

COURSE INTRODUCTION

CONNECT

Explore the Guiding Questions

World History covers the period from the age of Absolutism in the 16th century through the present day, with a review section that addresses the period from prehistory to the era of New Global Connections. To help students make sense of such a vast amount of information, the California Framework lists three thematic questions around which the historical narrative can be organized. This feature takes those three questions and gives you specific examples and applications of them that you can highlight as you teach the course.

Read the Introductory paragraph aloud. Point out that a revolution is, in general, a major and extensive change in people's ideas and how things are done. Political revolutions involve the overthrow of existing government.

Infer What would be the subject of change during a period named the Scientific Revolution? Give examples. (Sample answers: The way that scientists do their research; people's understanding of scientific concepts) What would change in a country going through a democratic revolution? (Possible answers: The country would move from a government in which few people had a role in governing to one in which most of the population would be able to influence decisions.)

Hypothesize How might the movements mentioned in the question—the Enlightenment, the Scientific Revolution, the Age of Reason, and democratic revolutions—be connected? (Possible answer: During the time periods covered by the question, people started to question how things had always been done, which led to changes in many areas, including scientific research and government.)

The Enlightenment and the Age of Reason

Have students examine the painting. Ask a volunteer to read the caption.

COURSE INTRODUCTION

Questions from the History–Social Science Framework for California Public Schools to guide your study of World History



The study of world history covers the stories of the people who have lived on all the continents over a span of thousands of years. Though cultures have varied widely, and steady progress has changed the nature of people's struggles, certain themes are universal. The following Guiding Questions will help you focus on some of the major changes that have affected the course of modern history.

GUIDING QUESTION

How did ideas associated with the Enlightenment, the Scientific Revolution, the Age of Reason, and a variety of democratic revolutions develop and impact civil society?

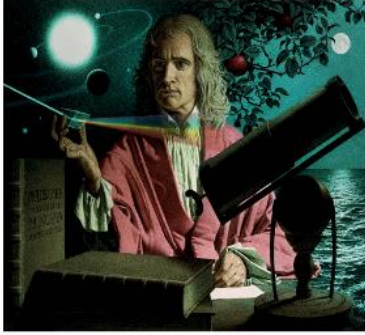
Several periods of revolutionary thought followed the years of the middle ages. During these movements, prominent thinkers, scientists, artists, and leaders questioned traditional social values and traditional ways of doing things. As they developed new philosophies related to the arts, sciences, and government, they affected how people in general viewed the world around them. New ways of thinking forced changes to society.



The Enlightenment and the Age of Reason

>> The Enlightenment, sometimes called the Age of Reason, was a period of revolutionary thinking in the 17th and 18th centuries. Philosophers and other writers studied the ideas of the ancient Greeks and Romans as well as advances made during the Renaissance and Reformation in the 14th through 17th centuries. Inspired by these periods, Enlightenment figures refocused society on the value of individual rights and responsibilities. They questioned blind obedience to rulers and thought that the answers to society's problems could be found through reason, the thought process that observes and evaluates evidence.

See Topic 1, Lesson 4, to learn more about the philosophies of the Enlightenment and their impact.



The Scientific Revolution

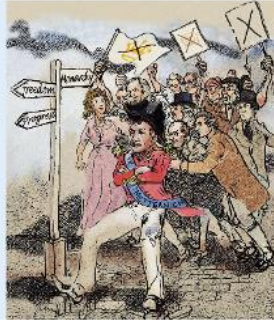
>> In the 16th and 17th centuries, the practice of modern science was established by scientists using new methods of observing and evaluating the world. Like the philosophers of the Enlightenment, these scientists used reason and logic to come to conclusions. This way of thinking, called the scientific method, relied on careful observation and analysis based on evidence. By using the evidence in front of them instead of being influenced by religious and other cultural pressures, the scientists of the time made revolutionary advances in their fields.

See Topic 1, Lesson 4, to learn more about the Scientific Revolution.

Democratic Revolutions

>> Between the years of 1750–1917, political revolutions upended the ruling governments throughout much of the Americas and Europe. Starting with the American Revolution and French Revolution, these rebellions found inspiration in the concept of democracy formed by ancient Greeks in Athens. Revolutionaries also borrowed on philosophies from the Enlightenment that stressed the importance of reason, individual rights, and citizenship. Replacing monarchs and other authoritarian leaders with democratic and representative forms of governments, these revolutions established the nature of civil society prevalent through much of the world today.

See Topic 1, Lessons 5–7, and Topic 3, Lessons 1 and 2, to learn more about democratic revolutions.



CONNECTING TO THE GUIDING QUESTION

1. How was the history of democratic revolutions linked to the Enlightenment?
2. How did the practices of scientists during the Scientific Revolution break from the teachings of religion?
3. How are modern American values representative of philosophies popularized during the Enlightenment?

The Scientific Revolution

Have students study the image of scientist Isaac Newton. Ask a volunteer to read the caption.

Analyze Visual Information How does the illustration show the practice of scientific research? (Sample response: Newton is performing an experiment with a prism, watching light separate into colors. The details around him show different kinds of science—the solar system and a telescope for astronomy, the ocean for Earth science, and a tree for life science.)

Identify Cause and Effect What was the effect of scientists adopting the scientific method? (Possible answer: By relying on observation and evidence and not being bound by religious and other cultural dogmas, scientists were able to make revolutionary advances that they probably would not have been able to achieve otherwise.)

See Also For other examples of advances in science and technology, refer students to:

- Topic 2, Lesson 1
- Topic 10, Lesson 9

Democratic Revolutions

Have students examine the political cartoon. Ask a volunteer to read the caption. Point out that the figure in red in the cartoon is Prince Klemens von Metternich, Austrian foreign minister following the Napoleonic wars who helped forge an alliance of states wishing to preserve monarchy and hold back the rise of democratic forms of government.

Analyze Visual Information What is the message in the political cartoon? (Possible answer: The people are moving away from the existing government—monarchy—and toward the ideals of freedom and progress, which were associated with democracy. The signs show more rejection of monarchy, symbolized by the crown. The prince is trying to hold back the crowd from progress.)

Identify Details What Enlightenment concepts influenced revolutionaries fighting for democracy? (the concepts of the importance of reason, individual rights, and citizenship)

See Also For other examples of political revolutions, refer

Responses to Imperialism

>> People living in colonies lived under the crushing power of the imperial giants. Even with this disadvantage, rebels still found ways to resist the influence of the Western governments. Armed rebellions and nonviolent protests chipped away at the hold the imperialists had on them. In addition to protesting the very principle of outside control, these rebels fought against the exploitation of their resources and workforce; the lack of representation and respect given to their people; and the erosion of traditional culture.

See Topic 4 and Topic 6, Lessons 1–4, to learn more about the responses of people living in different colonies, including their resistance to imperialism.



The Legacy of Imperialism

>> Imperial powers could argue that they helped their colonies in some ways. They usually brought economic expansion to the lands and improved infrastructure, health, and education. However, they introduced alien cultures to lands with differing values and beliefs. In uniting different lands under the colonial banner, they threw together groups with different cultures and needs; some of these groups had been historical rivals. Departing the lands after independence meant that new governments had to be hastily set up in societies that had been disrupted for generations.

See Topic 4 to learn more about the legacy of imperialism.

CONNECTING TO THE GUIDING QUESTION

1. Why did the United States and European nations enter a period of imperialism in the late 19th and early 20th centuries?
2. What kind of harm did imperial powers cause in their colonies?
3. What do you think motivates countries today when they get involved in the governing of other countries?

Responses to Imperialism

Have students examine the political cartoon, which shows dogs as symbols for the United States, Great Britain and Japan. Ask for a volunteer to read the caption.

Analyze Visuals What is the message of the political cartoon? (Sample answer: The United States, Great Britain, and Japan controlled trade going in and out of China.)

Identify Details How did subjects of Imperialism resist outside power? (Sample answer: with armed rebellions and nonviolent protests)

See Also For other examples of people fighting oppression, refer students to:

- Topic 6, Lesson 3
- Topic 9, Lesson 2

The Legacy of Imperialism

Have students study the photographs of Chinese students at a mission school in China. Ask for a volunteer to read the caption.

Analyze Visuals How does this image show one of the effect of Imperialism? (Sample answer: Imperial powers introduced the culture of their own countries to the places they colonized. Being taught in a Christian school and learning how to play the violin, the students are learning values and skills associated with Europe.)

Identify Details What positive effects could result from colonialism? (economic expansion as well as improved infrastructure, health, and education)

See Also For other examples of the long-term effects of Imperialism, refer students to:

- Topic 9, Lesson 3
- Topic 10, Lesson 2

Explore the Guiding Questions

Ask students what they know about the relationship the American colonies had with Britain. Explain that the United States and several European countries have, at times, held this kind of relationship with colonies in other regions, most often in Asia, Africa, and Latin America.

Identify Cause and Effect What were the driving causes behind Imperialism? (*a desire to obtain more resources, expand markets, and spread Western culture*)

Draw Conclusions Why might people living in a colony object to rule from another country? (*Sample answer: Leaders in another country would not understand the needs and culture of the people in the colony; a faraway government would be more likely to deny the rights of the people in the colony.*)

Causes of Imperialism

Have students examine the photograph of Queen Victoria and a servant from India. Ask for a volunteer to read the caption.

Analyze Visuals What does this photograph tell you about the relationship between Great Britain and India at the time? (*Sample answer: Since the servant is from India, it is likely that Great Britain ruled India as a colony.*)

Identify Cause and Effect How did the Industrial Revolution lead to an expansion of European Imperialism? (*Possible answer: Growing industry created a demand for more resources in the industrialized countries as well as a need to find markets in which to sell manufactured goods. Industrialized nations also had a military advantage over non-industrialized nations, allowing the more powerful nations to colonize the weaker ones.*)

See Also For other examples of countries getting involved in the governing of others, refer students to:

- Topic 4, Lesson 2
- Topic 4, Lesson 3

GUIDING QUESTION

Why did imperial powers seek to expand their empires? How did colonies respond? What were the legacies of these conquests?

Imperialism is the policy of one country's political, economic, or cultural domination over other lands and territories. In the late 19th and early 20th century, the United States and several European countries expanded their imperial reach in Asia, Africa, and Latin America. Looking to obtain more resources, expand their markets, and spread Western culture, the imperial powers controlled many societies outside of their borders. Most of the people of their colonies resisted and eventually achieved independence, but the history of foreign control has left legacies that exist today.



Causes of Imperialism

>> Countries had four main motivations for extending their imperial power. First, the Industrial Revolution increased the demand for resources to use in the manufacturing of goods. Conquering new lands could tap into new sources of materials. Secondly, the Industrial Revolution also motivated countries to expand the markets that could buy their goods. Thirdly, nations took pride in competing for new territories. Finally, the countries wanted to spread Western values. A belief in cultural superiority and racism fed into this motivation.

See Topic 4, Lesson 1, to learn more about the drive for imperialism.

Explore the Guiding Questions

Have students explain what the term *global* means to them and ask them to give an example of technology that assists in global connection (*Sample answer: the Internet*). Explain that, in the present day, consequences of incidents ripple through many parts of the world, in ways that did not happen in the past.

Categorize How has globalization led to both positive and negative results? (*Sample answer: On the negative side, economic losses and conflicts between nations can have adverse effects worldwide. Positive effects of globalization include technological and cultural progress as well as strengthened bonds between people.*)

Infer What does the question imply about global relationships in the modern period? (*Sample answer: It shows that in the modern period, countries have had different kinds of relationships with each other, sometimes standing independently and other times either cooperating with or feuding with other countries.*)

Global Conflict and Cooperation

Have students study the photograph of American and Soviet troops meeting during World War II. Ask for a volunteer to read the caption.

Describe How did global cooperation influence the scope of both World War I and World War II? (*Sample answer: Because of alliances, many countries ended up being pulled into the conflicts, which led to the global nature of both wars.*)

Identify Details How did the relationship between the United States and the Soviet Union change in the twentieth century? (*Sample answers: The countries went from allies during World War II to rivals during the Cold War.*)

See Also For other examples of global cooperation, refer students to:

- Topic 8, Lesson 2
- Topic 10, Lesson 6

GUIDING QUESTION

Why was the modern period defined by global conflict and cooperation, economic growth and collapse, and global independence and connection?

In the 20th and into the 21st century, the fortunes of the nations of the world are increasingly connected. Economic gains and losses ripple through many economies, and conflicts between two powers adversely affect many nations that are mostly uninvolved. At the same time, global cooperation and connection have hastened great technological and cultural progress as well as strengthened bonds between people worldwide.



Global Conflict and Cooperation

>> Perhaps no other events illustrate the power of conflict and cooperation among nations as World War I and World War II. Both started with rivalries among nations and quickly pulled in additional powers as governments stepped up to support established alliances. In both wars, cooperation among allied nations led to victory. In the years after World War II, allegiances shifted as once-allied nations the United States and the Soviet Union entered a decades-long conflict known as the Cold War. Again, additional nations were drawn into the fray because of their alliances with one country or the other.

See Topics 5, 7, and 8 to learn more about how alliances and rivalries caused World War I, World War II, and the Cold War.