

Essential Question Preview

Has Modern Europe's influence on the rest of the world been positive or negative?

Have the students consider the Essential Question and capture their initial responses.

Explore the Essential Question

- Explain that by the beginning of the 18th century, a new approach to observing the world led to the development of the scientific method. This brought about the Scientific Revolution, a time of increased knowledge of science and the invention of new devices. Advances in technology enabled people to travel farther to explore places far away.
- Tell students that progress continued as people began to invent machines to do work, a period known as the Industrial Revolution that improved life for many people. The resulting prosperity and competition among countries in Europe led to World War I. Economic and political problems following that war led to the rise of dictatorships in Germany, Italy, and Russia, culminating in World War II, which impacted the entire world and resulted in the creation of the United Nations and the period known as the Cold War.

Encourage students to keep the Essential Question in mind as they work through the module. Help students plan inquiries and develop their own supporting questions such as:

*How did the Scientific Revolution lead to modern science?
How did the invention of machines affect people's lives?*

How did tensions between the Western Allies and the Soviet Union affect people around the world following World War II? Has the European Union contributed to the unification of Europe since the end of the Cold War?

You may assign a short essay in response to the Essential Question. Encourage students to use their notes to inform their essays.

► Explore the Online Video

ANALYZE VIDEOS

Berlin Wall Anniversary, Part 1

Invite students to watch the video to explore the history of the Berlin Wall.

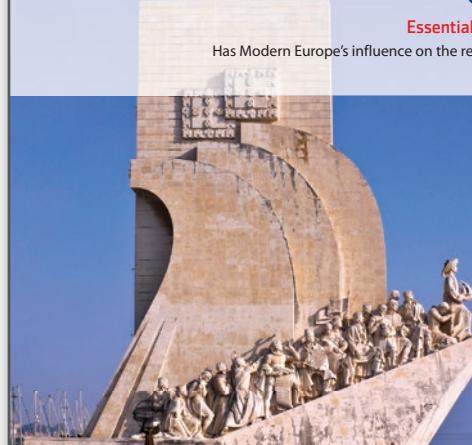
Analyze Videos After World War II, why did the Soviet Union build the Berlin Wall? *The Soviet Union took control of East Germany and placed it under Communist rule. Life was difficult because the economy was poor and there was no freedom. Many Germans tried to escape to the West. The Soviets built the wall to keep the East German people in and to keep Western culture out.*

History of Modern Europe



Essential Question

Has Modern Europe's influence on the rest of the world been positive or negative?



About the Photo: The Discovery Monument in Lisbon honors Portuguese explorers. At the top, Prince Henry looks out to sea.

Explore ONLINE!



VIDEOS, including ...

• Industrial Revolution

- ✓ Document-Based Investigations
- ✓ Graphic Organizers
- ✓ Interactive Games
- ✓ Channel One News Video: World War I Anniversary
- ✓ Image with Hotspots: Trench Warfare
- ✓ Interactive Chart: Benefits of Membership in the European Union

In this module, you will learn how from the 1400s to the present day new ideas, inventions, explorations, and wars changed life and expanded knowledge across Europe and throughout the world.

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Lesson 1 Big Idea

New inventions and knowledge led to European exploration and empires around the world.

Main Ideas

- During the Scientific Revolution, discoveries and inventions expanded knowledge and changed life in Europe.
- In the 1400s and 1500s, Europeans led voyages of discovery and exploration.
- As Europeans discovered new lands, they created colonies and new empires all over the world.
- As Europeans interacted with new lands and peoples, new plants, animals, and ideas were exchanged that changed the world.

Lesson 2 Big Idea

Ideas of the Enlightenment inspired revolutions and new governments in Europe.

Main Ideas

- During the Enlightenment, new ideas about government took hold in Europe.
- The 1600s and 1700s were an Age of Revolution in Europe.
- Napoleon Bonaparte conquered much of Europe after the French Revolution.

Lesson 3 Big Idea

Driven by new ideas and technologies, much of Europe developed industrial societies in the 1700s and 1800s.

Main Ideas

- Britain's large labor force, raw materials, and money to invest led to the start of the Industrial Revolution.
- Industrial growth began in Great Britain and then spread to other parts of Europe.
- The Industrial Revolution led to both positive and negative changes in society.



World War I Soldiers from Europe's most powerful countries engaged in trench warfare during World War I.

World War II The rise of strong dictators, like Germany's Adolf Hitler, led to the outbreak of the Second World War.



The Industrial Revolution During the 1700s and 1800s, the invention of the steam engine powered factories, trains, and ships and helped change life in Europe.

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Lesson 4 Big Idea

World War I and the peace treaty that followed brought tremendous change to Europe.

Main Ideas

- Rivalries in Europe led to the outbreak of World War I.
- After a long, devastating war, the Allies claimed victory.
- The war's end brought great political and territorial changes to Europe.

Lesson 5 Big Idea

Problems in Europe led to World War II, the deadliest war in history.

Main Ideas

- Economic and political problems troubled Europe in the years after World War I.
- World War II broke out when Germany invaded Poland.

- Nazi Germany targeted the Jews during the Holocaust.

- Allied victories in Europe and Japan brought the end of World War II.

Lesson 6 Big Idea

After years of division during the Cold War, today Europe is working toward unity.

Main Ideas

- The Cold War divided Europe between democratic and Communist nations.
- Many Eastern European countries changed boundaries and forms of government at the end of the Cold War.
- European cooperation has brought economic and political change to Europe.

Explore the Images

The Industrial Revolution Point out the word *modern* in the module title. Ask students what they think *modern* means. How does the image of the steam engine relate to this idea?

World War I Ask students if they can provide an approximate date for the image of World War I. Have students share their opinions about where the event might be taking place.

World War II Explain to students that long before Hitler came to power, politicians used dramatic backdrops, stirring military music, colorful uniforms, and large crowds to present an image of strength and to stir feelings of national pride.

Analyze Visuals

Have students examine the images and answer the following questions:

- How might the invention of the steam engine have changed how Europeans lived? *Possible answers: could go farther faster, carry heavier loads, live farther from water*
- What can you learn about the way World War I was fought by the picture? *Soldiers fought much of the war from deep trenches they dug into the ground.*
- How can you tell that Hitler was a strong dictator? *There are many people in the crowd; the signs in the background are very large.*
- Looking at the images, what are some of the characteristics of modern European history? *inventions for explorers, new ideas of freedom, technological improvements, women's rights, war, reunion*

Online Module Flip Cards

Use the flip cards as a whole class activity or in student pairs to preview the module's Key Terms and Places. Students can guess the meaning of each word, then review its definition, or do the reverse, using the flip card's toggle button to switch from "Term" to "Definition" mode. Students can also use the flip cards at the end of the module as a review tool before taking the Module Assessment.

Online Map Activity

Students can use this activity to review some of the locations discussed in this module. To complete, have students drag each label to the correct location on the map.



Reading Social Studies

Reading Social Studies

READING FOCUS

Use Context Clues—Contrast

Present students with this paragraph from the text:

After World War I, European countries wanted peace. Many countries hoped to prevent another deadly war. By the late 1930s, however, attempts at peace had failed. Instead of peace, Italian and German aggression forced Europe into a second world war.

Tell students that they are going to use context clues to determine the meaning of the word *aggression*. First, ask them to look for words, phrases, or sentences in the paragraph that signal contrast clues for the unfamiliar word *aggression* and write them down. *however, instead of peace* Then have them substitute a word or phrase for the word *aggression* in the paragraph. *violence, hostility* Finally, have students check their definitions in a good dictionary or online resource.

You Try It!

Find new word: *compete*

Substitute word or phrase: *work against each other*

Figure out meaning: *strive to gain or win something by defeating or establishing superiority over others who are trying to do the same*

Use Context Clues—Contrast

READING FOCUS

Did you play this game as a young child: “Which of these things is not like the others?” This same game can help you understand new words as you read. Sometimes the words or sentences around a new word will show contrast, or how the word is not like something else. These contrast clues can help you figure out the new word’s meaning. Look at how the following passage indicates that *persevered* means something different from *give in*.

The German air force repeatedly attacked British cities and military targets. Hitler hoped the British would surrender. Rather than give in, however, the British *persevered*.

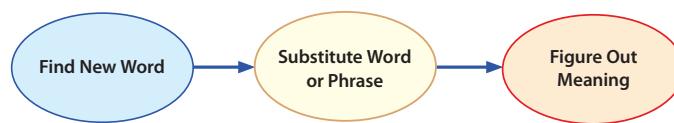
Contrast Clues:

1. Look for words or sentences that signal contrast. Words that signal contrast include *however, rather than, instead of, and not*. In this paragraph, the words *rather than* signal the contrast clues for the unfamiliar word *persevered*.
2. Check the definition by substituting a word or phrase that fits. *Persevere* likely means to keep on trying. *Rather than give in, however, the British kept on trying.*

YOU TRY IT!

Read the following paragraph. Then, use the graphic organizer below to develop a definition for the word *compete*.

Some people believed that creating a feeling of community in Europe would make countries less likely to go to war. Leaders like Great Britain’s Winston Churchill believed the countries of Europe should cooperate rather than compete.



As you read this module, use contrast clues to help you understand the meaning of the text.



Science and Exploration



► Online Lesson 1 Enrichment Activities

What Next: Software Engineer

Video Students learn how gaming technology uses math and physics first discovered during the Scientific Revolution. Then they make a table that lists ten important inventions since the Scientific Revolution.

Watch Channel One News



PLAY VIDEO 3:38

What Next: Software
Engineer



Age of Empires: European Discovery

Map Students create a map that traces the European empires in the Americas, Africa, and Asia during the Age of Discovery.

Science and Exploration

The Big Idea

New inventions and knowledge led to European exploration and empires around the world.

Main Ideas

- During the Scientific Revolution, discoveries and inventions expanded knowledge and changed life in Europe.
- In the 1400s and 1500s, Europeans led voyages of discovery and exploration.
- As Europeans discovered new lands, they created colonies and new empires all over the world.
- As Europeans interacted with new lands and peoples, new plants and animals, and ideas were exchanged that changed the world.

Key Terms and Places

Scientific Revolution
New World
circumnavigate
Columbian Exchange

If YOU lived there ...

You are an adviser to a European king in the 1500s. The rulers of several other countries have sent explorers to search for new trade routes. Your king does not want to fall behind. Now a young sea captain has come to the royal court with a daring plan. The king is interested, but funding such a voyage could be costly.

What will you advise the king to do?

The Scientific Revolution

Can you imagine what your life would be like without science? Think of all the things that science has provided in our daily lives. Without it, we would have no electricity, no automobiles, no plastic. Our lives would be totally different.

Did you know that there was a time when people lived without the benefits of modern science? In fact, it was not until the 1500s and 1600s that most people in Europe began to appreciate what science and technology could do to improve life.

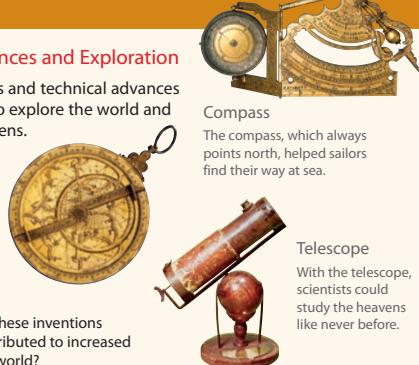
Link to Science

Scientific Advances and Exploration

Several inventions and technical advances enabled people to explore the world and to study the heavens.

Astrolabe

With an astrolabe, sailors could use the stars to calculate a ship's exact location.



Compass

The compass, which always points north, helped sailors find their way at sea.

Telescope

With the telescope, scientists could study the heavens like never before.

Analyze Visuals

Why do you think these inventions and advances contributed to increased exploration of the world?

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Teach the Big Idea

1. Whole Class Open/Introduction

If YOU lived there ...

What will you advise the king to do?

Review the scenario with students and lead a class discussion around responses to the question. Remind students that all responses are valid as long as they are supported with valid reasoning. You may wish to review the following points to frame your discussion.

Consider FUNDING the voyage:

- Valuable land resources could be discovered.
- New trading partners could be set up.
- New technologies could be learned.

Consider NOT FUNDING the voyage:

- Ship and crew could get lost or attacked.
- No valuable discoveries might be made.
- The sea captain has little experience.

2. Direct Teach

Introduce the Big Idea: *New inventions and knowledge led to European exploration and empires around the world.* Ask students the meaning of the word *revolution*, and help them make a connection between fundamental changes in thinking and new technologies. Introduce the idea that the Scientific Revolution and Industrial Revolution resulted from people thinking in a different way and not only changed their lives then but affect our lives today.

3. Practice/Assess/Inquire

Have each student create a two-column chart. Label the first column *Belief/Invention/Discovery* and the second column *Importance*. As students read the lesson, have them fill in the chart with the names of specific ideas, inventions, or discoveries and explain why this belief, invention, or discovery was important.

4. Explore (Collaborative Exploration)

Have pairs of students compare charts and add information.

5. Whole Group Close/Reflect

Have students use their charts to create five true/false or fill-in-the-blank questions about the section. Remind students to provide an answer key and an explanation of why each answer is correct.

*Alternative Assessment Handbook, Rubrics 1: Acquiring Information; and 7: Charts

ONLINE DOCUMENT-BASED INVESTIGATION

History of Modern Europe

The Treatment of American Indians is the first of eight document-based investigations that students will analyze in History of Modern Europe. Students will read a brief description of how Spanish soldiers mistreated American Indians.

Teach the Main Idea

During the Scientific Revolution, discoveries and inventions expanded knowledge and changed life in Europe.

Recall How did the new focus on observation change how Europeans viewed the world? *What they observed became more important than what they were told; it led to logical explanations rather than reliance on beliefs of church officials or earlier Greek writers.*

Explain Why did church officials fear the growing influence of science? *Some new discoveries contradicted church teachings; it could lead people to question other church teachings or weaken the church's influence.*

Analyze How did inventions of the Scientific Revolution contribute to new discoveries? *Telescopes helped astronomers understand stars and planets; microscopes aided biologists' understanding of the human body.*

More About ...

Isaac Newton Isaac Newton gained his first understanding of gravity while sitting under an apple tree. According to a popular legend, Newton's insight came when an apple fell on his head. For many years, scholars distrusted this story, but in 1936 the memoir of one of Newton's close friends was found. It repeated the apple story. Some scholars still think it is more likely that Newton watched, rather than felt, the apple fall.

For additional instruction, go to end of lesson.

► ONLINE INTERACTIVE VISUALS

Carousel: Scientific Advances and Exploration

Have students navigate through the carousel and note the different inventions. You may wish to use the associated question as a discussion prompt.

Analyze Visuals Why do you think these inventions and advances contributed to increased exploration of the world? *The compass and astrolabe became essential tools for navigation; the telescope led to new ways of looking at Earth and the universe.*

Academic Vocabulary
logical reasoned, well thought out

A New View of Science Before the 1500s most educated people who studied the world relied on authorities such as ancient Greek writers and church officials. People thought these authorities could tell them all they needed to know. Europeans had little need for science.

Between about 1540 and 1700, though, European views about how to study the world changed. This widespread change in views was part of the **Scientific Revolution**, the series of events that led to the birth of modern science. People began placing more importance on what they observed and less on what they were told. They used their observations to come up with logical explanations for how the world worked. This new focus on observation marked the start of modern science. In fact, the scientific method developed during this time. This step-by-step process is used to test an idea, or hypothesis, through observation and data collection. Our knowledge of science and technology has increased greatly since then. But, today's scientists use the same principles of the scientific method.

Why is the birth of modern science called a revolution? The new approach to science was a radical idea. In the same way a political revolution changes a country, this new view of science changed society.

Science and Religion Not everyone was happy with the new role of science in society. Some people feared that scientific ideas would eventually lead to the breakdown of European society.

Many of the people who most feared the increasing influence of science were church officials. They tended to oppose science when it went against the teachings of the church. For example, the church taught that Earth was at the center of the universe. Some scientists, though, had observed through telescopes that Earth orbited the sun. This observation went against the church's teaching.

This growing tension between religion and science came to a head in 1632. That year, an Italian scientist named Galileo (gal-uh-LAY-oh) published a book in which he stated that Earth orbited the sun. He was arrested and put on trial. Afraid that the church would expel him, Galileo publicly stated that his writings were wrong. Privately, though, he held to his beliefs.

Despite conflicts such as these, science and religion were able to exist together in Europe. In fact, many scientists saw a connection between science and religion. These scientists believed that science could better explain church teachings. Science continued developing rapidly as a result.

Discoveries and Inventions The Scientific Revolution was a period of great advances in many fields of science. With increased interest in science came discoveries in astronomy, biology, physics, and other fields. For example, astronomers discovered how the stars and the planets move in the sky. Biologists learned how blood circulates throughout the human body. Physicists figured out how mirrors and pendulums worked.

Some of the greatest advances of the Scientific Revolution were made by one man, Sir Isaac Newton. He made exciting contributions to both math

► ONLINE INTERACTIVE CHARTS

The Scientific Method

Have students explore the chart about the steps of the scientific method.

► ONLINE ANALYZE VIDEOS

Galileo's Telescope



Have students watch the video individually or as a class. You may wish to use the associated question as a discussion prompt.

Analyze Videos Why did Galileo refer to the telescope as a "spyglass"? *He referred to it as a spyglass because the first use of it was to watch for ships coming into port. It allowed the observer to see these ships two hours earlier than with the naked eye.*

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► ONLINE GRAPHIC ORGANIZER

Science and Exploration

As students read the lesson, have them use the graphic organizer to take notes. Students can review their graphic organizer notes at the end of the lesson to answer the following question:

Analyze Effects What were some benefits of the inventions and discoveries the Europeans made during the 1400–1600s? What were some of the problems?

*Possible answer: Benefits—*inventions made navigation, map-making better which helped explorers find new lands. Scientific discoveries led to advances in many new sciences.**

*Problems—*Europeans enslaved many native peoples and unknowingly spread diseases for which the native people had no immunities.**

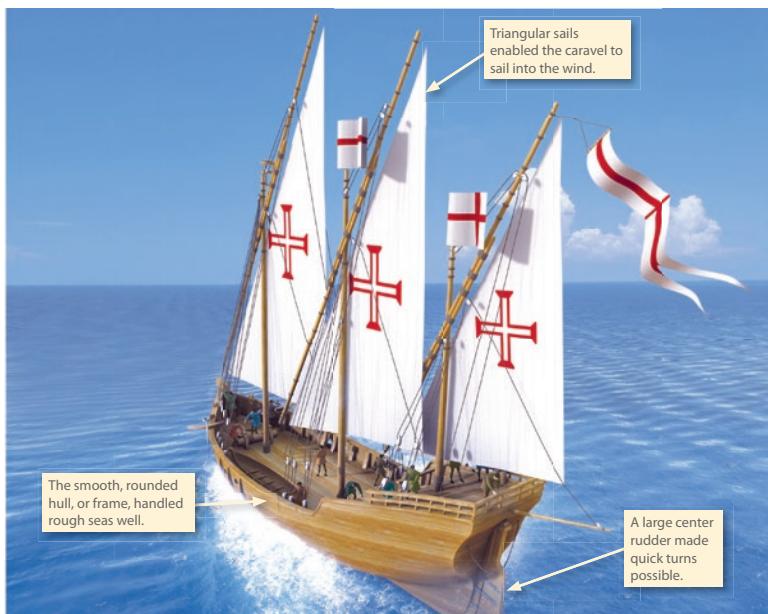
► ONLINE LESSON FLIP CARDS

Review Key Terms and Places

Students can use the flip cards in the Lesson Review at any time to review the lesson's key terms and places: **Scientific Revolution, New World, circumnavigate, Columbian Exchange.**

A Caravel

Many of the explorers who set out from Europe in the 1400s and 1500s did so in a new type of ship, the caravel. These ships could sail across huge distances because of some important advances in shipbuilding technology.



Analyze Visuals
What features made the caravel an excellent sailing ship?

Reading Check
Summarize What happened during the Scientific Revolution?

and physics. Newton is probably best known today for his observations about gravity, the force that attracts objects to each other. Before his observations, scientists knew very little about how gravity works.

Many of the discoveries of the Scientific Revolution were possible because of new inventions. These devices—the microscope, the thermometer, the telescope, and the barometer—are very common today. In fact, you have probably used at least one of them yourself. But when they were invented, they were dramatic advances in technology. They gave scientists the tools they needed to make more accurate observations of the world and to conduct experiments. They were the tools of the Scientific Revolution. Some of these new inventions helped contribute to another exciting time—the Age of Exploration.

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ENGLISH LANGUAGE LEARNERS

Scientific Snowstorm

- To help students understand the major contributions of the Scientific Revolution, ask them to write on a piece of paper one question from the lesson that could be used on a quiz.
- Arrange the class in a circle, and after the students have written their questions, have them wad up the paper and on the count of three have students throw their paper up in the air to land in the middle of the circle.

- Have students retrieve one piece of paper from the center of the circle, read the question, and write the answer using their textbook. If students do not understand the questions, then restate them or explain unknown words.
- When students have had a chance to find the answers, have them read the questions and answers aloud. If time permits, ask follow-up questions to invite discussion.

*Alternative Assessment Handbook, Rubrics 11: Discussions; and 14: Group Activity

BIOGRAPHY

Isaac Newton

Have students read the biography of Isaac Newton. Newton studied optics, the science of light, and invented the reflecting telescope.

ONLINE INTERACTIVE VISUALS

Image with Rich Media: The Caravel

Have students explore the image using the interactive hotspots. You may wish to use the associated question as a discussion prompt.

Analyze Visuals What features made the caravel an excellent ship for sailing across long distances? *triangular sails, rounded hull, center rudder*

In print edition, see feature of same title.

Analyze Visuals What features made the caravel an excellent sailing ship? *triangular sails, rounded hull, center rudder*

The Caravel

A special type of ship called the caravel became the workhorse of many European explorers. Though small, caravels were sturdy. They could sail across huge oceans and up small rivers. Caravels featured important advances in sailing technology.



READING CHECK

Summarize What happened during the Scientific Revolution? *Science assumed a more central role in European society, great advances took place in many scientific fields, and new inventions made many scientific discoveries possible.*

Teach the Main Idea

In the 1400s and 1500s, Europeans led voyages of discovery and exploration.

Recall What inventions made longer, safer voyages possible? *compasses, astrolabes, improvements in mapmaking, caravels*

Identify Cause and Effect What caused interest in exploration? *curiosity, seeking adventure, spreading Christianity, seeking wealth, gaining new lands, establishing new trade routes to bring Asian goods to Europe, finding new markets for European goods*

Describe What was the goal of the voyages of Vasco da Gama and the other early Portuguese explorers? *to find a water route to Asia*

Explain Why was Columbus's discovery of America an accident? *He was searching for an all-water route to Asia, so he sailed west across the Atlantic and landed off the coast of North America, believing he was in Asia.*

Make Inferences What sparked European interest in exploring the Americas? *the continued search for an all-water route to China and India; belief that native peoples had gold and other precious metals; seeking glory*

More About . . .

Connect to Science: Innovations in Sailing

Until the invention of the caravel, most ships had square sails rather than lateen, or triangular, ones. Square sails work well when going with the wind. They fill up with air like a parachute and push the ship along. However, when sailing against the wind, triangular sails work better. They also work well when wind patterns are unpredictable or shifting—as they often were when Portuguese ships sailed close to the coast of Africa rather than on the open sea.

Misconception Alert At one time, Americans mistakenly believed that Europeans in Columbus's day thought Earth was flat—and that ships sailing west would eventually fall off the edge. By the late 1400s, no educated person believed that myth. Another myth is the story that Queen Isabella pledged her jewels to help pay for Columbus's first voyage. In fact, the Spanish queen gave him her support—but not as much as he had expected.

The Diet of Magellan's Crew By the time Magellan's Pacific crossing began, Magellan and his crew had almost no food left. They survived on worm-eaten biscuits. When they could, the crew caught flying fish and tuna, but most of the time they ate rats and boiled leather. Scurvy killed many crew members. There would have been no survivors—and no completed voyage—if the ships had not reached Guam, where the desperate sailors found fruit and fresh water.

The Voyages of Discovery

Some advances in science and technology enabled people to make longer, safer sea voyages. New compasses and astrolabes helped sailors figure out where they were even when far from land. Improvements in mapmaking helped people plan safer routes for their journeys. In addition, new ships, such as the caravel, made sea travel safer. The caravel could sail farther than earlier ships could.

Equipped with these new advances, many Europeans set out on great voyages of discovery. They sailed into unknown waters, hoping to find new trade routes to faraway places. They would succeed in their quest, and their discoveries would change the world.

The Drive to Discover Why were Europeans so eager to explore? They had many reasons. Some explorers were curious about the unknown. They hoped to find out what lay beyond the horizon. Others sought adventure and the excitement of life at sea. Still others had religious reasons. These explorers wanted to spread the Christian faith.

Another reason to explore was the desire to get rich. Some explorers wanted to find new lands that had products they could sell in Europe. The explorers hoped to sell these goods for lots of money and to become rich. Others looked for new markets to sell European goods.

In addition, some European leaders promoted exploration in hope it would benefit their countries. Prince Henry, a member of the Portuguese royal family, encouraged explorers to find a route to India's rich spice trade. Queen Isabella of Spain also promoted exploration. She paid for explorers to seek out new lands and claim them for Spain. She hoped these lands would bring Spain wealth.

BIOGRAPHY

Queen Isabella 1451–1504

Christopher Columbus's voyage to the Americas would not have been possible without the support of Queen Isabella of Spain. In 1492 Columbus approached the queen in search of money to pay for his voyage. He had already been turned down by the king of Portugal, who thought Columbus's plan was foolhardy. Isabella liked his plan, however. She gave Columbus money and ships to help make his voyage. With the support of the queen and others, he was able to complete his journey. It would change the history of Europe, the Americas, and the world forever.

Analyze

How did Isabella make Columbus's voyage possible?



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ADVANCED/GIFTED

Voyage to the New World

- Ask students to imagine that they are members of a crew sailing to the New World.
- Have students write a poem or a song describing the voyage. Encourage students to convey sights, sounds, and other details of the voyage in vivid detail.

- Invite volunteers to share their poems or songs for the class.

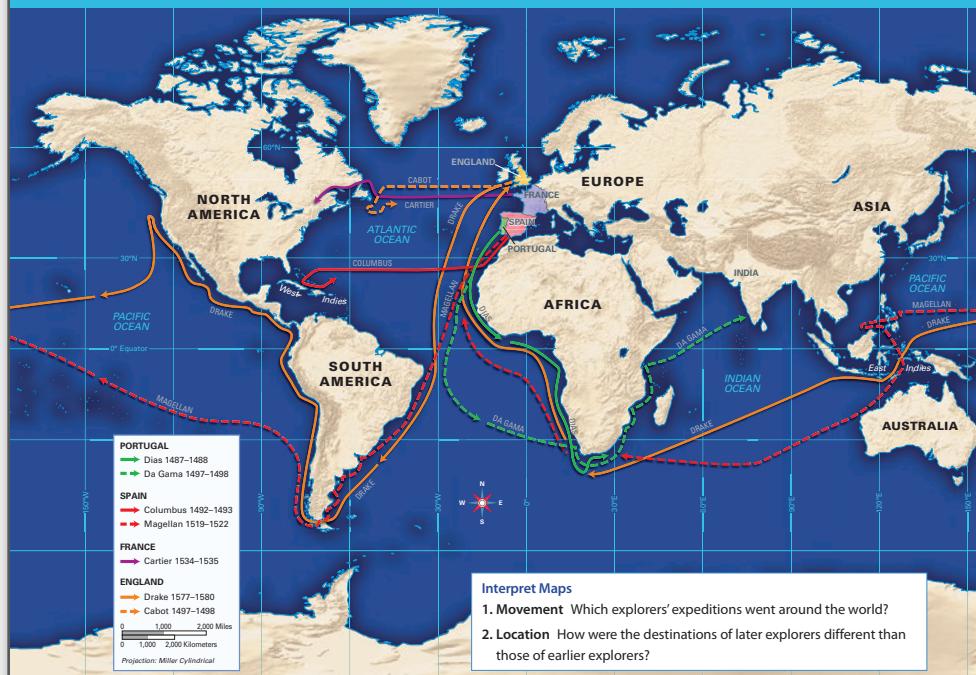
*Alternative Assessment Handbook, Rubric 26: Poems and Songs

Voyages to the East In the mid-1400s, explorers from Europe began searching for an all-water route to Asia. They wanted to reach Asia to get goods from China and India. During the Middle Ages, Europeans had discovered the exotic goods available in Asia. Many of them, such as silk and spices, were not found in Europe. These Asian goods were costly, because traders had to bring them long distances over land. Further, Italian traders controlled the sale of such goods in Europe—and these Italian traders had become very rich.

Other European countries wanted to break the hold the Italians had on trade with Asia. The Italians controlled all the trade routes in the eastern Mediterranean. If other countries could find an all-water route to Asia, they would not have to pay Italian traders to get exotic Asian goods. During the 1400s and 1500s, explorers set sail upon the ocean from many countries in Europe. Their voyages carried them to places all around the world.

Explore ONLINE!

European Exploration, 1487–1580



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COMPARE AND CONTRAST

Hold a Debate

1. Ask students where voyages of discovery are taking place today. Discuss the ways space exploration is a modern voyage of discovery.
2. Ask students to compare and contrast the sea voyages of the early explorers with the challenges faced by today's astronauts. Areas for comparison can include risks, benefits, level of technology, knowledge of the areas to be explored, use of maps, support teams (such as for communication), reliability of equipment, knowledge of weather and wind patterns, supplies, training, and skills of explorers.

3. When students have completed their comparison, choose two students to debate the following statement: The early explorers showed more courage and faced greater risks than today's astronauts.

*Alternative Assessment Handbook, Rubric 10: Debates

ONLINE INTERACTIVE MAPS

European Exploration, 1487–1580

Have students explore the map using the interactive features and answer the associated questions.

Location Look at the map and key. Which explorers' expeditions went around the world? Circle their names on the routes. Then, choose each correct name below. (Select all that apply.) *Magellan, Drake*

In print edition, see map of same title.

1. **Movement** Which explorers' expeditions went around the world? *Magellan, Drake*
2. **Location** How were the destinations of later explorers different than those of earlier explorers? *Possible answer: Later explorers sailed longer distances.*



BIOGRAPHY

Queen Isabella

Have students read the biography of Queen Isabella and then answer the associated question.

Analyze How did Queen Isabella make Columbus's voyage possible? *Queen Isabella gave Columbus money and ships.*

► ONLINE INTERACTIVE MAPS

Europeans in the East, 1487–1700

Have students explore the map using the interactive features and answer the associated questions.

Location Which European country had the largest territory in Asia? *Netherlands (Dutch)*

In print edition, see map of same title.

1. Location Which European countries had territories in Africa? *Netherlands (Dutch), Portugal*

2. Location Which European country had the largest territory in Asia? *Netherlands (Dutch)*



► ONLINE ANALYZE VIDEOS

Christopher Columbus

Have students watch the video individually or as a class. You may wish to use the associated question as a discussion prompt.



Analyze Videos Why did the Spanish rulers provide money for his first voyage west? *They believed the idea of sailing west to reach Asia might work. And, they believed it was worth the risk, even if Columbus failed.*



► PLAY VIDEO 3:16

Christopher Columbus



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The first explorers to search for a sea route to Asia were from Portugal. Under the direction of Prince Henry, they sailed south along Africa's west coast. As they went, they set up trading posts along the Atlantic coast of Africa. In time, explorers sailed farther south.

In 1497–1498 a Portuguese explorer named Vasco da Gama sailed around the southern tip of Africa and on to the west coast of India. Portugal had found a new sea route to Asia.

Voyages to America Meanwhile, other countries had also been sending explorers out to find new routes to Asia. The most important expedition came from Spain. In 1492 Queen Isabella of Spain helped pay for a voyage led by Christopher Columbus, an Italian sailor. Columbus hoped to reach Asia by sailing west across the Atlantic. The voyage was long and difficult, but he finally reached land after several months at sea. He landed on an island in what is now the Bahamas. Columbus had reached a new land.

LINK TO LANGUAGE ARTS

Making the Case for Exploration

- Divide the class into two groups. One will act as explorers, writing pleas to a monarch for money and supplies for a voyage of exploration. The second group will act as monarchs, reading the pleas and writing decisions explaining who will or will not get the support and why.
- The explorers must persuade the monarch of their qualifications as sailors and explorers, their need for specific supplies, and the glory or profits they will bring the country.

- Distribute the petitions among the group of monarchs. Assign each monarch to read a plea and write a response explaining why the plea is accepted or rejected. Have volunteers read the pleas and responses to the class.

*Alternative Assessment Handbook, Rubric 43: Writing to Persuade

BIOGRAPHY

Ferdinand Magellan

Have students read the biography of Ferdinand Magellan. Magellan explored the world and sailed around South America.

Columbus thought he had found a route to Asia, which Europeans called the Indies. Europeans came to realize that he had reached a land unknown to them. They called this land, which in time came to be known as America, the **New World**.

Excited by the new discovery, explorers set out from Europe to learn more about the new land. Led by Spain, explorers from Portugal, France, England, and the Netherlands set sail for North and South America. Before long, little of the Americas would remain unexplored.

This wave of European exploration of the Americas had many different causes. Some explorers were still looking for the best water route to Asia. They hoped to find a passage through the Americas by which ships could sail to India or China.

Other explorers led voyages in search of riches. These explorers had heard that the native people of the Americas had lots of gold—more gold than most Europeans had ever seen. These explorers dreamed of the glory and riches they hoped to gain from conquering the lands and people of the Americas.

Voyages around the World For some Europeans, their new knowledge of the Americas made them more curious about the world. Since they had not known about the Americas, they wondered what else about the world they did not know. One way to learn more about the world, they decided, would be to **circumnavigate**, or travel all the way around, Earth.

The first person to try such a journey was Ferdinand Magellan (MUH-JEHL-UHN), a Portuguese sailor. Magellan sailed west from Spain around the southern tip of South America. From there he continued into the Pacific Ocean, where no European had sailed before. Magellan made it as far as the Philippines, where he was killed in a conflict with natives. His crew pushed on, however, and finally reached Spain to complete their trip around the world.

The voyages of explorers like Magellan taught Europeans much about the world. In time, they even achieved the goal of Christopher Columbus—to reach Asia by sailing west from Europe. In addition, they paved the way for European settlement and colonization of the Americas.

New Empires

As European explorers discovered new lands in the Americas, Africa, and Asia, they claimed these lands for their countries. These land claims started new European empires and trading outposts that stretched across the sea into lands far from Europe. Portugal was the first European country to establish trading outposts along the west coast of Africa. By 1498 the Portuguese had explored the east coast of Africa and reached India. The Portuguese merchants loaded their ships with spices and other goods from Asia. It cost less to ship the goods by sea than it did to ship them overland. As a result, more Europeans could afford these items. Soon, other European countries were looking for new territories and trading partners.

Reading Check
Identify Cause
and Effect What
were two causes of
exploration?

STRUGGLING READERS

Complete a Concept Web

- To help students learn what regions of North and South America the five European countries claimed, have students draw a concept web for each country (Spain, Portugal, England, the Netherlands, and France), with the name of the country in the center circle and the locations of territories the country claimed in connecting circles.
- Have pairs of students complete the concept web for each of the five European countries and territories in both the East and Western Hemispheres.

- When students have finished, review the concept webs as a class.

*Alternative Assessment Handbook, Rubric 13:
Graphic Organizers

Teach the Main Idea

As Europeans discovered new lands, they created colonies and new empires all over the world.

Recall What factors contributed to Spain's defeat of the Aztec and Inca armies? *steel swords, firearms, horses, exposure to diseases brought by the Spanish*

Evaluate How did conquests in the Americas change Spain? *It made Spain the wealthiest country in Europe and enabled it to build and equip a large, powerful military force—becoming head of a huge empire.*

Contrast Why did Spain become rich from its empire in the Americas more quickly than the other European countries that established colonies there? *Spain found gold, which gave it great wealth and power; other nations grew rich more slowly through natural resources, such as wood and fur.*

More About . . .

Connect to Today: Access to Natural Resources

Furs and fish were two natural resources that were most sought after by early French and English colonists. Beaver fur was in demand for making wide-brimmed felt hats—which were popular in Europe—and warm winter coats. Unrestricted hunting and trapping of beavers by rival British and French fur traders led to a scarcity of beaver. Cod and other cold-water fish in the Grand Banks—off the coast of Canada and New England—were another key resource, which lasted well into the 20th century. However, overfishing has led to restrictions on fishing in this area.

READING CHECK

Identify Cause and Effect What were two causes of exploration? *Causes for exploration included the search for the best water route to Asia, the search for glory and riches, and finding new markets for European goods.*

► ONLINE DOCUMENT-BASED INVESTIGATION

The Treatment of American Indians

Students read a selection from *A Brief Account of the Destruction of the Indies* by Bartolomé de las Casas describing how the American Indians were treated by the Spanish.

Analyze Sources According to Bartolomé de las Casas, what characteristics of the American Indians made it relatively easy for the Spanish to control them? What were the consequences? *They were humble and obedient, and not quarrelsome. Therefore, they generally went along with whatever the Spanish wanted them to do. Many Spanish leaders in the New World mistreated them and many American Indians died.*

► ONLINE ANALYZE VIDEOS

Spanish Silver Mines



Have students watch the video individually or as a class. You may wish to use the associated question as a discussion prompt.

Analyze Videos Why was the huge amount of silver that the Spanish found in South America important? *Much of it was used to make coins. By using the silver coins, the Spanish increased trade worldwide, especially in Asia, where silver was very valuable.*



► PLAY VIDEO 2:49

Spanish Silver Mines



Conquests and Empires The Spanish, who were the first Europeans to reach the Americas, claimed large areas of land there. In some places, the Spanish met powerful native empires. These native people fought to defend their lands.

Before long, though, the Spanish had defeated the two most powerful empires in the Americas. These empires were the Aztecs in what is now Mexico and the Incas in what is now Peru. The Spanish had steel swords, firearms, and horses—all unknown in the Americas. This advantage helped the Spanish defeat the Aztec and Inca armies. In addition, diseases that the Spanish carried killed many thousands of Native Americans. By the mid-1500s, Spain ruled a huge area in the Americas.

One of Spain's central goals in the Americas was to gain wealth. The Spanish wanted the gold and silver that could be found in Mexico and some other places. To get these riches, the Spanish enslaved Native

► Explore ONLINE!



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COLLABORATIVE LEARNING

Fill in the Headlines

- Organize the class into small groups.
- Have each group study the map on this page and write a headline on a note card for an article about one of the European empires in the Americas. For example, a headline might read: "Spain Makes Mexico Part of Its Empire" or "English Settlements Spring Up Along East Coast of North America."

- Have groups exchange headlines and write a one-paragraph article about the headline they have been given.
- Remind students to include answers to these five questions: Who? What? Where? When? Why?

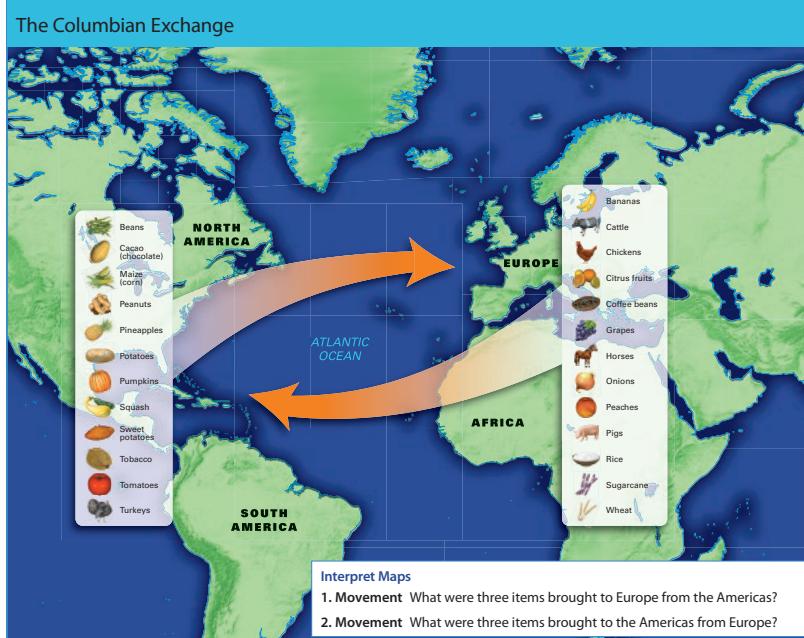
*Alternative Assessment Handbook, Rubric 42: Writing to Inform

Americans and forced them to work in mines. In addition, the Spanish brought African slaves to the Americas to work in the mines. Soon, ships full of gold and silver from these mines were crossing the Atlantic Ocean back to Spain.

Riches from the Americas made Spain the wealthiest country in Europe. Spain's rulers used this money to buy equipment for its armies and to produce ships for its navy. With this powerful military, Spain became Europe's mightiest country, the center of a huge empire.

Other Colonies Other European countries envied Spain's wealth and power. They wanted a share of the wealth that Spain was finding in the Americas. In hope of finding similar wealth, these countries began to establish colonies in the lands they explored. As the map shows, colonists from England, France, the Netherlands, and Portugal had settled in the Americas by 1700.

Like the Spanish, these colonists found Native Americans living in the places they settled. In some cases, new colonists lived peacefully with Native Americans. In other cases, conflict occurred, and colonists and Native Americans fought bloody wars.



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ONLINE INTERACTIVE MAPS

European Empires in the Americas, 1700

Have students explore the map using the interactive features and answer the associated questions.

Location Which country ruled the land that is now Mexico? *Spain (Spanish)*

In print edition, see map of same title.

1. Location Which country ruled Mexico? *Spain*

2. Location Where did the English and French establish colonies in the Americas? Why might these colonies have come into conflict?

England—eastern seaboard of North America and parts of what is now Canada; France—eastern Canada and a central area of North America; possible answer: Conflict could arise because of their close location to each other and competition for more or better-located land and resources.



MAPS

The Columbian Exchange

Have students explore the map and answer the associated questions.

1. Movement What were three items brought to Europe from the Americas?

Possible answers: beans, chocolate, corn, peanuts, pineapples, potatoes, pumpkins, squash, sweet potatoes, tobacco, tomatoes, turkeys

2. Movement What were three items brought to the Americas from Europe?

Possible answers: bananas, cattle, chickens, citrus fruits, coffee beans, grapes, horses, onions, peaches, pigs, rice, sugarcane, wheat

Teach the Main Idea

As Europeans interacted with new lands and peoples, new plants, animals, and ideas were exchanged that changed the world.

Define

What was the Columbian Exchange?
the exchange of plants, animals, and diseases between Europe and the Americas that began with Columbus's first voyage of discovery

Recall

Which diseases did Europeans bring to the Americas? *measles, smallpox*

More About . . .

Horses The horse was new to Native Americans, but not to North and South America. An early relative of the horse was common in the Americas during the Pleistocene Epoch (from 2,500,000 until 10,000 years ago). However, this animal became extinct in the Americas about 8,000 years ago. Spanish explorers then re-introduced horses to the Americas.

GAME

Drag and Drop: Where's It From?

Have students play the game to test their knowledge of the Columbian Exchange by dragging items to the correct category.

READING CHECK

Analyze Causes How did the Spanish create an empire in the Americas? *The Spanish were the first to claim land there, taking control of much of the land by conquest. They were aided by advanced technology and diseases brought from Europe.*

READING CHECK

Analyze Causes What caused the Columbian Exchange? *Explorers spread new plants, animals, and ideas around the globe as they traveled.*

Print Assessment

Review Ideas, Terms, and Places

1. a. **Describe** How did European attitudes toward science change in the 1500s and 1600s? *People became more open to scientific explanations.*
- b. **Evaluate** What do you think is the greatest advance of the Scientific Revolution? Why? *Students' answers will vary but should give support for their choice.*

Reading Check

Analyze Causes How did the Spanish create an empire in the Americas?

Unlike the Spanish, other European colonists in the Americas did not find huge deposits of gold or silver. They did find other valuable resources, though. Among these resources were wood, furs, rich soil, and different foods. These resources helped the countries of England, France, Portugal, and the Netherlands grow wealthy.

The Columbian Exchange

As Europeans interacted with new lands and new people, one unexpected effect occurred. This effect was the **Columbian Exchange**, when plants, animals, and ideas exchanged between the New World and the Old World. For example, when Europeans took seeds to plant crops, they brought new plants to the Americas. They also brought new domesticated animals, like the horse. In addition, Europeans introduced their ideas, religions, language, and technology to the places they conquered. And, explorers unknowingly carried germs for diseases such as measles and smallpox for which the native peoples had no immunities.

While Europeans introduced plants and animals to the New World, they also found plants and animals there they had never seen before. They took samples back to Europe as well as to Africa and Asia. This exchange of plants changed the eating habits of people around the world, as you can see on the Columbian Exchange map.

Summary and Preview The Scientific Revolution and the Age of Exploration expanded knowledge and led to changes around the world. Next, you will read about another time of great change. Called the Enlightenment, this period led to major political changes in Europe.

Lesson 1 Assessment

Review Ideas, Terms, and Places

1. a. **Describe** How did European attitudes toward science change in the 1500s and 1600s?
b. **Evaluate** What do you think is the greatest advance of the Scientific Revolution? Why?
2. a. **Identify** Who was Christopher Columbus?
b. **Explain** What caused Europeans to launch the voyages of discovery?
c. **Elaborate** What challenges do you think made it difficult for explorers to circumnavigate the world for the first time?
3. a. **Identify** Study the map Europeans in the East, 1487–1700. Which European countries had territories in Africa and Asia? Which had trading outposts?
b. **Describe** What enabled Spain to create a huge, powerful empire in the Americas?
c. **Contrast** How did other countries' American colonies differ from Spain's?

4. a. **Define** What is the Columbian Exchange?
b. **Explain** What were some of the changes European explorers brought to native peoples in the New World?

Critical Thinking

5. **Identify Cause and Effect** Draw a diagram like the one shown. Use your notes for information. On the left, list the causes of European exploration. On the right, list the effects of that exploration.



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2. a. **Identify** Who was Christopher Columbus? *Italian explorer who opened the Americas to European exploration*
- b. **Explain** What caused Europeans to launch the voyages of discovery? *looking for new lands and riches, looking for new trade routes to Asia, to spread Christianity, looking for new markets for goods*
- c. **Elaborate** What challenges do you think made it difficult for explorers to circumnavigate the world for the first time? *lack of accurate maps, limited knowledge of sea routes, limited technology, weather*
3. a. **Identify** Study the map Europeans in the East, 1487–1700. Which European countries had territories in Africa and Asia? Which had trading outposts? *territories: Spain, Portugal, Netherlands;*

trading outposts: Netherlands, England, France, Portugal, Spain

- b. **Describe** What enabled Spain to create a huge, powerful empire in the Americas? *Both the use of horses and metal weapons and the spread of European diseases that sickened and killed native peoples allowed the Spanish to conquer the natives quickly.*
- c. **Contrast** How did other countries' American colonies differ from Spain's? *no huge deposits of gold, sought natural resources such as wood, fur, and various foods*
4. a. **Define** What is the Columbian Exchange? *the exchange of plants, animals, and diseases between Europe and the Americas that began with Columbus's first voyage of discovery*

- b. **Explain** What were some of the changes European explorers brought to native peoples in the New World? *new ideas, technologies, enslavement of Native Americans, death from European diseases*

Critical Thinking

5. **Identify Cause and Effect** Draw a diagram. On the left, list the causes of European exploration. On the right, list the effects of that exploration. Use your notes to complete the chart. *Students' answers will vary but should include key causes, such as seeking new trade routes to Asia, and key effects, such as enslaving Native Americans or the high native death toll from contracting European diseases.*

► Online Assessment

1. Which of the following was a lasting effect of the Scientific Revolution?

- using experiments to test religious beliefs
- relying on religion to explain the natural world
- using logic to test new scientific equipment
- relying on the scientific method to test an idea

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

One lasting effect of the Scientific Revolution was the use of *the scientific method* ▲ to test an idea.

2. Why did European leaders start sending explorers on voyages of discovery?

- to establish new colonies
- to find new lands to settle
- to find an all-water route to Asia
- to establish trading posts in Africa

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

Starting in the mid-1400s, European leaders began sending explorers to discover an all-water route to *Asia* ▲.

3. How did the Spanish defeat powerful empires in the Americas?

- by using slaves
- with a larger army
- with stronger ships
- by using better weapons

Alternate Question Why did the Aztecs and Inca lose their empires?

Select the two correct answers.

- The Spanish used a larger army and navy.
- The Spanish used more advanced weapons.
- The Aztecs and Inca were weak from years of fighting each other.
- The Spanish caused revolutions among the lower-class Aztecs and Inca.
- Thousands of Aztec and Incas died from diseases brought by the Spanish.

4. Which of the following was part of the Columbian Exchange?

- Explorers found new cures for diseases.
- Europeans brought horses to the Americas.
- Europeans converted to Native American religions.
- Explorers brought Aztec technology back to Europe.

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

The Columbian Exchange refers to the plants, animals, ideas, technology, and diseases exchanged between the Old World and *the Americas* ▲.

5. **Summarize** How did the Scientific Revolution conflict with religion? Describe two ways.

Some people were afraid that European society would break down because of new scientific ideas. Church officials opposed scientific ideas that went against church teachings.

6. **Cause and Effect** Why did explorers want to discover new lands? Describe two reasons.

Explorers wanted to spread the Christian faith to new lands. They also wanted to find goods they could sell in Europe and get rich in the process.

7. **Compare and Contrast** How were colonies established by England, France, Portugal, and the Netherlands similar to Spanish colonies? How were they different?

Europeans in all colonies found Native Americans in the places they settled, though different colonies had different experiences with Native Americans. While Spanish colonies grew wealthy from the mining of gold and silver, colonies belonging to England, France, Portugal, and the Netherlands relied on wood, furs, rich soil, and different foods to become wealthy.

8. **Elaborate** How did the Columbian Exchange change the diets of people in the Eastern and Western Hemispheres?

People from the Western Hemisphere started eating foods from the Eastern Hemisphere, such as pork and bread made from wheat. People from the Eastern Hemisphere started eating food from the Western Hemisphere, such as turkey meat and tomatoes.

ADDITIONAL INSTRUCTIONAL MATERIALS

continued from page 417

More About . . .

Connect to Science: The Heliocentric Model Sometime in the early 1500s, Polish astronomer and mathematician Nicolaus Copernicus (1473–1543) became the first person to propose a theory that Earth and other planets revolve around the sun. At least a century before Galileo published his book, Copernicus developed a sun-centered, or heliocentric, model of the universe. His theory did not appear in print until 1543, the year he died. At that time, his claims did not attract much attention. The Catholic Church became concerned only when Galileo and others began to collect proof of the accuracy of his model.

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COLLABORATIVE LEARNING

Present a Newscast

1. Have students investigate and dramatize the arrest of Galileo.
Organize the class into small groups. Have members of each group choose one of the following roles: Galileo, a reporter, arresting officials, scientists, church officials, and ordinary citizens.
2. Have each group brainstorm the points of view of each group or individual and the reasons for supporting or not supporting Galileo.
3. Then have each group prepare, practice, and present a short report for a television news broadcast, explaining Galileo's arrest from their perspective.

*Alternative Assessment Handbook, Rubrics 12: Drawing Conclusions; and 33: Skits and Reader's Theater

SPECIAL NEEDS STUDENTS

Commemorate an Invention

1. Show students examples of commemorative postage stamps. Discuss why each of the images of the stamps might have been chosen.
2. Then have students select an invention, such as the caravel, telescope, microscope, thermometer, astrolabe, or compass. Have students use a reference book, encyclopedia, or the Internet to learn more about this invention.
3. Have each student use the examples of commemorative stamps as a model to create a postage stamp of the invention he or she chose. Students may choose to draw the image on a sheet of paper or use a computer graphics program.
4. Below the picture of the stamp or on a separate sheet of paper, have each student write a paragraph explaining the importance of the invention he or she selected. Ask students to display their stamps and paragraphs.

*Alternative Assessment Handbook, Rubrics 22: Multimedia Presentation; and 30: Research



Political Change in Europe

- Key Enlightenment Ideas
- The Stamp Act
- Napoleon's Empire vs. European Boundaries after Napoleon's Defeat

Visuals

Videos

LESSON 2

Big Idea

Ideas of the Enlightenment inspired revolutions and new governments in Europe.

Maps,
Graphs, and
Charts

- Chart: Documents of Democracy
- Table: French Social Classes in 1787

- **Geographic Feature:** The Storming of the Bastille
- Mary Wollstonecraft
- Napoleon Bonaparte

Extend
and Enrich

Historical
Sources

- Document-Based Investigation: Impact of the French Revolution
- Napoleon Bonaparte Becomes Emperor

Assessment

- Key Terms Review
- Reading Check
- Graphic Organizer Activity
- Lesson Assessment

► Online Lesson 2 Enrichment Activities

Mary Wollstonecraft

Article Students read about how the Enlightenment ideals viewed women's rights and roles. Then they write interview questions they would ask for a magazine article.



Napoleon Bonaparte

Article Students read an article about Napoleon's legacy and answer questions to formulate their own opinions.



Political Change in Europe

The Big Idea

Ideas of the Enlightenment inspired revolutions and new governments in Europe.

Main Ideas

- During the Enlightenment, new ideas about government took hold in Europe.
- The 1600s and 1700s were an Age of Revolution in Europe.
- Napoleon Bonaparte conquered much of Europe after the French Revolution.

Key Terms and Places

Enlightenment
English Bill of Rights
Magna Carta
Declaration of Independence
Declaration of the Rights of Man and of the Citizen
Reign of Terror

If YOU lived there ...

You live in a village in northern France in the 1700s. Your father is a baker, and your mother is a seamstress. Like most people in your village, your family struggles to make ends meet. All your life you have been taught that the nobility has a right to rule over you. Today, though, a man made an angry speech in the village market. He said that the common people should demand more rights.

How do you think your village will react?

The Enlightenment

Think about the last time you faced a problem that required careful thought. Perhaps you were working a complex math problem or trying to figure out how to win a game. Whatever the problem, when you thought carefully about how to solve it, you were using your power to reason, or to think logically.

The Age of Reason During the 1600s and 1700s, a number of people began to put great importance on reason, or logical thought. They started using reason to challenge long-held beliefs about education, government, law, and religion. By using reason, these people hoped to solve problems such as poverty and war. They believed the use of reason could achieve three great goals—knowledge, freedom, and happiness—and thereby improve society. The use of reason in shaping people's ideas about society and politics defined a period called the **Enlightenment**. Because of its focus on reason, this period is also known as the Age of Reason.

New Ideas about Government During the Enlightenment, some people used reason to examine government. They questioned how governments worked and what the purpose of government should be. In doing so, these people developed completely new ideas about government. These ideas would help lead to the creation of modern democracy.

At the time of the Enlightenment, monarchs, or kings and queens, ruled in most of Europe. Many of these monarchs believed they ruled through divine right. That is, they thought God gave them the right to rule however they chose.

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Teach the Big Idea

1. Whole Class Open/Introduction

If **YOU** lived there ...

How do you think your village will react?

Review the scenario with students and lead a class discussion around responses to the question. You may wish to review the following points to frame your discussion.

Consider reasons to DEMAND more rights:

- All people should have the same rights.
- More rights might mean better opportunities.

Consider reasons NOT TO DEMAND more rights:

- Nobles protect villagers from invaders.
- Nobles are "chosen by God" and have the right to rule.

2. Direct Teach Introduce the Big Idea: *Ideas of the Enlightenment inspired revolutions and new governments in Europe.* Ask students to volunteer their ideas about how governments operated in Europe in the 1500s and 1600s. *monarchies* Then ask how governments operate there now. *mostly democracies* Ask students to speculate on how and why these changes in government took place. Tell them they will learn more about the spread of democratic ideas in this lesson.

3. Practice/Assess/Inquire Write these statements on the board: "Give Me Liberty or Give Me Death," "Liberty, Equality, Fraternity," and "Free at Last, Free at Last." Ask students what periods in history these statements are associated with. *American Revolution, French Revolution, U.S. Civil Rights Movement* Ask students what these statements have in common. *emphasis on individual freedoms*

4. Explore (Collaborative Exploration) Have students skim the lesson, looking at headings and illustrations. Have them suggest ways these statements might be related to the content of this section. Ask them to make predictions about how political change in Europe might have affected the lives of Europeans.

5. Whole Group Close/Reflect Have students create a slogan to encourage support for one of the political changes in this section.

*Alternative Assessment Handbook, Rubric 34: Slogans and Banners

ONLINE DOCUMENT-BASED INVESTIGATION

History of Modern Europe

Impact of the French Revolution is the second of eight document-based investigations that students will analyze in History of Modern Europe. Students will examine a portion of a speech by Thomas Paine supporting the French Revolution.

Teach the Main Idea

During the Enlightenment, new ideas about government took hold in Europe.

Identify What was the Enlightenment? *a period in European history when people began to use reason to shape their ideas about society and politics*

Explain How did ideas about monarchies change? *Thinkers challenged the idea of divine right, believing that rulers' powers should be limited and that one role of government should be to protect people's freedoms.*

Evaluate In what ways did Rousseau's ideas build on Locke's ideas? *Locke believed all people had certain natural rights. If a ruler did not protect these rights, people had the right to change rulers. Rousseau went a step*

further, believing government's role was to express the will of the people and when the laws it made did not serve the people, the government should give up power.

More About ...

Lumières, Aufklärung, or Reason? The time we call the Age of Enlightenment took place in many countries across Europe, and it has gone by many names. The French called it *le Siècle des Lumières*, "the Century of Light," and referred to its thinkers and writers as *Lumières*. German authors used the term *Aufklärung* for the period. In England and America, philosophers and writers called it the Age of Reason. The phrase Age of Enlightenment did not become common until the 20th century.

► ONLINE INTERACTIVE VISUALS

Image with Text Slider: Key Enlightenment Ideas

Have students explore the image by revealing additional information using the interactive slider. You may wish to use the associated question as a discussion prompt.

Analyze Visuals What were the key Enlightenment ideas about natural laws? *Natural laws govern human behavior; government should reflect natural laws.*

Key Enlightenment Ideas

During the Enlightenment, people went to social gatherings called salons to meet and to discuss Enlightenment ideas. These social organizations and the technology of the printing press helped spread new ideas that would impact world history over time. Drag the slider to reveal ideas of the Enlightenment.



Women often hosted the salons.

- The ability to reason is unique to humans.
- Reason can be used to solve problems and to improve people's lives.
- Reason can free people from ignorance.
- The natural world is governed by laws that can be discovered through reason.
- Natural laws also govern human behavior.

The Enlightenment

Key Enlightenment Ideas

- The ability to reason is unique to humans.
- Reason can be used to solve problems and to improve people's lives.
- Reason can free people from ignorance.
- The natural world is governed by laws that can be discovered through reason.
- Natural laws also govern human behavior.
- Governments should reflect natural laws and encourage education and debate.



During the Enlightenment, people went to social gatherings called salons to meet and to discuss Enlightenment ideas. These social organizations and the technology of the printing press helped spread new ideas that would impact world history over time.

Find Main Ideas

What were the key Enlightenment ideas about natural laws?

Academic Vocabulary

contract a binding legal agreement

Reading Check

Contrast How did Enlightenment ideas about government differ from the views of most monarchs?

Some people challenged rule by divine right. They thought rulers' powers should be limited to protect people's freedoms. These people said government's purpose was to protect and to serve the people.

John Locke, an English philosopher, had a major influence on Enlightenment thinking about the role of government. Locke thought government should be a contract between a ruler and the people. A contract binds both sides, so it would limit the ruler's power. Locke also believed that all people had certain natural rights, such as life, liberty, and property. If a ruler did not protect these natural rights, people had the right to change rulers.

Other scholars built on Locke's ideas. One was Jean-Jacques Rousseau (roo-SOH). He said government should express the will, or desire, of the people. According to Rousseau, citizens give the government the power to make and enforce laws. But if these laws do not serve the people, the government should give up its power.

These Enlightenment ideas spread far and wide. In time, they would inspire some Europeans to rise up against their rulers.

The Age of Revolution

The 1600s and 1700s were a time of great change in Europe. Some changes were peaceful, such as those in science. Other changes were more violent. In England, North America, and France, new ideas about government led to war and the Age of Revolution.

Civil War and Reform in England In England, Enlightenment ideas led to conflict between the monarchs, or rulers, and Parliament, the lawmaking body. For many years, England's rulers had shared power with Parliament.

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READING CHECK

Contrast How did Enlightenment ideas about government differ from the views of most monarchs? *Most monarchs believed they ruled through divine right and had the power to rule however they chose. Enlightenment thinkers wanted to limit the powers of monarchs and challenged the idea of divine right.*

► ONLINE GRAPHIC ORGANIZER

Political Change in Europe

As students read the lesson, have them use the graphic organizer to take notes. Students can review their graphic organizer notes at the end of the lesson to answer the following question:

Analyze Effects How did Enlightenment ideas help change the way that people thought about their rulers? *People realized that they had rights as citizens and that their rulers should not be all-powerful.*

► ONLINE LESSON FLIP CARDS

Review Key Terms and Places

Students can use the flip cards in the Lesson Review at any time to review the lesson's key terms and places: **Enlightenment, English Bill of Rights, Magna Carta, Declaration of Independence, Declaration of the Rights of Man and of the Citizen, Reign of Terror.**

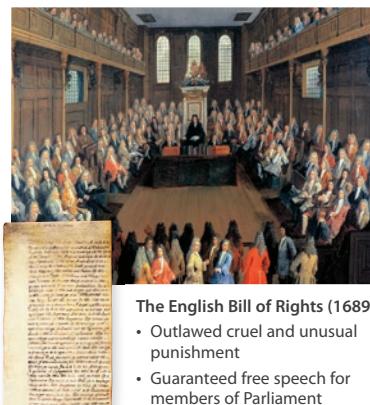
Documents of Democracy

Over time, these key documents greatly influenced the growth of modern democracy and impacted future politics and government in the world.



Magna Carta (1215)

- Limited the power of the monarchy
- Identified people's rights to property
- Established people's rights to trial by a jury



The English Bill of Rights (1689)

- Outlawed cruel and unusual punishment
- Guaranteed free speech for members of Parliament



The U.S. Declaration of Independence (1776)

- Declared that people have natural rights that governments must protect
- Argued that people have the right to replace their governments



The French Declaration of the Rights of Man and of the Citizen (1789)

- Stated that the French government received its power from the people
- Strengthened individual rights and equality among citizens



Analyze Visuals

Which two of the documents contain some of John Locke's ideas?

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COLLABORATIVE LEARNING

Documents of Democracy Hall of Fame

- Organize the class into four groups. Assign each group one of these documents: English Bill of Rights, Magna Carta, Declaration of Independence, and Declaration of the Rights of Man and of the Citizen.
- Have each group prepare a large poster that includes the date of the document, key ideas, and an illustration showing at least one of its key ideas.
- Using books, encyclopedias, or the Internet, have each group choose one quote from or about this document to include on the poster. Each group should also choose a spokesperson. Have each group prepare a short speech for their spokesperson, explaining their poster

and why their document should be in the Documents of Democracy Hall of Fame.

- When all groups have completed their posters and speech, ask the spokespersons to stand in different parts of the room with their posters. These areas will be listening stations. Have the rest of the groups circulate around the room, viewing the other posters and listening to each speech in turn.
- When groups have visited the other stations, ask them to explain why each document should—or should not—be included in the Documents of Democracy Hall of Fame.

*Alternative Assessment Handbook, Rubrics 28: Posters; and 29: Presentations

Teach the Main Idea

The 1600s and 1700s were an Age of Revolution in Europe.

Recall

What did the English Bill of Rights do?
listed the rights of the Parliament and the English people; gave Parliament the power to pass laws and raise taxes

Explain How did the English Bill of Rights and Magna Carta change the relationship between the monarchy and the Parliament in England?
ended monarch's divine right to rule and gave most political power to Parliament

Analyze How did the Declaration of the Rights of Man and of the Citizen respond to the problems that led to the French Revolution? *gave more rights and freedoms to Third Estate; greater voice in government through National Assembly; made taxation fairer*

More About . . .

Called It Macaroni? The well-known song "Yankee Doodle" was originally sung by British soldiers to mock the disorganized "Yankee" troops of America, but it was soon adopted by Americans as a song of defiance. But have you ever wondered about the line "Stuck a feather in his cap/And called it macaroni"? The reference is not to the popular pasta dish. Instead, *macaroni* refers to an English youth cult from the 1760s and 1770s. The so-called Macaronis were fashionable young people who dressed in elaborate, outlandish costumes (large wigs, tight jackets). The line in the song is essentially saying that Americans are so backward, they believe sticking a feather in their hat makes them as fashionable as a Macaroni.

Close Read

Address to the People of France Have students explore the Close Read feature to aid in comprehension and understanding.

ONLINE INTERACTIVE CHARTS

Documents of Democracy

Have students explore the chart and answer the associated question.

Analyze Charts Which two of the documents contain some of John Locke's ideas? *U.S. Declaration of Independence, French Declaration of the Rights of Man and of the Citizen*

In print edition, see visual feature of same title.

Analyze Visuals Which two of the documents contain some of John Locke's ideas?
U.S. Declaration of Independence, French Declaration of the Rights of Man and of the Citizen

For additional instruction, go to end of lesson.



ONLINE INTERACTIVE VISUALS

Image with Hotspots: The Stamp Act

Have students explore the image using the interactive hotspots. You may wish to use the associated question as a discussion prompt.

Analyze Visuals Why do you think the protesters placed a straw figure high on a pole? *to attract attention and to make sure that their protest was easily visible*

The Stamp Act

This 1765 drawing shows colonists in New Hampshire protesting the Stamp Act. The act required colonists to pay a tax on newspapers, some legal documents, and other printed materials. People in England didn't have to pay these taxes, so the colonists thought the taxes were unfair. They wanted the same rights as people in England.



But the relationship was an uneasy one. As rulers and Parliament fought for power, the situation grew worse.

In 1642 the power struggle erupted in civil war. Supporters of Parliament forced King Charles I from power. He was later tried and beheaded. A new government formed, but it was unstable.

By 1660 many of the English were tired of instability. They wanted to restore the monarchy. They asked the former king's son to rule England as Charles II. However, Charles had to agree to let Parliament keep powers it had gained during the civil war.

In 1689 Parliament further limited the monarch's power. That year, it approved the **English Bill of Rights**. This document listed rights for Parliament and the English people. For example, it gave Parliament the power to pass laws and to raise taxes.

In addition, Parliament made the king promise to honor **Magna Carta**. In 1215 the English nobles forced King John to sign this document. It limited the English ruler's power and protected some rights of the people. However, few monarchs had honored it during the previous 400 years. Parliament wanted to be sure future rulers honored Magna Carta.

By 1700 Parliament held most of the political power in England. Divine right to rule had ended for England's monarchy.

The American Revolution In time, Enlightenment ideas spread to the British colonies in North America. There, the British ruler's power was not limited as it was in England. The colonies were located in an area with abundant natural resources. Therefore, the British government mainly viewed the colonies as exporters of raw materials for British manufacturing, and as importers to buy England's finished products. In addition, England levied or charged the colonists taxes on legal papers, newspapers, pamphlets, tea, and other daily products in order to raise money for its government. And, since London's Parliament did not allow the colonists to have representatives, the colonists had no power to change things. For this reason, many colonists had grown unhappy with British rule. These colonists began to protest the British laws that they thought were unfair.

In 1775 the protests turned to violence, starting the Revolutionary War. Colonial leaders, influenced by the ideas of Locke and Rousseau, claimed Great Britain had denied their rights. In July 1776 they signed the **Declaration of Independence**. Mostly written by Thomas Jefferson, this document declared the American colonies' independence from Britain. A new nation, the United States of America, was born.

In 1789 the United States officially won its independence. The colonists had successfully put Enlightenment ideas into practice. Their success would inspire many other people, particularly in France.

The French Revolution The people of France closely watched the events of the American Revolution. Soon, they grew inspired to fight for their own rights in the French Revolution.

A major cause of the French Revolution was anger over the differences between social classes. In France, the king ruled over a society split into

430 Module 13

COMPARE AND CONTRAST

Write an Opinion Piece

1. Have students make a three-column chart comparing the power struggles or revolutions that occurred during the Age of Revolution. Have students label the columns *England*, *United States*, and *France*.
2. Then have students compare, one at a time, the English civil war and reforms, the American Revolution, and the French Revolution in terms of their causes, goals, methods, achievements, and long-term consequences.

3. When students have completed their comparisons, have them pick the conflict they consider most successful. Students should then write a short opinion piece explaining their choice.

*Alternative Assessment Handbook, Rubric 43: Writing to Persuade

three classes called estates. The Catholic clergy made up the First Estate. They enjoyed many benefits. Nobles belonged to the Second Estate. These people held important positions in military, government, and the courts. The majority of the French people were members of the Third Estate. This group included peasants, craftworkers, and shopkeepers.

Many Third Estate members thought France's classes were unfair. These people were poor and often hungry. Yet, they paid the highest taxes. While they suffered, King Louis XVI held fancy parties, and Queen Marie-Antoinette wore costly clothes.

Meanwhile, France's government was deeply in debt. To raise money, Louis XVI wanted to tax the wealthy. He called a meeting of the representatives of the three estates to discuss a tax increase.

The meeting did not go smoothly. Some members of the Third Estate were familiar with Enlightenment ideas. These members demanded a greater voice in the meeting's decisions. Eventually, the Third Estate members formed a separate group called the National Assembly. This group demanded that the French king accept a constitution limiting his powers.

Louis XVI refused, which angered the common people of Paris. On July 14, 1789, this anger led a mob to storm the Bastille, a prison in Paris. The mob released the prisoners and destroyed the building. The French Revolution had begun.

The Storming of the Bastille

On July 14, 1789, a mob stormed and destroyed the Bastille, a prison in Paris. To many French people, this prison symbolized the king's harsh rule.



Analyze Visuals
What were some weapons used in the French Revolution?

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ONLINE INTERACTIVE TABLES

French Social Classes in 1787

Have students explore the table about French social classes.

GEOGRAPHIC FEATURE

The Storming of the Bastille

Have students study the image and answer the associated question.

Analyze Visuals What were some of the weapons used in the French Revolution? *cannon, guns, spears, clubs*

In print edition, see visual feature of same title.

Analyze Visuals What were some weapons used in the French Revolution? *cannon, guns, spears, clubs*

GEOGRAPHY AND CULTURE

The Storming of the Bastille

On July 14, 1789, a mob stormed and destroyed the Bastille, a prison in Paris. To many French people, this prison symbolized the king's harsh rule.



ONLINE DOCUMENT-BASED INVESTIGATION

Impact of the French Revolution

Students will examine a selection from a speech by Thomas Paine in support of the French Revolution.

Analyze Sources What does Paine mean when he says that France is the colleague of every nation and the enemy of every court? *Possible answer: All democracies will support the revolution, and all monarchies will oppose it.*

STRUGGLING READERS

Classes of French Society

1. Have students review the information on the French Revolution.
2. Ask students to make a graphic organizer showing the three social classes, or estates, that made up French society at the time of the French Revolution (for example, a pyramid with three levels).

3. Have students label each class on their graphic organizers. Then have students add two or three symbols to represent each class.

*Alternative Assessment Handbook, Rubric 13: Graphic Organizer



ONLINE HISTORICAL SOURCE

Napoleon Bonaparte Becomes Emperor

Invite students to view the painting of Napoleon and his wife, Josephine and answer the associated question.

Analyze Sources How does the event show

Napoleon's power? *Napoleon had the power not only to crown himself but to crown his wife, the empress; he is carrying the symbol of power, the crown; the empress is bowing to him; high-ranking church officials and wealthy people are below him, to show respect.*

In print edition, see feature Napoleon Bonaparte.

READING CHECK

Analyze Motives Why did many members of the Third Estate support the Revolution? *They were familiar with Enlightenment ideas and opposed the unfair class system, unfair taxes, and the failure of Louis XVI to accept constitutional limits on his powers.*

Reading Check

Analyze Motives

Why did many members of the Third Estate support the revolution?

Napoleon Bonaparte

Jacques-Louis David painted this scene of Napoleon crowning his wife, Josephine, empress after crowning himself emperor. The coronation took place in 1804 in Notre Dame Cathedral in Paris, France.



Analyze Visuals
How does the event show Napoleon's power?



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ADVANCED/GIFTED

Analyze a Quote

1. Read aloud the following quote from John Locke: "The end [purpose] of law is not to abolish or restrain, but to preserve and enlarge freedom . . . where there is no law there is no freedom." Have students discuss what they think Locke meant by this quote.

2. Then ask each student to write a paragraph explaining how the quote applies to the Reign of Terror.

*Alternative Assessment Handbook, Rubric 42: Writing to Inform

Napoleon Bonaparte

In 1799 France was ripe for a change in leadership. That year, Napoleon Bonaparte, a 30-year-old general, took control. Many French people welcomed him because he seemed to support the Revolution's goals. His popularity grew quickly, and in 1804 Napoleon crowned himself emperor.

Military Conquests and Rule Napoleon was a brilliant military leader. Under his command, the French army won a series of dazzling victories. By 1810 France's empire stretched across Europe.

In France, Napoleon restored order. He created an efficient government, made taxes fairer, and formed a system of public education. Perhaps his most important accomplishment was the creation of a new French legal system, the Napoleonic Code. This legal code reflected the ideals of the French Revolution, such as equality before the law and equal civil rights.

With these many accomplishments, Napoleon sounds like a perfect leader. But he was not. He harshly punished anyone who opposed or questioned his rule.



Teach the Main Idea

Napoleon Bonaparte conquered much of Europe after the French Revolution.

Recall Why were the French looking for a strong leader? *They had been through the Reign of Terror, a time of great violence and lawlessness.*

Describe What were Napoleon's major achievements? *created a French empire across Europe; restored order in France; created an efficient government and fairer tax system, a system of public education, and the French legal system known as the Napoleonic Code*

Draw Conclusions What was Napoleon's major failure as a military leader? *failure to consider the potential effects on his army of the bitterly cold Russian weather that weakened his army and forced a retreat from Russia*

ONLINE INTERACTIVE VISUALS

Image Compare: Napoleon's Empire vs. European Boundaries after Napoleon's Defeat

Have students explore the map using the interactive features and answer the associated questions.

Analyze Visuals How did Europe change after Napoleon's defeat? *France lost Spain, the Italian states, and the German states. The largest empires in 1815 were the Russian, Austrian, and Ottoman.*

In print edition, see map Europe after the Congress of Vienna, 1815.

1. Location What were Europe's largest empires in 1815? *Russian, Austrian, Ottoman*

2. Place How might France's location have contributed to Napoleon's rise and fall? *rise—bordered by many of the states it conquered, shorter supply lines; fall—far from Russia, long supply lines*

Napoleon's Empire vs. European Boundaries After Napoleon's Defeat

After the defeat of Napoleon in 1814, European leaders met at the Congress of Vienna to reorganize Europe. There, they redrew the map of Europe. Their goal was to keep any country from ever becoming powerful enough to threaten Europe again.



SPECIAL NEEDS STUDENTS

Europe's Political Changes

- Write each of the following people, places, and terms on individual slips of paper: *Enlightenment, John Locke, Jean-Jacques Rousseau, English Bill of Rights, Declaration of Independence, Declaration of the Rights of Man and of the Citizen, Reign of Terror, Napoleon Bonaparte.* Then place the slips of paper in an open container.
- Organize the class into mixed-ability groups. Ask a student from each group to draw a slip from the container. Then have each group work together to explain specific details about the person, place,

or term in connection with the political changes Europe experienced in the 1600s, 1700s, and early 1800s. Encourage students to express their answers orally, in writing, through illustrations, or in brief skits.

- If necessary, fill in facts not mentioned by students. Then summarize the main ideas covered in the text.

*Alternative Assessment Handbook, Rubrics 11: Discussions; and 14: Group Activity

For additional instruction, go to end of lesson.

READING CHECK

Make Inferences Why did other countries want to defeat Napoleon? *His armies had conquered them and made them subjects of the French Empire.*

Reading Check
Make Inferences
Why did other countries want to defeat Napoleon?

Print Assessment

Review Ideas, Terms, and Places

1. a. **Define** What does divine right mean? *Monarchs thought God gave them the right to rule however they chose.*
- b. **Explain** What did Enlightenment thinkers believe the purpose of government should be? *protect people's freedom and serve the people*
2. a. **Describe** What was the significance of the English Bill of Rights? *It limited the monarch's power by listing rights of Parliament and the English people.*
- b. **Make Inferences** Why do you think many Americans consider Thomas Jefferson a hero? *He wrote the Declaration of Independence.*
- c. **Evaluate** How successful do you think the French Revolution was? Explain your answer. *Possible answer: It was a mixed success. Peasants and workers gained new rights, and slavery ended in French colonies. However, the Reign of Terror killed thousands and was followed by Napoleon's dictatorship.*
3. a. **Identify** Who was Napoleon Bonaparte, and what were his main accomplishments? *ruler of France; created a French empire, efficient government, and new legal system*
- b. **Analyze** How were Napoleon's forces weakened and then defeated? *weakened in Russia and defeated in 1814 and 1815 by combined European forces*

Critical Thinking

4. **Compare** In what ways did Thomas Jefferson and Napoleon change political development throughout the world? *Answers will vary, but students should identify key contributions each made to further the rights of citizens such as the Declaration of Independence, Bill of Rights, and Napoleonic Code.*
5. **Sequence** Review your notes. Then make a timeline and list the main events of the Age of Revolution. List the events in the order in which they occurred. *Students' timelines will vary but might include civil war in England (1642) and its approval of the Bill of Rights (1689), the Declaration of Independence (1776), and the storming of the Bastille (1789).*

Napoleon's Defeat In the end, bad weather contributed to Napoleon's downfall. In 1812 he led an invasion of Russia. The invasion was a disaster. Bitterly cold weather and smart Russian tactics forced Napoleon's army to retreat. Many French soldiers died.

Great Britain, Prussia, and Russia then joined forces and in 1814 defeated Napoleon's weakened army. He returned a year later with a new army, but was again defeated. The British then exiled him to an island, where he died in 1821.

After the defeat of Napoleon in 1814, European leaders met at the Congress of Vienna to reorganize Europe. There, they redrew the map of Europe. Their goal was to keep any country from ever becoming powerful enough to threaten Europe again.

Summary and Preview You have read how new ideas about government arose out of the Enlightenment. These ideas led to revolutions and political change in Europe and elsewhere. Next, you will read about the growth of industry and how it changed European society.

Lesson 2 Assessment

Review Ideas, Terms, and Places

1. a. **Define** What does divine right mean?
b. **Explain** What did Enlightenment thinkers believe the purpose of government should be?
2. a. **Describe** What was the significance of the English Bill of Rights?
b. **Make Inferences** Why do you think many Americans consider Thomas Jefferson a hero?
c. **Evaluate** How successful do you think the French Revolution was? Explain your answer.
3. a. **Identify** Who was Napoleon Bonaparte, and what were his main accomplishments?
b. **Analyze** How were Napoleon's forces weakened and then defeated?

Critical Thinking

4. **Compare** In what ways did Thomas Jefferson and Napoleon change political development throughout the world?
5. **Sequence** Review your notes. Then make a timeline like the one here to list the main events of the Age of Revolution. List the events in the order in which they occurred.



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COLLABORATIVE LEARNING

Surviving Winter

1. Discuss with students the challenges people today face during a cold, snowy winter. Then ask them to consider the challenges people might have faced during the time of Napoleon, in the early 1800s.
2. Divide the class into groups. Assign each group to research an aspect of winter in Europe or Russia. Possible research topics include how Russian soldiers survived the cold compared to Napoleon's; how France's winters compare to Russia's; the role Russia's winter played in other military campaigns; how ordinary Russians have adapted to Russian winters over time.

3. Have each group create an oral presentation, with visuals, and present their findings to the class.

*Alternative Assessment Handbook, Rubric 24: Oral Presentations

► Online Assessment

1. Why is the Enlightenment also known as the Age of Reason?
 - More people attended schools and became better educated.
 - People thought they could use reason to solve society's problems.
 - More people attended churches and became more religious.
 - People believed they could apply reason in explaining natural occurrences.

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

During the Enlightenment, people thought they could use reason to solve society's problems.

2. How did revolutions change England by 1700?

- English rulers were limited in their powers.
- English rulers governed with the consent of the people.
- Parliament governed without the input of the monarchs.
- Parliament was elected by members of the different estates.

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

By 1700 the power of the English monarch was by different documents and revolutions.

3. Which of the following led to Napoleon's downfall?

- his failed invasion of Russia
- reforming the French tax system
- his failed invasion of England
- reforming the French legal system

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

After he conquered much of Europe, Napoleon's failed invasion of led to his downfall.

4. **Apply Concepts** How did Enlightenment ideas about a contract between a ruler and the people challenge the idea of ruling by divine right? Cite ideas of John Locke and Jean-Jacques Rousseau in your response.

Many rulers in Europe believed they ruled by divine right. This meant they could rule however they pleased. Enlightenment thinkers, such as John Locke and Jean-Jacques Rousseau, believed that government was a contract between the ruler and the people. Locke believed that the government existed to protect the rights of the people. If the government failed to do so, Locke believed that the people had the right to change the government. Similarly, Rousseau believed that the government existed to make laws to serve the people. If the government failed to do so, Rousseau believed that the government should give up its power. These Enlightenment ideas about the government being bound by the will of the people challenged the belief in rule by divine right.

5. **Compare and Contrast** How were the causes of the American and French revolutions similar? How were they different?

The causes were similar in that many people in both America and France were upset with how their government ruled them and taxed them. The causes were different in that many people in America were upset over the fact that they had no say in deciding laws because they had no representation in the British Parliament. Many people in France's Third Estate were upset that, while they were represented in the French government, they were taxed much more greatly than the clergy and nobles in the First and Second Estates.

6. **Cause and Effect** How did the people of France benefit from Napoleon's rule? Describe two ways.

Many people complained of unfair taxes before the French Revolution. After taking over France, Napoleon made taxes fairer. He also created the Napoleonic Code, a legal code that included such ideas as equality before the law and equal civil rights.

ADDITIONAL INSTRUCTIONAL MATERIALS

continued from page 428

ENGLISH LANGUAGE LEARNERS

Enlightenment Salon

1. To help students gain a greater understanding of Enlightenment ideas, organize them into six groups, and assign each group one of the ideas listed in the bullet points in the image "Key Enlightenment Ideas."
2. Remind students that during the Enlightenment, people discussed their intellectual ideas at social gatherings called *salons*. Ask them to imagine they are attending a *salon*, and ask them to discuss the topic they have been assigned. Ask them if they agree or disagree with the statement and explain why.
3. Have one student in each group take notes of the discussions and another student report what was discussed back to the whole class.

*Alternative Assessment Handbook, Rubrics 11: Discussions; and 14: Group Activity

continued from page 429

Misconception Alert Queen Marie-Antoinette of France is often noted for saying "Let them eat cake." She is thought to have said this to answer complaints that the poor people had no bread and that the privileged classes were letting them starve. However, there is no firm proof that she ever said this. The quote comes from Rousseau's book *Confessions*. He attributed the callous remark to an unnamed "young princess." Like her husband, King Louis XVI, Marie-Antoinette was also guillotined.

Bastille Day In France, July 14 is an official holiday known as Bastille Day. For the more than 125 years since it was first declared an official holiday, French people throughout the world have celebrated it with music, fireworks, and parades. This holiday commemorates the day in 1789 when revolutionaries captured the Bastille and released the seven prisoners there. The prison had long been a symbol for the harsh rule of France's kings. However, by the late 1700s, the prison was rarely used. Nonetheless, it became a focal point for the anger of the mob.

La Marseillaise The French national anthem, *La Marseillaise*, was written during the French Revolution by an army captain, Rouget de Lisle, at the request of the army's general who wanted a battle march for his troops. Revolutionaries gave copies of the song to troops marching from the port city of Marseilles to Paris. They came into Paris singing it and thus it became known as *La Marseillaise*. During the French Empire, Napoleon banned the song—as did a later French king and Napoleon III.

continued from page 433

More About . . .

Napoleon in Russia In Russia, Napoleon's army won most of the battles they fought, but lost the war to what military historians call General Winter. Napoleon entered Russian territory with 500,000 soldiers. He returned with fewer than 50,000. Many thousands froze to death. Napoleon learned that his troops were no match for the harsh Russian winter—just as Adolf Hitler would learn during World War II.

Connect to History: Congress of Vienna Most European nations attended the conference that redrew the map of Europe. However, just four nations—Austria, Prussia, Russia, and Great Britain—made the real decisions. These four nations had been most responsible for Napoleon's defeat. Despite France's defeat, the negotiating skills of the French diplomat Talleyrand enabled France to be admitted to the bargaining table. The resulting settlement lasted almost half a century.



The Industrial Revolution

- A British Textile Factory

Visuals

Videos

LESSON 3

Big Idea

Driven by new ideas and technologies, much of Europe developed industrial societies in the 1700s and 1800s.

Maps,
Graphs, and
Charts

- Graphs: Growth of Cities, 1800–1870

- **Geographic Feature:** Bessemer Steel Process
- The Industrial Revolution
- Henry Bessemer

Extend
and Enrich

Sources

- Document-Based Investigation: Suffragettes

Assessment

- Key Terms Review
- Reading Check
- Graphic Organizer Activity
- Lesson Assessment

► Online Lesson 3 Enrichment Activities

The Industrial Revolution

Video Students watch a video to learn more about the Industrial Revolution. Then they create a cause-and-effect chart to describe its impact on society.



Henry Bessemer

Article Students read about England's "Man of Steel" who invented a way to produce steel cheaply and quickly. Then they make a chart or poster that lists ten items we use today that are made of steel.

The Industrial Revolution

The Big Idea

Driven by new ideas and technologies, much of Europe developed industrial societies in the 1700s and 1800s.

Main Ideas

- Britain's large labor force, raw materials, and money to invest led to the start of the Industrial Revolution.
- Industrial growth began in Great Britain and then spread to other parts of Europe.
- The Industrial Revolution led to both positive and negative changes in society.

Key Terms

Industrial Revolution
textiles
capitalism
suffragettes

If YOU lived there ...

You live in Lancashire, England, in 1815. You and your family are weavers. You spin sheep's wool into thread. Then you weave the thread into fine woolen cloth to sell to local merchants. Now a mill is being built nearby. It will have large machines that weave cloth. The mill owner is looking for workers to run the machines. Some of your friends are going to work in the mill to earn more money.

What do you think about working in the mill?

Start of the Industrial Revolution

Each day, machines from alarm clocks to dishwashers perform many jobs for us. In the early 1700s, however, people had to do most work themselves. They made most of the items they needed by hand. For power, they used animals or water or their own muscles. Then around the mid-1700s, everything changed. People began inventing machines to make goods and supply power. These machines completely changed the way people across Europe worked and lived. We call this period of rapid growth in machine-made goods the **Industrial Revolution**.

From Farmworker to Industrial Laborer Changes in farming helped pave the way for industrial growth. Since the Middle Ages, farming in Europe had been changing. Wealthy farmers had started buying up land and creating larger farms. These large farms were more efficient. For this reason, many people who owned small farms lost their land. They then had to work for other farmers or move to cities.

At the same time, Europe's growing population was creating a need for more food. To meet this need, farmers began looking for ways to grow more and better crops. Farmers began to experiment with new methods. They also began improving farm technology. English farmer Jethro Tull, for example, invented a seed drill. This device made it possible to plant seeds in straight rows and at certain depths. As a result, more seeds grew into plants.

History of Modern Europe 435

Teach the Big Idea

1. Whole Class Open/Introduction

If **YOU** lived there ...

What do you think about working in the mill?

Review the scenario with students and lead a class discussion around responses to the question. You may wish to review the following points to frame your discussion.

Consider the PROS of working in the mill:

- You would earn a regular income.
- You would learn new skills.
- You would work with friends.

Consider the CONS of working in the mill:

- The working conditions may be dangerous.
- You may have to work long hours.
- You might feel disloyal to your family.

2. Direct Teach Introduce the Big Idea: *Driven by new ideas and technologies, much of Europe developed industrial societies in the 1700s and 1800s.* Ask selected students about some of their clothing and where they think they were made. *garment factories* Then ask how they think people obtained their clothing before the advent of factories. *made most of them by hand* Ask students how long it might take to make a dress or pair of shoes by hand. Have them name some ways their lives would be different if they and their families had to make most of the items they needed themselves.

3. Practice/Assess/Inquire Have each student create an illustrated timeline of the Industrial Revolution featuring dates of inventions and drawings, along with short captions that explain why each invention was important. Have students display their timelines.

4. Explore (Collaborative Exploration) Remind students of the military revolutions they have read about in previous lessons of the module. Then ask them why the Industrial Revolution is so named when there was no military war. Ask how the two types of events are similar and how they differ.

5. Whole Group Close/Reflect Have students make a list of inventions that are changing the way people live, work, and have fun in the early 2000s.

*Alternative Assessment Handbook, Rubric 36:
Time Lines

ONLINE DOCUMENT-BASED INVESTIGATION

History of Modern Europe

Suffragettes is the third of eight document-based investigations that students will analyze in History of Modern Europe. Students examine an image of British suffragettes campaigning for the right to vote.

► ONLINE GRAPHIC ORGANIZER

The Industrial Revolution

As students read the lesson, have them use the graphic organizer to take notes. Students can review their graphic organizer notes at the end of the lesson to answer the following question:

Analyze Effects What were some of the benefits and problems that the Industrial Revolution caused? *benefits—improved agricultural techniques, new inventions, more jobs and products; problems—unsafe working conditions and long hours for factory workers*

► ONLINE LESSON FLIP CARDS

Review Key Terms and Places

Students can use the flip cards in the Lesson Review at any time to review the lesson's key terms and places: **Industrial Revolution, textiles, capitalism, suffragettes.**

GEOGRAPHIC FEATURE

Bessemer Steel Process

Have students study the image and answer the associated question.

Analyze Visuals What do you think operating a Bessemer furnace was like? *very hard and tiring physical labor, done in high heat*

In print edition, see visual feature titled Inventions of the Industrial Revolution.

GEOGRAPHY AND TECHNOLOGY

Bessemer Steel Process

The Bessemer furnace was an invention of the late Industrial Revolution. The Bessemer process cut the time and the cost required to produce steel.

Reading Check

Identify Cause and Effect How did new technology and better farming methods affect agriculture in Europe?

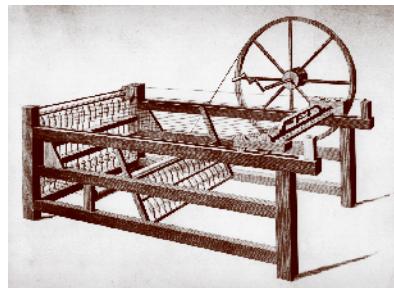
Better farming methods and technology had several effects. First, farmers could grow more crops with less labor. Second, with more crops available for food, the population grew even more. However, with less need for labor, many farmworkers lost their jobs. As a result, these workers moved to cities to look for work. There, they created a large labor force for the coming industrial growth.

Great Britain's Resources Great Britain provided the setting for the Industrial Revolution's start. Britain and its colonies had the resources needed for industrial growth. These resources included labor, raw materials, and money to invest. For example, Britain had a large workforce, rich supplies of coal, and many rivers for waterpower.

In addition, Great Britain's colonial markets and its growing population were increasing the demand for manufactured goods. Increased demand led people to look for ways to make goods faster or more easily. In Britain, all these things came together to start the Industrial Revolution.

Inventions of the Industrial Revolution

Starting in the mid-1700s, inventions changed the way goods were made. James Hargreaves's spinning jenny made thread quickly. The Bessemer furnace was an invention of the late Industrial Revolution. The furnace made steel from molten iron.



Analyze Visuals
What do you think operating a Bessemer furnace was like?

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STRUGGLING READERS

Great Britain's Resources

1. Draw a concept web on the board, with *Great Britain's Resources* at the center. Remind students that people or things may be resources.

2. Have students volunteer information for completing the outer circles of the concept web. Then ask them to explain why each resource was important to the start of the Industrial Revolution.

*Alternative Assessment Handbook, Rubric 13: Graphic Organizers

READING CHECK

Identify Cause and Effect How did new technology and better farming methods affect agriculture in Europe? *Farmers could grow more crops with fewer workers; population increased; farm workers lost their jobs and moved to cities, creating a labor force for industrial growth.*

Industrial Growth

Industrial growth began with **textiles**, or cloth products. In the early 1700s people made cloth by hand. They used spinning wheels to make thread and looms to weave it into cloth. Given the time and effort this took, it is not surprising that people would want a way to make cloth quickly.

The Textile Industry A big step toward manufactured clothing came in 1769. That year, an English inventor and industrialist Richard Arkwright invented a water-powered spinning machine. Called a water frame, this machine could produce dozens of threads at one time. In contrast, a person using a traditional spinning wheel could produce only one thread at a time.

Other machines sped up production even more. With these new machines, workers could produce large amounts of cloth quickly. As a result, the price of cloth fell. Soon, the British were using machines to make many types of goods. People housed these machines in buildings called factories, and the factories needed power.

Other Inventions Most early machines ran on waterpower. Thus, factories had to be located by rivers. Although Britain had many rivers, they were not always in desirable locations.

Steam power provided a solution. In the 1760s James Watt, a Scot, built the first modern steam engine. Soon, steam powered most machines. Factories could now be built in better places, such as in cities.

Steam power increased the demand for coal and iron, which were needed to make machinery. Iron can be a brittle metal, though, and iron parts often broke. In 1855 English inventor Henry Bessemer developed a cheap way to convert iron into steel, which is stronger. This invention led to the growth of the steel industry, which helped expand the railroad business.

In addition, new inventions improved transportation and communication. Steam engines powered riverboats and trains, speeding up transportation. The telegraph made communication faster. Instead of sending a note by boat or train, people could go to a telegraph office and instantly send a message over a long distance. These advancements in communication and transportation made it easier for people to do business over greater distances. For example, manufactured goods could be shipped by train from city to city. These improvements also helped spread ideas and culture more quickly.

The Factory System Industrial growth led to major changes in the way people worked and lived. Before, most people had worked on farms or in their homes. Now, more people were going to work in factories. Many of these workers were young women and children, whom owners paid lower wages.

Factory work was long, tiring, and dangerous. Factory workers did the same tasks for 12 hours or more a day, six days a week. Breaks were few, and rules were strict. Although people made more than on farms, wages were still low.

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SPECIAL NEEDS STUDENTS

Industrial Revolution Flashcards

1. Pair special needs learners with high-ability students. Have each pair choose an invention or industrial development discussed in this lesson to learn more about.
2. Have each pair create flashcards with words and images that illustrate or describe the chosen invention or development.

3. Ask pairs to share their flashcards with the class. Have students guess the invention or development based on what is shown and described on the flashcards.

*Alternative Assessment Handbook, Rubric 29: Presentations

Teach the Main Idea

Industrial growth began in Great Britain and then spread to other parts of Europe.

Recall How did the Industrial Revolution change how cloth was made? *went from threads for cloth made one at a time on spinning wheels to machines that quickly produced large amounts of cloth*

Evaluate Why did the invention of the steam engine have such a powerful effect on industrial growth? *provided a new energy source that allowed factories to move from nearby rivers to cities; increased demand for coal and iron; led Bessemer to develop a cheap way to convert iron into steel in 1856; led to improved transportation by boat and train*

Compare In what ways was capitalism a new economic system? *Individuals, rather than monarchs or feudal landowners, now owned most businesses and resources; people could invest in businesses, not just land, to make a profit.*

More About . . .

The Luddites Many English workers were upset at the Industrial Revolution's changes. They were afraid of losing their livelihoods to machines. In 1811, for example, bands of workers began breaking into factories at night, destroying textile machines. They called themselves Luddites—and sometimes clashed violently with law enforcement officials. Today, a person who is against technological change may be called a Luddite.

Connect to Civics: Property Rights of British Women

Women In the late 1800s and early 1900s, British women fought for property rights. Until 1870, when a woman married, all her property was legally given to her husband. If she divorced, she lost any property she brought into the marriage. In 1870 Parliament passed the Married Women's Property Act, giving married women the right to keep their earnings and inherit personal property. In 1882 new laws gave married women the right to all property—whether owned before or after marriage.



ONLINE INTERACTIVE VISUALS

Image with Hotspots: A British Textile Factory

Have students explore the image using the interactive hotspots. You may wish to use the associated question as a discussion prompt.

Analyze Visuals Why do you think the machines in early textile factories caused so many injuries? *workers not protected from contact with dangerous machine parts that could kill or hurt them; dust made it hard to see and breathe; loud noises may have been distracting*

A British Textile Factory

In early textile factories, workers ran machines in a large room. A supervisor kept a watchful eye. Conditions in factories were poor, and the work was long, tiring, and dangerous. Even so, young women and children as young as six worked in many early factories.



A British Textile Factory

In early textile factories, workers ran machines in a large room. A supervisor kept a watchful eye. Conditions in factories were poor, and the work was long, tiring, and dangerous. Even so, young women and children as young as six worked in many early factories.



Analyze Visuals

Why do you think the machines in early textile factories caused so many injuries?

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SOLVE PROBLEMS

Inside the Factory

- Divide the class into small groups. Have each group study the picture of the textile factory and list the dangers and other safety problems they see.
- Have each group brainstorm ways to modernize the factory by improving working conditions and safety. Ideas might include safety devices such as air-filtering masks and changes in room design or machinery. Ask each group to list the improvements they would make.

- Have each group draw a picture of the same textile factory, showing the changes they would make to improve working conditions and safety.
- As a large group, discuss what changes were possible in the 1800s. Ask students to brainstorm how factory conditions could realistically have been improved back then.

*Alternative Assessment Handbook, Rubric 35: Solving Problems

For additional instruction, go to end of lesson.

Reading Check
Evaluate If you had lived at this time, would you have left a farm to work in a factory for more money? Why or why not?

To add to the toil, factory conditions were miserable and unsafe. Year-round, the air was thick with dust, which could harm workers' lungs. In addition, the large machines were dangerous and caused many injuries. Even so, factory jobs were desirable to people with few alternatives.

Spread of Industry In time, the Industrial Revolution spread from Great Britain to other parts of Europe. By the late 1800s, factories were making goods across much of Western Europe.

The growth of industry helped lead to a new economic system, **capitalism**. In this system, individuals own most businesses and resources. People invest money in businesses in the hope of making a profit.

Changes in Society

The Industrial Revolution improved life in Europe in many ways. Manufactured goods became cheaper and more available. Inventions made life easier. More people grew wealthier and joined the middle class. These people could afford to live well.

At the same time, industrial growth made life worse in other ways. Cities grew rapidly. They became dirty, noisy, and crowded. Many workers remained poor. They often had to live crammed together in shabby, unsafe apartments. In these conditions, diseases spread rapidly as well.

Growth of Cities, 1800–1870



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ADVANCED/GIFTED

Pros and Cons of the Industrial Revolution

- Ask students to consider the ways that the Industrial Revolution benefited society. Then ask students whether the Industrial Revolution had any drawbacks.
- With a partner, have students create a two-column chart to list the pros and cons of the Industrial Revolution.

- Then have students evaluate their lists and discuss how society might have been different had the Industrial Revolution never happened.

*Alternative Assessment Handbook, Rubrics 3: Charts; and 11: Discussions

Teach the Main Idea

The Industrial Revolution led to both positive and negative changes in society.

Recall How did the Industrial Revolution make life in Europe better? Worse? *better—manufactured goods cheaper and more available, new inventions made some tasks easier, more people joined middle class; worse—cities became dirty, noisy, and crowded, while workers remained poor with dangerous and unhealthy living conditions*

Evaluate Why was gaining political power important to workers? *Possible answer: With political power, voters could pressure lawmakers to pass laws requiring better working conditions.*

More About...

Urban Growth In the 1700s, Britain was primarily a rural country. By 1851, however, more of the British people lived in cities than in the countryside. In 1901, the ratio of urban to rural population was 3 to 1. The population of London in 1901 was 4.5 million.

ONLINE INTERACTIVE GRAPHS

Growth of Cities, 1800–1870

Have students explore the graph using the interactive features and answer the associated questions.

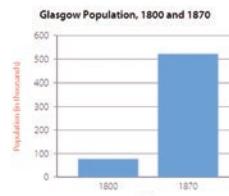
Interpret Graphs When and where is the highest population on these bar graphs? *London, 1870*

In print edition, see feature of same title.

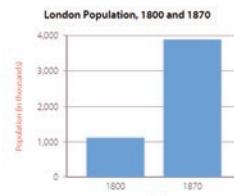
Interpret Graphs How do the bar graphs help illustrate the effects of industrialization? *They show how the population growth in industrial cities exploded because of the job opportunities in factories and manufacturing.*

Growth of Cities

During the Industrial Revolution, major cities grew rapidly. London was the largest city in Britain. Glasgow was the largest city in Scotland.



Source: European Historical Statistics, 1750–1975



Source: European Historical Statistics, 1750–1975

READING CHECK

Evaluate If you had lived at this time, would you have left a farm to work in a factory for more money? Why or why not? *Yes—leave farm for job opportunities, more money to live on; No—stay on farm to be close to family and friends, to avoid working conditions in a factory, to have a slower pace of life*



ONLINE DOCUMENT-BASED INVESTIGATION

Suffragettes

Have students examine the photo of the suffragettes and the men observing in the background. You may wish to use the associated question as a discussion prompt.

Analyze Sources From the photo, describe the attitudes of the women suffragettes and the men observing in the background. *The women are standing very straight and tall and look determined. The men appear to be standing more casually, as if they are not used to seeing women protest in the street.*

Reform efforts addressed the workplace, society, and government. Here, British suffragettes campaign for the right to vote.



Reading Check

Summarize How did the Industrial Revolution affect cities in Europe?

Such problems led to efforts to reform society and politics. People worked to have laws passed improving wages and factory conditions. Others worked to make cities cleaner and safer. Efforts to gain political power were led by **suffragettes**, women who campaigned to gain the right to vote. In 1928 British suffragettes won the right to vote for women in Great Britain. Changes like these helped usher in the modern age.

Summary and Preview As you have read, industrial growth greatly changed how many Europeans lived and worked. In the next lesson, you will learn about how European growth and prosperity led to world war.

Lesson 3 Assessment

Review Ideas, Terms, and Places

1. a. **Recall** In which country did the start of the Industrial Revolution take place? *Great Britain*
- b. **Draw Conclusions** How did changes in farming help pave the way for industrial growth?
Increased farm productivity forced workers to move to cities, creating a needed labor force.
- c. **Develop** Write a few sentences defending the idea that Great Britain was ready for industrial growth in the early 1700s. *Possible answer: Britain had a large labor force, ample coal, and many rivers for waterpower. Its growing population increased demand for more and better manufactured goods.*

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Critical Thinking

4. **Identify Cause and Effect** Review your notes. Then make a diagram like the one shown to explain how each change in society led to the next.



Critical Thinking

4. **Identify Cause and Effect** Review your notes. Then make a diagram to explain how each change in society led to the next. *Students' answers will vary but should include information from the section to support their explanations.*

Print Assessment

Review Ideas, Terms, and Places

1. a. **Recall** In which country did the start of the Industrial Revolution take place? *Great Britain*
 - b. **Draw Conclusions** How did changes in farming help pave the way for industrial growth?
Increased farm productivity forced workers to move to cities, creating a needed labor force.
 - c. **Develop** Write a few sentences defending the idea that Great Britain was ready for industrial growth in the early 1700s. *Possible answer: Britain had a large labor force, ample coal, and many rivers for waterpower. Its growing population increased demand for more and better manufactured goods.*
2. a. **Identify** What were two inventions that contributed to industrial growth during this period? *water-powered spinning machine, steam engine, Bessemer steel*
 - b. **Make Inferences** How do you think work in a factory differed from that on a farm? *factory work—plentiful, repetitive, dangerous, unhealthy; farm work—scarce, safer, healthier, weather dependent*
 3. a. **Recall** What did the suffragettes achieve? *the right for women to vote*
 - b. **Summarize** What problems did industry create? How did people work to solve these problems? *problems—cities became dirty, noisy, crowded, disease-ridden; solutions—Reformers worked for laws to raise wages and improve factory conditions.*

► Online Assessment

1. How did better farming methods and technology affect farm workers in Great Britain during the Industrial Revolution?

- Workers could afford to buy farms.
- Workers left farms to work in urban factories.
- Workers could afford to buy new machines.
- Workers produced more food with hand tools.

Alternate Question Which of the following were effects of better farming methods and technology on Great Britain during the Industrial Revolution?

Select the **four** correct answers.

- The population increased.
- The population decreased.
- Many workers bought farms.
- Many workers lost their jobs on farms.
- Farmers grew more crops with less labor.
- Farmers grew fewer crops with more labor.
- Workers moved to cities and worked in factories.

2. Which of the following was a reason the development of the steam engine was so important during the Industrial Revolution?

- It powered telegraphs sending messages.
- It made factory machines safer for workers.
- It allowed factories to be built away from rivers.
- It kept food cold on trains traveling long distances.

Alternate Question Which of the following were effects of the steam engine during the Industrial Revolution?

Select the **three** correct answers.

- Demand for cloth decreased.
- Factories could be built in cities.
- The railroad business expanded.
- The riverboat business decreased.
- Demand for coal and iron increased.
- Factories could be built in the mountains.

3. How did people react to problems created by the Industrial Revolution?

- They built new factories.
- They invented new machines.
- They led efforts to reform society.
- They made goods less expensive.

Alternate Question Which of the following were ways people tried to fix problems in society during the Industrial Revolution?

Select the **three** correct answers.

- working to establish new colonies
- working to make cities cleaner and safer
- passing laws to outlaw weapons and war
- working to win the right to vote for women
- passing laws to secure equal rights for women
- passing laws to improve wages and factory conditions

4. **Evaluate** Why was Great Britain an ideal setting for the beginning of the Industrial Revolution?

Great Britain had all the factors of production to produce goods and services including land, labor, and capital. Great Britain also had an existing demand for manufactured goods that came from its colonies and its own population.

5. **Make Judgments** Would you have wanted to work in a factory during the Industrial Revolution? Explain two reasons why or why not.

I would not have wanted to work in a factory during the Industrial Revolution. The large factory machines caused many injuries, making work very dangerous. Work would have been very dull and exhausting doing the same task 12 or more hours a day, 6 days a week.

6. **Cause and Effect** How did the Industrial Revolution affect society? Describe one positive effect and one negative effect.

One positive effect of the Industrial Revolution on society was that manufactured goods became cheaper and more available. One negative effect is that cities became dirty, noisy, and crowded, causing diseases to spread rapidly.

ADDITIONAL INSTRUCTIONAL MATERIALS

continued from page 438

COLLABORATIVE LEARNING

Create a Political Cartoon

1. Show students examples of political cartoons. Explain that these cartoons differ from comic books because, like letters to the editor, political cartoons try to persuade the audience of a particular point of view or opinion on a topic.
2. Divide the class into small groups. Ask them to imagine that they are political cartoonists living in Britain during the Industrial Revolution. Have them brainstorm ideas about factory conditions. Have students each sketch a rough political cartoon. Then have the group select one draft or parts of several for a chosen artist to draw.
3. Have groups create a caption for their cartoon. Display all cartoons. Have students identify each cartoon's point of view.

*Alternative Assessment Handbook, Rubrics 27: Political Cartoons; and 14: Group Activity

continued from page 440

ENGLISH LANGUAGE LEARNERS

Debate Industrial Growth

1. To help students gain a greater understanding of the pros and cons of the Industrial Revolution, organize them into two teams for a debate.
2. Have students work together in smaller groups to prepare for the debate. Ask them to study both sides of the issue so they can predict what the other team may argue and be prepared to rebut the opposite argument.
3. Hold a class debate arguing the advantages and disadvantages of the Industrial Revolution on society.

*Alternative Assessment Handbook, Rubric 10: Debates



World War I

- ➊ Trench Warfare
- ➋ Submarine Warfare
- ➌ Europe: Before and After World War I

**KEY**

- Non-digital resource

► Online Lesson 4 Enrichment Activities

World War I: Paris Peace Conference

Video Students learn about the goals of and the decisions made at the Paris Peace Conference after World War I. Then they write a paragraph that analyzes why the European victors chose to punish Germany.



World War I Battle Gear

Video Students view a video about World War I battle packs. Then they design a more functional pack.



Vladimir Lenin, 1870–1924

Article Students read about a Russian revolutionary who changed the course of European history by establishing a Communist Soviet Union. Then they answer questions to show their analysis of the article.

World War I

The Big Idea

World War I and the peace treaty that followed brought tremendous change to Europe.

Main Ideas

- Rivalries in Europe led to the outbreak of World War I.
- After a long, devastating war, the Allies claimed victory.
- The war's end brought great political and territorial changes to Europe.

Key Terms

nationalism
imperialism
alliance
trench warfare
Treaty of Versailles
communism

If YOU lived there ...

It is 1914, and you live in London. For years you have heard about an important alliance between Great Britain, France, and Russia. Each country has promised to protect the others. Just days ago, you learned that war has broken out in Eastern Europe. Russia and France are preparing for war. People are saying that Britain will fight to protect its allies. If that happens, Europe's most powerful countries will be at war.

How do you feel about the possibility of war?

The Outbreak of War

In the early 1900s Europe was on the brink of war. Rivalries were building among Europe's strongest nations. One small spark would be enough to start World War I.

Causes of the War During the 1800s nationalism changed Europe. **Nationalism** is devotion and loyalty to one's country. Some groups that were ruled by powerful empires wanted to build their own nation-states. For example, nationalism led some people in Bosnia and Herzegovina, a region in southeastern Europe, to demand their independence from the Austro-Hungarian Empire. Nationalism also created rivalries among many nations. By the early 1900s nationalism had grown so strong that countries were willing to go to war to prove their superiority over their rivals. A fierce competition emerged among the countries of Europe.

Another force that helped set the stage for war in Europe was **imperialism**. The nations of Europe competed fiercely for colonies in Africa and Asia. The quest for colonies sometimes pushed European nations to the brink of war. As European countries continued to compete for overseas empires, their rivalry and mistrust of one another deepened.

This competition for land, resources, and power drove many European countries to strengthen their armed forces. They built powerful armies and created stockpiles of new weapons. Each country wanted to show its strength and intimidate its rivals.

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Teach the Big Idea

1. Whole Class Open/Introduction

If **YOU** lived there ...

How do you feel about the possibility of war?

Review the scenario with students and lead a class discussion around responses to the question. You may wish to review the following points to frame your discussion.

Consider your feelings AGAINST the war:

- feel country's allies are being reckless
- feel country would be safer avoiding war
- don't want to fight for a cause you disagree with

Consider your feelings FOR the war:

- feel it's important to keep promises made to allies
- want to support allies
- feel this war is honorable

2. Direct Teach

Introduce the Big Idea: *World War I and the peace treaty that followed brought tremendous change to Europe.* Ask students to name the main combatants in World War I and which side they were on. Have students offer reasons why this conflict was originally called "the Great War." Ask them if anything was different about this conflict than others that preceded it. Tell students that empire building and the desire of European nations to outdo the others led to conflicts that finally erupted into war.

3. Practice/Assess/Inquire

Have students discuss reasons nations go to war. Tell them they can use examples from past or present wars. Remind students to think about the points of view from both sides of the conflict when they answer. List their reasons on the board.

4. Explore (Collaborative Exploration)

When the list is finished, have students discuss what they think are the best, the worst, and the most common reasons for going to war.

5. Whole Group Close/Reflect

Have students write a short persuasive essay explaining whether war should only be used as a last resort. Students should provide reasons to support their point of view.

*Alternative Assessment Handbook, Rubrics 11: Discussions; and 43: Writing to Persuade

ONLINE DOCUMENT-BASED INVESTIGATION

History of Modern Europe

The Threat of Militarism and The War Guilt Clause are the fourth and fifth of eight document-based investigations that students will analyze in History of Modern Europe. Both are text selections dealing with international conflict and its consequences.

ONLINE GRAPHIC ORGANIZER

World War I

As students read the lesson, have them use the graphic organizer to take notes. Students can review their graphic organizer notes at the end of the lesson to answer the following question:

Analyze Motives Why did the Allies want to punish Germany with such a harsh peace agreement at the end of World War I? *They believed Germany had started the war and should pay for it. They also thought that reducing the size of the German army and taking away their colonies would weaken Germany and prevent future wars.*

ONLINE LESSON FLIP CARDS

Review Key Terms and Places

Students can use the flip cards in the Lesson Review at any time to review the lesson's key terms and places: **nationalism, imperialism, alliance, trench warfare, Treaty of Versailles, communism.**

ONLINE INTERACTIVE MAPS

Colonial Claims, 1900

Have students explore the map using the interactive features and answer the associated questions.

Region Which of these countries had the smallest claim on the continent of Africa in 1900? *Italy*



READING CHECK

Find Main Ideas What were the causes of World War I? *Nationalism and competition for land, resources, and power created tension and suspicion among countries. Nations built up their militaries and formed alliances. The immediate cause was the assassination of Archduke Franz Ferdinand.*



Both Great Britain and Germany, for example, competed to build strong navies and powerful new battleships.

As tensions and suspicions grew, some European leaders hoped to protect their countries by creating alliances. An **alliance** is an agreement between countries. If one country is attacked, its allies—members of the alliance—help defend it. Soon, these rivalries split Europe into two powerful, opposing alliances. In 1882 Italy, Germany, and Austria-Hungary formed the Triple Alliance. In response, France, Great Britain, and Russia created their own alliance in 1907, the Triple Entente (ahn-TAHNT).

The Spark for War By the summer of 1914, war in Europe seemed certain. Tensions between Austria-Hungary and Serbia arose over the control of Bosnia and Herzegovina, a province of Austria-Hungary and Serbia's neighbor. On June 28, 1914, a Serbian assassin shot and killed Archduke Franz Ferdinand, the heir to the throne of Austria-Hungary. Seeking revenge, Austria-Hungary declared war on Serbia. After Serbia turned to Russia for help, the alliance system quickly split Europe into two warring sides. On one side was Austria-Hungary and Germany, known as the Central Powers. The Allied Powers—Serbia, Russia, Great Britain, and France—were on the other side.

Reading Check

Find Main Ideas What were the causes of World War I?

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ONLINE INTERACTIVE MAPS

European Alliances, 1914

Have students explore the map using the interactive features and answer the associated questions.

Location Which alliance controlled Central Europe? Circle the area they controlled on the map, then answer the question. *Triple Alliance*

In print edition, see map of same title.

- Location** Which alliance controlled Central Europe? *Triple Alliance*
- Location** Why do you think the location of the Triple Entente might have threatened the Triple Alliance? *The Triple Entente surrounded them.*

ONLINE DOCUMENT-BASED INVESTIGATION

The Threat of Militarism

French peace activist Frédéric Passy spoke in 1895 about the circumstances surrounding military buildup. Have students read the passage and answer the associated question.

Analyze Sources According to Passy, how do the actions of European leaders contradict their words? *Possible answer: Leaders say they want peace, but their military buildups make war very likely to occur.*

For additional instruction, go to end of lesson.

War and Victory

Germany struck the first blow in the war, sending a large army into Belgium and France. Allied troops, however, managed to stop the Germans just outside Paris. In the east, Russia attacked Germany and Austria-Hungary, forcing Germany to fight on two fronts. Hopes on both sides for a quick victory soon disappeared.

A New Kind of War A new military **strategy**, trench warfare, was largely responsible for preventing a quick victory. Early in the war, both sides turned to trench warfare. **Trench warfare** is a style of fighting in which each side fights from deep ditches, or trenches, dug into the ground.

Both the Allies and the Central Powers dug hundreds of miles of trenches along the front lines. Soldiers in the trenches faced great suffering. Not only did they live in constant danger of attack, but cold, hunger, and disease also plagued them. Sometimes, soldiers would "go over the top" of their trenches and fight for a few hours, only to retreat to the same position. Trench warfare cost millions of lives, but neither side could win the war.

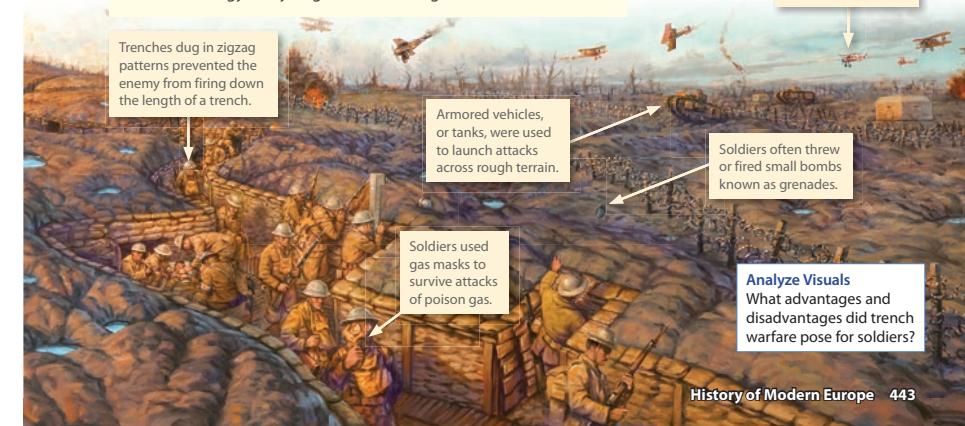
To gain an advantage in the trenches, each side developed deadly new weapons. Machine guns cut down soldiers as they tried to move forward. Poison gas, first used by the Germans, blinded soldiers in the trenches. It was later used by both sides. The British introduced another weapon, the tank, to break through enemy lines.

At sea, Britain used its powerful navy to block supplies from reaching Germany. Germany responded by using submarines, called U-boats. German U-boats tried to break the British blockade and sink ships carrying supplies to Great Britain.

Trench Warfare

Both the Allied Powers and the Central Powers relied on trenches for defense during World War I. As a result, the war dragged on for years with no clear victor. Each side developed new weapons and technology to try to gain an advantage in the trenches.

Each side used airplanes to observe troop movements and other actions behind enemy lines.



ONLINE INTERACTIVE VISUALS

Image with Hotspots: Submarine Warfare

Have students explore the image using the interactive hotspots. You may wish to use the associated question as a discussion prompt.

Analyze Visuals How did U-boat crews see above the water? *They looked through a periscope inside the submarine, which showed them what was above the water.*

Teach the Main Idea

After a long, devastating war, the Allies claimed victory.

Recall When did the Central Powers surrender? *in the fall of 1918*

Identify What new weapons were used in World War I? *machine guns, poison gas, tanks*

Make Inferences What did "going over the top" mean? *climbing out of the trench and attacking by running toward enemy positions*

More About . . .

Switzerland's Neutrality Switzerland, a mountainous country in the center of Europe, has a well-deserved reputation for peace and neutrality. Most of Europe has recognized Switzerland's neutrality since 1815. Switzerland stayed out of both world wars, although fighting raged in neighboring countries. Though peaceful, Switzerland does have an army that it maintains for defensive purposes only. So devoted are the Swiss to avoiding international conflict that they did not join the United Nations until 2002.

ONLINE INTERACTIVE VISUALS

Image with Hotspots: Trench Warfare

Have students explore the image using the interactive hotspots. You may wish to use the associated question as a discussion prompt.

Analyze Visuals What advantages and disadvantages did trench warfare pose for soldiers? *advantages—made it easier to defend a position; disadvantages—made it more difficult to attack a position; soldiers were often cold, hungry, and susceptible to disease*

Trench Warfare

Both the Allied Powers and the Central Powers relied on trenches for defense during World War I. As a result, the war dragged on for years with no clear victor. Each side developed new weapons and technology to try to gain an advantage in the trenches.



Teach the Main Idea

The war's end brought great political and territorial changes to Europe.

Recall Who was U.S. president at the end of World War I? *Woodrow Wilson*

Define What is communism? *a political system in which the government owns all property and controls all aspects of life*

Draw Conclusions Why were the countries of Finland, Estonia, Latvia, and Lithuania able to gain independence after World War I? *The new government of Russia was too busy establishing control and new institutions to stop them.*

More About . . .

Connect to Economics: Germany's Postwar Woes

After the war, Germany adopted its first democratic constitution in the city of Weimar in 1919. However, the new government faced problems—unemployment and runaway inflation. For example, in 1923 the German mark lost its value—it took 4.2 trillion marks to buy one U.S. dollar. By 1928 both problems were under control and the German people were gaining faith in democracy. Unfortunately, the Great Depression brought back economic woes, paving the way for Adolf Hitler, who convinced people that he could solve Germany's economic problems.

GRAPHS

World War I Statistics

Have students explore the graph and answer the associated questions.

Interpret Graphs

1. Which Allied nation suffered the greatest number of battlefield deaths? *Russia*
2. Which four nations accounted for about 75 percent of all battlefield deaths? *Germany, Russia, France, Austria-Hungary*

READING CHECK

Sequence What events led to the end of World War I? *The United States entered the war, and Russia pulled out. This caused the Germans to mount one more attack, which failed.*

Reading Check
Sequence What events led to the end of World War I?

The Allies Win For three years, the war was a stalemate—neither side could defeat the other. Slowly, however, the war turned in favor of the Allies. In early 1917 German U-boats began attacking American ships carrying supplies to Britain. When Germany ignored U.S. warnings to stop, the United States entered the war on the side of the Allies.

Help from American forces gave the Allies a fresh advantage. Soon afterward, however, the exhausted Russians pulled out of the war. Germany quickly attacked the Allies, hoping to put an end to the war. Allied troops, however, stopped Germany's attack. The Central Powers had suffered a great blow. In the fall of 1918, the Central Powers surrendered. The Allied Powers were victorious.

The War's End

After more than four years of fighting, the war came to an end on November 11, 1918. More than 8.5 million soldiers had been killed, and at least 20 million more were wounded. Millions of civilians had lost their lives as well. The war brought tremendous change to Europe.

Making Peace Shortly after the end of the war, leaders from the Allied nations met at Versailles (ver-SY), near Paris. There, they debated the terms of peace for the Central Powers.

Quick Facts

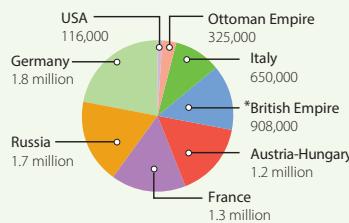
World War I Statistics

Total Number of Troops Mobilized

Allied Powers:
42 million

Central Powers:
23 million

Battlefield Deaths of Major Combatants



Source:
Encyclopaedia Britannica

* Includes troops from Britain, Canada, Australia, New Zealand, India, and South Africa

Interpret Graphs

1. Which Allied nation suffered the greatest number of battlefield deaths?
2. Which four nations accounted for about 75 percent of all battlefield deaths?

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ONLINE ANALYZE VIDEOS

World War I Anniversary

Have students watch the video individually or as a class. You may wish to use the associated question as a discussion prompt.

Analyze Videos How many nations were involved in either fighting or support during World War I? *more than 30 nations*

For additional instruction, go to end of lesson.



World War I flying aces fought each other in aerial dogfights.

The United States, led by President Woodrow Wilson, wanted a just peace after the war. He did not want harsh peace terms that might anger the losing countries and lead to future conflict.

Other Allied leaders, however, wanted to punish Germany. They believed that Germany had started the war and should pay for it. They believed that weakening Germany would prevent future wars.

In the end, the Allies forced Germany to sign a treaty. The **Treaty of Versailles** was the final peace settlement of World War I. It forced Germany to accept the blame for starting the war. Germany also had to slash the size of its army and give up its overseas colonies. Additionally, Germany had to pay billions of dollars for damages caused during the war.

A New Europe World War I had a tremendous effect on the countries of Europe. It changed the governments of some European countries and the borders of others. For example, in Russia, the war had caused great hardship for the people. A revolution then forced the Russian czar, or emperor, to give up power. Shortly after, Vladimir Lenin took over Russia's government and established a Communist government. **Communism** is a political system in which the government owns all property and controls all aspects of life in a country. An uprising toward the end of the war also forced the German emperor from power. A fragile republic replaced the German Empire.

World War I also altered the borders of many European countries. Austria and Hungary became separate countries. Poland and Czechoslovakia each gained their independence. Serbia, Bosnia and Herzegovina,

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SPECIAL NEEDS STUDENTS

World War I Graphic Organizer

1. Help students organize information about World War I. Pair special needs students with high-achieving students. Have each pair draw a circle on a sheet of paper and write *World War I* in the circle. Then have students draw four boxes surrounding the circle, labeling each box with one of the following headings: *Allies*, *Central Powers*, *Causes*, *Effects*.
2. Ask partners to work together to fill in the graphic organizer.

3. Discuss students' findings, and allow partners to fill in additional information as needed.

*Alternative Assessment Handbook, Rubric 13: Graphic Organizers

ONLINE DOCUMENT-BASED INVESTIGATION

The War-Guilt Clause

The War-Guilt Clause from the Treaty of Versailles places blame for World War I on Germany. Have students read the selection and answer the associated question.

Analyze Sources According to the treaty, what is Germany required to do? *Germany is required to accept responsibility for the war and pay the other nations for the loss and damage caused by the war.*

ONLINE INTERACTIVE VISUALS

Image Compare: Europe: Before and After World War I

Have students explore and compare the images using the interactive slider. You may wish to use the associated question as a discussion prompt.

Analyze Visuals Which nations appear to have lost the most territory after World War I? Why do you think they lost more of their lands? *Austria-Hungary and Germany lost the most territories. They were the main aggressors of the Central Powers during the war and the other European countries wanted to stop them from becoming powerful again.*

Europe: Before and After World War I

World War I reshaped the nations and national boundaries of Europe, with devastating consequences.

Pre-World War I Europe

This map shows the European nations and empires before the war. As you slide back and forth, notice which boundaries and countries changed.



READING CHECK

Summarize How did World War I change Europe?

Communists took control of Russia; Germany became a democracy; Austria-Hungary was split in two; Finland, Estonia, Latvia, Lithuania, Poland, and Czechoslovakia gained independence; Yugoslavia was formed.



Vladimir Lenin encouraged Russian workers to support his new Communist government.

Reading Check

Summarize
How did World War I
change Europe?

and other Balkan states were combined to create Yugoslavia. Finland, Estonia, Latvia, and Lithuania, which had been part of Russia, became independent.

Summary and Preview Intense rivalries among the countries of Europe led to World War I, one of the most devastating wars in history. However, at the end of the war, the harsh terms of the Treaty of Versailles changed the map of Europe and created resentment. This resentment, along with other factors, would soon lead to more conflict. Next, you will learn about problems that plagued Europe and led to World War II.

Lesson 4 Assessment

Review Ideas, Terms, and Places

1. a. **Identify** What event triggered World War I?

Archduke Ferdinand was assassinated.

b. **Analyze** How did nationalism cause rivalries between some European countries? Countries wanted to prove their superiority and competed for resources and power.

c. **Evaluate** How did conflict and cooperation among the alliances help or hurt most countries?

Explain your answer. helped by providing countries protection; hurt by dragging countries into war

2. a. **Describe** What was trench warfare like?

Armies faced each other from parallel trenches that were easier to defend than attack. Soldiers suffered greatly.

b. **Draw Conclusions** What difficulties did soldiers face as a result of trench warfare?

hunger, cold, disease, poison gas

c. **Predict** How might the war have been different if the United States had not entered it?

The war may have lasted even longer; the Central Powers may have won.

3. a. **Recall** How did the Treaty of Versailles punish Germany for its role in the war?

Germany was forced to reduce its army and pay war costs.

b. **Contrast** How did the Allied leaders' ideas for peace with Germany differ?

America wanted a just peace, but others wanted to punish Germany.

c. **Elaborate** Why do you think the war caused changes in government in Russia and Germany?

People were unhappy with the disastrous effects of the war.

Critical Thinking

4. **Categorize** Draw a chart like the one here. Use your notes to list the results of World War I in the appropriate category. Then answer the following question: How did the rise of nationalist groups change world history?

Political	Economic

Print Assessment

Review Ideas, Terms, and Places

- What event triggered World War I?
Archduke Ferdinand was assassinated.
- How did nationalism cause rivalries between some European countries?
Countries wanted to prove their superiority and competed for resources and power.
- How did conflict and cooperation among the alliances help or hurt most countries?
*Explain your answer. *helped by providing countries protection; hurt by dragging countries into war**
- What was trench warfare like?
Armies faced each other from parallel trenches that were easier to defend than attack. Soldiers suffered greatly.
- What difficulties did soldiers face as a result of trench warfare?
hunger, cold, disease, poison gas
- How might the war have been different if the United States had not entered it?
The war may have lasted even longer; the Central Powers may have won.
- How did the Treaty of Versailles punish Germany for its role in the war?
Germany was forced to reduce its army and pay war costs.
- How did the Allied leaders' ideas for peace with Germany differ?
America wanted a just peace, but others wanted to punish Germany.
- Why do you think the war caused changes in government in Russia and Germany?
People were unhappy with the disastrous effects of the war.

Critical Thinking

- Categorize Draw a chart and use your notes to list the results of World War I in the appropriate category. Then answer the following question: How did the rise of nationalist groups change world history? Possible answers: political—Lenin took power in Russia, Yugoslavia formed, Austria-Hungary broke up; economic—Germany made to pay billions of dollars for damages caused during the war

► Online Assessment

1. What event caused the outbreak of World War I?

- Italy switched alliances.
- The Triple Entente was created.
- Franz Ferdinand was assassinated.
- Serbia declared war on Austria-Hungary.

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

The assassination of Franz Ferdinand of Austria-Hungary led to the outbreak of World War I.

2. Which of the following helped the Allied Powers defeat the Central Powers?

- Russia left the war.
- The United States entered the war.
- Germany used U-boats against Great Britain.
- France used trench warfare against Germany.

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

Entry of the United States into World War I helped the Allied Powers finally defeat the Central Powers.

3. How was Germany treated in the Treaty of Versailles following World War I?

- Germany earned new colonies and territories.
- Germany received new funds to rebuild its army.
- Germany had to accept all blame for causing the war.
- Germany had to rebuild any city it destroyed during the war.

Alternate Question Which of the following were effects of the Treaty of Versailles on Germany following World War I?

Select the **three** correct answers.

- Germany gave up its navy.
- Germany gave up its colonies.
- Germany reduced the size of its army.
- Germany donated money to pay for the war.
- Germany accepted blame for starting the war.
- Germany granted independence to its colonies.

4. **Evaluate** Of nationalism, imperialism, militarism, and alliances, which do you think was the most responsible for the outbreak of World War I? Explain why.

The alliances were the most responsible for causing World War I. The agreements said member countries had to defend each other. When Austria-Hungary declared war on Serbia, Serbia asked Russia for help. This meant allies of Russia would go to war with Austria-Hungary. Furthermore, this meant allies of Austria-Hungary would go to war with Russia.

5. **Make Judgments** Would you have wanted to be in the trenches during World War I? Describe two reasons why or why not.

I would not have wanted to be in the trenches during World War I. Life in the trenches was very dangerous since there was a constant danger of attack. Also, living with cold, hunger, and disease would have made life in the trenches miserable.

6. **Evaluate** In your opinion, which country did World War I affect the most? Cite two reasons to defend your choice.

I think World War I affected Russia the most. Russia went through a revolution during the war that forced its czar to give up power. Communists then took over Russia and took over all property and all aspects of life.

ADDITIONAL INSTRUCTIONAL MATERIALS

continued from page 442

ENGLISH LANGUAGE LEARNERS

Facts About World War I Chart

1. To help students gain an understanding of World War I, organize them into pairs, and ask each pair to create a three-column chart.
2. Have the students title the chart *World War I* and the columns *What We Know*, *What We Want to Know*, and *What Did We Learn?*
3. Before the students read the text, ask them to work with their partners to complete the first two columns of the chart. As they read the text (alone or aloud in pairs), have them check the first column for accuracy and think about the questions from the second column.
4. After reading the text, have students complete the third column in pairs and verbally share one or two of their most interesting findings with the rest of the class.

*Alternative Assessment Handbook, Rubric 13: Graphic Organizers

continued from page 443

More About . . .

Connect to Science: Airships in the War During World War I, the Germans used new technologies to fly airships, or zeppelins, to bomb British targets. At the beginning of the war, the British could not defend against airships. Airplanes could not fly high enough to catch airships. Later, airplanes with more powerful engines could fly at higher altitudes. These planes were equipped with a new weapon: bullets laced with hot-burning phosphorous that could easily ignite the hydrogen used to lift the airships. In response, Germany built airships that flew higher than the planes could go, but by then the war was almost over.

ADVANCED/GIFTED

Rules of Warfare

1. Review information about trench warfare with students. Ask them whether they think there should be rules in warfare. For example, should soldiers be allowed to harm civilians? Record students' thoughts about rules of war on the board.
2. Assign students to groups to research a stage in the evolution of the Geneva Convention rules. (Meetings to decide on the rules of warfare were held in 1929 and 1949, among other years.) Have students report their findings to the class.
3. Have the class compare opinions about warfare with the rules of the Geneva Convention. Ask students to provide evidence of whether the rules of the Geneva Convention are being observed in current wars.

*Alternative Assessment Handbook, Rubrics 11: Discussions; and 29: Presentations

continued from page 443

STRUGGLING READERS

Build a Model

1. Have students use the library or the Internet to research weapons and equipment developed and used during World War I. Topics could be ships, submarines, tanks, airplanes, grenades, or gas masks.
2. Ask each student to design a model of the weapon or equipment he or she selected. Then have each student write a paragraph to provide background information.
3. Have volunteers share their designs with the class. Create a display of students' designs.

*Alternative Assessment Handbook, Rubrics 3: Artwork; and 30: Research

continued from page 444

COLLABORATIVE LEARNING

Calculating the Human Cost of War

1. Have pairs or small groups of students expand on the chart on this page. Ask them to use encyclopedias, almanacs, or the Internet to find data on the human cost of World War I. Have them find as many of the following data points as they can for each country involved in the conflict:
 - number of soldiers wounded
 - number of soldiers killed
 - number of civilians killed
 - population of each country at the time
2. Have students create a chart or graph to present the data. For example, they might use two pie charts comparing a country's total population to its number of casualties.
3. Discuss with students what impact these casualties might have had on each country after the war.

*Alternative Assessment Handbook, Rubric 7: Charts



World War II



► Online Lesson 5 Enrichment Activities

British Children and the Blitz

Article Students read about why many children were evacuated from London during the Blitz. Then they write a letter describing their experiences and feelings.

Raoul Wallenberg

Article Students read about the Swedish diplomat who saved thousands of Hungarian Jews from the Holocaust. Then they write a speech in his honor.

Rebuilding Western Europe's Economy

Video Students learn how the Marshall Plan helped rebuild Europe after World War II. Then they answer questions to synthesize what they have learned.



World War II

The Big Idea

Problems in Europe led to World War II, the deadliest war in history.

Main Ideas

- Economic and political problems troubled Europe in the years after World War I.
- World War II broke out when Germany invaded Poland.
- Nazi Germany targeted the Jews during the Holocaust.
- Allied victories in Europe and Japan brought the end of World War II.

Key Terms

Great Depression
dictator
Axis Powers
Allies
Holocaust

If YOU lived there ...

It is 1922, and you are part of a huge crowd in one of Rome's public squares. Everyone is listening to the fiery speech of a dynamic new leader. He promises to make Italy great again, as it was in the days of ancient Rome. You know that your parents and some of your teachers are excited about his ideas. Others are concerned that he may be too forceful.

What do you think of this new leader's message?

Problems Trouble Europe

After World War I, Europeans began rebuilding their countries. Just as they had started to recover, however, many economic and political problems emerged. These problems threatened the peace and security of Europe.

The Great Depression World War I left much of Europe in shambles. Factories and farmland had been destroyed, and economies were in ruins. Countries that had lost the war, like Germany and Austria, owed billions in war damages. Many countries turned to the United States for help. During the 1920s the U.S. economy was booming. Loans from American banks and businesses helped many European nations recover and rebuild after World War I.

In 1929, however, the recovery fell apart. A stock market crash in the United States triggered a global economic crisis in the 1930s known as the **Great Depression**. As the U.S. economy faltered, American banks stopped lending to Europe. Without U.S. loans and investments, European economies declined. Unemployment skyrocketed as businesses and farms, as well as banks, went bankrupt.

The Rise of Dictators The Great Depression added to Europe's problems. Blaming weak governments for the hard times, some Europeans turned to dictators to strengthen their countries and improve their lives. A **dictator** is a ruler who has total control. Dictators rose to power in Russia, Italy, and Germany.

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Teach the Main Idea

Economic and political problems troubled Europe in the years after World War I.

Recall What dictator rose to power in Italy in the 1920s? *Benito Mussolini*

Identify What did Mussolini promise the people of Italy? *to make Italy stronger and to revive its economy*

Identify Cause and Effect How did the American economy help Europe in the 1920s? *The booming American economy made loan money available to help rebuild Europe.*

More About ...

Misconception Alert Adolf Hitler did not seize power in Germany but gained it through legal means. In the late 1920s Germany was a democracy and Hitler's Nazi Party was one of several political parties. In 1932 Hitler ran for president and was soundly defeated. But the Nazis had won the largest number of seats in the Reichstag, or parliament. After some maneuvering, Hitler became chancellor. In the next election, during a period of violence, the Nazis won a true majority in the Reichstag, which then legally voted to give Hitler the powers of a dictator.

Teach the Big Idea

1. Whole Class Open/Introduction

If **YOU** lived there ...

What do you think of this new leader's message?

Review the scenario with students and lead a class discussion around responses to the question. You may wish to review the following points to frame your discussion.

Consider why you DISAGREE:

- could hurt economy
- sounds like a dictator
- worried about having to go to war

Consider why you AGREE:

- could create better jobs
- could restore pride
- want country to be a world power again

2. Direct Teach Introduce the Big Idea: *Problems in Europe led to World War II, the deadliest war in history.* Ask students to name as many people as they can who are associated with World War II and record their answers on the board. If necessary, add a few names to the list. Then ask students to tell how these individuals impacted the war. Did they have more of an impact in starting the war or ending the war? Have students give reasons for their answers.

3. Practice/Assess/Inquire Ask students the following question: *Could World War II have been prevented?* Invite students to list causes that contributed to the war. Record causes on the board. Then ask students to suggest ways that those causes could have been dealt with more effectively. Write students' ideas next to each cause.

4. Explore (Collaborative Exploration) Review the list and have the class evaluate each item. Have students choose the idea they think would have been the most likely to prevent war.

5. Whole Group Close/Reflect Based on their decisions in Step 4, have students write a short persuasive essay on how World War II could have been prevented.

*Alternative Assessment Handbook, Rubrics 11: Discussions; and 43: Writing to Persuade

ONLINE DOCUMENT-BASED INVESTIGATION

History of Modern Europe

The German Economy and Concentration Camps are two of eight document-based investigations that students will analyze in History of Modern Europe. The photographs portray conditions in Germany before and during World War II.

► ONLINE DOCUMENT-BASED INVESTIGATION

The German Economy

Have students examine the photo of German children using money for building blocks. You may wish to use the associated question as a discussion prompt.

Analyze Sources Why do you suppose these children are allowed to use stacks of money as building blocks? *After World War I, Germany had massive war debts that dragged down its economy. As a result Germany's printed money was of very little value during the time of extremely high inflation.*

DOCUMENT-BASED INVESTIGATION HISTORICAL SOURCE

The German Economy

In the early 1920s the value of German currency plunged dramatically. Many people were hungry, and over a quarter of the nation's population was unemployed. These German children use stacks of money as building blocks during the 1923 period of high inflation.

European Dictators

Popular dictators rose to power in Europe in the 1920s and 1930s. Adolf Hitler in Germany and Benito Mussolini in Italy gained public support with promises to make life better and to strengthen their countries.

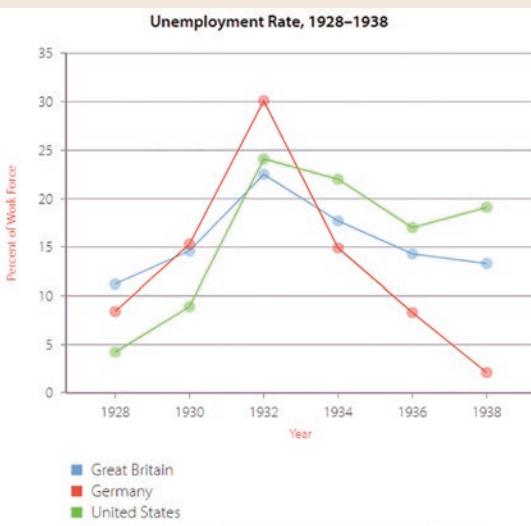


► ONLINE INTERACTIVE GRAPHS

Unemployment Rate, 1928–1938

Have students explore the chart using the interactive features and answer the question.

Interpret Graphs What nation had the highest rate of unemployment? *Germany*



Reading Check
Summarize
Why did some people support the rise of dictators?

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One of the first dictators in Europe was Russia's Vladimir Lenin. Lenin gained power as a result of a 1917 revolution. He formed the first Communist government and took control of businesses and private property. He also united Russia and other republics to create the Soviet Union. After Lenin's death in 1924, Joseph Stalin took power. As dictator, he made all economic decisions, restricted religious worship, and used secret police to spy on citizens.

Benito Mussolini of Italy was another powerful dictator during this period. In the 1920s Mussolini won control of the Italian government and made himself dictator. He promised to make Italy stronger and to revive the economy. He even spoke of restoring the glory of the former Roman Empire. As dictator, however, Mussolini suspended basic rights like freedom of speech and trial by jury.

By the 1930s many Germans had lost faith in their government. They turned to a new political party, the Nazi Party. The party's leader, Adolf Hitler, promised to strengthen Germany. He vowed to rebuild Germany's military and economy. After years of struggle, many Germans listened eagerly to his message. In 1933 Hitler rose to power and soon became dictator. He banned all parties except the Nazi Party. He also began discriminating against so-called inferior races, particularly Germany's Jews.

► ONLINE GRAPHIC ORGANIZER

World War II

As students read the lesson, have them use the graphic organizer to take notes. Students can review their graphic organizer notes at the end of the lesson to answer the following question:

Compare and Contrast How was the response to the losing parties after World War II different from the response after World War I? *The Americans helped rebuild Europe and Japan after World War II to try to prevent repeating the problems that happened after World War I.*

► ONLINE LESSON FLIP CARDS

Review Key Terms and Places

Students can use the flip cards in the Lesson Review at any time to review the lesson's key terms and places: **Great Depression, dictator, Axis Powers, Allies, Holocaust.**

READING CHECK

Summarize Why did some people support the rise of dictators? *People wanted strong rulers who could improve their lives. Dictators made people feel proud and promised an ideal society in which people would share wealth.*

For additional instruction, go to end of lesson.

War Breaks Out

As dictators, Hitler and Mussolini were determined to strengthen their countries at any cost. Their actions led to history's deadliest war—World War II.

Threats to Peace After World War I, European countries wanted peace. Many countries hoped to prevent another deadly war. By the late 1930s, however, attempts at peace had failed. Instead of peace, Italian and German **aggression** forced Europe into a second world war.

In 1935 Benito Mussolini ordered his Italian troops to invade Ethiopia, a country in East Africa. Other nations were shocked by his actions, but none tried to turn back the invasion. Meanwhile, the Italian leader and Germany's Adolf Hitler joined together to form an alliance known as the Rome-Berlin Axis.

Hitler was next to act. In 1938 he broke the Treaty of Versailles when he annexed, or added, Austria to Germany's territory. Although Britain and France protested, they did not attempt to stop Germany.

Later that year, Hitler announced his plan to take part of Czechoslovakia as well. Many European leaders were worried, but they still hoped to avoid a war. They allowed Hitler to annex part of Czechoslovakia in return for his promise of peace. By the spring of 1939, however, Germany had conquered the rest of Czechoslovakia. Italy quickly moved to occupy Albania in the Balkans. Attempts to keep the peace had failed.

Eventually, Great Britain and France realized they could not ignore Hitler's actions. When Germany threatened to take Polish territory, the Allies vowed to protect Poland at all costs. On September 1, 1939, German forces launched an all-out attack on Poland. Two days later, Great Britain and France responded by declaring war on Germany. World War II had begun.

Allies Lose Ground Germany's invasion of Poland triggered the Second World War. Germany, Italy, and Japan formed an alliance called the **Axis Powers**. Against them stood the **Allies**—France, Great Britain, and other countries that opposed the Axis.

Germany struck first. After defeating Poland, Germany moved on to a series of quick victories in Western Europe. One by one, countries fell to German forces. In June 1940 Germany invaded and quickly defeated one of Europe's greatest powers, France. In less than a year, Hitler had gained control of almost all of Western Europe.

Next, Germany set its sights on Britain. The German air force repeatedly attacked British cities and military targets. Hitler hoped the British would surrender. Rather than give in, however, the British persevered.

Unable to defeat Great Britain, the Axis Powers turned their attention elsewhere. As German troops marched into Eastern Europe, Italian forces invaded North Africa. By the end of 1941, Germany had invaded the Soviet Union and Japan had attacked the United States at Pearl Harbor, Hawaii. The Axis Powers controlled much of Europe. The Allies were losing ground in the war.

Reading Check
Make Inferences
Why do you think the Axis Powers easily gained the advantage in the early years of the war?

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ONLINE INTERACTIVE VISUALS

Image with Hotspots: Blitzkrieg

Have students explore the image using the interactive hotspots. You may wish to use the associated question as a discussion prompt.

Analyze Visuals What was the main element on which this type of warfare depended? *surprise*

ONLINE ANALYZE VIDEOS

The Battle of Britain

Have students watch the video individually or as a class. You may wish to use the associated question as a discussion prompt.



Analyze Videos What was the secret weapon that England had to fight against the German airstrikes? *radar*

ONLINE INTERACTIVE MAPS

World War II in Europe, 1941

Have students explore the map using the interactive features and answer the associated questions.

Location What two Allied Powers remained standing by 1941? *Great Britain, Soviet Union*

In print edition, see map of same title.

- Location** What two Allied Powers remained standing by 1941? *Great Britain, Soviet Union*
- Location** Why do you think the Axis was unable to conquer Great Britain? *An army and all its equipment could not easily cross water.*

Teach the Main Idea

World War II broke out when Germany invaded Poland.

Recall What African country did Italy invade in 1935? *Ethiopia*

Identify Cause and Effect Why did France and England declare war on Germany in 1939? *Germany invaded Poland.*

Contrast Why did the Allies react differently when Germany attacked Poland in 1939 than when Germany occupied Czechoslovakia in 1938? *In 1938 they still believed Germany would keep its word and that war could be avoided.*

More About . . .

Connect to Art: Pablo Picasso's Guernica In the 1930s another European dictator seized power—General Francisco Franco of Spain. Franco, with the support of Hitler and Mussolini, led a revolt called the Spanish Civil War against the elected government. To help Franco succeed in 1937, the German air force bombed a government stronghold, the Spanish town of Guernica, deliberately killing more than a third of its people. The Spanish artist Pablo Picasso, outraged at the cruelty of this brutal war crime, painted the famous mural *Guernica* to tell the world what was happening to his people.

ONLINE INTERACTIVE MAPS

Aggression in Africa, 1935–1939

Have students explore the map and answer the associated question.

Location Which country is the aggressor on this map? *Italy*

READING CHECK

Make Inferences Why do you think the Axis Powers easily gained the advantage in the early years of the war? *The Allies hoped to avoid war and gave up some territory without a fight; the Axis attacked some weak nations first; Britain could not transport its land army to the continent; the U.S. and the Soviet Union were not yet in the war; the Axis had superior weapons and tactics.*

For additional instruction, go to end of lesson.

Teach the Main Idea

Nazi Germany targeted the Jews during the Holocaust.

Recall Where did Jews stage an uprising against the Nazis? *Warsaw, Poland*

Explain How did Oskar Schindler save some Jews during the Holocaust? *He gave them jobs in his factory.*

Draw a Conclusion Why didn't more Jews fight back? *Possible answer: They didn't believe Hitler would actually try to wipe out all the Jews in Eastern Europe.*

More About . . .

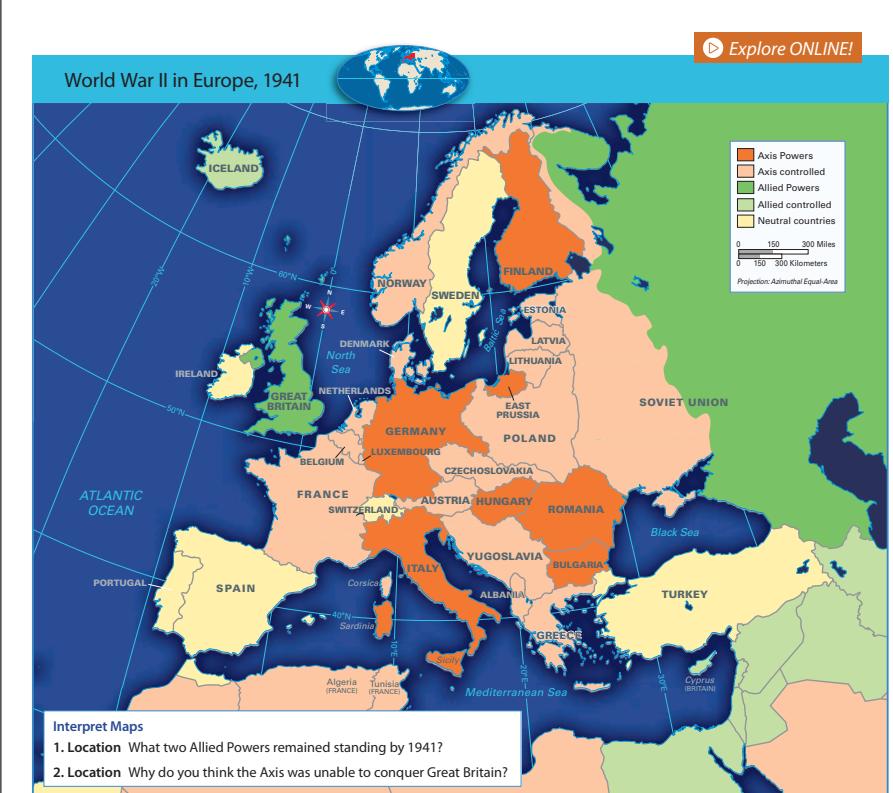
The Shoah The word *Holocaust* is from the Greek words *holo* ("whole") and *kaustos* ("burned"). It originally referred to an animal sacrifice in which an entire animal was burned. The Jewish people often refer to the Holocaust as the *Shoah*, which is Hebrew for "destruction." The terms *Shoah* and *Final Solution* are always used to refer to the murder of the Jews. The term *Holocaust* more generally denotes the overall genocide perpetrated by the Nazis.

BIOGRAPHY

Anne Frank

Have students read the biography of Anne Frank and then answer the associated question.

Make Inferences Why do you think Anne Frank's diary became an important record of this time period? *Possible answer: because her diary provided a two-year personal account of what daily life was like in hiding during the war*



The Holocaust

One of the most horrifying aspects of the war was the Holocaust (HAWL-uh-kawst). The **Holocaust** was the attempt by the Nazi government during World War II to eliminate Europe's Jews. Believing that the Germans were a superior race, the Nazis tried to destroy people who they believed were inferior, especially the Jews.

Even before the war began, the Nazi government began restricting the rights of Jews and others in Germany. For example, laws restricted Jews from holding government jobs or attending German schools. Nazis imprisoned countless Jews in camps.

Thousands of Jews fled Germany to escape persecution, but many had to remain behind because they were not allowed into other countries.

Germany's expansion into Eastern Europe brought millions more Jews under Hitler's control. In 1942 the Nazi government ordered the

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ONLINE DOCUMENT-BASED INVESTIGATION

Concentration Camps

Have students examine the photograph of the prisoners at Buchenwald. You may wish to use the associated question as a discussion prompt.

Analyze Sources From this photograph, what might camp conditions be like for these prisoners? *The men are crowded into a small pen behind barbed wire. The men look undernourished. They are wearing tattered clothes; some are wearing dirty striped work camp uniforms. Several men are wearing many layers of clothing.*

DOCUMENT-BASED INVESTIGATION HISTORICAL SOURCE

Concentration Camps

The Nazis built the camps on railroad lines so that Jews could easily be packed into cattle cars and shipped there. When crowded railroad cars pulled in, people stepped off the train. They were then put through a "selection" process. Some, especially the young and healthy, would be selected to go to work camps, where they were forced into slave labor. Most were selected for immediate death. At the extermination camps, the Nazis used special chambers to kill Jews with poison gas.

COLLABORATIVE LEARNING

Responding to the Holocaust

1. Point out to students that the Nazis also sought to eliminate groups other than Jews. Tell students they will be researching an aspect of the Holocaust. (For sources, students may start with the Holocaust Encyclopedia on the website for the U.S. Holocaust Museum.) Have groups preview material on various topics before choosing one.

- the Roma
- the 1935 Nuremberg Laws
- Jehovah's Witnesses
- "Degenerate" art (Hitler's label for abstract art)

- the system of badges that victims were required to wear

2. After groups have chosen and researched a topic, have each group design, create, and present a poster to the class of what they learned. Each group member should have a specific role in the poster project and presentation.

*Alternative Assessment Handbook, Rubrics 28: Posters; and 30: Research

BIOGRAPHY

Anne Frank (1929–1945)

Anne Frank was a Jewish teenager living in Frankfurt, Germany, when Hitler came to power. When the Nazis' treatment of German Jews became too aggressive, Anne and her family moved to Amsterdam in the Netherlands. However, soon afterward, the Nazis began rounding up Jews there. So the Franks were forced to hide in a friend's home.

Anne could bring only a few items with her. She brought pictures of movie stars, books, and a diary her parents had given her on her 13th birthday. While in hiding, Anne wrote in her diary. Her diary became an important record of the Franks' years in hiding.

For two years, the Franks lived in constant fear of being caught by the Nazis. On August 4, 1944, they were discovered. For the next seven months, Anne and her family were moved from one concentration camp to another. Her mother died at Auschwitz, in Poland. Anne and her sister were moved to Bergen-Belsen in Germany, where they died of disease in March 1945. Anne Frank's father was the only family member to survive the war. Later, he published her diary.

Make Inferences

Why do you think Anne Frank's diary became an important record of this time period?



Reading Check

Analyze Causes
Why did Hitler's Nazi government attempt to destroy the Jews?

destruction of Europe's entire Jewish population. The Nazis used mass executions and concentration camps, like Auschwitz in Poland, to murder about 6 million Jews.

The Nazis did face resistance. Some Jews fought back. For example, Jews in Warsaw, Poland, staged an uprising. Some non-Jewish Europeans tried to save Jews from the Nazis. German factory owner Oskar Schindler, for example, saved Jews by employing them in his factories. By the time the Nazis were defeated, they had killed about two-thirds of Europe's Jews and several million non-Jews.

End of the War

The Allies did not fare well in the early years of the war. Victories in 1943 and 1944, though, helped them end World War II.

Allies Are Victorious In early 1943 U.S. and British forces gained control of North Africa. Next, they invaded Italy, forcing Mussolini to surrender. That same year, the Allies defeated the Japanese in several key battles. In the east, Soviet troops forced Germany to retreat.

In June 1944 Allied forces landed on the beaches of Normandy, France. The invasion, or D-Day as it was called, dealt a serious blow to the Axis. It paved the way for Allied forces to advance on Germany.

By the spring of 1945, Allied troops had crossed into German territory. In May 1945 Germany surrendered. In August 1945 the United States used

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ENGLISH LANGUAGE LEARNERS

Journal Entries

- To help students demonstrate their understanding of the players and events of World War II, explain that journals or diaries are personal records that can serve as important records of history.
- Ask the students to imagine they are a character from World War II (e.g., a dictator or world leader, a citizen of one of the Axis or Allied Powers, a soldier fighting for either the Axis or Allied Powers) and write a journal entry from one day in the character's life.

- Before they write, provide students time for oral planning with a partner. Ask them to share who they will write about, what event will provide the setting for their entry, and what vocabulary they might need as they write.

*Alternative Assessment Handbook, Rubric 15:
Journals

Teach the Main Idea

Allied victories in Europe and Japan brought the end of World War II.

Define What is the United Nations? *an international peacekeeping organization*

Identify What happened on D-Day, and when did it occur? *The Allies landed on the beaches of Normandy, France; June 6, 1944*

Sequence What events led to the defeat of the Axis Powers in 1945? *British forces gained control of North Africa; Mussolini surrendered; Soviet troops forced Germany to retreat; the Allies landed at Normandy; the Allies entered German territory; Germany surrendered in May 1945; the U.S. used the atomic bomb; Japan surrendered in August 1945*

More About . . .

Wernher von Braun (1912–1977) If ever there was a "rocket scientist," it was Germany's Wernher von Braun. Inspired by the novels of Jules Verne, von Braun began studying rockets in his teens. During World War II, he headed the team that designed the V-2 rocket, which rained huge bombs on terrorized Londoners from 500 miles away. As the war ended, von Braun arranged for 500 of his fellow rocket scientists to surrender to the American army rather than to the Soviets. The scientists were taken to the United States, where they helped design and build the rockets for the American space program of the 1960s.

The Yalta Conference In February 1945 the Allies were certain of victory in Europe. The "Big Three" leaders—Winston Churchill of the United Kingdom, Franklin Roosevelt of the United States, and Joseph Stalin of the Soviet Union—met in the Soviet town of Yalta to discuss the future of Europe. Churchill and Roosevelt wanted as much of Europe as possible to be democratic after the war, but Stalin was in the strongest position. Despite promises to hold free elections, Stalin's armies occupied most of Eastern Europe and forced communism on these countries.

READING CHECK

Analyze Causes Why did Hitler's Nazi government attempt to destroy the Jews? *The Nazis considered the Jews an inferior race.*

▶ ONLINE ANALYZE VIDEOS

D-Day Invasion of Europe

Have students watch the video individually or as a class. You may wish to use the associated question as a discussion prompt.



Analyze Videos How did the Allies' victory on D-Day change the outcome of World War II?

On D-Day, the Allied troops invaded Europe and overpowered the Germans in northern France. The victory gave the Allies a foothold in Europe. There they established a base from which they could begin to push the Germans into retreat from other territories.



▶ ONLINE INTERACTIVE TIMELINE

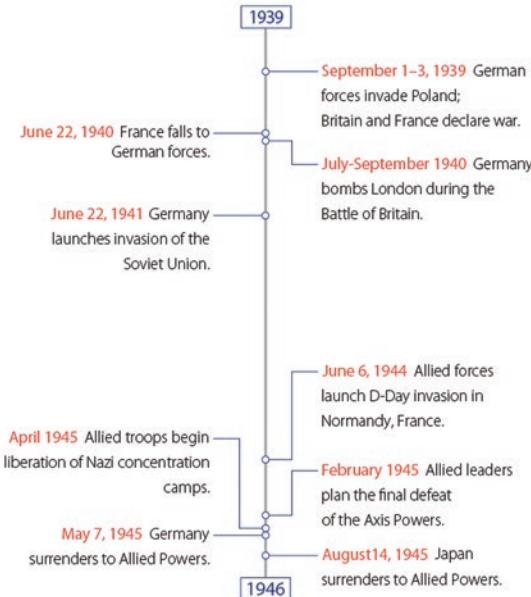
Timeline: World War II

Have students explore the timeline and answer the associated questions.

In print edition, see timeline of same title.

Interpret Timelines About how long after the beginning of the war did Germany invade the Soviet Union? **two years**

Timeline: World War II



Timeline: World War II



June 6, 1944
Allied forces launch D-Day invasion in Normandy, France.



February 1945
Allied leaders plan the final defeat of the Axis Powers.



Interpret Timelines

About how long after the beginning of the war did Germany invade the Soviet Union?

a powerful new weapon, the atomic bomb, to bring the war with Japan to an end. After almost six years of fighting, World War II was over.

Results of the War The war had a huge impact on the world. It resulted in millions of deaths, tensions between the Allies, and the creation of the United Nations.

World War II was the deadliest conflict in history. More than 50 million people lost their lives. Millions more were wounded.

The United States did not want to repeat the mistakes of the Treaty of Versailles, which left Germany in hopeless debt after World War I. Therefore, the United States created the European Recovery Program, or Marshall Plan, that provided money and other assistance to help rebuild 16 European countries after World War II.

Japan also was left devastated by World War II. With the end of the war, U.S. forces under General Douglas MacArthur occupied Japan and began a series of reforms to help rebuild the country and to keep communism from taking hold. As part of the reform, Japan's emperor lost most of his authority. Instead, power was given to an elected parliament. The Americans also helped strengthen and modernize the Japanese economy.

Costs of World War II

Military deaths	22,000,000
Military wounded	34,000,000
Civilian deaths	30,000,000
Financial cost to governments	\$1,000,000,000,000

Analyze Visuals

What does the high number of civilian deaths tell you about where the fighting took place?

Sources: The National WWII Museum, New Orleans; TIME magazine; Encyclopaedia Britannica

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CHART

Costs of World War II

Have students explore the table and answer the associated questions.

Analyze Visuals What does the high number of civilian deaths tell you about where the fighting took place? *It indicates that most of the war was fought in areas where civilians lived. They often became the victims of warfare.*

Quick Facts

Causes and Effects of World War II

Causes

- Germany invades neighboring countries in an effort to build a new German empire under Nazi rule.
- Japan invades countries in Asia.

Effects

- More than 50 million people are killed.
- The Jewish population in Europe is almost completely wiped out by the Holocaust.
- The United States and the Soviet Union emerge as the world's strongest powers.
- Japan loses all acquired territory and is occupied by the Allies until 1952.



Reading Check
Summarize What were the main results of World War II?

The United States and the Soviet Union emerged from the war as the most powerful countries in the world. An intense rivalry developed between the two countries.

After the war, people hoped to prevent another deadly conflict. In 1945 some 50 nations formed the United Nations, an international peacekeeping organization.

Summary and Preview World War II was the deadliest war in history. Next, you will learn about developments in Europe during the postwar period.

Lesson 5 Assessment

Review Ideas, Terms, and Places

- Define** What was the Great Depression?
Explain How did economic problems in the United States lead to the Great Depression?
- Describe** What led to the outbreak of World War II?
Predict What might have happened if Great Britain had fallen to Germany?
- Identify** What was the Holocaust?
Make Inferences Why did the Nazis target certain groups for elimination?
- Recall** What events led to Germany's surrender?
Analyze How did World War II change Europe?

Critical Thinking

- Sequence** Draw a timeline like this one. Use your notes on important events to place the main events and their dates on the timeline.



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ANALYZE INFORMATION

Explore the UN Charter

- Obtain copies of the Preamble of the United Nations Charter or go to the United Nations website. Have students make a two-column table. In the first column, have them write each bullet point of the Preamble.
- In the second column, have students cite a supporting source from their text by placing the heading title and page number in parentheses in an appropriate slot. Each entry should explain or support a point of the Preamble.

- For any item lacking support, students should supply their own explanation, labeled *Personal Opinion*.
- Using the information in their tables, have students write a short paper explaining why the members of the United Nations agreed to the wording of the Charter's Preamble.

*Alternative Assessment Handbook, Rubrics 30: Research; and 42: Writing to Inform.

READING CHECK

Summarize What were the main results of World War II? *More than 50 million people died; the United States and the Soviet Union became powerful rivals; the United Nations was formed.*

Print Assessment

Review Ideas, Terms, and Places

- Define** What was the Great Depression? *global economic crisis that happened in the 1930s*
Explain How did economic problems in the United States lead to the Great Depression? *U.S. banks stopped lending to Europe, so their economies faltered.*
- Describe** What led to the outbreak of World War II? *Hitler rose to power, took over Czechoslovakia, then invaded Poland.*
Predict What might have happened if Great Britain had fallen to Germany? *Possible answer: Germany may have won the war.*
- Identify** What was the Holocaust? *Hitler's attempt to eliminate Jews in Europe*
Make Inferences Why did the Nazis target certain groups for elimination? *The Nazis believed the Jews and other groups were inferior.*
- Recall** What events led to Germany's surrender? *Mussolini surrendered; Soviet troops forced Germany to retreat; the D-Day invasion led to an attack on Germany.*
Analyze How did World War II change Europe? *Possible answers: Many people were killed; much land and property were destroyed; the U.S. and the Soviet Union became the only two superpowers; the United Nations was formed to keep peace.*

Critical Thinking

- Sequence** Draw a timeline. Use your notes on important events to place the main events and their dates on the timeline. *Students' timelines should include important World War II dates and events.*

► Online Assessment

1. Which of the following was a characteristic of dictators prior to World War II?

- accepting opposing opinions
- restoring a country's economy
- protecting the rights of minorities
- restricting the rights of the people

Alternate Question Which of the following are examples of dictators' actions before World War II?

Select the **three** correct answers.

- allowing free elections
- suspending basic rights
- protecting minority rights
- spying on their own citizens
- banning other political parties
- respecting different viewpoints

2. What event started World War II?

- Italy's invasion of Ethiopia
- Germany's invasion of Poland
- Italy's occupation of Albania
- Germany's annexation of Austria

Alternate Question Drag the events into chronological order from top to bottom.

Italy invades Ethiopia.

Germany annexes Austria.

Germany takes over Czechoslovakia.

Italy takes over Albania.

Germany invades Poland.

3. What was the Nazis' goal during the Holocaust?

- taking over Europe
- controlling Germany
- destroying Europe's Jews
- resettling Germany's Jews

Alternate Question Which of the following were actions taken by the Nazis against Jews?

Select the **three** correct answers.

- using mass executions
- occupying foreign cities
- drafting Jews into the military
- restricting Jews from leaving Germany
- imprisoning Jews in concentration camps
- restricting Jews from holding government jobs

4. What event resulted in the end of World War II?

- The United States dropped an atomic bomb on Germany.
- Germany invaded the Soviet Union.
- The United States dropped an atomic bomb on Japan.
- Germany bombed Pearl Harbor.

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

The United States was able to end World War II by dropping an atomic bomb on **Japan**.

5. **Cause and Effect** How did dictators before World War II gain the support of the people of their countries?

Faced with struggling economies and high unemployment, people turned to dictators who promised to strengthen their countries and make life better.

6. **Sequence** Where did the Axis Powers attack after Poland? List four other Axis actions.

Following Germany's invasion of Poland in 1939, it invaded France and took over most of Western Europe in 1940. Next, Germany attacked Great Britain using its air force. Germany then invaded the Soviet Union in 1941. Later, Japan attacked the United States at Pearl Harbor.

7. **Illustrate** How did some Jews react to Nazi persecution? Describe two ways.

Faced with Nazi persecution in Germany, thousands of Jews left for other countries. Jews in Warsaw, Poland, fought back against the Nazis.

8. **Summarize** How did the United States help different countries following World War II? Describe two ways.

The United States used the Marshall Plan to help rebuild European countries following the war. The United States, led by General Douglas MacArthur, reformed Japan's government and helped modernize its economy.

ADDITIONAL INSTRUCTIONAL MATERIALS

continued from page 448

STRUGGLING READERS

The Rise of Dictators

1. Have students create a two-column graphic organizer. Ask students to label the left column *People like dictators . . .* and the right column *because . . .*
2. As students read the lesson, have them complete the graphic organizer by writing words and phrases that describe what people want from dictators. For example, students might write “to be strong” or “to share wealth.” Then have students complete the sentence by writing a reason in the second column.

*Alternative Assessment Handbook, Rubrics: Drawing Conclusions; and 13: Graphic Organizers

continued from page 449

More About . . .

Stalin-Hitler Pact of 1939 In the summer of 1939 many Europeans feared that war was coming. Since the Communists and the Nazis were the bitterest of political enemies, most people assumed the Soviet Union would fight with the Allies. But the world was shocked on August 23, 1939, when Germany and the Soviet Union signed a nonaggression pact. People in western Europe realized they would have to fight the powerful Axis war machine alone. What they did not know was even more shocking: Hitler and Stalin had made a secret agreement to divide Poland between them. On September 1, Germany attacked Poland.

The nonaggression pact ended in 1941, when Germany reneged on the agreement and invaded the Soviet Union.

CONNECT TO ART

Relating to Picasso's *Guernica*

1. Bring a reproduction of Pablo Picasso's *Guernica* to class. Lead a discussion of what the images in the picture symbolize. Tell students that Picasso said, “It isn't up to the painter to define the symbols. Otherwise it would be better if he wrote them out in so many words.”
2. Point out to students that even though the painting is about an attack by bombers, no images of airplanes appear. Solicit and record students' observations about possible meanings of symbols in the painting.
3. Have students either draw a picture in reaction to the bombing of Guernica or write a paragraph describing the symbolism of *Guernica*.

*Alternative Assessment Handbook, Rubrics 3: Artwork; and 11: Discussions

SPECIAL NEEDS STUDENTS

Create a Comic Strip

1. Guide students as they read the information under the *War Breaks Out* heading.
2. Ask students to identify four or five major events mentioned in the text. Have students draw a picture for each event. Then have students assemble the pictures in sequence to create a comic strip depicting the events that led to the start of World War II.

*Alternative Assessment Handbook, Rubric 3: Artwork

continued from page 452

ADVANCED/GIFTED

The War in the Pacific

1. Have students use library or Internet resources to learn more about the war in the Pacific. Ask students to identify major battles involving the United States and select one to research in depth.
2. Have students prepare brief oral presentations and share their findings with the class.

*Alternative Assessment Handbook, Rubrics 24: Oral Presentations; and 30: Research



Europe since 1945



► Online Lesson 6 Enrichment Activities

The Berlin Airlift

Video Students learn how the Allies dropped supplies into West Berlin to keep it free from the Soviets. Then they conduct research about the American “Candy Bomber” and write interview questions to ask him.



PLAY VIDEO 3:36

The Berlin Airlift



The Arms Race

Video Students learn how the United States and the Soviet Union built an arsenal of nuclear weapons that could destroy life on Earth. Then they write a letter to the editor stating their opinion about the Cold War with supporting evidence.



PLAY VIDEO 1:47

The Arms Race



Europe since 1945

Teach the Big Idea

1. Whole Class Open/Introduction

If YOU lived there ...

What will this change mean for your country?

Review the scenario with students and lead a class discussion around responses to the question. Remind students that all responses are valid as long as they are supported with valid reasoning. You may wish to review the following points to frame your discussion.

Consider the CHALLENGES:

- adapting to change
- creating new economic and political systems
- having many more choices and responsibilities

Consider the OPPORTUNITIES:

- freedom to live and travel wherever you choose
- access to new ideas and economic opportunities
- new rights, such as freedom of speech

2. Direct Teach Introduce the Big Idea: *After years of division during the Cold War, today Europe is working toward unity.* Ask students what they know about the Cold War. After receiving some responses, ask students to identify which European countries were aligned with the United States and which with the Soviet Union. Have students offer their impressions on how life during the Cold War might have been different in Western and Eastern Europe. Tell them that they will be examining some of these issues in this lesson.

3. Practice/Assess/Inquire Draw a line on the board and tell students that you will be creating a timeline together. Tell them, however, that you will be working backward, beginning on the right side with the fall of the Berlin Wall. As you work backward in time, encourage students to identify significant events as well as their causes.

4. Explore (Collaborative Exploration) Have students copy the timeline on a piece of paper and add other notable events.

5. Whole Group Close/Reflect Have students write a narrative emphasizing the causes and effects of Cold War events listed on the timeline.

*Alternative Assessment Handbook, Rubrics 36: Time Lines; and 37: Writing Assignments

The Big Idea

After years of division during the Cold War, today Europe is working toward unity.

Main Ideas

- The Cold War divided Europe between democratic and Communist nations.
- Many Eastern European countries changed boundaries and forms of government at the end of the Cold War.
- European cooperation has brought economic and political change to Europe.

Key Terms

superpowers
Cold War
arms race
common market
European Union (EU)
refugee
asylum
migrant

If YOU lived there ...

It is November 1989, and you live on the East German side of Berlin. For years the Berlin Wall has divided your city in two. The government has carefully controlled who could cross the border. One night, you hear an exciting rumor—the gate through the wall is open. People in East and West Berlin can now travel back and forth freely. Young Berliners are celebrating in the streets.

What will this change mean for your country?

The Cold War

Although Europeans were relieved when World War II ended, new problems soon arose. Countries whose governments and economies had been weakened during the war had to work to strengthen them. Entire cities had to be rebuilt. Most importantly, postwar tensions between the Allies divided Europe.

Superpowers Face Off The United States and the Soviet Union emerged from World War II as the world's most powerful nations. Allies during the war, the two **superpowers**, or strong and influential countries, now distrusted each other. Growing hostility between these superpowers led to the **Cold War**, a period of tense rivalry between the United States and the Soviet Union.

Much of the hostility between the Soviet Union and the United States focused on political and economic differences. The United States is a democracy, with an economy based on free enterprise. The Soviet Union was a Communist country, in which individual freedoms were limited. Its leaders exerted strict control over the political system and the economy. These basic differences separated the two countries.

A Divided Europe The Cold War divided Europe into non-Communist and Communist countries. Most of Western Europe supported democracy and the United States. Much of Eastern Europe practiced Soviet-style communism.

Within this divided Europe was a divided Germany. After World War II, the Allies had separated Germany into four zones. By 1948 the Western Allies were ready to reunite their

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ONLINE GRAPHIC ORGANIZER

Europe since 1945

As students read the lesson, have them use the graphic organizer to take notes. Students can review their graphic organizer notes at the end of the lesson to answer the following question:

Summarize How does the European Union serve its members? *It promotes political and economic cooperation in Europe. The EU also protects the common good and individual rights of its members by enforcing international rules and laws.*

ONLINE LESSON FLIP CARDS

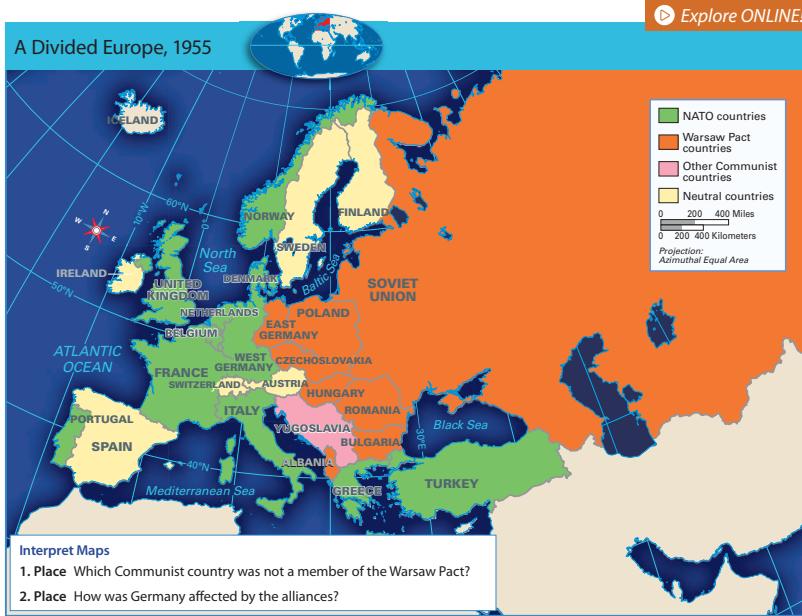
Review Key Terms and Places

Students can use the flip cards in the Lesson Review at any time to review the lesson's key terms and places: **superpowers, Cold War, arms race, common market, European Union (EU), refugee, asylum, migrant.**

ONLINE DOCUMENT-BASED INVESTIGATION

History of Modern Europe

The Fall of Communism is the last of eight document-based investigations that students will analyze in History of Modern Europe. Students compare images using an interactive slider.



zones. However, the Soviet government feared the threat that a united Germany might pose. The next year, the Western zones were joined to form the Federal Republic of Germany, or West Germany. The Soviets helped to establish the German Democratic Republic, or East Germany. The city of Berlin, located within East Germany, was itself divided into East and West. In 1961 Communist leaders built the Berlin Wall to prevent any East Germans from fleeing to the West.

Causes and Effects of the Cold War

Causes	Effects
Rivalry develops between the United States and the Soviet Union after World War II.	Alliances divide Europe between Communist and non-Communist countries.
Hostilities increase between democratic and Communist governments.	Germany is divided into two separate countries.
The superpowers dispute the division of Germany after World War II.	The United States and the Soviet Union engage in a nuclear arms race.
The superpowers compete to win the loyalty of non-European countries by providing aid, military equipment, advisers, food, etc.	The political and economic development of many developing countries becomes more dependent on superpower approval.

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Teach the Main Idea

The Cold War divided Europe between democratic and Communist nations.

Define What is a superpower? *a strong and influential country*

Elaborate What was life like in Eastern Europe during the Cold War? *Many aspects of life were strictly controlled by the government; people suffered from many shortages; they often lacked food and goods such as clothing and automobiles.*

More About . . .

Berlin Airlift After World War II, both Germany and the city of Berlin were split into eastern and western parts. West Berlin was surrounded entirely by Communist East Germany, and the Soviet Union tried to take advantage of that fact in 1948. They blockaded the city, hoping the West would abandon it. Instead, Western democracies began supplying the city by air. At one point, 8,000 tons of supplies a day were airlifted into West Berlin. The Soviet Union dropped the blockade about a year after it had started, and West Berlin survived.

MAD Strategy During the Cold War, both the United States and the Soviet Union built huge stockpiles of nuclear weapons. America's nuclear strategy was based on the idea of *mutual assured destruction*, or MAD. The idea of MAD was this: as long as both sides could survive a surprise nuclear attack and return a devastating counterattack, neither side would dare strike first. All nuclear treaties negotiated during those times relied on the idea of mutual assured destruction. That is, the treaties prevented either side from building an effective missile defense system. The theory was very controversial, but it worked.

ONLINE INTERACTIVE MAPS

A Divided Europe, 1955

Have students explore the map using the interactive features and answer the associated questions.

Location Which Communist country was not a member of the Warsaw Pact? Yugoslavia

In print edition, see map of same title.

1. Place Which Communist country was not a member of the Warsaw Pact? Yugoslavia

2. Place How was Germany affected by the alliance? *Germany was divided into two separate countries, and Berlin was also divided in two.*

ONLINE INTERACTIVE MAPS

Divided Germany, 1948–1949

Have students explore the map using the interactive features and answer the associated questions.

Location Which nation occupied Munich? *the United States*

ONLINE INTERACTIVE CHARTS

Rival Nations

Have students explore the chart about the United States and the Soviet Union during the Cold War.

ONLINE ANALYZE VIDEOS

The U.S. Becomes a Superpower

Have students watch the video individually or as a class. You may wish to use the associated question as a discussion prompt.



Analyze Videos Why did the United States become a superpower after World War II? *No battles were fought in the United States so it didn't suffer damage at home. After the war, it could rebound quickly. On the other hand, Europe and Asia had tremendous damage from the war and needed to rebuild, so the United States didn't have any competition for power. As a result, American jobs, its population, and its wealth grew rapidly.*

For additional instruction, go to end of lesson.

Teach the Main Idea

Many Eastern European countries changed boundaries and forms of government at the end of the Cold War.

Define What is an arms race? *a competition between countries to build superior weapons*

Explain What caused violence after the breakup of Yugoslavia? *ethnic tensions*

Summarize Who was Mikhail Gorbachev, and what did he do? *the leader of the Soviet Union in the 1980s; introduced reforms that led to the breakup of the Soviet Union and its empire*

More About . . .

Lech Walesa (1943–) Lech Walesa was one of many people who struggled against Soviet-style communism in Eastern Europe. In 1976 Walesa, an electrician in a Polish shipyard, took an active role in an anti-government labor union—and was removed from his job. He was jailed several times over the next decade until 1980, when some workers' rights were granted. The next year, Walesa was elected chairman of Solidarity, a group that began as a labor union and evolved into a political party. Solidarity's struggle was not easy—the Soviet Union forced the Polish government to declare martial law and crack down on the unruly Polish people. Walesa was awarded the Nobel Peace Prize in 1983. This recognition gave hope to his embattled followers. In the late 1980s, when Mikhail Gorbachev was reforming the Soviet Union, Poland was already moving toward democracy. In 1990 Poland elected Lech Walesa as the first president of the Republic of Poland.

BIOGRAPHY

Mikhail Gorbachev

Have students read the biography of Mikhail Gorbachev and then answer the associated question.

Evaluate Do you think Gorbachev was a popular ruler? Why or why not? *Possible answers: yes—Some were in favor of the reforms, expanded freedoms, and modernization; no—Some people don't like change; Communists lost power and influence.*

READING CHECK

Summarize How did the Cold War affect Europe? *It divided Europe into Western Europe, which was democratic, and Eastern Europe, which was Communist. Western Europe's economy grew, while Eastern Europe's did not.*

New alliances divided Europe even further. In 1949 the United States joined with several Western nations to create a powerful new alliance known as NATO, or the North Atlantic Treaty Organization.

The members of NATO agreed to protect each other if attacked. In response, the Soviet Union formed its own alliance, the Warsaw Pact. Most Eastern European countries joined the Warsaw Pact. The two alliances used the threat of nuclear war to defend themselves. By the 1960s the United States, the Soviet Union, Britain, and France all had nuclear weapons.

The postwar division of Europe into East and West had a lasting effect on both sides. With U.S. assistance, many Western countries experienced economic growth. The economies of Communist Eastern Europe, however, failed to develop. Due to their lack of a market economy and strong industries, they suffered many shortages. They often lacked enough food, clothing, and automobiles to meet demand.

The End of the Cold War

In the late 1980s tensions between East and West finally came to an end. The collapse of communism and the end of the Cold War brought great changes to Europe.

Triumph of Democracy During the Cold War, the United States and the Soviet Union competed against each other in an arms race. An **arms race** is a competition between countries to build superior weapons. Each country tried to create more-advanced weapons and to have more nuclear missiles than the other. This arms race was incredibly expensive. The high cost of the arms race eventually damaged the Soviet economy.

By the 1980s the Soviet economy was in serious trouble. Soviet leader Mikhail Gorbachev (GAWR-buh-chawf) hoped to solve the many problems his country faced. He reduced government control of the economy and introduced democratic elections. He improved relations with the United States. Along with U.S. president Ronald Reagan, Gorbachev took steps to slow the arms race.

BIOGRAPHY

Mikhail Gorbachev

(1931–)

Mikhail Gorbachev was a key figure in bringing the Cold War to an end. In 1985 Communist officials appointed Gorbachev the leader of the Soviet Union. He quickly enacted reforms to modernize his country. He expanded basic freedoms, such as freedom of speech and freedom of the press. His democratic reforms helped bring an end to communism in the Soviet Union. In 1990 Mikhail Gorbachev won the Nobel Peace Prize for his efforts to end the Cold War and promote peace.

Evaluate

Do you think Gorbachev was a popular ruler? Why or why not?



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COLLABORATIVE LEARNING

Presenting the Space Race

1. Tell students that one area of competition between the East and the West during the Cold War was the space race. Divide the class into groups to research one of the following topics:

- *Sputnik*
- animals in space
- *Telstar*
- first view of the far side of the moon
- Project Mercury
- first man, first woman in space

- *Ranger 9* crash on the moon
 - *Apollo 11* mission
 - *Saturn V* rocket
 - *Apollo 13* mission
2. Have students choose a medium to present the results of their research. Some ideas include reports, posters, models, or dioramas. Each group member must have a specific role in the project and presentation.

*Alternative Assessment Handbook, Rubrics 29: Presentations; and 30: Research

In part because of these new policies, reform movements soon spread. Beginning in 1989, democratic movements swept through the East. For example, Poland and Czechoslovakia threw off Communist rule. Joyful Germans tore down the Berlin Wall that separated East and West. Several Soviet republics began to demand their independence. Finally, in December 1991 the Soviet Union broke apart.

Changes in Eastern Europe The end of the Cold War brought many changes to Eastern Europe. These changes resulted from Germany's reunification, the creation of new countries, and rising ethnic tensions in southeastern Europe.

The reunification of East and West Germany was one of many changes in Eastern Europe that marked the end of the Cold War. After the fall of the Berlin Wall in 1989, thousands of East Germans began demanding change. In early 1990 the Communist government crumbled. A few months later, the governments of East and West Germany agreed to reunite. After 45 years of division, Germany was reunited.

Other important changes occurred in Eastern Europe after the Cold War. The breakup of the Soviet Union created more than a dozen independent nations. The Russian Federation is the largest and most powerful of these new countries. Ukraine, Lithuania, Belarus, and others also emerged from the former Soviet Union.

Ethnic conflicts have also transformed Eastern Europe since the end of the Cold War. For example, tensions between ethnic groups in Czechoslovakia and Yugoslavia led to the breakup of both countries.

The Fall of Communism

Reforms in the Soviet Union in the 1980s encouraged support for democracy throughout Eastern Europe.



Fall of the Berlin Wall
East and West Germans celebrate the fall of the Berlin Wall.



Democracy in Czechoslovakia
In 1989 pro-democracy demonstrations swept Czechoslovakia. Rallies like this one led to the collapse of Czechoslovakia's Communist government.

Analyze Visuals
What role did the people play in communism's collapse?

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STRUGGLING READERS

Sequence Events Leading to the End of the Cold War

1. Guide students in reading the text under the heading *The End of the Cold War*. Ask students to identify words and phrases that indicate the chronological order of events that led to the end of the Cold War. Have students take notes on the events discussed in the text and the order in which they occurred.

2. Then have students create a timeline and place the events they noted on it.
3. Have students share their timelines with a partner.

*Alternative Assessment Handbook, Rubric 36: Time Lines

ONLINE DOCUMENT-BASED INVESTIGATION

The Fall of Communism

These photos show scenes of Eastern Europe during the fall of communism. Have students explore and compare the images using the interactive slider.

Analyze Sources What role did the people play in communism's collapse? *Large crowds demonstrated at rallies and demanded freedom.*

In print edition, see feature of same title.

DOCUMENT-BASED INVESTIGATION HISTORICAL SOURCE

The Fall of Communism

Reforms in the Soviet Union in the 1980s encouraged support for democracy throughout Eastern Europe.

ONLINE INTERACTIVE MAPS

The Breakup of the Soviet Union, 1991

Have students explore the map and answer the associated questions.

Region Which former Soviet republic has the largest amount of territory? *Kazakhstan*



ONLINE INTERACTIVE MAPS

Ethnic Groups in the Former Yugoslavia

Have students explore the map using the interactive features and answer the associated questions.

Region Which two countries had the most diverse ethnic groups? *Bosnia and Herzegovina, Serbia*



Teach the Main Idea

European cooperation has brought economic and political change to Europe.

Recall What is the currency used by many countries in Europe today? *the euro*

Identify What is the European Union? *an organization that promotes political and economic cooperation in Europe*

Compare and Contrast How is the European Union like an alliance, and how is it different? *alike—It is an agreement between nations; different—It is concerned with economic and political cooperation, not conflict or warfare.*

More About . . .

Airbus: European Cooperation in Action As part of their increasing cooperation, four European countries joined together to create the world's largest commercial aircraft manufacturer, Airbus. In 1970 France and Germany started the company; later, Spain and the United Kingdom joined Airbus, which has overtaken its American rival, Boeing. In 2004 Airbus outperformed its major competitor by delivering more airplanes—and receiving more orders. Airbus has since received orders from airlines for the world's largest commercial plane, its 555-seat A380.

The Chunnel Completed in 1994, the 31-mile-long tunnel under the English Channel connects England with the European continent physically for the first time in history. On average, the Chunnel is 150 feet below the level of the seabed. A high-speed train, the Eurostar, takes passengers between London and Paris in about three hours. The Chunnel also accommodates motorized traffic. Many heavy goods that once had to cross the English Channel by sea are now driven across in trucks.

READING CHECK

Draw Conclusions How did the end of the Cold War affect Europe? *Germany was reunited; Czechoslovakia and Yugoslavia were split apart; new democracies were formed.*

Academic Vocabulary
advocate to plead in favor of

Reading Check
Draw Conclusions
How did the end of the Cold War affect Europe?

In Czechoslovakia, ethnic tensions divided the country. Disputes between the country's two main ethnic groups emerged in the early 1990s. Both the Czechs and the Slovaks **advocated** separate governments. In January 1993 Czechoslovakia peacefully divided into two countries—the Czech Republic and Slovakia.

While ethnic problems in the former Czechoslovakia were peaceful, ethnic tension in Yugoslavia triggered violence. After the collapse of communism, several Yugoslav republics declared their independence. Different ethnic groups fought each other for control of territory. Yugoslavia's civil wars resulted in years of fighting and thousands of deaths. By 1994 Yugoslavia had split into six countries—Bosnia and Herzegovina, Croatia, Macedonia, Serbia, Montenegro, and Slovenia.

European Cooperation

Many changes shaped postwar Europe. One of the most important of those changes was the creation of an organization that now joins together most of the countries of Europe.

A European Community Two world wars tore Europe apart in the 1900s. After World War II, many of Europe's leaders began to look for ways to prevent another deadly war. Some people believed that creating a feeling of community in Europe would make countries less likely to go to war. Leaders like Great Britain's Winston Churchill believed the countries of Europe should cooperate rather than compete. They believed strong economic and political ties were the key.

Six countries—Belgium, France, Italy, Luxembourg, the Netherlands, and West Germany—took the first steps toward European unity. In the early 1950s these six countries joined to create a united economic community. The organization's goal was to form a **common market**, a group of nations that cooperate to make trade among members easier. This European common market, created in 1957, made trade easier among member countries. Over time, other nations joined. Europeans had begun to create a new sense of unity.

The European Union Since its beginning in the 1950s, many new nations have become members of this European community, now known as the European Union. The **European Union (EU)** is an organization that promotes political and economic cooperation in Europe. Today, the European Union has 28 members. Together, they deal with a wide range of issues, including trade, the environment, and migration. The EU also protects the common good and individual rights of its members by enforcing international rules and laws.

The European Union has executive, legislative, and judicial branches. The EU is run by a commission made up of one representative from each member nation. Two legislative groups, the Council of the European Union and the European Parliament, debate and make laws. Finally, the Court of Justice resolves disputes and enforces EU laws.

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COMPARE AND CONTRAST

Czechoslovakia and Yugoslavia

Review with students the information in this section describing the ethnic tensions in Czechoslovakia and Yugoslavia after the end of the Cold War. Point out that although the two nations dealt with ethnic problems in different ways, they also had some things in common. Draw the graphic organizer on the board, and have students compare and contrast events in these two countries following the Cold War.

*Alternative Assessment Handbook, Rubrics 9: Comparing and Contrasting; and 11: Discussions

The European Union

Country	Year Admitted	Monetary Unit	Representatives in the European Parliament
Austria	1995	Euro	18
Belgium	1958	Euro	21
Bulgaria	2007	Lev	17
Croatia	2013	Kuna	11
Cyprus	2004	Euro	6
Czech Republic (Czechia)	2004	Koruna	21
Denmark	1973	Krone	13
Estonia	2004	Euro	6
Finland	1995	Euro	13
France	1958	Euro	74
Germany	1958	Euro	96
Greece	1981	Euro	21
Hungary	2004	Forint	21
Ireland	1973	Euro	11
Italy	1958	Euro	73
Latvia	2004	Euro	8
Lithuania	2004	Euro	11
Luxembourg	1958	Euro	6
Malta	2004	Euro	6
The Netherlands	1958	Euro	26
Poland	2004	Zloty	51
Portugal	1986	Euro	21
Romania	2007	Leu	32
Slovakia	2004	Euro	13
Slovenia	2004	Euro	8
Spain	1986	Euro	54
Sweden	1995	Krona	20
United Kingdom*	1973	Pound	73

* The United Kingdom plans to leave the EU in 2019.

Source: European Union, 2017

Draw Conclusions

What are the most powerful countries in the European Parliament?

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ONLINE INTERACTIVE CHARTS

The European Union

Have students explore the chart using the interactive features and answer the associated questions.

Interpret Charts What are the most powerful countries in the European Parliament? *Germany, France, Italy, United Kingdom, Spain, and Poland because they have the most representatives*

Country	Year Admitted	Monetary Unit	Representatives in the European Parliament
Austria	1995	Euro	18
Belgium	1958	Euro	21
Bulgaria	2007	Lev	17
Croatia	2013	Kuna	11
Cyprus	2004	Euro	6
Czechia (Czech Republic)	2004	Koruna	21
Denmark	1973	Krone	13
Estonia	2004	Euro	6
Finland	1995	Euro	13
France	1958	Euro	74
Germany	1958	Euro	96
Greece	1981	Euro	21
Hungary	2004	Forint	21
Ireland	1973	Euro	11
Italy	1958	Euro	73
Latvia	2004	Euro	8
Lithuania	2004	Euro	11
Luxembourg	1958	Euro	6
Malta	2004	Euro	6
The Netherlands	1958	Euro	26
Poland	2004	Zloty	51
Portugal	1986	Euro	21
Romania	2007	Leu	32

CONNECT TO MATHEMATICS

Interpret EU Data

- Point out the data in the fourth column of the European Union table *Representatives in the European Union Parliament*. Ask students to decide if countries are represented fairly in the EU. Allow students to use the table to aid their process.
- Decide if students will research data for all countries or only a sample; then assign them to look up current populations of selected EU countries.
- For each country, divide the number of people in the country by the number of EU representatives. This is the country's *representation quotient*.

- Arrange the results in an ordered list, and then decide how best to display the results. (A bar graph is a likely choice.)
- If students chose to exhaustively compile data for all EU countries, they may compute the average representation quotient and draw it as a reference line on their bar graph.

*Alternative Assessment Handbook, Rubric 7: Charts



ONLINE INTERACTIVE CHARTS

Benefits of Membership in the European Union

Have students explore the chart using the interactive features and answer the associated questions.

Interpret Charts Based on the chart, what are two benefits of EU membership? *Countries can trade freely without paying duties; most countries share one currency, the euro; citizens of the EU do not need passports to travel; citizens can live and work anywhere in the EU without obtaining permission.*

Benefits of Membership in the European Union

The European Union has helped unify Europe.

Before and After

Before	After
European countries had to pay customs duties, or taxes, on goods they traded with other European countries.	EU countries are part of a common market. They can trade freely with each other without paying duties.
Many European countries' economies were small compared to those of larger nations such as the United States.	EU countries create a combined economy that is one of the largest in the world.
Europeans had to have passports or other special permits to travel from one European country to another.	Citizens of EU countries do not need passports or special permits to travel throughout most of the EU.
Europeans had to obtain permission to live and work in other countries in Europe.	Citizens of EU countries can live and work anywhere in the EU without having to obtain permission.
Each European country had its own separate currency, or form of money.	Most EU countries share one currency, the euro.
European countries and their citizens had to exchange currencies to buy goods and services from other European countries.	EU countries and their citizens can use the euro to buy goods and services throughout the EU.

GEOGRAPHIC FEATURE

The Euro

Have students study the image and answer the associated question.

Analyze Visuals Why do you think each country has its own unique symbol? *in order to keep their own identity as a nation*

In print edition, see Link to Economics of same title.

GEOGRAPHY AND ECONOMICS

The Euro

The front sides of euro coins all have the same image, but the backs feature a unique symbol that represents each country. Euro bills show symbols of unity.



Benefits of Membership in the European Union

Trade	Before	After
	<ul style="list-style-type: none"> European countries had to pay customs duties, or taxes, on goods they traded with other European countries. Many European countries' economies were small compared to those of larger nations such as the United States. 	<ul style="list-style-type: none"> EU countries are part of a common market. They can trade freely with each other without paying duties. EU countries create a combined economy that is one of the largest in the world.
Currency	Before	After
	<ul style="list-style-type: none"> Each European country had its own separate currency, or form of money. European countries and their citizens had to exchange currencies to buy goods and services from other European countries. 	<ul style="list-style-type: none"> Most EU countries share one currency, the euro. EU countries and their citizens can use the euro to buy goods and services throughout the EU.
Work and Travel	Before	After
	<ul style="list-style-type: none"> Europeans had to have passports or other special permits to travel from one European country to another. Europeans had to obtain permission to live and work in other countries in Europe. 	<ul style="list-style-type: none"> Citizens of EU countries do not need passports or special permits to travel throughout most of the EU. Citizens of EU countries can live and work anywhere in the EU without having to obtain permission.

Interpret Charts

Based on the chart, what are two benefits of EU membership?

Through the European Union, the countries of Europe work together toward common economic goals. The EU helps its member nations compete with economic powers like the United States and Japan. In 1999 the EU introduced a common currency, the euro, which many member countries now use. The euro has made trade much easier.

The European Union has helped unify Europe. In recent years, many countries from Eastern Europe have joined the EU. Other countries hope to join in the future. However, the EU has experienced some turmoil in recent times because some members disagree with specific policies.

Link to Economics

The Euro

The front sides of the euro coins all have the same image, but the backs feature a unique symbol for each country. Euro bills show symbols of unity.



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TIERED ACTIVITY

The European Union

Below Level Provide students with a blank map of Europe. Students should research EU membership to determine when each member state joined the union. They should label and color blue all countries that are founding members of the EU; then label and color red all countries that joined the EU in 1973. Have them do the same for the years 1981, 1986, 1995, 2004, 2007, and 2013, using a unique color for each year.

At Level Going beyond the Below Level activity, students should:

- Examine the countries that joined the EU in 2004 and determine where they are geographically in comparison to the other EU member states.

- Determine which European countries are not members of the EU and their geographic location, in relation to EU member states that joined in 2004 and 2007.
- Offer some explanations for their findings.

Above Level Going beyond the Below and At Level activities, students should:

- Create a fact sheet for all EU member states, listing date of entrance into the EU, capital city, currency, language, population, and GDP per capita.
- Determine which EU countries do not use the euro as their national currency and offer some explanations for why this is so.



In September 2016 Brexit supporters who want the United Kingdom to leave the European Union hold a rally outside the British Parliament.

For example, the long, bloody civil war in Syria has created a refugee crisis. A **refugee** is someone who has been forced to flee his or her country because of persecution, war, or violence. For several years, over a thousand children a day fled Syria, alone or with family members. They face an uncertain future. Many refugees want **asylum**, or protection, in Europe to start new lives. Others, called **migrants**, have fled violence and poverty in Africa, the Middle East, and other regions. More than a million migrants and refugees crossed into Europe in 2015. Some traveled overland. Many others braved the Mediterranean Sea on overcrowded boats. Some were not so lucky. In April 2015 approximately 800 migrants drowned when their boat capsized.

European countries struggled to figure out what to do with their new arrivals. The crisis caused divisions in the European Union about how best to resettle so many people. Many Europeans welcomed the refugees and helped them find homes, jobs, and schools for their children. Others

ONLINE ANALYZE VIDEOS

Syrian Refugees

Have students watch the video individually or as a class. You may wish to use the associated question as a discussion prompt.

Analyze Videos Why do Syrian refugees attempt to make such a perilous journey to Europe? *The civil war in Syria has destroyed much of their country and is extremely dangerous. They want to try to make a better life.*

Watch Channel One News



ENGLISH LANGUAGE LEARNERS

Gallery Walk

- To help students gain a greater understanding of post–World War II Europe, organize them into pairs to create posters.
- Assign one-third of the pair groups *The Cold War*, one-third *The End of the Cold War*, and one-third *European Cooperation*. Have them create posters that include images and captions that tell about one aspect of the topic they have been assigned.

- When the posters are complete, display them around the classroom or hallway as if in an art gallery. Provide the students with adhesive notepads, and ask them to walk through the gallery and write notes to extend ideas, ask questions, or offer praise. Have them adhere the notes to the posters.
- Use the student-written notes to guide a class discussion.

*Alternative Assessment Handbook, Rubrics 11: Discussions; 14: Group Activity; and 28: Posters

READING CHECK

Find Main Ideas How has cooperation in Europe affected the region? *It has helped to unify Europe through trade and politics.*

Reading Check
Find Main Ideas
How has cooperation in Europe affected the region?

believed the newcomers might take their jobs or not adapt to a different way of life. These fears helped create a new spirit of nationalism in Europe. Some people believed that their own country might be better off both politically and economically outside the European Union.

In June 2016 the United Kingdom voted to leave the European Union. British citizens approved the Brexit vote (for “British Exit”) by a narrow margin. It is the first time a member country has decided to leave the EU. Both sides have two years to work out an exit agreement. Despite difficulties, EU leaders hope to continue their goal to bring the nations of Europe closer together.

Summary The establishment of the European Union helped unify much of Europe after years of division during the Cold War.

Print Assessment

Review Ideas, Terms, and Places

1. a. **Recall** What was the Cold War? *a period of tense rivalry between the United States and the Soviet Union*
- b. **Analyze** Why was Europe divided during the Cold War? *Much of Eastern Europe was loyal to the Soviet Union; much of Western Europe was loyal to the United States.*
2. a. **Identify** What new countries were formed after the end of the Cold War? *Russia, Belarus, Ukraine, Lithuania, the Czech Republic, Slovakia, Bosnia and Herzegovina, Croatia, Serbia and Montenegro, Macedonia, and Slovenia*
- b. **Compare and Contrast** How were ethnic tensions in Czechoslovakia and Yugoslavia similar and different? *similar—Ethnic tensions resulted in the breakup of the two countries; different—Czechoslovakia split peacefully, while Yugoslavia broke up violently.*
- c. **Compare** How did the roles that the United States and the Soviet Union played after World War II change the political and economic development of other countries in the world? *Answers will vary, but students should support their response with information from the text.*
3. a. **Define** What is a common market? *a group of nations that cooperates to make trade easier among its members*
- b. **Make Inferences** Why did some Europeans believe stronger economic and political ties could prevent war in Europe? *Possible answer: Countries that cooperate are less likely to go to war.*

Critical Thinking

4. **Summarize** Draw a chart and use your notes to summarize the effect that the Cold War, end of the Cold War, and formation of the European Union had on the different regions of Europe. Write a sentence that summarizes the effect of each event. *Answers will vary but should demonstrate understanding of the effects of each event.*

Lesson 6 Assessment

Review Ideas, Terms, and Places

1. a. **Recall** What was the Cold War?
b. **Analyze** Why was Europe divided during the Cold War?
2. a. **Identify** What new countries were formed after the end of the Cold War?
b. **Compare and Contrast** How were ethnic tensions in Czechoslovakia and Yugoslavia similar and different?
c. **Compare** How did the roles that the United States and the Soviet Union played after World War II change the political and economic development of other countries in the world?
3. a. **Define** What is a common market?
b. **Make Inferences** Why did some Europeans believe stronger economic and political ties could prevent war in Europe?

Critical Thinking

4. **Summarize** Use your notes and the chart below to summarize the effect that each event had on the different regions of Europe. Write a sentence that summarizes the effect of each event.

	Cold War	End of Cold War	European Union
Western Europe			
Eastern Europe			

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ADVANCED/GIFTED

Evaluating Brexit

1. Have students use library or Internet resources to learn more about the Brexit vote. Have students research why the Brexit vote was held, the reasons people supported or opposed leaving the EU, and how the results of the Brexit vote have affected Great Britain.
2. Then ask students to use their findings to create a chart to list the pros and cons of the outcome of the Brexit vote.

3. Have students evaluate their charts and then write a paragraph explaining whether they would have supported or opposed Brexit. Students should provide reasons and data to support their responses. Invite volunteers to share their paragraphs with the class.

*Alternative Assessment Handbook, Rubrics 7: Charts; and 30: Research

► Online Assessment

1. How was Europe divided during the Cold War?
 - between Axis and Allied countries
 - between capitalist and socialist countries
 - between northern and southern countries
 - between NATO and Warsaw Pact countries

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

During the Cold War, countries that were part of **NATO** were non-Communist countries.

2. Which of the following was an effect of the end of the Cold War?

- Germany reunited.
- Yugoslavia reunited.
- The Czech Republic and Slovakia united.
- Russia united with Ukraine and Lithuania.

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

At the end of the Cold War, **Germany** reunified.

3. Which of the following is a change brought about by the European Union?

- The number of foreign workers in Europe has decreased greatly.
- Many European countries use the same national government.
- The number of refugees to Europe has decreased greatly.
- Many European countries use the same currency.

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

Countries belonging to the European Union are able to trade more easily by using **the euro**.

4. **Compare and Contrast** How were the government and economy of the United States and the Soviet Union different?

The United States is a democracy and has an economy based on free enterprise. The Soviet Union was a Communist country whose government controlled the economy.

5. **Cause and Effect** How did the fall of communism affect countries in Eastern Europe? Describe two ways.

The economies of new countries struggled since they had no market economy and no strong industries. The breakup of Yugoslavia at the end of the Cold War resulted in civil wars and thousands of deaths.

6. **Make Inferences** Why did European leaders think that a common market would help prevent war?

Leaders hoped that by uniting countries economically, countries would be more likely to cooperate on issues rather than compete, bringing them closer together. This would make the threat of war between countries united by trade much less likely.

ADDITIONAL INSTRUCTIONAL MATERIALS

continued from page 455

SPECIAL NEEDS STUDENTS

The United States and the Soviet Union during the Cold War

1. Ask students to use the library or the Internet to locate photos from the United States and the Soviet Union during the Cold War.
2. Have each student select two photos—one from the United States and the other from the Soviet Union—to compare.
3. Ask students to determine what the photos reveal about living in the United States and the Soviet Union at that time. Invite volunteers to share their observations with the class.

*Alternative Assessment Handbook, Rubric 12: Draw Conclusions

Social Studies Skills

Interpret Political Cartoons

Define the Skill

Political cartoons are drawings that express views on important political or social issues. The ability to interpret political cartoons will help you understand issues and people's attitudes about them.

Political cartoons use images and words to convey a message about a particular event, person, or issue in the news. Most political cartoons use symbols to represent those ideas. For example, political cartoonists often use Uncle Sam to represent the United States. They also use titles and captions to express their point of view.



Soviet leader Mikhail Gorbachev examines a broken hammer and sickle.

Learn the Skill

Examine the cartoon. Then, answer the following questions to interpret its message.

1. Read any title, labels, or captions to identify the subject of the cartoon. What information does the caption for this cartoon give you? To what event does this cartoon refer?
2. Identify the people and symbols in the cartoon. What person is pictured in this cartoon? What does the crushed hammer and sickle represent?
3. What message is the cartoonist trying to convey?

Practice the Skill

Use your new skills to interpret a recent political cartoon. Locate a political cartoon that deals with an issue or event that has been in the news recently. Then, answer the questions below.

1. What issue or event does the cartoon address?
2. What people or symbols are represented in the cartoon?
3. What point is the cartoon attempting to make?

Social Studies Skills

Interpret Political Cartoons

Explain to students that political cartoons are similar to editorials—they are meant to express a viewpoint and to change the way the viewer sees a particular issue. Tell students that political cartoonists frequently use symbols as “shorthand” to communicate particular ideas. Ask students to brainstorm symbols they use and see in daily life that could be used in a political cartoon. For example, what does a dove usually represent? *peace* What meaning is communicated by a skull and crossbones? *death or danger* A black cat? *bad luck* Write several students’ responses on the board to help them interpret the political cartoon they select for the Practice the Skill activity.

Answers

Learn the Skill

1. Read any title, labels, or captions to identify the subject of the cartoon. What information does the caption for this cartoon give you? To what event does this cartoon refer? *name of the person depicted; breakup of the Soviet Union*
2. Identify the people and symbols in the cartoon. What person is pictured in this cartoon? What does the crushed hammer and sickle represent? *Mikhail Gorbachev; the Soviet Union*
3. What message is the cartoonist trying to convey? *The Soviet Union broke up under the leadership of Mikhail Gorbachev.*

Practice the Skill

1. What issue or event does the cartoon address?
 2. What people or symbols are represented in the cartoon?
 3. What point is the cartoon attempting to make?
- Answers will vary depending on the political cartoon the student selects.*

Module 13 Assessment

Print Assessment

Review Vocabulary, Terms, and Places

Match the words or names with their definitions or descriptions.

- | | |
|------------------|-------------------------|
| a. arms race | f. nationalism |
| b. Enlightenment | g. circumnavigate |
| c. Axis Powers | h. strategy |
| d. dictator | i. Treaty of Versailles |
| e. suffragettes | j. trench warfare |
1. a powerful ruler who exerts complete control and often rules by force *d*
2. a period during which people used reason to examine society and politics *b*
3. a style of fighting in which each side fights from deep ditches dug into the ground *j*
4. British women who campaigned for the right to vote *e*
5. a plan for fighting a battle or war *h*
6. Magellan led a voyage that was the first to do this to Earth *g*
7. the alliance of Germany, Italy, and Japan in World War II
c
8. devotion and loyalty to one's country *f*
9. a competition between countries for superior weapons
a
10. its harsh terms ended World War I and led to World War II *i*

Comprehension and Critical Thinking

LESSON 1

11. a. **Identify** What did Christopher Columbus and Ferdinand Magellan achieve? *Columbus was the first European to discover the Americas; Magellan's crew circumnavigated the world.*
b. **Identify Cause and Effect** How did the Scientific Revolution help contribute to the Age of Exploration? *provided navigation tools and better ships, enabling European explorers to make longer, safer voyages*
c. **Elaborate** How did European colonization of the Americas affect European society? *began European rivalry for colonies, made many nations rich*

LESSON 2

12. a. **Recall** What three goals did the Enlightenment thinkers believe the use of reason could achieve? *knowledge, freedom, happiness*
b. **Compare** What ideas did John Locke and Jean-Jacques Rousseau share? *People can change rulers if laws do not protect rights.*
c. **Elaborate** How did the English Bill of Rights and the Declaration of the Rights of Man and of the Citizen change the power of monarchs? *weakened the power of monarchs by giving more power to Parliament and protecting the rights of citizens*

Review Vocabulary, Terms, and Places

Match the words or names with their definitions or descriptions.

- | | |
|------------------|-------------------------|
| 1. arms race | 6. nationalism |
| 2. Enlightenment | 7. circumnavigate |
| 3. Axis Powers | 8. strategy |
| 4. dictator | 9. Treaty of Versailles |
| 5. suffragettes | 10. trench warfare |
- a. a powerful ruler who exerts complete control and often rules by force
b. a period during which people used reason to examine society and politics
c. a style of fighting in which each side fights from deep ditches dug into the ground
d. British women who campaigned for the right to vote
e. a plan for fighting a battle or war
f. Magellan led a voyage that was the first to do this to Earth
g. the alliance of Germany, Italy, and Japan in World War II
h. devotion and loyalty to one's country
i. a competition between countries for superior weapons
j. its harsh terms ended World War I and led to World War II

Comprehension and Critical Thinking

Lesson 1

11. a. **Identify** What did Christopher Columbus and Ferdinand Magellan achieve?
b. **Identify Cause and Effect** How did the Scientific Revolution help contribute to the Age of Exploration?
c. **Elaborate** How did European colonization of the Americas affect European society?
12. a. **Recall** What three goals did the Enlightenment thinkers believe the use of reason could achieve?
b. **Compare** What ideas did John Locke and Jean-Jacques Rousseau share?
c. **Elaborate** How did the English Bill of Rights and the Declaration of the Rights of Man and of the Citizen change the power of monarchs?

Lesson 3

13. a. **Recall** In which country did the Industrial Revolution start?
b. **Identify Cause and Effect** How did industrial growth lead to improvements in society?
c. **Evaluate** Which Industrial Revolution invention do you think was most significant? Why?

Lesson 4

14. a. **Recall** What causes led to the outbreak of World War I?
b. **Draw Conclusions** How did the U.S. entry into World War I affect the war's outcome?
c. **Elaborate** Why do you think World War I led to revolutions in some countries?



ONLINE DOCUMENT-BASED INVESTIGATION

History of Modern Europe

Have students complete and review all the DBI activities in Part 1.

Use this Compare/Contrast essay rubric to score students' work in Part 2.

RUBRIC

- Students' essays should
- identify similarities and differences appropriate to the topic
 - attempt comparisons from parallel categories of items
 - cite at least three sources of appropriate text evidence from Part 1 in support of their comparisons
 - be organized into a distinct introduction, a main body consisting of several paragraphs, and a conclusion that sums up the main points.

Write a Compare-and-Contrast Essay Using the exhibits in Part 1 and your knowledge of the history of modern Europe, write a compare and contrast essay that answers the following question: How have governments and the governed wielded power throughout modern European history? Think about how those in power used it, and about how those without power adapted to or resisted the powerful. Be sure to discuss how the consequences of their actions influenced history, and cite specific evidence from at least three sources in your response.

Module 13 Assessment, continued

Lesson 5

15. a. **Identify** What two alliances fought in World War II? What countries belonged to each?
b. **Compare** In what ways were Joseph Stalin, Benito Mussolini, and Adolf Hitler similar?
c. **Elaborate** In your opinion, how were the Allies able to win World War II?

Lesson 6

16. a. **Identify** Into what alliances was Europe divided during the Cold War?
b. **Analyze** How did the Cold War come to an end?
c. **Predict** Do you think that the European Union will hurt or help Europe? Explain.

Reading Skills

Use Context Clues—Contrast Use the Reading Skills taught in this module to complete the following activity.

Use context clues to determine the meaning of the underlined words in the sentences below.

17. During World War II, people who aided Jews were often detained rather than set free.
18. Many celebrations at the end of the Cold War were frenzied, not calm and orderly.
19. European dictators who rose to power were ruthless as opposed to kind.

Social Studies Skills

Interpret Political Cartoons Examine the political cartoon, then answer the following questions.

20. What event does the cartoon depict?
21. What symbols does the cartoon use? To what do those symbols refer?
22. What point is the artist trying to make?



Map Activity

23. **Europe, 1989** On a separate sheet of paper, match the letters on the map with their correct labels.

Berlin Poland West Germany
London Moscow Yugoslavia
Paris



Focus on Writing

24. **Write a Diary Entry** Imagine you are a person who has witnessed the events of the 20th century. Review your notes to organize the diary of your imaginary person. Divide your diary into three periods—World War I, World War II, and 1945–today. Describe the events your imaginary person experienced from his or her point of view. Remember to describe his or her thoughts and feelings about each event.

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LESSON 3

13. a. **Recall** In which country did the Industrial Revolution start? *Great Britain*
b. **Identify Cause and Effect** How did industrial growth lead to improvements in society? *goods cheaper; inventions made life easier; more people joined middle class; development of capitalism*
c. **Evaluate** Which Industrial Revolution invention do you think was most significant? Why? *Answers will vary but should use information from the module.*

LESSON 4

14. a. **Recall** What causes led to the outbreak of World War I? *nationalism; competition for land, power, and resources; alliances; assassination of Archduke Ferdinand*
b. **Draw Conclusions** How did the U.S. entry into World War I affect the war's outcome? *Allied Powers had renewed energy.*
c. **Elaborate** Why do you think World War I led to revolutions in some countries? *People were dissatisfied with their ruined countries and the many deaths and wanted new leadership.*

LESSON 5

15. a. **Identify** What two alliances fought in World War II? What countries belonged to each? *Axis Powers—Germany, Italy, Japan, and other countries; Allies—Soviet Union, Great Britain, United States, France, and other countries*
b. **Compare** In what ways were Joseph Stalin, Benito Mussolini, and Adolf Hitler similar? *They were all dictators.*
c. **Elaborate** In your opinion, how were the Allies able to win World War II? *Possible answers: U.S. and Britain forced Mussolini to surrender; Allies defeated Japan in key battles; Soviets forced Germany to retreat; Allies advanced on Germany with D-Day invasion*

LESSON 6

16. a. **Identify** Into what alliances was Europe divided during the Cold War? *Western—non-Communist, loyal to U.S.; Eastern—Communist, loyal to Soviet Union*
b. **Analyze** How did the Cold War come to an end? *Possible answer: The U.S. helped Western Europe prosper, while Eastern Europe struggled. Soviet leader Gorbachev worked with U.S. president Reagan to slow the arms race. Other reforms in the Soviet Union led to democratic movements, which resulted in new countries forming and the breakup of the Soviet Union.*
c. **Predict** Do you think that the European Union will hurt or help Europe? Explain. *Possible answers: help—develop a good sense of community among nations, strengthen the economies of the member nations, bring cooperation and peace to Europe, protect common good through international rules and laws; hurt—nations may become too dependent on one another; EU limits government roles*

(continued)

Essential Question ESSAY

Has Modern Europe's influence on the rest of the world been positive or negative?

RUBRIC

- Students' essays should:
- respond to the Essential Question with a specific position
 - illustrate valid reasoning supporting their position
 - cite persuasive evidence supporting their position
 - identify key people, events, and/or turning points that demonstrate understanding of the module content
 - be organized into a distinct introduction, main body, and conclusion

Write an argument answering this question. Your essay should include specific details about events or movements in modern Europe and how they affected the rest of the world. Be sure to cite evidence to support your point and organize your essay into an introduction, body, and conclusion.

Alternative Activity Instead of writing essays, address the Essential Question through activities such as holding debates, creating multimedia presentations, or writing journal entries. See the Alternative Assessment Handbook for a selection of project rubrics.

Print Assessment (*continued*)

Reading Skills

Use Context Clues—Contrast Use the Reading Skills taught in this module to complete the following activity.

Use context clues to determine the meaning of the underlined words in the sentences below.

17. During World War II, people who aided Jews were often detained rather than set free. Detained means the opposite of set free.
18. Many celebrations at the end of the Cold War were frenzied, not calm and orderly. Frenzied means the opposite of calm and orderly.
19. European dictators who rose to power were ruthless as opposed to kind. Ruthless means the opposite of kind.

Social Studies Skills

Interpret Political Cartoons Examine the political cartoon, then answer the following questions.

20. What event does the cartoon depict? *the D-Day invasion of Normandy, France*
21. What symbols does the cartoon use? To what do those symbols refer? *Adolf Hitler—Axis Powers; tanks, airplanes, and bombs—planned invasion; giant wave—overwhelming military siege by the Allies*
22. What point is the artist trying to make? Possible answer: *The Allies had more capacity to produce weapons than the Axis Powers, and that capacity proved decisive in the conflict.*

Map Activity

23. **Europe, 1989** On a separate sheet of paper, match the letters on the map with their correct labels.

Berlin **D** Poland **E** West Germany **C**
London **A** Moscow **G** Yugoslavia **F** Paris **B**

Focus on Writing

24. **Write a Diary Entry** Imagine you are a person who has witnessed the events of the 20th century. Review your notes to organize the diary of your imaginary person. Divide your diary into three periods—World War I, World War II, and 1945–today. Describe the events your imaginary person experienced from his or her point of view. Remember to describe his or her thoughts and feelings about each event.

RUBRIC: Students' diary entries should:

- describe three different time periods
- include thoughts and feelings
- be from the point of view of someone experiencing the time period

Online Assessment

1. Drag the answer choice into the box next to each description.

scientist who contributed to math and physics	Isaac Newton
scientist who wrote that Earth orbited the sun	Galileo
explorer who navigated a voyage around the world for Spain	Ferdinand Magellan
explorer whose voyages for Spain started the European exploration of the Americas	Christopher Columbus
Portuguese leader who founded a navigation school and sponsored voyages along the African coast	Prince Henry

2. Which of the following was a main goal of the Spanish in exploring the Americas?

- gaining gold and silver
 establishing plantations
 trapping valuable animals
 enslaving the native populations

3. Which of the following were effects of the Columbian Exchange?

Select the **two** correct answers.

- Horses were introduced to Europe.
 Europeans converted to new religions.
 Eating habits around the world changed.
 New technologies were used throughout the world.
 Native Americans became sick from measles and smallpox.

4. Drag the answer choice into the box next to each description.

document that made taxes fairer and guaranteed rights of speech, press, and religion	Declaration of the Rights of Man and of the Citizen
document limiting the power of the English monarch and establishing the right to trial by jury	Magna Carta
document outlawing cruel and unusual punishment and listing rights for English Parliament including the power to pass laws and raise taxes	English Bill of Rights
document that used ideas of Locke and Rousseau about government and natural rights to announce the break between Great Britain and 13 of its colonies	Declaration of Independence

5. Which of the following characterized the Enlightenment?

- obeying a monarch's rule
 revolting against democracies
 using reason to improve society
 applying religion to everyday life

6. Why was Napoleon important in history?

- His military ideas still influence political thought today.
 His democratic ideas spread across Europe.
 His armies conquered much of Europe.
 His family still rules France today.

7. Why did the Industrial Revolution start in Great Britain?

- Great Britain had all of the factors of production.
 Great Britain had the strongest military in the world.
 Great Britain needed jobs for its expanding population.
 Great Britain needed markets for its manufactured goods.

8. Drag the answer choice into the box next to each description.

machine used to power most factories	water frame
used to send messages over a long distance	telegraph
used to convert iron inexpensively into a stronger product	Bessemer steel process
machine that could produce dozens of threads at one time	spinning jenny

9. Select the correct button in the table to show whether each statement was a positive or negative effect of the Industrial Revolution.

	Positive Effect	Negative Effect
Many workers stayed poor.	<input type="radio"/>	<input checked="" type="radio"/>
Workers lived in cramped, unsafe apartments.	<input type="radio"/>	<input checked="" type="radio"/>
Cities became dirty, noisy, crowded, and disease-filled.	<input type="radio"/>	<input checked="" type="radio"/>
Manufactured goods became cheaper and more available.	<input checked="" type="radio"/>	<input type="radio"/>
More people joined the middle class by becoming wealthier.	<input checked="" type="radio"/>	<input type="radio"/>

10. Drag the answer choice into the box next to each description.

the competition between countries for colonies	imperialism
the desire of different ethnic groups to have an independent nation-state	nationalism
the splitting of major European countries into two rival groups of countries	alliances
the competition between countries to have the strongest armies and navies	militarism

11. Which of the following was an effect of World War I?

- Austria-Hungary paid for war damages.
- A Communist government came to power in Russia.
- Serbia accepted responsibility for causing the war.
- A Communist government came to power in Germany.

12. Drag the name of each new country created at the end of World War I into the correct location on the map.



13. Drag the name of the dictator into the box next to his description.

German dictator	Adolf Hitler
Italian dictator	Benito Mussolini
Soviet dictator	Joseph Stalin

14. How did Germany take over so much territory so quickly at the beginning of World War II?

- by bombing capital cities
- by using the *Luftwaffe* to attack foreign ships
- by seizing control of train depots
- by using the *blitzkrieg* to overpower opposing forces

15. What was the Holocaust?

- the inflation of German currency
- the mass execution of 6 million Jews
- the Allied invasion of Normandy, France
- the dropping of the atomic bomb on Japan

16. Drag the answer choice into the boxes to complete the sentence correctly.

The Cold War divided European countries into Communist countries belonging to *the Warsaw Pact* and non-Communist countries belonging to *NATO*.

17. How was Yugoslavia affected by the end of the Cold War?

- It unified with neighboring countries.
- Different ethnic groups fought civil wars to control territory.
- It split into a confederation of nation-states.
- Ethnic groups separated peacefully into different nation-states.

18. What is the purpose of the European Union?

- to unite former Communist countries with other European countries
- to generate European economic growth and compete with former Communist countries
- to unite different European countries under one government
- to promote political and economic cooperation between European countries

► Online Multimedia Connections

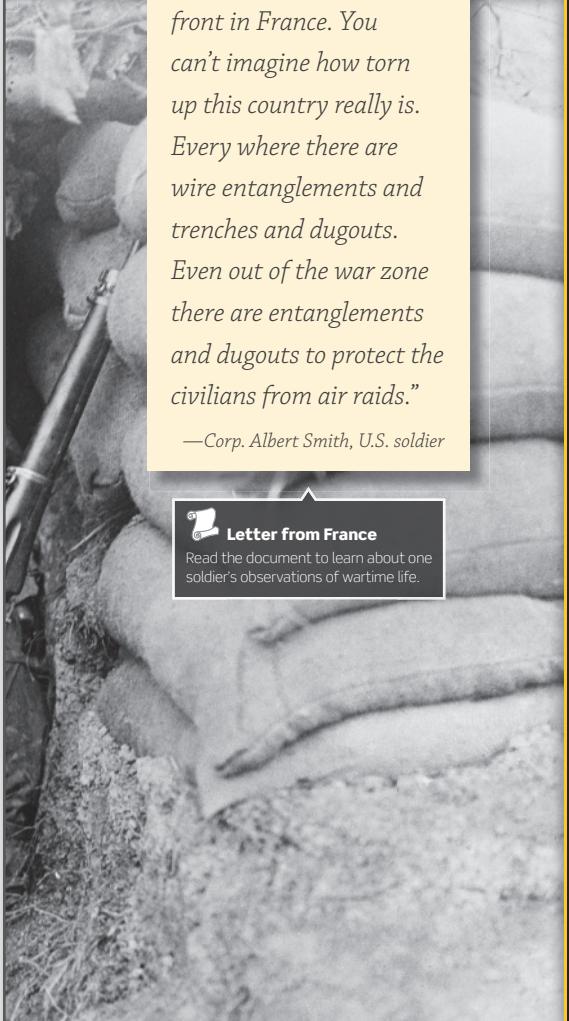
In this Multimedia Connection, students will learn about World War I. They will watch and discuss short video clips about the American home front, new military weapons and technology, and how soldiers' letters home told the story of the war.

Dear home: LETTERS FROM WWI

When U.S. troops arrived in Europe in 1917 to fight in World War I, the war had been dragging on for nearly three years. The American soldiers suddenly found themselves in the midst of chaos. Each day, they faced the threats of machine-gun fire, poison gas, and aerial attacks. Still, the arrival of American reinforcements had sparked a new zeal among the Allies, who believed the new forces could finally turn the tide in their favor. The letters soldiers wrote to their families back home reveal the many emotions they felt on the battlefield: confusion about their surroundings, fear for their own safety, concern for friends and loved ones, and hope that the war would soon be over.

Explore World War I online through the eyes of the soldiers who fought in it. You can find a wealth of information, video clips, primary sources, activities, and more through your online textbook.

465MC1 MULTIMEDIA CONNECTIONS



"I have been on every front in France. You can't imagine how torn up this country really is. Every where there are wire entanglements and trenches and dugouts. Even out of the war zone there are entanglements and dugouts to protect the civilians from air raids."

—Corp. Albert Smith, U.S. soldier

 **Letter from France**

Read the document to learn about one soldier's observations of wartime life.



Go online to view these and other HISTORY® resources.



 **I Over There**

Watch the video to learn about the experiences of American soldiers on the way to Europe and upon their arrival.



 **War on the Western Front**

Watch the video to hear one soldier's vivid account of battle and its aftermath.



 **Surrender!**

Watch the video to experience soldiers' reactions to the news that the war was finally over.

LETTERS FROM WORLD WAR I 465MC2