

e future HANDS ON

HISTORY

AGE OF DISCOVERY

Stephen Pow & Han Chae

Volume 3

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HISTORY

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Authors' Note

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

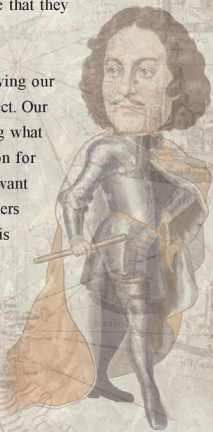
It is an unfortunate fact that sometimes history lectures can remove all the magic and wonder from the stories of the past. When we wrote *Hands on History*, we wanted history to be easily accessible and relevant to readers. We wanted them to see and feel how our history has shaped our present day. Moreover,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

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

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

Stephen Pow & Han Chae

Authors



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Lesson 1

Each lesson passage is divided into three sections.

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

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

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

Unit Map

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

LESSON 1 The Japanese Invasions

Unit 1: Battles in the Roman Period 25

The Two Invasions

Two major invasions occurred against Korea in 1592. The islands were full of Japanese soldiers after the long war for independence. A long period of peace was over and there was a possibility that the Japanese might bring back the war. The two major invasions occurred in 1592 and 1597. The Japanese were defeated in both invasions.

In 1592, the Japanese invaded Korea. They were successful in taking the capital, Seoul, and many other cities. However, they were not successful in taking the Korean capital, Seoul. The Japanese were defeated in 1597.

War on the Sea

During the invasion, Korea was almost completely conquered by the Japanese. However, the Japanese were not successful in taking the Korean capital, Seoul. The Japanese were defeated in 1597.

Japanese Invasion of Korea 1592

The map shows the Japanese invasion of Korea in 1592. It highlights the Japanese fleet, the Korean fleet, and the Korean capital, Seoul. The map also shows the Japanese fleet's route and the Korean fleet's route.

LESSON 1 The Japanese Invasions

Unit 1: Battles in the Roman Period 25

The Aftermath

The Japanese invasion led to many years of conflict. The Japanese were not successful in taking the Korean capital, Seoul. The Japanese were defeated in 1597.

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Comprehension Check

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

Facts to Remember

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

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

Answer a Different Kind of War

Write a paragraph in your journal about the topic below.

Content Choice

Write a paragraph in your journal about the topic below.

1. They —
2. They —
3. They —
4. They —

Critical Thinking

Write a paragraph in your journal about the topic below.

1. What is a hero?
2. What problem did the features of the human genome cause?
3. Why was Nereid not prepared for the first Incaean invasion?
4. Why was Y I-beam arrested during the war?

Write your answers with the class.

Journal Writing

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

1. What if you had known about the Japanese invasion of Russia?
2. Do you believe for other people's advice when you make a decision?

88 *Journal Prompts*

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

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

Unit 10: <i>Results on the Korean Peninsula</i>	
A Fill in the blank with the correct word. 1. My grandfather is _____ . He taught in the Korean War. 2. He refused _____ join both at all. 3. I refused to _____ the war. He said it was a very _____ negotiation. 4. He was _____ the war, but he was already a _____. 5. He turned it _____ a good idea that nobody _____. 6. He was _____ to _____ and the animals there were so weak. 7. The situation was _____ a terrible thing. 8. The interview was _____ a change over war. 9. He wanted _____ to _____ to the United Nations. 10. I don't want _____ that I will get to see a happy holiday.	
B Write 2 or 3 phrases. 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____	

Professor's Review

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

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

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



A New Islamic Empire

Lesson 1 The Ottoman Empire  Track 1

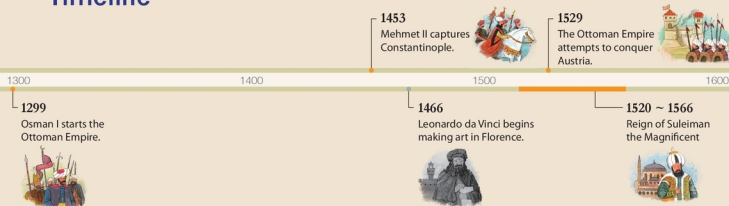
Lesson 2 Constantinople to Istanbul  Track 2



Make Connections

What makes one culture different from another culture?

Timeline



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