

Global History HOMEWORK Packet – Semester 1

Directions:

- *You are responsible for reading and following all directions on the sheet entitled “Homework Guidelines and Expectations”
- All homework must be done in your Homework Notebook.
- All homework must be handwritten.
- All questions MUST be written. You may not print, staple, paste, clip questions to your HW. *Handwritten!*
- All questions should SHOW A SIGNIFICANT AMOUNT OF EFFORT and BE IN YOUR OWN WORDS.
- Copying answers from the documents will not be accepted.
- Makeup homework will only be accepted in the event of an excused absence with a parental note.
- Other assignments will be given throughout the semester.

HW RUBRIC

✓ = (10 points)	This HW shows “serious effort” including “extensive” answers to all aspects of the HW. Answers provide specific details, citing “numerous examples”. Proper grammar and spelling should also be apparent in this HW.
✓- = (5 points)	This assignment may not have the questions <u>written</u> , may have <u>missing questions and answers</u> , or contain <u>very little details</u> or <u>little effort</u> .
No Credit	This HW will either have failed to answer all required tasks, or provide no examples or details. The assignment may have been copied (plagiarism) or have completely disregarded the direction for the assignment.

Homework #1: Course Requirements Slip

You must bring in a course requirements slip that has been signed by you AND your parent/guardian. See your teachers to get a copy of this sheet if you did not receive it.

Homework #2: Semester Project **VERY IMPORTANT HW!!!**

Thoroughly read the directions on the first page of the cycle project packet that was given to you in class. **Answer the following questions:**

1. What is the purpose of the cycle project and what is it preparing you for?
2. When is it due? How many weeks or days is that from now?
3. How many topics are in this project? What exactly must you do for each topic?
4. Explain the exact procedure for submitting this project.
5. How will you be graded? Explain in detail! (also use the rubric on the last page of the project sheet to guide your answer).
6. What will be difficult for you about completing this project?

Homework #3: Scientific Revolution

1. Define: a. Scientific Method b. Heliocentric c. Geocentric
2. Use the information below to help you answer each multiple choice question. Write out the question and the correct answer on your HW sheet.
3. Identify AT LEAST TWO ways in which your life would be different if the Scientific Revolution had not occurred. Use the information below to help you with your answer.

Information:

The Scientific Revolution was a period of great change in scientific thought. Galileo, an Italian scientist, found that the Earth was not flat, but round. This discovery led to the discovery of gravity. Other scientists of the Scientific Revolution were Isaac Newton, Rene Descartes, and Nicolas Copernicus. They relied on investigation and experimentation to prove their theories. The Scientific Revolution let scholars look at the world in a different light. Religion, superstition, and fear were replaced by reason and knowledge.

MC#1

What was a direct result of the Scientific Revolution in Europe?

- 1 a gradual decline in the growth of cities
- 2 an increase in the use of the divine right theory of government
- 3 the rise of the manorial system
- 4 the application of reason and experimentation to political thinking

MC#2

Which statement best describes the effects of the works of Nicolaus Copernicus, Galileo Galilei, Sir Isaac Newton, and René Descartes?

- 1 The acceptance of traditional authority was strengthened.
- 2 The scientific method was used to solve problems.
- 3 Funding to education was increased by the English government.
- 4 Interest in Greek and Roman drama was renewed.

Homework #4: Enlightenment

1. Define: a. Enlightenment b. Philosophes c. Natural rights

2. Examine the ideas of each of the four philosophes on the next page and answer the following question in AT LEAST ONE PARAGRAPH (4-5 sentences):

Of the four philosophes on the next page, who do you agree with most? Why?

Thomas Hobbes – “Humans are born wicked and selfish by nature. I have seen enough horrors of war to know what men are like. If left alone, they will kill and abuse others to get what they want.”

Beccaria – “Criminals are humans, like everyone else and have certain rights. Criminals should be punished according to the crime they committed and cruel and unusual punishment like torture should be abolished.”

Mary Wollstonecraft - “Men and women must be educated in the same way in our society, because they both must live and make their way in the same society. Some say the female mind is weak. I believe the female mind must be strengthened through studies and education that equals males’ education.”

John Locke – “Men are naturally good, free, equal and independent. We are all born with natural rights, like life, liberty and the right to property. If a bad government tries to take away our rights, humans are allowed to get rid of that bad government and start a better one.”

Homework #5: First Essay HW Assignment

A) Complete your body paragraphs on loose leaf paper. Label each “body 1”, “body 2”

B) Complete your introduction and conclusion on a separate piece of loose leaf paper . Label each paragraph “Introduction”, “conclusion”.

**Staple these two sheets together and hand them in when instructed to.

Homework #6: French Revolution

1. Define: a. Estate b. First and Second Estates c. Third Estate d. Revolution

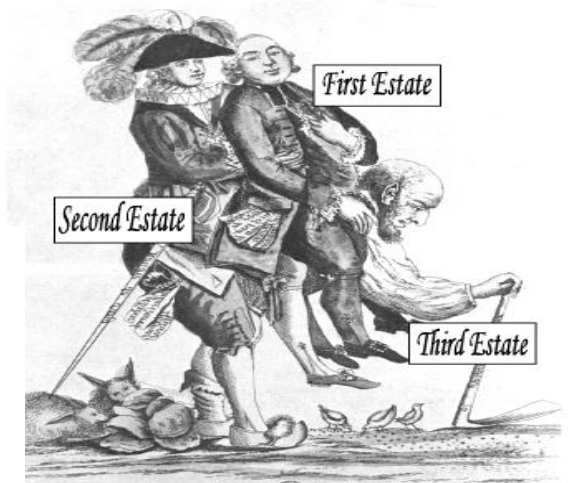
2. Using the quote and the illustration below, in one paragraph, describe how the first and second estate treat the Third Estate.

Based on the graph entitled “Selected Statistics About the Three Estates in France,” answer the following 3 questions:

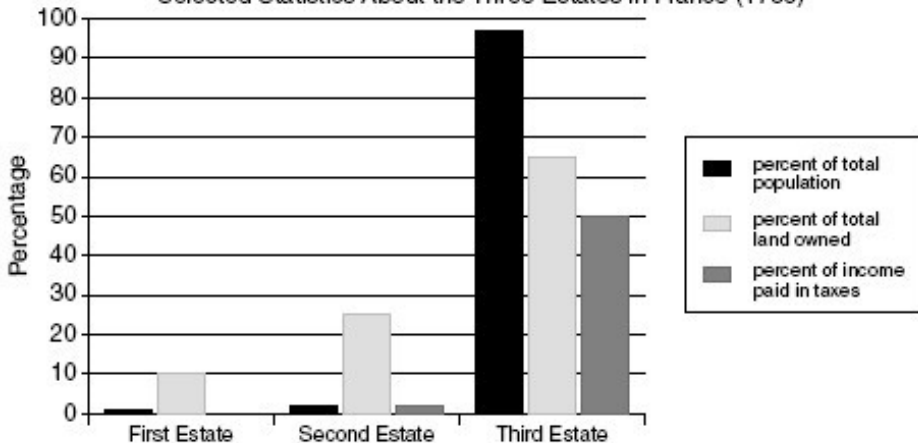
3. What percentage of income did a person in the Third Estate pay in taxes?

4. Who paid higher taxes: the First Estate or the Third Estate? Explain your answer in detail, using the information on the graph.

Quote: “We peasants are so heavily taxed that we find it hard to even feed our families. We have to pay taxes to the nobles (2nd Estate) and we have to pay 10% of our hard-earned income to the church. Life is nearly impossible for us peasants!”



Selected Statistics About the Three Estates in France (1789)



Homework #7: Aftermath of the French Revolution

The document known as “The Declaration of the Rights of Man” below was created as a result of the French Revolution. Read it and answer the following questions:

1. In your opinion, did the Third Estate get what they wanted from the French Revolution?

2. What were at least TWO goals of the Declaration of the Rights of Man and Citizen?

3. Use the information you read to answer each multiple choice question. Write out the question and only the correct answer.

Declaration of the Rights of Man and Citizen

Article 1 – Men are born free and remain free and equal in rights.

Article 4 – Liberty consists in doing anything that does not harm others. All members of society can enjoy this right.

Article 6 – All citizens have the right to make laws. All citizens are equal in the eyes of the law and can have any job they wish to have.

Article 11 – Any citizen can speak, write, and publish freely.

MC # 1

MC # 2

**“Estates General Meet for First Time in 175 Years”
“National Assembly Issues *Declarations of the Rights of Man*”
“Reign of Terror Ends; Robespierre Dies”**

“. . . Men are born and remain free and equal in rights. Social distinctions may be founded only upon the general good. . . .”

—*Declaration of the Rights of Man and of the Citizen*, 1789

Which event in European history is most closely associated with these headlines?

- (1) Puritan Revolution
- (2) Hundred Years War
- (3) French Revolution
- (4) signing of the Magna Carta

Which principle of the Enlightenment philosophers is expressed in this quotation from the French Revolution?

- (1) natural law
- (2) nationalism
- (3) free trade
- (4) socialism

Homework #8: Reign of Napoleon

1. **Define:** a. Reign
2. Did the French people benefit from the rule of Napoleon Bonaparte? Use the information below to answer the above question.
3. Use the information you read to answer each multiple choice question. Write out the question and only the correct answer.

The Napoleonic Code

Napoleon created a legal system called the Napoleonic Code. He did this by replacing many different legal systems all over France with ONE body of laws that applied to everyone. Here were some changes made by the Napoleonic Code:

- Every French person was equal before the law.
- All men could vote.
- Tolerate all religions.
- The Code established the supremacy of the husband with respects to the wife and children
- Allowed divorce if both husband and wife agreed to it.
- A program of public works that included building canals, harbors and made roads better and safer by improving their condition

In addition to the success of the Napoleonic Code, Napoleon was a powerful military leader who invaded and conquered most of Europe. However, his attempt to conquer Russia was prevented due to Russia’s large size, its brutal winters and the lack of preparedness on the part of Napoleon.

MC # 1

MC # 2

One way in which the Twelve Tables, the Justinian Code, and the Napoleonic Code were similar is that they

- (1) emphasized social equality
- (2) provided a written set of laws
- (3) established democratic governments
- (4) proposed economic goals

Which factors helped cause the defeat of Napoleon during his invasion of Russia?

- (1) the severe winters and large size of Russia
- (2) the many rivers and mountains of Russia
- (3) the coalition between the Russian czar and the democratic leaders
- (4) the well-trained and well-supplied Russian army

Homework #9: Congress of Vienna

1. Define: Congress
2. What led to the Napoleon’s downfall?
3. What was the Congress of Vienna?
4. Use the information you read to answer each multiple choice question. Write out the question and only the correct answer.

The Fall of Napoleon

In an effort to expand the French Empire, Napoleon invaded many of the countries around France. However, after a series of many defeats, Napoleon’s empire began to crumble. Inspired by nationalism (nationalism- love for one’s country), people across Europe revolted against the French. A final defeat at the battle of Waterloo, ended Napoleon’s reign, and he was to live the rest of his life in exile (as an outcast) where he would eventually die

The Congress of Vienna

The Congress of Vienna was an international conference that was called in order to remake Europe after the downfall of Napoleon. The rulers of Europe met to create a balance of power that would preserve peace. The meeting was held in Vienna, where the Austrian leader Metternich was ruler.

One of the main purposes of the Congress of Vienna (1814–1815) was to

- (1) promote the unification of Italy
- (2) preserve the German territories gained by Otto von Bismarck
- (3) restore the power of the Holy Roman Empire
- (4) establish a balance of power in Europe after the defeat of Napoleon

A major goal of the Congress of Vienna was to

- (1) establish democratic governments in all European nations
- (2) maintain a balance of power in Europe
- (3) return Napoleon Bonaparte to power
- (4) create independent governments for Austria and Hungary

Homework #10: Exam Review Sheet

A) First organize your materials. Use the list you are given in class to gather all of the worksheets you will need to study for the exam. Identify which sheets you are missing and print them from www.mr-n.weebly.com .

B) Complete the review sheet given to you in class. Each box must contain specific facts and details. It must be evident that you used specific facts from the class worksheets (not vague details from memory) to receive credit. This will be graded like any other homework.

Homework#11: Industrial Revolution

1. Define: a. Industrialization b. Natural resource c. Urbanization
2. According to the reading below, what were TWO ways that England benefitted from its location?
3. Use the information you read to answer each multiple choice question. Write out the question and only the correct answer.
4. Read the Regents passage entitled “Working and Living Conditions of the Industrial Revolution” and answer the accompanying question:
Based on this document, what was one negative effect of the Industrial Revolution?

Factors Explaining Why England Became Industrialized

1. **Natural Resources**- England had many natural resources available such as coal, iron, wool, and cotton.
2. **Rivers and Canals**- England is an island nation and has many rivers and canals. These played a critical role in powering many of the factories and mills (water power). Also, boats could be used on the canals to move resources and goods from place to place.
3. **Railroads**- were another very convenient way of moving goods and resources long distances across land. England was the first nation to create an advanced railroad system.
4. **Population**- As a result of the Agricultural Revolution and the availability of more food, the English population grew very quickly. These workers performed the necessary labor in the factories and fields.

MC#1

The influence of geographic factors in England was *most* evident in the development of

- (1) the Anglican Church under Henry VIII
- (2) English literature under Elizabeth I
- (3) the English industrial system
- (4) the English constitutional monarchy

MC#2

In England, which circumstance was a result of the other three?

- (1) availability of labor
- (2) abundance of coal and iron
- (3) waterpower from many rivers
- (4) start of the Industrial Revolution

Working and Living Conditions of the Industrial Revolution

Edwin Chadwick presented a report to Parliament as secretary to a commission that investigated sanitary conditions and means of improving them.

. . . *First, as to the extent and operation of the evils which are the subject of the inquiry:* . . .

That the formation of all habits of cleanliness is obstructed by defective supplies of water.

That the annual loss of life from filth and bad ventilation are greater than the loss from death or wounds in any wars in which the country has been engaged in modern times.

That of the 43,000 cases of widowhood, and 112,000 cases of destitute orphanage relieved from the poor's rates in England and Wales alone, it appears that the greatest proportion of deaths of the heads of families occurred from the above specified and other removable causes; that their ages were under 45 years; that is to say, 13 years below the natural probabilities of life as shown by the experience of the whole population of Sweden. . . .

Homework #12: Debate Preparation

Was the Industrial Revolution a Blessing or a Curse? Use Class worksheet

1. Carefully read through **ALL** the information on the worksheet you received in class!
2. Decide if **each factor** was a Blessing or a Curse.
3. Decide if YOU believe the Industrial Revolution was a **Blessing** or a **Curse**.
4. Using at least **three of the factors** below to back up your answer, in an informal essay on loose leaf paper, argue whether or not you believe the industrial Revolution was a blessing (a good thing) or a curse (a bad thing).

You must pick one side! THIS ASSIGNMENT COUNTS AS A DOUBLE HOMEWORK!

TIP: Your answer should state whether or not you believe it was a blessing or a curse clearly within the first paragraph. Then, in the body you should use the three points to back up your view.

Homework # 13 Imperialism in Africa

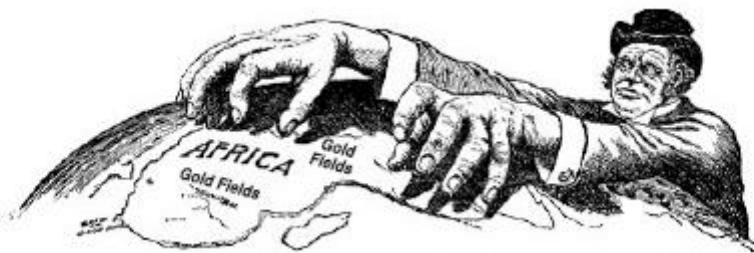
1. Draw a picture describing the story below.
2. What does the cartoon how about imperialism in Africa?
3. Answer each multiple choice Regents question. Write the question and the correct answer on your loose-leaf.



Doc # 1: A White Man Comes Down the River

When we heard that the man with the white flesh was coming down the Congo River, we were astonished. We will prepare a big feast, I ordered; we will go to meet our brother and escort him to the village.... But as we approached, there were loud reports, bang, bang, bang, and fire sticks spat bits of iron at us. We were paralyzed with fear. "War, war," I yelled. That was no brother! That was the worst enemy our country had ever seen. We fled into our village; they came after us. We fled into the forests and flung ourselves on the ground. When we returned that evening, our eyes beheld dreadful things: our brothers, dead, dying, bleeding, our village plundered and burned, and the water full of dead bodies.

Doc # 2



Multiple Choice # 1

One of the most important motives for the European "Scramble for Africa" in the late 1800s was that Africa provided a source of

- (1) raw materials used in industry
- (2) religious inspiration
- (3) free labor for the Americas
- (4) technologically innovative practices

Multiple Choice # 2

Which period of European history do the phrases "White Man's Burden" and "Scramble for Africa" refer to?

- | | |
|----------------------|----------------|
| 1 Age of Discovery | 3 World War II |
| 2 Age of Imperialism | 4 Cold War Era |

Homework #14 Imperialism in India

Read the chart below describing some changes that the British government made in India when India was a British colony. Answer the following questions:

1. Define: **Sepoy, Imperialism, Colony**
2. Do you think the rule of the English **benefitted** (was good for) or **harmed** (was bad for) the people of India?

3. Answer each multiple choice Regents question. Write the question and the correct answer on your loose-leaf.

Changes Made by the British Government in India	
1. English became the official language of India.	
2. Britain started taking India's natural resources, using them for their factories and selling them overseas.	
3. Britain built railroads, schools, hospitals and roads in India.	
4. Britain trained and hired sepoys to control the Indian population.	
5. Britain violated Indian religion by making illegal certain Muslim and Hindu religious rituals.	

Multiple Choice # 1

Which factor contributed to the success of the Hanseatic League, the Kingdom of Songhai, and the British East India Company?

- (1) location in the Middle East
- (2) imperialism in Europe
- (3) development of trade with other regions
- (4) growth of the Ottoman Empire

Multiple Choice # 2

During the 18th and 19th centuries, Europeans improved roads and bridges and built railroads in their colonies primarily to

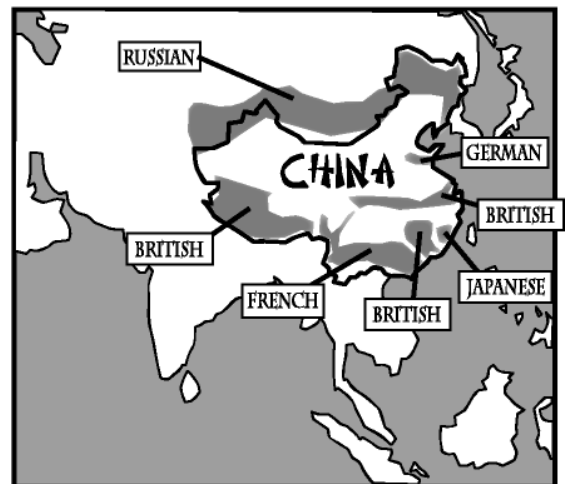
- 1 provide jobs for the colonists
- 2 obtain raw materials needed for industrialization
- 3 impress the colonists with their technological knowledge
- 4 help missionaries spread Christianity

Homework #15

Imperialism in China – Chinese Nationalism

Look at the map on the right side. Answer the two questions below:

- 1. Define: **Sphere of influence, Nationalism**
- 2. What nations are involved in the imperialism of China?
- 3. Based on the reading passage on the next page, how do you think the people of China were affected by imperialism? (3-4 sentences)
- 4. Answer each multiple choice Regents question. Write the question and the correct answer on your loose-leaf.



“Attention all people in China – All the European Christians have tried to destroy our religions and our gods and have forced us to keep silent. The Chinese people and our gods are angry at them. We will be forced to practice violence in order to protect our country and kick out the foreigners. If you see a Christian church, burn it down. Do not disobey this notice!” – The Boxer Society, 1899

Multiple Choice # 1

Which event was an example of Asian reaction to European imperialism?

- 1 Boxer Rebellion
- 2 Glorious Revolution
- 3 Boer War
- 4 Congress of Berlin

Multiple Choice # 2

During the 19th century, European nations established spheres of influence in China mainly to

- (1) profit from the ivory trade
- (2) introduce Islam to the Chinese people
- (3) gain commercial advantages in China
- (4) obtain human rights for Chinese citizens

Homework # 16 First Essay HW Assignment

On loose leaf paper, write your complete essay including an introduction, body paragraphs, and a conclusion. Follow the instructions on the essay writing sheets given to you in class to correctly complete the essay HW.

See your teacher ASAP if you are missing the essay sheets.

Homework #17

Westernization of Japan

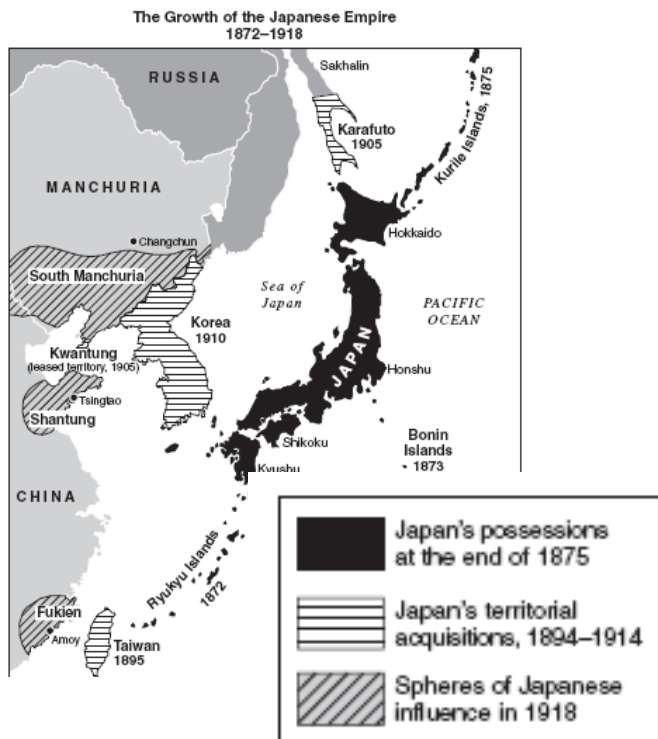
1. Based on Document A, what was the American president trying to do by sending this letter to Japan?
2. Based on Document B (on next page), what was ONE change that occurred in Asia as a result of the expansion of the Japanese empire?
3. Based on Document C (on next page), what was one change that occurred in Japan as a result of American relations with Japan?

Document A:

In 1853 the President of America sent a Navy Officer named Admiral Perry to Japan to deliver a "message".

"The United States and Japan are becoming every day closer to each other. The President wants to live in peace and friendship with Japan. The United States hopes that we and Japan can trade: we will pay money for your coal, food, and water. To show that we want to be friends with Japan, we brought only our small ships. If Japan refuses our offer and wants to be our enemy, our bigger ships will arrive very soon. If it's necessary, I will send a much larger force to Japan in the spring."

Document B



Document C

Ladies with western musical instruments

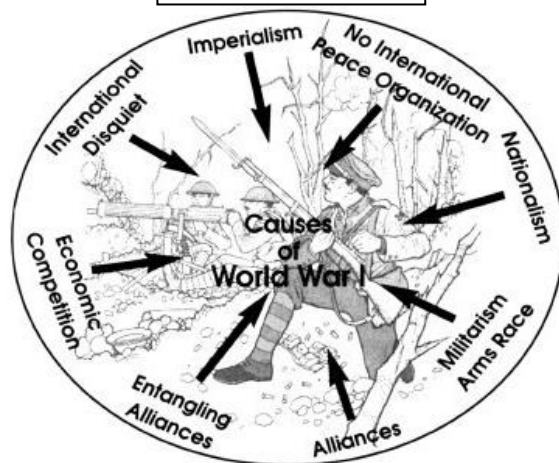


Homework #18

World War I

1. Define: **Trench**
2. Based on Document A, what were **two causes** for World War I? (Answer in complete sentences)
3. Based on Document B, what are two ways in which World War I affected women in Europe? (Answer in complete sentences)

Document A



Document B:

Women Working in the Labor Force, Great Britain, 1914-1918

Number of Women Working:	At the start of World War One	At the end of World War One
In factories	2.1 million	3 million
At home	1.6 million	1.2 million
In government	262,000	500,000

Continued on next page ⇨

Homework #19: Final Exam Review Sheet

A) First organize your materials. Use the list you are given in class to gather all of the worksheets you will need to study for the exam. Identify which sheets you are missing and print them from www.mr-n.weebly.com .

B) Complete the review sheet given to you in class. Each box must contain specific facts and details. It must be evident that you used specific facts from the class worksheets (not vague details from memory) to receive credit. This will be graded like any other homework.

Homework #20

Totalitarianism

1. Define: Totalitarianism, Communism, Propaganda
2. Based on the propaganda posters (next page) of Communist leader Joseph Stalin below, how do these show Joseph Stalin? What is the message of these posters?
3. Answer each multiple choice Regents question. Write the question and the correct answer on your loose-leaf.



Multiple Choice # 1

Which statement best characterizes the rule of Joseph Stalin in the Soviet Union?

- 1 Free enterprise replaced a command economy.
- 2 Democratic reforms were carried out.
- 3 Ownership of farms was returned to individual farmers.
- 4 Basic human rights were denied.

Multiple Choice # 2

Joseph Stalin's rule in the Soviet Union was characterized by the

- (1) introduction of democratic political institutions
- (2) encouragement of religious beliefs
- (3) development of a market economy
- (4) establishment of a totalitarian dictatorship

Glossary

Armistice: A state of temporary peace between two warring powers to discuss terms of permanent peace

Colony: A territory controlled by a larger, more powerful nation.

Communism: A form of government where there is no private property, resources are shared and owned commonly

Congress - A meeting of several representatives of government

Enlightenment – A period in European history when several philosophers (thinkers) focused on using reason and rationalism instead of relying on traditional beliefs

Estate – In France, before the French Revolution, a group or social class of people

First and Second Estates – In France, before the French Revolution, the most powerful social classes. The First Estate was composed of church leaders and the Second Estate was composed of the nobility (rich landowning families).

Geocentric – describing an idea where the Earth is the center of the universe (geo=Earth)

Heliocentric - describing an idea where the Sun is the center of the universe (Helio=sun)

Imperialism: When a stronger, more powerful country takes over a weaker country

Industrialization- the switch from creating things manually by hand to the mass production of goods in a factory

Nationalism: Love and pride for your country or ethnic group

Propaganda: Information that is spread for the purpose of promoting a cause or convincing someone

Natural rights – Rights that are believed to be given to humans at birth and cannot be taken away by governments. These include the right to life, freedom and the right to own property.

Natural resource – Raw materials that exist in the natural environment and are used by humans, including wood, animal populations, oil, metals, etc.

Philosophe – French for philosopher, or thinker

Reign – Period of rule, or power

Reparations: Payments for injury, payments made by a country for war damages

Revolution – A big change in thinking or behaving

Scientific method - a method of investigation involving observation and theory to test scientific hypotheses

Sepoy: An Indian soldier employed by the British Indian army

Sphere of Influence: An area in which a country has a lot of economic and social power

Stalemate: Deadlock, a situation where no progress can be made

Totalitarianism: A form of government with an absolute dictator

Treaty of Versailles: The treaty that ended World War One

Trench: A long narrow hole dug in the ground for the purpose of warfare

Urbanization – As a result of the Industrial Revolution, urbanization was a growth in the size of cities and the number of its inhabitants; it was usually accompanied by a growth in industrial pollution and cramped, unsanitary living conditions.