

# Introduction

Take up the White Man's burden.

—Rudyard Kipling

Progress, far from consisting in change, depends  
on retentiveness. . . . Those who cannot remember the  
past are condemned to repeat it.

—George Santayana

If we listen closely, we can hear the third wave  
already thundering on the not-so-distant shores.

—Alvin Toffler

When people talk of the “good old days,” they are often referring to the nineteenth century as a symbol of stability. The truth of the matter is that in this century there were more radical changes in human lifestyle than had taken place in the previous millennia. Scientific discoveries improved health and hygiene, the population almost tripled, wealth and prosperity became more widespread, and the thrust of the middle class with its new material wealth and political power began to break down some class barriers. Eventually, even the laborers' lot improved since they acquired some political clout in the development of trade unions.

Philosophy, religion, and the arts were likewise drawn into the whirlpool of change. There were “isms” for everything—individualism, socialism, communism, capitalism, materialism, atheism, utilitarianism, positivism, imperialism, and evolutionism. In the fine arts, there were romanticism, realism, naturalism, impressionism, pointillism, and postimpressionism.

Through this galaxy of changing times and scenes, Book 3 of this World History series follows a thematic and chronological sequence of historical events which begins with the growth of capitalism and ends with the events that climaxed in World War II. As students examine these historic developments, they will better understand their own world. In their study of China, and Japan's late opening of its doors to the Western world, students will see how futile it is to try to withstand the forces of change.

Through the unit's activities, which encourage personal involvement in research and judgment of times and events, students gain a deeper understanding of their past and present. They also develop an awareness that they are living through a process of transition whose effects will be as totally different from what is now as their age differs from what was then.

### **Basic Assumptions**

1. History is an evolutionary process. To appreciate that process, we need to examine how and why changes occur.
2. History is composed of recurring themes. To understand the place these themes have in the present, we must analyze them and draw conclusions about them.
3. History is people living life with all of its problems and successes, and preserving in written form for posterity the results of this experience. We want to explore these results to make our heritage a vital part of us.
4. History is a discipline requiring certain skills: reading, writing, mapping and thinking, including analysis and synthesis. We provide practice leading toward mastery in each of the skill areas.

### **General Objectives**

1. To give students a conceptual knowledge of history
2. To enable students to read and to digest factual information independently in order to allow class time for higher-level thinking skills
3. To guide students in studying history and in drawing conclusions about it
4. To foster an understanding of personal values and their relationship to history.
5. To enable students to communicate their ideas clearly to others
6. To provide a global experience in examining historical development and problem solving