments during the Renaissance

	Early Medieval Times (God-centred)	The Renaissance (Human-centred)	Representative people / works
Literature	<ul style="list-style-type: none">• Mostly biographies of saints, prayers and hymns• Written in Latin by priests and scholars	<ul style="list-style-type: none">• Influenced by humanism, concerned with worldly people, affairs and things• Written in native languages, so that more people could read them	<ul style="list-style-type: none">• Dante's poems, Boccaccio's novels and Shakespeare's plays
Art	Paintings and sculptures <ul style="list-style-type: none">• About religion	Paintings and sculptures <ul style="list-style-type: none">• Had diverse themes and developed new techniques• Showed people, affairs and things in a three-dimensional way	Paintings and sculptures <ul style="list-style-type: none">• The three master artists: Leonardo da Vinci, Michelangelo and Raphael

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	Architecture <ul style="list-style-type: none"> Mainly Gothic style, brought people closer to God through tall pointed towers 	Architecture <ul style="list-style-type: none"> Buildings should be as beautiful as the human body – correctly proportional Revived the ancient Greco-Roman architectural style 	Architecture <ul style="list-style-type: none"> St. Peter's Basilica
Natural science	Astronomy <ul style="list-style-type: none"> The Church supported 'geocentrism' 	Astronomy <ul style="list-style-type: none"> Scholars questioned 'geocentrism', and proposed new astronomical theories and based on inquiry and observation 	Astronomy <ul style="list-style-type: none"> Copernicus' heliocentrism and Galileo's telescope
	Medicine <ul style="list-style-type: none"> The Church stated that diseases were God's punishment The human body was sacred and could not be dissected 	Medicine <ul style="list-style-type: none"> Scholars started to dissect dead human bodies, and discovered many new medical theories and treatments for diseases 	Medicine <ul style="list-style-type: none"> Fracastoro's theories about infectious diseases Vesalius' discoveries in anatomy

(e) Influence of the Renaissance

(i) Laying the foundation for modern European civilization

- During the Renaissance, Europeans revived the ancient Greco-Roman civilization and made great achievements in various areas.
 - European civilization developed rapidly.
- The Renaissance laid the foundations for modern European civilization.

(ii) Rise of humanistic education

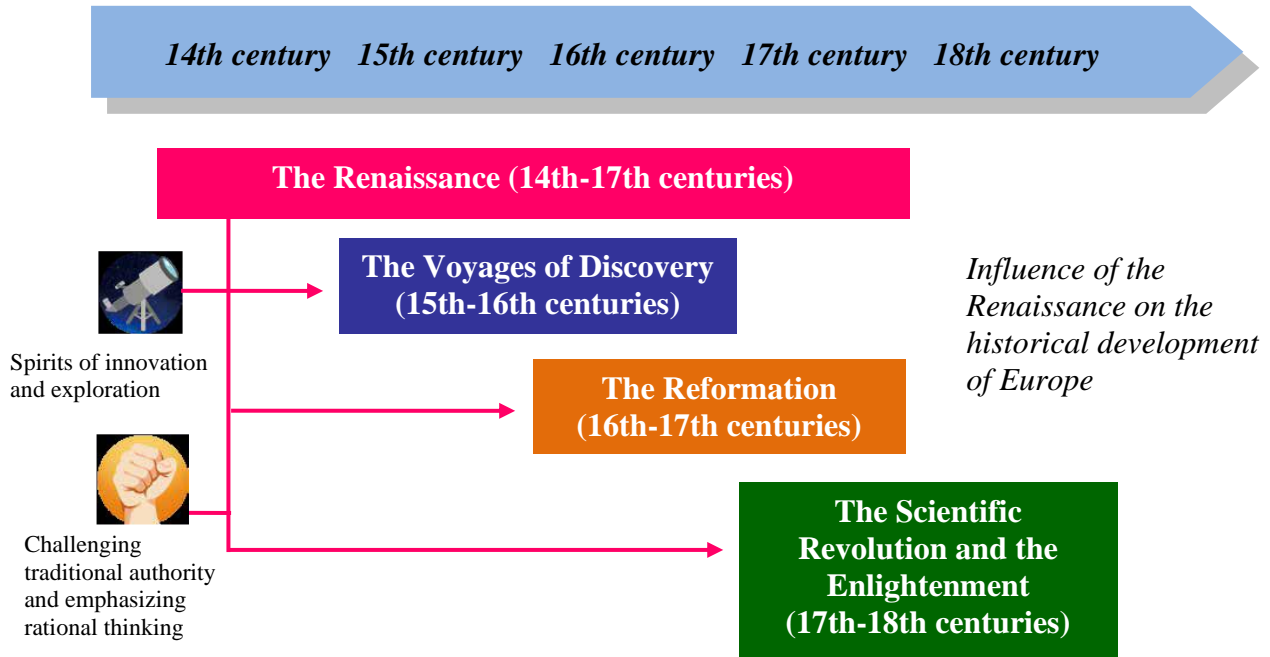
- Influenced by humanism, Renaissance scholars stated that the aim of education was not to train clergy but talented 'Renaissance man'.
- More people went to non-church schools to acquire worldly knowledge.
 - This helped develop European education and culture.

(iii) Intellectual liberation

- The Renaissance freed the minds of Europeans. They no longer obeyed traditional authority blindly, and valued rational thinking and spirit of exploration.

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- This led to the Reformation, the Voyages of Discovery, the Scientific Revolution and the Enlightenment.
 - All these are regarded as milestones in the rise of modern Europe, with the Renaissance as a starting point.



2. The Reformation

- The Reformation was a religious movement in Europe in the 16th and 17th centuries, including the split of the Christian Church and reforms of the Roman Catholic Church.
 - The Reformation changed various aspects of European traditions.

(a) Background of the Reformation

(i) Christians questioning the Church

- During the Renaissance, Christians studied and emended the early copies of the *Bible*.
 - They found inaccuracies in the Latin *Bible* and the Church had misinterpreted some Christian doctrines.

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- In 1516, Dutch theologian Erasmus published the original Greek version of the *New Testament*.
 - Many Europeans including the leader of the Reformation, Martin Luther, subsequently found out more misinterpretations made by the Church.

(ii) Rulers' discontent with the Church

- In medieval Europe, the Church had great influence on politics.
- During late Medieval Times, strong kings emerged.
 - They were discontented with the Church and wanted to regain their powers.

(iii) Wrongdoings of the Church

- In late Medieval Times, the Church became corrupt.
- It ran casinos and sold 'indulgences'.
- It claimed that indulgences could reduce the sufferings of the purchasers and their relatives in purgatory.
 - This became the spark that set off the Reformation.

(b) Development of the Reformation

(i) Immediate cause: mass selling of indulgences

- In early 1517, the Church sold massive indulgences to raise money for building St. Peter's Basilica.
- Some clergy in German states even exaggerated the function of indulgences.
 - This angered many German theologians.

(ii) Martin Luther and the *Ninety-Five Theses*

- In October 1517, German priest Martin Luther posted the '*Ninety-Five Theses*' on a cathedral.
 - He stressed that people could only be redeemed through faith in God.
 - He criticized the corruption of the Church and priests, and raised the issue of indulgences for discussion.
- Martin Luther wrote the *Ninety-Five Theses* in Latin.
 - It was soon translated into German and spread throughout the German states.
- The *Ninety-Five Theses* was further translated into different languages and sparked strong reactions from the people of Europe.
 - This led to the Reformation.

Key points of the ' <i>Ninety-Five Theses</i> '
<ul style="list-style-type: none">✧ People could only be redeemed through faith in God.✧ Only God can forgive people's sins. The Pope does not have this power.✧ Selling or buying indulgences is a sin. It is a false promise for followers who want to enter Heaven.

(iii) Rise of the Protestant Church

- The ideas of Martin Luther seriously hindered the revenues of indulgences and the Church's prestige.
 - In 1521, Martin Luther was excommunicated from the Church.
- German nobles and people, however, supported Martin Luther.
 - Martin Luther set up a new sect 'Lutheranism'.
- More new sects, including Calvinism and the Anglican Church, were established.
- These sects were known as Protestantism.
- Some European rulers even withdrew from the Roman Catholic Church and made Protestantism their official religions.

(iv) The Counter-Reformation of the Roman Catholic Church

- To restore its prestige the Roman Catholic Church started the Counter-Reformation.
 - The Church suppressed the Protestant Church and carried out reforms.
 - Rulers who still followed the Church were granted more rights to autonomy in religious affairs.
 - The Church banned the sale of indulgences and recognized some societies to promote its image.

(c) Impact of the Reformation

(i) Causing conflicts and wars

- The Reformation split Christianity into the Roman Catholic Church and the Protestant Church.
- Between the 16th and 17th centuries, religious differences led to political instability and even military conflicts within Europe.
 - The Thirty Years' War (1618-1648) was regarded as the first great war in modern Europe.

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Protestant and Catholic countries or regions in Europe in 1648

(ii) Changing the outlook of Europe

■ Political aspect

- The Roman Catholic Church was weakened.
- Many European rulers separated religion from politics.
 - They regained power from the Church.
 - They gradually established absolute rule.

■ Economic aspect

- Protestantism, like humanism, stressed worldly life.
 - It encouraged followers to glorify God by working hard.
- This thinking favoured the economic development of Europe (especially in Protestant countries).

■ Intellectual and social aspects

- Protestantism advocated religious tolerance and freedom. It also encouraged public meetings.
 - These sowed the ideological seeds of liberty and democracy in modern Europe.
- The Protestant Church used education as a way to preach.
 - It built schools and taught in relatively simple languages. It also taught new subjects like natural science.
 - Education became more popular in Europe and the educational standard of Europeans improved.

How the Reformation changed the outlook of Europe :

Political aspect



Promoted the separation of religion and politics

Economic aspect



Encouraged Europeans to be more concerned about their daily work

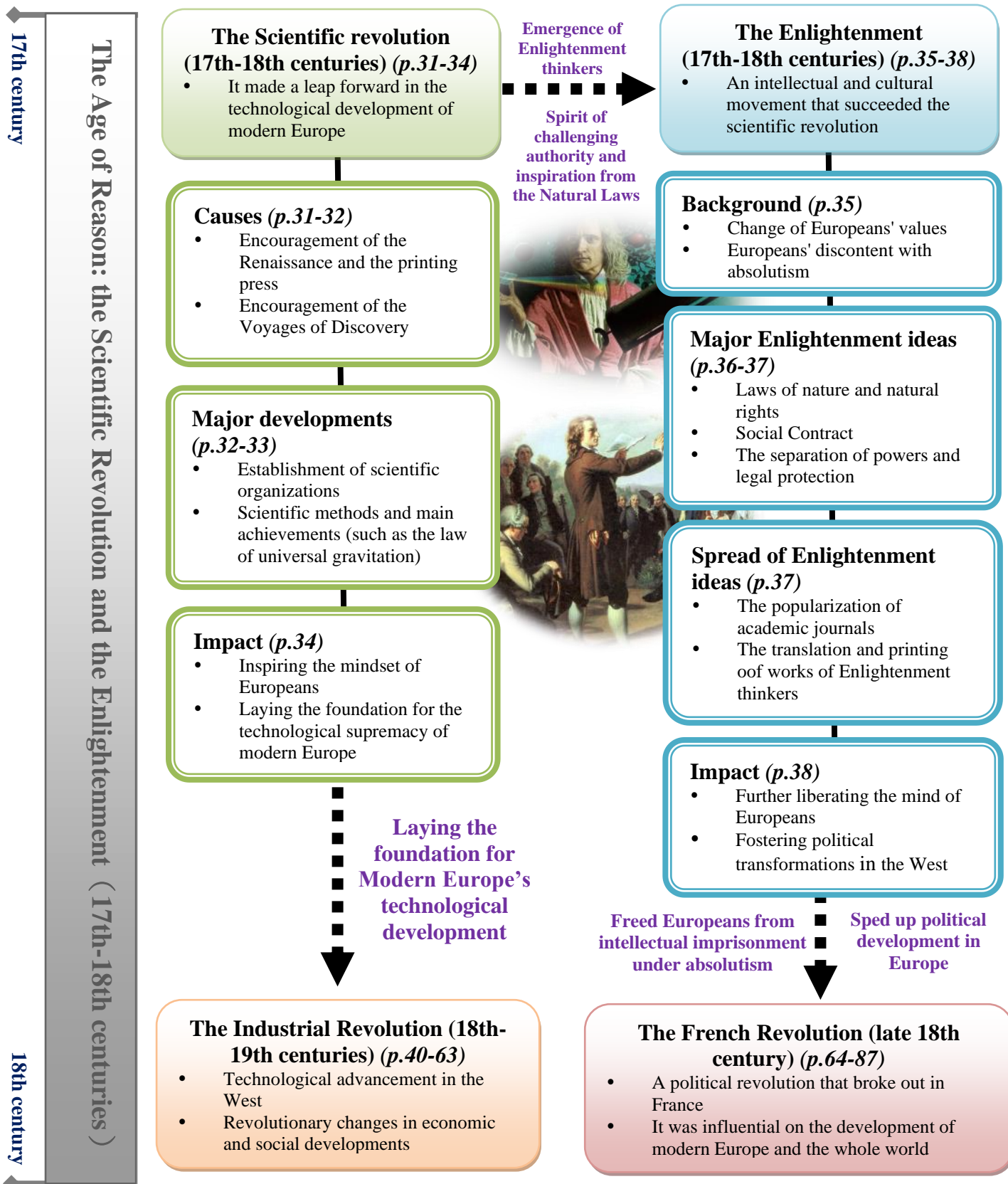
Intellectual and social aspects



- **Helped develop the ideas of liberty and democracy in modern Europe**
- **Protestant schools raised the educational standard of Europeans**



CONCEPT MAP



B. The Age of Reason: the Scientific Revolution and the Enlightenment

Guiding Questions

- What were the Scientific Revolution and the Enlightenment?
- How did they change the understanding of Europeans towards the world?

1. Entering a new age of reason

- The Renaissance entered its final phase in the 17th century. A new age started.
- In the 17th and 18th centuries, Europeans had new understandings and views about nature, society and the world through rational thinking.
 - This led to the Scientific Revolution and the Enlightenment.

2. The Scientific Revolution

- Scientific study became popular in 16th-century Europe, but it mainly aimed to revive the ancient Greco-Roman scientific knowledge.
- In the 17th century, the 'Scientific Revolution' started.
 - Many new scientific theories were proposed, marking a leap forward in the technological development of modern Europe.

(a) Causes of the Scientific Revolution

(i) Encouragement of the Renaissance and the printing press

- Renaissance scholars carried out experiments, and proposed scientific theories which contradicted the teachings of the Church. Modern Western science began to rise.
- The development of the printing press increased book circulation.
 - This promoted academic exchanges and created favourable conditions for the start of the Scientific Revolution.

(ii) Encouragement of the Voyages of Discovery

- Between the 15th and 16th centuries, European navigators started a series of naval explorations, known as the 'Voyages of Discovery'.
 - They opened up new sea routes and discovered unknown lands (such as the Americas). Some even completed global circumnavigation.
- The Voyages of Discovery widened the horizons of Europeans. Global circumnavigation proved that the 'Earth was round' and overthrew traditional theories.
 - These motivated European scholars to find new knowledge in other areas including science.

(b) Major developments during the Scientific Revolution

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(i) Establishment of scientific organizations

- Most scientific researches used to be made by bodies under the Church, and scholars seldom exchanged their ideas.
- During the Scientific Revolution, independent scientific bodies were founded.
 - One example was the 'Royal Society of London for Improving Natural Knowledge', set up in 1660;
 - These organizations held meetings and published reports, which provided a platform for academic exchanges.

(ii) Scientific methods and main achievements

- European scholars stressed the importance of 'scientific methods'. A skeptical attitude, observations and experiments were necessary for scientific research.
- New ideas in different fields of science were proposed:

✧ **Kepler (1571-1630)**

- suggested the laws of planetary motion. This was the famous 'Kepler's laws';

✧ **Harvey (1578-1657)**

- carried out experiments on animals. He showed blood circulation in animals and humans, and the work of the heart and blood;

✧ **Boyle (1627-1691)**

- used scientific methods to prove the principles behind natural phenomena. He also defined chemical elements.

✧ **Newton (1642-1727)**

- suggested the theory of light and laws of motion, including the famous 'law of universal gravitation'.

(c) Impact of the Scientific Revolution

(i) Inspiring the mindset of Europeans

- The Scientific Revolution changed Europeans' thoughts and views.
- The stress on rational thinking and a skeptical attitude further encouraged Europeans to challenge traditional authority. The new discoveries and theories also increased their understanding of the natural world.
- The 'laws of nature' particularly inspired the mindset of some European thinkers.
 - They applied the laws to the function of governments which brought about the Enlightenment in the mid-17th century.

(ii) Laying the foundation for the technological supremacy of modern Europe

- Soon after the Scientific Revolution, Europeans applied the scientific theories to industrial production and transportation.
- They developed new technologies and made inventions.
 - This led to the Industrial Revolution in the 18th century and accelerated the rise of modern Europe.

3. The Enlightenment

- The Enlightenment was an intellectual and cultural movement between the mid-17th and 18th centuries.
- Enlightenment thinkers stated that people enjoyed 'natural rights' such as equality and liberty. They also opposed political and social inequalities.
- The movement was regarded as a milestone in the political progress of modern Europe.

(a) Background to the Enlightenment

(i) Change of Europeans' values

- The Renaissance, the Reformation and the Scientific Revolution had promoted the ideas of humanism, challenging authority and rational thinking in Europe.
 - The Europeans then applied these ideas to political and social aspects.

(ii) Europeans' discontent with absolutism

- In the 16th-17th centuries, absolutism rose in Europe.
 - Absolute rulers had complete power over government, and maintained their rule by force;
 - They promoted the theory of the 'divine right of kings', stating that their power to rule came from God and people must obey them.
- By the mid-17th century, some Europeans started to criticize absolutism for violating people's 'natural rights'.

(b) Major Enlightenment ideas

(i) Laws of nature and natural rights

- Enlightenment thinkers believed the human society was also controlled by the laws of nature.
 - Man enjoyed inborn rights of equality and liberty, and no one could deprive them of these rights.
 - States and governments were set up to protect people's natural rights.

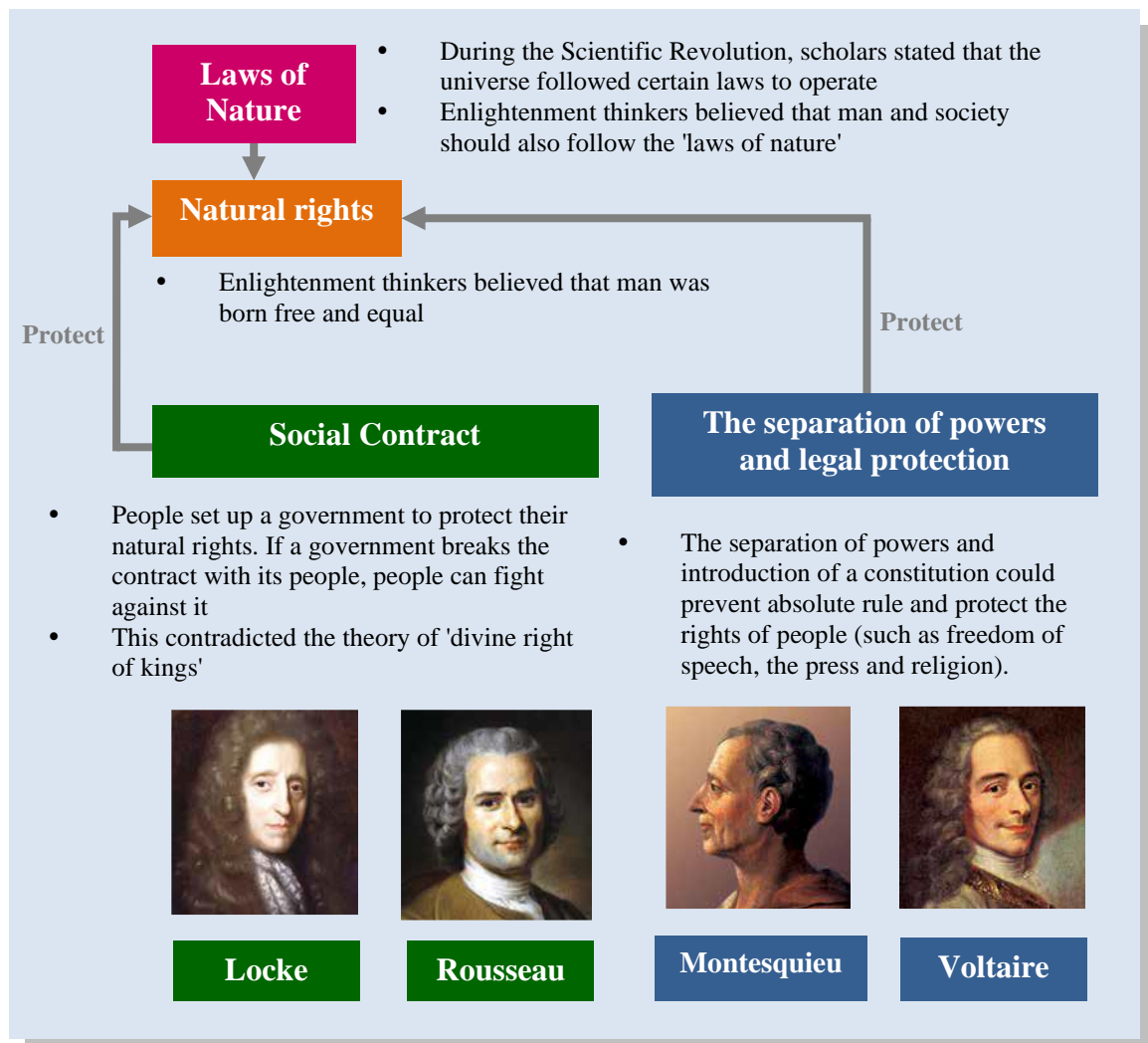
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(ii) Social Contract

- People and government are the two parties involved in the 'social contract', which specifies their mutual rights and duties.
- Enlightenment thinkers Locke and Rousseau stated that the power of government came from the people: when a government 'breaks the contract' and cannot protect people's natural rights, people have the right to overthrow it.

(iii) The separation of powers and legal protection

- Montesquieu suggested the 'separation of powers' to divide powers among the three branches of government, namely the legislature, the executive and the judiciary. This could prevent absolute rule.
- Voltaire proposed the implementation of constitution and reforms to limit the power of the king and protect people's rights.



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(c) Spread of Enlightenment ideas

- In the mid-17th century, the first academic journal was published in Europe.
 - Since then, academic journals became popular and were an important means for Europeans to absorb Enlightenment ideas.
 - As publishers were eager to translate and print the works of Enlightenment thinkers, their ideas were widely spread in Europe and other continents.

(d) Impact of the Enlightenment

(i) Further liberating the mind of Europeans

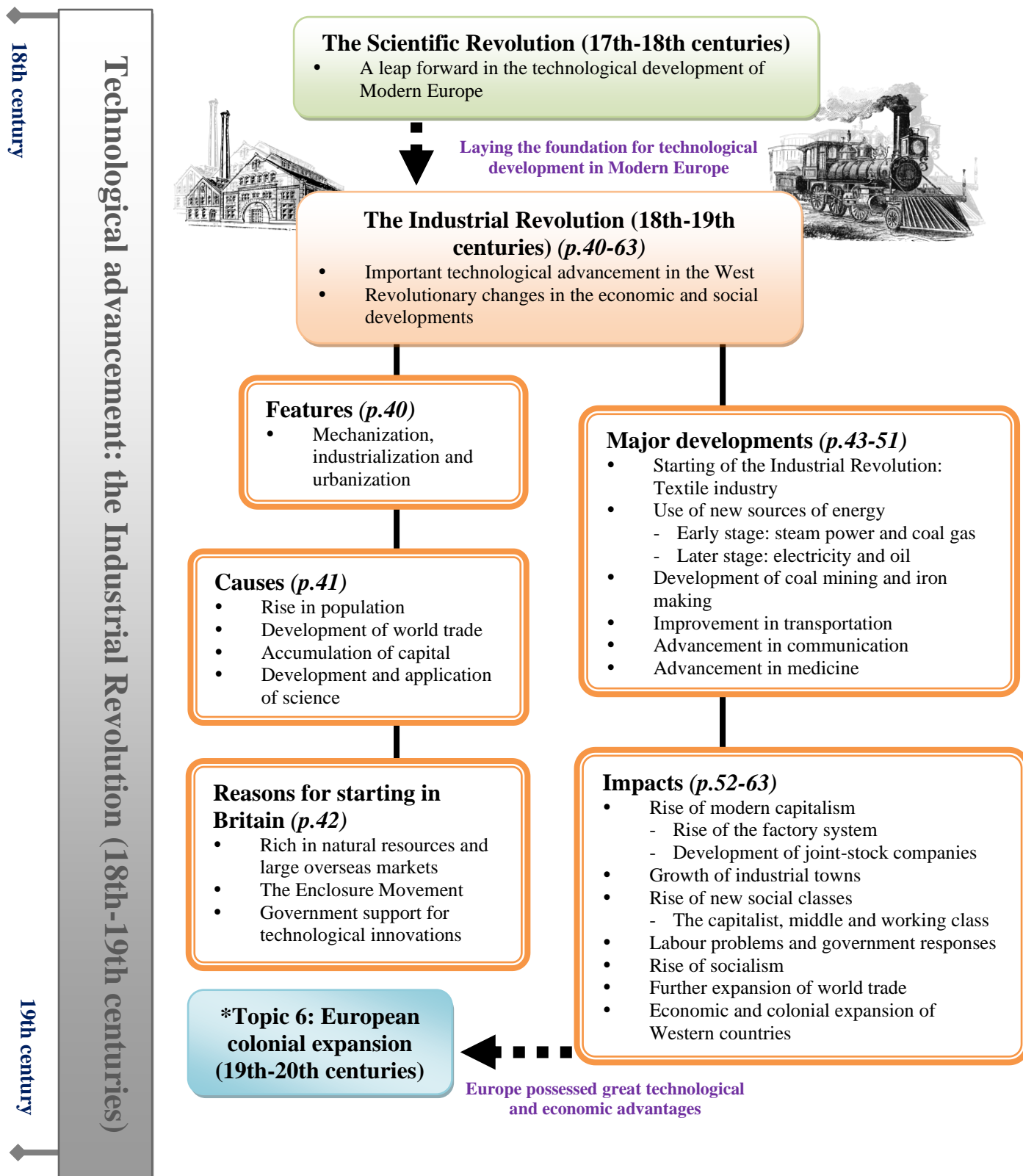
- Though the Renaissance and the Reformation freed Europeans from the Church's control, they were soon shackled by absolutism.
- Enlightenment thinkers criticized the 'divine right of kings' and promoted the ideas of natural rights.
 - This awakened Europeans to their political systems and pursuit of liberty.

(ii) Fostering political transformations in the West

- Enlightenment ideas spread in Europe and the Americas.
- The idea of social contract, which redefined the relations between people and government, particularly challenged the absolute rule in the two continents.
 - Influenced by Enlightenment ideas, some absolute rulers carried out reforms to grant more rights to their people. They were known as 'enlightened despots'.
- Enlightenment ideas also directly contributed to the outbreak of two political revolutions in the 18th century, the American Revolution and the French Revolution.



CONCEPT MAP



**C. Technological advancement:
the Industrial Revolution**

Guiding Questions

- What is a revolution? How did the Industrial Revolution change the outlook of Europe, and that of the world?

1. Era of technological advancement

- The 'Industrial Revolution'
 - The technological advancement in the West from the mid-18th to late 19th centuries.
- The advancement brought revolutionary changes in the economic and social developments, and thus was regarded as a 'revolution'.
 - The period was a key stage of the rise of modern Europe.
- It had the following features:

■ Mechanization

- People invented and used many new machines to replace human power and animal power in production.
- Therefore, this period is also called the 'Age of Machines'.

■ Industrialization

- Industry experienced rapid growth and gradually replaced traditional agriculture as the main pillar of a nation's economy.

■ Urbanization

- A large number of people moved from the countryside to work in industrial towns.
- Urban population continued to increase and urban areas continued to expand.

2. Causes of the Industrial Revolution

(a) Rise in population

- In the 18th and 19th centuries, the population of Europe grew rapidly.
- This provided labour for the development of industry and trade.
- It also led to a rising demand for goods, and thus encouraged mass industrial production.

(b) Development of world trade

- From the 15th century onward, world trade centred on Europe grew rapidly.
- In order to meet the global demand for manufactured goods, Europeans introduced new machines and technologies in production.

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(c) Accumulation of capital

- European merchants accumulated a huge amount of capital from foreign trade.
- They largely invested on new machines as well as technological innovations to increase production and earn higher profits.

(d) Development and application of science

- After the Renaissance and the Scientific Revolution, Europe had greatly advanced in science.
- With the support of merchants, European scientists sought to apply their knowledge to improve industrial technologies.

3. Why did the Industrial Revolution start in Britain?

(a) Rich in natural resources and large overseas markets

- Britain was rich in natural resources such as coal and iron.
- In addition, in the early 18th century, Britain had many overseas colonies.
 - They provided cheap raw materials and overseas markets for Britain's industries.

(b) The Enclosure Movement

- Owing to the Enclosure Movement, many British farmers lost their farmlands.
- They moved to cities and worked in factories.
 - They became the major labour force of Britain's industrialization.

(c) Government support for technological innovations

- In 1623, the British government passed a patent law to protect the rights of inventors.
- It also sponsored the Royal Society to carry out scientific experiments.
- Scientific and technological progress was thus relatively rapid in Britain.

4. Major developments during the Industrial Revolution

- Around the mid-18th century, the Industrial Revolution started in Britain.
- The textile industry was the first to be mechanized.
- Later, the revolution spread to heavy industries such as iron and steel making, mining and shipbuilding with the invention of the steam engine.

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- In the mid-19th century, industrialization had made Britain an industrial and economic power.
- Also, the revolution had spread to other European countries, the United States and Japan.

(a) Starting of the Industrial Revolution: Textile industry

- In the mid-18th century, British invented and improved textile machines.
 - These machines were usually operated by workers in factories.
 - The form of production changed from the 'domestic system' (production was done at home using simple hand tools or basic machines) to the 'factory system'.
- The Industrial Revolution started and gradually spread to other sectors.

(b) Use of new sources of energy

- Before the Industrial Revolution, Europeans mainly used humans, animals, wind and water as energy sources.
- During the Industrial Revolution, they developed new energy sources to drive large machines.

(i) Early stage: steam power and coal gas

- Steam power was the driving force behind the Industrial Revolution.
 - In the 18th century, Watt improved the steam engine.
 - It was widely used in textile production, mining and transportation later on.
- Meanwhile, Europeans mined coal for generating steam and coal gas.
 - They used coal gas as fuel for powering machines, gas lighting and cooking.

(ii) Later stage: electricity and oil

- Though battery was invented in 1880, electricity was not a major energy source.
- In the 1870-1880s, American scientist Edison invented the light bulb, and established the world's first electric power system that provided durable electricity supply.
 - This allowed factories to operate longer hours and increase production;
 - The Age of Electricity started.
- In the mid-19th century, oil was discovered as a high-performance fuel.
 - Same as electricity, it was used to power machines.
- In 1865, the United States laid the world's first oil pipeline and established the oil industry.
 - Many European countries also developed oil industry afterwards.

- By the end of the 19th century, oil had replaced steam as the primary energy source for industrialization.

(c) Development of coal mining and iron making

- Prior to the Industrial Revolution
 - The coal mining industry depended on manpower.
 - People preferred cast iron as an industrial material. The higher-quality wrought iron and steel were rarely used due to their high production cost.
- During the Industrial Revolution
 - People used steam power in mining. Production efficiency improved.
 - New iron-making technology further reduced the costs of wrought iron and steel, transforming them into the common industrial materials.

(d) Improvement in transportation

- Prior to the Industrial Revolution
 - Roads were poor. Traditional ox-carts, horse carts and sailing ships were the main means of transport.
- During the Industrial Revolution
 - Innovations in transport infrastructure and means of transport raised transport efficiency greatly.

(i) Land transport

- The 'Macadam road', which was flatter and had better drainage, was developed.
- Europeans invented steam locomotives and started to build railway networks. The 'Age of Railway' began.
- With the world's first car emerged in 1883, steam locomotives and cars became the two major means of land transport.

(ii) Sea transport

- Canals were built between industrial towns to transport cargoes more efficiently and economically.
- Europeans also invented and improved steamships. They could carry more passengers and cargoes further and faster.

(e) Advancement in communication

- Prior to the Industrial Revolution
 - People delivered messages mainly by post and took a long time.

- During the Industrial Revolution
 - Europeans and Americans invented telegraph, the 'Morse Code' and telephone, and built telephone networks for faster delivery of messages.

(f) Advancement in medicine

- Prior to the Industrial Revolution
 - There was little knowledge of social medicine.
- During the Industrial Revolution
 - Hygiene was very bad in slums.
 - Doctors started to study social medicine. There were breakthroughs in the prevention and treatment of diseases:

■ Prevention of diseases

- Vaccines against smallpox, cholera and rabies were invented.

■ Treatment of diseases

- Scholars discovered X-rays and 'radium'.
 - X-rays allowed doctors to observe patients' bodies;
 - Radium could be used to treat cancer.

■ Nursing of diseases

- Antiseptic surgery was used. It could prevent septicaemia caused by bacteria.

Major changes brought by the Industrial Revolution

Area	Before the Industrial Revolution	During the Industrial Revolution
Textile Industry	<ul style="list-style-type: none">• Domestic system: Production at home or in small workshops• Using simple tools and production methods• Small-scale production	<ul style="list-style-type: none">• Factory system: Production in factories• Using steam-driven spinning and weaving machines• Mass production Important developments: <ul style="list-style-type: none">• Invention of the spinning jenny (1764)• Invention of the power loom (1785)
Energy	<ul style="list-style-type: none">• Humans, animals, wind and water as major energy sources	<ul style="list-style-type: none">• Used new and more efficient energy sources such as steam power, coal gas, electricity and oil Important developments: <ul style="list-style-type: none">• Watt improved the steam engine (1769)

Coal mining and iron making	<ul style="list-style-type: none"> Coal mines depended on manpower Production cost of wrought iron and steel were high 	<ul style="list-style-type: none"> Using steam-powered machines to mine coal; production efficiency improved New iron-making technology greatly reduced the production costs of wrought iron and steel
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Area	Before the Industrial Revolution	During the Industrial Revolution
Transportation	<ul style="list-style-type: none"> Poor roads Ox-carts, horse carts and sailing ships were the main means of transport 	<ul style="list-style-type: none"> Better transport infrastructure Mechanical transport vehicles greatly improved transport efficiency Important developments: <ul style="list-style-type: none"> Construction of Macadam roads (early 1800s) Invention of the steamship (1807) Invention of the locomotive, the 'Rocket' (1829) Invention of the single-cylinder car (1885)
Communication	<ul style="list-style-type: none"> Mainly by post; took a long time 	<ul style="list-style-type: none"> New inventions mainly used electricity; messages were delivered faster Important developments: <ul style="list-style-type: none"> Invention of the telegraph (1832) Invention of the 'Morse Code' (1837) Bell improved the telephone (1876)
Medicine	<ul style="list-style-type: none"> Little knowledge of social medicine, such as public health or the prevention of diseases 	<ul style="list-style-type: none"> Social medicine started to be taken seriously Breakthroughs in disease prevention, treatment and nursing Important developments: <ul style="list-style-type: none"> Invention of vaccine against smallpox (1796) Discovery of X-rays (1895) Discovery of 'radium', a radioactive element (1898) Introduction of antiseptic surgery (mid-19th century)

5. Impacts of the Industrial Revolution

- The Industrial Revolution greatly changed the mode of production as well as social development in the West.
- It also prompted these Western countries to speed up overseas expansion. They gradually manipulated the development of global politics.

(a) Rise of modern capitalism

- During the Industrial Revolution, people who owned the means of production such as machines and mines became capitalists.
 - They put their privately-owned properties into production.
 - They further expanded the production capacity through the factory system and joint-stock companies.
- These gave rise to modern capitalism (also known as industrial capitalism).

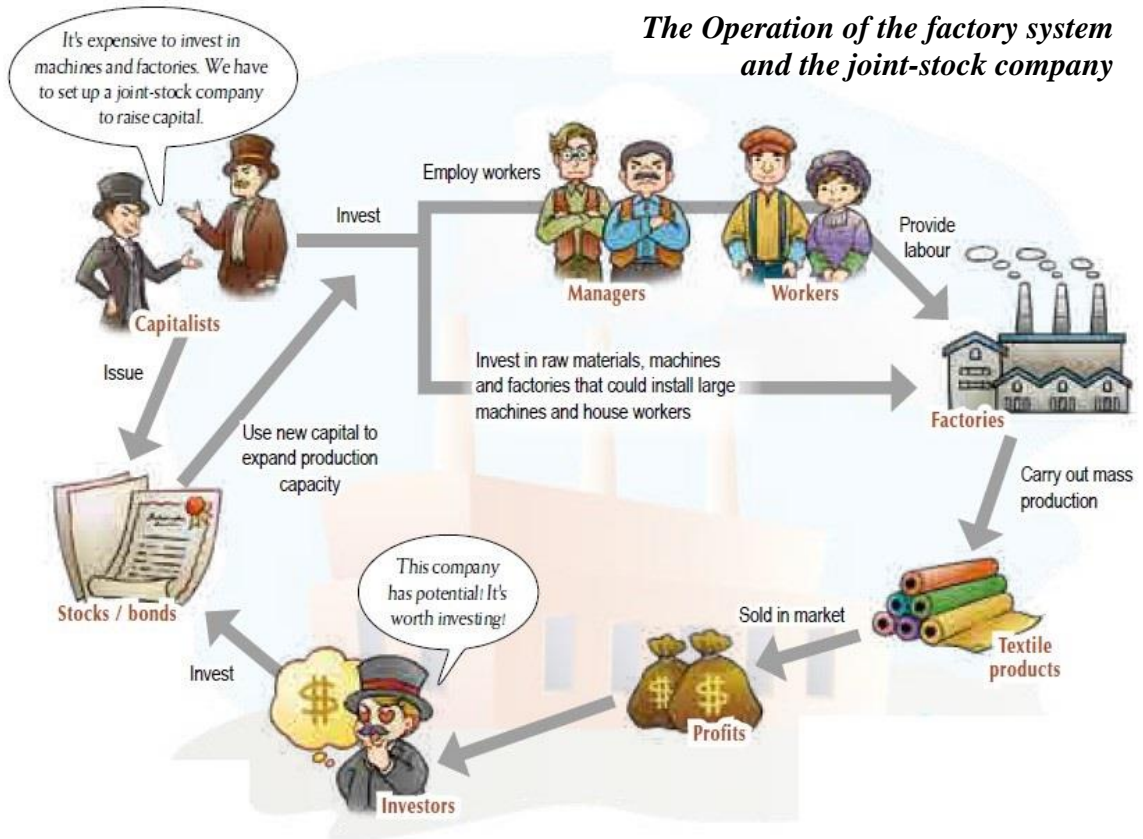
(i) Rise of the factory system

- During the Industrial Revolution, capitalists built factories, and installed expensive and large machines.
- They also employed many workers to operate the machines to carry out mass production.
- This mode of production is called the 'factory system'.
 - It gradually replaced the domestic system and became the main mode of production.
- In a factory, the production process was separated into many specialized parts.
 - Each worker was assigned to a single part. This is known as 'division of labour'.
 - As workers repeated their work continuously, they became more skilful in performing their job.
 - Division of labour helped to save time and improve quality of work.

(ii) Development of joint-stock companies

- Many capitalists wanted to expand their industrial productivity.
- However, the cost of operating machinery and factories was high. More capitalists therefore set up joint-stock companies, and issued stocks or bonds to raise capital.
- Joint-stock companies allowed capitalists to expand their production capacity and further promoted the rise of modern capitalism.

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(b) Growth of industrial towns

- Prior to the Industrial Revolution
 - Most Europeans lived in villages.
- During the Industrial Revolution
 - Farmers who wanted higher wages moved to live near the factories with their families. This led to the growth of industrial towns.
 - Their populations continued to increase and their areas continued to expand.
- By the mid-19th century, there were a large number of industrial towns in Britain.
 - Urbanization first occurred in Britain where the Industrial Revolution started.
- With the spread of the Industrial Revolution, urbanization also occurred in other European and North American countries.

(c) Rise of new social classes

- Before the Industrial Revolution, there were two major classes in Europe: the nobles and peasants.
- The Industrial Revolution saw the rise of new social classes:

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■ **The capitalist class**

- It included industrialists, businessmen, and owners of factories and mines.
- They were rich and could influence government policies.

■ **The middle class**

- It mainly included lawyers, doctors and engineers.
- They accumulated wealth because of their professional knowledge and expertise.
- They were not as wealthy and influential as the capitalist class.

■ **The working class**

- It worked for the capitalists and earned very little.
- This group of people were poor and at the bottom of society.
- The working class was also called the 'proletariat'.

(d) Labour problems and government responses

(i) **Labour problems**

- During the Industrial Revolution, the wealth gap between the capitalist class and working class continued to widen.
- The capitalists were very wealthy whereas the workers had a hard life:

■ **Low income**

- Workers' wages were low.
- Women and children had to work in factories and mines to earn extra income.

■ **Long working hours and frequent accidents**

- Workers had to work about 14-15 hours every day.
- Few factories or mines had safety measures. Accidents occurred frequently.

■ **Poor living conditions**

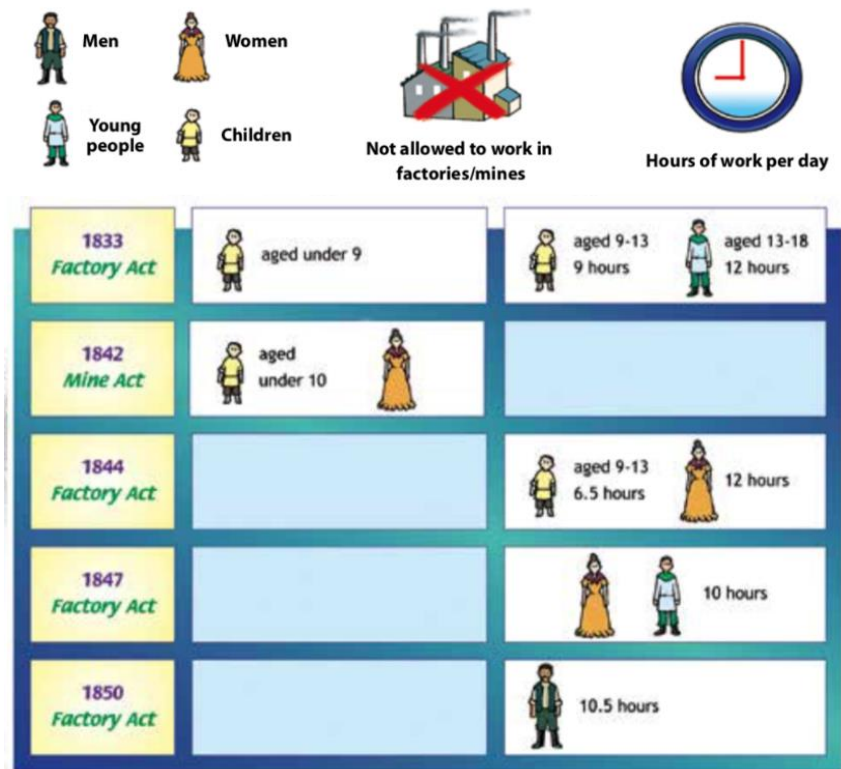
- Most workers lived in crowded slums in cities.
- The poor living and sanitary conditions made it easy for diseases to spread.

(ii) **Labour movements and achievements**

- Workers tried to improve their conditions and wages by forming trade unions.
- In 1824, the British government recognized the legal status of the trade unions.
- 1838-1848: Trade unions in Britain organized the 'Chartist Movement' to demand:
 - shorter working hours and higher wages;

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- the right to vote for every man above 21 years old. They wanted their representatives to take part in government.
- Starting from the 1830s, the British government passed a series of acts to improve workers' conditions, including legislation for standard working hours and prohibition of child labour in mines.
 - Workers' conditions in other countries did not improve much until the early 20th century.



Factory acts passed in Britain between 1833 and 1850

(e) Rise of socialism

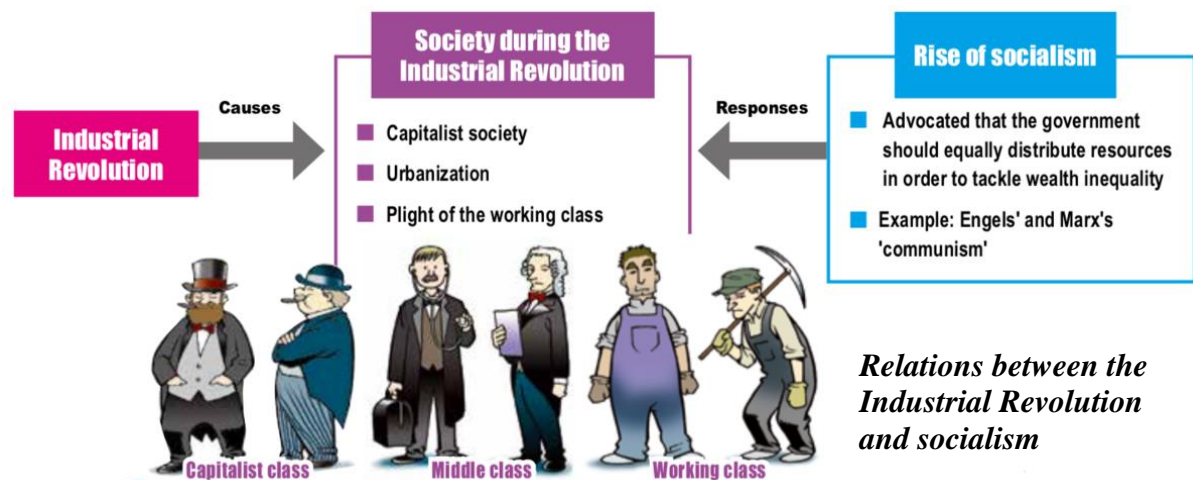
(i) Origin of socialism

- Capitalism, caused by the Industrial Revolution, gave rise to new ideas.
- Some thinkers criticized the ills of capitalism: private ownership of property allowed a few capitalists to control the means of production, and exploit the working class for profit.
 - They, therefore, advocated that the means of production should be owned publicly, and wealth should be redistributed equally.
 - These ideas are called 'socialism'.

(ii) Development of socialism

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- Among the different schools of socialism, the most representative were:
 - British Owen's and Frenchman Saint-Simon's 'utopian socialism';
 - Germans Engels' and Marx's 'communism' (also called Marxism)
- With the spread of the Industrial Revolution, socialism spread to many countries. Marxism gained the greatest attention.
 - Communist theories and movements greatly affected the development of the West and the world.



(f) Further expansion of world trade

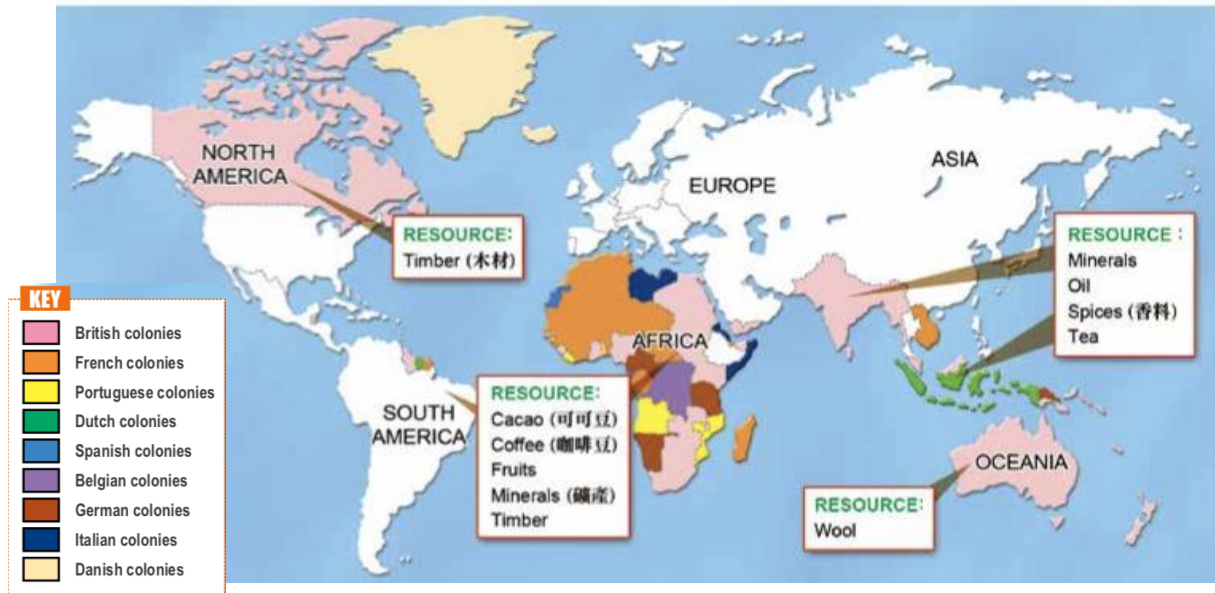
- After the start of the Industrial Revolution, industry and commerce in Western countries developed rapidly.
- The Western industrial powers, such as Britain, France, Germany and the United States imported large quantities of raw materials from different places (including their colonies) for domestic production and exported manufactured goods.
- Improvements in transportation and communication also led to the rapid development of international trade and technological exchanges.

(g) Economic and colonial expansion of Western countries

- The Industrial Revolution strengthened the economic and technological power of Western countries.
- This encouraged them to acquire more raw materials and open more overseas markets.
 - They made use of their supremacy to speed up economic and colonial expansion in Asia and Africa.

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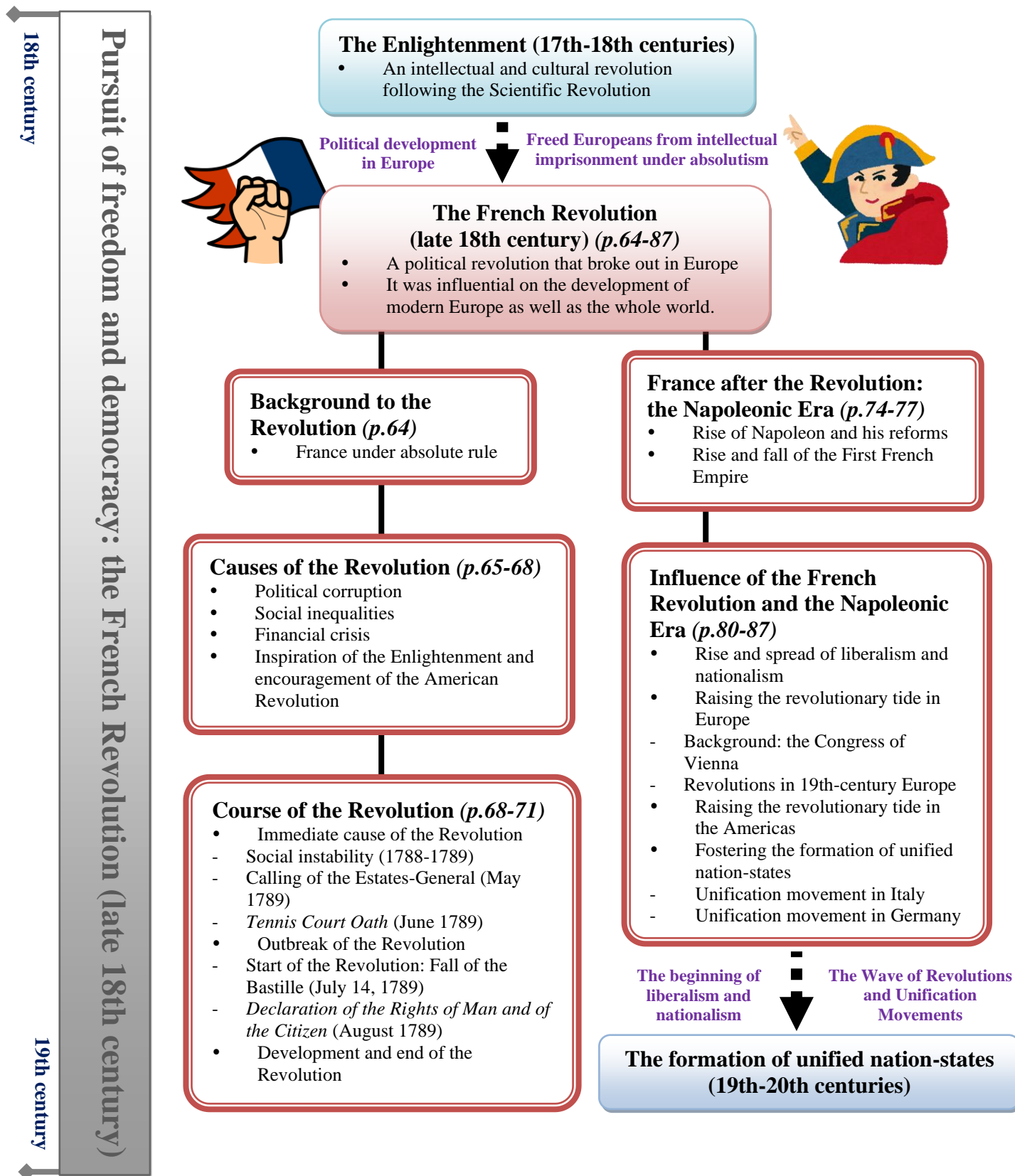
- This new tide of colonial expansion was called 'New Imperialism'.
 - By the early 20th century, Western countries had set up many colonies in Asia and Africa.
 - An international economic system centred on the West gradually emerged.
 - However, colonial disputes and economic competition caused many conflicts among the Western powers. The international situation became tense.



European colonies and the resources under their control in the late 19th century



CONCEPT MAP



**D. Pursuit of freedom and democracy:
the French Revolution
and its historical significance**

Guiding Questions

- How did the French Revolution change the outlook of Europe, and that of the world?

- A political revolution, the French Revolution (1789-1799), also broke out in the late 18th-century Europe.
- It put the ideas of the Enlightenment into practice and led to the rise of nationalism.
 - These were influential on the development of modern Europe as well as the whole world.

1. Background to the Revolution: France under absolute rule

- From the 16th century onwards, the Bourbon Dynasty continued to strengthen its absolute rule in France.
- During the rule of Louis XVI (reigned 1774-1792), political corruption and other long-standing financial and social crises surfaced.
- A revolution against absolute rule finally broke out.

2. Causes of the Revolution

(a) Political corruption

- Louis XVI ruled France in the late 18th century.
 - He failed to solve the worsening financial and social problems.
 - He also lived an extravagant life.
- This made him unpopular among the French people.

(b) Social inequalities

(i) Strict class divisions

- In the 18th century, there were still strict class divisions in France.
- The French people were divided into three estates:
 - the First Estate (clergy), the Second Estate (nobility) and the Third Estate (commoners).

(ii) Unfair treatment of the Third Estate

- The First Estate and Second Estate were the minorities in the population and held most of the government posts.
 - They had a lot of land and lived luxuriously.
 - They enjoyed many special rights and did not have to pay taxes.

- The majority of the French population belonged to the Third Estate.
 - Farmers were at the bottom of society and lived a hard life;
 - The rich and educated merchants, doctors and lawyers also belonged to the Third Estate;
 - The Third Estate did not have any say in the government and had to shoulder heavy tax burdens;
 - Unfair treatment led to discontent among the Third Estate. A social crisis was about to break out in France.

(c) Financial crisis

- The French government faced serious financial problems during the reign of Louis XVI.
- The state treasury was almost empty for the following reasons:
 - The two previous kings, Louis XIV and Louis XV, had fought many wars. Louis XVI also sent troops to join the American Revolution (1775-1783). France spent a lot of money on these wars;
 - Louis XVI's court lived luxuriously;
 - Tax income was greatly reduced because of natural disasters in the 1780s.
- Louis XVI's government tried to carry out financial reforms to solve the financial crisis.
 - It attempted to impose taxes on the First Estate and Second Estate, but failed.
- Finally, Louis XVI was forced to call a meeting of the Estates-General. This became the immediate cause of the French Revolution.

(d) Inspiration of the Enlightenment and encouragement of the American Revolution

(i) Inspiration of the Enlightenment

- In the late 18th century, the ideas of liberty, equality and civil rights, promoted by Enlightenment thinkers such as Montesquieu, Voltaire and Rousseau, became popular in France.
 - This deepened the discontent of the French people against social inequalities. They were determined to challenge absolutism.

(ii) Encouragement of the American Revolution

- Between 1775 and 1783, French soldiers took part in the American Revolution.
- After the war, they shared their experiences and brought back the ideas of equality and liberty.

- The success of the American Revolution encouraged the French people to fight for their rights and end absolutism and social inequalities.

3. Course of the Revolution

(a) Immediate cause of the Revolution

(i) Social instability (1788-1789)

- In 1788, famine broke out in many parts of France.
- In early 1789, food shortages caused serious inflation.
 - A lot of poor people fled to Paris. This greatly increased the competition for food and jobs there.
 - Social instability resulted, paving the way for the outbreak of revolution.

(ii) Calling of the Estates-General (May 1789)

- To save the government from bankruptcy, Louis XVI called the Estates-General to discuss tax reform in May 1789.
 - The Third Estate proposed changing the existing voting system to 'One Head, One Vote'. However, this proposal was also opposed by the First Estate and Second Estate.
 - The Third Estate withdrew from the Estates-General to protest against unequal treatment and set up the National Assembly.

(iii) Tennis Court Oath (June 1789)

- On June 20, 1789, Louis XVI ordered to close the meeting hall of the National Assembly. Members of the assembly met at a tennis court nearby.
- They took the *Tennis Court Oath*.
 - They stated that they would not disband until Louis XVI introduced a constitution;
 - They also stated that political power belonged to the people and their representatives.

(b) Outbreak of the Revolution

(i) Start of the Revolution: Fall of the Bastille (July 14, 1789)

- On July 14, 1789, the people of Paris heard that the government intended to suppress them. They therefore attacked the Bastille to seize weapons.
- The French Revolution began.

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(ii) *Declaration of the Rights of Man and of the Citizen (August 1789)*

- In August, the National Constituent Assembly (formerly the National Assembly) proclaimed the *Declaration of the Rights of Man and of the Citizen*. It reflected the French people's desire for liberty and equality:
 - All people are born free and equal;
 - People enjoy freedom of speech, the press, religion and so on;
 - Power of the government comes from the people.

(c) Development and end of the Revolution

- Between 1791 and 1792, France first became a constitutional monarchy, then a republic.
 - European countries attacked France in order to end the Revolution. The 'French Revolutionary Wars' started.
- In 1799, Napoleon gained power and established absolute rule. This marked the end of the French Revolution.

4. France after the Revolution: the Napoleonic Era

(a) Rise of Napoleon and his reforms

- During the French Revolution, Napoleon suppressed revolts and defended France against foreign invasion. He became a national hero.
- In 1799, Napoleon set up the Consulate and became the First Consul. The Napoleonic Era started.
 - In 1802, he was made Consul for Life.
- After coming to power, Napoleon continued to fight against the anti-French coalitions. He also actively carried out reforms in France.
- The reforms included;
 - Ending the privileges of the nobles and clergy;
 - Ending serfdom and giving land to the farmers;
 - Building schools and universities;
 - Introducing a new tax system to increase government revenue;
 - Introducing the *Code Napoleon* to guarantee by law the rights of the people as stated in the *Declaration of the Rights of Man and of the Citizen*.

(b) Rise and fall of the First French Empire

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(i) Napoleon as emperor

- Napoleon's prestige rose because of his reforms and military achievements.
- In December 1804, Napoleon ended the republic.
 - He made himself emperor and set up the First French Empire.

(ii) Rise and fall of Napoleon

- Under Napoleon, France was at war with other European countries continuously. Historians call these wars the 'Napoleonic Wars'.
 - Different from the defensive French Revolutionary Wars, the Napoleonic Wars were aggressive in nature.
- Napoleon won wars and became the master of Europe. He remapped Europe.
- However, after 1808, France lost several wars.
 - Napoleon's power started to decline.
- In 1815, Napoleon was defeated by an anti-French coalition.
 - He was exiled to St. Helena. The Napoleonic Era came to an end.

5. Influence of the French Revolution and the Napoleonic Era

(a) Rise and spread of liberalism and nationalism

- During the French Revolution, liberalism and nationalism arose and triumphed in France.
- After the revolution and the Napoleonic Era, the two ideas spread and took root across Europe.

■ **Liberalism**

- The belief that all people are born free and equal, and that all people should enjoy a life of freedom.
- Some liberals suggested that people have the right to overthrow an absolute government.

■ **Nationalism**

- The belief that people with a common history, religion, language and customs should join together and govern themselves. They should not be controlled by other ethnic groups or countries.

(i) Rise and spread in France

- 'Liberty, Equality and Fraternity' was the slogan of the French Revolution.
 - The *Declaration of the Rights of Man and of the Citizen* was proclaimed and absolute rule was abolished. Liberalism started to take root in France.

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- The *Code Napoleon* guaranteed by law people's various civil liberties. Liberalism became unshakable.
- The French Revolution gave birth to nationalism.
 - Since 1789, the French people joined together to defend the revolution and their country.
 - Moreover, France dominated Europe during the Napoleonic Era. It made the French people proud of their country and nationalism became a strong force.

(ii) Rise and spread in Europe

- During the Napoleonic Wars, France conquered many European countries.
 - Napoleon overthrew their absolute rulers and introduced liberal reforms. For example, he abolished feudal system and introduced the *Code Napoleon*;
 - People in the conquered areas could enjoy liberty and equality. Liberalism spread across Europe.
- The rule of Napoleon also encouraged people in the conquered areas to fight for national liberation. This led to the spread of nationalism.
 - After the Napoleonic Wars, a series of nationalist revolutions and unification movements broke out in Europe.
 - They showed that the force of nationalism was indestructible.

(b) Raising the revolutionary tide in Europe

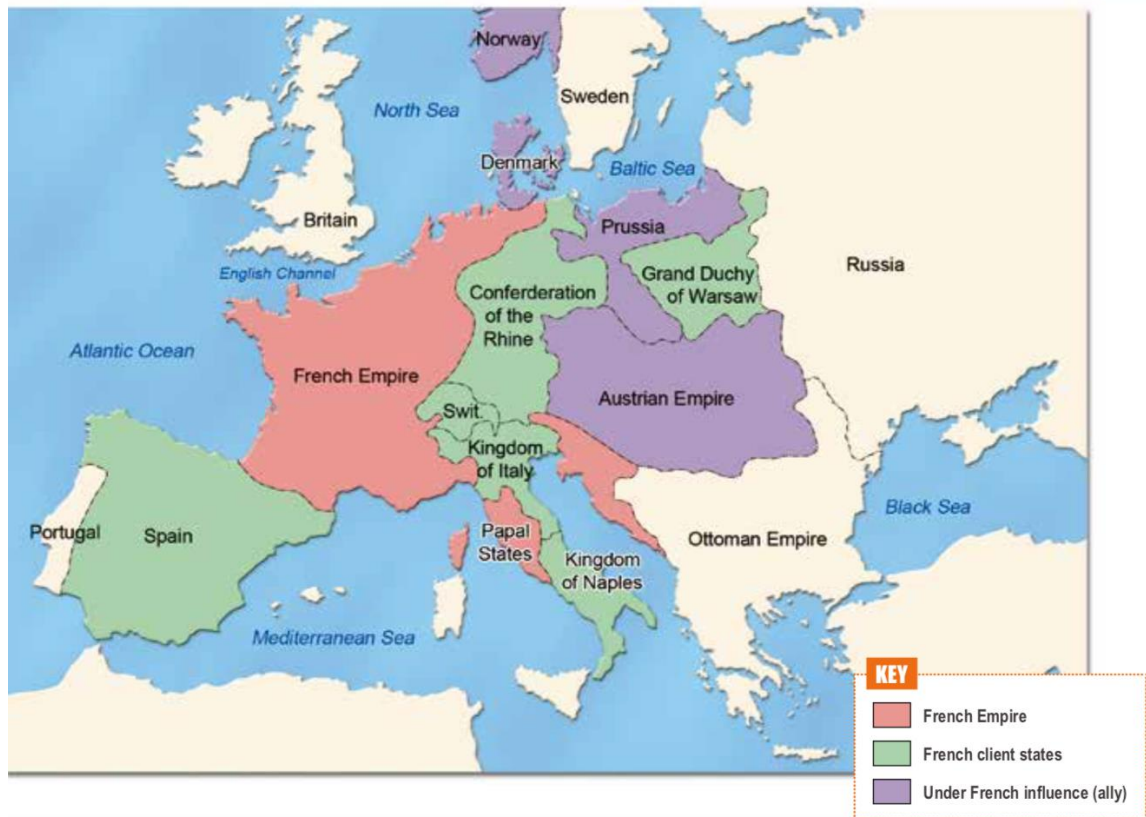
(i) Background: The Congress of Vienna

- The French Revolution and the Napoleonic Era shook the political and social order of Europe.
- From 1814 to 1815, European leaders held the Congress of Vienna, which aimed to:
 - Restore the old order of Europe and prevent French expansion in the future;
 - Stop the spread of liberalism and nationalism in Europe.
- The Congress of Vienna was dominated by Austria, Prussia, Russia and Britain. They agreed to:
 - Restore those dynasties overthrown during the French Revolution and the Napoleonic Wars;
 - Redraw the map of Europe according to their own interests.

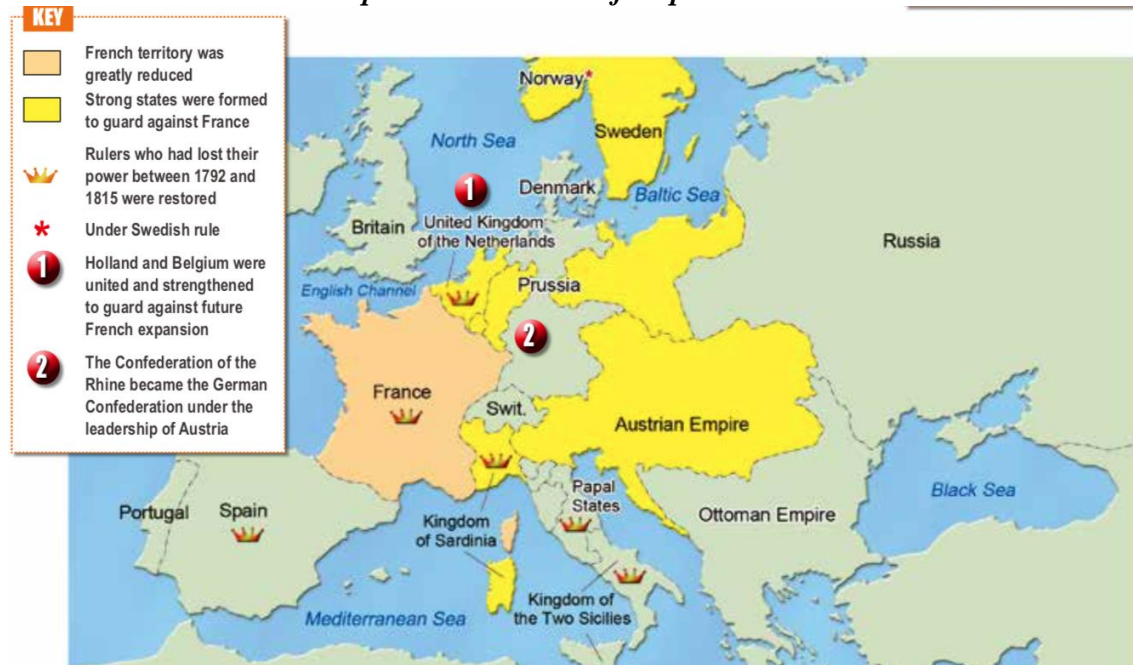


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- Russia, Prussia and Austria also formed the Holy Alliance to maintain absolute rule.
 - They suppressed many revolutions that were against absolute and foreign rule.



Europe under the rule of Napoleon in 1813



Europe in 1815 after the Congress of Vienna (below)

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(ii) Revolutions in 19th-century Europe

- The Congress of Vienna ignored the rising forces of nationalism and liberalism.
 - European countries were once again under absolute rule, or divided and placed under foreign control.
 - A series of revolutions against the Vienna Settlement resulted across Europe between the 1820s and the 1840s.
- Although most of these revolutions failed, they forced some rulers to make concessions.
 - They introduced constitutional rule and granted people freedoms.
- In the 1870s, Italy and Germany became unified.
- These showed that liberalism and nationalism gradually made great progress in Europe.



Revolutions that broke out in Europe from the 1820s to the 1840s

(c) Raising the revolutionary tide in the Americas

- Liberalism and nationalism also spread to the Americas.
- In the 19th century, a series of independence movements broke out in Central and South America. They aimed to get rid of the colonial empires' absolute rule and set up independent nation- states.
 - Today's Mexico and Chile were founded at that time.

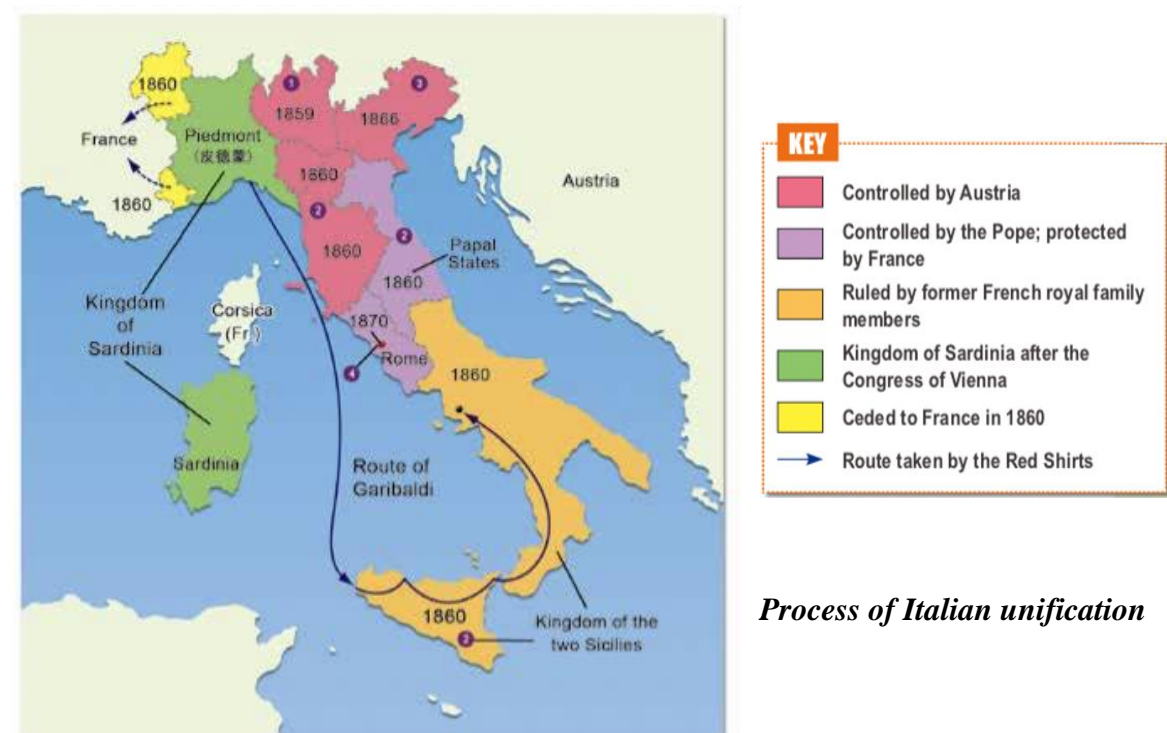
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(d) Fostering the formation of unified nation-states

- Nationalism had taken root across Europe after the French Revolution and the Napoleonic Era.
- Italian and German nationalists fought for the unification of their countries and succeeded in 1870 and 1871 respectively
 - The rise of the unified Germany greatly influenced European politics later on.

(i) Unification movement in Italy

- In 1870, Italy was unified under the leadership of the Kingdom of Sardinia after the following steps:
 - **1859:** The Kingdom of Sardinia defeated Austria with the help of France, and took over some territories in the north from Austria.
 - **1860:** The Kingdom of Sardinia took over certain central Italian states. A group of Italian nationalists, the Red Shirts, captured the Kingdom of the Two Sicilies. They later handed it over to Sardinia. The Kingdom of Italy was formed.
 - **1866:** The Kingdom of Italy helped Prussia defeat Austria. It took over another northern territory from Austria.
 - **1870:** The Kingdom of Italy captured Rome after France withdrew its troops from the city. Rome became the capital of Italy. The unification of Italy was completed.

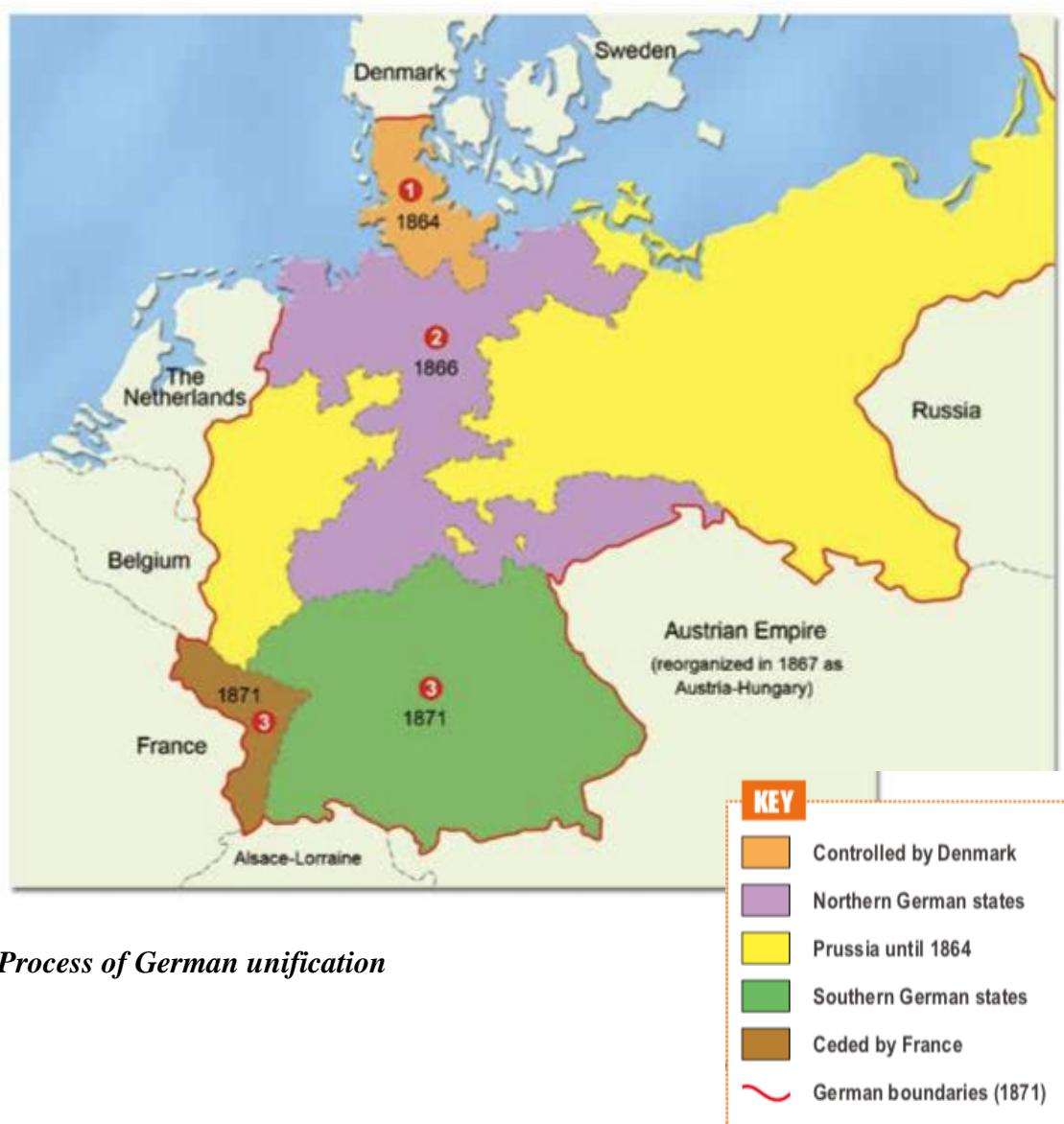


Process of Italian unification

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(ii) Unification movement in Germany

- Germany was unified under the leadership of Prussia in 1871 after the following steps:
 - **1864:** Prussia and Austria defeated Denmark. Prussia took over two states in the north.
 - **1866:** A war broke out between Prussia and Austria. Prussia defeated Austria. Most northern German states were united with Prussia.
 - **1870-1871:** Prussia went to war with France. Prussia defeated France in 1871. France had to cede territories and pay an indemnity to Prussia. The southern German states joined Prussia. The unification of Germany was completed.



Process of German unification

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***History extended:**

✧ **Asian civilizations from the 15th to 18th centuries**

- During the rise of the West between the 15th and 18th centuries, Asian civilizations also flourished. The Mughal Empire in India and the Ottoman Empire in Turkey were the two most prominent centres.
- They were vast in size and embraced different races and cultures within the empires.
- Under the rule of strong kings, frequent cultural exchanges and integrations gave rise to diverse cultures.



The Mughal Empire and the Ottoman Empire in the 1680s

✧ **Formation of the Mughal Empire in India**

- In the early 16th century, Babur, a Muslim who claimed to be of Mongolian origin, started to attack northern India.
- In 1526, Babur conquered Delhi (the second largest city of present-day India). The Mughal (meaning Mongol) Empire was formed.
- In its heyday, the empire ruled over nearly the entire Indian subcontinent and Afghanistan in Central Asia.

✧ **Multi-culture of the Mughal Empire**

- The Mughal Empire carried out policies of cultural integration.
 - The foreign Mughal Islamic culture and the native Indian culture gradually merged together to form a 'new Indian culture'.

■ **Painting**

- Mughal emperors invited Muslim masters to teach in galleries. Students integrated Islamic and Indian elements, and developed a new painting style.

■ **Architecture**

- Mughal craftsmen blended the Islamic style of simplicity (e.g. domes) with the Indian decorative art in building gardens and mausoleums.

■ **Religious philosophy**

- Muslims and Hindus were equally treated. A new religion which combined Islam and Hinduism, Sikhism, developed. India's religious philosophy became more diversified.

■ **Literature**

- Mughal emperors encouraged the translation of Indian classics into Persian. They also sponsored Muslim poets to write Persian poems incorporating Indian style.

✧ **Formation of the Ottoman Empire**

- Around the late 13th century, Osman I built the Ottoman Empire in the eastern part of modern Turkey. It attacked the declining Eastern Roman Empire.
- In 1453, the Ottoman Turks conquered Constantinople. The Eastern Roman Empire fell.
- Later, Constantinople was renamed 'Istanbul'. It continued to be the capital of the Ottoman Empire.

✧ **Multi-culture of the Ottoman Empire**

- The Ottoman Turks were Muslims. Nevertheless, they claimed to inherit the Eastern Roman Empire and absorbed its Christian culture.
- Besides, the Ottoman Empire extended over Europe, Asia and Africa. Interracial contact promoted diverse cultures.

■ **Government and religion**

- The Ottoman Empire adopted the 'millet' (meaning religious community) system. It allowed minority religious communities to keep their religions and enjoyed certain autonomy under the empire's supervision.

■ **Art**

- Ottoman rulers ordered the translation of Christian classics into Turkish. They also invited Italian artists to Istanbul to draw wall paintings for Christian churches.

■ **Architecture**

- The Ottomans absorbed Eastern Roman architectural style and merged it with Persian and Turkish decorations to build many grand mosques.

✧ **Decline of the two empires**

- The coexistence of multi-ethnic groups formed the two multi-cultural empires, but also sowed the seeds of their split and decline.

■ **The Mughal Empire**

- In the 18th century, the empire carried out religious repression, resulting in the revolts of the Sikhs and Hindus.
- The empire split and declined. It finally ended in 1857 due to the invasion of neighbouring peoples and the British.

■ **The Ottoman Empire**

- It was once a powerful empire in South-eastern Europe and Western Asia.
- However, when nationalism spread to the empire in the 18th century, many ethnic groups demanded independence.
- The empire faced prolonged internal instability and was called the 'sick man of Europe'.

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REVISION TIMELINE

Time	Important event	Extended point
14th century	The Renaissance began	♦ It first started in Italy and later spread throughout Europe
1517	<ul style="list-style-type: none"> • Martin Luther posted the <i>Ninety-Five Theses</i> • The Reformation started 	<ul style="list-style-type: none"> ♦ The Protestant Church was established ♦ the Roman Catholic Church started the 'Counter-Reformation'
17th century	The Scientific Revolution and the Enlightenment started	
1618	The Thirty Years' War began	♦ It was caused by the split in Christianity and regarded as the first great war in modern Europe
1623	The British government established a patent system	♦ This protected the rights of inventors
1660	The Royal Society (of London of improving natural knowledge) was founded	♦ This accelerated scientific development
Mid-18th century	The Industrial Revolution began	♦ It first started in Britain and later spread throughout Europe and Northern America
1769	Watt improved the steam engine	♦ The steam engine became widely used
1775	The American Revolution began	♦ Ideas of equality and liberty spread
1785	Cartwright invented the power loom	
1789	The fall of the Bastille, and the French Revolution started	♦ Between 1791 and 1792, France first became a constitutional monarchy, then a republic
1792	The French Revolutionary wars began	♦ European countries attacked France in order to end the Revolution
1799	Napoleon established absolute rule	♦ This marked the end of the French Revolution, which aimed for civil rights, liberty and equality
1804	Napoleon promulgated the Code Napoleon and made himself emperor	♦ The First French Empire was set up
1807	Fulton successfully tested his steamship	♦ This started the 'Age of Steamships'
1814	The Congress of Vienna was held	♦ It aimed to restore the old order of Europe
1815	Napoleon was defeated by anti-French coalition	♦ The Napoleonic Era came to an end
1824	The British government recognized the legal status of trade unions	• From then on, trade unions worked to promote the interests of workers
1829	Stephenson invented a steam locomotive called the 'Rocket'	♦ The 'Age of Railway' began in Europe and the Americas
1838	Trade unions in Britain organized the 'Chartist Movement'	♦ They demanded the right to vote for every man above 21 years old.
1865	The United States laid the world's first pipeline	♦ The United States began developing the oil industry
1870	Unification of Italy	
1871	Unification of Germany	
1878	Edison invented the durable light bulb	♦ Electricity became increasingly important



From God-centred to human-centred: the Renaissance and the Reformation

1. The Renaissance (14th-17th centuries)

- The Renaissance was a cultural and intellectual movement that took place in Europe in the late Medieval Times. It first started in Italy and later spread throughout Europe.
- The word 'Renaissance' means 'revival' or 'rebirth'. The Renaissance refers to the revival of the ancient Greco-Roman civilization.

2. Humanism

- Humans are regarded as the centre of the universe. Humans should have independent thinking and develop their capacities.

3. The Reformation (16th-17th centuries)

- The Reformation was a religious movement in Europe in the 16th and 17th centuries. It included the split of the Christian Church and the reforms of the Roman Catholic Church.
- The Reformation changed various aspects of European traditions.

4. The Protestant Church

- It collectively referred to sects that were independent of the Roman Catholic Church, including the Calvinist and Anglican Church.

5. The Counter-Reformation

- The Roman Catholic Church started the Counter-Reformation. It suppressed the Protestant Church and carried out reforms.

The Age of Reason: the Scientific Revolution and the Enlightenment

1. The Scientific Revolution (17th-18th centuries)

- Many new scientific theories were proposed, which made a leap forward in the technological development of modern Europe.

2. The Enlightenment (mid-17th-18th centuries)

- An intellectual and cultural movement preceding the Scientific Revolution.
- The movement was regarded as a milestone in the political progress of modern Europe.
- Enlightenment thinkers stated that people enjoyed 'natural rights' such as equality and liberty. They also opposed political and social inequalities.

3. Laws of nature

- Enlightenment thinkers believed the human society was also controlled by the laws of nature.

4. Natural rights

- Man enjoyed inborn rights of equality and liberty, and no one could deprive them of these rights. States and governments were set up to protect people's natural rights.

5. Social Contract

- The concept of a legal contract is applied to politics: People and government are the two parties involved in the 'social contract', which specifies their mutual rights and duties.
- The government's right to rule comes from its citizens: When a government 'breaks the contract' and cannot protect people's natural rights, people have the right to overthrow it.

6. The separation of powers

- Powers are divided among the three branches of government, namely the legislature, the executive and the judiciary. This could prevent absolute rule and protect people's rights.

Technological advancement: the Industrial Revolution

1. The Industrial Revolution (Mid-18th-late 19th centuries)

- Technological advancement in the West, including Mechanization, Industrialization and Urbanization.
- The advancement brought revolutionary changes in the economic and social developments, and thus was regarded as a 'revolution'. The period was a key stage of the rise of modern Europe.

2. The factory system

- During the Industrial Revolution, capitalists built factories, and installed expensive and large machines. They also employed many workers to operate the machines to carry out mass production.
- It gradually replaced the domestic system and became the main mode of production.

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3. Division of labour

- In a factory, the production process was separated into many specialized parts. Each worker was assigned to a single part.
- As workers repeated their work continuously, they became more skilful in performing their job. Division of labour helped to save time and improve quality of work.

4. Joint-stock companies

- The cost of operating machinery and factories was high. More capitalists therefore set up joint-stock companies, and issued stocks or bonds to raise capital.
- Joint-stock companies allowed capitalists to expand their production capacity and further promoted the rise of modern capitalism.

5. Socialism

- It advocated that the means of production should be owned publicly, and wealth should be redistributed equally.
- Among the different schools of socialism, the British Owen's and the Frenchman Saint-Simon's 'utopian socialism', and the Germans Engels' and Marx's 'communism' (also called Marxism) were the most representative.
- With the spread of the Industrial Revolution, socialism spread to many countries. Marxism gained the greatest attention.

Pursuit of freedom and democracy: the French Revolution and its historical significance

1. Tennis Court Oath (June 1789)

- In May 1789, the Third Estate withdrew from the Estates-General to protest against unequal treatment and set up the National Assembly.
- In June 1789, members of the assembly took the *Tennis Court Oath* stating that they would not disband until Louis XVI introduced a constitution. They also stated that political power belonged to the people and their representatives.

2. Fall of the Bastille (July 14, 1789)

- On July 14, 1789, the people of Paris heard that the government intended to suppress them. They therefore attacked the Bastille. The French Revolution began.

3. *Declaration of the Rights of Man and of the Citizen* (August 1789)

- It was proclaimed by the National Constituent Assembly (formerly the National Assembly). It reflected the French people's desire for liberty and equality:
 - All people are born free and equal;
 - People enjoy freedom of speech, the press, religion and so on;
 - Power of the government comes from the people.

4. *The Code Napoleon* (1804)

- It was introduced by Napoleon to guarantee by law the rights of the people as stated in the *Declaration of the Rights of Man and of the Citizen*.

5. *The First French Empire* (1804-1815)

- In December 1804, Napoleon ended the republic. He made himself emperor and set up the First French Empire.
- In 1815, Napoleon was defeated by an anti- French coalition. He was exiled to St. Helena. The Napoleonic Era and the First French Empire came to an end.

6. *Liberalism*

- This is the belief that all people are born free and equal, and that all people should enjoy a life of freedom.
- Some liberals suggested that people have the right to overthrow an absolute government.

7. *Nationalism*

- This is the belief that people with a common history, religion, language and customs should join together and govern themselves.
- They should not be controlled by other ethnic groups or countries.

8. *The Congress of Vienna* (1814-1815)

- European leaders held the congress which aimed to restore the old order of Europe, to prevent French expansion in the future, and to stop the spread of liberalism and nationalism in Europe.

9. *The Holy Alliance*

- It was formed by Russia, Prussia and Austria to maintain absolute rule. They suppressed many revolutions that were against absolute and foreign rule.

10. *Italian unification movement* (1859-1870)

- In 1870, Italy was unified under the leadership of the Kingdom of Sardinia.

11. *German unification movement* (1864-1871)

- In 1871, Germany was unified under the leadership of Prussia.



HUNTING FOR HISTORICAL FIGURES



1. Dante (1265-1321)

Italian writer Dante was regarded as a pioneer in European literature. His book, the *Divine Comedy*, is one of the most representative works of Enlightenment literature.

2. Boccaccio (1313-1375)

He was an Italian writer who wrote novels. His work, the *Decameron*, is one of the most representative works of Enlightenment literature.



3. Shakespeare (1564-1616)

Shakespeare was the most representative Renaissance playwright. His works explored different aspects of human life and remain highly popular today.

4. Leonardo da Vinci (1452-1519)

He was a famous Italian painter, as well as a sculptor, architect, scientist and inventor. He was skilled at observing the human body and nature, made use of the techniques of perspective, light and shadowing in his paintings.



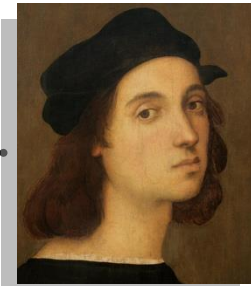
5. Michelangelo (1475-1564)

He was a well-known Italian painter, sculptor and architect. In his paintings, he portrayed in detail body movements and facial expressions. He painted the *Last Judgement* on the wall of the Sistine Chapel.

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6. Raphael (1483-1520)

He was a renowned Italian painter and architect. After studying the works of da Vinci and Michelangelo, he developed his own style. His paintings were famous for their harmony, joy and gracefulness.



7. Galileo (1564-1642)

Italian scholar Galileo made telescopes to observe the universe. He proved that heliocentrism was correct. The Church condemned Galileo's views, and he was placed under house arrest until his death.

8. Vesalius (1514-1564)

The Belgian doctor was also known the 'father of anatomy'. Vesalius dissected dead human bodies, and described in detail the human skeleton, organs and muscles. This was recorded in his book.



9. Martin Luther (1483-1546)

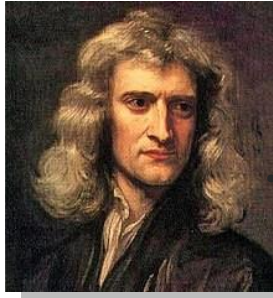
In 1517, German priest Martin Luther proposed the 'Ninety-Five Theses', criticizing corruption of the Church and the selling of indulgences. The Reformation thereafter began. After Luther was excommunicated from the Church, he set up a new sect, 'Lutheranism'. This weakened the influence of the Roman Catholic Church.

10. Harvey (1578-1657)

British doctor Harvey carried out experiments on animals. He showed blood circulation in animals and humans, and the work of the heart and blood. His research was recorded in *De Motu Cordis*, a classic in the field of medicine.



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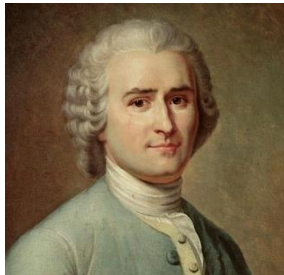


11. Newton (1642-1727)

British scholar Newton was a well-known physicist and astronomer, and at one point was chairperson of the Royal Society. He published the *Mathematic Principles of Natural Philosophy*, which elaborated on the law of universal gravitation and third law of motion. This laid the foundation for future development in astronomy and mechanics.

12. Locke (1632-1704)

The British Scholar was known as the 'father of liberalism'. He believed people and government are the two parties involved in the 'social contract', which specifies their mutual rights and duties. when a government 'breaks the contract' and cannot protect people's natural rights, people have the right to overthrow it.

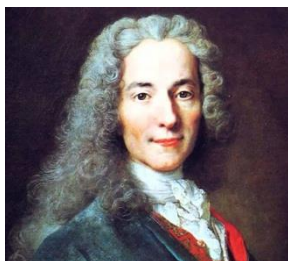
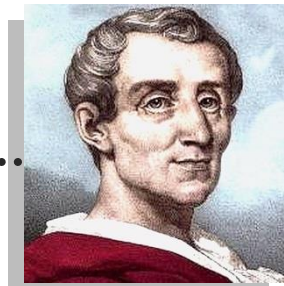


13. Rousseau (1712-1778)

Swiss scholar Rousseau believed that man enjoyed inborn human rights of equality and liberty. He published *The Social Contract* to emphasize people's rights.

14. Montesquieu (1689-1755)

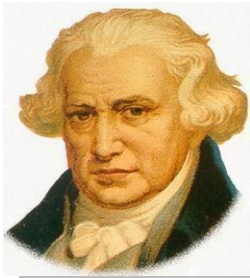
The French scholar travelled across Europe to study different political systems. He published the *Spirit of Laws*, which systematically pointed out the importance of the separation of powers.



15. Voltaire (1694-1778)

The French scholar Voltaire proposed that there should be a constitution to limit the power of the ruler. He believed there should be political and social reform to protect people's freedom of speech, religion and publishing.

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16. Watt (1736-1819)

British engineer Watt improved Newcomen's steam engine. His steam engine was applied to various areas and industries.

17. Cartwright (1743-1823)

The British inventor invented the steam-driven power loom. Six years later, he started a cotton mill.

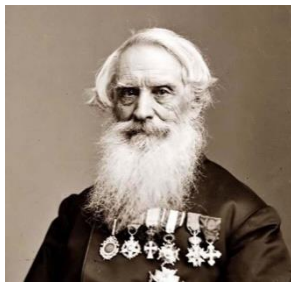
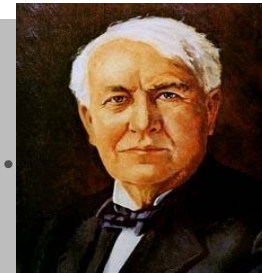


18. Stephenson (1781-1848)

The British engineer invented a steam locomotive called the 'Rocket'. He earned the name 'Father of Railways' after building the world's first inter-city railway line.

19. Edison (1847-1931)

The American scientist built the world's first electric power system, marking the beginning of the Age of Electricity.



20. Morse (1791-1872)

The American inventor developed the 'Morse Code' for communication in telegraph transmission. Communication via telegraph became popularized.

21. Marx (1818-1883)

He was a German philosopher of Jewish descent. He studied works about politics and economics, and proposed the idea of 'communism'. He and Engels wrote the *Communist Manifesto* together in 1848. They encouraged the working class to overthrow the capitalist class and set up a socialist government.



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22. Louis XIV (1638-1715)

The King of France. France under the rule of 'Sun King' Louis XIV was in its heyday, but its ruling crisis also worsened.

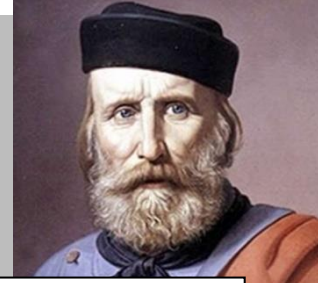
23. Louis XVI (1754-1793)

The King of France. He was incompetent and failed to solve worsening financial and social problems. During the French Revolution, he was overthrown and executed at the guillotine.



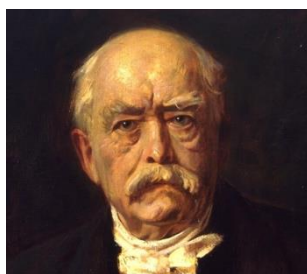
24. Napoleon (1769-1821)

He was regarded as a national hero of France during the French Revolution. He later became emperor and the master of Europe, but was defeated in 1815. He was exiled to St. Helena, far from Europe.



25. Emmanuel II, Cavour and Garibaldi (from left to right)

The 'three masters' of the Italian unification movement.



26. William I and Bismarck (from left to right)

Two important leaders of the German unification movement.



★ **From God-centred to human-centred: the Renaissance and the Reformation**

The Renaissance	
What was the Renaissance?	<ul style="list-style-type: none"> • A European cultural and intellectual movement that took place between the 14th and 17th centuries • means 'revival' or 'rebirth', and refers to the revival of the ancient Greco-Roman civilization
Main features	<ul style="list-style-type: none"> • Revival of the ancient Greco-Roman civilization • Emphasizing humanism: a human-centred perspective that regarded humans as the centre of the universe. Humans should also have independent thinking and develop their capacities. • Challenging tradition
Causes	<ul style="list-style-type: none"> • Decline of feudal society • Spread of Eastern knowledge • Rise of wealthy city-states and classes • Rise of universities • Decline of Church's influence
Birthplace	It started on the Italian Peninsula (the cradle of the Ancient Roman civilization) and spread to other parts of Europe.
Development	<p>■ Literature</p> <ul style="list-style-type: none"> • <u>Before the Renaissance</u> <ul style="list-style-type: none"> - Mostly literature about religion, including biographies of saints, prayers and hymns. They were written in Latin. • <u>During the Renaissance</u> <ul style="list-style-type: none"> - Based on worldly people, affairs and things, many poems, novels and plays were written - Many writers wrote in their native languages. Literature became popular. <p>✧ Representatives: Dante (poems), Boccaccio (novels) and Shakespeare (plays)</p> <p>■ Art - painting</p> <ul style="list-style-type: none"> • <u>Before the Renaissance</u> <ul style="list-style-type: none"> - Mainly about religion, and their style was not realistic. • <u>During the Renaissance</u> <ul style="list-style-type: none"> - paintings had diverse themes. Their style was more three-dimensional and realistic as new techniques of perspective and shadowing were used; - studying the human body to paint lifelike human bodies and facial expressions. <p>✧ Representatives: Leonardo da Vinci, Michelangelo and Raphael (three master artists)</p>

	<ul style="list-style-type: none"> ■ Art - sculptures <ul style="list-style-type: none"> • <u>Before the Renaissance</u> <ul style="list-style-type: none"> - Religion was the main theme • <u>During the Renaissance</u> <ul style="list-style-type: none"> - Although sculptures were made with themes from the <i>Bible</i>, they focused on the facial expressions and body movements of figures - Famous for their realism - made use of light and shadow to create lifelike figures, body movements and facial expressions. ■ Art - architecture <ul style="list-style-type: none"> • <u>Before the Renaissance</u> <ul style="list-style-type: none"> - buildings were mainly built in the Gothic style • <u>During the Renaissance</u> <ul style="list-style-type: none"> - Revival of the ancient Greco-Roman architectural style - Renaissance architects believed that buildings should be proportional to the human body, harmonious and rational ■ Natural science - medicine <ul style="list-style-type: none"> • <u>Before the Renaissance</u> <ul style="list-style-type: none"> - Diseases were believed to be God's punishments and dissection of the 'sacred' human body was prohibited • <u>During the Renaissance</u> <ul style="list-style-type: none"> - Scholars carried out experiments to discover the real causes of diseases ✧ Representatives: Fracastoro and Vesalius ■ Natural science - astronomy <ul style="list-style-type: none"> • <u>Before the Renaissance</u> <ul style="list-style-type: none"> - The Church promoted the idea of geocentrism • <u>During the Renaissance</u> <ul style="list-style-type: none"> - Copernicus proposed the theory of heliocentrism, stating that the Sun was the centre of the universe - Galileo made telescopes to observe the universe. He also carried out experiments and affirmed heliocentrism.
Influence	<ul style="list-style-type: none"> • Laying the foundations for modern European civilization • Rise of humanistic education • Intellectual liberation - Europeans no longer obeyed traditional authority blindly, and valued rational thinking and spirit of exploration. - This led to the Reformation, the Voyages of Discovery, the Scientific Revolution and the Enlightenment.

★ **From God-centred to human-centred: the Renaissance and the Reformation**

The Reformation	
What was the Reformation?	<ul style="list-style-type: none"> • A religious movement concerning Christianity in Europe in the 16th and 17th centuries
Background	<ul style="list-style-type: none"> • Christians questioning the Church • Rulers' discontent with the Church • Wrongdoings of the Church
Development	<ul style="list-style-type: none"> • Immediate cause: mass selling of indulgences • Martin Luther and the <i>Ninety-Five Theses</i> (October 1517) - The <i>Ninety-Five Theses</i> sparked strong reactions from people of Europe. This led to the Reformation. • Rise of the Protestant Church - Martin Luther then set up a new sect 'Lutheranism', which was independent of the Roman Catholic Church - The Calvinist and Anglican Church were established. These sects were known as Protestantism - Influenced by the Reformation, some European countries made Protestantism their official religions • The Counter-Reformation of the Roman Catholic Church
Impact	<ul style="list-style-type: none"> • Causing conflicts and wars - Religious differences regarding Christianity led to political instability and even military conflicts in Europe: The Thirty Years' War (1618-1648)
	<ul style="list-style-type: none"> • Changing the outlook of Europe ➤ Political aspect <ul style="list-style-type: none"> - Many European rulers separated religion from politics and regained power from the Church - Absolute rule was established and became prevalent ➤ Economic aspect <ul style="list-style-type: none"> - Protestantism, like humanism, stressed worldly life. It encouraged followers to glorify God by working hard - This thinking favoured the economic development of Europe (especially in Protestant countries) ➤ Intellectual and social aspects <ul style="list-style-type: none"> - Protestantism advocated religious tolerance and freedom. It also encouraged public meetings. - These sowed the ideological seeds of liberty and democracy in modern Europe. - The Protestant Church built schools and taught in relatively simple languages. They also taught new subjects like natural science. - Education became more popular in Europe and the educational standard of Europeans improved.

★ **The Age of Reason: the Scientific Revolution and the Enlightenment**

The Scientific Revolution	
What was the Scientific Revolution?	<ul style="list-style-type: none"> • A leap forward in the technological development of modern Europe, and it occurred between the 17th and 18th centuries • Emergence of scientific scholars and new theories in Europe
Background	<ul style="list-style-type: none"> • Encouragement of the Renaissance and the printing press • Encouragement of the Voyages of Discovery
Development	<ul style="list-style-type: none"> • Establishment of scientific organizations <ul style="list-style-type: none"> - The 'Royal Society of London for Improving Natural Knowledge' - Encouragement of academic exchange among scholars, which contributed to scientific progress
	<ul style="list-style-type: none"> • Scientific methods and main achievements <ul style="list-style-type: none"> - European scholars stressed the importance of 'scientific methods' - A skeptical attitude, observations and experiments were necessary for scientific research - Achievements: Newton's 'law of universal gravitation', etc
Impact	<ul style="list-style-type: none"> • Inspiring the mindset of Europeans <ul style="list-style-type: none"> - The stress on rational thinking and a skeptical attitude further encouraged Europeans to challenge traditional authority - The new discoveries and theories also increased their understanding of the natural world. - The 'laws of nature' particularly inspired the mindset of some European thinkers - They applied the laws to the function of governments which brought about the Enlightenment in the mid-17th century
	<ul style="list-style-type: none"> • Laying the foundation for the technological supremacy of modern Europe <ul style="list-style-type: none"> - Europeans applied the scientific theories to industrial production and transportation. They developed new technologies and made inventions - This led to the Industrial Revolution in Europe in the 18th century

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★ **The Age of Reason : The Enlightenment**

The Enlightenment	
What was the Enlightenment?	<ul style="list-style-type: none"> • An intellectual and cultural movement between the mid-17th and 18th centuries • Regarded as a milestone in the political progress of modern Europe. • Beliefs that people enjoyed 'natural rights' such as equality and liberty. They also opposed political and social inequalities
Causes	<ul style="list-style-type: none"> • Change of Europeans' values • Europeans' discontent with absolutism - Absolute rulers maintained their rule by force. They promoted the theory of the 'divine right of kings'
Major Enlightenment ideas	<ul style="list-style-type: none"> • <u>Laws of nature</u> <ul style="list-style-type: none"> - the human society was also controlled by the laws of nature • Natural rights <ul style="list-style-type: none"> - Man enjoyed inborn rights of equality and liberty, and no one could deprive them of these rights • <u>Social Contract</u> <ul style="list-style-type: none"> - People and government are the two parties involved in the 'social contract', which specifies their mutual rights and duties. - when a government 'breaks the contract' and cannot protect people's natural rights, people have the right to overthrow it • <u>The separation of powers</u> <ul style="list-style-type: none"> - Dividing powers among the three branches of government, namely the legislature, the executive and the judiciary. This could prevent absolute rule - Legal protection - the implementation of constitution and reforms to limit the power of the king and protect people's rights
Spread of Enlightenment ideas	<ul style="list-style-type: none"> • Academic journals were an important means for Europeans to absorb Enlightenment ideas • Publishers were eager to translate and print the works of Enlightenment thinkers and their ideas were widely spread in Europe and other continents
Impact	<ul style="list-style-type: none"> • Further liberating the mind of Europeans - Enlightenment thinkers criticized the 'divine right of kings' and promoted the ideas of natural rights - This awakened Europeans to their political systems and pursuit of liberty
	<ul style="list-style-type: none"> • Fostering political transformations in the West - Some 'enlightened despots' carried out reforms to grant more rights to their people - Enlightenment ideas directly contributed to the outbreak of two political revolutions in the 18th century, the American Revolution and the French Revolution

★ **Technological advancement: the Industrial Revolution**

The Industrial Revolution	
What was the Industrial Revolution?	<ul style="list-style-type: none"> Refers to the technological advancement in the West from the mid-18th to late 19th centuries. The advancement brought revolutionary changes in the economic and social development
Features	<ul style="list-style-type: none"> Mechanization: New machines replaced human power and animal power in production Industrialization: Industry gradually replaced traditional agriculture as the main pillar of a nation's economy Urbanization: Urban population continued to increase and urban areas continued to expand
Causes	<ul style="list-style-type: none"> Rise in population Development of world trade Accumulation of capital Development and application of science
Reasons for first starting in Britain	<ul style="list-style-type: none"> Rich in natural resources and large overseas markets The Enclosure Movement Government support for technological innovations
Major developments	<ul style="list-style-type: none"> Areas: The textile industry was the first to be mechanized. Later, the revolution spread to heavy industries such as iron and steel making, mining and shipbuilding with the invention of the steam engine Countries: It spread from Britain to other European countries, the United States and Japan
	<ul style="list-style-type: none"> Starting of the Industrial Revolution: Textile industry
	<ul style="list-style-type: none"> Use of new sources of energy - Early stage: steam power and coal gas; later stage: electricity and oil
	<ul style="list-style-type: none"> Development of coal mining and iron making - Steam power and iron-making technology further reduced the costs of wrought iron and steel
	<ul style="list-style-type: none"> Improvement in transportation - Land transport: The 'Macadam road', railway networks and cars - Sea transport: canals and steamships
	<ul style="list-style-type: none"> Advancement in communication: telegraph, the Morse Code and telephone
	<ul style="list-style-type: none"> Advancement in medicine - Prevention of diseases: Vaccines against smallpox, cholera and rabies were invented. - Treatment of diseases: Scholars discovered X-rays and radium - Nursing of diseases: Antiseptic surgery was used

Impact	<ul style="list-style-type: none"> • Rise of modern capitalism ➤ Rise of the factory system - The factory system gradually replaced the domestic system and became the main mode of production - Division of labour helped to save time and improve quality of work ➤ Development of joint-stock companies - Capitalists set up joint-stock companies, and issued stocks or bonds to expand their production capacity
	<ul style="list-style-type: none"> • Growth of industrial towns - Farmers moved to live near the factories with their families, which led to the growth of industrial towns - Their populations continued to increase, and their areas continued to expand
	<ul style="list-style-type: none"> • Rise of new social classes ➤ Capitalist class: They were rich and could influence government policies. ➤ Middle class: They were not as wealthy and influential as the capitalist class. ➤ Working class: They were poor and at the bottom of society.
	<ul style="list-style-type: none"> • Labour problems and government responses ➤ Labour problems - Low income; long working hours and frequent accident; poor living conditions ➤ Labour movements and achievements - Workers' formation of trade unions, the 'Chartist Movement' in Britain - The British government passed a series of acts to improve workers' conditions
	<ul style="list-style-type: none"> • Rise of socialism ➤ Origin: Capitalism originated in the West. Scholars advocated that the means of production should be owned publicly, and wealth should be redistributed equally ➤ Development - Utopian socialism and communism emerged - Socialist movements greatly affected the development of the West and the world
	<ul style="list-style-type: none"> • Further expansion of world trade
	<ul style="list-style-type: none"> • Economic and colonial expansion of Western countries - The Industrial Revolution strengthened the economic and technological power of Western countries - New imperialism: Western countries sped up economic and colonial expansion in Asia and Africa - By the early 20th century, Western countries had set up many colonies in Asia and Africa - However, colonial disputes and economic competition caused many conflicts among the Western powers

★ **Pursuit of freedom and democracy : the French Revolution and its historical significance**

The French Revolution (1789-1799)	
What was the French Revolution?	<ul style="list-style-type: none"> • A political revolution that broke out in France between 1789 and 1799 • It put the ideas of the Enlightenment into practice and led to the rise of nationalism • It triggered the Waves of Revolution in the 19th century and was influential on the development of modern Europe as well as the whole world
Background	France under absolute rule: during the Bourbon Dynasty, political corruption and other long-standing financial and social crises surfaced
Causes	<ul style="list-style-type: none"> • Political corruption • Social inequalities ➤ Strict class divisions <ul style="list-style-type: none"> - The First Estate: clergy; the Second Estate: nobility; the Third Estate: commoners ➤ Unfair treatment of the Third Estate • Financial crisis • Inspiration of the Enlightenment and encouragement of the American Revolution
Course	<ul style="list-style-type: none"> • Immediate cause of the Revolution <ul style="list-style-type: none"> - Social instability (1788-1789) - Calling of the Estates-General (May 1789) - Tennis Court Oath (June 1789)
	<ul style="list-style-type: none"> • Outbreak of the Revolution <ul style="list-style-type: none"> - Start of the Revolution: Fall of the Bastille (July 14, 1789) - Declaration of the Rights of Man and of the Citizen (August 1789)
	<ul style="list-style-type: none"> • Development and end of the Revolution <ul style="list-style-type: none"> - 1791-1792: France first became a constitutional monarchy, then a republic - The 'French Revolutionary Wars' started: European countries attacked France in order to end the Revolution - 1799: Napoleon gained power and established absolute rule. This marked the end of the French Revolution
France after the Revolution (1799-1815)	
The Napoleonic Era	<ul style="list-style-type: none"> • Rise of Napoleon and his reforms <ul style="list-style-type: none"> - Introducing the <i>Code Napoleon</i> (1804)
	<ul style="list-style-type: none"> • Rise and fall of the First French Empire <ul style="list-style-type: none"> - Napoleon proclaiming himself emperor - Rise and fall of Napoleon

Influence of the French Revolution and the Napoleonic Era	
Rise and spread of liberalism and nationalism	<ul style="list-style-type: none"> • Liberalism <ul style="list-style-type: none"> - The belief that all people are born free and equal, and that all people should enjoy a life of freedom. - Some liberals suggested that people have the right to overthrow an absolute government • Nationalism <ul style="list-style-type: none"> - The belief that people with a common history, religion, language and customs should join together and govern themselves. They should not be controlled by other ethnic groups or countries.
	<ul style="list-style-type: none"> • Rise and spread in France <ul style="list-style-type: none"> ➤ Liberalism <ul style="list-style-type: none"> - The <i>Declaration of the Rights of Man and of the Citizen</i> was proclaimed and absolute rule was abolished. Liberalism started to take root in France - The <i>Code Napoleon</i> guaranteed by law people's various civil liberties ➤ Nationalism <ul style="list-style-type: none"> - The French Revolution gave birth to nationalism since the French joined together to defend the revolution and their country. - France dominated Europe during the Napoleonic Era. It made the French people proud of their country
	<ul style="list-style-type: none"> • Rise and spread in Europe <ul style="list-style-type: none"> ➤ Liberalism <ul style="list-style-type: none"> - During the Napoleonic Wars, France conquered many European countries. People in the conquered areas could enjoy liberty and equality - Liberalism spread across Europe. ➤ Nationalism <ul style="list-style-type: none"> - The rule of Napoleon also encouraged people in the conquered areas to fight for national liberation - After the Napoleonic Wars, a series of nationalist revolutions and unification movements broke out in Europe
Raising the revolutionary tide in Europe and the Americas	<ul style="list-style-type: none"> • Background: the Congress of Vienna <ul style="list-style-type: none"> - It aimed to restore the old order of Europe, to prevent French expansion in the future, and to stop the spread of liberalism and nationalism in Europe.
	<ul style="list-style-type: none"> • Revolutions in 19th-century Europe <ul style="list-style-type: none"> - Although most of these revolutions failed, they forced some rulers to make concessions
	<ul style="list-style-type: none"> • Raising the revolutionary tide in the Americas <ul style="list-style-type: none"> - A series of independence movements broke out in Central and South America - Today's Mexico and Chile were founded at that time
Fostering the formation of unified nation-states	<ul style="list-style-type: none"> • Unification movement in Italy: Unification of Italy was completed in 1870 • Unification movement in Germany: Unification of Germany was completed in 1871



10X10 Q&A

1. When did the Renaissance start?
 - A. 13th century BC
 - B. 14th century BC
 - C. 13th century ☐
 - D. 14th century

2. Which of the following descriptions of the Renaissance is INCORRECT?
 - A. Europeans started to stress the spirit of inquiry and rational thinking.
 - B. Innovations in art, literature, architecture and natural science were made during the Renaissance.
 - C. Europeans obeyed the Church absolutely. ☐
 - D. Europeans felt interested in ancient Greco-Roman art.

3. Which of the following is NOT a main feature of the Renaissance?
 - A. Europeans studied the ancient Egyptian civilization.
 - B. Europeans started to be more concerned with worldly affairs.
 - C. Europeans dared to challenge the Church's teachings. ☐
 - D. Europeans believed that humans were the centre of the universe.

4. Which of the following descriptions of the Renaissance paintings is INCORRECT?
 - A. Paintings were more realistic than those of the early Medieval Times.
 - B. Artists used the technique of perspective.
 - C. Artists studied the human body.
 - D. Paintings were no longer about religion. ☐

5. Which of the following features CANNOT be found in Gothic architecture?
 - A. Dome
 - B. Stained glasses ☐
 - C. Tall pointed towers
 - D. Flying buttresses

6. What is the main idea of heliocentrism?
 - A. The Earth was the origin of the solar system.
 - B. The Sun was the origin of the solar system.
 - C. The Earth was the centre of the solar system. ☐
 - D. The Sun was the centre of the solar system.

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7. Which of the following descriptions of the influence of the Renaissance is INCORRECT?
A. It freed the minds of Europeans.
B. It led to the Industrial Revolution.
C. It laid the foundations for modern European civilization. ☐
D. It led to the rise of humanistic education.
8. When did Martin Luther post the *Ninety-Five Theses* attacking the Catholic Church's corrupt practice of selling indulgences?
A. 1444
B. 1503
C. 1517 ☐
D. 1534
9. Which of the following measures was NOT related to the Counter-Reformation?
A. Suppressing the Protestant Church
B. Banning the sale of indulgences
C. Recognizing some societies to promote its image ☐
D. Remitting Martin Luther's punishment
10. Which of the following descriptions of the influence of the Reformation is correct?
A. It split Christianity into the Orthodox Church and the Protestant Church.
B. Many European rulers separated religion from politics.
C. Protestantism hindered the economic development of Europe. ☐
D. It led to the French Revolution.
11. Which of the following descriptions of the Scientific Revolution is INCORRECT?
A. The development of the printing press created favourable conditions for the start of the Scientific Revolution.
B. Royal Society of London for Improving Natural Knowledge was founded during the Scientific Revolution.
C. European scholars stressed the importance of 'scientific methods' during the Scientific Revolution. ☐
D. The Scientific Revolution led to the Voyages of Discovery.
12. Which of the following pairs is correctly matched?
A. Kepler: suggested the 'law of universal gravitation'
B. Harvey: showed blood circulation in animals and humans
C. Boyle: suggested the laws of planetary motion ☐
D. Newton: defined chemical elements

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13. Which of the following descriptions of the idea of ‘divine right of kings’ is correct?
- A. The power of kings was greater than that of God and the people.
 - B. The power of kings was greater than that of God.
 - C. The power of kings came from God and the people.
 - D. The power of kings came from God.
- ☐
14. Which of the following descriptions match the nature of the Enlightenment the most?
- A. It was an intellectual movement.
 - B. It was a political movement.
 - C. It was a scientific movement.
 - D. It was an artistic movement.
- ☐
15. Who proposed the idea of the ‘separation of powers’?
- A. Rousseau
 - B. Voltaire
 - C. Locke
 - D. Montesquieu
- ☐
16. Which of the following is NOT a reason why Enlightenment ideas could spread rapidly?
- A. European kings ordered their people to read academic journals.
 - B. Academic journals became popular.
 - C. Publishers were eager to translate the works of Enlightenment thinkers.
 - D. Publishers were eager to publish the works of Enlightenment thinkers.
- ☐
17. Which of the following is NOT a main idea of Enlightenment thinkers?
- A. They stated that all people were born equal and free.
 - B. They criticized absolutism.
 - C. They proposed to abolish the monarchy.
 - D. They criticized the theory of the ‘divine right of kings’.
- ☐
18. Which of the following descriptions related to the start of the Industrial Revolution in Britain was INCORRECT?
- A. Britain had abundant natural resources and raw materials.
 - B. The British government supported technological innovations.
 - C. Landlords in Britain carried out the Enclosure Movement
 - D. Britain received financial support from the United States.
- ☐

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19. Which of the following industries was first to be mechanized during the Industrial Revolution?
- A. Oil industry
 - B. Iron and steel industry
 - C. Textile industry
 - D. Coal mining industry
- ☐
20. Whose steam engine was improved by James Watt in 1769?
- A. Fulton's
 - B. Saint-Simon's
 - C. Newcomen's
 - D. Stephenson's
- ☐
21. Which of the following pairs is correctly matched?
- A. Edison: established the world's first electric power system
 - B. Britain: laid the world's first pipeline
 - C. X-rays: could be used to treat cancer
 - D. France: pioneer of the Industrial Revolution
- ☐
22. Which of the following descriptions of the working class during the Industrial Revolution is correct?
- A. They were very wealthy.
 - B. They could influence government policies.
 - C. They were at the top of the society.
 - D. They could only live in crowded slums in cities.
- ☐
23. Which of the following descriptions of socialism is INCORRECT?
- A. Socialists criticize private ownership of property.
 - B. Owen's utopian socialism gained the greatest attention among various socialist theories.
 - C. Socialists advocate that the means of production should be owned publicly.
 - D. Both utopian socialism and communism are socialist theories.
- ☐
24. Which of the following was NOT the influence of the Industrial Revolution?
- A. Rapid growth of the population of industrial towns.
 - B. Rise of New imperialism.
 - C. Rise of the domestic system.
 - D. Development of joint-stock companies.
- ☐

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25. Which of the following was NOT the influence of the increase in production during the Industrial Revolution?
- A. Western countries wanted to get more raw materials.
 - B. Western countries wanted to open more overseas markets. ☐
 - C. Western countries wanted to set up more colonies in Asia and Africa.
 - D. Western countries wanted to purchase Asian and African manufactured goods.
26. The Industrial Revolution is also called _____. ☐
- A. the Age of Steam
 - B. the Age of Machines
 - C. the Age of Technology
 - D. the Age of Production
27. Which of the following pairs about the society of France in the 18th century is CORRECT? ☐
- A. The First Estate: commoners
 - B. The Second Estate: nobility
 - C. The Third Estate: clergy
 - D. The First Estate: included about 98% of the French population
28. Which of the following incidents marked the start of the French Revolution? ☐
- A. The announcement of the *Tennis Court Oath*
 - B. The proclamation of the *Declaration of the Rights of Man and of the Citizen*
 - C. The start of the French Revolutionary Wars
 - D. The fall of the Bastille
29. When did the French Revolution end? ☐
- A. 1789
 - B. 1792
 - C. 1799
 - D. 1815
30. Which of the following was NOT a major reform measure under the rule of Napoleon? ☐
- A. Ending the privileges of the nobles
 - B. Giving land to the farmers
 - C. Introducing the *Declaration of the Rights of Man and of the Citizen*
 - D. Building schools and universities

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31. Which of the following descriptions of the liberalism and nationalism is INCORRECT?
A. The Congress of Vienna gave birth to nationalism.
B. Liberalism is the belief that all people are born free and equal.
C. Some liberals suggested that people have the right to overthrow an absolute government. ☐
D. The rule of Napoleon led to the spread of nationalism in Europe.
32. Which of the following is the correct chronological order of events during the French Revolution?
A. France became a constitutional monarchy → *Tennis Court Oath* → The Directory → Establishment of the First French Republic
B. *Tennis Court Oath* → Establishment of the First French Republic → The Directory → France became a constitutional monarchy
C. *Tennis Court Oath* → France became a constitutional monarchy → Establishment of the First French Republic → The Directory
D. France became a constitutional monarchy → Establishment of the First French Republic → *Tennis Court Oath* → The Directory ☐
33. Which of the following was NOT an aim of the Congress of Vienna (1814-1815)?
A. To restore the old order of Europe before the French Revolution and the Napoleonic Wars
B. To stop the spread of liberalism and nationalism in Europe
C. To prevent French expansion in the future ☐
D. To punish the royal house of Bourbon
34. Which of the following countries led the unification movement in Italy?
A. The Kingdom of Sardinia
B. The Papal States
C. The Kingdom of the Two Sicilies ☐
D. Belgium
35. When was Germany unified?
A. 1799
B. 1820
C. 1866 ☐
D. 1871



Study the source below and answer the questions that follow. (9 marks)

Source: A description about military campaigns started by Christians in Europe



The **military campaigns** started in the 11th century. ... European nobles left their manors to join the Crusades. Their serfs fled from the manors and went to towns to become freemen.

In the 13th century, the **military campaigns** ended in failure. European Christians was defeated by Muslims in the Middle East. ... Though 200 years of wars caused lots of lives, Europeans brought back a lot of artworks and advanced scientific knowledge from the Arab world. This revived their interest in ancient Greco-Roman art and learning. ... The spread of Eastern knowledge also broadened the horizons of Europeans and freed their minds.

1. Identify the **military campaigns** in the Source. (1 marks)
2. What was the relationship between the military campaigns in the Source and the start of the Renaissance? Explain your answer with reference to the Source, and using your own knowledge. (8 marks)

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- 1. Identify the military campaigns in the Source. (1 marks)**
 - **Military campaigns in the Source:**
- 2. What was the relationship between the military campaigns in the Source and the start of the Renaissance? Explain your answer with reference to the Source, and using your own knowledge. (8 marks)**

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Study the sources below and answer the questions that follow. (13 marks)

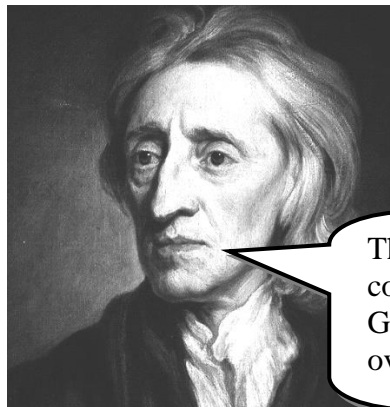
Source A: A painting of famous French king Louis XIV

I am the state. God gives me the power to rule, and I only hold myself responsible to God.



Source B: A painting of an Enlightenment thinker

The power of the government comes from the people, not from God. People have the right to overthrow absolute rulers.



1. Identify the political doctrine reflected in Source A. (1 mark)
2. What were the features of the political doctrine you mentioned in Question (1)? Explain your answer with reference to Source A, and using your own knowledge. (3 marks)
3. Identify the Enlightenment thinker in Source B. Did he agree with Louis XIV's statement? Explain your answer with reference to Sources A and B, and using your own knowledge. (1+2 marks)
4. How did Enlightenment thinkers influence the historical development of the West? (6 marks)

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Study the sources below and answer the questions that follow. (8 marks)

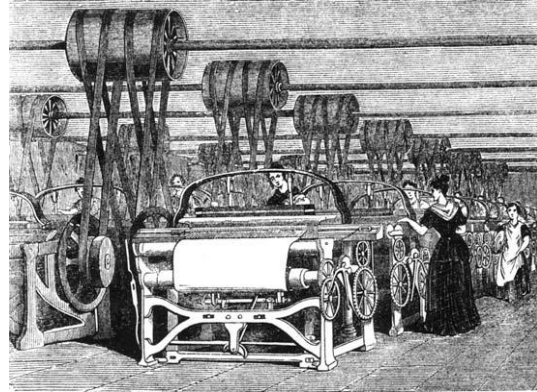
Source A:

A lady working on the spinning wheel outside her house



Source B:

Female workers working on the Power Loom in a factory during the Industrial Revolution



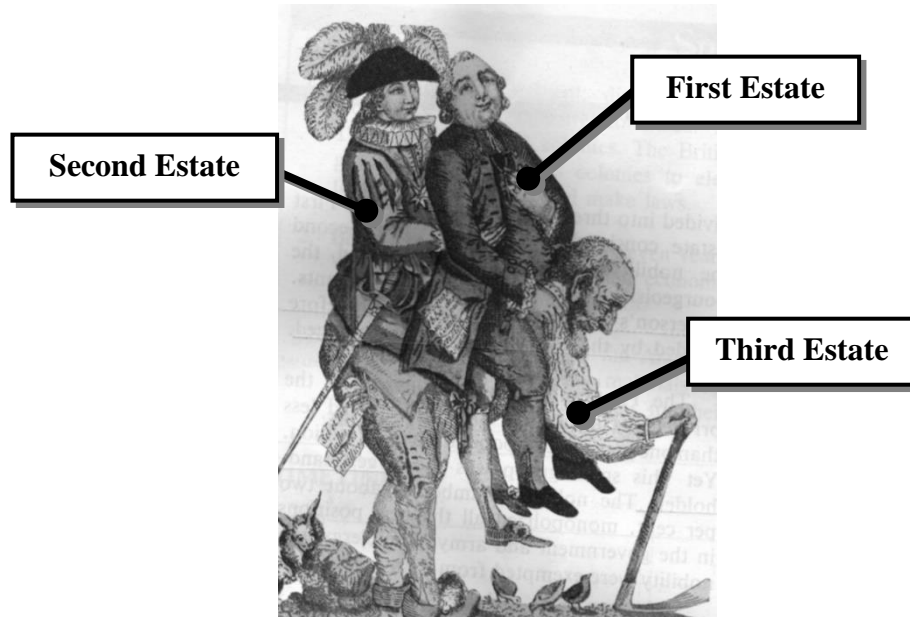
1. Identify the mode of production in Source A. (1 mark)
2. What were the characteristics of the factory system during the Industrial Revolution? List TWO of them with reference to Source B. (2 marks)
3. What were the advantages of the factory system over the mode of production you mentioned in Question (1)? Explain your answer with reference to Sources A and B, and using your own knowledge. (5 marks)

1. Identify the mode of production in Source A. (1 mark)
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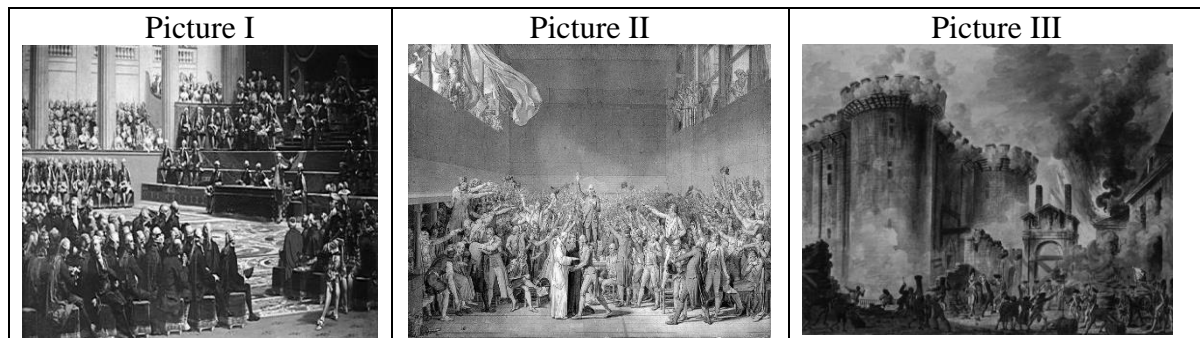
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Study the sources below and answer the questions that follow. (15 marks)

Source A: A cartoon about the social condition of 18th-century France



Source B: A series of incidents leading to the outbreak of the French Revolution



1. Name the members of the three estates respectively in Source A. (3 marks)
2. What was the problem of the social system in 18th-century France? Explain your answer with reference to Source A, and using your own knowledge. (4 marks)
3. Identify the three events (Pictures I , II and III) in Source B. (3 marks)
4. How did the events in Source B lead to the outbreak of the French Revolution? Explain your answer. (5 marks)

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- **The First Estate:**
- **The Second Estate:**
- **The Third Estate:**

3. Identify the three events (Pictures I , II and III) in Source B. (3 marks)

- **Picture I:**
- **Picture II:**
- **Picture III:**

HN2A SN TOPIC 5-80