



**Social Studies
School Service**

www.socialstudies.com

Downloadable Reproducible eBooks

Sample Pages

These sample pages from this eBook are provided for evaluation purposes. The entire eBook is available for purchase at

www.socialstudies.com or www.writingco.com.

To browse more eBook titles, visit

<http://www.socialstudies.com/ebooks.html>

To learn more about eBooks, visit our help page at

<http://www.socialstudies.com/ebookshelp.html>

For questions, please e-mail eBooks@socialstudies.com

To learn about new eBook and print titles, professional development resources, and catalogs in the mail, sign up for our monthly e-mail newsletter at

<http://socialstudies.com/newsletter/>

*Copyright notice: Copying of the book or its parts for resale is prohibited.
Additional restrictions may be set by the publisher.*

i Think: World History

NATIONS & EMPIRES



by Sharon Coletti
& Kendra Corr

© InspirEd Educators, Inc.

Atlanta, Georgia

** It is the goal of InspirEd Educators to create instructional materials that are interesting, engaging, and challenging. Our student-centered approach incorporates both content and skills, placing particular emphasis on reading, writing, vocabulary development, and critical and creative thinking in the content areas.

Edited by Kendra Corr and Sharon Coletti

Cover graphics by Sharon Coletti and Print1 Direct

Copyright © 2009 by InspirEd Educators, Inc.

ISBN # 978-1-933558-76-9

**** FOR INDIVIDUAL TEACHER/PARENT USE ****

All rights reserved. It is unlawful to reproduce all or part of this publication without prior written permission from the publisher. **Student pages only** (handouts and / or transparencies) may be photocopied or created for individual teacher or parent use. It is a breach of copyright to reproduce part or whole of this publication for any other purposes. Violators will be prosecuted in accordance with United States copyright law.

Table of Contents

Objectives (terms, questions and answers) ... page 6

Nation-Building for Beginners (William the Conqueror) ... page 8

Re-Drawing the Map (Congress of Vienna) ... page 15

Taking the Lead (Victorian England) ... page 20

Blood and Iron (German unification) ... page 25

We Are One! (Italian unification) ... page 32

Not AGAIN?! (France) ... page 36

What's the Point? (imperialism) ... page 41

We'll Take It! (Africa) ... page 48

Boer-ing! (South Africa) ... page 54

The Raj (India) ... page 61

Opening Doors (China) ... page 66

South by Southeast ... (Southeast Asia) ... page 72

The Supporting Cast (other imperialists) ... page 78

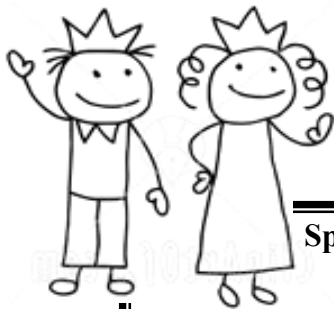
Pride and Prejudice (nationalism) ... page 82

Coming Apart at the Seams (problem spots) ... page 86

Reviewing Terms (vocabulary puzzle) ... page 92

Differentiated Content and Skills Assessments
(A – modified; B – average; C – accelerated) ... page 94

Resources (bibliography) ... page 99



Nation-Building for Beginners

Springboard:

Students should read “The High Middle Ages”
and answer the questions.

Objective: The student will be able to explain how William the Conqueror built the first modern nation in England.

Materials:

The High Middle Ages (Springboard handout)
I Am William of Normandy (handout)
The Laws of William the Conqueror (handout)
How To Build a Nation (handout)

Terms to know:

monarchy - government ruled by a monarch
monarch - king or queen
feudalism - a system in which land is exchanged for loyalty, protection, and service
manor system - economic arrangement in which a lord provided land to serfs in exchange for labor
nobility - people born into wealth, privilege, power, and landholding
centralized - governed under a single authority
nation - land and people under control of a single ruler or government; a country

Procedure:

- After reviewing the Springboard, explain that this lesson examines how one man named William the Conqueror was able to unify England under his rule.
- Distribute “I Am William of Normandy,” “The Laws of William the Conqueror,” and “How To Build A Nation.” Have the student(s) work individually, in pairs, or small groups to read the narrative and laws to complete the analysis form.
- Have them share and compare their ideas and discuss, including the following questions:
 - ? In what way(s) was William’s kingdom a centralized nation? (*All power rested with him through taxation, laws, landholdings, armies, etc.*)
 - ? What action(s) did William take that you see as most necessary to centralizing his power? (*Answers will vary but should be justified.*)
 - ? Why do you think it was so important for William to control the nobility? (*The nobles held some power and were most likely to challenge the king’s authority.*)
 - ? Why do you think William’s England would have been considered a “nation”? (*He established and led a government that ruled the entire land.*)

The High Middle Ages



When the Roman Empire fell, Europe plunged into a period known as “The Dark Ages.” Almost constant warfare pitted various tribes against each other for control of valuable land. Finally, the chaos was brought under control by a system called feudalism. Under feudalism, monarchs divided up their lands, giving large parcels to loyal nobles in exchange for protection and service. They, in turn, gave parts of their lands to lesser nobles and so forth. At each level self-sufficient manors were established and ruled by the nobles, who also controlled the peasants that lived on and worked their land.

The system brought order to society, but weakened the power of the monarchs. Kings were left without control over territory beyond their own lands. There was little trade since manors provided for people’s needs; so monarchs could not gain wealth by taxing commerce. Without income, kings could not build and maintain large armies. Peasants who made up the vast majority of the population were loyal to their manor lords, rather than some distant king whom they never saw.

The single greatest power of the day was the Roman Catholic Church. The Church owned the most land in Europe, held most of the wealth, and could raise huge armies as needed. More importantly though, since most people in Europe at the time were Roman Catholic, the Church influenced what people thought and how they acted.

These conditions eventually began to change about 1050, during a time that came to be called “The High Middle Ages” when a renewed interest in learning, art, and architecture emerged. Elaborate castles and huge churches called cathedrals were built and trade increased, allowing the kings to tax it and gain wealth. As trading towns grew, people moved off the manor for the opportunities they offered, and loyalty to local lords declined. A growing middle class of busy merchants and craftspeople supported the kings whom they viewed as better able to sustain a peaceful environment for trade. By building alliances with the new middle class, the kings of Europe amassed wealth and built armies, eclipsing the power of the nobles and even rivaling that of the Church.

The Dark Ages was a time of ____ and ____.

- A. knights kings
- B. trade towns
- C. castles cathedrals
- D. religion learning

Feudalism brought order to Europe by

- A. taking power from the European monarchs.
- B. tying peasants to the land on local manors.
- C. ensuring that all land was well-protected.
- D. increasing trade and the wealth of kings.

Which word in the second paragraph could be a synonym for “commerce”?

- A. system
- B. trade
- C. armies
- D. income

Which of these is a logical statement, based on passage information?

- A. European monarchs would eventually conflict with the Church.
- B. Local lords gained wealth and power after the High Middle Ages.
- C. Peasants preferred living on manors rather than in trading towns.
- D. The merchants and craftspeople were not members of the Church.

The High Middle Ages - Answers & Explanations



When the Roman Empire fell, Europe plunged into a period known as “The Dark Ages.” Almost constant warfare pitted various tribes against each other for control of valuable land. Finally, the chaos was brought under control by a system called feudalism. Under feudalism, monarchs divided up their lands, giving large parcels to loyal nobles in exchange for protection and service. They, in turn, gave parts of their lands to lesser nobles and so forth. At each level self-sufficient manors were established and ruled by the nobles, who also controlled the peasants that lived on and worked their land.

The system brought order to society, but weakened the power of the monarchs. Kings were left without control over territory beyond their own lands. There was little trade since manors provided for people’s needs; so monarchs could not gain wealth by taxing commerce. Without income, kings could not build and maintain large armies. Peasants who made up the vast majority of the population were loyal to their manor lords, rather than some distant king whom they never saw.

The single greatest power of the day was the Roman Catholic Church. The Church owned the most land in Europe, held most of the wealth, and could raise huge armies as needed. More importantly though, since most people in Europe at the time were Roman Catholic, the Church influenced what people thought and how they acted.

These conditions eventually began to change about 1050, during a time that came to be called “The High Middle Ages” when a renewed interest in learning, art, and architecture emerged. Elaborate castles and huge churches called cathedrals were built and trade increased, allowing the kings to tax it and gain wealth. As trading towns grew, people moved off the manor for the opportunities they offered, and loyalty to local lords declined. A growing middle class of busy merchants and craftspeople supported the kings whom they viewed as better able to sustain a peaceful environment for trade. By building alliances with the new middle class, the kings of Europe amassed wealth and built armies, eclipsing the power of the nobles and even rivaling that of the Church.

The Dark Ages were a time of ____ and ____.

- A. knights kings *
 - B. trade towns
 - C. castles cathedrals
 - D. religion learning
- (Choices B, C, and D all refer to the High Middle Ages.)**

Feudalism brought order to Europe by

- A. taking power from the European monarchs.
 - B. tying peasants to the land on local manors.
 - C. ensuring that all land was well-protected. *
 - D. increasing trade and the wealth of kings.
- (By demanding loyalty, protection, and service at all levels, the land in Europe was defended and less likely to be seized. Wars declined and the manor system arose.)**

Which word in the second paragraph could be a synonym for “commerce”?

- A. system
- B. trade *
- C. armies
- D. income

(Commerce is business and trade. Taxing it can be a source of income.)

Which of these is a logical statement, based on passage information?

- A. European monarchs would eventually conflict with the Church. *
- B. Local lords gained wealth and power after the High Middle Ages.
- C. Peasants preferred living on manors rather than in trading towns.
- D. The merchants and craftspeople were not members of the Church.

(It is logical that the Church would come into conflict with increasingly powerful monarchs as it loses some of its power to them.)

I Am William of Normandy



I am William, son of Robert I, Duke of Normandy, born in 1027 in the Normandy region of northern France. It is true that my parents were unmarried at the time my mother conceived me, yet I was recognized as Robert's heir and succeeded him as the Duke of Normandy at the young age of seven. Though many challenged my position as I grew because of this fact, I had the support of King Henry of Normandy and managed full control of my own territory by the time I turned nineteen. Besides being a loyal vassal to the French king, I also held the distinction of being the closest living male relative to the King of England, Edward the Confessor. In fact Edward had assured me that I would inherit the English throne upon his death. But then as he lay on his deathbed, he changed his mind and gave the throne to his brother-in-law, Harold Godwinson the Earl of Essex, "a real Englishman." Harold, who had once sworn loyalty to me after I saved his life in battle, betrayed me to accept Edward's crown! This infuriated me!

When Harold took the throne, I assembled the largest, most talented army I could by promising Norman knights land and titles in England once it was under my reign. I then invaded England in 1066 and confronted Harold at the Battle of Hastings. The fighting lasted an entire day since we were both so determined to win, but in the end it was my sweet victory. While our forces were equal in number, my troops fought both on foot and on horseback, while Harold had only foot soldiers. Thereafter I waited for two weeks for England's formal surrender and for the English to recognize me as king, but they did not. So, I invaded London and defeated the nobles there, earning me the title "William the Conqueror." I took the throne on Christmas Day, 1066.

Once I became king, I enacted many measures to solidify my power and suppress the nobles who continued to resist my rule. Rather than establishing a large manor in one place, I scattered my holdings all over England. Instead of one large castle, I built many throughout the land, all very well protected. As promised, I rewarded the Normans who had supported me with parcels of land and titles. Of course this angered the English nobility but nonetheless, I required them to swear loyalty to me. I divided the country into shires, or districts, and appointed a sheriff for each to rule as my representative. In 1086 I ordered what was likely the world's first official census count. My advisors assembled the Domesday Book, listing all land holdings, their owners, and the taxes I could expect paid on each.

Through these actions, I have been able to centralize power into my hands. I truly hope my successors will continue my efforts and further increase royal control in England!

William died at age 59, the first and only person to successfully conquer England! And his successors DID indeed go on to increase the power of the English monarchy.



The Laws of William the Conqueror

One God will be honored throughout my realm, one faith in Christ to be never violated, and peace and security to be preserved between English and Normans.

I decree that every freeman shall swear to be loyal to me both within and outside of England, preserve my lands, honor me and defend me against my enemies.

All the men I have brought with me, or who have come after me, shall be protected by me and live in peace. If any one of them is killed, the lord of the murderer shall arrest him within five days. If he cannot arrest the murderer, he shall pay me 46 marks of silver.

I forbid the buying and selling of live cattle except within cities, and this shall be done before three faithful witnesses. But if anyone shall do otherwise, let him pay once, and afterwards a second time for a fine.

I order that if a Frenchman shall charge an Englishman with perjury, murder or theft, the Englishman may defend himself, as he shall prefer, either by the ordeal of hot iron or by wager of battle. The one who is defeated shall pay a fine of 40 shillings to me.

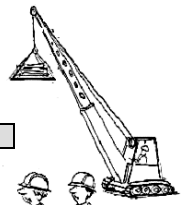
If an Englishman shall charge a Frenchman and be unwilling to prove his accusation either by ordeal or by wager of battle, the Frenchman may prove his innocence by a solemn oath.

I command, that all shall hold the law of the king Edward in respect of their lands and all their possessions, with the addition of those decrees I have ordained for the welfare of the English people.

I prohibit the sale of any man by another outside the country by penalty of a fine to be paid in full to me.

I also forbid that anyone shall be slain or hanged for any fault, but let his eyes be put out and let him be (unmanned). And this command shall not be violated under penalty of a fine to be paid in full to me.

How to Build a NATION

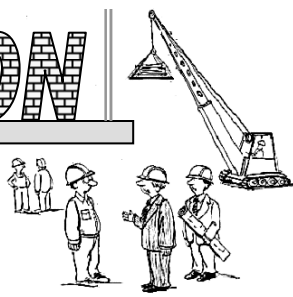


DIRECTIONS: List the actions William took to build a centralized nation in England and explain how each consolidated and strengthened his power.

William's Actions	Ways Strengthened Power

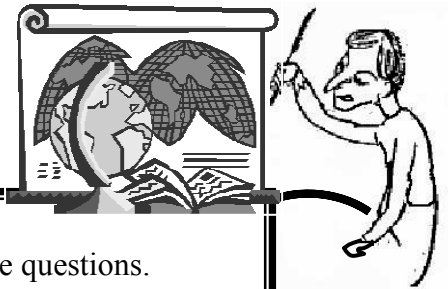
How to Build a NATION

Suggestions for Answers



William's Actions	Ways Strengthened Power
<i>Promised land and titles to the Norman soldiers.</i>	<i>Made them loyal to him and more determined to win in battle to get what they were promised.</i>
<i>Invaded London to defeat the nobility after the Battle of Hastings when they refused to recognize him as king.</i>	<i>He sent the message that he was stronger and did not need the nobles' approval to rule.</i>
<i>He scattered his holdings all over England.</i>	<i>By spreading his lands out, they were easier to defend; an enemy would have to travel around and defeat him in several locations.</i>
<i>He built castles all over England.</i>	<i>He had soldiers watching over the people everywhere that could put quickly down any resistance to his rule.</i>
<i>He required all to swear loyalty to him as his vassals.</i>	<i>This was a public display of his power over the nobility.</i>
<i>He divided England into shires and staffed each with a sheriff.</i>	<i>By organizing his territory in this way, it was easier to manage. The sheriffs were his "eyes on the ground" to keep him informed of what was going on throughout the nation.</i>
<i>He ordered the compilation of the Domesday Book.</i>	<i>He knew exactly who and what was under his realm, which made it easier to keep track of landholdings and taxes.</i>
<i>He required all English and French to adhere to the same religion.</i>	<i>This was a way to unify the people under a common belief and practices.</i>
<i>He established laws that protected non-English (the Normans).</i>	<i>This would have kept the Normans (especially his soldiers) loyal to him.</i>
<i>He prohibited trade to occur except in the cities.</i>	<i>This would have allowed him to keep tabs on money and goods exchanging hands.</i>
<i>Crimes were punished by fees paid to him.</i>	<i>This would have increased his wealth.</i>
<i>He gave land and titles to the Normans.</i>	<i>He diminished the power of the English nobility by replacing them with his own people.</i>

Re-Drawing the Map



Springboard:

Students should examine “Before...& After” and answer the questions.
(In 1815 there were MANY more countries and empires, no mention of Napoleon and no French Empire. Possible reasons will vary, but the 1815 map shows changes that were made after the defeat of Napoleon at the end of the Napoleonic Wars. He had raged his way across Europe, building a huge empire along the way, which was then broken up in 1815.)

Objective: The student will be able to explain the goals and outcomes of the Congress of Vienna.

Materials:

Before ... & After (Springboard handout)
The Congress of Vienna, 1814 (handout)
Congress of Vienna Web (handout)

Terms to know:

aristocracy - the privileged ruling class
empire - a nation that controls itself and others
diplomat - a representative of a country sent to work out problems or settlements

Procedure:

- While discussing the Springboard, explain that after Napoleon’s defeat the most powerful European nations of the time, Austria, Great Britain, Russia and Prussia, met in Vienna Austria to redraw the map of Europe. Go on to explain that in this lesson the student(s) will examine the decisions made at the meeting of those nations, called the Congress of Vienna
- Distribute “The Congress of Vienna, 1814” and the “Congress of Vienna Web,” and explain that the student(s) will read a speech given by the host of the Congress of Vienna held in Austria in 1814. Go on to explain that though the speech outlines what Metternich, the host of the conference, hoped would be accomplished; everything mentioned in fact was done. (FYI: The speech is an InspirEd creation based on author’s research with quotes included.)
- Student(s) should use the speech to create a web categorizing and summarizing the information. Depending on ability level, you can have the student(s) generate their own categories, or provide them with some guidance from the “Suggested Answers.”
- The student(s) should share their webs and make predictions about how these decisions might impact Europe. *(Answers will vary; the changes could be viewed as either positive or negative as long as answers are justified.)*



Before ... & After



How did the map of Europe change in the years from 1812 to 1815?

What events do you think may have occurred that could explain these changes?