

e future HANDS ON

HISTORY

AGE OF IMPERIALISM

Stephen Pow & Han Chae

Volume 4

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HISTORY

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Authors' Note

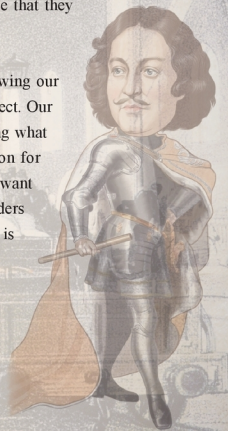
Thank you for joining us on this adventure through world history. We intend to take you on a wild ride from the dawn of civilization to the modern age. The ride is sometimes frightening, as we see empires fall, tyrants rise, and brutal wars of conquest. Yet we also see, in the story of civilization, 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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Unit Breakdown

General overview

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

● Make Connections

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

Unit 8 The Age of Imperialism

Lesson 1 Colonization of Africa
Lesson 2 Imperialism

Key Vocabulary

Choose and write the word next to its definition.

alliance	efforts	evolution	fertile	divide
machinery	most production	indicate	jealous	superior

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

Make Connections

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

Exploring Events

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

Timeline

DATE	EVENT
1840 - 1842	The Opium Wars between Britain and China.
1857 - 1858	Sepoy Mutiny in India.
1894 - 1895	Sino-Japanese War.
1897 - 1901	Boxer Rebellion in China.
1875 - 1914	The Scramble for Africa.

Timeline

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

• Key Vocabulary

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

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.

World Inquiries

Chapter 10

Conflict

Conflict One

Write in the three horizontal rows in the passage area below.

1. Essay _____

2. Essay _____

3. Essay _____

Critical Thinking

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

1. How did Europe change during the Industrial Revolution?
2. Why did the European nations fiercely compete for the world in the 1800s?
3. Why did the United States fight against other countries during the Age of Imperialism?
4. What was wrong with European countries having superior during the 1800s?

B. Write your answers with the lines.

Journal Writing

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

1. What did you learn about the Age of Imperialism?
2. Is it good to grow countries to colonize another country?

40 Age of Imperialism

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.

[illegible]

Professor's Review

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

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

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



Absolutism

Lesson 1 The Sun King  Track 1

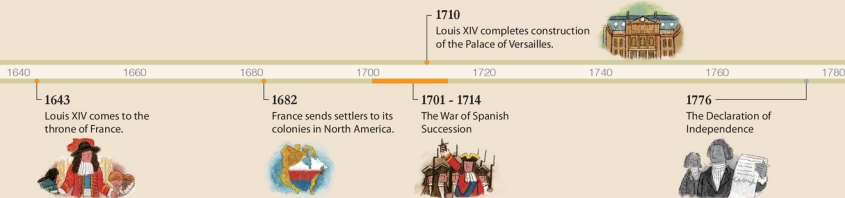
Lesson 2 The Lavish Life of a Monarch  Track 2



Make Connections

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

Timeline



Key Vocabulary

Choose and write the word next to its definition.

abuse	bankrupt	boundless	embrace	flatter
lavish	resemble	role	suspicious	tax

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

Exploring Events

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

