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English

for History Students:

Частина II

**Навчально-методичний посібник для студентів
історичного факультету освітнього рівня
перший (бакалаврський)**

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Цей навчальний посібник призначено для студентів денної форми навчання освітнього рівня перший (бакалаврський) історичного факультету. Матеріали посібника охоплюють теми від ренесансу до нашого часу.

Авторська концепція посібника побудована на принципах інтегрованого розвитку усіх видів мовленнєвої діяльності. Кожна тема містить тексти для читання, завдання для обговорення, розвитку писемного мовлення та критичного мислення. З метою ефективнішого навчання англійської мови особливу увагу приділено комунікативній навчальній діяльності студентів. Посібник розрахований на викладачів і студентів нелінгвістичних факультетів закладів вищої освіти та може бути корисний усім, хто вивчає та цікавиться історією та англійською мовою як іноземною.

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The Authors' Note

The study of history is not limited to the memorization of dates, events, and personalities. It is a dynamic intellectual discipline that requires critical thinking, careful interpretation of sources, and the ability to communicate scholarly ideas clearly and convincingly. For students of history departments at higher educational institutions, proficiency in English as a professional language has become increasingly important, as it enables them to engage with international academic literature and participate in global scholarly dialogue.

The coursebook *English for History Students: Part II* has been designed to support students of history in developing the linguistic and communicative competencies necessary for academic and professional activities. It combines language learning with the study of historical topics, allowing students to expand both their subject knowledge and their ability to express complex ideas in English. The materials presented in this book are intended to help students read and analyze historical texts, work with academic sources, develop critical thinking, and improve their skills in writing and oral presentation.

This book is a logical continuation of the Authors' previous project *English for History Students*, which was appreciated by both teachers and students as it helped navigate through the ashes of years from the beginnings of civilization to the late Middle Ages.

Our coursebook *English for History Students: Part II* will take you on an exciting onward journey across centuries and continents, pausing at various history stations – the European Renaissance and Reformation, the Age of Great Geographical Discoveries, Absolute Monarchies, Great Revolutions, Expansions and Imperialism, the Great War and what not. The book makes the reader live through the turbulent historical periods together with the peoples of the past.

This manual combines history knowledge with language instruction, enabling students to master professional vocabulary through authentic exercises and learning activities designed by the Authors. Special attention is given to the vocabulary and discourse typical of historical studies. Through a variety of tasks and exercises, students will learn how to interpret historical data, summarize scholarly arguments and discuss historical problems. The textbook also aims to foster independent learning and encourage students to engage more confidently with English-language academic literature.

In addition to reading professionally oriented texts and analysing historical facts and events, the coursebook emphasizes the importance of oral communication within the discipline. Historians frequently present their research at academic conferences and take part in scholarly debates. Consequently, they must be able to articulate ideas distinctly and accurately. The manual therefore focuses much attention on speaking activities that stimulate students to formulate their own standpoints and defend them clearly and concisely.

Each unit of the coursebook contains main terms that enable students to predict what the section will be about. For each term or name, students are asked to write a sentence explaining its significance. Sections are supplied with pronunciation exercises to help students remove their articulation difficulties.

Unit sections contain short texts with thought-provoking pre-text and post-text activities. Reading and comprehension tasks involve different types of questions for working in pairs or small groups to stimulate students' communicative skills.

Plenty of vocabulary tasks develop students' synonym and antonym base, word formation, word combinability, paraphrasing skills. There are exercises focused on challenging grammar phenomena, word order, linking words, phrasal words. Translation practice is also an essential component of the manual.

Critical thinking tasks stimulate students' logic and give enough food for thought in further discussions in pairs or in small groups. Creative writing tasks are developed to help students summarise the studied information. Students are also introduced to different types of essays (persuasive, argumentative, comparison-and-contrast, etc.), with the comment on their structure and features.

As the coursebook is designed for history students, they can enjoy analyzing primary sources, which gives them an opportunity to plunge into the past. The manual also contains historic speeches of famous men of history, discussing which students try to decode the messages conveyed by the opinion leaders of past centuries.

To help students improve their presentation skills, the authors carefully selected challenging topics for short presentations and longer projects. *Connect to Today* activities help students draw parallels between present and past events, analyse past mistakes in order not to repeat them in the future.

The guide is well-structured and handy. Creative tasks vary from section to section, which will not leave anyone bored.

The Authors hope that this book will serve not only as a practical guide for mastering professional English but also as a useful tool for expanding students' intellectual horizons. By strengthening their language skills, future historians will gain broader access to international research, new perspectives on historical processes, and opportunities for academic cooperation.

It is our sincere hope that this textbook will assist students in becoming more confident readers, thoughtful analysts, and effective communicators in the field of historical scholarship.

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And we are very much obliged to the teachers and students of history departments for whom this book has been carefully created and who will hopefully enjoy reading it.

Authors

UNIT 1: European Renaissance and Reformation, 1300-1600

TERMS AND NAMES

Renaissance
classical Heritage
City-States
merit
Dictator
Republican Government
Humanism
Classics
Secular
Perspective
Renaissance Man
Patrons of the Arts
Vernacular
Humanities
Ideal

PRONUNCIATION

Renaissance /'rɛn.ə.sɑːns/ or /rə'nei.səns/
Florence /'flɒr.əns/ or /'flɔːr.əns/
Medici /'med.i.tʃi/
Baldassare Castiglione /,bæl.də'sɑːrei ,kæs.tɪ'ljoo.neɪ/
The Courtier /ðə 'kɜːr.tʃər/
Isabella d'Este /,ɪz.ə'bɛl.ə 'dɛs.teɪ/
Mantua /'mæn.tʃu.ə/ or /'mæn.tʃə.wə/
Michelangelo Buonarroti /,maɪ.kəl'æn.dʒə.loʊ ,bwɔː.nɑː'rɔː.ti/
Donatello /,dɒn.ə'tel.oʊ/
Leonardo da Vinci /,liː.oo'nɑːr.doo də 'vɪn.tʃi/
Raphael Sanzio /'ræf.aɪ.əl 'sæn.zi.oo/ or /'ræf.jəl 'sæn.zi.oo/
Sofonisba Anguissola /,sɒf.ə'niːz.bə ,æŋ.gwi'sou.lə/
Artemisia Gentileschi /,ɑːr.tɪ'miː.zi.ə ,dʒen.tɪ'les.ki/
Francesco Petrarch /fræn'tʃɛs.koo 'pet.rɑːrk/
Giovanni Boccaccio /,dʒoo'væn.i bə'kɑː.tʃoo/
Niccolò Machiavelli /,nik.ə'loo ,mæk.i.ə'vel.i/
Vittoria Colonna /vɪ'tɔːr.i.ə kə'lɒn.ə/

Section 1. Italy: Birthplace of the Renaissance

1. Based on the section titles and headings, write a few sentences predicting what each section might discuss:

1. Italy: Birthplace of the Renaissance – Why do you think the Renaissance began in Italy? What conditions might have made it possible?
2. Italy's Advantages – What advantages could Italy have had that other European countries might not have had at the time?
3. City-States – How might the structure of city-states have contributed to new ideas and trade?
4. Looking to Greece and Rome – Why would people in the Renaissance look back to Greek and Roman ideas? What might they find valuable in this heritage?

2. With a partner or in a small group, discuss what you already know or have heard about the following topics:

1. The impact of the Black Plague in Europe.
2. Why Italy might have been a wealthy region compared to other areas in Europe.
3. The influence of ancient Greek and Roman ideas on modern education, government, or art.

3. These questions will guide your reading and help you focus on the key points:

1. How did the Renaissance bring about a shift in values compared to the Middle Ages?
2. What role did Italy's city-states, particularly Florence, play in the rise of the Renaissance?
3. How did the Medici family influence the Renaissance?
4. Why did Renaissance scholars turn to Greek and Roman knowledge, and how did they access it?

4. Read the text:

During the late Middle Ages, Europe suffered from both war and plague. Those who survived wanted to celebrate life and the human spirit. They began to question institutions of the Middle Ages, which had been unable to prevent war or to relieve suffering brought by the plague. Some people questioned the Church, which taught Christians to endure suffering while they awaited their rewards in heaven. In northern Italy, writers and artists began to express this new spirit and

to experiment with different styles. These men and women would greatly change how Europeans saw themselves and their world.

Italy's Advantages This movement that started in Italy caused an explosion of creativity in art, writing, and thought that lasted approximately from 1300 to 1600. Historians call this period the **Renaissance**. The term means rebirth, and in this context, it refers to a **revival** of art and learning. The educated men and women of Italy hoped to bring back to life the culture of classical Greece and Rome. Yet in striving to revive the past, the people of the Renaissance created something new. The contributions made during this period led to innovative styles of art and literature. They also led to new values, such as the importance of the individual.

The Renaissance eventually spread from northern Italy to the rest of Europe. Italy had three advantages that made it the birthplace of the Renaissance: thriving cities, a wealthy **merchant class**, and the **classical heritage** of Greece and Rome.

City-States Overseas trade, spurred by the Crusades, had led to the growth of large city-states in northern Italy. The region also had many sizable towns. Thus, northern Italy was urban while the rest of Europe was still mostly rural. Since cities are often places where people exchange ideas, they were an ideal breeding ground for an **intellectual revolution**.

In the 1300s, the bubonic plague struck these cities hard, killing up to 60 percent of the population. This brought economic changes. Because there were fewer laborers, survivors could demand higher wages. With few opportunities to expand business, merchants began to pursue other interests, such as art.

Merchants dominated politics. Unlike nobles, merchants did not inherit social rank. To succeed in business, they used their wits. As a result, many successful merchants believed they deserved power and wealth because of their **individual merit**. This belief in individual achievement became important during the Renaissance.

Since the late 1200s, the city-state of **Florence** had a republican form of government. But during the Renaissance, Florence came under the rule of one powerful banking family, the Medici. The Medici family bank had branch offices throughout Italy and in the major cities of Europe. Cosimo de Medici was the wealthiest European of his time. In 1434, he won control of Florence's government. He did not seek political office for himself, but influenced members of the ruling council by giving them loans. For 30 years, he was dictator of Florence.

Cosimo de Medici died in 1464, but his family continued to control Florence. His grandson, Lorenzo de Medici, came to power in 1469. Known as Lorenzo the Magnificent, he held power in Florence in a way similar to a **dictatorship** yet kept up the appearance of having an elected government.

Looking to Greece and Rome Renaissance scholars looked down on the art and literature of the Middle Ages. Instead, they wanted to return to the learning

of the Greeks and Romans. They achieved this in several ways. First, the artists and scholars of Italy drew inspiration from the ruins of Rome that surrounded them. Second, Western scholars studied ancient Latin manuscripts that had been preserved in monasteries. Third, Christian scholars in Constantinople fled to Rome with Greek manuscripts when the Turks conquered Constantinople in 1453.

5. Match the highlighted words with their definitions. Add a brief example sentence for each word in addition to matching definitions:

- A. the achievements and legacy of ancient Greece and Rome.
- B. a time marked by renewed interest in art and knowledge.
- C. people involved in trade and commerce.
- D. a government controlled by one leader without democratic elections.
- E. the strength and resilience within people to overcome hardship.
- F. the rebirth or renewal of cultural and artistic interests.
- G. an influential Italian city-state during the Renaissance.
- H. a period of rapid change in how people think and view knowledge.
- I. personal worth based on talent and skill.
- J. a deadly epidemic that swept through Europe.

6. Answer the following questions to test your understanding of the text:

1. What events in the Middle Ages led people to question traditional institutions?
2. Why did the plague lead to economic changes in Italy?
3. Why did the Renaissance begin in Italy rather than in another part of Europe?
4. How did merchants in Renaissance Italy view individual merit, and how did it influence society?
5. How did the Medici family maintain control in Florence?
6. Describe the role of the Medici family in the political life of Florence.
7. How did Renaissance scholars view medieval culture?
8. What effect did the classical Greek and Roman influences have on Renaissance scholars?
9. How did Renaissance scholars seek inspiration from the ancient civilizations of Greece and Rome?
10. What were two characteristics of Renaissance art and thought that differed from the Middle Ages?

7. Read each statement and decide if it's true or false. Correct the false statements:

1. The Renaissance spanned from 1300 to 1600 and marked a revival of art and learning.
2. Florence's merchants maintained political power through inherited status.
3. The Medici family took control of Florence's government by winning elections.
4. Cosimo de Medici openly ruled as a dictator of Florence.
5. Renaissance scholars admired the art and literature of the Middle Ages.
6. Florence was the only Italian city-state with a wealthy merchant class.
7. The Renaissance began in Italy due to its thriving urban centers and classical heritage.

8. Complete the sentences below using antonyms of the bolded words from the text:

1. Instead of a **thriving** city, the town was _____.
1. The leaders worked hard to **pursue** their goals, but others preferred to _____ them.
2. A new **revival** began, ending years of _____.
3. The artist found **inspiration** in nature, unlike others who felt only _____.
4. Under the rule of a **dictator**, the people lost their freedom, but under a _____, they regained it.
5. Survivors of the plague learned to **endure** suffering, while some sought to _____ hardship.
6. Renaissance scholars valued **heritage**, but some dismissed it as _____.
7. Merchants celebrated their **achievement**, but others lamented their _____.

9. Form a new word by completing each sentence with the correct form of the word in brackets:

1. The Renaissance period led to an _____ in art and literature. (INNOVATE)
1. Florence became known for its _____ culture and influence. (PROSPER)
2. Merchants in Italy believed in _____ as they gained wealth and power. (ACHIEVE)
3. The Medici family had a significant _____ over Florence's political and cultural life. (INFLUENCE)
4. Italian merchants took _____ in their wealth, believing it was earned through merit. (PRIDE)

5. Renaissance artists valued _____ in their work, showcasing individuality. (EXPRESS)

6. The Renaissance period inspired _____ in various forms of art and thought. (CREATE)

7. Florence's reputation as a center for _____ and learning grew due to the Medici family's support. (CULTIVATE)

8. Merchants' success was often a result of their _____ rather than inherited wealth. (ENTERPRISING)

10. Match each phrasal verb with its correct meaning:

bring up	A) to assume control or dominate
look down on	B) to reintroduce something
come under	C) to lose control emotionally or physically
give up	D) to establish or create something
take over	E) to stop trying
set up	F) to encounter a situation
come up with	G) to expand or distribute over an area
spread out	H) to discover a new idea
break down	I) to mention a topic
bring back	J) to view with disrespect or superiority

11. Rewrite each sentence using the correct phrasal verb from the box in the context of the Renaissance and Middle Ages

<i>spread out</i>	<i>look down on</i>	<i>look forward to</i>	<i>put up with</i>
<i>bring up</i>	<i>bring back</i>	<i>take over</i>	<i>set up</i>

1. Artists of the Renaissance hoped to restore the classical traditions of Greece and Rome.

1. The Medici family established a strong banking empire across Europe.

2. The Renaissance artists showed a lack of respect for medieval art.

3. Lorenzo de Medici took control of Florence's government while maintaining an appearance of democracy.

4. Trade from the Crusades expanded across Italy, helping cities to grow.

5. Despite many challenges, Renaissance thinkers were eager to begin a new era.

6. People did not want to tolerate the institutions that failed them during times of suffering.

7. Scholars fleeing Constantinople mentioned their ancient manuscripts upon arriving in Italy.

15. Put the following events or developments in chronological order:

Below are events and developments mentioned in the text. Arrange them in the correct chronological order based on when they occurred in the historical timeline.

1. The bubonic plague struck the cities of northern Italy.
1. Cosimo de Medici took control of Florence's government.
2. The Renaissance spread from northern Italy to the rest of Europe.
3. The Turks conquered Constantinople.
4. Lorenzo de Medici, known as "Lorenzo the Magnificent," came to power in Florence.
5. Christian scholars fled to Rome with Greek manuscripts.
6. Renaissance scholars drew inspiration from the ruins of ancient Rome.
7. The Medici family bank established branch offices throughout Italy and Europe.
8. The Renaissance, a period of rebirth in art and learning, began in Italy.
9. Overseas trade, spurred by the Crusades, led to the growth of Italian city-states.

16. Discussion Questions:

1. How do you think the rediscovery of classical texts influenced the Renaissance thinkers' attitudes towards the Church and traditional institutions?
2. How do you think the Renaissance emphasis on individual merit and humanism affects how we view success and achievement today?
3. The Renaissance placed great value on the individual. Do you think this focus on personal achievement is still valued today? Give examples.
4. Why do you think Florence, rather than another Italian city-state, became the center of Renaissance culture?
5. What are some modern examples of "intellectual revolutions" that have changed how people think about the world?

17. Short Writing Prompts

1. *Write a short paragraph comparing the Renaissance with the Middle Ages. What was the biggest difference in how people thought or lived?*

2. Imagine you are a merchant in Florence during the Renaissance. Write a diary entry about why you decided to support an artist or scholar, and what you hope to achieve.

3. Explain why you think Italy, with its classical heritage, was especially suited for the Renaissance. Do you think that heritage played a big role in the era's development?

18. List major events that helped bring about the Renaissance. Include:

1. The end of the Middle Ages and rise of the Renaissance
2. Key events, like the spread of the bubonic plague
3. Key figures, like Cosimo de Medici or Lorenzo the Magnificent

19. Art and Influence Exercise:

Find an example of a Renaissance painting. Describe it in terms of how it reflects Renaissance values of individualism, humanism, or classical influence.

20. Summarize the main points of the text in 3-5 sentences. Focus on these areas:

- The general mood in Europe following the Middle Ages.
- How and why Italy became the birthplace of the Renaissance.
- The Medici family's influence on Renaissance Florence.

Section 2: Classical and Worldly Values

2. Based on the section titles below, write down what you think each section might discuss.

- **Classics Lead to Humanism** – What is humanism, and how did the study of classical texts contribute to its development?
- **Worldly Pleasures** – How did the Renaissance change people's attitudes toward enjoying material luxuries and life in general?
- **Patrons of the Arts** – Who were the main patrons of the arts during the Renaissance, and why did they support artistic endeavors?
- **The Renaissance Man** – What characteristics defined the ideal "Renaissance man"?
- **The Renaissance Woman** – What were the expectations for upper-class women during the Renaissance?
- **The Renaissance Revolutionizes Art** – What new techniques and themes did Renaissance artists use to transform art compared to the Middle Ages?
- **Renaissance Writers Change Literature** – How did Renaissance writers use vernacular languages to make their works more accessible and personal? In what ways did Renaissance writers reflect their individuality and the spirit of their time in their works?

3. Discuss with a partner or write a few sentences about what you already know about the Renaissance. Consider these questions:

- When and where did the Renaissance begin?
- Who are some famous people from the Renaissance period, and what are they known for?
- What do you think were some values or ideals of Renaissance society?

4. Read these questions carefully and keep them in mind while reading. They will help you focus on key points:

- What is humanism, and how did it influence people's view of the world?
- How did Renaissance society differ from the Middle Ages in terms of values and lifestyle?
- In what ways did Renaissance artists change the way they created art compared to medieval artists?
- How did Renaissance writers differ from medieval writers in terms of language and themes?

5. Read the text:

Classics Lead to Humanism. The study of classical texts led to humanism, an intellectual movement that focused on human potential and achievements. Unlike medieval scholars, who tried to align classical texts with Christian teachings, humanists sought to understand ancient Greek values. Humanists influenced artists and architects to carry on classical traditions and popularized the study of subjects common to classical education, such as history, literature, and philosophy, collectively known as the humanities.

Worldly Pleasures. In the Middle Ages, some people had demonstrated their piety by wearing rough clothing and eating plain foods. However, humanists suggested that a person might enjoy life without offending God. In Renaissance Italy, the wealthy enjoyed material luxuries, good music, and fine foods.

Although most people remained devout Catholics, the basic spirit of Renaissance society was secular—worldly rather than spiritual, focused on the here and now. Even church leaders became more worldly, living in beautiful mansions, hosting lavish banquets, and wearing expensive clothes.

Patrons of the Arts. Church leaders during the Renaissance beautified Rome and other cities by investing huge amounts of money for art. These leaders along with Renaissance merchants and wealthy families became patrons of the arts. By having their portraits painted or by donating art to the city to place in public squares, the wealthy demonstrated their own importance.

The Renaissance Man. Renaissance writers introduced the idea that all educated people were expected to create art. The ideal individual strove to master almost every area of study. A man who excelled in many fields was praised as a "universal man." Later ages called such people "Renaissance men."

Baldassare Castiglione described this ideal *The Courtier* (1528), where he wrote that a young man should be charming, witty, and well educated in the classics. He should dance, sing, play music, write poetry, and be a skilled in riding, wrestling, and swordsmanship.

The Renaissance Woman. According to *The Courtier*, upper-class women also should know the classics and be charming, though they were not expected to seek fame. Their role was expected to inspire art but rarely to create it. Upper-class Renaissance women were better educated than medieval women. However, most Renaissance women had little influence in politics.

A few women, such as Isabella d'Este, did exercise power. She brought many Renaissance artists to her court and built a famous art collection. She was also skilled in politics. When her husband was taken captive in war, she defended Mantua and won his release.

The Renaissance Revolutionizes Art. Supported by patrons like Isabella d'Este, many artists worked in northern Italy. The Renaissance advanced, artistic styles changed. Unlike medieval artists who used religious subjects to convey a

spiritual ideal, Renaissance artists often portrayed religious subjects in realistic style, influenced by classical models. They used the technique of perspective, which shows three dimensions on a flat surface.

Realistic Painting and Sculpture. Following the new emphasis on individuals, painters began to paint prominent citizens. These realistic portraits revealed what was distinctive about each person. In addition, artists such as the sculptor, poet, architect, and painter Michelangelo Buonarroti used a realistic style when depicting the human body.

Donatello also made sculpture more realistic by carving natural postures and expressions that reveal personality. He revived a classical form in his statue of David, a boy who, according to the Bible, became a great king. Donatello's statue was created in the late 1460s and was the first European sculpture of a large, free-standing nude since ancient times. For sculptors of the period, including Michelangelo, David was a favorite subject.

Leonardo, Renaissance Man. Leonardo da Vinci was a painter, sculptor, inventor, and scientist. A true "Renaissance man," he was interested in how things worked. He studied how a muscle moves and how veins are arranged in a leaf. He filled his notebooks with observations and sketches. Then he incorporated his findings in his art.

Among his many masterpieces, Leonardo painted one of the best-known portraits in the world, the *Mona Lisa*. The woman in the portrait seems so real that many writers have tried to explain the thoughts behind her smile. Leonardo also produced a famous religious painting, *The Last Supper*. It shows the personalities of Jesus' disciples through facial expressions.

Raphael Advances Realism. Raphael Sanzio, inspired by Michelangelo and Leonardo. He learned from studying their works, often depicted Madonna and child. Raphael often portrayed their expressions as gentle and calm. He was famous for his use of perspective.

In his greatest achievement, Raphael filled the walls of Pope Julius II's library with paintings. One of these, *School of Athens*, conveys the classical influence on the Renaissance. Raphael painted famous Renaissance figures, such as Michelangelo, Leonardo, and himself, as classical philosophers and their students.

Anguissola and Gentileschi. Renaissance society generally restricted women's roles. However, a few Italian women became notable painters. Sofonisba Anguissola was the first woman artist to gain an international reputation. She is known for her portraits of her sisters and of prominent people. Artemisia Gentileschi was another accomplished artist. In her own paintings, she painted pictures of strong, heroic women.

Renaissance Writers Change Literature. Renaissance writers produced works that reflected their time, but they also used techniques that writers rely on today. Renaissance writers used vernacular languages and wrote for self-

expression or to portray the individuality of their subjects. In these ways, writers of the Renaissance began trends that modern writers still follow.

Petrarch and Boccaccio. Francesco Petrarch, one of the earliest and most influential humanists, called the father of Renaissance humanism, wrote both in Italian and in Latin. In Italian, he wrote sonnets—14-line poems—about a mysterious woman named Laura, who was his ideal. In classical Latin, he wrote letters to many important friends.

The Italian writer Giovanni Boccaccio is best known for the *Decameron*, a series of realistic, sometimes off-color stories. The *Decameron* presents both tragic and comic views of life. In its stories, the author uses cutting humor to illustrate the human condition. Boccaccio presents his characters in all of their individuality and all their folly.

Machiavelli Advises Rulers. In *The Prince* (1513) Niccolo Machiavelli examined the imperfect conduct of human beings. It did so by taking the form of a political guidebook and advised how a ruler can gain power and keep it in spite of his enemies. In answering this question, he began with the idea that most people are selfish, fickle, and corrupt.

He pointed out that most people think it is praiseworthy in a prince to keep his word and live with integrity. Machiavelli argued that in the real world of power and politics a prince must sometimes mislead the people and lie to his opponents. As a historian and political thinker, Machiavelli suggested that in order for a prince to accomplish great things, he must be crafty enough to not only overcome the suspicions but also gain the trust of others.

Vittoria Colonna. Noblewomen Vittoria Colonna gained fame for her poetry and close associations with notable figures, including Michelangelo. Her work reflect the personal rather than the political themes that characterized female Renaissance writers.

Toward the end of the 15th century, Renaissance ideas began to spread north from Italy. Northern artists and thinkers adapted Renaissance ideals in their own ways.

6. Answer the following questions to test your understanding of the text:

1. How did the study of classical texts lead to the development of humanism?
2. How did Renaissance artists use classical traditions in their works?
3. In what ways did Renaissance thinkers challenge the values of the Middle Ages?
4. What is the difference between secular and spiritual perspectives in Renaissance society?
5. How did humanists influence art and architecture during the Renaissance?

6. What role did patrons play in the development of Renaissance art and culture?
7. How does the concept of the "Renaissance Man" differ from that of a medieval scholar?
8. Explain the qualities of a "Renaissance Woman" as outlined in *The Courtier*. How did this role differ from that of medieval women?
9. How did the Renaissance revolutionize artistic representation, especially in terms of perspective?
10. Why was Michelangelo's work considered revolutionary in terms of realism and the depiction of the human body?
11. How did Machiavelli's *The Prince* challenge traditional views on leadership and morality?
12. How did the Renaissance affect literature and writers?

7. Mark each statement as True (T) or False (F), and provide an explanation for your answer:

1. Humanism was primarily a theological movement aimed at reconciling Christian beliefs with ancient philosophy.
2. The Renaissance was marked by a renewed interest in classical art and literature, but also a shift towards secular subjects.
3. Women were given equal political power and influence during the Renaissance as men.
4. Artists like Donatello and Michelangelo revived classical forms, emphasizing naturalism and the human body.
5. In *The Prince*, Machiavelli argues that rulers should be guided by Christian ethics.
6. The invention of perspective was a revolutionary development in the history of art.
7. Petrarch's sonnets were written in Latin, which was the language of scholars during the Renaissance.
8. Renaissance writers primarily focused on religious themes in their works.
9. Leonardo da Vinci's contributions were limited to painting, with no involvement in science or engineering.
10. Isabella d'Este was a notable patron of the arts, bringing Renaissance artists to her court.

8. Complete the passage by filling in the blanks with the correct word from the list below:

<i>humanism</i>	<i>patrons</i>	<i>secular</i>	<i>perspective</i>
<i>realistic</i>	<i>individualism</i>	<i>Machiavelli</i>	
<i>classical</i>	<i>Renaissance Woman</i>	<i>artistic</i>	

The Renaissance was a period marked by a renewed interest in _____ (1) ideals and the development of _____ (2), which emphasized the importance of the individual. Artists and intellectuals began focusing on _____ (3) subjects, creating works that portrayed the human experience with more _____ (4) accuracy. This was particularly evident in the use of _____ (5), which gave paintings a sense of depth and dimension. Wealthy _____ (6) played a crucial role in supporting the arts during this time. The ideal of the _____ (7) involved not just learning but also excelling in many areas of life, including _____ (8) pursuits like music and writing. Political thinkers like _____ (9) challenged traditional views on leadership, suggesting that rulers might need to be less concerned with morality and more focused on achieving political success. In contrast, the role of the _____ (10) was more restricted, with women expected to inspire art rather than create it themselves.

9. Match the words with their synonyms and antonyms.

Words:

secular
patron
humanism
realistic
renaissance
piety
ideal
individualism
revolutionize
intellectual

Synonyms:

a) devout
b) change drastically
c) scholarly
d) worldly
e) unique
f) perfect
g) sponsor
h) reformation
i) philosophy
j) genuine

Antonyms:

k) disinterested
l) ordinary
m) traditional
n) faithlessness
o) insincere
p) unimportant
q) common
r) general
s) uneducated
t) unspecialized

10. Use the given words to form new words. Complete the sentences with the correct form:

1. The Renaissance led to the _____ (REVISE) of art techniques, such as the development of perspective.
2. In many ways, the Renaissance was an _____ (EVOLUTION) period in European history.
3. The humanist movement _____ (DIRECT) emphasized the potential of humans to achieve greatness.
4. Many Renaissance artists were also _____ (POLITICS) and contributed to political change.
5. Machiavelli's ideas about power are often considered _____ (MORAL) by modern standards.
6. The Medici family were major _____ (SUPPORT) of the arts during the Renaissance.

7. The works of Leonardo da Vinci and Raphael were _____ (INFLUENCE) by classical Greek and Roman art.
8. The idea of the "Renaissance Man" encouraged _____ (VERSATILE) in knowledge and ability.
9. Many Renaissance scholars were deeply _____ (DEVOTION) to learning and intellectual pursuits.
10. The concept of a "Renaissance Woman" was a step toward _____ (EDUCATE) women during the period.

11. Fill in the blanks with the correct word from the list based on the context of the text.

perspective	intellectual	patron
individualism	revolutionize	ideal
piety	Realistic	secular
	influence	

1. The Renaissance marked a shift from the _____ focus of the Middle Ages to a more worldly view of life.
2. As a _____ of the arts, Isabella d'Este commissioned many artworks to decorate her court.
3. Renaissance artists began to portray subjects in a more _____ style, showing human figures with natural expressions and lifelike proportions.
4. The "Renaissance Man" was the _____ figure who excelled in a variety of fields, from the arts to sciences.
5. _____ was a central theme in the Renaissance, with an emphasis on personal achievement and the uniqueness of the individual.
6. Despite the growing focus on individual achievement, many Renaissance figures still practiced religious _____.
7. The works of classical authors had a lasting _____ on Renaissance thinkers and writers.
8. Artists like Leonardo da Vinci used _____ to create depth and realism in their paintings, making them appear three-dimensional.
9. _____ movements during the Renaissance encouraged scholars to question traditional views and push boundaries in various fields.
10. The invention of perspective helped to _____ artistic styles and contributed to the development of modern art.

12. Match the collocations to their correct meanings.

artistic revolution	a) support or funding for artists from influential individuals or families.
intellectual movement	b) a society that is focused more on worldly pursuits than religious devotion.

political guidebook	c) a set of ideas or principles related to what is considered the best or most perfect.
human achievements	d) a shift in artistic expression that alters previous styles dramatically.
realistic style	e) the realization and accomplishment of human potential, especially in art, science, or literature.
wealthy patrons	f) a type of art that emphasizes naturalism and representation of life as it truly appears.
secular society	g) the support of wealthy individuals for the arts, often during the Renaissance.
artistic patronage	h) a document or work that offers advice to rulers on how to gain and maintain power.
renaissance ideal	i) an organized movement focused on promoting intellectual pursuits.
powerful influence	j) the influence of one person or group on the thoughts or actions of others.

13. Rearrange the following words to form meaningful sentences based on the text:

1. Renaissance / humanists / texts / Greek / focused / classical / on / achievements
2. church / leaders / their / artists / huge / invested / in / money / art / amounts
3. renaissance / a / man / excelled / many / praised / he / in / fields
4. with / rulers / advice / Machiavelli / how / gain / power / suggested
5. women / was / often / expected / their / to / inspire / art / role
6. painted / artists / often / Renaissance / subjects / religious / in / realistic / style
7. wealth / enjoyed / Renaissance / the / Italy / in / material / luxuries
8. Machiavelli / was / power / suggested / sometimes / misleading / prince / that / should / use
9. portrait / his / Leonardo / of / Mona / the / famous / painted / Lisa
10. The / went / Boccaccio / to / the / writings / in / characters / all / their / folly

14. Rewrite the following sentences using the word in brackets. Pay attention to the structure, context, and the meaning of the sentence to ensure a natural and complex transformation.

1. Humanists sought to understand Greek values through the study of classical texts. (focused)

2. The wealthy patrons were crucial in providing financial support to artists through commissions for artworks. (patrons)
3. Leonardo da Vinci's interests spanned a wide range of subjects, making him an incredibly versatile individual. (versatile)
4. During the Renaissance, it was considered essential for women to be well-educated in the classics. (educated)
5. Renaissance art, notably through the works of artists like Raphael and Michelangelo, portrayed religious figures with remarkable realism. (portrayed)
6. Machiavelli, in his writings, warned rulers of the complexities involved in maintaining power and the potential consequences of poor decision-making. (warned)
7. By the 15th century, the Renaissance had spread across northern Europe, influencing art and culture in many regions. (spread)
8. In some cases, Renaissance women exercised considerable political power, stepping into roles traditionally held by men. (exercised)
9. Donatello's statue of David marked the revival of large nude sculptures in art, drawing inspiration from ancient classical works. (revived)
10. Classical models heavily influenced many Renaissance artists, shaping their techniques and artistic vision. (influenced)

15. Put the following events or developments in chronological order based on the text:

1. Donatello created the first European sculpture of a large, free-standing nude since ancient times.
2. Renaissance writers began using vernacular languages for self-expression.
3. The Renaissance introduced the idea of the "universal man."
4. Baldassare Castiglione wrote *The Courtier*.
5. Petrarch, the father of humanism, wrote sonnets about Laura.
6. The Renaissance art style began to include the use of perspective.
7. Machiavelli wrote *The Prince*.
8. Vittoria Colonna wrote poetry reflecting personal themes.
9. Leonardo da Vinci painted *The Last Supper*.
10. Raphael painted *The School of Athens*.

16. Choose one of the following topics to discuss or debate in groups:

1. Was the secular spirit of the Renaissance a positive or negative development for society?
2. In what ways do you think the ideals of the "Renaissance Man" are still relevant today?

3. Was Machiavelli's political philosophy more practical or immoral?
4. Should art be primarily for personal expression, or should it serve a social or political purpose?
5. Did the Renaissance change the role of women in society, or were their contributions limited despite educational advances?

17. Write a short story or diary entry from the perspective of a Renaissance artist or scholar.

- Choose a character from the Renaissance (e.g., an artist, a humanist scholar, or a wealthy patron).
- Write about a day in their life, describing their thoughts on the Renaissance ideals, their role in society, and how they perceive the changes happening around them.
- Use details from the text to inform the character's perspective, such as their views on religion, education, or art.

18. Discussion/Opinion Questions

1. Why do you think the Renaissance was such an important period in the history of art and intellectual thought?
2. How do you think the rise of humanism during the Renaissance influenced modern society?
3. Do you think the ideal of the "Renaissance man" is still relevant today? Why or why not?
4. What do you think the role of women in the Renaissance tells us about the society at the time?

Section 3: The Northern Renaissance

PRONUNCIATION

Albrecht Dürer /,æɪ.brɛxt 'djʊər.ər/

Hans Holbein the Younger /,hɑːns 'hɒl.bam ðə 'jʌŋ.gər/

Jan van Eyck /,jɑːn væn 'aɪk/

Pieter Bruegel the Elder /,piː.tər 'brɔɪ.gəl ði 'el.dər/

Desiderius Erasmus /,dɛz.ɪ'diər.i.əs ɪ'ræz.məs/

Thomas More /'tɒm.əs 'mɔːr/ or /'tɑː.məs 'mɔːr/

Christine de Pizan /kris'tiːn də 'piː.zæn/

William Shakespeare /'wɪl.i.əm 'ʃeɪk.spɪər/

Bi Sheng /,biː 'ʃɛŋ/

Johann Gutenberg /,jəʊ.hæn 'guː.tən.bɜːrg/

1. Read the following key words and phrases. Predict what the text might discuss based on each word or phrase. Write a few sentences about what you think the text will cover.

Key Words: Renaissance spirit, humanism, Christian humanism, realism, secular art, classical culture, printing press, Elizabethan Age, democratic ideas

2. What's in a "Renaissance"? Think about what the term "Renaissance" (meaning "rebirth") suggests to you. After writing your thoughts, discuss them with a partner, and then be ready to share with the class.

3. Discuss how new technologies and ideas change society. Think of examples from today's world to help you connect to the changes that took place during the Renaissance.

4. Brainstorm ways that ideas spread within a society. Think about both modern methods and how people might have shared ideas during the Renaissance. After brainstorming, you'll compare your answers to what you find in the text.

5. Read the text:

The work of such artists as Leonardo da Vinci, Michelangelo, and Raphael showed the Renaissance spirit. All three artists demonstrated an interest in classical culture, a curiosity about the world, and a belief in human potential. Humanist writers expanded ideas about individuality. These ideas impressed scholars, students, and merchants who visited Italy. By the late 1400s, Renaissance ideas had spread to Northern Europe—especially England, France, Germany, and Flanders (now part of France and the Netherlands).

The Northern Renaissance Begins. By 1450 the population of northern Europe, which had declined due to bubonic plague, was beginning to grow again. When the destructive Hundred Years' War between France and England ended in 1453, many cities grew rapidly. Urban merchants became wealthy enough to sponsor artists. This happened first in Flanders, which was rich from long-distance trade and the cloth industry. Then, as wealth increased in other parts of Northern Europe, patronage of artists increased as well.

Italy was divided into city-states. In contrast, England and France were unified under strong monarchs. These rulers often sponsored the arts by purchasing paintings and by supporting artists and writers. For example, Francis I of France invited Leonardo da Vinci to retire in France, and hired Italian artists and architects to rebuild and decorate his castle at Fontainebleau. The castle became a showcase for Renaissance art.

As Renaissance ideas spread out of Italy, they mingled with northern traditions. As a result, the northern Renaissance developed its own character. For example, the artists were especially interested in realism. The Renaissance ideal of human dignity inspired some northern humanists to develop plans for social reform based on Judeo-Christian values.

In 1494, a French king claimed the throne of Naples in southern Italy and launched an invasion through northern Italy. As the war dragged on, many Italian artists and writers left for a safer life in Northern Europe. They brought with them the styles and techniques of the Italian Renaissance. In addition, Northern European artists who studied in Italy carried Renaissance ideas back to their homelands.

German Painters. Perhaps the most famous person to do this was the German artist Albrecht Durer. He traveled to Italy to study in 1494. After returning to Germany, Durer produced woodcuts and engravings. Many of his prints portray religious subjects. Others portray classical myths or realistic landscapes. The popularity of Durer's work helped to spread Renaissance styles.

Durer's emphasis upon realism influenced the work of another German artist, Hans Holbein the Younger. Holbein specialized in painting portraits that are almost photographic in detail. He immigrated to England where he painted portraits of King Henry VIII and other members of the English royal family.

Flemish Painters. The support of wealthy merchant families in Flanders helped to make Flanders the artistic center of northern Europe. The first great Flemish Renaissance painter was Jan van Eyck. Van Eyck used recently developed oil-based paints to develop techniques that painters still use. By applying layer upon layer of paint, van Eyck was able to create a variety of subtle colors in clothing and jewels. Oil painting became popular and spread to Italy.

In addition to new techniques, van Eyck's paintings display unusually realistic details and reveal the personality of their subjects. His work influenced later artists in Northern Europe.

Flemish painting reached its peak after 1550 with the work of Pieter Bruegel the Elder. Bruegel was also interested in realistic details and individual people. He was very skillful in portraying large numbers of people. He captured scenes from everyday peasant life such as weddings, dances, and harvests. Bruegel's rich colors, vivid details, and balanced use of space give a sense of life and feeling.

Northern Writers Try to Reform Society. Italian humanists were very interested in reviving classical languages and classical texts. When the Italian humanist ideas reached the north, people used them to examine the traditional teachings of the Church. The northern humanists were critical of the failure of the Christian Church to inspire people to live a Christian life. This criticism produced a new movement known as Christian humanism. The focus of Christian humanism was the reform of society. Of particular importance to humanists was education. The humanists promoted the education of women and founded schools attended by both boys and girls.

Christian Humanists. The best known of the Christian humanists were Desiderius Erasmus of Holland and Thomas More of England. The two were close friends.

In 1509, Erasmus wrote his most famous work, *The Praise of Folly*. This book poked fun at greedy merchants, heartsick lovers, quarrelsome scholars, and pompous priests. Erasmus believed in a Christianity of the heart, not one of ceremonies or rules. He thought that in order to improve society, all people should study the Bible.

Thomas More tried to show a better model of society. In 1516, he wrote the book *Utopia*. In Greek, utopia means "no place." In English it has come to mean Christian an ideal place as depicted in More's book. The book is about an imaginary land humanist where greed, corruption, and war have been weeded out.

More wrote in Latin. As his work became popular, More's works were translated into a variety of languages including French, German, English, Spanish, and Italian.

Women's Reforms. During this period the vast majority of Europeans were unable to read or write. Those families who could afford formal schooling usually sent only their sons. One woman spoke out against this practice. Christine de Pizan was highly educated for the time and was one of the first women to earn a living as a writer. Writing in French, she produced many books, including short stories, biographies, novels, and manuals on military techniques. She frequently wrote about the objections men had to educating women.

Christine de Pizan was one of the first European writers to question different treatment of boys and girls. However, her goal of formal education for children of both sexes would not be achieved for several centuries.

The Elizabethan Age. The Renaissance spread to England in the mid-1500s. The period was known as the Elizabethan Age, after Queen Elizabeth I. Elizabeth reigned from 1558 to 1603. She was well educated and spoke French,

Italian, Latin, and Greek. She also wrote poetry and music. As queen she did much to support the development of English art and literature.

William Shakespeare. The most famous writer of the Elizabethan Age was William Shakespeare. Many people regard him as the greatest playwright of all time. Shakespeare was born in 1564 in Stratford-upon-Avon. By 1592 he was living in London and writing poems and plays, and soon he would be performing at the Globe Theater.

Like many Renaissance writers, Shakespeare revered the classics and drew on them for inspiration and plots. His works display a masterful command of the English language and a deep understanding of human beings. He revealed the souls of men and women through scenes of dramatic conflict. Many of these plays examine human flaws.

Printing Spreads Renaissance Ideas. The Chinese invented block printing, in which a printer carved words or letters on a wooden block, inked the block, and then used it to print on paper. Around 1045, Bi Sheng invented movable type, or a separate piece of type for each character in the language. The Chinese writing system contains thousands of different characters, so most Chinese printers found movable type impractical. However, the method would prove practical for Europeans because their languages have a very small number of letters in their alphabets.

Gutenberg Improves the Printing Process. During the 13th century, block-printed items reached Europe from China. European printers began to use block printing to create whole pages to bind into books. However, this process was too slow to satisfy the Renaissance demand for knowledge, information, and books.

Around 1440 Johann Gutenberg, a craftsman from Mainz, Germany, developed a printing press that incorporated a number of technologies in a new way. The process made it possible to produce books quickly and cheaply. Using this improved process, Gutenberg printed a complete Bible, the Gutenberg Bible, in about 1455. It was the first full-sized book printed with movable type.

The printing press enabled a printer to produce hundreds of copies of a single work. For the first time, books were cheap enough that many people could buy them. At first printers produced mainly religious works. Soon they began to provide books on other subjects such as travel guides and medical manuals.

The Legacy of the Renaissance. The European Renaissance was a period of great artistic and social change. It marked a break with the medieval-period ideals focused around the Church. The Renaissance belief in the dignity of the individual played a key role in the gradual rise of democratic ideas. Furthermore, the impact of the movable-type printing press was tremendous. Some historians have suggested that its effects were even more dramatic than the arrival of personal computers in the 20th century.

Changes in the Arts:

- Art drew on techniques and styles of classical Greece and Rome.

- Paintings and sculptures portrayed individuals and nature in more realistic and lifelike ways.
- Artists created works that were secular as well as those that were religious.
- Writers began to use vernacular languages to express their ideas.
- The arts praised individual achievement.

Changes in Society:

- Printing changed society by making more information available and inexpensive enough for society at large.
- A greater availability of books prompted an increased desire for learning and a rise in literacy throughout Europe.
- Published accounts of new discoveries, maps, and charts led to further discoveries in a variety of fields.
- Published legal proceedings made the laws clear so that people were more likely to understand their rights.
- Christian humanists' attempts to reform society changed views about how life should be lived.
- People began to question political structures and religious practices. Renaissance ideas continued to influence European thought—including religious thought.

6. Find the equivalents to the following word combinations in the text:

Гравюри та дереворити; спричиняти, викликати (щось); поворотний момент; формувати хід історії; ознака (чогось); в суперечності з; залишити незабутнє враження; закласти основу для; далеко від; розширювати межі; в центрі уваги; підкреслювати вплив (чогось); відійти від (чогось); кидати виклик існуючому стану речей; прокладати шлях для (чогось); черпати з (чогось); сприяти зміні в (чомусь).

7. Read the passage about the Northern Renaissance and answer the questions. Provide evidence where necessary.

1. Which three artists represented the Renaissance spirit in their work?
2. How did Renaissance ideas spread to Northern Europe?
3. Where did Renaissance ideas spread to in Northern Europe?
4. How did the end of the Hundred Years' War affect Northern European cities?
5. Why was Flanders an important region for Renaissance art in Northern Europe?
6. Who sponsored artists in Northern Europe?
7. How did Jan van Eyck contribute to the art world?
8. What was Albrecht Dürer famous for?

9. Describe the focus of Christian humanism.
10. Who were the two famous Christian humanists mentioned, and what did they believe in?
11. Why was Erasmus critical of the Church?
12. What role did Queen Elizabeth I play in the arts?
13. What was unique about Pieter Bruegel's artwork?
14. How did the printing press impact Renaissance ideas?

8. Mark each statement as True (T) or False (F), and provide an explanation for your answer:

1. Hans Holbein's portraits were praised for their vivid colors and balance of space.
2. The Northern Renaissance artists were influenced by Italian styles and techniques.
3. Christian humanists were focused solely on art and literature.
4. Pieter Bruegel's paintings depicted classical myths.
5. The Elizabethan Age saw a decline in literary achievements.
6. The Gutenberg Bible was the first book printed using movable type in Europe.
7. The Renaissance was characterized solely by religious artworks and ideas.
8. The Hundred Years' War contributed to the rise of the Renaissance in Northern Europe by fostering economic growth.
9. Thomas More's *Utopia* presents a society where personal ambition and wealth are central to social progress.
10. Northern Renaissance artists were not influenced by the Italian Renaissance style.
11. Queen Elizabeth I's support of the arts helped to cultivate English drama and literature, including Shakespeare's works.

9. Fill in the blanks with appropriate words from the box.

<i>reform</i>	<i>vernacular</i>	<i>dignity</i>	<i>patronage</i>
<i>spread</i>	<i>realism</i>	<i>scholars</i>	<i>curiosity</i>
<i>painting</i>	<i>bubonic plague</i>	<i>literacy</i>	<i>revival</i>
	<i>secular</i>	<i>Folly</i>	

1. The spread of _____ ideas in the Renaissance led many to challenge the Church's authority.
2. The _____ of classical texts was a hallmark of Renaissance thought.
3. Humanists promoted social _____ based on Christian values.
4. After the _____ killed millions, society began to question existing social structures.

5. The works of Shakespeare were revolutionary because they used the _____ to tell universal stories.
6. The printing press greatly increased _____ throughout Europe.
7. Artists' interest in _____ is evident in their realistic portrayals of nature.
8. Wealthy families showed _____ by supporting painters and writers.
9. Artists like Van Eyck utilized oil _____ to create intricate details in their work.
10. In his work "The Praise of _____," Erasmus criticized many aspects of European society, including the Church and its practices.
11. Renaissance _____ brought new ideas to Northern Europe.
12. Renaissance artists sought to create works that emphasized human _____ rather than religious idealism.
13. The _____ of Renaissance ideas was facilitated by trade and travel.
14. Scientific exploration during the Renaissance was driven by _____.

10. Rearrange the words to form grammatically correct sentences.

1. ideas / Renaissance / quickly / the / spread / Northern Europe / to.
2. supported / wealthy / artists / merchants / the / in / Renaissance.
3. printed / Gutenberg / first / Bible / the / movable type / with.
4. Holbein / portraits / photographic / painted / detail / with.
5. language / vernacular / writers / in / the / wrote.
6. inspired / Christian / reform / social / values / humanists.

11. Rewrite the sentences using the word in brackets, so that the meaning stays the same.

1. Renaissance artists were inspired by the works of ancient Greeks and Romans. (INFLUENCE)
2. Humanism focused on the study of classical texts, which helped shape Renaissance education. (CONTRIBUTE)
3. Leonardo da Vinci painted the "Mona Lisa" in the early 16th century. (KNOWN)
4. The printing press made books more widely available. (ALLOW)
5. Albrecht Dürer was known for his detailed engravings. (FAME)
6. Patrons sponsored many artists during the Renaissance. (FUNDED)
7. Christian humanists wanted to reform society. (FOCUSED)
8. The Elizabethan Age produced many great writers. (FAMOUS)
9. The Renaissance spread rapidly across Northern Europe. (IDEAS)

10. Renaissance writers used vernacular languages to reach wider audiences. (WRITTEN)

12. Read the text below and match the headings (A-F) to the paragraphs (1-5). There is one extra heading that you will not need.

Headings:

- A. Renaissance Artists' Techniques
- B. The Spread of Renaissance Ideas
- C. Social Impact of the Renaissance
- D. Major Patrons of the Arts
- E. The Influence of the Printing Press
- F. The Northern Renaissance

1. _____ The Renaissance was a time of tremendous cultural and intellectual growth that began in Italy. It was characterized by a renewed interest in classical culture, which led to major changes in art, literature, and philosophy. During this period, Italy became a hub of artistic innovation, and cities like Florence, Venice, and Rome were at the forefront of these cultural changes.
2. _____ One of the most significant developments in art was the use of perspective and a more lifelike representation of the human form. Artists like Leonardo da Vinci and Michelangelo pushed the boundaries of realism in their works, incorporating techniques such as shadowing and anatomical studies to create more natural depictions of the human body. These advancements in art were later spread across Europe.
3. _____ The advent of the printing press in the 15th century had a profound effect on society. It allowed books to be produced in greater quantities and at a faster rate, making knowledge more accessible. With this invention, the spread of Renaissance ideas was greatly accelerated. It also led to the rise of literacy rates across Europe as books became more affordable and widely available.
4. _____ The Medici family in Florence, along with other wealthy merchants, played a significant role in the flourishing of the arts during the Renaissance. They were patrons of artists and thinkers, providing financial support to individuals like Leonardo da Vinci, Botticelli, and Michelangelo. Their patronage allowed these artists to pursue their craft without the financial pressure of earning a living.
5. _____ In the Northern parts of Europe, especially in Flanders, Renaissance ideas were blended with local traditions. Artists in this region, such as Jan van Eyck, focused on detail and realism, and often painted religious subjects. The Northern Renaissance was also influenced by the writings of humanists, who began to question the authority of the Church and promote social reform.

13. Fill in the blanks with the correct linking word or phrase from the options.

1. Renaissance artists _____ focused on realism, but they also portrayed religious themes.

- a) although
- b) because
- c) and
- d) despite

2. The printing press made books more affordable, _____ it greatly increased literacy rates across Europe.

- a) so
- b) but
- c) because
- d) for

3. The Medici family supported artists in Italy _____ their wealth from banking.

- a) despite
- b) because of
- c) although
- d) due to

4. _____ the influence of the Italian Renaissance, Northern Europe developed its own style.

- a) In contrast to
- b) Because of
- c) Despite
- d) As a result

5. Many of the Renaissance's greatest works of art have survived _____ the passing centuries.

- a) despite
- b) because
- c) although
- d) despite of

6. The invention of the printing press led to a dramatic increase in literacy, _____ it also contributed to the spread of Renaissance ideas.

- a) so
- b) but
- c) because
- d) for

7. The Renaissance period brought great change to Europe, _____ the development of the printing press and the rise of humanism.

- a) and
- b) but

c) despite

d) for

8. The works of the Northern Renaissance artists were influenced _____ the classical ideals of the Italian Renaissance.

a) with

b) by

c) to

d) from

9. The Renaissance gave birth to new ideas in art and science, _____ the period also saw the growth of exploration and trade.

a) although

b) but

c) and

d) because

10. _____ artists' works in Italy were secular, some Northern European artists focused more on religious subjects.

a) While

b) However

c) Therefore

d) As

11. The Northern Renaissance developed its own characteristics, _____ it maintained some of the influence of the Italian Renaissance.

a) although

b) because

c) and

d) in addition

12. Christian humanists like Erasmus and Thomas More criticized the Church, _____ they emphasized the need for personal reflection and spirituality.

a) and

b) or

c) but

d) so

13. The spread of Renaissance art was greatly accelerated _____ the patronage of wealthy families and monarchs.

a) because

b) despite

c) due to

d) although

14. Renaissance artists _____ studied the classical works of Greece and Rome, they also introduced new techniques and perspectives.

a) as

b) although

c) because

d) despite

15. Leonardo da Vinci's works are revered _____ their artistic mastery and scientific curiosity.

a) because

b) despite

c) although

d) as

14. Complete the sentences below by changing the form of the words in brackets. The words should be used in the correct form, and the context of each sentence should help guide your choice.

1. The Northern Renaissance was a period in which artists and writers sought to (EXPAND) _____ their understanding of classical art and philosophy.

2. The (UNITE) _____ of different parts of Europe under strong monarchs led to a flourishing of Renaissance ideas across the continent.

3. The (REALISTIC) _____ approach of artists like Albrecht Dürer helped to bring Renaissance ideals to Northern Europe.

4. The development of the printing press was a (REVOLUTION) _____ event that made books more affordable and accessible.

5. The (RELIGION) _____ themes in the early Renaissance art eventually gave way to more secular topics as the movement spread.

6. Christian humanism was a movement that sought to (REFORM) _____ society through a return to the ideals of the early Church.

7. The spread of Renaissance ideas (COINCIDE) _____ with the rise of new forms of education and social change in Europe.

8. The rise of the (PATRONAGE) _____ system in the Renaissance helped support artists and writers in their work.

9. The work of artists like Leonardo da Vinci and Michelangelo was seen as the (CULMINATE) _____ of Renaissance artistic achievements.

10. During the Renaissance, the traditional view of society was (QUESTION) _____ as new ideas about individual rights and freedom began to take root.

15. Find synonyms and antonyms for the following words:

	Synonym	Antonym
decline		
wealthy		
realism		
patronage		
literacy		

inspiration		
tradition		
influence		
artistic		

16. Read the text below and fill in the blanks with suitable words from the box:

humanism	techniques	vernacular	reform	wealthy
----------	------------	------------	--------	---------

The Renaissance was characterized by a renewed interest in _____ (1), which emphasized human potential and achievements. Artists developed new _____ (2) like perspective and oil painting. Writers began using the _____ (3) to make their works more accessible. Meanwhile, Christian humanists sought to _____ (4) society by promoting education and moral living. These changes were often supported by _____ (5) patrons who funded artistic and literary projects.

17. Read the passage and choose the best word or phrase for each gap. Each question has three options, but only one is correct.

By the late 1400s, Renaissance ideas had spread from Italy to Northern Europe. This cultural (1) _____ was greatly influenced by local traditions but still carried the intellectual spirit of the Italian Renaissance. In contrast to Italy's city-states, countries like England and France were (2) _____ under powerful monarchs who often acted as (3) _____ of the arts, supporting writers, painters, and architects.

Northern artists were especially drawn to (4) _____, depicting subjects and settings with lifelike precision. This attention to detail was also reflected in print media, especially through techniques like woodcut and (5) _____, which helped reproduce images and texts for a wider audience.

The invention of the printing press contributed significantly to the spread of Renaissance ideas and boosted levels of (6) _____ throughout Europe. Books were no longer limited to elites; people across the continent could now access information, often written in the (7) _____ rather than Latin. This change made knowledge more inclusive and encouraged ordinary people to engage with new ideas.

Meanwhile, Christian humanists called for a (8) _____ of classical learning and religious values. Their emphasis on education and ethical living left a strong impression on (9) _____ and political thinkers alike. Inspired by the Renaissance belief in human potential, they promoted reforms that would eventually shape modern European society.

1.	A. replacement	B. transition	C. isolation
----	----------------	---------------	--------------

2.	A. unified	B. fragmented	C. betrayed
3.	A. rebels	B. architects	C. patrons
4.	A. ritualism	B. realism	C. surrealism
5.	A. engraving	B. carving	C. weaving
6.	A. censorship	B. literacy	C. theology
7.	A. formula	B. script	C. vernacular
8.	A. rejection	B. revival	C. opposition
9.	A. scholars	B. merchants	C. soldiers

18. Match the vocabulary words with their definitions. Add a brief example sentence for each word in addition to matching definitions:

humanism	(a) focus on social reform based on Christian values
engravings	(b) the common language spoken by ordinary people
patron	(c) an emphasis on human potential and achievements
vernacular	(d) prints created by carving designs onto surfaces
Christian humanism	(e) not connected with religious matters
reformation	(f) period of renewed interest in art and learning
perspective	(g) a ruler such as a king or queen
secular	(h) a person who supports artists, especially financially
Renaissance	(i) movement aimed at reforming the Church
monarch	(j) artistic technique for depth in two-dimensional art

19. Write down at least one term related to each of the following concepts based on the text.

1. Renaissance values: _____
2. Art techniques: _____
3. Social reform: _____
4. Inventions: _____
5. Literature: _____

20. Put the following events in the correct chronological order.

1. Johann Gutenberg developed the printing press.
2. The Hundred Years' War ended, leading to rapid city growth in northern Europe.
3. Christine de Pizan advocated for the education of women.

4. Albrecht Dürer traveled to Italy and brought Renaissance ideas back to Germany.
5. Desiderius Erasmus wrote *The Praise of Folly*.
6. Thomas More wrote *Utopia*.
7. Pieter Bruegel the Elder captured peasant life in his paintings.
8. The Elizabethan Age flourished under Queen Elizabeth I.
9. William Shakespeare began writing plays and poems in London.
10. The Renaissance belief in individual dignity influenced democratic ideas.

21. Connect the text to modern concepts. Answer in 1–2 sentences.

1. How is the Renaissance ideal of human dignity relevant today?
2. What modern invention parallels the impact of the printing press?
3. How do Renaissance ideas of realism appear in modern art?
4. What lessons can modern society learn from the Renaissance emphasis on education?
5. How do the writings of Erasmus and More compare to contemporary calls for social reform?

22. Complete the sentences with appropriate endings.

1. The Renaissance artists focused on _____.
2. Christian humanists believed in reforming society by _____.
3. The printing press changed society by _____.
4. Shakespeare's plays are renowned for _____.
5. Jan van Eyck's use of oil paints allowed him to _____.

23. Fill in the table comparing the Italian and Northern Renaissance.

Aspect	Italian Renaissance	Northern Renaissance
Focus of Art		
Influences		
Key Figures		
Techniques		
Patronage		

24. Speaking Tasks

1. **Presentation:** Prepare a short presentation on a famous Northern Renaissance figure, such as Albrecht Dürer, Jan van Eyck, or Thomas More.

Include their contributions to art, literature, or social thought, and explain why their work was impactful during the Renaissance.

2. **Discussion:** In pairs, discuss the differences between Italian and Northern Renaissance art. Use examples from artists mentioned in the text (e.g., Leonardo da Vinci vs. Jan van Eyck) to compare their styles, techniques, and focus on realism or humanism.

3. **Discuss Social Reform:** Christian humanists like Erasmus and More aimed to reform society. Discuss with a partner what aspects of society you would focus on reforming if you were a Renaissance thinker, and why.

4. **Debate on Humanism:** Discuss with classmates the impact of humanism on education. Do you agree with the Renaissance idea of education as a means for personal and societal improvement? How might these ideas be relevant today?

5. **Compare and Contrast:** In small groups, discuss how the printing press changed society during the Renaissance compared to how the internet has changed society today.

6. **Talk About Realism in Art:** Discuss why Renaissance artists valued realism and what impact it had on art at the time. Do you think art should always aim to be realistic? Why or why not?

7. **Favorite Renaissance Figure:** Share with classmates your favorite figure from the Renaissance, discussing their achievements and why you find them inspiring.

25. Writing Tasks

1. **Persuasive Essay:** Argue the importance of education as promoted by Christian humanists. Why did they prioritize education, and do you think this focus is still relevant in today's society?

2. **Creative Writing:** Imagine you are a visitor in the Renaissance period traveling through Northern Europe. Write a diary entry describing the art, architecture, and cultural changes you see.

3. **Historical Fiction:** Write a short story set in the Northern Renaissance. Your main character could be an artist, a patron, or a student of humanism. Include details that reflect the period's culture and challenges.

4. **Personal Reflection:** Reflect on how Renaissance values, like individual achievement and human potential, resonate with you today. Do you feel these values are still important?

5. **Compare Social Reforms:** Write a comparative essay on the goals of Renaissance Christian humanism and a modern social reform movement. What similarities and differences do you see?

26. Discuss the following questions in small groups, and provide supporting arguments for your opinions. Afterward, each group will present their conclusions to the class.

1. Do you think the Renaissance's emphasis on individualism and human dignity has had a lasting impact on modern society? Provide examples.
2. How did the political climate in Italy, with its divided city-states, compare to the more unified monarchies of Northern Europe? How might this have affected the spread of Renaissance ideas?
3. In what ways did the Renaissance change the role of women in European society, particularly in education and literature?
4. How would you compare the role of the Church in the Renaissance to its role in the Middle Ages? Did the Renaissance foster greater religious freedom or conflict?
5. The Renaissance brought both religious and secular themes into art. Do you think this dual focus led to a more complex understanding of human nature?
6. What role did Renaissance literature, such as More's *Utopia* and Erasmus's *Praise of Folly*, play in the development of European thought and reform?
7. How does the legacy of the Renaissance continue to influence Western culture today? Consider areas like art, education, politics, and social reform.

Section 4: Luther Leads the Reformation

PRONUNCIATION

Albrecht Dürer /,æɫ.brɛxt 'dʒʊər.ər/

Hans Holbein the Younger /,hɑːns 'hɒl.bam ðə 'jʌŋ.gər/

Jan van Eyck /,jɑːn væn 'aɪk/

Pieter Bruegel the Elder /,piː.tər 'brɔɪ.gəl ði 'el.dər/

Desiderius Erasmus /,dɛz.ɪ'diər.i.əs ɪ'ræz.məs/

Thomas More /'tɒm.əs 'mɔːr/ or /'tɑː.məs 'mɔːr/

Christine de Pizan /kris'tiːn də 'piː.zæn/

William Shakespeare /'wɪl.i.əm 'ʃeɪk.spɪər/

Bi Sheng /,biː 'ʃɛŋ/

Johann Gutenberg /,jəʊ.hæn 'guː.tən.bɜːrg/

John Wycliffe /,dʒɒn 'waɪ.klɪf/

Jan Hus /,jæn 'hʊs/ or /,jɑːn 'huːs/

Johann Tetzel /,jəʊ.hæn 'tɛt.səl/

Wittenberg /'wɪt.ən.bɜːrg/ or /'vɪt.ən.bɜːrg/

Edict of Worms /'iː.dɪkt əv 'vɜːrmz/

Peace of Augsburg /'piːs əv 'aʊgs.bɜːrg/

1. Familiarize yourself with these key terms, which will help you understand the main ideas of the text:

- **Reformation** – a movement aiming to reform the Roman Catholic Church;
- **Indulgences** – a pardon for sins, often sold by the Church;
- **Secular** – concerned with worldly rather than spiritual matters;
- **Heresy** – a rejection of Church doctrines or beliefs;
- **Excommunication** – the act of officially excluding someone from participation in the Church;
- **Rebellion** - actions or speech that oppose authority or established rules;
- **Annul** – to cancel or declare invalid, especially a marriage;
- **Edict** – a formal statement issued by a person in authority

Look up any unfamiliar words, and consider writing a brief definition in your own words to aid comprehension.

2. Before reading, decide whether the following statements are true or false. Correct them if false.

1. Martin Luther wanted to create a new religion when he criticized the Church.

2. The printing press helped spread the ideas of the Reformation.
3. Henry VIII broke from the Catholic Church because of his religious disagreements with the pope.
4. The Peace of Augsburg allowed each prince in Germany to decide the religion of his state.

3. Discuss these questions with a partner.

1. What might cause people to challenge a powerful institution like the Church?
2. Why do you think people were dissatisfied with Church leaders during the Renaissance?
3. How might the invention of the printing press have impacted society at that time?

4. Read the text:

By the 10th century, the Roman Catholic Church had come to dominate religious life in Northern and Western Europe. However, the Church faced criticism for its practices and its leaders' focus on worldly pursuits like wealth and political power. Despite some reforms during the Middle Ages, dissatisfaction remained. This growing criticism eventually led to rebellion, sparked by Martin Luther.

Causes of the Reformation. By 1500, additional forces weakened the Church. The Renaissance emphasis on the secular and the individual challenged Church authority. The printing press spread these secular ideas. Some rulers began to challenge the Church's political power. In Germany, divided into many competing states, it was difficult for the pope or the emperor to impose central authority. Northern merchants resented paying church taxes to Rome. These social, political, and economic forces spurred the movement for religious reform that began in Germany and then swept much of Europe.

Critics claimed that Church leaders were corrupt. The popes who ruled during the Renaissance patronized the arts, spent extravagantly on personal pleasure, and fought wars. Many popes were too busy pursuing worldly affairs to have much time for spiritual duties.

The lower clergy had problems as well. Many priests and monks were so poorly educated that they could scarcely read, let alone teach people. Others broke their priestly vows by marrying, and some drank to excess or gambled.

Influenced by reformers, people had come to expect higher standards of conduct from priests and church leaders. Earlier reformers like John Wycliffe and Jan Hus had criticized the Pope's worldly power and emphasized the Bible's authority over Church tradition. In the 1500s, Christian humanists like Desiderius Erasmus and Thomas More joined the criticism. Many Europeans were reading

religious works and questioning Church practices, setting the stage for reform by the early 1500s.

Luther Challenges the Church. Martin Luther a monk and a teacher at the University of Wittenberg initially wanted to be a good Christian, not to lead a religious revolution.

In 1517, Luther took a stand against Johann Tetzel, a friar who sold indulgences to raise money for St. Peter's Cathedral in Rome. Indulgences were pardons for sins, but Tetzel implied they could buy a person's way into heaven. Luther wrote his 95 Theses, formally criticizing the sale of indulgences, and posted them on the church door in Wittenberg. The Theses quickly spread through Germany, sparking the Reformation and challenging the pope's authority.

Luther expanded his criticisms beyond indulgences to call for full Church reform. His key ideas included:

- Salvation is achieved only through faith in God's forgiveness, not through a combination of faith and good works (as the Church taught).
- Church teachings should be based solely on the Bible, rejecting the pope and Church traditions as false authorities.
- All people with faith are equal, meaning there is no need for priests to interpret the Bible for them.

The Response to Luther. Luther's ideas spread rapidly, attracting followers who saw them as a way to challenge Church control.

Initially, Church officials in Rome viewed Luther simply as a rebellious monk who needed to be punished by his superiors. However, as Luther's ideas became more popular, the pope realized that this monk was a serious threat. In one angry reply to Church criticism, Luther actually suggested that Christians drive the pope from the Church by force.

In 1520, Pope Leo X issued a decree threatening Luther with excommunication unless he took back his statements. Luther did not take back a word. Instead, his students at Wittenberg gathered around a bonfire and cheered as he threw the pope's decree into the flames. Leo excommunicated Luther.

Holy Roman Emperor Charles V, a devout Catholic, also opposed Luther's teachings. As emperor of a vast empire, including the German states, he summoned Luther to Worms in 1521 to stand trial. Luther was told to recant his ideas, but he refused. A month later, Charles issued the Edict of Worms, declaring Luther an outlaw and a heretic. The edict banned Luther's writings, and anyone who helped him could be punished.

Despite the imperial order, Prince Frederick the Wise of Saxony sheltered Luther in one of his castles. While in hiding, Luther translated the New Testament into German, making the scriptures more accessible to the public. Luther returned to Wittenberg in 1522 and discovered that many of his ideas were already being put into practice. Instead of continuing to seek reforms in the Catholic Church, Luther and his followers had become a separate religious group, called Lutherans.

Some of Luther's ideas were also applied to social issues. In 1524, German peasants, inspired by Luther's talk of Christian freedom, demanded an end to serfdom. They raided monasteries, pillaged towns, and burned buildings. Luther, horrified by the violence, wrote a pamphlet urging the German princes to show the peasants no mercy. The princes' armies crushed the revolt, killing as many as 100,000 peasants. Many peasants, feeling betrayed by Luther's response, turned away from his religious leadership.

In contrast to the bitter peasants, many northern German princes supported Lutheranism. While some princes genuinely shared Luther's beliefs, others liked Luther's ideas for selfish reasons. They saw his teachings as a good excuse to seize Church property and to assert their independence from Charles V.

In 1529, German princes who remained loyal to the pope agreed to join forces against Luther's ideas. Those princes who supported Luther signed a protest against that agreement. These protesting princes came to be known as Protestants. Eventually, the term Protestant was applied to Christians who belonged to non-Catholic churches.

Still determined that his subjects should remain Catholic, Charles V went to war against the Protestant princes. Even though he defeated them in 1547, he failed to force them back into the Catholic Church. In 1555, Charles, weary of fighting, ordered all German princes, both Protestant and Catholic, to assemble in the city of Augsburg. There the princes agreed that each ruler would decide the religion of his state. This famous religious settlement was known as the Peace of Augsburg.

England Becomes Protestant. The Catholic Church soon faced another great challenge to its authority, this time in England. Unlike Luther, the man who broke England's ties to the Roman Catholic Church did so for political and personal, not religious, reasons.

Henry VIII became king in 1509 and was initially a devout Catholic, even writing an attack on Luther's ideas in 1521, earning the title "Defender of the Faith" from the pope. Political needs, however, soon tested his religious loyalty. He needed a male heir. Henry's father had become king after a long civil war. Henry feared that a similar war would start if he died without a son as his heir. He and his wife, Catherine of Aragon, had one living child—a daughter, Mary—but no woman had ever successfully claimed the English throne.

By 1527, Henry was convinced that the 42-year-old Catherine would have no more children. He wanted to divorce her and take a younger queen. Church law did not allow divorce, but the pope could annul his marriage. The pope refused, unwilling to anger Catherine's nephew, the Holy Roman Emperor Charles V.

In response, Henry called the Reformation Parliament in 1529 and passed laws to end the pope's authority in England.

In 1533, Henry secretly married Anne Boleyn and Parliament legalized his divorce. By 1534, Henry's break with the Catholic Church was complete with the

Act of Supremacy, which declared Henry, not the pope, as the head of the Church of England.

The Act of Supremacy met some opposition. Thomas More, even though he had strongly criticized the Church, remained a devout Catholic. His faith, he said, would not allow him to accept the terms of the act and he refused to take the oath and was executed for treason in 1535.

Consequences of Henry's Changes. Henry did not immediately get the male heir he sought. After Anne Boleyn gave birth to a daughter, Elizabeth, she fell out of Henry's favor. Eventually, she was charged with treason. Like Thomas More, she was imprisoned in the Tower of London. She was found guilty and beheaded in 1536. Almost at once, Henry took a third wife, Jane Seymour. In 1537, she gave him a son named Edward. Henry's happiness was tempered by his wife's death just two weeks later. Henry married three more times. None of these marriages, however, produced children.

After Henry's death in 1547, his children—Edward VI, Mary I, and Elizabeth I—each ruled England, creating religious instability. Edward VI, a Protestant, was guided by Protestant advisers, and they introduced Protestant reforms. Edward's reign was short due to his ill health. Mary I, a Catholic, attempted to restore Catholicism in England, leading to the execution of many Protestants. Upon Mary's death in 1558, Elizabeth I, a Protestant, inherited the throne and solidified England's Protestant direction.

5. Read the text and decide if the following statements are true, false, or not given:

1. The Peace of Augsburg allowed the pope to choose the religion of each German state.
2. Martin Luther wrote the 95 Theses to criticize indulgences.
3. Henry VIII's decision to break from the Catholic Church was influenced by the Renaissance.
4. The Act of Supremacy made the monarch the head of the English Church.
5. Elizabeth I restored Catholicism in England.
6. Charles V supported the Protestant princes.
7. Northern German princes supported Luther partly for political reasons.
8. Thomas More accepted the Act of Supremacy.
9. Martin Luther initially sought to reform the Church, not start a revolution.
10. The invention of the printing press was crucial for the spread of Protestant ideas.

6. Complete the sentences using the correct key term:

1. During the Middle Ages, the _____ dominated religious life in Europe.
2. The _____ allowed German princes to choose the religion of their states.
3. Martin Luther's _____ questioned Church practices and sparked the Reformation.
4. Many Europeans began _____ and calling for reforms in the early 1500s.
5. The _____ were often criticized for corruption and neglect of spiritual duties.
6. _____ spread Luther's 95 Theses across Europe, making his ideas widely known.
7. Critics of the Church argued for _____ based on the Bible alone.
8. Henry VIII's _____ with Catherine of Aragon led to the Reformation in England.
9. _____ were granted by the Church in exchange for money, supposedly pardoning sins.
10. The _____ declared Henry VIII the head of the Church in England, separating it from Rome.
11. Luther taught that _____ could be achieved only through faith, not good works.
12. The Church issued an _____ against Luther when he refused to retract his criticisms.

7. Use the word in brackets to form a word that fits the gap:

1. The pope's _____ (REFUSE) to annul Henry's marriage led to the creation of the Church of England.
2. Many peasants felt _____ (BETRAY) by Luther's response to their revolt.
3. The Peace of Augsburg brought _____ (SETTLE) to religious conflicts in Germany.
4. Renaissance _____ (THINK) influenced Martin Luther's ideas.
5. Luther's actions had a _____ (REVOLUTION) impact on Christianity.
6. The pope's _____ (EXCOMMUNICATE) of Luther angered his followers.
7. Henry VIII's _____ (DETERMINE) to have a male heir led to political and religious changes.

8. Reformers sought to challenge the Church's _____ (TRADITION) practices.

9. The Reformation was a period of _____ (RELIGION) and social upheaval in Europe.

10. The printing press _____ (REVOLUTION) communication by making books more accessible.

11. Luther's _____ (CRITICIZE) of the Church led to widespread religious and political changes.

12. The clergy's _____ (CORRUPT) was one of the reasons for criticism of the Church.

13. The _____ (APPLY) of the 95 Theses in Germany sparked a widespread religious movement.

14. The _____ (SEPARATE) of the Church of England from Rome was not initially widely accepted.

8. Rewrite the sentences without changing the meaning:

1. The pope refused to annul Henry VIII's marriage, so he created the Church of England.

→ Since the pope...

2. Martin Luther criticized indulgences. He also questioned the pope's authority.

→ Not only...

3. The Peace of Augsburg allowed German princes to choose the religion of their states.

→ German princes were...

4. Elizabeth I restored Protestantism in England after Mary I's reign.

→ Protestantism...

5. The Edict of Worms declared Martin Luther an outlaw and banned his writings.

→ Martin Luther's writings...

6. Henry VIII became the head of the Church of England to ensure a male heir.

→ To ensure a male heir...

7. Many priests were poorly educated and could not teach effectively.

→ Because many priests...

8. Charles V summoned Luther to stand trial but failed to suppress his ideas.

→ Although Charles V...

9. The Renaissance emphasis on secular ideas challenged Church authority.

10. → The Church's authority ...

11. Luther's students gathered and burned the pope's decree.

12. → A decree ...

13. Many priests were poorly educated and unable to teach.

14. → Unable to teach ...

15. The German princes signed a protest against the pope.

16. → A protest ...

17. Luther translated the New Testament into German.

18. → The New Testament ...

9. Match the terms to their definitions:

indulgence	a. the expulsion of a person from the Church
excommunication	b. a person who opposes the official beliefs of the Church
heretic	c. a religious movement that led to the creation of non-Catholic churches
protestant	d. a pardon for sins, often sold by the Church
reformation	e. being saved from sin and its consequences
salvation	f. a formal command or proclamation issued by an authority
edict	g. a legal cancellation of a marriage
annulment	h. a member of a Christian group that separated from the Catholic Church

10. Unscramble the following words to form meaningful sentences:

1. Luther / critic / Church / practices / against / 95 / his / the / posted / the / Theses / the

2. people / to / Luther / were / faith / his / inspired / of / teachings

3. the / marriage / Henry / divorced / his / annulled / refused / Pope / to

4. Peace / Augsburg / of / settled / a / Germany / in / in / religious / the / 1555 / conflict

5. Protestant / Church / in / split / Europe / during / the / the / Reformation

11. Match the correct phrasal verb to complete the sentences below. Use the context of the text to guide you.

1. Martin Luther decided to ____ his ideas when summoned by Charles V.

- a. give up
- b. take back
- c. stand by

2. Dissatisfaction with the Church ____ rebellion against its authority.

- a. led to
- b. brought out
- c. took over

3. The pope refused to ____ Henry VIII's marriage to Catherine of Aragon.

- a. go through
- b. put up with
- c. annul

4. Henry VIII ____ ties with the Roman Catholic Church by 1534.

- a. broke off
- b. gave in
- c. carried out

5. Luther's followers ____ his ideas into practice while he was in hiding.

- a. put
- b. set
- c. gave

6. Many peasants ____ Luther's leadership after his response to their revolt.

- a. turned away from
- b. caught up with
- c. gave out

7. The Protestant princes ____ against the agreement with the pope.

- a. stood up
- b. signed up
- c. protested

8. The Act of Supremacy ____ the pope's authority in England.

- a. brought down
- b. put off
- c. took over

9. Luther ____ the pope's decree into flames at Wittenberg.

- a. tore apart
- b. threw away
- c. burned up

10. Charles V tried to ____ his subjects back into Catholicism through war.

- a. force
- b. push
- c. bring

12. Use the correct form of the phrasal verbs in the box to fill in the blanks. Each phrasal verb is used once.

- | | | | | |
|------------|--------------|---------------|---------|------------|
| break away | come up with | stand against | give in | take over |
| carry out | turn away | put up with | lead to | fall apart |
1. Dissatisfaction with Church practices began to ___ rebellion across Europe.
 2. Many reformers refused to ___ the pope's authority and criticized his worldly power.
 3. Henry VIII decided to ___ from the Catholic Church due to his political needs.
 4. The Protestant princes chose to ___ the Catholic forces in the empire.
 5. The printing press helped people ___ new ideas and spread them quickly.
 6. Luther's decision not to ___ during his trial showed his firm beliefs.
 7. Without reforms, the Church began to ___ in certain regions.
 8. The peasants felt betrayed and decided to ___ from Luther's leadership.
 9. Reformers believed the Church could no longer ___ corrupt practices.
 10. Charles V aimed to ___ Protestant regions but ultimately failed.

13. For each word below, find a synonym and an antonym based on the context of the text.

	Synonym	Antonym
dominate		
criticism		
challenge		
reform		
authority		
corrupt		
accessible		
separate		
dissatisfaction		
.impose		

14. Choose the correct answer:

1. What was Martin Luther's main criticism of indulgences?
 - a. They were too expensive.
 - b. They implied salvation could be bought.
 - c. They were not mentioned in the Bible.
 - d. They were only available in Germany.
2. Why did Henry VIII want to annul his marriage to Catherine of Aragon?
 - a. He wanted to marry Anne Boleyn.
 - b. He needed a male heir.
 - c. He disagreed with Catholic teachings.
 - d. Catherine opposed Protestantism.
3. Which event marked the official separation of England from the Catholic Church?
 - a. The Edict of Worms
 - b. The Act of Supremacy
 - c. The Peace of Augsburg
 - d. The 95 Theses
4. What was the significance of the Peace of Augsburg?
 - a. It ended religious wars in Europe permanently.
 - b. It allowed German princes to choose their state's religion.
 - c. It declared Luther an outlaw.
 - d. It led to the formation of the Church of England.
5. How did the printing press contribute to the Reformation?
 - a. By allowing faster translation of texts.
 - b. By spreading religious ideas widely.
 - c. By challenging the pope's authority.
 - d. By reducing literacy rates.

15. Put the events in the correct order:

- a. The Peace of Augsburg is signed.
- b. Martin Luther writes the 95 Theses.
- c. Henry VIII becomes head of the Church of England.
- d. The Edict of Worms declares Luther a heretic.
- e. The German peasants' revolt occurs.
- f. Elizabeth I becomes queen of England.
- g. The Act of Supremacy is passed.

16. Answer the following in complete sentences:

1. Why did the Renaissance influence the Reformation?

2. What was the significance of the printing press during the Reformation?
3. How did Henry VIII's personal goals influence the religious changes in England?
4. Why do you think Martin Luther's ideas appealed to both peasants and princes?
5. Do you think the Reformation was more of a political or a religious movement? Why?

17. Write a short essay (150–200 words): *Compare and contrast the motivations of Martin Luther and Henry VIII in breaking from the Catholic Church.* Include the following points in your answer:

- Their personal goals
- Their criticisms of the Church
- The outcomes of their actions

18. Compare and contrast Lutheranism and Catholicism by addressing the following questions:

1. How do the views on salvation differ between Lutheranism and Catholicism?
2. What is the role of the Bible in both religions?
3. How do the two religions view the role of priests or clergy?

Instructions:

Write a comparative analysis using information about both religious movements, focusing on differences and similarities.

19. Research one of the following topics and prepare a short presentation for the class:

1. The life and work of Desiderius Erasmus.
2. The invention and impact of the printing press.
3. The political consequences of the Reformation in Germany.
4. The life of Henry VIII and his six wives.
5. The role of women during the Reformation.

Section 5: The Reformation Continues

PRONUNCIATION

Huldrych Zwingli: /'hʊldrɪx 'zʒwɪŋgli/

John Knox: /'dʒɒn 'nɒks/

Presbyterians: /,prɛzbɪ'tɪəriənz/

Huguenots: /'hju:gənɒts/ or /'hju:gənɒʊz/

Anabaptists: /,ænə'bæptɪsts/

Marguerite of Navarre: /,mɑ:rgə'ri:t əv nə'vɑ:r/

Katherina Zell: /,kæθə'ri:nə zɛl/

Katherina von Bora: /,kæθə'ri:nə vɒn 'bɔ:rə/

Ignatius of Loyola: /ɪg'neɪfəs əv lɔɪ'ʊʊlə/

Jesuits: /'dʒɛzjuɪts/ or /'dʒɛzwɪts/

1. Before reading, familiarize yourself with these key terms, which will help you understand the main ideas of the text. Match each word with its correct definition:

Term	Definition
1. Reformation	a) The official teaching of the Church considered essential to its faith
2. Doctrine	b) A movement to change and improve religious institutions
3. Theocracy	c) A government ruled by religious leaders
4. Heresy	d) A belief that goes against official Church teaching
5. Indulgence	e) A pardon releasing a person from punishment for sins
6. Predestination	f) The belief that God has already decided who will be saved
7. Counter Reformation	g) French followers of Calvinism.
8. Huguenots	h) Members of the Society of Jesus, a Catholic religious order founded by Ignatius of Loyola.
9. Jesuits	i) A Catholic Church movement to reform itself and counteract Protestantism

2. With a partner or in a small group, discuss what you already know or have heard about the following topics. Take notes to share your ideas with the class.

- Martin Luther and the Protestant Reformation
- Differences between Catholicism and Protestantism
- The role of the Church in 16th-century Europe
- John Calvin or Calvinism
- Women's rights and roles in history

3. Read and reflect on the following quote: "*The Reformation set the stage for the modern world.*"

- What do you think this quote means?
- Do you agree or disagree? Why?

4. Match each date with the correct event, then try to put them in the correct chronological order.

Dates:

- 1517
- 1536
- 1540
- 1560s
- 1572

Events:

- Calvin publishes *Institutes of the Christian Religion*
- St. Bartholomew's Day massacre
- Jesuit order approved
- Martin Luther posts 95 Theses
- Calvinism becomes official religion in Scotland

5. Read the text:

Under the leadership of Queen Elizabeth I, the Anglican Church maintained Protestant beliefs while retaining Catholic in many of its doctrines and ceremonies. Meanwhile, various forms of Protestantism emerged across Europe. While Martin Luther launched the Reformation in Germany, reformers like John Calvin in Switzerland promoted unique ideas about faith and the relationship between people and God.

Calvin Continues the Reformation. Religious reform in Switzerland begun by Huldrych Zwingli, a Catholic priest influenced both by the Christian humanism of Erasmus and by the reforms of Luther. Zwingli openly attacked abuses in the Catholic Church and called for a return to the more personal faith of early Christianity. He also wanted believers to have more control over the Church.

Zwingli's reforms were adopted in Zurich and other cities. In 1531, a bitter war between Swiss Protestants and Catholics broke out. During the fighting, Zwingli met his death. Meanwhile, John Calvin, then a young law student in France with a growing interest in Church doctrine, was beginning to clarify his religious beliefs.

Inspired by Luther, Calvin published *Institutes of the Christian Religion* in 1536, outlining Protestant beliefs. He emphasized human's sinful nature, the inability to earn salvation, and predestination – the idea that God has preordained the elect who will achieve salvation. His teachings formed the basis of Calvinism.

Calvin believed that the ideal government was a **theocracy**, a government controlled by religious leaders. In 1541, Calvin established a theocracy in Geneva, enforcing strict rules on morality. Everyone attended religion class. No one wore bright clothing or played card games. Authorities would imprison, excommunicate, or banish those who broke such rules. Anyone who preached different doctrines might be burned at the stake. To many Protestants, Calvin's Geneva was a model city of highly moral citizens.

This model city inspired reformers like John Knox, who introduced Calvinism to Scotland. Knox put Calvin's ideas to work. Each community church was governed by a group of laymen called elders or presbyters. Followers of Knox became known as **Presbyterians**. In the 1560s, Protestant nobles led by Knox made Calvinism Scotland's official religion.

Elsewhere, Swiss, Dutch, and French reformers adopted the Calvinist form of church organization. One reason Calvin is considered so influential is that many Protestant churches today trace their roots to Calvin. Over the years many of them have softened Calvin's strict teachings.

In France, Calvin's followers were called Huguenots. Hatred between Catholics and Huguenots frequently led to violence. The most violent clash occurred in Paris on August 24, 1572—the Catholic feast of St. Bartholomew's Day. At dawn, Catholic mobs began hunting for Protestants and murdering them. The massacres spread to other cities and lasted six months. Scholars believe that as many as 12,000 Huguenots were killed.

Other Protestant Reformers. Protestants taught that the Bible is the source of all religious truth and that people should read it to discover those truths. As Christians interpreted the Bible for themselves, new Protestant groups formed over differences in belief.

One such group baptized only those persons who were old enough to decide to be Christian. These believers were called **Anabaptists**. The Anabaptists also taught that church and state should be separate, and they refused to fight in wars.

Viewing Anabaptists as radicals who threatened society, both Catholics and Protestants persecuted them. But the Anabaptists survived and became the forerunners of the Mennonites and the Amish. Their teaching influenced the later Quakers and Baptists, groups who split from the Anglican Church.

Women's Role in the Reformation. Many women played prominent roles in the Reformation, especially during the early years. For example, the sister of King Francis I, Marguerite of Navarre, protected John Calvin from being executed for his beliefs while he lived in France. Other noblewomen also protected reformers. The wives of some reformers had influence. Katherina Zell, married to Matthew Zell of Strasbourg, once scolded a minister for speaking harshly of another reformer. The minister responded by saying that she had "disturbed the peace." She answered his criticism sharply.

Katherina von Bora played a more typical, behind-the-scenes role as Luther's wife. Katherina managed the family finances, fed all who visited their house, and supported her husband's work. She respected Luther's position but argued with him about woman's equal role in marriage.

As Protestant religions became more firmly established, their organization became more formal. Male religious leaders narrowly limited women's activities to the home and discouraged them from being leaders in the church.

The Catholic Reformation. While Protestant churches won many followers, millions remained true to Catholicism. Helping Catholics to remain loyal was a movement within the Catholic Church to reform itself. This movement is now known as the Catholic Reformation. Historians once referred to it as the Counter Reformation. Important leaders in this movement were reformers, such as Ignatius of Loyola, who founded new religious orders, and two popes—Paul III and Paul IV—who took actions to reform and renew the Church from within.

Ignatius wrote a book called *Spiritual Exercises* that laid out a day-by-day plan of meditation, prayer, and study. In it, he compared spiritual and physical exercise.

For the next 18 years, Ignatius gathered followers and created a religious order for his followers called the Society of Jesus. Members were called Jesuits. The Jesuits focused on three activities. First, they founded schools throughout Europe. Jesuit teachers were well-trained in both classical studies and theology. The Jesuits' second mission was to convert non-Christians to Catholicism, they sent out missionaries around the world. Their third goal was to stop the spread of Protestantism.

Two popes took the lead in reforming the Catholic Church. Paul III took four important steps. First, he directed a council of cardinals to investigate indulgence selling and other abuses in the Church. Second, he approved the Jesuit order. Third, he used the Inquisition to seek out heresy in papal territory. Fourth, and most important, he called a council of Church leaders to meet in Trent, in northern Italy.

At the Council of Trent, Catholic bishops and cardinals agreed on several doctrines:

- The Church's interpretation of the Bible was final. Any Christian who substituted his or her own interpretation was a heretic.
- Christians needed faith and good works for salvation. They were not saved by faith alone, as Luther argued.
- The Bible and Church tradition were equally powerful authorities for guiding Christian life.
- Indulgences were valid expressions of faith. But the false selling of indulgences was banned.

Paul IV vigorously carried out the council's decrees. He introduced the Index of Forbidden Books to suppress heretical works.

The Legacy of the Reformation. The Reformation had an enduring impact. Through its religious, social, and political effects, the Reformation set the stage for the modern world. It also ended the Christian unity of Europe and left it culturally divided.

Despite religious wars and persecutions, Protestant churches flourished and new denominations developed. The Roman Catholic Church itself became more unified as a result of the reforms started at the Council of Trent. Both Catholics and Protestants gave more emphasis to the role of education in promoting their beliefs. This led to the founding of parish schools and new colleges and universities throughout Europe.

Some women reformers had hoped to see the status of women in the church and society improve as a result of the Reformation. But it remained much the same both under Protestantism and Roman Catholicism. Women were still mainly limited to the concerns of home and family.

As the Catholic Church's moral and political authority declined, individual monarchs and states gained power. This led to the development of modern nation-states.

The Reformation's questioning of beliefs and authority also laid the groundwork for the Enlightenment. This intellectual movement would sweep Europe in the late 18th century. It led some to reject all religions and others to call for the overthrow of existing governments.

6. Read each statement below. Decide if it's True (T) or False (F). If the statement is False, correct it and provide an explanation for your correction. Then, justify your choice in a sentence or two. This will help you think critically about the material and connect ideas.

1. Calvin believed that good deeds and faith together were necessary for salvation, in contrast to Luther's doctrine of salvation by faith alone.

2. Zwingli's reforms in Switzerland were widely accepted throughout Europe and led to immediate unity among Protestants.

3. Under Calvin's leadership, Geneva became a model city where strict moral and religious rules were enforced, and those who broke the rules were met with extreme punishments, including death.

4. The Anabaptists were persecuted by both Protestants and Catholics for their refusal to accept state authority over the church and their rejection of infant baptism.

5. The Catholic Reformation was largely a response to the theological challenges of Protestant reformers, and it focused on returning to traditional practices rather than introducing any new theological ideas.

6. Women's role in the Reformation was completely restricted to domestic duties after the movement, with no involvement in religious matters.

7. The Council of Trent helped to finalize the Catholic Church's stance on controversial issues, such as the authority of the Pope, the nature of salvation, and the role of the sacraments, strengthening the Catholic Church's position in the face of Protestantism.

8. The Reformation's questioning of the Catholic Church had no long-term effects on European political structures, as monarchies remained firmly loyal to the Catholic Church.

9. Protestants and Catholics enjoyed a peaceful coexistence after the Reformation, with no further religious conflicts.

7. Scan & Complete. Find the missing words in the text and fill in the blanks.

1. John Calvin published _____ in 1536.
2. Calvin believed the ideal government was a _____.
3. The followers of John Knox in Scotland were called _____.
4. In France, Calvin's followers were known as _____.
5. Ignatius of Loyola founded the _____, also known as the _____.
6. The _____ was called to reform the Catholic Church.
7. Paul IV created the _____.
8. The most violent clash between Catholics and Protestants in France occurred on _____, 1572.

8. Match each reformer to what they are known for.

Reformer	Contribution
A. John Calvin	1. Believed in predestination and established a theocracy in Geneva
B. John Knox	2. Introduced Calvinism to Scotland
C. Ignatius of Loyola	3. Founded the Jesuit order
D. Huldrych Zwingli	4. Started Protestant reform in Zurich and died in a religious conflict

9. Answer the following questions based on the text.

1. Who was the leader of the Anglican Church during the Reformation, and what was the Church's stance on Protestantism?
2. What role did Huldrych Zwingli play in the Reformation in Switzerland?
3. What is predestination, and which reformer emphasized it?
4. What was the significance of Calvin's Geneva?
5. Who were the Huguenots, and what happened to them in 1572?
6. What were the three main goals of the Jesuits?

7. How did the Catholic Church respond to Protestant challenges during the Reformation?
8. What was the role of women in the Reformation, according to the text?
9. What did the Council of Trent decide regarding the Bible and the Church's interpretation?
10. How did the Reformation influence the development of modern nation-states?
11. Explain how the Reformation helped pave the way for the Enlightenment.
12. What were the key features of Calvinism, and how did it differ from Lutheranism?
13. How did the Catholic Reformation aim to counteract Protestantism?

10. Rearrange the words to form correct sentences.

Example: Calvin / believed / ideal / that / theocracy / was / the / government / an / was.

Correct sentence: Calvin believed that the ideal government was a theocracy.

1. Geneva / Calvin / rules / on / strict / enforced / morality / in.
2. Catholics / Protestants / both / Anabaptists / persecuted / the / viewed / as / radicals.
3. He / the / Bible / the / to / final / interpretation / the / Church's / was.
4. A / war / between / Protestants / Catholics / in / broke / 1531 / out.
5. Jesuits / the / focused / on / three / activities / main / were / their.
6. Women / played / roles / early / Reformation / prominent / in / the.
7. The / of / Reformation / the / questioning / beliefs / authority / laid / groundwork / the / Enlightenment.
8. Calvinism / to / spread / Europe / across / rapidly / in / the / 16th / century.
9. The / Protestants / divided / churches / of / various / arose.
10. Ignatius / founded / of / Loyola / the / Jesuits / Society.

11. Complete the sentences with the correct form of the word in brackets.

1. Calvin's followers, often seen as the intellectual heart of the Reformation, were called _____ (PREDICT).
2. The Reformation triggered a deep and lasting _____ (DIVIDE) between Protestant and Catholic communities across Europe.
3. The influence of _____ (CHURCH) authorities was severely diminished by the critical voices of reformers.

4. The _____ (ESTABLISH) of Protestantism in many European nations marked a significant shift in the religious landscape.
5. The _____ (REFORM) movement within the Catholic Church, also known as the Counter-Reformation, sought to preserve its dominance.
6. The _____ (REACT) from both secular rulers and religious leaders to the Protestant Reformation often led to violent conflicts.
7. Calvin's concept of _____ (PREDICT) regarding salvation sparked a fierce debate among both Catholic and Protestant theologians.
8. The _____ (INTERPRET) of sacred texts differed drastically between various Protestant factions, leading to the creation of numerous sects.
9. The _____ (CATHOLIC) Church's efforts to restore its authority included a series of ecclesiastical reforms known as the Counter-Reformation.
10. Protestants rejected the _____ (TRADITION) power of the Pope, favoring instead the idea of a personal relationship with God through the Bible.

12. Unscramble the words in each sentence and fill in the blanks with the correct form of the word. Then, match the words to their definitions.

1. The _____ (ltnmeoorfi) of the Catholic Church in the 16th century led to the formation of Protestant denominations.
2. The _____ (ndpoeloyr) church leaders opposed the changes brought by the Reformation.
3. The _____ (icnsoaiutnqi) was used to suppress heresy and enforce Church doctrine during the Reformation period.
4. _____ (riamtn) Luther's ideas about salvation by faith alone had a profound impact on Christian doctrine.
5. The spread of Protestantism was often met with violent _____ (fionsroe) between Catholics and Protestants.
6. According to the doctrine of _____ (rstceenepdaoti), God has already chosen those who will be saved.
7. The _____ (rniugnoetnctecma) was the Catholic Church's response to the Reformation, aiming to correct internal abuses.
8. Calvin believed in the _____ (lrcaikdi) control of religious practices, meaning church leaders should have authority over moral conduct.
9. Many _____ (hrcihucs) were built across Europe to accommodate the growing number of Protestant followers.
10. The _____ (eabltnsihe) of Protestant denominations was a significant outcome of the Reformation.

Definitions/Contexts:

- A. A religious movement in the 16th century that led to the creation of Protestant churches.
- B. A person who rejects the authority of the Catholic Church.

- C. The suppression or punishment of individuals who held views considered heretical.
- D. A religious leader who initiated or influenced the Protestant Reformation.
- E. Violent conflicts between opposing religious groups.
- F. The belief that God has already decided who will be saved.
- G. A Catholic response to the Reformation that sought to reform the Church from within.
- H. The moral and legal authority of Church leaders to govern religious life.
- I. Places of worship or meeting for Protestant communities.
- J. The establishment of religious communities or movements separate from the Catholic Church.

13. Match the words from the text (Column A) with their closest synonyms (Column B). There are two extra options.

Column A

- 1. Doctrine
- 2. Reform
- 3. Abuses
- 4. Diverse
- 5. Control
- 6. Persecute
- 7. Interpret
- 8. Devout

Column B

- A. Diverse
- B. Rule
- C. Corruption
- D. Dogma
- E. Fix
- F. Punish unfairly
- G. Explain
- H. Faithful
- I. Tolerate

14. Find the antonyms of the following words from the text. Choose from the word bank.

Words from the text:	Word Bank:
belief	unite
salvation	deny
strict	flexible
violent	damnation
equal	unfaithful
faithful	peaceful
approve	unequal
separate	reject

15. Read the sentences below. Based on the context of the sentences, choose the correct synonym and antonym for the highlighted word.

1. The Church's **doctrine** was based on tradition and the interpretation of the Bible.

2. **Synonym:**

- a) Belief
- b) Practice
- c) Dogma

3. **Antonym:**

- a) Innovation
- b) Tradition
- c) Rejection

4. In many regions, those who disagreed with the Catholic Church were **persecuted** and punished severely.

5. **Synonym:**

- a) Oppress
- b) Defend
- c) Tolerate

6. **Antonym:**

- a) Protect
- b) Support
- c) Ignore

7. Martin Luther's ideas led to the **reform** of the Church in many areas of Europe.

8. **Synonym:**

- a) Change
- b) Strengthen
- c) Maintain

9. **Antonym:**

- a) Stabilize
- b) Revolutionize
- c) Destroy

10. The **abuses** of power by the Church were a major reason for the Reformation.

11. **Synonym:**

- a) Violations
- b) Benefits
- c) Actions

12. **Antonym:**

- a) Justice
- b) Care
- c) Order

13. The **faithful** followers of Calvin supported his teachings even when faced with persecution.

14. **Synonym:**

- a) Loyal
- b) Uncertain
- c) Distant

15. **Antonym:**

- a) Disloyal
- b) Dedicated
- c) Respectful

16. The **violent** clashes between Protestants and Catholics often resulted in bloodshed.

17. **Synonym:**

- a) Aggressive
- b) Peaceful
- c) Calm

18. **Antonym:**

- a) Nonviolent
- b) Hostile
- c) Ferocious

19. Each reformer had his own way to **interpret** the scriptures, leading to different branches of Protestantism.

20. **Synonym:**

- a) Explain
- b) Confuse
- c) Reject

21. **Antonym:**

- a) Understand
- b) Misunderstand
- c) Explain

22. The **rejection** of the Catholic Church's authority led to the formation of Protestant churches.

23. **Synonym:**

- a) Acceptance
- b) Denial
- c) Conformity

24. **Antonym:**

- a) Approval
- b) Acceptance
- c) Obedience

16. Rewrite each sentence using the word in brackets without changing the original meaning. You must not change the word given, and you must use between two and five words.

25. The Anglican Church maintained Protestant beliefs, while it also retained Catholic doctrines.

➤ (Despite)

26. Zwingli openly attacked abuses in the Catholic Church and called for a return to early Christian faith.

➤ (Not only... but also)

27. Calvin emphasized that humans were incapable of earning salvation.

➤ (Inability)

28. John Calvin's teachings influenced Protestant reforms in many European countries.

➤ (Had an impact on)

29. The Catholic Reformation was initiated to address abuses in the Catholic Church.

➤ (Purpose)

30. Calvin's Geneva was known for strict morality, and anyone who broke the rules faced severe punishment.

➤ (Such was the severity...)

31. The Huguenots were persecuted by Catholics in France due to their religious beliefs.

➤ (As a result of)

32. Protestant reformers like John Knox argued that the ideal government was a theocracy.

➤ (Believed)

33. Women in the Reformation often found their roles limited to the private sphere, despite their contributions.

➤ (Although)

34. The reforms that came out of the Council of Trent played a crucial role in the Catholic Reformation.

➤ (Were instrumental)

17. Read the passage below and fill in the gaps by choosing the correct sentences from the list provided. Each sentence can only be used once.

The Reformation Continues

Under the leadership of Queen Elizabeth I, the Anglican Church maintained Protestant beliefs while retaining Catholic doctrines and ceremonies. Meanwhile, various forms of Protestantism emerged across Europe. While Martin

Luther launched the Reformation in Germany, reformers like John Calvin in Switzerland promoted unique ideas about faith and the relationship between people and God.

1. _____ Zwingli openly attacked abuses in the Catholic Church and called for a return to a more personal faith. He wanted believers to have more control over the Church.

Zwingli's reforms were adopted in Zurich and other cities. In 1531, a bitter war broke out between Swiss Protestants and Catholics. During the fighting, Zwingli died. Meanwhile, John Calvin, a law student in France, began to clarify his religious beliefs.

2. _____ Calvin emphasized the idea that God had already chosen who would be saved, a doctrine known as predestination. He published *Institutes of the Christian Religion* in 1536, outlining these beliefs and establishing the foundations of Calvinism.

Calvin believed that the ideal government should be a theocracy, a government controlled by religious leaders. In 1541, Calvin established a theocracy in Geneva, enforcing strict rules on morality. Everyone attended religious classes, and those who broke the rules were imprisoned or excommunicated.

3. _____ This model city inspired reformers like John Knox, who introduced Calvinism to Scotland. Knox's followers, known as Presbyterians, made Calvinism Scotland's official religion in the 1560s.

In France, Calvin's followers were known as Huguenots. Conflict between Catholics and Huguenots led to violence, with many being killed in the St. Bartholomew's Day Massacre of 1572.

4. _____ While the Protestant Reformation spread across Europe, Catholicism also underwent reform. The Catholic Reformation, led by figures like Ignatius of Loyola and Pope Paul III, aimed to address abuses within the Church and strengthen its position against Protestantism.

Missing Sentences:

A. Zwingli was influenced by both Christian humanism and the reforms of Luther.

B. Calvin emphasized human's sinful nature, the inability to earn salvation, and the doctrine of predestination.

C. Ignatius of Loyola was a leader of the Catholic Reformation and helped form the Jesuit order.

D. The most important outcome of this was the spread of Calvinism in Scotland.

18. Read the sentences below and use the correct phrasal verb from the list to fill in the blanks. Each phrasal verb can only be used once. Pay attention to the context of the sentence to choose the right one.

break out
put to work
bring about
go on
give rise to

look into
carry out
take on
take over
look after

1. The Reformation _____ a profound change in religious beliefs across Europe.
2. The Catholic Church made several efforts to _____ heresy and combat the spread of Protestant ideas.
3. When the Protestant movement was gaining momentum, violence began to _____ in many regions, especially in France and Switzerland.
4. The impact of the Reformation _____ a series of religious wars and political shifts.
5. John Calvin, inspired by Luther, decided to _____ the leadership of the Protestant movement in Geneva, establishing strict moral codes.
6. The Jesuit order played a key role in the Catholic Reformation. They _____ education across Europe and ensured that Catholic teachings remained central.
7. Zwingli's reforms _____ a theological revolution in Switzerland, but they were short-lived due to political conflicts.
8. The rise of Calvinism in Scotland helped _____ the establishment of Presbyterianism as the dominant form of Protestantism.
9. The Swiss reformers, having failed to _____ the Catholic Church's doctrines, were eventually forced to face the wrath of the Catholic factions.
10. During the Reformation, many individuals _____ the role of religious leaders and influenced political decisions, challenging the established hierarchy.

19. Put the following events or developments in chronological order based on the text

1. The Jesuits were founded by Ignatius of Loyola to strengthen Catholic education and combat Protestantism.
2. John Knox established Presbyterianism in Scotland, inspired by Calvin's teachings.
3. The St. Bartholomew's Day Massacre claimed the lives of thousands of French Huguenots.
4. The Council of Trent introduced reforms to unify and strengthen the Catholic Church.
5. Zwingli led religious reforms in Switzerland and died during a conflict between Swiss Protestants and Catholics.

6. John Calvin published *Institutes of the Christian Religion*, defining Protestant doctrines.

7. The Enlightenment emerged, influenced by Reformation ideas of questioning authority.

20. Sort the information into the correct category based on what you read.

Event or Fact	Protestant Reformation	Catholic Reformation
Formation of Jesuits		
Predestination theory		
Council of Trent		
Use of Inquisition to find heresy		
Only adults should be baptized		
Interpreting the Bible individually		
Faith and good works needed for salvation		
Banning indulgence abuses		

21. Complete the chart below with information from the text.

Cause	Effect
Luther and Calvin criticize Catholic practices	
Spread of Calvinism	
Jesuits focus on education	
St. Bartholomew's Day Massacre	
Reformation weakens Church authority	

22. Translate the following sentences into English:

1. Під керівництвом королеви Єлизавети I англіканська церква зберігала протестантські вірування, водночас зберігаючи католицькі доктрини та церемонії.

2. Тим часом у Європі з'являлися різні форми протестантизму.

3. Мартін Лютер започаткував Реформацію в Німеччині, а такі реформатори, як Джон Кальвін у Швейцарії, пропагували унікальні ідеї віри.

4. Цвінглі відкрито атакував зловживання в Католицькій Церкві та закликав до повернення до більш особистої віри раннього християнства.

5. Реформи Цвінглі були прийняті в Цюріху та інших містах. У 1531 році розпочалася жорстока війна між швейцарськими протестантами та католиками.

6. Кальвін опублікував *Інститути християнської релігії* у 1536 році, виклавши протестантські вірування.

7. Кальвін вірив, що ідеальним урядом має бути теократія, контрольована релігійними лідерами.

8. Женева Кальвіна була зразковим містом для багатьох протестантів з суворими правилами моральності та релігії.

9. У Франції прихильники Кальвіна називалися гугенотами, і ненависть між католиками та гугенотами призводила до насильства.

10. Католицька реформація мала на меті вирішення зловживань в церкві та зміцнення її позицій проти протестантизму.

11. Ігнатій Лойола заснував Товариство Ісуса, яке зосередилося на освіті, наверненні нехристиян та зупинці поширення протестантизму.

12. Питання віри та авторитету в Реформації заклали основи для Просвітництва в XVIII столітті.

13. Моральна та політична влада Католицької Церкви занепала, що призвело до розвитку сучасних національних держав.

14. Реформація мала тривалий вплив, як в релігійному, так і в соціальному плані, формуючи майбутнє Європи.

23. Compare and contrast *the Protestant Reformation and the Catholic Reformation* in 150–200 words.

Use these guiding questions:

- What were the goals of each movement?
- How did they approach change differently?
- What long-term effects did they have on Europe?

24. Write 100–120 words responding to one of these prompts:

1. If you lived in Europe during the Reformation, would you have joined a Protestant or Catholic movement? Why?

2. Do you think religious leaders should influence politics today? Why or why not?

3. What lessons can modern society learn from the Reformation period?

25. Write a 300-word essay on the topic: “How did Calvin’s teachings shape the development of modern democracy and individualism?”

26. Research one of the following topics and create a 5-minute presentation:

- The legacy of John Calvin's teachings today.
- The role of Jesuits in global education and missionary work.

- The impact of the Reformation on the development of modern nation-states.

UNIT 2: Exploration

TERMS & NAMES

Bartolomeu Dias	Treaty of Tordesillas
Vasco da Gama	The Spice Islands
Afonso De Albuquerque	Age of Exploration
Christopher Columbus	Caravel
	Astrolabe

PRONUNCIATION

Bartolomeu Dias – ['bɑ:rtəlb,meru 'di:əs]
Vasco da Gama – ['væskou də 'gɑ:mə]
Afonso De Albuquerque – [ə'fɒnsəʊ də ælbə'kɜ:ki]
Christopher Columbus – ['krɪstəfə 'kə'lʌmbəs]
Treaty of Tordesillas – ['tri:ti əv tɔ:rdə'si:jəs]
The Spice Islands – [ðə spaɪs 'aɪləndz]
Age of Exploration – [eɪdʒ əv ,eksplə'reɪʃən]
Caravel – ['kærəvəl]
Astrolabe – ['æstrəleɪb]

Section 1: Voyages of Exploration

1. Before you read the text, answer the following questions:

- What pushed Europeans to explore new lands?
- What made those discoveries possible?

2. Read the text and check your answers.

Europeans Seek New Trade Routes

By the early 1400s, Europeans were ready to venture beyond their borders. The Renaissance encouraged, among other things, a new spirit of adventure and curiosity. This spirit of adventure, along with several other important reasons, prompted Europeans to explore the world around them. Beginning around 1100, European crusaders battled Muslims for control of the Holy Lands in Southwest Asia. In 1275, the Italian trader Marco Polo reached the court of Kublai Khan in

China. For the most part, however, Europeans had neither the interest nor the ability to explore foreign lands. That changed by the early 1400s. The desire to grow rich and to spread Christianity, coupled with advances in sailing technology, spurred an age of European exploration.

The desire for new sources of wealth was the main reason for European exploration. Thus, merchants and traders hoped ultimately to benefit from what had become a profitable business in Europe: the trade of spices and other luxury goods from Asia. The people of Europe had been introduced to these items during the Crusades, the wars fought between Christians and Muslims from 1096 to 1270. After them, Europeans continued to demand such spices as nutmeg, ginger, cinnamon, and pepper, all of which added flavor to the bland foods of Europe. Because demand for these goods was greater than the supply, merchants could charge high prices and thus make great profits.

The Muslims and the Italians controlled the trade of goods from East to West. Muslims sold Asian goods to Italian merchants, who controlled trade across the land routes of the Mediterranean region. The Italian merchants resold the items at increased prices to merchants throughout Europe. Other European traders did not like this arrangement. Paying such high prices to the Italians severely cut into their own profits. By the 1400s, European merchants, as well as the new monarchs of England, Spain, Portugal, and France, sought to bypass the Italian merchants. This meant finding a sea route directly to Asia.

The Spread of Christianity

The desire to spread Christianity also motivated Europeans to explore. The Crusades had left Europeans with a taste for spices, but more significantly with feelings of hostility between Christians and Muslims. European countries believed that they had a sacred duty not only to continue fighting Muslims, but also to convert non-Christians throughout the world.

Europeans hoped to obtain popular goods directly from the peoples of Asia. They also hoped to Christianize them. **Bartolomeu Dias**, an early Portuguese explorer, explained his motives: "To serve God and His Majesty, to give light to those who were in darkness and to grow rich as all men desire to do."

While "God, glory, and gold" were the primary motives for exploration, advances in technology made the voyages of discovery possible. During the 1200s, it would have been nearly impossible for a European sea captain to cross 3,000 miles of ocean and return again. The main problem was that European ships could not sail against the wind. In the 1400s, shipbuilders designed a new vessel, the caravel. The caravel was sturdier than earlier vessels. In addition, triangular sails adopted from the Arabs allowed it to sail effectively against the wind. Europeans also improved their navigational techniques. To better determine their location at sea, sailors used the astrolabe, which the Muslims had perfected. The astrolabe was a brass circle with carefully adjusted rings marked off in degrees.

Using the rings to sight the stars, a sea captain could calculate latitude, or how far north or south of the equator the ship was. Explorers were also able to more accurately track direction by using a magnetic compass, a Chinese invention.

3. Find the equivalents to the following words/phrases:

Стягувати високу ціну, мускатний горіх, прискорити, спонукати, в морі, врешті решт, кориця, отримувати прибуток.

4. Give Ukrainian equivalents to the following words and phrases from the text:

To couple with, ginger, bland foods, arrangement, to cut into, to bypass, vessel.

5. Read and complete the text using words from the box for each answer. There are two extra words/phrases.

paying off, unexplored, encountered, therefore, outposts, established, prince, traded, glimpse, determined, dazzling wealth, eventually.

Portugal Leads the Way

The leader in developing and applying these sailing innovations was Portugal. Located on the Atlantic Ocean at the southwest corner of Europe, Portugal was the first European country to establish trading __1__ along the west coast of Africa. __2__, Portuguese explorers pushed farther east into the Indian Ocean. All this became possible in part due to strong government support.

For his role in promoting Portuguese exploration, historians call Prince Henry "the Navigator." It all began in 1415, when he helped conquer the Muslim city of Ceuta in North Africa. There he had his first __3__ of the __4__ that lay beyond Europe. In Ceuta the Portuguese invaders found exotic stores filled with pepper, cinnamon, cloves, and other spices. In addition, they __5__ large supplies of gold, silver, and jewels. Henry returned to Portugal __6__ to reach the source of these treasures in the East. The prince was __7__ by the quest not only to find new lands but also to spread Christianity. A devout Catholic, he wanted "to make increase in the faith of our lord Jesus Christ and bring to him all the souls that should be saved." To that end, he used his own fortune to organize more than 14 voyages along the western coast of Africa, which was previously __8__ by Europeans.

In 1419, Henry founded a navigation school on the southwestern coast of Portugal. Mapmakers, instrument makers, shipbuilders, scientists, and sea captains gathered there to perfect their trade. Within several years, Portuguese ships began sailing down the western coast of Africa.

As a result, Henry died in debt. The Portuguese crown spent more than 60 years __9__ his debts.

However, by the time Henry died in 1460, the Portuguese had established a series of trading posts along western Africa's shores. There, they traded with Africans for such profitable items as gold and ivory. Eventually, they traded for African captives to be used as slaves. Having __10__ their presence along the African coast, Portuguese explorers plotted their next move. They would attempt to find a sea route to Asia.

6. Read the following text and summarize the information. What do you think de Albuquerque considered the outcome of the Portuguese victory at Malacca?

Portuguese Sailors Reach Asia

The Portuguese believed that to reach Asia by sea, they would have to sail around the southern tip of Africa. In 1488, Portuguese captain Bartolomeu Dias ventured far down the coast of Africa until he and his crew reached the tip. As they arrived, a huge storm rose and battered the fleet for days. When the storm ended, Dias realized his ships had been blown around the tip to the other side. Dias explored the southeast coast of Africa and then considered sailing to India. However, his crew was exhausted and food supplies were low. As a result, the captain returned home.

With the tip of Africa finally rounded, the Portuguese continued pushing east. In 1497 Portuguese explorer **Vasco da Gama** began exploring the east African coast. In 1498 he reached the port of Calicut, on the south western coast of India. Da Gama and his crew were amazed by the spices, rare silks, and precious gems that filled Calicut's shops. The Portuguese sailors filled their ships with such spices as pepper and cinnamon and returned to Portugal in 1499.

Their cargo was worth 60 times the cost of the voyage. Da Gama's remarkable voyage of 27,000 miles had given Portugal a direct sea route to India.

With da Gama's voyage, Europeans had finally opened direct sea trade with Asia. They also opened an era of violent conflict in the East. European nations scrambled to establish profitable trading outposts along the shores of South and Southeast Asia. And all the while they battled the region's inhabitants, as well as each other.

Portugal's Trading Empire

In the years following da Gama's voyage, Portugal built a bustling trading empire throughout the Indian Ocean. As the Portuguese moved into the region, they took control of the spice trade from Muslim merchants. In 1509, Portugal extended its control over the area when it defeated a Muslim fleet off the coast of

India, a victory made possible by the cannons they had added aboard their ships.

Portugal strengthened its hold on the region by building a fort at Hormuz in 1514. It established control of the Straits of Hormuz, connecting the Persian Gulf and Arabian Sea, and helped stop Muslim traders from reaching India.

In 1510, the Portuguese captured Goa, a port city on India's west coast. They made it the capital of their trading empire. They then sailed farther east to Indonesia, also known as the East Indies. In 1511, a Portuguese fleet attacked the city of Malacca on the west coast of the Malay Peninsula. In capturing the town, the Portuguese seized control of the Strait of Malacca. Seizing this waterway gave them control of the Moluccas. These were islands so rich in spices that they became known as the Spice Islands.

In convincing his crew to attack Malacca, Portuguese sea captain Afonso de Albuquerque stressed his country's intense desire to crush the Muslim-Italian domination over Asian trade:

PRIMARY SOURCE

If we deprive them [Muslims] of this their ancient market there, there does not remain for them a single port in the whole of these parts, where they can carry on their trade in these things. . . . I hold it as very certain that if we take this trade of Malacca away out of their hands, Cairo and Mecca are entirely ruined, and to Venice will no spiceries . . . [be] . . . conveyed except that which her merchants go and buy in Portugal.

AFONSO DE ALBUQUERQUE, from *The Commentaries of the Great Afonso De Albuquerque*.

Portugal did break the old Muslim-Italian domination on trade from the East, much to the delight of European consumers. Portuguese merchants brought back goods from Asia at about one-fifth of what they cost when purchased through the Arabs and Italians. As a result, more Europeans could afford these items.

In time, Portugal's success in Asia attracted the attention of other European nations. As early as 1521, a Spanish expedition led by Ferdinand Magellan arrived in the Philippines. Spain claimed the islands and began settling them in 1565. By the early 1600s, the rest of Europe had begun to descend upon Asia. They wanted to establish their own trade empires in the East.

7. Read the text below. In small groups ask and answer questions after it.

Spain Also Makes Claims

As the Portuguese were establishing trading posts along the west coast of Africa, Spain watched with increasing envy. The Spanish monarchs also desired a direct sea route to Asia.

Competition for wealth in Asia among European nations was fierce. This competition prompted a Genoese sea captain named **Christopher Columbus** to make a daring voyage from Spain in 1492. Instead of sailing south around Africa and then east, Columbus sailed west across the Atlantic in search of an alternate trade route to Asia and its riches. Columbus never reached Asia. Instead, he stepped onto an island in the Caribbean. That event would bring together the peoples of Europe, Africa, and the Americas.

The Voyages of Columbus

In 1492, an Italian sea captain, Christopher Columbus, convinced Spain to finance a bold plan: finding a route to Asia by sailing west across the Atlantic Ocean.

The *Nina*, *Pinta*, and *Santa Maria* sailed out of a Spanish port around dawn on August 3, 1492. In a matter of months, Columbus and his fleet would reach the shores of what Europeans saw as an astonishing new world.

In the early hours of October 12, 1492, the long-awaited cry came. A lookout aboard the *Pinta* caught sight of a shoreline in the distance. "*Tierra! Tierra!*" he shouted. "Land! Land!" By dawn, Columbus and his crew were ashore. Thinking he had successfully reached the East Indies, Columbus called the surprised inhabitants who greeted him, *los indios*. The term translated into "Indian," a word mistakenly applied to all the native peoples of the Americas. In his journal, Columbus recounted his first meeting with the native peoples:

Columbus had miscalculated where he was. He had not reached the East Indies. Scholars believe he landed instead on an island in the Bahamas in the Caribbean Sea. The natives there were not Indians, but a group who called themselves the Taino. Nonetheless, Columbus claimed the island for Spain. He named it San Salvador, or "Holy Savior."

Columbus, like other explorers, was interested in gold. Finding none on San Salvador, he explored other islands, staking his claim to each one. "It was my wish to bypass no island without taking possession," he wrote.

In early 1493, Columbus returned to Spain. The reports he relayed about his journey delighted the Spanish monarchs, those who had funded his first voyage, agreed to finance three more trips. Columbus embarked on his second voyage to the Americas in September of 1493. He journeyed no longer as an explorer, but as an empire builder. He commanded a fleet of some 17 ships that carried over 1,000 soldiers, crewmen, and colonists. The Spanish intended to transform the islands of the Caribbean into **colonies**, or lands that are controlled by another nation. Over the next two centuries, other European explorers began sailing across the Atlantic in search of new lands to claim.

The immediate impact of Columbus's voyages, however, was to increase tensions between Spain and Portugal.

The Portuguese believed that Columbus had indeed reached Asia. Portugal suspected that Columbus had claimed for Spain lands that Portuguese sailors

might have reached first. The rivalry between Spain and Portugal grew more tense. In 1493, Pope Alexander VI stepped in to keep peace between the two nations. He suggested an imaginary dividing line, drawn north to south, through the Atlantic Ocean. All lands to the west of the line, known as the Line of Demarcation, would be Spain's. These lands included most of the Americas. All lands to the east of the line would belong to Portugal.

Portugal complained that the line gave too much to Spain. So it was moved farther west to include parts of modern-day Brazil for the Portuguese. In 1494, Spain and Portugal signed the **Treaty of Tordesillas**, in which they agreed to honor the line. The era of exploration and colonization was about to begin in earnest.

Answer the following questions:

- a) What did Columbus intend to do when he set out from Spain?
- b) What was the actual result of the voyage?
- c) What treaty was signed?
- d) What was its purpose?

8. In the text find synonyms to the following words and phrases:

to unite the peoples; coast; dweller, settler; still, although; demand, request; to charm; to set off, aboard ship, leave port; to venerate, respect;

9. Read the text and decide which answer A, B, C, or D best fits each space.

Other Nations Challenge the Portuguese

Beginning around 1600, the English and Dutch began to challenge Portugal's dominance over the Indian Ocean trade. The Dutch Republic, also known as the Netherlands, was a small country situated __1__ the North Sea in northwestern Europe. Since the early 1500s, Spain had ruled the area. In 1581, the people of the region __2__ their independence from Spain and established the Dutch Republic.

In a short time, the Netherlands became a leading sea power. By 1600, the Dutch owned the largest fleet of ships in the world—20,000 vessels. Pressure from Dutch and also English fleets eroded Portuguese control of the Asian region. The Dutch and English then battled one another for dominance of the area.

Both countries had formed an East India Company to establish and direct trade throughout Asia. These companies had the power to mint money, make treaties, and even __3__ their own armies. The **Dutch East India Company** was richer and more powerful than England's company. As a result, the Dutch __4__ drove out the English and established their dominance over the region.

In 1619, the Dutch established their trading headquarters at Batavia on the island of Java. From there, they expanded west to conquer several nearby islands. __5__, the Dutch seized both the port of Malacca and the valuable Spice Islands from Portugal. Throughout the 1600s, the Netherlands increased its control over the Indian Ocean trade. With so many goods from the East traveling to the Netherlands, the nation's capital, Amsterdam, became a leading commercial center. By 1700, the Dutch ruled much of Indonesia and had trading posts in several Asian countries. They also controlled the Cape of Good Hope on the southern tip of Africa, which was used as a resupply stop.

By 1700 also, Britain and France had gained a foothold in the region. Having failed to win control of the larger area, the English East India Company focused much of its energy on establishing __6__ in India. There, the English developed a successful business trading Indian cloth in Europe. In 1664, France also entered the Asia trade with its own East India Company. It struggled at first, as it faced continual attacks by the Dutch. Eventually, the French company established an outpost in India in the 1720s. However, it never showed much of a profit.

As the Europeans battled for a share of the profitable Indian Ocean trade, their influence inland in Southeast Asia remained limited. European traders did take control of many port cities in the region. But their impact rarely spread __7__ the ports. From 1500 to about 1800, when Europeans began to conquer much of the region, the peoples of Asia remained largely unaffected by European contact. European traders who sailed farther east to __8__ riches in China and Japan had even less success in spreading Western culture.

In 1500, the Portuguese explorer Pedro Alvares Cabral reached the shores of modern-day Brazil and __9__ the land for his country. A year later, Amerigo Vespucci, an Italian in the service of Portugal, also traveled along the eastern coast of South America. Upon his return to Europe, he claimed that the land was not part of Asia, but a "new" world. In 1507, a German mapmaker named the new continent "America" in honor of Amerigo Vespucci.

In 1519, Portuguese explorer Ferdinand Magellan led the boldest exploration yet. Several years earlier, Spanish explorer Vasco Nunez de Balboa had marched through modern-day Panama and had become the first European to gaze upon the Pacific Ocean. Soon after, Magellan __10__ the king of Spain to fund his voyage into the newly discovered ocean.

With about 250 men and five ships, Magellan sailed around the southern end of South America and into the waters of the Pacific. The fleet sailed for months without seeing land, except for some small islands. Food supplies soon ran out.

After exploring the island of Guam, Magellan and his crew eventually reached the Philippines. Unfortunately, Magellan became involved in a local war there and was killed. His crew, greatly reduced by disease and starvation, continued sailing west toward home. Out of Magellan's original crew, only 18

men and one ship arrived back in Spain in 1522, nearly three years after they had left. They were the first persons to circumnavigate, or sail around, the world.

	A	B	C	D
1	on	in	along	at
2	announced	declared	created	established
3	rise	grow	increase	raise
4	however	eventually	moreover	so
5	Consequently	As a result	Therefore	In addition
6	signposts	markers	outposts	signals
7	beyond	behind	over	above
8	look	seek	search	find
9	stated	said	asserted	claimed
10	made	convinced	forced	compelled

10. Explain the significance of each term or name:

Bartolomeu Dias, Prince Henry, Vasco da Gama, Treaty of Tordesillas, Dutch East India Company.

11. Answer the following questions:

- How did the arrival of Europeans affect the peoples of the East in general?
- Which event in the European exploration is the most important? Explain your answer with reference to the text.
- What role did the Renaissance play in launching the age of exploration?
- What was Prince Henry's goal and who actually achieved it?
- What European countries were competing for Asian trade during the age of exploration?

11. CRITICAL THINKING:

- What did the Treaty of Tordesillas reveal about Europeans' attitudes toward non-European lands and peoples?*
- What were the motives behind European exploration in the 1400s? Explain.*
- In what ways did Europeans owe some of their sailing technology to other peoples?*

12. WRITING:

Write a one-paragraph opinion piece on which technological advancement was the most important for European exploration.

Section 2: Spanish and Portuguese Colonisation

1. Before you read the text discuss the following questions in small groups:

- a) What were the main factors that allowed Hernan Cortes and the Spanish to conquer the powerful Aztec Empire?
- b) What were the long-term impacts of the Spanish conquest on the native peoples and cultures of mEXICO?

2. Read the text and check your answers

Spanish Conquests in Mexico

In 1519, as Magellan embarked on his historic voyage, a Spaniard named **Hernando Cortes** landed on the shores of Mexico. After colonizing several Caribbean islands, the Spanish had turned their attention to the American mainland. Cortes marched inland, looking to claim new lands for Spain. Cortes and the many other Spanish explorers who followed him were known as **conquistadors** (conquerors). Lured by rumors of vast lands filled with gold and silver, conquistadors carved out colonies in regions that would become Mexico, South America, and the United States. The Spanish were the first European settlers in the Americas. As a result of their colonization, the Spanish greatly enriched their empire and left a mark on the cultures of North and South America that exists today.

As Cortes and Pizarro conquered the civilizations of the Americas, fellow conquistadors defeated other native peoples. Spanish explorers also conquered the Maya in Yucatan and Guatemala. By the middle of the 16th century, Spain had created an American empire. It included New Spain (Mexico and parts of Guatemala), as well as other lands in Central and South America and the Caribbean.

Spain's Pattern of Conquest

In building their new American empire, the Spaniards drew from techniques used during the *reconquista* of Spain. When conquering the Muslims, the Spanish lived among them and imposed their Spanish culture upon them. The Spanish settlers to the Americas, known as *peninsulares*, were mostly men. As a result, relationships between Spanish settlers and native women were common. These relationships created a large **mestizo**—or mixed Spanish and Native American—population.

Although the Spanish conquerors lived among the native people, they also oppressed them. In their effort to exploit the land for its precious resources, the Spanish forced Native Americans to work within a system known as *encomienda*.

Under this system, natives farmed, ranched, or mined for Spanish landlords. These landlords had received the rights to the natives' labor from Spanish authorities. The holders of *encomiendas* promised the Spanish rulers that they would act fairly and respect the workers. However, many abused the natives and worked many laborers to death, especially inside dangerous mines.

The Portuguese in Brazil

One area of South America that remained outside of Spanish control was Brazil. In 1500, Cabral claimed the land for Portugal. During the 1530s, colonists began settling Brazil's coastal region. Finding little gold or silver, the settlers began growing sugar. Clearing out huge swaths of forest land, the Portuguese built giant sugar plantations. The demand for sugar in Europe was great, and the colony soon enriched Portugal. In time, the colonists pushed farther west into Brazil. They settled even more land for the production of sugar.

Francisco Pizarro 1475-1541

Pizarro was the son of an infantry captain and a young peasant woman. His parents never married. Raised by his mother's poor family, he never learned to read. Ambitious, brave, and ruthless, he determined to make his fortune as an explorer and conqueror.

Embarked on a voyage of conquest down the west coast of South America, Pizarro was ordered by the governor of Panama to abandon the expedition to prevent the loss of lives. Pizarro took his sword and drew a line in the dust, inviting those of his followers who desired wealth and fame to cross the line and follow him. Thus began the conquest of Peru.

Pizarro founded the city of Lima, Peru's capital, in 1535. He became governor of Peru.

Atahualpa 1502-1533

Atahualpa was the last ruler of the Incan empire in Peru. After Atahualpa was captured and held for ransom by the Spanish, the Incan people throughout the empire brought gold and silver that the Spanish then had melted down into bullion and ingots. They accumulated 24 tons of gold and silver, the richest ransom in history.

The Spanish executed Atahualpa despite the ransom paid by his people. As he was about to be burned at the stake, the Spanish offered him a more merciful death by strangulation if he agreed to convert to Christianity, which he did. Thus died the last emperor of the Inca.

Spain's American colonies helped make it the richest, most powerful nation in the world during much of the 16th century. Ships filled with treasures from the

Americas continually sailed into Spanish harbors. This newfound wealth helped usher in a golden age of art and culture in Spain. Throughout the 16th century, Spain also increased its military might. To protect its treasure-filled ships, Spain built a powerful navy. The Spanish also strengthened their other military forces, creating a skillful and determined army. For a century and a half, Spain's army seldom lost a battle. Meanwhile, Spain enlarged its American empire by settling in parts of what is now the United States.

3. Explain the significance of each term or name:

Christopher Columbus, colony, Hernando Cortes, conquistador, Francisco Pizarro, Atahualpa, mestizo, encomienda.

4. Answer the following questions:

- a) Why were most of the Spanish explorers drawn to the Americas?
- b) Which country was the richest and most powerful in the 16th century, and why?
- c) What were the merits of Spanish colonization of the Americas?
- d) Through what modern-day countries did Coronado lead his expedition?

5. Complete the text below using only one word in each space

Conquistadors Push North

Dreams 1 new conquests prompted Spain to back a series of expeditions into the southwestern United States. The Spanish actually had settled 2 parts of the United States before they even dreamed 3 building an empire 4 the American mainland. In 1513, Spanish explorer Juan Ponce de Leon landed on the coast of modern-day Florida and claimed it 5 Spain.

By 1540, after building an empire that stretched 6 Mexico to Peru, the Spanish once again looked to the land that is now the United States. In 1540-1541, Francisco Vasquez de Coronado led an expedition throughout much of present-day Arizona, New Mexico, Texas, Oklahoma, and Kansas. He was searching 7 another wealthy empire to conquer. Coronado found little gold amidst the dry deserts of the Southwest. As a result, the Spanish monarchy assigned mostly priests to explore and colonize the future United States.

Catholic priests had accompanied conquistadors from the very beginning of American colonization. The conquistadors had come 8 search of wealth. The priests who accompanied them had come in search of converts. In the winter of 1609-1610, Pedro de Peralta, governor of Spain's northern holdings, called New Mexico, led settlers to a tributary on the upper Rio Grande. They built a capital called Santa Fe, or "Holy Faith." In the next two decades, a string of Christian missions arose 9 the Pueblo, the native inhabitants of the region.

6. CRITICAL THINKING

- *What might have been some similarities in character between Cortes and Pizarro?*
- *Through what modern-day states did Coronado lead his expedition?*

7. DEBATE *the merits of Spain's colonization of the Americas.*

Section 3: Dutch, English, and French Colonies

1. Before you read the text, discuss the following question:

What was the influence of Spanish colonization on European nations?

2. Read the text and check your answer.

The legacy of Columbus

In the years and centuries since Christopher Columbus's historic journeys, people still debate the legacy of his voyages. Some argue they were the heroic first steps in the creation of great and democratic societies. Others claim they were the beginnings of an era of widespread cruelty, bloodshed, and epidemic disease. So was the legacy of Columbus a positive or a negative thing?

Spain's successful colonization efforts in the Americas did not go unnoticed. Other European nations, such as England, France, and the Netherlands, soon became interested in obtaining their own valuable colonies. The Treaty of Tordesillas, signed in 1494, had divided the newly discovered lands between Spain and Portugal. However, other European countries ignored the treaty. They set out to build their own empires in the Americas. This resulted in a struggle for North America.

Magellan's voyage showed that ships could reach Asia by way of the Pacific Ocean. Spain claimed the route around the southern tip of South America. Other European countries hoped to find an easier and more direct route to the Pacific. If it existed, a northwest trade route through North America to Asia would become highly profitable. Not finding the route, the French, English, and Dutch instead established colonies in North America.

The early French explorers sailed west with dreams of reaching the East Indies. One explorer was Giovanni da Verrazzano, an Italian in the service of France. In 1524, he sailed to North America in search of a sea route to the Pacific. While he did not find the route, Verrazzano did discover what is today New York harbor. Ten years later, the Frenchman Jacques Cartier reached a gulf off the eastern coast of Canada that led to a broad river. Cartier named it the St. Lawrence. He followed it inward until he reached a large island dominated by a mountain. He named the island Mont Real (Mount Royal), which later became known as Montreal. In 1608, another French explorer, Samuel de Champlain, sailed up the St. Lawrence with about 32 colonists. They founded Quebec, which became the base of France's colonial empire in North America, known as **New France**.

Then the French penetrated the North American continent. In 1673, French Jesuit priest Jacques Marquette and trader Louis Joliet explored the Great Lakes and the upper Mississippi River. Nearly 10 years later, Sieur de La Salle explored

the lower Mississippi. He claimed the entire river valley for France. He named it Louisiana in honor of the French king, Louis XIV. By the early 1700s, New France covered much of what is now the midwestern United States and eastern Canada.

France's North American empire was immense. But it was sparsely populated. By 1760, the European population of New France had grown to only about 65,000. A large number of French colonists had no desire to build towns or raise families. These settlers included Catholic priests who sought to convert Native Americans. They also included young, single men engaged in what had become New France's main economic activity, the fur trade. Unlike the English, the French were less interested in occupying territories than they were in making money off the land.

The explorations of the Spanish and French inspired the English. In 1606, a company of London investors received from King James a charter to found a colony in North America. In late 1606, the company's three ships, and more than 100 settlers, pushed out of an English harbor. About four months later, in 1607, they reached the coast of Virginia. The colonists claimed the land as theirs. They named the settlement **Jamestown** in honor of their king.

The colony's start was disastrous. The settlers were more interested in finding gold than in planting crops. During the first few years, seven out of every ten people died of hunger, disease, or battles with the Native Americans.

Despite their nightmarish start, the colonists eventually gained a foothold in their new land. Jamestown became England's first permanent settlement in North America. The colony's outlook improved greatly after farmers there discovered tobacco. High demand in England for tobacco turned it into a profitable cash crop.

In 1620, a group known as **Pilgrims** founded a second English colony, Plymouth, in Massachusetts. Persecuted for their religious beliefs in England, these colonists sought religious freedom. Ten years later, a group known as **Puritans** also sought religious freedom from England's Anglican Church. They established a larger colony at nearby Massachusetts Bay.

The Puritans wanted to build a model community that would set an example for other Christians to follow. Although the colony experienced early difficulties, it gradually took hold. This was due in large part to the numerous families in the colony, unlike the mostly single, male population in Jamestown.

3. Give Ukrainian equivalents to the following words and collocations from the text:

treaty, to set out, to sail up, to penetrate, to raise families, to engage in.

4. In the text find English equivalents to the following words and phrases:

отримати (щось, колонії, наприклад); в пошуках; гавань; висувати

права на (територія), претендувати; закріпитися, зазнати труднощів; торгівля хутром.

5. Match the words with their definitions:

sparsely	a. in the end, especially after a long time or a lot of effort
2. immense	b. change over a period of time or a distance
3. eventually	c. different from
4. gradually	d. with only a small amount of people or things
5. unlike	e. extremely large in size or degree

6. Read the text and fill in the gaps with only one word in each space

The Dutch Found New Netherland

Following the English and French into North America were 1 Dutch. In 1609, Henry Hudson, an Englishman in the service of the Netherlands, sailed west. He 2 searching for a northwest sea route to Asia. Hudson 3 not find a route. He did, however, explore three waterways that 4 later named after him, the Hudson River, Hudson Bay, and Hudson Strait.

The Dutch claimed the region along these waterways. 5 established a fur trade with the Iroquois Indians. They built trading posts along the Hudson River at Fort Orange (now Albany) and on Manhattan Island. Dutch merchants formed the Dutch West India Company. In 1621, the Dutch government granted the company permission to colonize the region and expand the fur trade. The Dutch holdings in North America became known 6 **New Netherland**.

Although the Dutch company profited from its fur trade, it was slow to attract Dutch colonists. To encourage settlers, the colony opened its doors to a variety of peoples. Gradually more Dutch, as well as Germans, French, Scandinavians, and other Europeans, settled the area.

7. Read the text below and decide which answer A, B, C, or D best fits each space

	A	B	C	D
1	1600	1600th	the 1600s	the 1600th
2	although	despite	moreover	besides
3	however	eventually	likely	due to
4	provided	presented	referred	granted
5	came	arrived	landed	got
6	because	so	though	despite

7	moreover	furthermore	by doing so	finally
8	like	unlike	the came	as
9	was	had got	came	arrived
10	Due	although	though	as a result

The Struggle for North America

Colonizing the Caribbean

During__1__, the nations of Europe also colonized the Caribbean. The French seized control of present-day Haiti, Guadeloupe, and Martinique. The English settled Barbados and Jamaica. In 1634, the Dutch captured what are now the Netherlands Antilles and Aruba from Spain.

On these islands, the Europeans built huge cotton and sugar plantations. These products, __2__profitable, demanded a large and steady supply of labor, which __3__would be provided by Africans.

As they expanded their settlements in North America, the nations of France, England, and the Netherlands battled each other for colonial supremacy.

To the English, New Netherland separated their northern and southern colonies. In 1664, the English king, Charles II, __4__ his brother, the Duke of York, permission to drive out the Dutch. When the duke's fleet __5__at New Netherland, the Dutch surrendered without firing a shot. The Duke of York claimed the colony for England and renamed it New York.

With the Dutch gone, the English colonized the Atlantic coast of North America. By 1750, about 1.2 million English settlers lived in 13 colonies from Maine to Georgia.

The English soon became hungry for more land for their colonial population. __6__ they pushed farther west into the continent. __7__, they collided with France's North American holdings. As their colonies expanded, France and England began to interfere with each other. It seemed that a major conflict __9__ on the horizon.

In 1754 a dispute over land claims in the Ohio Valley led to a war between the British and French on the North American continent. The conflict became known __8__ the **French and Indian War**. The war became part of a larger conflict known as the Seven Years' War. Britain and France, along with their European allies, also battled for supremacy in Europe, the West Indies, and India.

In North America, the British colonists, with the help of the British Army, defeated the French in 1763. The French surrendered their North American holdings.__10__ of the war, the British seized control of the eastern half of North America.

8. Give Ukrainian equivalents to the following words and phrases from the text:

mutual; for the most part; push sb off; hostility; to devastate; to defeat; smallpox; to ravage.

9. Read the text below and find a word or phrase that means the following:

захотіти; спіймати; підприємство; атеїст, людина, яка не вірить в Бога; війна; бойові дії; конфлікт; лютий; жорстокий (боротьба); сутичка; зіткнення; кір.

Native Americans Respond

As in Mexico and South America, the arrival of Europeans in the present-day United States had a great impact on Native Americans. European colonization brought disaster for the lands' original inhabitants.

French and Dutch settlers developed a mostly cooperative relationship with the Native Americans. This was due mainly to the mutual benefits of the fur trade. Native Americans did most of the trapping and then traded the furs to the cooperated with Native Americans in an effort to establish a fur-trading enterprise.

The groups did not live together in complete harmony. Dutch settlers fought with various Native American groups over land claims and trading rights. For the most part, however, the French and Dutch colonists lived together peacefully with their North American hosts.

The same could not be said of the English. Early relations between English settlers and Native Americans were cooperative. However, they quickly worsened over the issues of land and religion. Unlike the French and Dutch, the English sought to populate their colonies in North America. This meant pushing the natives off their land. The English colonists seized more land for their population—and to grow tobacco.

Religious differences also heightened tensions. The English settlers considered Native Americans heathens, people without a faith. Over time, many Puritans viewed Native Americans as agents of the devil and as a threat to their godly society. Native Americans developed a similarly harsh view of the European invaders.

The hostility between the English settlers and Native Americans led to warfare. As early as 1622, the Powhatan tribe attacked colonial villages around Jamestown and killed about 350 settlers. During the next few years, the colonists struck back and massacred hundreds of Powhatan.

One of the bloodiest conflicts between colonists and Native Americans was known as King Philip's War. It began in 1675 when the Native American ruler **Metacom** (also known as King Philip) led an attack on colonial villages throughout Massachusetts. In the months that followed, both sides massacred

hundreds of victims. After a year of fierce fighting, the colonists defeated the natives. During the 17th century, many skirmishes erupted throughout North America.

More destructive than the Europeans' weapons were their diseases. Like the Spanish in Central and South America, the Europeans who settled North America brought with them several diseases. The diseases devastated the native population in North America.

In 1616, for example, an epidemic of smallpox ravaged Native Americans living along the New England coast. The population of one tribe, the Massachusetts, dropped from 24,000 to 750 by 1631. From South Carolina to Missouri, nearly whole tribes fell to smallpox, measles, and other diseases.

One of the effects of this loss was a severe shortage of labor in the colonies. In order to meet their growing labor needs, European colonists soon turned to another group: Africans, whom they would enslave by the million.

10. Provide synonyms for the underlined words.

11. For each term or name, listed below, make up a sentence explaining its significance:

New France, Jamestown, Pilgrims, Puritans, New Netherland, French and Indian War

12. Answer the following questions:

- a) What was the difference between French and English attitudes towards the land they acquired in North America?
- b) What was the outcome of the French and Indian War?
- c) What were the consequences of European colonization of North America for native Americans?
- d) Why did the English drive farther west into the North American continent?
- e) What were the differences between the colonies at Jamestown and Massachusetts Bay?

13. CREATIVE THINKING

What impact did colonial land ownership have on long-term development?

UNIT 3: Absolute Monarchs in Europe, 1500-1800

Section 1: Spain's Empire and European Absolutism

TERMS & NAMES

Charlemagne (742–814) the King of the Franks who gained control of most of western Europe in 800 by uniting its Christian countries. The Pope gave him the title of 'Holy Roman Emperor'. Charlemagne had a great influence on European civilization, by establishing a new legal system and encouraging art, literature, and education.

Jan Vermeer /və'miə, jæŋ \$ vər'mɪr/ (1632–75) a Dutch painter who painted ordinary scenes from daily life, and is known especially for his pictures of rooms, often with one woman in them

Absolute monarch /'mʌnək \$ 'mɑ:nərk, -ɑ:rk/

Diego Velazquez /di'eɪgəʊ və'læskwɪz, -wez \$ -'lɑ:skeɪs/ (1599–1660) a Spanish painter best known for his portraits of the Spanish royal family

Miguel de Cervantes /sɜ:'vænti:z \$ sɜ:r-, mɪ'gel də/ (1547–1616) a Spanish writer, best known for his novel Don Quixote, one of the most important works of European literature

Divine right /də'veɪn raɪt/

El Greco /,el 'grekəʊ/ (1541–1614) a Spanish artist known for his religious paintings. He was called El Greco, which means 'the Greek', because he was born in Crete.

Rembrandt van Rijn /'rembrənt/ (1606–69) a Dutch artist, Rembrandt van Rijn, who is regarded as one of the greatest European painters. He painted many portraits (=pictures of people and of himself), as well as many pictures of religious subjects. He is known especially for his use of light and shade.

crusader /kru:'seɪdə(r)/

PRONUNCIATION

Catholic /'kæθəlik/
Muslims /'mʊzləm, 'mʌz-, 'mʊs-/
Lutherans /'lu:θərənz/
Heretic /'herətɪk/
Charlemagne /'ʃɑ:ləmeɪn \$ 'ʃɑ:r-/
Ferdinand /'fɜ:dənænd \$ 'fɜ:r-/
Austria /'ɒstriə \$ 'ɔ:-, 'ɑ:/
Chivalry /'ʃɪvəlri/

Portugal /'pɔ:tʃəgəl \$ 'pɔ:r-/
the Portuguese /,pɔ:tʃə'gi:z \$,pɔ:r-/
the Reformation /,refə'meɪʃən \$ -fər-/
the Escorial /e'skɔ:riəl \$ -riəl/
the Reconquista /'rikɒnkɪstə/
the Inquisition /,ɪŋkwə'zɪʃən/
Bureaucracy /bjʊə'rɒkrəsi \$ bjʊ'ra:-/
Feudalism /'fju:dlɪzəm/

SETTING THE STAGE As you learned in the previous Chapter, from 1520 to 1566, Suleyman I exercised great power as sultan of the Ottoman Empire. A European monarch of the same period, Charles V, came close to matching Suleyman's power. As the Hapsburg king, Charles inherited Spain, Spain's American colonies, parts of Italy, and lands in Austria and the Netherlands. As the elected Holy Roman emperor, he ruled much of Germany. It was the first time since Charlemagne (Карл Великий) that a European ruler controlled so much territory.

1. Study the list of Names and terms. Practice pronunciation of proper names and check if you know the meaning.

2. Read the text

A Powerful Spanish Empire

A devout Catholic, Charles not only fought Muslims but also opposed Lutherans. In 1555, he unwillingly agreed to the Peace of Augsburg /aʊgsb ɜ:g/, which allowed German princes to choose the religion for their territory. The following year, Charles V divided his **immense** empire and retired to a monastery. To his brother Ferdinand, he left Austria and the Holy Roman Empire. His son, Philip II, inherited Spain, the Spanish Netherlands, and the American colonies.

Philip II's Empire

Philip was *shy*, *serious*, and—like his father—*deeply religious*. He was also very *hard working*. Yet Philip would not allow anyone to help him. Deeply suspicious, he trusted no one for long. As his own court historian wrote, "His smile and his dagger were very close." Perhaps above all, Philip could be *aggressive* for the sake of his empire. In 1580, the king of Portugal died without an **heir**. Because Philip was the king's nephew, he **seized** the Portuguese kingdom. Counting Portuguese strongholds in Africa, India, and the East Indies, he now had an empire that circled the globe.

Philip's empire provided him with incredible wealth. By 1600, American mines had supplied Spain with an estimated 339,000 pounds of gold. Between 1550 and 1650, roughly 16,000 tons of silver bullion were unloaded from Spanish galleons, or ships. The king of Spain claimed between a fourth and a fifth of every shipload of treasure as his royal share. With this wealth, Spain was able to support a large standing army of about 50,000 soldiers.

Defender of Catholicism

When Philip assumed the throne, Europe was experiencing religious wars caused by the Reformation. However, religious conflict was not new to Spain. The Reconquista, the campaign to drive Muslims from Spain, had been completed only 64 years before. In addition, Philip's great-grandparents Isabella and Ferdinand had used the Inquisition to investigate suspected heretics, or nonbelievers in Christianity.

Philip believed it was his duty to defend Catholicism against the Muslims of the Ottoman Empire and the Protestants of Europe. In 1571, the pope called on all Catholic princes to take up arms against the mounting power of the Ottoman Empire. Philip responded like a true crusader. More than 200 Spanish and Venetian ships defeated a large Ottoman fleet in a fierce battle near Lepanto. In 1588, Philip launched the Spanish Armada in an attempt to punish Protestant England and its queen, Elizabeth I. Elizabeth had supported Protestant subjects who had rebelled against Philip. However, his fleet was defeated.

Although this setback seriously weakened Spain, its wealth gave it the appearance of strength for a while longer. Philip's gray granite palace, the Escorial, had massive walls and huge gates that demonstrated his power. The Escorial also reflected Philip's faith. Within its walls stood a monastery as well as a palace.

3. Answer the following questions:

- a) What were the reasons for Charles V to retire?
- b) How did he transfer the power?
- c) What kind of personality was Charles's son (Philip II)?
- d) What were the sources of the empire's fantastic riches?
- e) How did Philip respond to the Pope's call to take up arms? Why?
- f) What actions did Philip take against English queen Elizabeth I? Why?
- g) How did Philip's military ventures (actions) affect Spain?

4. Work in pairs, explain the following terms and names:

dagger • bullion • Reformation • Reconquista • heretic • crusader • Armada
Escorial • Inquisition

5. In the text find the equivalents to the following phrases:

мати велику владу; величезна імперія; усамітнитися до монастиря; одержувати у спадок; заради імперії; спадкоємець; заволодіти королівством; фортеця/твердиня/цитадель; неймовірне багатство; постачати/забезпечувати; срібні злитки; претендувати на королівську частку; зайняти трон; закликати до (phr.verb); братися до зброї; хрестоносець; зростаюча міць імперії; запеклий бій; невдача; видимість сили; величезні ворота.

6. Among the highlighted words in the text find synonyms to the following words:

appeal; growing; carry out/execute; fantastic; successor; ferocious; fail; enormous; invade; undertake; to overcome; to maintain (uphold).

7. Among the underlined words find antonyms to the words:

Reject; harmony; poverty; deceptive; start; falling; miniature; weakness; benefit; doubt.

8. Complete the following sentences, try not to look into the text:

- 1) A European monarch Charles V _____ similar to the sultan of the Ottoman Empire.
- 2) He unwillingly agreed to the Peace of Augsburg, which allowed German princes to _____ for their territory.
- 3) Charles's son, Philip II, _____ Spain, the Spanish Netherlands, and the American colonies.
- 4) Above all, Philip could be _____ his empire.
- 5) Philip's empire provided him _____.
- 6) Philip believed it was his duty to defend _____.
- 7) More than 200 Spanish and Venetian ships defeated _____.
- 8) Although the setback at the British shore seriously weakened Spain, its wealth _____.

Now look in the text to check your answers.

9. WRITING ACTIVITY. *Pick up the adjectives from the text describing personality traits and portray Philip II. Google for more details from his court historian.*

10. Read the text below. Choose from phrases (A-L) the one which best fits each space (1-10). There are two choices you do not need to use.

Golden Age of Spanish Art and Literature

Spain's great wealth did more than support navies and build palaces. It also allowed (1) _____ to become patrons of artists. During the 16th and 17th centuries, Spain experienced a golden age in the arts. The works of two great painters show (2) _____ of Spain during this period.

El Greco and Velazquez

Born in Crete, El Greco (3) _____ in Spain. His real name was Domenikos Theotokopoulos, but Spaniards called him El Greco, meaning "the Greek." El Greco's art often puzzled the people of his time. He chose brilliant, sometimes clashing colors, distorted the human figure, and expressed emotion symbolically in his paintings. (4) _____, El Greco's techniques showed the deep Catholic faith of Spain. He painted saints and **martyrs** as huge, long-limbed figures that have a supernatural air.

The paintings of Diego Velazquez, on the other hand, (5) _____. Velazquez, who painted 50 years after El Greco, was the court painter to Philip IV of Spain. He is best known for his portraits of the royal family and scenes of court life. Like El Greco, he was (6) _____.

Don Quixote

The publication of *Don Quixote de la Mancha* in 1605 is (7) _____ of the modern European novel. In this book, Miguel de Cervantes wrote about a poor Spanish nobleman who went a little crazy (8) _____.

1. Hoping to "right every manner of wrong," Don Quixote (9) _____ in a rusty suit of armor, mounted on a **feeble** horse. At one point, he mistook some windmills for giants:

"He rushed with [his horse's] utmost speed upon the first windmill he could come at, and, running his lance into the sail, the wind whirled about with such swiftness, that the rapidity of the motion presently broke the lance into shivers, and hurled away both knight and horse along with it, till down he fell, rolling a good way off in the field."

MIGUEL DE CERVANTES, *Don Quixote de la Mancha*

Some critics believe that Cervantes was mocking chivalry the knightly code of the Middle Ages. Others **maintain** that the book is about (10)

_____ who longs for the romantic past because he is frustrated with his materialistic world.

- A often called the birth
- B an idealistic person
- C the royal assent
- D reflected the pride of the Spanish monarchy
- E rode forth
- F monarchs and nobles
- G spent much of his adult life
- H after reading too many books about heroic knights
- I Although unusual,
- J noted for using rich colors
- K to Spain
- L both the faith and the pride

11. SPEAKING ACTIVITY: in pairs, compare your answers and define the words in bold. To check your memory, ask each other five questions on the facts of the text.

12. VOCABULARY TASK: look through the text and find out the English equivalents to the following:

велике багатство, покровителі митців, дивувати людей, обирати яскраві інколи суперечливі кольори/відтінки, спотворені людські фігури, великомученики, надприродній вигляд, сцени життя королівського двору, насичені кольори, героїчні лицарі, слабкий кінь (шкапа), висміювати лицарство, звід законів, розчарований матеріальним світом.

13. CRITICAL THINKING: look for the samples of El Greco's and Velasquez's paintings to write a comparative analysis. Share your ideas with the group.

14. Read the text below. For questions (1-10) choose the correct answers (A, B, C or D). Check your answers with the partner.

The Spanish Empire Weakens

Certainly, the age in which Cervantes wrote was a materialistic one. The gold and silver coming from the Americas made Spain **temporarily (1)** _____. However, such treasure helped (2) _____ long-term economic problems.

Inflation and Taxes

One of these problems was severe **inflation**, which is a decline in the value of money, (3) _____ by a rise in the prices of goods and services. Inflation in Spain had two main causes. First, Spain's population (4) _____. As more people demanded food and other goods, merchants were able to raise prices. Second, as silver bullion flooded the market, its value (5) _____. People needed more and more amounts of silver to buy things.

Spain's economic **decline** also had other causes. When Spain **expelled** the Jews and Moors (Muslims) around 1500, it lost many valuable artisans and business-people. In addition, Spain's nobles (6) _____ to pay taxes. The tax burden fell on the lower classes. That **burden** prevented them from accumulating enough wealth to start their own businesses. As a result, Spain never developed a middle class.

The Dutch Revolt

In the Spanish Netherlands, Philip had to maintain an army to keep his subjects under control. The Dutch had (7) _____ in common with their Spanish rulers. While Spain was Catholic, the Netherlands had many Calvinist congregations. Also, Spain had a **sluggish** economy, (8) _____ the Dutch had a **prosperous** middle class.

Philip raised taxes in the Netherlands and took steps to crush Protestantism. In response, in 1566, angry Protestant **mobs** swept through Catholic churches. Philip then sent an army under the Spanish duke of Alva to punish the rebels. On a single day in 1568, the duke executed 1,500 Protestants and suspected rebels.

The Dutch continued to fight the Spanish for another 11 years. Finally, in 1579, the seven northern provinces of the Netherlands, which (9) _____ largely Protestant, united and **declared** their **independence** from Spain. They became the United Provinces of the Netherlands. The ten southern provinces (present-day Belgium) were Catholic and remained (10) _____ Spanish control.

1	A	wealthy	B	wealth	C	well	D	be wealthy
2	A	causing	B	have cause	C	to cause	D	had caused
3	A	accompany	B	accompanied	C	accompanying	D	company
4	A	had been growing	B	growing	C	grow	D	is growing
5	A	have dropped	B	dropping	C	drop	D	dropped
6	A	did not have	B	have not	C	must	D	mustn't
7	A	few	B	a few	C	little	D	some
8	A	during	B	while	C	as soon as	D	unless
9	A	has been	B	been	C	was	D	were
10	A	at	B	under	C	on	D	over

15. In pairs, match the lexis from the text to their definitions and outline the key reasons for the Spanish empire to get weak.

1	temporarily	a	something difficult or worrying that you are responsible for
2	inflation	b	to state officially and publicly that something is true
3	decline	c	a large noisy crowd, especially one that is angry and violent
4	expel	d	rich and successful
5	burden	e	to officially force someone to leave a school or organization
6	sluggish	f	political freedom from control by the government of another country
7	prosperous	g	a continuing increase in prices, or the rate at which prices increase
8	mob	h	to decrease in quantity or importance
9	declare	i	moving or reacting more slowly than normal
10	Independence	j	continuing for only a limited period of time

Share your ideas with the group.

16. Read the text. For questions (1-5) choose the correct answers (A, B, C or D)

The Independent Dutch Prosper

The United Provinces of the Netherlands was different from other European states of the time. For one thing, the people there practiced religious toleration. In addition, the United Provinces was not a kingdom but a republic. Each province had an elected governor, whose power depended on the support of merchants and landholders.

Dutch Art During the 1600s, the Netherlands became what Florence had been during the 1400s. It boasted not only the best banks but also many of the best artists in Europe. As in Florence, wealthy merchants sponsored many of these artists.

Rembrandt van Rijn was the greatest Dutch artist of the period. Rembrandt painted portraits of wealthy middle-class merchants. He also produced group portraits. In *The Night Watch*, he portrayed a group of city guards. Rembrandt used sharp contrasts of light and shadow to draw attention to his focus.

Another artist fascinated with the effects of light and dark was Jan Vermeer. Like many other Dutch artists, he chose domestic, indoor settings for his portraits. He often painted women doing such familiar activities as pouring milk from a jug or reading a letter. The work of both Rembrandt and Vermeer reveals how important merchants, civic leaders, and the middle class in general were in 17th-century Netherlands.

Dutch Trading Empire The stability of the government allowed the Dutch people to concentrate on economic growth. The merchants of Amsterdam bought surplus grain in Poland and crammed it into their warehouses. When they heard about poor harvests in southern Europe, they shipped the grain south while prices were highest. The Dutch had the largest fleet of ships in the world—perhaps 4,800 ships in 1636. This fleet helped the Dutch East India Company (a trading company controlled by the Dutch government) to dominate the Asian spice trade and the Indian Ocean trade. Gradually, the Dutch replaced the Italians as the bankers of Europe.

1. How was the United Provinces of the Netherlands different from other European states?
 - A the United Provinces was a kingdom
 - B the people there were not loyal to religious beliefs
 - C the United Provinces was a republic
 - D each Province had an appointed governor
2. Why did the Netherlands during 1600s resemble Florence of 1400?
 - A it had the best bank system in Europe
 - B it contained both the best banks and the best artists in Europe
 - C there were the richest merchants and landholders in Europe
 - D there lived the greatest artists of the time
3. How did Rembrandt draw attention to his focus?
 - A he painted the portraits of middle-class merchants
 - B he portrayed the wealthy middle-class merchants
 - C he produced only group portraits
 - D he used sharp contrasts of light and shadow
4. What was common in the works of famous Dutch artists (Rembrandt and Vermeer)?
 - A domestic indoor settings for their works
 - B the effects of light and dark so both disclose the importance of the middle class
 - C everyday household activities
 - D picturesque landscapes of the countryside
5. What was the reason for the economic growth in the Netherlands?
 - A the strength of government
 - B poor harvest in Poland
 - C rich harvest in the south of Europe
 - D the largest fleet of ships in the world

17. Read the text and complete the tasks.

Absolutism in Europe

Even though Philip II lost his Dutch possessions, he was a forceful ruler in many ways. He tried to control every aspect of his empire's affairs. During the next few centuries, many European monarchs would also claim the authority to rule without limits on their power.

The Theory of Absolutism These rulers wanted to be absolute monarchs, kings or queens who held all of the power within their states' boundaries. Their goal was to control every aspect of society. Absolute monarchs believed in divine right, the idea that God created the monarchy and that the monarch acted as God's representative on Earth. An absolute monarch answered only to God, not to his or her subjects.

Growing Power of Europe's Monarchs As Europe emerged from the Middle Ages, monarchs grew increasingly powerful. The decline of feudalism, the rise of cities, and the growth of national kingdoms all helped to centralize authority. In addition, the growing middle class usually backed monarchs, because they promised a peaceful, supportive climate for business. Monarchs used the wealth of colonies to pay for their ambitions. Church authority also broke down during the late Middle Ages and the Reformation. That opened the way for monarchs to assume even greater control. In 1576, Jean Bodin, an influential French writer, defined absolute rule:

"The first characteristic of the sovereign prince is the power to make general and special laws, but—and this qualification is important—without the consent of superiors, equals, or inferiors. If the prince requires the consent of superiors, then he is a subject himself; if that of equals, he shares his authority with others; if that of his subjects, senate or people, he is not sovereign."

JEAN BODIN, *Six Books on the State*

Crises Lead to Absolutism The 17th century was a period of great upheaval in Europe. Religious and territorial conflicts between states led to almost continuous warfare. This caused governments to build huge armies and to levy even heavier taxes on an already suffering population. These pressures in turn brought about widespread unrest. Sometimes peasants revolted.

In response to these crises, monarchs tried to impose order by increasing their own power. As absolute rulers, they regulated everything from religious worship to social gatherings. They created new government bureaucracies to control their countries' economic life. Their goal was to free themselves from the limitations imposed by the nobility and by representative bodies such as Parliament. Only with such freedom could they rule absolutely, as did the most famous monarch of his time, Louis XIV of France. You'll learn more about him in the next section.

18. Give definitions/explanations to the underlined words/phrases.

19. Work in pairs, answer the questions based on the information from the text:

- a) What is the theory of Absolutism?
- b) What were the sources for the European monarchs to grow in power?
- c) How did Jean Bodin define absolute rule?
- d) Why was the 17th century the period of great instability in Europe?
- e) How did monarchs try to impose order?
- f) What was the new governmental bureaucracy created for?

20. In the text find the equivalents to the following words/phrases: власність, владний правитель, заявити про повноваження, правити без обмежень влади, у межах своєї держави, право дане Богом/священне право, занепад феодалізму, сприятливий клімат для бізнесу, захопити контроль, без згоди начальника, ділити владу з іншими, піддані, верховний правитель, велике зрушення/переворот у Європі, тривалі бойові дії, стягувати податки з населення, викликати заворушення, наводити порядок.

21. Work in pairs, match the following terms and names to the definitions:

1	absolutism	a	give financial, material, or moral support to
2	ambition	b	a person of low rank or status
3	back (v)	c	a king or queen
4	consent	d	the acceptance of or belief in absolute principles in political, philosophical, ethical, or theological matters
5	inferior	e	an idea or set of ideas that is intended to explain facts or events
6	levy (v)	f	a particular goal or aim: something that a person hopes to do or achieve
7	power	g	a major change or period of change that causes a lot of conflict, confusion, anger, etc.
8	sovereign	h	use legal authority to demand and collect (a fine, a tax, etc.)
9	theory	i	permission for something to happen or be done
10	upheaval	j	the ability or right to control people or things

22. Group the following words (*augmentation, decrease, boost, die, diminish, drop off, expansion, fall, gain, increase, lessen, lower, moderate, raise, shrink, subside, uptick*) into two sets of synonyms to 'Decline' and 'Rise' in the table:

‘Decline’	‘Rise’
<i>decrease</i>	<i>augmentation</i>

23. WRITING ACTIVITY. *Write an essay explaining the reasons for Absolutism in medieval Europe.*

24 CRITICAL THINKING. *Work in groups of 3-4, study the supposed situation and brainstorm the answers to the following questions:*

You live under the most powerful monarch in 17th-century Europe, Louis XIV of France. As Louis's subject, you feel proud and well protected because the French army is the strongest in Europe. But Louis's desire to gain lands for France and battle enemies has resulted in costly wars. And he expects you and his other subjects to pay for them.

- What might people gain from having a ruler whose power is total or absolute?
- What factors might weaken the power of an absolute monarch?

Discuss in groups and then present feedback to the class.

Section 2: The Reign of Louis XIV

TERMS & NAMES

Edict of Nantes - (13 April 1598), an edict signed at Nantes by King Henri IV, who granted the Huguenots (his former co-religionists) extensive rights and confirmed earlier edicts of 1564 and 1570	Cardinal Richelieu /'kɑ:dɪnəl/ Roman Catholic Church any of the members of the Sacred College, ranking next after the pope, who elect the pope and act as his chief counsellors	Cardinal Mazarin /,mæzərɪn/
Louis XIV	Intendant - a title given to a high-ranking official or administrator, especially in France, Spain, Portugal, or one of their colonies	Jean Baptiste Colbert Mercantilism - belief in the benefits of profitable trading; commercialism
War of the Spanish Succession	Enlightenment - a European intellectual movement of the late 17th and 18th centuries emphasizing reason and individualism rather than tradition. It was heavily influenced by 17th-century philosophers such as Descartes, Locke, and Newton, and its prominent exponents include Kant, Goethe, Voltaire, Rousseau, and Adam Smith	Mercantilism — the economic theory that nations should protect their home industries and export more than they import

PRONUNCIATION

Chaos /'keɪs/ complete confusion and disorder : a state in which behavior and events are not controlled by anything	Huguenot /'hju:gənəʊ/	Richelieu /richelieu/
St. Bartholomew's Day /,sænbə'teɪlə'm ju:z'deɪ/	Hapsburg	Enlightenment /ɪn'laɪt(ə)nmənt/
Massacre /'mæsəkə(r)/ kill a large number of people indiscriminately	Cardinal /'kɑ:dənəl/ a priest of the Roman Catholic Church who ranks immediately below the Pope	the Bourbon UK: /'bɔ:rbən/ US: /'bʊərbən/;
Slaughter /'slɔ:tə(r)/ the savage and excessive killing of many people	Valet /'væli/ UK; /'væleɪ/ a man's personal male servant; a young man of noble birth serving a lord; boy, servant, vassal	Moliere UK: /'məliɛər, 'mɒli-/ , US: /mɒl'i'jeər, 'mouli'ɛər/
Austrian Hapsburg /'ɒstri:ən/	Edict of Nantes /'i:dikt əv'nɑ:nts/	Henry of Navarre /'henri əv nɑ'vɑ:/

1. Work in groups, think what you know about the problems that troubled Europe in the epoch of Enlightenment.

Now read the text and check your ideas.

2. Study the list of Names and terms. Practice pronunciation of proper names and check if you know the meaning.

3. Read the text.

SETTING THE STAGE In 1559, King Henry II of France died, leaving four young sons. Three of them ruled, one after the other, but all proved incompetent. The real power behind the throne during this period was their mother, Catherine de Medicis. Catherine tried to preserve royal authority, but growing conflicts between Catholics and Huguenots - French Protestants - **rocked** the country. Between 1562 and 1598, Huguenots and Catholics fought eight religious wars. **Chaos** spread through France.

Religious Wars and Power Struggles

In 1572, the St. Bartholomew's Day Massacre in Paris sparked a six-week, nationwide slaughter of Huguenots. The massacre occurred when many Huguenot nobles were in Paris. They were attending the marriage of Catherine's daughter to a Huguenot prince, Henry of Navarre. Most of these nobles died, but Henry survived.

Henry of Navarre descended from the popular medieval king Louis IX, Henry was *robust, athletic, and handsome*. In 1589, when both Catherine and her last son died, Prince Henry inherited the throne. He became Henry IV, the first king of the Bourbon dynasty (/ˈdaɪnəsti/ Brit /ˈdɪnəsti/) in France. As king, he showed himself to be *decisive, fearless in battle, and a clever* politician.

Many Catholics, including the people of Paris, opposed Henry. For the sake of his war-weary country, Henry chose to give up Protestantism and become a Catholic. Explaining his conversion, Henry reportedly declared, "Paris is well worth a mass."

In 1598, Henry took another step toward healing France's wounds. He declared that the Huguenots could live in peace in France and set up their own houses of worship in some cities. This declaration of religious toleration was called the **Edict of Nantes**.

Aided by an adviser who enacted wise financial policies, Henry devoted his reign to rebuilding France and its prosperity. He restored the French monarchy to a strong position. After a generation of war, most French people welcomed peace. Some people, however, hated Henry for his religious compromises. In 1610, a fanatic leaped into the royal carriage and stabbed Henry to death.

After Henry IV's death, his son Louis XIII reigned. Louis was a *weak* king, but in 1624, he appointed a strong minister who made up for all of Louis's weaknesses.

Cardinal Richelieu became, in effect, the ruler of France. For several years, he had been a *hard-working leader* of the Catholic Church in France. Although he tried sincerely to lead according to moral principles, he was also *ambitious* and enjoyed exercising authority. As Louis XIII's minister, he was able to pursue his ambitions in the political arena.

Richelieu took two steps to increase the power of the Bourbon monarchy. First, he moved against Huguenots. He believed that Protestantism often served as an excuse for political conspiracies against the Catholic king. Although Richelieu did not take away the Huguenots' right to worship, he forbade Protestant cities to have walls. He did not want them to be able to defy the king and then withdraw behind strong defenses.

Second, he sought to weaken the nobles' power. Richelieu ordered nobles to take down their fortified castles. He increased the power of government agents who came from the middle class. The king relied on these agents, so there was less need to use noble officials.

Richelieu also wanted to make France the strongest state in Europe. The greatest obstacle to this, he believed, was the Hapsburg rulers, whose lands surrounded France. The Hapsburgs ruled Spain, Austria, the Netherlands, and parts of the Holy Roman Empire. To limit Hapsburg power, Richelieu involved France in the Thirty Years' War.

4. Answer the following questions:

- a) Who was the real power behind the throne during the reign of Henry II's sons?
- b) What were the reasons for chaos and instability in France between the 1560s and 1590s?
- c) When did a six-week, nationwide slaughter of Huguenots spark?
- d) Why did it happen?
- e) What did Henry of Navarre do for the sake of his country?
- f) What was the reason for Henry to declare the Edict of Nantes?
- g) How did Henry manage to restore the French monarchy?
- h) Why did Cardinal Richelieu become in fact the ruler of France?
- i) How did Richelieu contrive to increase the power of the Bourbon monarchy?
- j) j) What was the obstacle for France to become the strongest state in Europe? Why?

5. Work in pairs, explain the following terms and names:

massacre • slaughter • St. Bartholomew's Day • **Edict of Nantes**
Protestantism • cardinal • Huguenots

6. In the text find the equivalents to the following phrases: різанина, бійня, запалювати, походити від, середньовічний король, міцний, рішучий, зрікатися, зміна переконань, засновувати/ставити, надавати допомогу, розробити мудрий фінансовий курс, релігійне угодовство, компенсувати, насолоджуватися владою, досягати своєї мети, політичні змови, зносити укріплені замки, перешкода, втягнути у війну.

7. Among the highlighted words in the text find synonyms to the following words: strong, resolute, announce, adoration, cart, nominate, faithfully, oppose, retreat, search for/look for, control, restrict.

8. Among the underlined words find antonyms to the words: allowed, reject, dwindle, follower, war, ignore, dishonest, in front of, grant.

9. Complete the following sentences, try not to look into the text:

1) Between 1562 and 1598, _____ and _____ fought eight religious wars. _____ spread through France.

2) St. Bartholomew's Day _____ in Paris sparked a six-week, nationwide _____ of Huguenots.

3) **Henry of Navarre** _____ from the popular medieval king Louis IX, so when both Catherine de Medicis and her last son died, Prince Henry _____ the throne.

4) Many Catholics, including the people of Paris, _____ Henry.

5) For the sake of _____, Henry chose _____ Protestantism and became a _____.

6) Henry _____ that the Huguenots could live _____ in France and set up their own _____ in some cities. This declaration of religious toleration was called _____.

7) _____ by an adviser who enacted _____, Henry devoted his reign to rebuilding France and its _____.

8) In 1610, a _____ leaped into the royal carriage and _____ Henry to death.

Now look in the text to check your answers.

10. WRITING ACTIVITY. *Pick up the adjectives from the text describing personality traits and portray **Henry of Navarre and Cardinal Richelieu**. Google for more details from the court historians.*

11. CRITICAL THINKING. *How did Richelieu's actions towards Huguenots and the nobility strengthen monarchy? (Formulate your ideas in a one paragraph essay)*

12. Read the text

Louis XIV Comes to Power

The efforts of Henry IV and Richelieu to strengthen the French monarchy paved the way for the most **powerful** ruler in French history - Louis XIV. In Louis's view, he and the state were one and the same. He reportedly boasted, "*L'etat, c'est moi*," meaning "I am the state." Although Louis XIV became the strongest king of his time, he was only a four-year-old boy when he began his **reign**.

When Louis became king in 1643 after the death of his father, Louis XIII, the true ruler of France was Richelieu's successor, Cardinal Mazarin. Mazarin's greatest **triumph** came in 1648, with the ending of the Thirty Years' War.

Many people in France, particularly the nobles, hated Mazarin because he increased taxes and strengthened the central government. From 1648 to 1653, violent anti-Mazarin riots tore France apart. At times, the nobles who led the riots threatened the young king's life. Even after the **violence** was over, Louis never forgot his fear or his anger at the nobility. He was determined to become so strong that they could never threaten him again.

In the end, the nobles' rebellion failed for three reasons. Its leaders distrusted one another even more than they distrusted Mazarin. In addition, the government used violent repression. Finally, peasants and townspeople grew **weary** of disorder and fighting. For many years afterward, the people of France accepted the oppressive laws of an absolute king. They were convinced that the alternative – rebellion - was even worse.

Although Louis XIV stood only 5 feet 5 inches tall, his erect and dignified posture made him **appear** much taller. (It also helped that he wore high-heeled shoes.)

Louis had very strong likes and dislikes. He hated cities and loved to travel through France's countryside. The people who traveled with him were at his mercy, however, for he allowed no stopping except for his own **comfort**.

It is small wonder that the vain Louis XIV liked to be called the Sun King. He believed that, as with the sun, all power radiated from him.

When Cardinal Mazarin died in 1661, the 22-year-old Louis took control of the government himself. He weakened the power of the nobles by excluding them from his **councils**. In contrast, he increased the power of the government agents called intendants, who collected taxes and administered justice. To keep power under central control, he made sure that local **officials** communicated regularly with him.

Louis devoted himself to helping France attain economic, political, and cultural brilliance. No one assisted him more in achieving these goals than his minister of finance, Jean Baptiste Colbert. Colbert believed in the theory of **mercantilism**. To prevent wealth from leaving the country, Colbert tried to make

France self-sufficient. He wanted it to be able to **manufacture** everything it needed instead of relying on imports.

To expand manufacturing, Colbert gave government funds and tax benefits to French companies. To protect France's industries, he placed a high tariff on goods from other countries. Colbert also recognized the importance of colonies, which provided raw materials and a market for manufactured goods. The French government **encouraged** people to migrate /'maɪ,greɪt/ to France's colony in Canada. There the fur trade added to French trade and wealth.

After Colbert's death, Louis announced a policy that slowed France's economic progress. In 1685, he canceled the Edict of Nantes, which protected the religious freedom of Huguenots. In response, thousands of Huguenot artisans and business people fled the country. Louis's policy thus robbed France of many skilled workers.

13. Answer the following questions:

- a) What paved the way for the most powerful ruler in French history - Louis XIV?
- b) How old was Louis when he began to reign?
- c) Who was the true ruler of France then (in 1643)?
- d) When did Mazarin's greatest triumph come?
- e) Why did many people in France hate Mazarin?
- f) Why did Louis never forget his fear and outrage at the nobility?
- g) Due to which reasons did the nobles' rebellion fail?
- h) When did Louis XIV take control of the government himself?
- i) What actions did Louis take for the economic growth of France?
- j) How did J. D. Colbert help Louis XIV make France self-sufficient?
- k) What was the reason for thousands of Huguenots to flee the country?

14. Work in pairs, explain the following terms and names:

monarchy • **Jean Baptiste Colbert** • the **Sun King** • Protestantism • Cardinal Mazarin • intendant

15. In the text find the equivalents to the following phrases:

прокласти шлях; заворушення; розірвати; рішучий; жорстокі репресії; репресивні закони; пряма і гідна постава; бути на милості (залежати від); пустий (пихатий); управитель (інтендант); досягати; теорія гендлярства; самодостатній; анулювати/скасувати.

16. Among the highlighted words in the text find synonyms to the following words: influential, ruling, victory, furious, tired, arise/occur; ease/peace; administration/cabinet; execute; produce; inspire; advancement.

17. Among the underlined words find antonyms to the words: weaken, birth, plebs, trust, better, silly; reject; include/admit; lose; poverty; affliction; continue.

18. Complete the following sentences, try not to look into the text:

- 1) From 1648 to 1653, _____ anti-Mazarin _____ France apart.
- 2) The nobles' rebellion _____ because its leaders _____ one another even more than they distrusted Mazarin, and the government used _____.
- 3) The people who traveled with Louis _____, for he allowed no stopping _____ his own comfort.
- 4) The government agents called _____ collected taxes and administered _____.
- 5) Colbert believed in the theory of _____. To prevent wealth from leaving the country, Colbert tried to make France _____.
- 6) Colbert gave government funds and tax _____ to French companies.
- 7) After Colbert's death, Louis _____ a policy that slowed France's economic progress.
- 8) In 1685, he _____ the Edict of Nantes, which protected the _____ freedom of Huguenots.
- 9) In _____, thousands of Huguenot artisans and _____ people fled the _____.

Now look in the text to check your answers.

19. WRITING ACTIVITY. *Pick up the adjectives from the text describing personality traits and portray **Henry of Navarre and Cardinal Richelieu**. Google for more details from the court historians.*

20. CRITICAL THINKING. *How did Richelieu's actions towards Huguenots and the nobility strengthen monarchy (Formulate your ideas in a one paragraph essay)*

21. Read the text and complete the tasks.

The Sun King's Grand Style

In his personal finances, Louis spent **a fortune** to surround himself with luxury. For example, each meal was a **feast**. An observer **claimed** that the king once **devoured** four plates of soup, a whole pheasant, a partridge in garlic sauce, two slices of ham, a salad, a plate of pastries, fruit, and hard-boiled eggs in a single sitting! Nearly 500 cooks, waiters, and other **servants** worked to **satisfy** his tastes.

Every morning, the chief **valet** woke Louis at 8:30. Outside the curtains of Louis's **canopy bed** stood at least 100 of the most **privileged** nobles at court. They were waiting to help the great king dress. Only four would be allowed the **honor** of handing Louis his slippers or holding his sleeves for him.

Meanwhile, outside the bedchamber, lesser nobles waited in the palace halls and hoped Louis would notice them. A kingly nod, a glance of **approval**, a kind word - these marks of royal **attention** determined whether a noble succeeded or failed.

Having the nobles at the palace increased royal **authority** in two ways. It made the nobility totally **dependent** on Louis. It also took them from their homes, thereby giving more power to the **intendants**. Louis **required** hundreds of nobles to live with him at the **splendid** palace he built at Versailles, about 11 miles southwest of Paris.

Everything about the Versailles palace was **immense**. It faced a huge royal courtyard dominated by a statue of Louis XIV. The palace itself stretched for a distance of about 500 yards. Because of its great size, Versailles was like a small royal city. It was **proof** of Louis XIV's absolute power. Only a ruler with total control over his country's economy could **afford** such a **lavish** palace. It cost an estimated \$2.5 billion in 2003 dollars. Louis XIV was also able to force 36,000 laborers and 6,000 horses to work on the **project**.

Versailles was a center of the arts during Louis's reign. Louis made opera and ballet more popular. He even danced the title role in the ballet *The Sun King*. One of his favorite writers was Moliere, who wrote some of the funniest plays in French literature. Moliere's comedies include *Tartuffe*, which **mocks** religious hypocrisy.

Under Louis, the chief **purpose** of art was no longer to glorify God, as it had been in the middle Ages. Nor was its purpose to **glorify** human potential, as it had been in the Renaissance. Now the purpose of art was to glorify the king and promote values that supported Louis's absolute rule.

22. Answer the following questions:

- a) What did Louis XIV spend lots of money on?
- b) How many of the most privileged nobles at court assisted Louis to dress at his chamber?
- c) What marks of royal attention determined the nobles' destiny?
- d) How did having the nobles at the palace increase royal power?
- e) What was proof of Louis XIV's absolute power? Why?
- f) What was the main purpose of art under Louis?
- g) How did it differ from that of the Middle Ages and Renaissance?

23. Match the definitions to the words in bold:

- behavior that does not agree with what someone claims to believe or feel;
- a very large amount of money;
- to laugh at or make fun of (someone or something) especially by copying an action or a way of behaving or speaking;
- having a very rich and expensive quality;
- a special meal with large amounts of food and drink;
- to cause (someone) to be happy or pleased;
- eat food hungrily and quickly;
- to be able to pay for (something);
- a bed that has a piece of cloth above it like a roof;
- the power or right to direct or control someone or something;
- very great in size or amount;
- a title given to a high-ranking official or administrator, especially in France, Spain, Portugal, or one of their colonies;
- a man's personal male servant;
- a good opinion of someone or something.

24. Among the highlighted words in the text find synonyms to the following words: to assert, attendant, affluent, privilege, consideration, subordinate (adj), to need, magnificent, evidence, draft (n), intention, to venerate.

25. Among the underlined words in the text find antonyms to the following words: impious /'ɪmpɪjəs/, public, demote, forbidden, last, plebeian /plɪ'biːjən/, tiny, periphery, cut (shorten), to humble.

26. Complete the following sentences, try not to look into the text:

- 1) Between 1562 and 1598, _____ and _____ fought eight religious wars. _____ spread through France.
- 2) St. Bartholomew's Day _____ in Paris sparked a six-week, nationwide _____ of Huguenots.

- 3) **Henry of Navarre** _____ from the popular medieval king Louis IX, so when both Catherine de Medicis and her last son died, Prince Henry _____ the throne.
- 4) Many Catholics, including the people of Paris, _____ Henry.
- 5) For the sake of _____, Henry chose _____ Protestantism and became a _____.
- 6) Henry _____ that the Huguenots could live _____ in France and set up their own _____ in some cities. This declaration of religious toleration was called _____.
- 7) _____ by an adviser who enacted _____, Henry devoted his reign to rebuilding France and its _____.
- 8) In 1610, a _____ leaped into the royal carriage and _____ Henry to death.

Now look in the text to check your answers.

27. WRITING ACTIVITY. *Pick up the adjectives from the text describing personality traits and portray **Henry of Navarre and Cardinal Richelieu**. Google for more details from the court historians.*

28. CRITICAL THINKING. *How did Richelieu's actions towards Huguenots and the nobility strengthen monarchy? (Formulate your ideas in a one paragraph essay)*

29. Read the text. Match choices (A-G) to (1-5). There are two choices you do not need to use.

Louis Fights Disastrous Wars

1 _____ Under Louis, France was the most powerful country in Europe. In 1660, France had about 20 million people. This was four times as many as England and ten times as many as the Dutch republic. The French army was far ahead of other states' armies in size, training, and weaponry.

2 _____ In 1667, just six years after Mazarin's death, Louis invaded the Spanish Netherlands in an effort to expand France's boundaries. Through this campaign, he gained 12 towns. Encouraged by his success, he personally led an army into the Dutch Netherlands in 1672. The Dutch saved their country by opening the dikes and flooding the countryside. This was the same tactic they had used in their revolt against Spain a century earlier. The war ended in 1678 with the Treaty of Nijmegen. France gained several towns and a region called Franche-Comte.

Louis decided to fight additional wars, but his luck had run out. By the end of the 1680s, a European wide alliance had formed to stop France. By banding together, weaker countries could match France's strength. This defensive strategy was meant to achieve a balance of power, in which no single country or group of countries could dominate others.

In 1689, the Dutch prince William of Orange became the king of England. He joined the League of Augsburg, which consisted of the Austrian Hapsburg emperor, the kings of Sweden and Spain, and the leaders of several smaller European states. Together, these countries equaled France's strength. France at this time had been weakened by a series of poor harvests. That, added to the constant warfare, brought great suffering to the French people. So, too, did new taxes, which Louis imposed to finance his wars.

3 _____ Tired of hardship, the French people longed for peace. What they got was another war. In 1700, the childless king of Spain, Charles II, died after promising his throne to Louis XIV's 16-year-old grandson, Philip of Anjou. The two greatest powers in Europe, enemies for so long, were now both ruled by the French Bourbons. Other countries felt threatened by this increase in the Bourbon dynasty's power. In 1701, England, Austria, the Dutch Republic, Portugal, and several German and Italian states joined together to prevent the union of the French and Spanish thrones. The long struggle that followed is known as the **War of the Spanish Succession**.

The costly war dragged on until 1714. The Treaty of Utrecht was signed in that year. Under its terms, Louis's grandson was allowed to remain king of Spain so long as the thrones of France and Spain were not united.

4 _____ The big winner in the war was Great Britain. From Spain, Britain took Gibraltar, a fortress that controlled the entrance to the Mediterranean. Spain also granted a British company an *asiento*, permission to send enslaved Africans to Spain's American colonies. This increased Britain's involvement in trading enslaved Africans. In addition, France gave Britain the North American territories of Nova Scotia and Newfoundland, and abandoned claims to the Hudson Bay region. The Austrian Hapsburgs took the Spanish Netherlands and other Spanish lands in Italy. Prussia and Savoy were recognized as kingdoms.

5 _____ Louis's last years were more sad than glorious. Realizing that his wars had ruined France, he regretted the suffering he had brought to his people. He died in bed in 1715. News of his death prompted rejoicing throughout France. The people had had enough of the Sun King.

Louis left a mixed legacy to his country. On the positive side, France was certainly a power to be reckoned with in Europe. France ranked above all other European nations in art, literature, and statesmanship during Louis's reign. In addition, France was considered the military leader of Europe. This military might allowed France to develop a strong empire of colonies, which provided resources and goods for trade. On the negative side, constant warfare and the construction of the Palace of Versailles plunged France into staggering debt. Also, resentment over the tax burden imposed on the poor and Louis's abuse of power would plague his heirs - and eventually lead to revolution.

Choose the correct heading (A-F) for paragraphs (1-5).

- A Louis's Death and Legacy
- B The strongest in Europe
- C Louis Controls the Nobility
- D War of the Spanish Succession
- E Attempts to Expand France's Boundaries
- F Economic Growth
- G British Victory

30. In the text find the equivalents to the following words/phrases:

озброєння, завойовувати, відкриття дамб, шляхом об'єднання, прагнути миру, щоб запобігти об'єднанню, зтягнутися до, торгівля поневоленими, відмовитися від претензій, викликати радість, рахуватися з, піднятися вище усіх інших націй, приголомшливий борг, образа через податковий тягар, зловживання владою, мучити/насилати лихо.

31. Among the highlighted words in the text find synonyms to the following words: trouble, inspired, pact, diplomacy, union, armament, ruler, heritage, force, growth, struggle (n).

32. For each term or name, write a sentence explaining its significance.

Edict of Nants • Cardinal Richelieu • skepticism • Louis XIV • intendant • **Jean Baptiste Colbert** • War of the Spanish Succession

33. Look back through the texts of Section 2 and answer the following questions:

- 1) What impact did the French religious wars have on French thinkers?
- 2) How did Jean Baptiste Colbert intend to stimulate economic growth in France?
- 3) What was the result of the War of the Spanish Succession?

34. CRITICAL THINKING.

- **Supporting opinions** Many historians think of Louis XIV as the perfect example of an absolute monarch. Do you agree? Explain why or why not.
- **Recognizing effects** How did the policies of Colbert and Louis XIV affect the French economy? Explain both positive and negative effects.
- **Synthesizing** To what extent did anti-Protestantism contribute to Louis's downfall?

35. WRITING ACTIVITY. *Write an essay 'Power and Authority' (Compose a character sketch of Louis XIV. Discuss his experiences and character traits)*

36. CREATING AN ORAL PRESENTATION. *Research to find out what happened to Versailles after Louis's death and what its function is today. Then present your findings in an oral presentation.*

Section 3: Central European Clash

TERMS & NAMES

The Thirty Years' War	Maria Theresa /mə'ri:ə tə'reizə/ 1717–80, archduchess of Austria and queen of Hungary and Bohemia (1740–80); the daughter and heiress of Emperor Charles VI of Austria; the wife of Emperor Francis I; the mother of Emperor Joseph II. In the War of the Austrian Succession (1740–48) she was confirmed in all her possessions except Silesia, which she attempted unsuccessfully to regain in the Seven Years' War (1756–63)	Frederick the Great official title Frederick II. 1712–86, king of Prussia (1740–86); son of Frederick William I. He gained Silesia during the War of Austrian Succession (1740–48) and his military genius during the Seven Years' War (1756–63) established Prussia as a European power. He was also a noted patron of the arts
Seven Years' War	Calvinism - the Protestant theological system of John Calvin and his successors, which develops Luther's doctrine of justification by faith alone and emphasizes the grace of God and the doctrine of predestination.	Holy Roman Empire the complex of European territories under the rule of the Frankish or German king who bore the title of Roman emperor, beginning with the coronation of Charlemagne in 800 ad. The last emperor, Francis II, relinquished /rɪlɪŋkwɪʃt/ his crown in 1806
Austria ['ɒstriə]	Brandenburg ['brændən,bɜ:g]	Prussia ['prʌʃə] former kingdom in N Europe (1701–1871) & the dominant state of the German Empire (1871–1919): formally dissolved in 1947
Silesia [saɪ'li:ʃiə] a region of central Europe around the upper and middle Oder valley: mostly annexed by Prussia in 1742 but became almost wholly Polish in 1945; rich coal and iron-ore deposits	War of the Austrian Succession [səkseʃən] the war (1740–48) fought by Austria, Britain, and the Netherlands against Prussia, France, and Spain in support of the right of succession of Maria Theresa to the Austrian throne and against the territorial aims of Prussia	Vienna [vi'ɛnə] the capital and the smallest state of Austria, in the northeast on the River Danube: seat of the Hapsburgs (1278–1918); residence of the Holy Roman Emperor (1558–1806); withstood sieges by Turks in 1529 and 1683; political and cultural centre in the 18th and 19th centuries, having associations with many composers; university (1365).

TRANSCRIPTION

Austria ['ɒstrɪə]	Augsburg ['auksbɜ:k]	Bohemia [bəʊ'hi:mjə]
Czech [tʃek]	Hapsburg ['hæps,bɜ:g]	Lutherans [luθərən]
Prussia [prʌʃ]	Saxony ['sæksni]	Westphalia ['westfeɪlɪə]

SETTING THE STAGE For a brief while, the German rulers appeared to have settled their religious differences through the Peace of Augsburg (1555). They had agreed that the faith of each prince would determine the religion of his subjects. Churches in Germany could be either Lutheran or Catholic, but not Calvinist. The peace was short-lived — soon to be replaced by a long war. After the Peace of Augsburg, the Catholic and Lutheran princes of Germany watched each other suspiciously.

1. Read the text below. Match the choices (A-G) to (1-5). There are two choices you do not need to use. Discuss your ideas with your partner.

The Thirty Years' War

Both the Lutheran and the Catholic princes tried to gain followers. In addition, both sides felt threatened by Calvinism, which was spreading in Germany and gaining many followers. As tension **mounted**, the Lutherans joined together in the Protestant Union in 1608. The following year, the Catholic princes formed the Catholic League. Now, it would take only a spark to set off a war.

1. _____ That spark came in 1618. The future Holy Roman emperor, Ferdinand II, was head of the Hapsburg family. As such, he ruled the Czech kingdom of Bohemia. The Protestants in Bohemia did not trust Ferdinand, who was a foreigner and a Catholic. When he closed some Protestant churches, the Protestants **revolted**. Ferdinand sent an army into Bohemia to crush the revolt. Several German Protestant princes took this chance to **challenge** their Catholic emperor.

Thus began the **Thirty Years' War**, a conflict over religion and territory and for power among European ruling families. The war can be divided into two main **phases**: the phase of Hapsburg triumphs and the phase of Hapsburg defeats.

2. _____ The Thirty Years' War lasted from 1618 to 1648. During the first 12 years, Hapsburg armies from Austria and Spain crushed the troops **hired** by the Protestant princes. They succeeded in **putting down** the Czech uprising. They also defeated the German Protestants who had supported the Czechs. Ferdinand II paid his army of 125,000 men by allowing them to **plunder**, or rob, German villages. This huge army destroyed everything in its path.

3. _____ The Protestant Gustavus Adolphus of Sweden and his disciplined army of 23,000 **shifted** (changed) the tide of war in 1630. They drove the Hapsburg armies out of northern Germany. However, Gustavus Adolphus was killed in battle in 1632. Cardinal Richelieu and Cardinal Mazarin of France

dominated the remaining years of the war. Although Catholic, these two cardinals feared the Hapsburgs more than the Protestants. They did not want other European rulers to have as much power as the French king. Therefore, in 1635, Richelieu sent French troops to join the German and Swedish Protestants in their struggle against the Hapsburg armies.

4. _____ The war did great damage to Germany. Its population dropped from 20 million to about 16 million. Both trade and agriculture were **disrupted**, and Germany's economy was ruined. Germany had a long, difficult recovery from this **devastation**. That is a major **reason**; it did not become a unified state until the 1800s. The Peace of Westphalia (1648) ended the war. The treaty had these important **consequences**:

- weakened the Hapsburg states of Spain and Austria;
- strengthened France by awarding it German territory;
- made German princes independent of the Holy Roman emperor;
- ended religious wars in Europe;
- introduced a new method of peace negotiation whereby all participants meet to settle the problems of a war and decide the terms of peace. This method is still used today.

5. _____ The treaty thus **abandoned** the idea of a Catholic empire that would rule most of Europe. It **recognized** Europe as a group of equal, independent states. This marked the beginning of the modern state system and was the most important result of the Thirty Years' War.

Choose the correct heading (A-G) for paragraphs (1-5).

- A Beginning of Modern States**
- B Bohemian Protestants Revolt**
- C Thirty Years' War**
- D Hapsburg Defeats**
- E Peace of Westphalia**
- F German and Swedish Protestants**
- G Hapsburg Triumphs**

2. Match the highlighted words to their definitions:

- a) To give work or job to someone in exchange of wages or a salary;
- b) to increase in amount;
- c) to stop doing or having (something): to give up (something) completely;
- d) destruction, demolition, ruin, havoc;
- e) to accept or be aware that (something) is true or exists;
- f) something that happens as a result of a particular action or set of conditions;
- g) to fight in a violent way against the rule of a leader or government;
- h) (**phr v**) to stop (a violent or dangerous activity) by using force;

- i) to steal things from (a place, such as a city or town) especially by force;
- j) a usually violent effort by many people to change the government or leader of a country : syn. rebellion;
- k) to interrupt the normal progress or activity of (something);
- l) ideas and opinions that are fair, sensible, and appropriate;
- m) a part or step in a process: one part in a series of related events or actions;
- n) to test the ability, skill, or strength of (someone or something).

3. Among the underlined words find synonyms to the words:

To get/win/acquire; free/autonomic; contract/agreement/pact; rebellion/uprising; discussions/talks; rule/govern/influence; overcome/conquer; destroy/break; immense/tremendous/enormous; authority/command/control; destruction/demolition/ruin/havoc.

4. In the text find the equivalents to the following phrases:

Спробувати завоювати послідовників, об'єднатися, змінити хід війни, іскра щоб розпочати війну, відвести армії від, завдати великої шкоди, мати важливі наслідки, вирішити умови миру, визнати як рівну і незалежну державу.

5. Drawing Conclusion. Judging from their actions, do you think the two French Cardinals were motivated more by religion or politics? Why?

States Form in Central Europe

6. Work in pairs/groups of 3-4 and discuss the following.

- a) What were the consequences of the *Thirty Years' War*?
- b) Can you name at least five modern European countries that existed at the end of the *Thirty Years' War*?
- c) Which regions lost the most population in the *Thirty Years' War*?

7. Make sure you know the following words and phrases (look up these phrases in the text):

The major powers of this region; townspeople, who gained economic power; to block the development of strong kings; a strong ruler who could form a unified state; be seriously weakened; power vacuum; to create a standing army; to be a difficult one to rule.

8. Read the text:

Strong states formed more slowly in central Europe than in western Europe. The major powers of this region were the kingdom of Poland, the Holy Roman Empire, and the Ottoman Empire. None of them was very strong in the mid-1600s.

Economic Contrasts with the West One reason for this is that the economy of central Europe developed differently from that of western Europe. During the late Middle Ages, serfs in western Europe slowly won freedom and moved to towns. There, they joined middle-class townspeople, who gained economic power because of the commercial revolution and the development of capitalism.

By contrast, the landowning aristocracy in central Europe passed laws restricting the ability of serfs to gain freedom and move to cities. These nobles wanted to keep the serfs on the land, where they could produce large harvests. The nobles could then sell the surplus crops to western European cities at great profit.

Several Weak Empires The landowning nobles in central Europe not only held down the serfs but also blocked the development of strong kings. For example, the Polish nobility elected the Polish king and sharply limited his power. They allowed the king little income, no law courts, and no standing army. As a result, there was not a strong ruler who could form a unified state.

The two empires of central Europe were also weak. Although Suleyman the Magnificent had conquered Hungary and threatened Vienna in 1529, the Ottoman Empire could not take its European conquest any farther. From then on, the Ottoman Empire declined from its peak of power. In addition, the Holy Roman Empire was seriously weakened by the Thirty Years' War. No longer able to command the obedience of the German states, the Holy Roman Empire had no real power. These old, weakened empires and kingdoms left a power vacuum in central Europe.

In the late 1600s, two German-speaking families decided to try to fill this vacuum by becoming absolute rulers themselves.

Austria Grows Stronger One of these families was the Hapsburgs of Austria. The Austrian Hapsburgs took several steps to become absolute monarchs. First, during the Thirty Years' War, they reconquered Bohemia. The Hapsburgs wiped out Protestantism there and created a new Czech nobility that pledged loyalty to them. Second, after the war, the Hapsburg ruler centralized the government and created a standing army. Third, by 1699, the Hapsburgs had retaken Hungary from the Ottoman Empire.

In 1711, Charles VI became the Hapsburg ruler. Charles's empire was a difficult one to rule. Within its borders lived a diverse assortment of people—Czechs, Hungarians, Italians, Croatians, and Germans. Only the fact that one Hapsburg ruler wore the Austrian, Hungarian, and Bohemian crowns kept the empire together.

9. Answer the questions on the text:

- a) What were the strongest central European states in the mid-1600s? Why?
- b) How could you characterize the role of the Ottoman Empire?

- c) What was the intention of the Hapsburgs in the late 1600s?
- d) What were their steps to gain their goal?

10. In the text find the equivalents to the following phrases:

Кріпаки, кріпацтво; такий, що обмежує; отримати свободу; надлишки врожаю; з великим прибутком; завойовувати, завоювання; імперія занепадала; пік могутності; контролювати покірність; знищити протестантизм; присягати на вірність; різноманітне коло людей.

11. Among the highlighted words in the text find synonyms to the following words: crop, restricted, shift, bondman (slave), emptiness, revenue, menace, complete, deprive (take back), splendid, various, upheaval, yield, diadem (tiara).

12. Read the text below and choose the most appropriate word from the list (A-L) for each gap. There are two extra words that you don't need to use.

Maria Theresa Inherits the Austrian Throne

How could the Hapsburgs make sure that they (1) _____ to rule all those lands? Charles VI spent his entire (2) _____ working out an answer to this (3) _____. With endless arm-twisting, he (4) _____ other leaders of Europe to sign an (5) _____ that declared they would recognize Charles's eldest (6) _____ as the heir to all his Hapsburg territories. That heir was a young woman named **Maria Theresa**. In theory, this agreement (7) _____ Maria Theresa a (8) _____ reign. Instead, she faced years of (9) _____. Her main (10) _____ was Prussia, a state to the north of Austria.

A problem	B guaranteed	C persuaded	D peaceful
E monarchy	F continued	G war	H daughter
I agreement	J enemy	K nobility	L reign

13. Read the text. Match choices (A-F) to (1-4). There are two choices you do not need to use.

Prussia challenges Austria

Like Austria, Prussia rose to power in the late 1600s. Like the Hapsburgs of Austria, Prussia's ruling family, the Hohenzollerns, also had ambitions. Those ambitions **threatened** to upset central Europe's delicate balance of power.

1 _____ The Hohenzollerns built up their state from a number of small holdings, beginning with the German states of Brandenburg and Prussia. In 1640, a 20-year-old Hohenzollern named Frederick William **inherited** the title of elector of Brandenburg. After seeing the destruction of the Thirty Years' War,

Frederick William, later known as the Great Elector, decided that having a strong army was the only way to **ensure safety**.

To protect their lands, the Great Elector and his descendants moved toward absolute monarchy. They created a standing army, the best in Europe. They built it to a force of 80,000 men. To pay for the army, they introduced permanent taxation. Beginning with the Great Elector's son, they called themselves kings. They also weakened the representative assemblies of their territories.

Prussia's landowning nobility, the Junkers, **resisted** the king's growing power. However, in the early 1700s, King Frederick William I bought their cooperation. He gave the Junkers the exclusive right to be officers in his army. As a result, Prussia became a **rigidly** controlled, highly militarized society.

2 _____ Frederick William worried that his son, Frederick, was not military enough to rule. The prince loved music, philosophy, and poetry. In 1730, when he and a friend tried to run away, they were caught. To punish Frederick, the king ordered him to witness his friend's beheading. Despite such bitter memories, Frederick II, known as **Frederick the Great**, followed his father's military policies when he came to power. However, he also softened some of his father's laws.

With regard to domestic affairs, he encouraged religious toleration and legal reform. According to his theory of government, Frederick believed that a ruler should be like a father to his people:

"A prince . . . is only the first servant of the state, who is obliged to act with probity [honesty] and prudence. . . . As the sovereign is properly the head of a family of citizens, the father of his people, he ought on all occasions to be the last refuge of the unfortunate."

FREDERICK II, *Essay on Forms of Government*

3 _____ In 1740, Maria Theresa **succeeded** her father, just five months after Frederick II became king of Prussia. Frederick wanted the Austrian land of Silesia, which bordered Prussia. Silesia produced iron ore, textiles, and food products. Frederick underestimated Maria Theresa's strength. He **assumed** that because she was a woman, she would not be forceful enough to defend her lands. In 1740, he sent his army to occupy Silesia, beginning the War of the Austrian Succession.

Even though Maria Theresa had recently given birth, she journeyed to Hungary. There she held her infant in her arms as she asked the Hungarian nobles for aid. Even though the nobles **resented** their Hapsburg rulers, they **pledged** to give Maria Theresa an army. Great Britain also joined Austria to fight its longtime enemy France, which was Prussia's ally. Although Maria Theresa did stop Prussia's aggression, she lost Silesia in the Treaty of Aix-la-Chapelle in 1748. With the **acquisition** of Silesia, Prussia became a major European power.

4 _____ Maria Theresa decided that the French kings were no longer Austria's chief enemies. She made an alliance with them. The result was a diplomatic revolution. When Frederick heard of her actions, he signed a treaty with Britain—Austria's former ally. Now, Austria, France, Russia, and others were allied against Britain and Prussia. Not only had Austria and Prussia switched allies, but for the first time, Russia was playing a role in European affairs.

In 1756, Frederick attacked Saxony, an Austrian ally. Soon every great European power was involved in the war. Fought in Europe, India, and North America, the war lasted until 1763. It was called the **Seven Years' War**. The war did not change the territorial situation in Europe.

It was a different story on other continents. Both France and Britain had colonies in North America and the West Indies. Both were competing economically in India. The British emerged as the real victors in the Seven Years' War. France lost its colonies in North America, and Britain gained sole economic **domination** of India. This set the stage for further British expansion in India in the 1800s, as you will see in the further Chapters.

Choose the correct heading (A-F) for paragraphs (1-4).

- A Prussia's ally
- B Frederick the Great
- C The Seven Years' War
- D The Rise of Prussia
- E War of the Austrian Succession
- F Economic Growth of India

14. Match the definitions to the words in bold:

- to take as true or granted;
- to inherit sovereignty, rank, title; to come next after another to office or position or in possession of an estate;
- receive (money, property, or a title) as an heir at the death of the previous holder;
- to feel or express annoyance or ill will (unfriendly feeling);
- in a stiff or inflexible way (adv);
- to withstand the action or effect of;
- to commit (a person or organization) by a solemn promise;
- an asset or object bought or obtained;
- careful good judgment that allows someone to avoid danger or risks;
- to make (something) certain, or safe;
- freedom from harm or danger;
- the exercise of control or influence over someone or something, or the state of being so controlled;

15. For each term or name, write a sentence explaining its significance.

Thirty Years' War • Maria Theresa • Frederick the Great • Seven Years' War

16. Look back through the texts of Section 3 and answer the following questions:

a) In what ways were the rulers similar? Complete the table:

<i>Maria Theresa</i>	<i>Frederick the Great</i>

b) What were the major conflicts in the Thirty Years' War?

c) What steps did the Austrian Hapsburgs take toward becoming absolute monarchs?

d) What countries were allies during the Seven Years' War?

17. CRITICAL THINKING.

- **Recognizing effects.** *How did the Peace of Westphalia lay the foundations of modern Europe?*

- **Analyzing motives.** *Why did Maria Theresa make an alliance with the French kings, Austria's chief enemies?*

- **Drawing conclusions.** *Based on Frederick's assumption about Maria Theresa at the outset of the War of the Austrian Succession, what conclusions can you draw about how men viewed women in 1700s Europe?*

18. WRITING ACTIVITY. *Write an outline for a lecture on "How to Increase Royal Power and Become an Absolute Monarch"*

19. CREATING AN ORAL PRESENTATION. *Today much of Western Europe belongs to an organization called the European Union (EU). Find out which countries belong to the EU and how they are linked economically and politically. Present your findings – including maps, charts and pictures – in a poster.*

Section 4: Absolute Rulers of Russia

TERMS & NAMES

Ivan the Terrible	boyar (a member of the old aristocracy in Russia, next in rank to a prince)	Orthodox Church [ˈɔːθə.dɒks] [tʃɜːtʃ]
Peter the Great	Romanov's	westernization
Renaissance /rɪˈnɛns(ə)ns,rɪˈnɛnsɔːns/ the revival of European art and literature under the influence of classical models in the 14th–16th centuries) and the Age of Exploration (also called the Age of Discovery) began in the 1400s and continued through the 1600s. It was a period of time when the European nations began exploring the world. They discovered new routes to India, much of the Far East, and the Americas	Archangel [ˈɑː(r)keɪndʒəl] In the Jewish, Christian, and Muslim religions, an archangel is an angel of the highest rank.	Age of Exploration [ˌek.spləˈreɪ.ʃən]

TRANSCRIPTION

czar [zɑːr]	conquer [ˈkɒŋkər]	dynasty [ˈdɪnəsti]
caesar [ˈsiːzə] ‘emperor’	heir [eər]	desolate [ˈdesələt]
impostor [ɪmˈpɒstər] ‘charlatan’	serf [sɜːf]	swamp [swɒmp]

1. Work in groups of 3-4. Think what you know about absolute rulers of Russia.

2. Read the text to check your ideas and give the Ukrainian equivalents to the phrases/collocations in bold italics:

Ivan III of Moscow, who ruled Russia from 1462 to 1505, ***accomplished several things***. First, he conquered much of the territory around Moscow. Second, he liberated Russia from the Mongols. Third, he began to centralize the Russian government. Ivan III was succeeded by his son, Vasily, who ruled for 28 years. Vasily continued his father's work of adding territory to the growing Russian state. He also ***increased the power*** of the central government. This trend continued under his son, Ivan IV, who would become an absolute ruler.

The First Czar

Ivan IV, called **Ivan the Terrible**, came to the throne in 1533 when he was only three years old. His young life was disrupted by struggles for power among Russia's landowning nobles, known as **boyars**. The boyars fought to control young Ivan. When he was 16, Ivan **seized power** and had himself crowned czar. This title meant "caesar," and Ivan was the first Russian ruler to use it officially. He also married the beautiful Anastasia, **related to an old boyar family**, the Romanovs. The years from 1547 to 1560 are often called Ivan's "good period." He won great victories, added lands to Russia, gave Russia a code of laws, and ruled justly.

Rule by Terror Ivan's "bad period" began in 1560 after Anastasia died. Accusing the boyars of poisoning his wife, Ivan turned against them. He organized his own police force, whose chief duty was to hunt down and murder people Ivan considered **traitors**. The members of this police force dressed in black and rode black horses. Using these secret police, Ivan executed many boyars, their families, and the peasants who worked their lands. Thousands of people died. Ivan **seized the boyars' estates** and gave them to **a new class of nobles**, who had to remain loyal to him or lose their land. Eventually, Ivan committed an act that was both a personal tragedy and a national disaster. In 1581, during a violent quarrel, he killed his oldest son and heir. When Ivan died three years later, only his weak second son was left to rule.

Rise of the Romanovs Ivan's son proved to be physically and mentally **incapable of ruling**. After he died without an heir, Russia experienced a period of turmoil known as the Time of Troubles. Boyars struggled for power, and heirs of czars died under mysterious conditions. Several **impostors** tried **to claim the throne**. Finally, in 1613, representatives from many Russian cities met to choose the next czar. Their choice was Michael Romanov, grandnephew of Ivan the Terrible's wife, Anastasia. Thus began the Romanov dynasty, which ruled Russia for 300 years (1613-1917).

Peter the Great Comes to Power

Over time, the Romanovs restored order to Russia. They strengthened the government by **passing a law code** and putting down a revolt. This **paved the way for the absolute rule** of Czar Peter I. At first, Peter shared the throne with his half-brother. However, in 1696, Peter became **sole ruler** of Russia. He is known to history as **Peter the Great**, because he was one of Russia's greatest reformers. He also continued the trend of increasing the czar's power.

Russia Contrasts with Europe When Peter I came to power Russia was still a land of boyars and serfs. Serfdom in Russia lasted into the mid-1800s, much longer than it did in Western Europe. Russian landowners wanted **serfs** to stay on the land and produce large harvests. The landowners treated the serfs like

property. When a Russian landowner sold a piece of land, he sold the serfs with it. Landowners could give away serfs as presents or to pay debts. It was also against the law for serfs to run away from their owners.

Most boyars knew little of Western Europe. In the Middle Ages, Russia had looked to Constantinople, not to Rome, for leadership. Then Mongol rule had cut Russia off from the Renaissance. Geographic barriers also isolated Russia. Its only seaport, Archangel in northern Russia, was choked with ice much of the year. The few travelers who reached Moscow were usually Dutch or German, and they had to stay in a separate part of the city. Religious differences widened the gap between Western Europe and Russia. The Russians had adopted the Eastern Orthodox branch of Christianity. Western Europeans were mostly Catholics or Protestants, and the Russians *viewed them as heretics and avoided them*.

Peter Visits the West In the 1680s people in the German quarter of Moscow were accustomed to seeing the young Peter striding through their neighborhood on his long legs. (Peter was more than six and a half feet tall.) He was fascinated by the modern tools and machines in the foreigners' shops. Above all, he had a passion for ships and the sea. The young czar believed that Russia's future depended on having a warm-water port. Only then could Russia compete with the more modern states of Western Europe.

Peter was 24 years old when he became the *sole ruler* of Russia. In 1697, just one year later, he embarked on the "Grand Embassy" a long visit to Western Europe. One of Peter's goals was to learn about European customs and manufacturing techniques. Never before had a czar traveled among Western "heretics."

Peter Rules Absolutely

Inspired by his trip to the West, Peter *resolved* that Russia would compete with Europe on both military and commercial terms. Peter's goal of **westernization**, of using Western Europe as a model for change, was not an end in itself. Peter saw it as a way to make Russia stronger.

Peter's Reforms Although Peter believed Russia needed to change, he knew that many of his people disagreed. As he said to one official, "For you know yourself that, though a thing be good and necessary, our people will not do it unless forced to." To force change upon his state, Peter increased his powers as an absolute ruler.

Peter brought the Russian Orthodox Church under state control. He *abolished the office of patriarch*, head of the Church. He set up a group called the Holy Synod to run the Church under his direction.

Like Ivan the Terrible, Peter *reduced the power of the great landowners*. He recruited men from lower-ranking families. He then promoted them to positions of authority and rewarded them with grants of land.

To modernize his army, Peter **hired** European officers, who drilled his soldiers in European tactics with European weapons. Being a soldier became a lifetime job. By the time of Peter's death, the Russian army numbered 200,000 men. To pay for this huge army, Peter *imposed heavy taxes*.

Westernizing Russia As part of his attempts to westernize Russia, Peter undertook the following:
introduced potatoes, which became *a staple of the Russian diet*;
started Russia's first newspaper and edited its first issue himself;
raised women's status by having them attend social gatherings;
ordered the nobles to give up their traditional clothes for Western fashions;
advanced education by opening a school of navigation and introducing schools for the arts and sciences.

Peter believed that education was a key to Russia's progress. In former times, subjects were *forbidden under pain of death* to study the sciences in foreign lands. Now subjects were not only permitted to leave the country, many were forced to do it.

Establishing St. Petersburg To promote education and growth, Peter wanted a seaport that would make it easier to travel to the West. Therefore, Peter fought Sweden *to gain a piece of the Baltic coast*. After 21 long years of war, Russia finally won the "window on Europe" that Peter had so **desperately wanted**.

Actually, Peter had secured that window many years before Sweden officially **surrendered** it. In 1703, he began building a new city on Swedish lands occupied by Russian troops. Although the swampy site was unhealthy, it seemed ideal to Peter. Ships could sail down the Neva River into the Baltic Sea and on to Western Europe. Peter called the city St. Petersburg, after his patron saint.

To build a city on a desolate **swamp** was no easy matter. Every summer, the army forced thousands of luckless serfs to leave home and work in St. Petersburg. An estimated 25,000 to 100,000 people died from the terrible working conditions and widespread diseases. When St. Petersburg was finished, Peter ordered many Russian nobles to leave the comforts of Moscow and settle in his new capital. In time, St. Petersburg became a busy port.

For better or for worse, Peter the Great had tried to westernize and **reform** the culture and government of Russia. To an amazing extent he had succeeded. By the time of his death in 1725, Russia was a power to be reckoned with in Europe. Meanwhile, another great European power, England, had been developing a form of government that limited the power of absolute monarchs.

3. Answer the questions based on the information from the text:

- a) When and how did Ivan IV come to the throne?
- b) What were his "good" and "bad" periods in power? Why?
- c) How did the Romanov dynasty start? When? How long did it rule?

- d) In which ways did the Romanovs pave the way for the absolute rule of Peter I?
- e) When and how did he become a solo ruler of Russia?
- f) What was the story of serfdom in Russia?
- g) How did geographical location influence cultural development of Russia in the Middle Ages?
- h) What was the religious difference between Western Europe and Russia?
- i) What was the aim of Peter's westernization?
- j) What reforms helped Peter increase his powers as an absolute ruler?
- k) Which attempts helped him to westernize Russia?
- l) What purpose did Peter pursue gaining the 'window on Europe'?
- m) How was the new northern capital built and who was it named after?
- n) Which European state developed a form of government which restricted the power of absolute monarchs?

4. For each term or name, write a sentence explaining its significance.

• boyars • czar • Renaissance • "Grand Embassy" • the 'window on Europe' • westernization

5. Match the definitions to the highlighted words in the text:

- a) an agricultural labourer bound under the feudal system to work on his lord's estate;
- b) to cease resistance to an enemy or opponent and submit to their authority;
- c) an area of low-lying, uncultivated ground where water collects; a bog or marsh;
- d) a person who betrays a friend, country, principle, etc.;
- e) the process of receiving or giving systematic instruction, especially at a school or university;
- f) to employ (someone) for wages;
- g) in a way that shows despair (adverb);
- h) a traditional and widely accepted way of behaving or doing something that is specific to a particular society, place, or time.;
- i) forming or viewed as a unit apart or by itself (adjective);
- j) to make changes in (something, typically a social, political, or economic institution or practice) in order to improve it;
- k) a person who pretends to be someone else in order to deceive others, especially for fraudulent gain.

6. Fill in the table to add the missing parts of speech. You may need to consult a dictionary to complete the task.

noun	verb	adjective
	adopt	
commitment		
	direct	
development		
		educative/educating
execution		
	govern	
leadership/leader		
		moderate
	navigate	
power		
	reform	
a revolt		
		ruling
	to struggle	
		terrible
		violent
	westernize	

7. Give synonyms to the words underlined in the text.

8. Match the phrasal verbs with the definitions and use them in the sentences of your own.

1	to be reckoned with	a	to stop doing something, especially something that you do regularly
2	to embark on	b	to start a company, organization, committee etc. syn establish
3	to give up	c	be someone or something that is powerful and must be regarded seriously as a possible opponent, competitor, danger etc.
4	to cut something off	d	to give something to someone because you do not want or need it for yourself
5	to give away	e	to search for a person or animal until you catch them, especially in order to punish or kill them

6	to hunt down	f	to start something, especially something new, difficult, or exciting.
7	to set up	g	to separate something/to stop supply of something

9. For summarizing use a cluster diagram or a table to list the important events of Peter the Great's reign:

Which one had the most impact on modern Russia? Why

10. Looking for the main idea answer the questions:

- What were the long-term effects of Ivan's murder of his elder son?
- Why was Russia culturally different from Western Europe?
- Judging from the following remark "*For you know yourself that, though a thing be good and necessary, our people will not do it unless forced to*", what was Peter's view of his people?
- Which of Peter's actions in building St Petersburg show his power as an absolute monarch?

11. Look back through the texts of Section 4 and answer the following questions:

- How did Ivan the Terrible deal with his enemies during his "bad period"?
- Why did Peter the Great believe that Russia's future depended on having a warm-water port?
- What were some of the ways Peter tried to westernize Russia?

12. CRITICAL THINKING.

- Supporting opinions.** Who do you think was more of an absolute monarch: Ivan the Terrible or Peter the Great?
- Drawing Conclusions.** Which class of Russian society probably didn't benefit from Peter's reforms? Why?
- Hypothesizing.** How might Peter's attempts at westernization have affected his people's opinion of Christians in Western Europe?

13. WRITING ACTIVITY. POWER AND AUTHORITY *Write a one-paragraph expository essay explaining which of Pete the Great's actions reveal that he saw himself as the highest authority in Russia.*

14. STAGING A DEBATE. *Peter the Great's reforms were a first step toward Russia's westernization. Today the country continues the process by experimenting with democratization. Research to find out how Russia has fared as democracy. Then stage a **debate** to argue whether the experiment is working.*

The expository (argumentative) essay is a genre of essay that requires the student to investigate an idea, evaluate evidence, expound on the idea, and set forth an argument concerning that idea in a clear and concise manner.

How to Write an Expository Essay

Write your expository essay in MLA (Modern Language Association) format and follow a basic five paragraph structure.

1. Prewrite and Outline.

To write a well-organized five-paragraph essay, it's important to take some time to jot down pertinent notes and perform research about your expository essay topic. Once you've had time to brainstorm, create a basic expository essay outline that details what information you plan to include in each paragraph. Before moving on to your first draft, remind yourself to write in the third person to ensure that you don't accidentally state your own personal opinions.

2. Write an Introductory Paragraph.

Your first paragraph should include a topic sentence that clearly states your thesis or main point of the essay. A good thesis should be simple enough that you can capably support it with three body paragraphs.

3. Write Three Body Paragraphs.

Each paragraph in the body of the essay should focus on its own distinct issue that helps develop and support the thesis statement in your topic sentence. Make sure you're using factual information to support your thesis and are maintaining an objective point of view.

4. Write a Concluding Paragraph.

This paragraph should only contain information you've already presented earlier in the essay. Use this space to restate your thesis, summarize your supporting points from each body paragraph, and wrap up your essay.

5. Revise and Proofread.

Reread your essay and double check that your thesis is clear and supported with evidence from credible sources. Make sure you present all information in a completely unbiased way. Work to create paragraph transitions that are fluid and logical. Lastly, proofread to fix grammatical errors and poor word choices.

Section 5: Parliament Limits the English Monarchy

TERMS & NAMES

Charles I 1600–49, king of England, Scotland, and Ireland (1625–49); son of James I. He ruled for 11 years (1629–40) without parliament, advised by his minister Strafford, until rebellion broke out in Scotland. Conflict with the Long Parliament led to the Civil War and after his defeat at Naseby (1645) he sought refuge with the Scots (1646). He was handed over to the English army under Cromwell (1647) and executed	English Civil War the war (1642–46) between the Parliamentarians and the Royalists, sometimes extended to include the events of the period 1646–48	Oliver Cromwell
Restoration restə'reɪʃən the event in 1660 when Charles the Second became King of England, Scotland, and Ireland after a period when there had been no King or Queen.	Habeas /heɪbɪəs/ corpus /'kɔ:pəs/ a law that states that a person cannot be kept in prison unless they have first been brought before a court of law, which decides whether it is legal for them to be kept in prison	Glorious Revolution the events of 1688–89 in England that resulted in the ousting of James II and the establishment of William III and Mary II as joint monarchs
Constitutional monarchy	Cabinet /kæbɪnɪt/ The Cabinet is a group of the most senior ministers in a government, who meet regularly to discuss policies.	James Stuart
Petition of Right	Tory /tɔ:ri/ a member of the English political party that opposed the exclusion of James, Duke of York from the royal succession (1679–80). Tory remained the label for subsequent major conservative interests until they gave birth to the Conservative Party in the 1830s	Whig /wɪɡ/ a member of the English political party or grouping that opposed the succession to the throne of James, Duke of York, in 1679–80 on the grounds that he was a Catholic. Standing for a limited monarchy, the Whigs represented the great aristocracy and the moneyed middle class for the next 80 years. In the late 18th and early 19th centuries the Whigs represented the desires of industrialists and Dissenters for political and social reform. The Whigs provided the core of the Liberal Party

TRANSCRIPTION

Cavalier /ˌkævəlˈɪər/	heir /eər/	to levy /ˈlevi/
(an) obstacle /ˈɒbstɪkl/	plague /pleɪg/	Presbyterian Scots /ˌprezbɪˈtɪəriən skɒts/
Royalist /ˈrɔɪəlɪst/	treasury /ˈtrɛʒəri/	to/a reign /reɪn/

1. Work in groups of 3-4. Think what you know about the English Monarchy.

2. Check your ideas in the text:

SETTING THE STAGE During her reign, Queen Elizabeth I of England had had frequent conflicts with Parliament. Many of the arguments were over money, because the treasury did not have enough funds to pay the queen's expenses. By the time Elizabeth died in 1603, she had left a huge debt for her successor to deal with. Parliament's financial power was one obstacle to English rulers' becoming absolute monarchs. The resulting struggle between Parliament and the monarchy would have serious consequences for England.

Monarchs Defy Parliament

Elizabeth had no child, and her nearest relative was her cousin, James Stuart. Already king of Scotland, James Stuart became King James I of England in 1603. Although England and Scotland were not united until 1707, they now shared a ruler.

James's Problems James inherited the unsettled issues of Elizabeth's reign. His worst struggles with Parliament were over money. In addition, James offended the Puritan members of Parliament. The Puritans hoped he would enact reforms to purify the English church of Catholic practices. Except for agreeing to a new translation of the Bible, however, he refused to make Puritan reforms.

Charles I Fights Parliament In 1625, James I died. Charles I, his son, took the throne. Charles always needed money, in part because he was at war with both Spain and France. Several times when Parliament refused to give him funds, he dissolved it.

By 1628, Charles was forced to call Parliament again. This time it refused to grant him any money until he signed a document that is known as **the Petition of Right**. In this petition, the king agreed to four points:

- He would not imprison subjects without due cause.
- He would not levy taxes without Parliament's consent.
- He would not house soldiers in private homes.
- He would not impose martial law in peacetime.

After agreeing to the petition, Charles ignored it. Even so, the petition was important. It set forth the idea that the law was higher than the king. This idea contradicted theories of absolute monarchy. In 1629, Charles dissolved

Parliament and refused to call it back into session. To get money, he imposed all kinds of fees and fines on the English people. His popularity decreased year by year.

English Civil War

Charles offended Puritans by upholding the rituals of the Anglican Church. In addition, in 1637, Charles tried to force the Presbyterian Scots to accept a version of the Anglican prayer book. He wanted both his kingdoms to follow one religion. The Scots rebelled, assembled a huge army, and threatened to invade England. To meet this danger, Charles needed money—money he could get only by calling Parliament into session. This gave Parliament a chance to **oppose** him.

War Topples a King During the autumn of 1641, Parliament passed laws to limit royal power. Furious, Charles tried to arrest Parliament's leaders in January 1642, but they escaped. Equally furious, a **mob** of Londoners raged outside the palace. Charles fled London and raised an army in the north of England, where people were loyal to him.

From 1642 to 1649, supporters and opponents of King Charles fought the **English Civil War**. Those who remained loyal to Charles were called Royalists or Cavaliers. On the other side were Puritan supporters of Parliament. Because these men wore their hair short over their ears, Cavaliers called them Roundheads.

At first neither side could gain a lasting **advantage**. However, by 1644 the Puritans found a general who could win—**Oliver Cromwell**. In 1645, Cromwell's New Model Army began defeating the Cavaliers, and the tide turned toward the Puritans. In 1647, they held the king prisoner.

In 1649, Cromwell and the Puritans brought Charles to trial for **treason** against Parliament. They found him guilty and sentenced him to death. The execution of Charles was revolutionary. Kings had often been overthrown, killed in battle, or put to death in secret. Never before, however, had a reigning monarch faced a public trial and execution.

Cromwell's Rule Cromwell now held the reins of power. In 1649, he **abolished** the monarchy and the House of Lords. He established a commonwealth, a republican form of government. In 1653, Cromwell sent home the remaining members of Parliament. Cromwell's associate John Lambert drafted a constitution, the first written constitution of any modern European state. However, Cromwell eventually tore up the document and became a military dictator.

Cromwell almost immediately had to put down a rebellion in Ireland. English colonization of Ireland had begun in the 1100s under Henry II. Henry VIII and his children had brought the country firmly under English rule in the 1500s. In 1649, Cromwell landed on Irish shores with an army and crushed the

uprising. He **seized** the lands and homes of the Irish and gave them to English soldiers. Fighting, plague, and famine killed hundreds of thousands.

Puritan Morality In England, Cromwell and the Puritans sought to reform society. They made laws that promoted Puritan morality and abolished activities they found sinful, such as the theater, sporting events, and dancing. Although he was a strict Puritan, Cromwell favored religious toleration for all Christians except Catholics. He even allowed Jews to return; they had been expelled from England in 1290.

Restoration and Revolution

Oliver Cromwell ruled until his death in 1658. Shortly afterward, the government he had established collapsed, and a new Parliament was selected. The English people were sick of military rule. In 1659, Parliament voted to ask the older son of Charles I to rule England.

Charles II Reigns When Prince Charles entered London in 1660, crowds shouted joyfully and bells rang. On this note of celebration, the reign of Charles II began. Because he restored the monarchy, the period of his rule is called the **Restoration**.

During Charles II's reign, Parliament passed an important guarantee of freedom, ***habeas corpus***. *Habeas corpus* is Latin meaning "to have the body." This 1679 law gave every prisoner the right to obtain a writ or document ordering that the prisoner be brought before a judge to specify the charges against the prisoner. The judge would decide whether the prisoner should be tried or set free. Because of the Habeas Corpus Act, a monarch could not put someone in jail simply for opposing the ruler. Also, prisoners could not be held indefinitely without trials.

In addition, Parliament debated who should inherit Charles's throne. Because Charles had no **legitimate** child, his heir was his brother James, who was Catholic. A group called the Whigs opposed James, and a group called the Tories supported him. These two groups were the ancestors of England's first political parties.

James II and the Glorious Revolution In 1685, Charles II died, and James II became king. James soon offended his subjects by displaying his Catholicism. Violating English law, he appointed several Catholics to high office. When Parliament protested, James dissolved it. In 1688, James's second gave birth to a son. English Protestants became terrified at the prospect of a line of Catholic kings.

James had an elder daughter, Mary, who was Protestant. She was also the wife of William of Orange, a prince of the Netherlands. Seven members of Parliament invited William and Mary to overthrow James for the sake of Protestantism. When William led his army to London in 1688, James fled to

France. This bloodless overthrow of King James II is called the **Glorious Revolution**.

Limits on Monarch's Power

At their coronation, William and Mary **vowed** to recognize Parliament as their partner in governing. England had become not an absolute monarchy but a **constitutional monarchy**, where laws limited the ruler's power.

Bill of Rights To make clear the limits of royal power, Parliament drafted a Bill of Rights in 1689. This document listed many things that a ruler could not do:

- no **suspending** of Parliament's laws
- no levying of taxes without a specific grant from Parliament
- no interfering with freedom of speech in Parliament
- no penalty for a citizen who petitions the king about grievances.

William and Mary consented to these and other limits on their royal power.

Cabinet System Develops After 1688, no British monarch could rule without the consent of Parliament. At the same time, Parliament could not rule without the consent of the monarch. If the two disagreed, the government came to **a standstill**.

During the 1700s, this potential problem was remedied by the development of a group of government ministers, or officials, called the **cabinet**. These ministers acted in the ruler's name but in reality represented the major party of Parliament. Therefore, they became the link between the monarch and the majority party in Parliament. Over time, the cabinet became the center of power and policymaking. Under the cabinet system, the leader of the majority party in Parliament heads the cabinet and is called the prime minister. This system of English government continues today.

Today, the United States still relies on many of the government reforms and institutions that the English developed during this period. These include the following:

- the right to obtain ***habeas corpus***, a document that prevents authorities from holding a person in jail without being charged
- a Bill of Rights, guaranteeing such rights as freedom of speech and freedom of worship
- a strong legislature and strong executive, which act as checks on each other
- a cabinet, made up of heads of executive departments, such as the Department of State
- two dominant political parties.

3. Answer the questions based on the information from the text:

- a) What was the main Elizabeth's heritage to successor?
- b) How did James and Charles I struggle with Parliament?
- c) What are the four key points of the Petition of Right?
- d) What did Cromwell's rule have in common with an absolute monarchy?
- e) What was the essence of Puritan morality?
- f) What is the meaning of *Habeas corpus*?
- g) What groups were the ancestors of England's first political parties?
- h) How was the overthrow of James II different from the overthrow of Charles I?
- i) How did Parliament limit the royal power?
- j) When did the Cabinet system develop? How?

4. For each term or name, write a sentence explaining its significance.

Charles I • English Civil War • Oliver Cromwell • Habeas Corpus Act • Glorious Revolution • constitutional monarchy • Bill of Rights • cabinet

5. Match the highlighted words to the definitions:

- a) to officially end a law, system etc, especially one that has existed for a long time;
- b) a good or useful feature that something has (n);
- c) to formally end a parliament, business arrangement, marriage etc.;
- d) (*law*) to make a proposal into a law;
- e) to deliberately pay no attention to something that you have been told or that you know about;
- f) fair or reasonable; acceptable or allowed by law (adj);
- g) to officially say that people must pay a tax or charge;
- h) (*old use*) an insulting expression meaning all the poorest and least educated people in society;
- i) something that makes it difficult to achieve something (n);
- j) to make someone angry or upset by doing or saying something that they think is rude, unkind etc.;
- k) to disagree with something such as a plan or idea and try to prevent it from happening or succeeding;
- l) to take control of a place suddenly and quickly, using military force;
- m) someone who takes a job or position previously held by someone else (n);
- n) a situation in which there is no movement or activity at all;
- o) to officially stop something from continuing, especially for a short time;
- p) the crime of being disloyal to your country or its government, especially by helping its enemies or trying to remove the government using violence;

- q) (*formal*) to make a religious promise that you will do something for God, the church etc.;
- r) the people from whom you are descended.

6. Find antonyms to the following words:

Collapse – _____
Decreased – _____
Defeat – _____
Furious – _____
Huge – _____
Rebellion – _____
to put down (a rebellion) - _____

7. Find synonyms to the following words:

Collapse – _____
Consent – _____
Flee (v) – _____
Martial - _____
Mob – _____
to reform – _____
Uprising – _____

In pairs compare your answers and check your memory.

8. Use the chart to list the causes of each monarch's conflicts with Parliament.

<i>Monarch</i>	<i>Conflicts with Parliament</i>
<i>James I</i>	
<i>Charles I</i>	
<i>James II</i>	

What patterns do you see in the causes of these conflicts?

9. Summarizing the main ideas of this section answer the following questions:

- a) Why was the death of Charles I revolutionary?
- b) What rights were guaranteed by the Habeas Corpus Act?
- c) How does a constitutional monarchy differ from an absolute monarchy?

10. CRITICAL THINKING.

- a) *In your opinion, which decisions by Charles I made his conflict with Parliament worse?*
- b) *Why do you think James II fled to France when William of Orange led his army to London?*
- c) *What conditions in England made the execution of one king and the overthrow of another possible?*

11. WRITING ACTIVITY. REVOLUTION. *Write a **persuasive essay** for an underground newspaper designed to incite the British people to overthrow Charles I.*

12. DRAWING A POLITICAL CARTOON. *Yet another revolution threatens the monarchy today in Great Britain. Some people would like to see the monarchy ended altogether. Find out what you can about the issue and choose a side. Represent your position on the issue in an original **political cartoon** (for details use the link: <https://www.britannica.com/topic/political-cartoon>)*

We identify five elements of a political cartoon (**symbol, exaggeration, irony, labeling, and analogy**). Identify the methods and techniques used by the cartoonist to convey a message. Draw on higher-level thinking skills to interpret the elements of a political cartoon and to understand the cartoonist's point of view.

A **political cartoon** is a cartoon that makes a point about a political issue or event. You can find them in any daily newspaper, but they won't be in the comics section. Instead, look on the editorial pages - they're right next to the editorial columns, and across from the opinion essays. You can also find them in newsmagazines and on political Web sites. Political cartoons can be very funny, especially if you understand the issue that they're commenting on. Their main purpose, though, is not to amuse you but to persuade you. A good political cartoon makes you think about current events, but it also tries to sway your opinion toward the cartoonist's point of view. The best political cartoonist can change your mind on an issue without you even realizing how he or she did it.

Once you've identified the persuasive techniques that the cartoonist used, ask yourself:

- What issue is this political cartoon about?

- What is the cartoonist's opinion on this issue?
- What other opinion can you imagine another person having on this issue?
- Did you find this cartoon persuasive? Why or why not?
- What other techniques could the cartoonist have used to make this cartoon more persuasive?

Persuasive and argumentative essays are both forms of writing that aim to convince the reader of a particular viewpoint, but they differ in their approach and purpose. Here are the key differences:

Persuasive Essay

- **Purpose:** The main goal is to persuade the reader to adopt a specific opinion or take a particular action.
- **Tone:** Often emotional and subjective; it may appeal to the reader's feelings and values.
- **Structure:** Typically presents one side of an issue and uses emotional appeals, anecdotes, and persuasive language.
- **Evidence:** While it may include facts and data, it often relies more on personal opinion and emotional appeals.
- **Examples:** Topics can include social issues, personal beliefs, or calls to action (e.g., "You should support renewable energy").

Expository/Argumentative Essay

- **Purpose:** Aims to present a balanced view and argue for one side of an issue while acknowledging counterarguments.
- **Tone:** More formal and objective; focuses on logical reasoning and evidence.
- **Structure:** Includes an introduction with a clear thesis, body paragraphs that present both sides of the argument, and a conclusion that reinforces the author's position.
- **Evidence:** Heavily relies on facts, statistics, and research to support claims and refute opposing viewpoints.
- **Examples:** Topics often involve controversial issues (e.g., "Should the death penalty be abolished?").

Summary

In essence, persuasive essays focus on convincing the reader through emotional appeals, while argumentative essays emphasize logical reasoning and evidence to support a claim while addressing opposing views.

UNIT 4: The French Revolution

Section 1: The Outbreak of Revolution

TERMS & NAMES

Old Regime	bourgeoisie	the Jacobins
First Estate	French Revolution	the Girondists
Second Estate	émigré	to abdicate
Third Estate	suffrage	guerrilla warfare

PRONUNCIATION

regime /rei'ʒi:m/	suffrage /'sʌf.rɪdʒ/
bourgeoisie /,bɔ:ʒ.wɑ:'zi:/	guillotine /'gɪl.ə.ti:n/
émigré /'em.i.grei/	Prussia /'prʌʃə/
sans-culottes /,sæŋku:'lɒts/	coup d'état /,ku,dei'tɑ/
Bastille /bæ'sti:l/	

1. Before you read the text, answer the following questions:

- How can you define a revolution?
- Which members of a society might be likely to support a revolution?
- Why might a government threatened by revolution refuse to meet demands for change?
- Why does conflict between citizens and their government sometimes lead to revolution rather than a peaceful resolution of tension?

2. Read the text and answer the following questions.

- How was French society divided during the Old Regime?
- What were some challenges faced by the French peasants?
- What factors contributed to the anger and discontent of French peasants in late 18th century?
- Who belonged to the bourgeoisie, and what were their interests?
- What were the key ideas of Enlightenment thinkers, and how did they impact the French society?

Though American revolutionaries freed themselves from British rule, they kept many British ways of government. The revolutionaries in France, in contrast, wanted to create a new French society. Widespread unhappiness with **the Old Regime**, the French political and social system in the years before 1789, produced a revolution that shook the continent.

French society in the Old Regime was divided into three classes, called

Estates, The First was the clergy; the Second Estate was the nobility. The First and Second Estates together included only about 2 percent of the total population of 24 million. Everyone else belonged to the Third Estate.

The First Estate was divided into two groups, higher clergy and lower clergy. The higher clergy came from wealthy noble families. Like other aristocrats, the higher clergy usually lived in luxury. The Church itself had enormous wealth, owning much land but paying no taxes.

The lower clergy were parish priests who came from the middle and lower classes. Many of these priests lived in poverty, and even helped peasants in the fields. They resented the **pampered lives** of the higher clergy and felt concern for France's poor people.

Members of the Second Estate also were highly **privileged**. The nobility owned about a quarter of the land in France. They held the highest offices in the government and the army. Many nobles received generous gifts and pensions from the king, as well as food, labor, and payments from the peasants on their land. Some nobles owned large estates but paid almost no taxes. Despite their comfortable lives, nobles were often jealous of the king's power.

The three groups that made up the Third Estate – peasants, city workers, and the middle class – included both rich and poor. The peasants, the largest group, had to struggle to make a living. Even though peasants owned about half the land in France, often their farms were too small to support their families. Many peasants owned no land at all and worked as day laborers on nearby farms.

Old-fashioned ways of farming were one reason for the poverty of the French peasant. Another reason was **taxation**. Because the clergy and the nobles paid almost no taxes, the heaviest burden fell on the peasants. Moreover, the peasants paid taxes to both the Church and the king. In some regions of France, taxes took more than half of a peasant family's income.

By 1789, French peasants were in an angry mood. They wanted a fairer tax system and an end to the payment of fees to the manor lords. A poor harvest in 1788, followed by a hard winter, added to their distress and misery.

The other members of the Third Estate, the working class and the middle class, also felt dissatisfied with the Old Regime. The working class was hard hit by the bad harvest of 1788, which caused a **grain shortage** that drove up food prices in the city markets.

The middle class, or **bourgeoisie**, consisted of merchants, bankers, lawyers, doctors, intellectuals, and government bureaucrats. Unlike the rest of the Third Estate, the bourgeoisie had money and education. They did not, however, have the prestige or influence that came with noble birth.

Many of the bourgeoisie took a keen interest in the reforms suggested by **Enlightenment** thinkers. The philosophers (who came chiefly from the middle class) challenged the basic assumption of the Old Regime – that monarchs, clergy, and nobles were the natural leaders of society. From Locke onward, Enlightenment thinkers had stressed ideas of equality and liberty. Such ideas soon

became a powerful force in France.

3. Match the highlighted words and phrases from the text to the following definitions:

- a) the political and social system in France before the French Revolution;
- b) the social classes into which French society was divided;
- c) the intellectual and philosophical movement that emerged in Europe during the 18th century;
- d) the middle class, typically comprising merchants, professionals, and educated individuals who are not of noble birth;
- e) having special advantages, rights, or benefits that are not available to everyone;
- f) the process of levying and collecting taxes from individuals and businesses by the government;
- g) a situation where there is a scarcity or insufficient supply of grain, a staple food crop;
- h) a lifestyle characterized by excessive indulgence, comfort, and luxury.

4. Give synonyms and antonyms to the following words from the text:

- a) to free;
- b) widespread;
- c) unhappiness;
- d) privileged;
- e) poverty;
- f) reform;
- g) equality;
- h) to pamper.

5. Match the headlines 1-4 to texts A-D.

- 1. The women's march on Versailles.**
- 2. A historic declaration.**
- 3. Further reforms.**
- 4. Major reforms.**

A. The peasant uprisings convinced many nobles that they were in danger. A large number fled to other parts of Europe, becoming known as émigrés. The nobles who stayed in France realized that the Old Regime was coming to an end. One after another they rose in the National Assembly and reluctantly agreed to give up privileges their families had held for centuries.

On August 4th, 1789, the National Assembly announced the end of

feudalism in France Serfdom was banned. The Church could no longer collect taxes, nor could the nobility demand fees, taxes, and labor from the peasants. All positions in Church, government, and army were opened to all citizens regardless of birth.

B. Inspired by Enlightenment ideals and the example of the American Revolution, the National Assembly decided to set forth the rights of French citizens. On August 27th, it issued the Declaration of the Rights of Man. The Declaration stated that government belonged to the people as a whole. The aim of government, it said, was to preserve the “natural rights” of liberty and equality.

C. The actions of the National Assembly could not prevent unrest among the city's poor. Many Parisian women had earned a living by making hats and dresses for noblewomen. As aristocratic families fled France, however, hatmakers and seamstresses found less and less work. Unemployment worsened, as did hunger.

On October 5th, 1789. Parisian women rallied to protest the shortage of bread and the soaring food prices. Soon the streets echoed with shouts of “To Versailles!” Thousands of women and a crowd of supporters marched 12 miles in the rain, armed with sticks and farm tools. They stormed the palace and forced the royal family to return to Paris at knifepoint.

D. Deserted by many nobles and a virtual prisoner of his own people, Louis had no choice but to cooperate with the National Assembly. Over the next two years this body, controlled by the bourgeoisie, continued the work of reform. It made sweeping changes in several areas:

- *Government administration.* To make the country easier to run, the reformers divided the country into departments governed by elected officials. Throughout the country, the metric system became the standard system of weights and measures. In addition, the Assembly made changes in land ownership. The government took land from the Church and seized the estates- of nobles who had fled. Much of this land was then sold to peasants.

- *Church influence.* The National Assembly not only seized Church lands but tried to bring the Church and the clergy under state control. In 1790 it passed the Civil Constitution of the Clergy. This law stated that bishops and priests were to be elected by popular vote and paid by the government.

- *Constitutional government.* Perhaps the most important act of the National Assembly was the adoption of the Constitution of 1791. This document limited the power of the king and set up an elected lawmaking body, the Legislative Assembly. To vote for representatives to the assembly, one had to be a male taxpayer. The qualification barred all women and about 30 percent of adult men. For its time, however, the Constitution of 1791 was generous in granting the vote.

6. Read the texts again, and answer the following questions:

- a) In the context of the French Revolution, how did the actions of the National Assembly impact the privileges of the nobles and the end of feudalism?
- b) Discuss the social and economic factors that led to the protest by Parisian women and their march to Versailles. How did their actions shape the course of the revolution?
- c) Analyze the significance of the Constitution of 1791 in establishing a constitutional government and granting certain rights to the citizens. How did it address the power of the king and the representation of the people?
- d) Consider the limitations of the Constitution of 1791, such as the exclusion of women and a significant portion of adult men from voting.
- e) Evaluate the role of the bourgeoisie in the National Assembly and their influence on the reform process. How did their control impact the direction and nature of the revolutionary changes?
- f) Discuss the implications of the National Assembly's reforms, including government administration, land ownership, and the relationship with the Church, on the broader French society. How did these reforms contribute to the transformation of the Old Regime?

7. In the texts above find the equivalents to the following phrases:

Законодавча асамблея, обрані посадовці, власність на землю, конституційна влада, Декларація прав людини, феодалізм, емігранти, кріпацтво, природні права, на ножовому гострі, привілеї, Національна асамблея, феодальна система, революціонер, аристократична родина.

8. Read the following primary source extract, and answer the questions:

- a) According to the Declaration, what are people's natural rights?
- b) How does the Declaration define law?
- c) How does the Declaration protect property rights?
- d) In what ways are the English Bill of Rights and the Preamble to the Constitution of the United States similar to this Declaration?

Declaration of the Rights of Man

The Declaration of the Rights of Man set forth the ideals of the French Revolution. This document, portions of which are adapted below, reflected people's hopes for individual rights and freedom.

- 1. *Men are born and remain free and equal in rights...*
- 2. *The aim of every political group is the preservation of the natural rights*

of man. These rights are liberty, property, safety, and resistance to oppression...

6. The law is the expression of the general will. All citizens have the right to take part in its making...

10. No one may be disturbed on account of his opinions, even religious ones, as long as the expression of such opinions does not interfere with the established law and order...

17. No one may be deprived of property, unless a legally established public necessity requires it, and just and prior payment has been made.

9. Work in groups and compare the political, economic, and social problems of prerevolutionary France and those faced by the American colonies before they rebelled against Britain.

10. CRITICAL THINKING: *Work in groups to dramatize a meeting of the Estates-General in the late 1700's. Representatives of each Estate should define the nation's social, political, and economic problems from their class's viewpoint and suggest ways to resolve the issues.*

11. WRITING: *Write an essay explaining actions taken by the Third Estate to reform French government and society. Evaluate which actions were probably necessary for reform and which might have been unnecessary.*

Section 2: The Radical Stage of the Revolution

1. Before you read the text, answer the following questions:

- a) What problems might face people whose goal is to establish a new government after a successful revolution?
- b) What circumstances might make the transition from revolution to effective government a peaceful one?

2. Read the text and decide whether the following statements are true (T) or false (F):

- a) The Constitution of 1791 marked the end of the first stage of the French Revolution.
- b) The bourgeoisie made many gains, including an end to special privileges and a chance to take part in government.
- c) The peasants benefited from the reforms of 1789-1791.
- d) The nobles, the king, and Marie Antoinette felt that the Revolution had gone too far.
- e) Louis and his family successfully escaped to the Austrian Netherlands.
- f) The attempted flight of the royal family cost Louis the support of his subjects.
- g) The radicals wanted France to remain a monarchy with a limited power king.
- h) The sans-culottes were mainly members of the upper classes who wore knee-length pants.
- i) The Parisian working people gained significant benefits from the Revolution.
- j) Some members of the bourgeoisie supported the demands of the radicals and became leaders of the Revolution.

The Constitution of 1791 marked the end of the first stage of the French Revolution. The bourgeoisie had made many gains an end to special privileges, a limitation on the king's powers, and a chance to take part in government. The peasants, too, had benefited. Yet powerful groups were unhappy with the events of 1789-1791. Some felt that the reforms had gone too far; others felt that they had not gone far enough. The Revolution entered a second stage marked by violence that rocked much of Europe.

The people who felt that the Revolution had gone too far included the nobles, the king, and the queen, Marie Antoinette. A member of the Hapsburg family of Austria, Marie Antoinette made plans for the royal family's escape to the Austrian Nether lands. There Louis could work with other European monarchs on plans to crush the Revolution.

Louis and his family slipped out of the palace on the night of June 20th, 1791. As they headed toward the border, local townspeople recognized the royal family. Guards arrested them and forced them to return to Paris. When they reached the city, they were greeted by **stony silence**. Parisians refused to remove their hats, and soldiers refused to salute the king.

The attempted flight of the royal family cost Louis his subjects' support. Many now suspected the king and queen of plotting to overturn the recent reforms. In **public meetings**, the people of Paris called for changes in government.

As doubts about the king increased, the most extreme revolutionaries grew stronger. These **radicals** wanted no king, not even one with **limited power**. They wanted France to become a republic. Among the radicals were many wage earners and small shopkeepers of Paris. They became known as the **sans-culottes**, meaning "without knee breeches," because the men wore long pants instead of the knee-length pants of the upper classes.

Though they had helped cause the Revolution by storming **the Bastille** and marching on Versailles, the Parisian working people had gained fewer benefits than the bourgeoisie and the peasants. They wanted a greater voice in the government, higher wages, lower food prices, and an end to **food shortages**.

Some of the bourgeoisie viewed the demands of the radicals as a threat to **private property** and to bourgeois control of the government. Other members of the bourgeoisie, however, became leaders of the radicals and of the Revolution itself. They steered the Revolution in a more violent direction, bringing bloodshed to much of Europe.

3. Match the highlighted words and phrases from the text to the following definitions:

- a) a medieval fortress and prison in Paris that became a symbol of royal tyranny;
- b) individuals or groups advocating for extreme political or social change;
- c) the restriction placed on the authority or abilities of a ruler or governing body;
- d) insufficient supply or scarcity of food;
- e) an agricultural labourer or farmer who typically work on the land, and is often part of the lower social class;
- f) a fundamental and often rapid change in political, social, or economic structures;
- g) possessions, land, or assets that are owned by individuals or non-governmental entities;
- h) lack of response, often indicating disapproval, anger, or hostility;
- i) working-class radicals who wore long pants instead of the knee-length breeches associated with the upper class;
- j) a gathering or assembly where members of the public come together to

discuss and address matters of common concern or interest.

4. Read the following text, and summarize events that led to war between Austria and Prussia.

The events of the early years of the Revolution caused a stir throughout Europe. At first other monarchs had welcomed the Revolution because they expected it to weaken France's power. The arrest of Louis XVI, however, made monarchs fear that their own people might turn against them.

The French revolutionaries, too, had worries. They feared that Austria, ruled by the family of Marie Antoinette, might help the émigré nobles in a counterrevolution—a movement to restore the old way of government. Some radicals wanted France to strike first. War with Austria, they thought, might shake up other monarchs and advance the cause of liberty everywhere. “Ten million Frenchmen, kindled by the fire of liberty, will make the tyrants tremble on their thrones,” wrote one revolutionary.

On April 20th, 1792, France declared war on Austria. Prussia backed Austria, and the two countries invaded France. They threatened to destroy Paris if the king or queen were harmed. Enraged, the Parisians rioted. A mob attacked the palace on August 10, killing hundreds of guards and servants. A radical government, the Commune, seized power and imprisoned the king. The Commune ordered elections to choose representatives for a new assembly, to be called the National Convention. For the first time, all adult males were granted suffrage – the right to vote.

5. Give synonyms to the following words from the text:

- a) stir;
- b) monarch;
- c) to weaken;
- d) to arrest;
- e) fear;
- f) counterrevolution;
- g) to strike;
- h) to shake up.

6. Give antonyms to the following words from the text:

- a) to welcome;
- b) to advance;
- c) rioted;
- d) power;
- e) imprisoned;

- f) to order;
- g) to choose;
- h) suffrage.

7. Read the following text, and outline the political and economic problems faced by the French government after the creation of the Constitution of 1791.

The declaration of war on Austria showed that the French Revolution had moved into a radical stage. Its leaders were willing to take drastic action against all enemies.

Execution of the king and queen. The newly elected National Convention met for the first time in September 1792. Its first act was to end the monarchy and declare France a republic. The radical members then decided that the royal family was a danger to the republic. They accused Louis of working with the nobles and foreign agents. The Convention, by one vote, sentenced Louis to death. He was sent to the guillotine and beheaded on January 21st, 1793. Marie Antoinette met the same end later that year.

Expansion of the war. Events on the battlefield raised tensions inside and outside France. French armies recovered from early defeats, forced the invading Austrians and Prussians to retreat, and marched into the Austrian Netherlands. Alarmed by the surprising strength of the French armies, European monarchs and aristocrats pulled together. Britain and Spain became allies of Austria and Prussia. The once-confident French revolutionaries now found themselves at war with nearly all of Europe.

By the spring of 1793, the new French republic was in a state of crisis. Foreign troops had invaded France and were marching toward Paris. Food prices soared, and hungry Parisians looted stores. In western France, clergy and nobles led a counterrevolutionary movement.

Disputes among the revolutionaries. Violent disagreements also emerged within the National Convention. The most radical groups of revolutionaries were centered in Paris and included a political club called the Jacobins. Two of the most prominent Jacobins were Georges Danton and Maximilien Robespierre, both lawyers. The more moderate members of the Convention were known as Girondists. They drew most of their support from people in the provinces outside of Paris. Leaders of both the Jacobin and Girondist groups came mainly from the bourgeoisie.

The Jacobins took advantage of France's crisis to get rid of their opponents. Joining forces with poor Parisians, the Jacobins arrested Girondist leaders and set up the Committee of Public Safety. This group of about a dozen men held in its hands nearly unlimited power to deal with France's desperate situation.

One of the most pressing problems for the Committee of Public Safety was to feed the hungry in Paris. The government fixed the price of certain foods and

rationed bread. Two other main tasks faced the Committee. pushing back enemy troops and protecting the government from its opponents within France.

8. In the text find the equivalents to the following phrases:

Влада, опозиція, фіксація цін, напруга, радикальні заходи, засудити до смертної кари, радикальний етап, декларація війни, загарбницькі війська, контрреволюційний рух, противники уряду.

9. CRITICAL THINKING: *Evaluate the effects of the French Revolution and answer the following questions:*

- a) What might account for the violence that followed the adoption of the Constitution of 1791?
- b) How might the Reign of Terror have been avoided?
- c) Did French society benefit from the Revolution? Why? (Why not?)

Section 3: Napoleon's Conquest of Europe

1. Before you read the text, answer the following questions:

- a) What might account for the rise of strong leaders in societies that have experienced unrest or revolution?
- b) How else besides giving power to a strong leader might a society establish peace and stability after a period of disorder?
- c) Who are some other leaders in history who rose to power as a result of social instability and disorder?

2. Read the following text, and outline steps taken by Napoleon to win the support of each of the following groups:

- a) Bourgeoisie;
- b) Workers and peasants;
- c) Nobles;
- d) The Church.

Napoleon was a remarkable politician as well as an outstanding general. He knew that to stay in power, he had to preserve the reforms begun during the Revolution and solve the problems facing his country. To a great extent, he managed to gain the approval of every major group in France.

Winning political support. Napoleon pleased the bourgeoisie by promising them jobs in government and the army and by restoring order. He promoted trade and industry, and placed taxes on imports to protect French businesses from foreign competition. He also set up a national bank to provide credit for businesses and help keep the economy stable.

At the same time, Napoleon won the support of workers and peasants. The expansion of trade created many new jobs. To help poor city dwellers, Napoleon made food available at low prices. The French peasants backed Napoleon because he allowed them to keep the land that they had gained during the Revolution.

Napoleon even pleased the nobles. Though he did not restore their feudal privileges. Napoleon did offer pardons to the nobles who had fled during the Revolution. Most of the émigrés returned to France and promised loyalty to Napoleon. Many soon held high government posts.

A compromise with the Church. Napoleon reached an agreement with the Pope, called the Concordat of 1801, that balanced the rights of Church and state. The Concordat gave the French government the authority to appoint members of the French clergy and to pay their salaries. The Church gained the right to confirm or refuse these appointments, but it gave up its claims to land taken from it during the Revolution.

The Napoleonic Code. As part of a reorganization of the government,

Napoleon in 1800 appointed a staff of lawyers to draw up a code of laws for all of France. This was the first attempt in modern times to make such a code. Still in use in France today, the Napoleonic Code reflected some of the ideals of the Enlightenment and the Revolution. Under the Code, all French men were treated as equals, no matter what their birth or wealth. Feudalism and class privileges were abolished. The Code allowed people to practice the religion of their choice and protected their property rights.

On the other hand, some laws of the Napoleonic Code worked against equality. Workers were considered inferior to employers. Men received almost complete power over their families and family property, while women lost some rights. For example, a woman could acquire property only with her husband's written consent.

Government support for education. Napoleon's government needed trained army officers and educated public officials. To provide them, Napoleon started a national military academy and created a board of education to take full charge of schools and colleges. In time, this board set up a standard course of study for all teachers and school-children. It also supervised schools and colleges throughout France.

From dictator to emperor. While Napoleon kept many of the social reforms of the French Revolution, he ignored some of the individual freedoms the French had won. Napoleon did not favor political liberty or free elections. His police shut down newspapers that dared oppose his rule. His spies hunted down and imprisoned people thought to be disloyal. To symbolize his control of France, Napoleon took the title of emperor in 1804. The event was marked by an elaborate ceremony in Paris. As the Pope reached out to crown Napoleon, the haughty emperor took the crown and put it on with his own hands. This act sent a message to France, and indeed to all the world-Napoleon recognized no authority higher than himself.

3. Read the text again, and decide whether the following statements are true (T) or false (F):

- a) Napoleon gained the approval of every major group in France.
- b) Napoleon pleased the bourgeoisie by promising them jobs in government and the army.
- c) Napoleon allowed French peasants to keep the land they had gained during the Revolution.
- d) Napoleon restored feudal privileges to the nobles.
- e) The Concordat of 1801 balanced the rights of Church and state.
- f) The Napoleonic Code treated all French men as equals, regardless of their birth or wealth.
- g) Women under the Napoleonic Code had equal property rights.
- h) Napoleon started a national military academy and created a board of

education to oversee schools and colleges.

i) Napoleon favored political liberty and free elections.

j) Napoleon recognized no authority higher than himself when he took the title of emperor.

4. Give synonyms and antonyms to the following words from the text:

Reforms; outstanding; approval; pleasing; restoring; promoting; balance; abolished; superior; symbolize.

5. Find the definitions of the words from the previous task.

6. Read the text about the Louvre, and answer the following questions.

a) How does the architectural transformation of the Louvre reflect the changing trends and influences of different historical periods?

b) What does the evolution of the Louvre from a medieval fortress to a Renaissance palace and finally to a public museum reveal about the shifting priorities and values of society over time?

c) How did the patronage of the kings of France contribute to the development and enrichment of the Louvre's art collections?

d) What impact did Napoleon have on the Louvre's expansion and the acquisition of its renowned art treasures?

e) In what ways did the revolutionary government's decision to declare the Louvre a public museum signify a shift in the perception and accessibility of art?

f) How does the Louvre's status as one of the most famous art museums in the world contribute to its significance as a cultural landmark and symbol of artistic heritage?

The Louvre

Few buildings have reflected the changing trends of history more clearly than the Louvre in Paris. In 1200 France's King Philip Augustus built a castle on the banks of the Seine River to strengthen the city's defenses. It was a typical medieval fortress with massive walls and a great stone tower. In the 1360's, Charles V replaced that castle with a fine palace, complete with paneled halls for state dinners and gilded weathervanes atop its many spires.

Even this building was not impressive enough for Francis I, however. In 1546 he ordered a new palace, to be designed in the latest fashion of the Renaissance. This classical building was the beginning of the present Louvre, although later rulers added wings and courtyards.

The kings of France were Europe's leading patrons of art, and many of their most beautiful possessions decorated the Louvre. In 1793, after the French monarchy was overthrown, the revolutionary government declared the Louvre a public museum. Napoleon enlarged both the building and its art collections. He

filled the Louvre with great works of art from all the countries he conquered. After his defeat, however, France was forced to return most of those treasures.

Today the Louvre is one of the most famous art museums in the world. Its around 13 kilometres of galleries hold masterpieces ranging from the Greek sculpture Winged Victory of Samothrace to Leonardo da Vinci's painting *Mona Lisa*.

7. In the text find the equivalents to the following phrases:

Річка Сена, оборона міста, середньовічна фортеця, меценат мистецтва, прикрашений найкрасивішими речами, художнє зібрання, шедевр, ренесанс.

8. CRITICAL THINKING: *Work in groups to debate the following: Napoleon's downfall was inevitable. Choose your position for or against the statement.*

9. WRITING: *Write an essay evaluating the Napoleon's role in history. Consider the following questions:*

- a) Did Napoleon defend or betray the best principles of the Revolution?
- b) Was Napoleon a great leader or a ruthless dictator?

UNIT 5: New Nations in Latin America

Section 1: Latin American Independence

TERMS & NAMES

peninsulare
creole

mulatto
Simón Bolívar

José de San Martín José María Morelos
Miguel Hidalgo

PRONUNCIATION

Enlightenment /ɪnˈlaɪt(ə)nmənt/
equality /ɪˈkwələti/
peninsula /pəˈnɪn(t)sjələ/
creole /ˈkriːəl/
mestizo /mesˈtiːzəu/
mulatto /mjuˈlætəu/
Haiti /ˈheɪti/
Hispaniola /ˌhɪspəniˈəʊlə/

Venezuelan /ˌvenɪˈzweɪlən/
Andes /ˈændiːz/
Bogotá /ˌbɒɡəˈtɑː/
Ecuador /ˌekwəˈdɔː/
Panama /ˌpænəˈmɑː/
peasant /ˈpez(ə)nt/
Portuguese /ˌpɔːʃəˈɡiːz/
Rio de Janeiro /ˌriːəʊdədʒəˈniərəu/

The successful American Revolution, the French Revolution, and the Enlightenment changed ideas about who should control government. Ideas of liberty, equality, and democratic rule found their way across the seas to European colonies. In Latin America, most of the population resented the domination of European colonial powers. The time seemed right for the people who lived there to sweep away old colonial masters and gain control of the land.

1. Before you read the text, answer the following questions:

1. When you see the word *revolution*, what do you think of?
2. If a new set of leaders simply replaces the old set, is that change a revolution?
3. In your opinion, which events in the period of Latin America's winning its independence were truly revolutionary?

Discuss them in pairs and present feedback to the class.

2. Read the text and check your ideas:

Latin American Peoples Win Independence

In Latin American colonial society, class dictated people's place in society and jobs. At the top of Spanish-American society were the *peninsulares*, people who had been born in Spain, which is on the Iberian peninsula. They formed a tiny percentage of the population. Only *peninsulares* could hold high office in Spanish colonial government. *Creoles*, Spaniards born in Latin America, were below the *peninsulares* in rank. Creoles could not hold high-level political office, but they could rise as officers in Spanish colonial armies. Together these two

groups controlled land, wealth, and power in the Spanish colonies. Below the *peninsulares* and creoles came the *mestizos*, persons of mixed European and Indian ancestry. Next were the *mulattos*, persons of mixed European and African ancestry, and enslaved Africans. Indians were at the bottom of the social ladder.

By the late 1700s, colonists in Latin America, already aware of Enlightenment ideas, were electrified by the news of the American and French Revolutions. The success of the American Revolution encouraged them to try to gain freedom from their European masters.

Revolution in Haiti. The French colony called *Saint Domingue* was the first Latin American territory to free itself from European rule. The colony, now known as Haiti, occupied the western third of the island of Hispaniola in the Caribbean Sea. Nearly 500,000 enslaved Africans worked on French plantations, and they outnumbered their masters dramatically. White masters used brutal methods to terrorize them and keep them powerless.

While the French Revolution was taking place, oppressed people in the French colony of Haiti rose up against their French masters. In August 1791, 100,000 enslaved Africans rose in revolt. A leader soon emerged, *Toussaint L'Ouverture*. Formerly enslaved, Toussaint was unfamiliar with military and diplomatic matters. Even so, he rose to become a skilled general and diplomat. By 1801, Toussaint had taken control of the entire island and freed all the enslaved Africans.

In January 1802, 30,000 French troops landed in Saint Domingue to remove Toussaint from power. In May, Toussaint agreed to halt the revolution if the French would end slavery. Despite the agreement, the French soon accused him of planning another uprising. They seized him and sent him to a prison in the French Alps, where he died in April 1803.

Haiti's Independence. Toussaint's lieutenant, *Jean-Jacques Dessalines*, took up the fight for freedom. On January 1, 1804, General Dessalines declared the colony an independent country. It was the first black colony to free itself from European control. Dessalines called the country Haiti, which in the language of the Arawak natives meant "mountainous land".

Creoles Lead Independence. Even though they could not hold high public office, creoles were the least oppressed of those born in Latin America. They were also the best educated. In fact, many wealthy young creoles traveled to Europe for their education. In Europe, they read about and adopted Enlightenment ideas. When they returned to Latin America, they brought ideas of revolution with them.

Napoleon's conquest of Spain in 1808 triggered revolts in the Spanish colonies. Removing Spain's King Ferdinand VII, Napoleon made his brother Joseph king of Spain. Many creoles might have supported a Spanish king. However, they felt no loyalty to a king imposed by the French. Creoles, recalling Locke's idea of the consent of the governed, argued that when the real king was

removed, power shifted to the people. In 1810, rebellion broke out in several parts of Latin America. The drive toward independence had begun.

The South American wars of independence rested on the achievements of two brilliant creole generals. One was *Simon Bolivar*, a wealthy Venezuelan creole. The other great liberator was *Jose de San Martin*, an Argentinean.

Bolivar's Route to Victory. Simon Bolivar's native Venezuela declared its independence from Spain in 1811. But the struggle for independence had only begun. Bolivar's volunteer army of revolutionaries suffered numerous defeats. Twice Bolivar had to go into exile. A turning point came in August 1819. Bolivar led over 2,000 soldiers on a daring march through the Andes into what is now Colombia. Coming from this direction, he took the Spanish army in Bogota completely by surprise and won a decisive victory. By 1821, Bolivar had won Venezuela's independence. He then marched south into Ecuador. In Ecuador, Bolivar finally met Jose de San Martin. Together they would decide the future of the Latin American revolutionary movement.

San Martin Leads Southern Liberation Forces. San Martin's Argentina had declared its independence in 1816. However, Spanish forces in nearby Chile and Peru still posed a threat. In 1817, San Martin led an army on a grueling march across the Andes to Chile. He was joined there by forces led by Bernardo O'Higgins, son of a former viceroy of Peru. With O'Higgins's help, San Martin finally freed Chile. In 1821, San Martin planned to drive the remaining Spanish forces out of Lima, Peru. But to do so, he needed a much larger force. San Martin and Bolivar discussed this problem when they met at Guayaquil, Ecuador, in 1822.

No one knows how the two men reached an agreement. But San Martin left his army for Bolivar to command. With unified revolutionary forces, Bolivar's army went on to defeat the Spanish at the Battle of Ayacucho (Peru) on December 9, 1824. In this last major battle of the war for independence, the Spanish colonies in Latin America won their freedom. The future countries of Venezuela, Colombia, Panama, and Ecuador were united into a country called Gran Colombia.

In most Latin American countries, Creoles led the revolutionary movements. But in Mexico, ethnic and racial groups mixed more freely. There, Indians and mestizos played the leading role.

A Cry for Freedom. In 1810, Padre *Miguel Hidalgo*, a priest in the small village of Dolores, took the first step toward independence. Hidalgo was a poor but well-educated man. He firmly believed in Enlightenment ideals. On September 16, 1810, he rang the bells of his village church. When the peasants gathered in the church, he issued a call for rebellion against the Spanish. Today, that call is known as the *grito de Dolores* (the cry of Dolores).

The very next day, Hidalgo's Indian and mestizo followers began a march toward Mexico City. This unruly army soon numbered 80,000 men. The uprising of the lower classes alarmed the Spanish army and creoles, who feared the loss

of their property, control of the land, and their lives. The army defeated Hidalgo in 1811. The rebels then rallied around another strong leader, Padre *Jose Maria Morelos*. Morelos led the revolution for four years. However, in 1815, a creole officer, *Agustin de Iturbide*, defeated him.

Mexico's Independence. Events in Mexico took yet another turn in 1820 when a revolution in Spain put a liberal group in power there. Mexico's creoles feared the loss of their privileges in the Spanish-controlled colony. So they united in support of Mexico's independence from Spain. Ironically, Agustin de Iturbide – the man who had defeated the rebel Padre Morelos – proclaimed independence in 1821.

Before the Mexican revolution, Central America was part of the viceroyalty of New Spain. It had been governed by the Spanish from the seat of colonial government in Mexico. In 1821, several Central American states declared their independence from Spain – and from Mexico as well. However, Iturbide (who had declared himself emperor), refused to recognize the declarations of independence. Iturbide was finally overthrown in 1823. Central America then declared its absolute independence from Mexico. It took the name the United Provinces of Central America. The future countries of Nicaragua, Guatemala, Honduras, El Salvador, and Costa Rica would develop in this region.

Brazil's Royal Liberator. Brazil's quest for independence was unique in this period of Latin American history because it occurred without violent upheavals or widespread bloodshed. In fact, a member of the Portuguese royal family actually played a key role in freeing Brazil from Portugal.

In 1807, Napoleon's armies invaded both Spain and Portugal. Napoleon's aim was to close the ports of these countries to British shipping. As French troops approached Lisbon, the Portuguese capital, Prince John (later King John VI) and the royal family boarded ships to escape capture. They took their court and royal treasury to Portugal's largest colony, Brazil. Rio de Janeiro became the capital of the Portuguese empire. For 14 years, the Portuguese ran their empire from Brazil. After Napoleon's defeat in 1815, King John and the Portuguese government returned to Portugal six years later. Dom Pedro, King John's son, stayed behind in Brazil. King John planned to make Brazil a colony again. However, many Brazilians could not accept a return to colonial status. In 1822, creoles demanded Brazil's independence from Portugal. Eight thousand Brazilians signed a petition asking Dom Pedro to rule. He agreed. On September 7, 1822, he officially declared Brazil's independence. Brazil had won its independence in a bloodless revolution.

3. TAKING NOTES: Identify details about Latin American independence movements.

Who	Where
When	Why

4. Answer the questions on the text:

1. How was Spanish colonial society structured?
2. How was the Haitian Revolution different from revolutions in the rest of Latin America?
3. Which groups led the quest for Mexican independence?
4. What made Brazil's route to independence different from that of the other Latin American countries?
5. Would creole revolutionaries tend to be democratic or authoritarian leaders? Explain.
6. How were events in Europe related to the revolutions in Latin America?

5. Find the definitions of the following words from the text: 1) peninsula, 2) ancestry, 3) dramatically, 4) grueling, 5) to approach.

6. Match the words from the text to their definitions:

- 1) with no part left out; whole,
- 2) an act of resistance or rebellion; a revolt,
- 3) the person who ruled a colony on behalf of his king, queen, or government,
- 4) being the only one of its kind; unlike anything else,
- 5) bring or come together in order to support a person or cause.

7. Make sentences of your own using the following collocations: find one's way, sweep away, gain freedom, hold office, pose a threat.

8. CRITICAL THINKING: *Compare and contrast the leadership of the South American revolutions to the leadership of Mexico's revolution.*

9. WRITING: *Write a response to this statement: "Through its policies, Spain gave up its right to rule in South America".*

10. Read an excerpt from Simón Bolívar's speech to the Congress of Venezuela and discuss in groups of 3-4 how it reflects his liberation ideas and what his message was.

Simon Bolivar

15 February 1819

'The triple joke of ignorance, tyranny and corruption'

It was not only in the United States, France and Britain that men fought for freedom. In Latin America, the outstanding leader of the struggle for political independence was Simon Bolivar (1783-1830). As the 'Liberator', Bolivar personified a continent's determination to be free as he strove to establish a political order founded on justice and the rights of the individual. He sustained a fifteen-year offensive against Spanish domination. His 'Angostura' speech was delivered to the Congress of Venezuela at its inauguration in the city of Angostura.

...“Legislators! I place in your hands the supreme command of Venezuela. It is now your lofty duty to devote yourselves to the well-being of the Republic; our fate and the measure of our glory is in your hands, those very hands which will sign the decrees establishing our Freedom. ...

When America was separated from the Spanish monarchy, it found itself in a similar situation to the Roman Empire, when that enormous mass broke up in the midst of the Ancient World. The fragments that were left then formed independent nations in conformity with their situations or interests; but with the difference that each one reestablished its original system. We do not even retain the vestiges of what went before: we are not Europeans, or Indians, but rather a species mid-way between the original inhabitants and the Spaniards. Americans by birth and Europeans in our rights, we find ourselves in the predicament of fighting with the Indians for the ownership of the land and contending with the opposition of invaders for the privilege of remaining in the country of our birth; thus, our case can be seen to be fraught with difficulties. What is more, our condition has always been a passive one, our political existence null; and our difficulty in attaining freedom is all the more painful because, before, we stagnated in the most wretched servitude; not only were we stripped of freedom, but even of a role of domination in our domestic affairs. ...

... Bound as we were by the triple yoke of ignorance, tyranny and corruption, we were unable to acquire learning, power or virtue. And since we were schooled by such evil tutors, the lessons we received and the examples we studied were of a most ruinous nature. We were enthralled by deception even more than by force; and corruption degraded us even more than superstition. Slavery is the daughter of darkness; an ignorant people is the blind instrument of its own destruction; ambition and intrigue take advantage of the credulity and inexperience of men who have no political, economic or civil understanding: they take to be realities what are in fact only illusions; they confuse license with liberty, treason with patriotism, vengeance with justice. Such a people resembles an able-bodied blind man who, encouraged by his feeling of strength, strides forward with the

assurance of the most clear-sighted and, stumbling into every pitfall, is no longer able to find his way. If such a degraded people should ever **attain their freedom**, they will not delay in losing it, for there will be no way of persuading them that happiness consists in the practice of virtue, that lawful government is more powerful than the rule of tyrants because it is more inflexible and requires that all obey its beneficent discipline, that morality and not force is the basis of the law, and that the exercise of justice is the exercise of freedom.

Thus, legislators, your task is all the more difficult because the men you must form have been perverted by **misleading illusions** and destructive motives. Freedom, says Rousseau, is a most succulent dish, but one that is difficult to digest. Our frail fellow-citizens will have to build up their strength long before they are able to digest **the life-giving nutrient of freedom**. Will they, with their limbs stiffened from such long enchainment, their sight enfeebled by the darkness of their dungeons, and their spirit crushed by pernicious servitude, be able to stride firmly toward the august temple of freedom? Will they be able to gaze unblinkingly into its splendid rays, and inhale the pure air which surrounds it?

Consider your choice carefully, legislators. Do not forget that you are about **to lay the foundations of a new people**, and that they will rise to the greatness for which nature has equipped them if you so shape this foundation to match the eminent status that awaits them. If your choice is not governed by **the guiding spirit of Venezuela**, which should inspire you in choosing the right form and nature of the government you are to adopt for the happiness of the people, if, I repeat, you should fail to choose rightly, all our new beginnings will end in slavery.

11. Answer the following questions:

1. According to Simón Bolívar, what should be the goals of good government?
2. What does Bolívar consider the foundation of stable government?
3. Did most Latin American nations in the 1800s follow Bolívar's guidelines for good government? Explain.

12. Give the Ukrainian equivalents of the highlighted collocations.

13. For questions 1-12, read the text below and choose the most appropriate word from the list (A-M) for each gap. There are two words that you do not need to use. There is an example at the beginning (0).

José de San Martín's Legacy

José de San Martín had asked in his will that his heart be buried in Buenos Aires: in 1878 his remains were brought to the Buenos Aires Cathedral, where they still rest in a **(0) J** tomb.

San Martín is the greatest national hero of Argentina and he is (1) ... a great hero by Chile and Peru as well. In Argentina, there are numerous statues, streets, parks, and schools named (2) ... him.

As a liberator, his glory is as great or nearly as great as (3) ... of Simón Bolívar. Like Bolívar, he was a (4) ... able to see beyond the confining borders of his own homeland and visualize a continent free (5) ... foreign rule. Also like Bolívar, he was constantly (6) ... by the petty ambitions of the lesser men who surrounded him.

He differs from Bolívar chiefly in his actions after independence: while Bolívar (7) ... the last of his energies fighting to unite South America into one great nation, San Martín quickly tired of (8) ... politicians and retired to a quiet life in exile. The history of South America might have been very different (9) ... San Martín remained involved in politics. He believed that the people of Latin America needed a firm hand to lead them and was a proponent of establishing a monarchy, (10) ... led by some European prince, in the lands he liberated.

San Martín was criticized during his life for (11) ... for failing to chase nearby Spanish armies or for waiting for days in order to meet them on a ground of his choosing. History has borne out his decisions and today his military choices are held up as examples of martial prudence rather than cowardice. His life was full of courageous decisions, from (12) ... the Spanish army to fight for Argentina to crossing the Andes to free Chile and Peru, which were not his homeland.

A	preferably		F	considered		K	had
B	deserting		G	criticised		L	exhausted
C	that		H	stymied		M	of
D	backstabbin g		I	cowardice		N	numerous
E	after		J	stately		O	visionary

Section 2: Challenges Facing the New Nations

TERMS & NAMES

caudillo	neocolonialism	Mexican-American War	puppet government
Monroe Doctrine	annex	War of the Reform	

PRONUNCIATION

Catholic /'kæθ(ə)lɪk/	Japanese /,dʒæpə'niːz/
Argentina /,ɑːdʒ(ə)n'tiːnə/	European /,jʊ(ə)rə'piːən/
Monroe /mən'rəu/	Texas /'teksəs/
Chinese /,tʃaɪ'niːz/	debt /det/

Nation-building was a slow process in Latin America. It was hampered by geographical barriers, class conflict, and political disagreements. Even after strong leaders took power, there was little political freedom and a great deal of foreign influence. By 1900, however, several Latin American nations had made progress toward political and economic stability.

1. Before you read the text, think what factors might work against the development of national unity in a newly independent country. Discuss it in pairs and present feedback to the class.

2. Check the meaning of the following vocabulary before reading the text: *obstacle (n), isolated (adj), descent (n), abolition (n), benefit (v), well-to-do (adj).*

Read the text and check your ideas.

Obstacles to Unity

In the decades after independence, Latin America lacked feelings of nationalism. A number of problems stood in the way of unity.

1. Rugged mountains, dense forests, and large deserts covered much of the land, making travel and trade difficult. People in one area had little contact and little sense of solidarity with people elsewhere. Most Latin Americans continued to live, as their families had for years, in isolated communities. Their loyalties were to their villages rather than their country.

2. Racial barriers were another source of division. The rigid class system of colonial times survived long after independence. Creoles took for themselves the privileges once held by the Spaniards. They became leaders in the government, the Church, and the army. They also seized the plantations and cattle-raising lands that had been owned by the Spaniards. Few Creoles were willing to share any of their political or economic power with other groups in Latin American society.

Latin Americans of African descent benefited from the abolition of slavery. Yet the blacks, like mulattos, mestizos, and Indians, still had few rights. These people lived in poverty, with little hope of advancement for themselves or their

children.

3. Political disagreements created still another barrier to national unity in Latin America. Some groups, including wealthy landowners and the clergy, wanted to keep existing traditions and institutions. Other Latin Americans pressed for change in the old order.

The Church's place in society was perhaps the most bitterly fought issue. During colonial times, the Roman Catholic Church had owned huge amounts of property. It also controlled education and aid to the poor. After independence, some people wanted the Church to keep its wealth and power. Other Latin Americans, however, believed that the Church was serving the interests of the well-to-do rather than the poor and should be made less powerful.

The fact that many clergy supported the Spaniards during the wars of independence further angered many Latin Americans. They believed that the government should take over Church lands and responsibility for education and aid to the poor.

3. In the text find the equivalents to the following phrases:

скелясті гори, непрохідні ліси, землі для розведення худоби, з невеликою надією на покращення становища, політичні розбіжності, вимагати змін, найгостріше спірне питання, діяти в інтересах.

4. Before you read the text, debate the issue of political and social disadvantages of dictators' rule.

Read the text and check your ideas.

The Rise of Dictators

Unlike the British colonists to the north, Latin Americans had gained little experience in governing themselves during the colonial period. Thus the early years of Latin American independence were **violent** and unstable. Leaders drew up constitutions that called for regular elections and representative government, but were unable to put them into practice. Real power remained in the hands of the army and wealthy landowners. Slowly, though, stable central governments arose under leaders known as *caudillos*, a Spanish word meaning "chiefs."

A caudillo was a dictator who came to power with **the backing** of the army and the rich landowners. To stay in power, the caudillos gave their supporters gifts of land and government jobs. Many of those appointed by the caudillos were unqualified and **corrupt**. While some caudillos did act for the good of their countries, each was a dictator who stayed in power through force. Rule by caudillos became so common in Latin America during the 1800's that the period is often called the Age of Caudillos.

Chile was the first Latin American country to develop a stable central government. It did so under the leadership of the caudillo *Diego Portales*, a Creole businessman. Portales controlled Chile from 1830 to 1837, although he

never actually became its president. Portales stressed economic growth and ordered the building of railroads, ships, and telegraph lines.

Like most caudillos, Portales believed in the need for strong rule. The constitution he drew up for Chile in 1833 gave the president **veto** power over laws passed by the legislature, control of elections, and the right to appoint a **successor**.

An even harsher leader brought unity to Argentina. *Juan Manuel de Rosas*, a Creole landowner and businessman, ruled the country from 1835 to 1852. With the help of the militia, spies, and secret police, Rosas stamped out all opposition. Like Portales, Rosas **favoured** the interests of the well-to-do landowners. His policies did strengthen Argentina's central government, however, allowing the leaders who followed him to begin programs of economic development.

5. Give synonyms to the highlighted words.

6. Make sentences of your own using the following phrasal verbs: to draw up, to call for, to put into practice, to come to power, to stamp out.

7. Read the text and outline the ways foreign countries influenced Latin America after independence.

Foreign Interest in Latin America

The Monroe Doctrine. While the Latin American nations were struggling to bring order and prosperity to their lands, several European countries were plotting to restore colonial rule to Latin America. At the urging of the Spanish king, many other European monarchs, eager to stamp out nationalism, considered overthrowing the Latin American republics.

Britain and the United States opposed this idea. Britain disagreed with the antireform policies of Spain and its allies. The British also had been building a profitable trade with Latin America and were determined not to lose it. The United States, like Britain, sympathized with the Latin Americans. Furthermore, the United States feared a strong European presence so close to home.

In 1823 Britain asked the United States to make a joint statement against Spain's plan. The United States decided to make its own declaration – a statement that became known as the *Monroe Doctrine*. The Monroe Doctrine said that the Americas would no longer be open to colonization by any European power. Any country that tried to interfere in the affairs of an American nation would be considered an enemy of the United States.

This was a forceful message. Yet the United States – still a young nation – lacked the military power to back up its words. The British navy, however, ruled the seas, and the British were prepared to enforce the Doctrine to protect their trade with Latin America. The new Latin American nations expected no further trouble with Spain.

Trade and investment. Years of revolution had weakened Latin American

economies. Trade and farming had been severely disrupted. Warfare had claimed the lives of up to half the population in some areas.

In order to modernize, Latin American countries needed money to invest in transportation, banking, and manufacturing. The leaders of independence movements had hoped that their nations would attract European and North American investors, but this help was slow in coming. The rise of caudillos, however, brought order to the region. In the late 1800's trade picked up and foreign money began to flow into Latin America.

Neocolonialism. While trade and investment sped economic development, they also created problems for Latin American countries. Because raw materials were in great demand overseas, many of the countries concentrated on exporting only one or two products instead of building a broad-based economy. For example, Brazil relied heavily on coffee, and Argentina exported mainly beef. When world demand for such products dropped, the entire economy suffered.

Furthermore, foreigners who invested in Latin America gained tremendous influence over local governments. Though Latin American nations were independent, they often had to bow to the demands of foreign governments and foreign business owners. This kind of domination is called *neocolonialism*.

Immigration. Industrialization in Latin America led to heavy immigration from Europe. Latin American governments welcomed newcomers in order to fill the need for skilled labor. During the late 1800's Spanish, Portuguese, and Italian immigrants poured into Latin America. They were joined by smaller numbers of French, Irish, Chinese, Japanese, and Central Europeans. This mix of people gave the rapidly growing cities an international flavor. In addition, the immigrants' skills and their will to succeed boosted the Latin American economy.

8. Write a sentence using each word or set of words below. Your sentences should show that you understand the meaning of each term:

the Monroe doctrine, nationalism, caudillo, a broad-based economy, neocolonialism.

9. Find the other parts of speech (where possible) and mark the stress. Consult a dictionary.

noun	verb	adjective	adverb
nation			
		prosperous	
sympathy			
	interfere		
		modern	
	succeed		

10. Read the text and make a chart titled “*Problems Faced y Mexico in the 1800s*” and classify problems as political, social, economic or foreign relations.

Mexico in the Nineteenth Century

The Mexican-American War. Even before Mexico had gained its independence from Spain, American citizens had begun to settle in Texas, which was then part of Mexico. At first the Mexican government encouraged this settlement. Conflicts between the settlers and the government soon arose over such issues as the settlers’ attempts to bring slaves to Texas. These conflicts led to fighting in 1835.

Despite a Mexican victory at the Alamo, a mission in San Antonio, the settlers defeated the Mexican forces and declared their independence in 1836. In 1845 the United States decided to *annex* Texas – that is, make Texas a part of the United States. Mexico, which had never accepted the loss of Texas, objected to annexation, and in 1846 war broke out between Mexico and the United States.

The *Mexican-American War* was **disastrous** for Mexico. Forced **to surrender** in 1848, it lost vast territories to the United States. The land Mexico gave up included the present-day states of California, Nevada, and Utah as well as parts of Arizona, Colorado, New Mexico, and Wyoming. Less than 30 years after gaining independence, Mexico had shrunk to half its size.

Juárez. Humiliated by their defeat and angry at government corruption, the Mexican people looked for change. In 1855 a **reform-minded government** set out to strip the clergy and **high-ranking army officers** of many of their privileges.

A key figure in this **push for change** was *Benito Juárez*, an Indian lawyer and the minister of justice in the Mexican government. Juárez wrote many reforms into a new constitution drawn up in 1857. These reforms separated Church and state, ended Church ownership of land, and declared freedom of speech, press, and assembly. They also required that cases involving clergy or military officers be tried in the regular courts.

Opponents of the new constitution **took up arms** to overthrow the government. Juárez and his followers fled to Veracruz, where they set up their own government with Juárez as president. Thus began a bloody civil war in Mexico.

In the *War of the Reform (1858-1860)*, the army, the Church, and the upper classes stood against the poor and those who wanted reform. In the end the reformers won the war. They regained Mexico City and made Juárez president. He became the first Indian to serve as head of state anywhere in the Americas after the European conquest.

French Intervention in Mexico. The War of the Reform increased the already huge debts that Mexico owed to several European countries. In 1862 President Juárez declared that Mexico would have **to delay payment** on its debts. Determined to get their money back, Britain, Spain, and France sent troops to

invade Mexico.

The British and Spaniards withdrew after Mexico promised to repay its debts. Emperor Napoleon III of France, however, saw an opportunity to replace Juárez with a *puppet government* – one controlled by an outside power. Thinking that Mexicans would welcome a return to monarchy, Napo

leon III persuaded Archduke Maximilian of Austria to take control of Mexico. In 1864 Maximilian became emperor of Mexico.

Juárez **refused to acknowledge** Maximilian as Mexico's ruler and raised an army to drive out the French. The United States also objected to the French action, seeing it as a violation of the Monroe Doctrine. Yet Americans could do nothing because their own civil war was raging at the time. In 1866, however, **the tide turned** in Juárez's **favor**. The American civil war had ended, and the United States began to pressure France to leave Mexico. Faced with troubles at home as well, Napoleon III removed his troops. Juárez returned to power, and Maximilian's brief rule of Mexico ended before a firing squad.

Díaz. Juárez served as Mexico's president until his death in 1872. Mexico's next strong leader, General *Porfirio Díaz*, came to power in 1876. A **ruthless dictator**, he ruled Mexico almost continuously until 1911.

Díaz worked to build up the economy as vigorously as Juárez had worked for reform. Under Díaz, foreign businesses invested heavily in Mexican industry and agriculture. Aided by foreign funds and advisers, Mexico built railroads and tapped mines and oil fields. The government soon boasted the first **treasury surplus** in the history of the Mexican republic.

These advances came at **a tremendous cost**, however. The major share of the profits in the new industries and mines went to investors in Europe and the United States. The newly rich Creoles adopted European ways and **looked down on** Mexican culture. Mexican national pride suffered as a result. Thus, while Mexico benefited from the economic policies of Díaz, beneath the surface were **rumblings of discontent** that would erupt in the years to come.

11. Suggest the Ukrainian equivalents to the highlighted words and phrases.

12. Put questions to which these sentences are the answers:

1. Even before Mexico had gained its independence from Spain, American citizens had begun to settle in Texas.
2. These conflicts led to fighting in 1835.
3. The War of the Reform increased the already huge debts that Mexico owed to several European countries.
4. The British and Spaniards withdrew after Mexico promised to repay its debts.
5. Faced with troubles at home as well, Napoleon III removed his troops.

13. CRITICAL THINKING: *Work in groups and discuss the benefits and dangers of Latin America's involvement with other countries.*

14. WRITING: *Research and write a short biography of one of the leaders of the independence movements in Latin America. Include information on the leader's early life, his contributions to the independence movement, and his role following independence.*

15. For questions 1-10, read the text and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

Cowhands of the Americas

Raising livestock **(0)** **has** been important in the Americas ever **(1)** ... the Spaniards introduced horses, cattle, and sheep in their colonies. **(2)** ... the Americas, cowhands developed methods for managing large **(3)** ... of cattle on unfenced prairies and rangeland. In Argentina, these **(4)** ... are called *gauchos*. Elsewhere in Latin America, they **(5)** ... called *llaneros*.

In North America, the original cowhands of the Southwest were the Mexican *vaqueros*. They learned to herd **(6)** ... from horseback, roping them with a lariat or lasso. The *vaqueros* **(7)** ... practical working clothes – a wide-brimmed sombrero to keep off the sun and rain, high-heeled riding **(8)** ... with spurs, and leather chaps to protect their legs from thorny brush. Easterners **(9)** ... moved to the frontier adopted the customs of the *vaqueros*, creating **(10)** ... traditional picture of the American cowhand.

UNIT 6: Reaction and Revolution in Europe

Section 1: Europe after Napoleon

TERMS & NAMES

Congress of Vienna
conservatism

liberalism
nationalism

legitimacy

PRONUNCIATION

Vienna /vi'enə/

Prince Metternich /'metər,nɪk;
,nɪk/

Austria /'ɔstriə/

Edmund Burke /bərɪk/

Nazism /'nɑ:tsɪz(ə)m/

Czar /zɑ:/

Prussia /'prʌʃə/

Bosnia /'bɔznɪə/

Herzegovina /,hɛ:tsə'gɒvɪnə/

Robert Stewart Castlereagh
/'kɑ:s(ə)lreɪ/

Piedmont /'pi:dmənt/

Venetia /vi'ni:fə/

Adriatic /,eɪdrɪ'atɪk/

Charles Maurice de Talleyrand
/'tali'rænd /

Bourbon /'buəb(ə)n/

Papal /'peɪp(ə)l/

As revolutions shook the colonies in Latin America, Europe was also undergoing dramatic changes. Under the leadership of Prince Metternich of Austria, the Congress of Vienna had tried to restore the old monarchies and territorial divisions that had existed before the French Revolution. On an international level, this attempt to turn back history succeeded. For the next century, European countries seldom turned to war to solve their differences. Within countries, however, the effort failed. Revolutions erupted across Europe between 1815 and 1848.

1. Before you read the text, answer the following questions:

1. How did the ideas of the Enlightenment and the French Revolution differ from traditional patterns of authority?
2. What actions might European leaders have taken to repress movements for political freedom?
3. How might democratic ideals survive a period of repression?

Discuss them in pairs and present feedback to the class.

2. Read the text and explain the differences between conservatism, liberalism and nationalism:

Forces in European Politics

Conservatism. The mood at the Congress of Vienna was one of *conservatism* – a philosophy based on the desire to preserve traditional ways of doing things. Nineteenth-century conservatism was a reaction against the ideas of the Enlightenment and the sweeping changes of the French Revolution. It had its strongest support among upper-class Europeans. These people – aristocrats, high clergy, and wealthy business owners – stood to lose the most from changes in the social order.

Conservatives such as the English statesman Edmund Burke were alarmed that people in France had revolted. In their eyes, the monarchy and the nobility were needed for a stable, well-run country. Conservatives felt that the French revolutionaries had come close to destroying civilization.

Liberalism. Conservatism was at odds with *liberalism* – another philosophy that grew out of the Enlightenment and the French Revolution. Liberalism stressed individual freedom, equality under law, and freedom of thought and religion. Both the French Declaration of the Rights of Man and the American Bill of Rights expressed these ideals.

In the 1800's, liberals were mainly members of the rising middle class. They included bankers, merchants, lawyers, journalists, university students, and intellectuals. They called for written constitutions, parliamentary government, and the protection of natural rights. Some liberals favoured a republic in which all citizens, rich and poor, would vote and hold office. Other liberals worried about sharing power with the large mass of common people. They believed that governing was best left to those who were educated or owned property.

Nationalism. Nationalism was also growing in Europe in the 1800's. Nationalist feelings had taken hold in France during the Revolution. When foreign monarchs had threatened to conquer France, the French people – men and women, young and old – had united to defend their homeland. Never in the history of Europe had there been such an army. The soldiers of the Revolution fought not for money or a popular leader but for the French nation.

Nationalism flourished even among people who did not live in a united or independent country. In many parts of Europe, such people still had strong ties to their homeland. They shared a common language, history, and set of beliefs, and they took great pride in their own culture. Nationalist movements – campaigns for independence and reform – became common in these lands.

3. For each term or name, write a sentence explaining its significance:

Enlightenment, the French Revolution, the French Declaration of the Rights of Man, the American Bill of Rights, liberals.

4. Find the other parts of speech (where possible) and mark the stress. Consult a dictionary.

noun	verb	adjective	adverb
nature			
	govern		
monarch			
	destroy		
parliament			
	defend		

5. Choose the correct preposition:

To (×2), under (×2), on, in, against, for (×2), at, about, of

1) ___ the leadership, 2) turned ___ war, 3) to be based ___, 4) a reaction ___, 5) to be needed ___, 6) to be ___ odds, 7) equality ___ law, 8) freedom ___ thought, 9) to call ___, 10) to be worried ___, 11) to have strong ties ___, 12) to take pride ____

6. Interpret the chart in pairs and present feedback to the class:

Positive and Negative Results of Nationalism

Nationalism has not always been a positive influence. For example, extremely strong nationalistic feelings sometimes lead a group to turn against outsiders. The chart below lists some positive and negative results of nationalism.

Note how some results, such as competition, can be both positive and negative. Do you think nationalism has had more of a positive or negative impact on the world? Support your opinion with evidence.

Positive Results	3. Negative Results
• People within a nation overcoming their differences for the common good	4. • Forced assimilation of minority cultures into a nation's majority culture
• The overthrow of colonial rule	5. • Ethnic cleansing, such as in Bosnia and Herzegovina in the 1990s
• Democratic governments in nations throughout the world	6. • The rise of extreme nationalistic movements, such as Nazism
• Competition among nations spurring scientific and technological advances	7. • Competition between nations leading to warfare

7. Read the text and work in groups to debate the following: The policies established by the Congress of Vienna were the most effective ways to ensure peace in Europe.

The Congress of Vienna

Delegates to the Congress of Vienna **made up their minds** to bring back conservatism and block liberal and nationalist ideas. They had four major aims:

restoring the balance of power, taking away the freedoms people had gained, placing **former ruling families** back on their thrones, and building a **lasting peace**.

The role of Metternich. There were nine ruling monarchs at the Congress of Vienna, including Czar Alexander I of Russia, King Frederick William III of Prussia, and the host, Emperor Francis I of Austria. Most of the other delegates were aristocrats.

One man in particular **stood out** at the Congress. This was *Prince Klemens von Metternich*, a shrewd Austrian diplomat. Metternich hated the liberal ideas that had sparked the French Revolution. The belief that society could be reshaped according to the ideals of liberty and equality, said Metternich, had brought 25 years of war and upheaval (1789-1814).

Metternich also **despised nationalism**, fearing the changes it might make in the old order. Nationalism **posed a special threat** in the Austrian Empire, where many different peoples lived under Austrian rule. If they demanded self-rule, Metternich feared, the empire would collapse.

Potential conflict. Though they all wanted to protect the old order, the delegates to the Congress of Vienna disagreed on many matters. Both Prussia and Russia hoped to gain new lands in Europe. Prussia wanted **to take over** the German kingdom of Saxony. Russia wanted complete control of Poland, which had been divided among Russia, Prussia, and Austria in 1795. Britain and Austria, however, felt that these plans threatened the balance of power in Europe. Metternich was determined **to keep** any one state **from** dominating the continent. Most of the other delegates agreed that peace depended on a balance of power.

The dispute gave Prince Talleyrand of France a chance **to regain some influence** for his country. He joined Metternich and the British delegate, Lord Castlereagh, **in a pledge** to go to war with Prussia and Russia if necessary. Faced with this threat, the two empires **backed down** and reduced their demands for land. Prince Talleyrand's action also restored France to the status of a great power.

New European borders. Early in 1815, the delegates at Vienna finished **drawing up** a peace settlement. They hoped to restore a balance of power by changing many borders in Europe.

To keep the French **in check**, the allies strengthened France's neighbours. Switzerland, directly to the east, regained its independence. The Netherlands, to the northeast, became a kingdom that included Belgium (the former Austrian Netherlands). The northern Italian state of Piedmont was taken from France and given to the Kingdom of Sardinia. Austria gained the Italian states of Lombardy and Venetia, as well as other territory on the Adriatic Sea. Finally, Prussia received land on France's eastern border, though not as much as it had wanted.

The other allies were also rewarded for having opposed Napoleon. Russia was allowed to keep Finland and a large part of Poland. Sweden received Norway. Britain kept **the overseas possessions** it had claimed during the Napoleonic Wars, including the Dutch Cape Colony in South Africa.

The German Confederation. In one of the major acts of the Congress, Metternich and the great powers organized the 39 German states into the German Confederation. This was an alliance of independent states, dominated by Austria. The establishment of the Confederation upset German nationalists, who had wanted one united homeland.

Restoration of monarchs. A **guiding principle** of the Congress was *legitimacy*. This was the idea that the monarchs who **had been forced out of power** during the French Revolution and the Napoleonic wars were their nations' **rightful rulers**. Earlier, the Bourbon dynasty had been restored in France. Now the Congress put other "legitimate" rulers back on their thrones. Monarchy returned to Spain, Portugal, and Sardinia. The Pope regained the Papal States.

The settlement arranged in Vienna kept peace in Europe for many years. No one country was strong enough to dominate the continent. No power was so unhappy that it turned to war **to undo the settlement**.

8. Interpret the meanings of the highlighted collocations.

9. Read the text and make a chart indicating *where, when, and why* revolts broke out in Europe after the Congress of Vienna. Indicate the results of each.

Challenges to Conservatism

Despite the efforts of Metternich, the spirit of revolution grew. Liberals and nationalists in many countries continued to organize secret societies, print revolutionary newspapers, collect weapons, and plan revolts.

Spain. One of the first major challenges to the Metternich system took place in Spain. King Ferdinand VII, restored to the throne in 1814, was a harsh ruler who jailed or exiled many reformers. In 1820, Spanish army officers rose against the king and forced him to restore an earlier, more liberal constitution. Afraid that the rebellion would spread, the great powers sent in a French army in 1823. The leaders of the Spanish revolt were brutally punished, and Ferdinand stayed in power.

Italy. Revolts also broke out in 1820 in Italy. There, reformers hoped to unite the many Italian states under one government. In addition, they hoped for freedom from the foreign powers that controlled the Italian states. Austrian armies quickly put down the revolts, first in Naples and then in Piedmont. Rulers in other Italian states jailed and executed leaders of the reform movements, and several thousand Italians fled to other lands.

Russia. Secret revolutionary groups also formed in Russia, led by young army officers who had learned liberal ideas from the French. They hoped to westernize Russia and establish a constitution. The officers had no support from the people, however. Their uprising in December 1825 – the Decembrist revolt – was easily smashed by the new czar, Nicholas I. Five leaders of the revolt were

hanged, and many more were exiled to the freezing wasteland of Siberia. To halt the further spread of liberal ideas, Nicholas began rigid censorship of the press. The czar also set up a secret police force to spy on potential troublemakers.

Greece. The first successful national revolution took place in Greece. In 1821 Greek patriots rebelled against rule by the Ottoman Turks. Sympathy for the Greeks was strong in other countries. Europeans and Americans admired ancient Greek culture. Russians viewed the Greeks' struggle as a holy war – a battle of Christians against the Muslim Turks. Many adventurous Europeans volunteered their help. In 1827 Britain, France, and Russia entered the war, and Greece won its independence in 1829.

France. The spirit of liberalism lived on in France as well. When Louis XVIII became king in 1814, he saw that the French people would not accept a return to absolute monarchy. Louis issued a special charter that protected many of the rights gained during the French Revolution. The charter provided for an elected legislature, although only wealthy property owners could vote. It also guaranteed freedom of speech, press, and religion. Many nobles, led by the king's brother Charles, found the charter too liberal. They wanted a return to the Old Regime.

When Louis died in 1824, his brother became king. Charles X tried to bring back special privileges for the nobility and the clergy. In July 1830 he broke up the legislature, began censoring the press, and limited the voting rights of the bourgeoisie.

The people of Paris, led by students and middle-class liberals, rose in revolt. Workers and students stormed into the streets in what is known as the July Revolution. To halt the movement of government soldiers, they built barricades with paving stones, furniture, tree trunks, and wagons. Behind these barriers, guns in hand, they sang the "Marseillaise," the rallying song of the French Revolution. Many soldiers refused to fire on the rebels. The king, fearing for his life, fled to Britain.

Many of the French revolutionaries had hoped to set up a democratic republic. The middle-class liberals who controlled the rebellion, however, preferred to keep the monarchy. They named a new king, Louis Philippe, to replace Charles X.

Louis Philippe was known as the "Citizen King." Rather than kingly robes, he wore the clothes of a businessman. Instead of flying the royal family's flag, he flew the tricolor – the red, white, and blue flag of the Revolution. Yet Louis Philippe's policies generally favored well-to-do business owners and bankers. This satisfied neither the conservative nobles nor the liberals and radicals who had fought in the July Revolution. Voting power was still largely in the hands of the aristocracy, who made up less than 3 percent of the adult male population.

Belgium. The 1830 revolution in France touched off similar uprisings in other parts of Europe. In Belgium, a Catholic country ruled by Dutch Protestants, religious and cultural differences led to a revolt. Stirred by the events in Paris, Belgian patriots proclaimed their independence from the Netherlands. In 1831 the

European powers recognized Belgium as an independent nation.

Poland. Soon after the Belgian crisis began, a rebellion broke out in Poland. The Congress of Vienna had set up a new kingdom of Poland ruled by the Russian czar, but Poles had not given up their hopes for independence.

Polish students and army officers were inspired by events in France and Belgium.

When the czar threatened to send Polish soldiers to crush those revolutions, the Poles rose up against Russian rule. Russian armies put a quick end to the fighting, however, and Czar Nicholas I imposed even stricter rule on Poland. Other Polish rebellions continued below through the 1800's, but none succeeded.

10. Find in the text words that mean the same:

- 1) an organization whose members are sworn to secrecy about its activities,
- 2) to expel and bar (someone) from their native country, typically for political or punitive reasons,
- 3) to carry out a sentence of death on (a legally condemned person),
- 4) to bring or come to an abrupt stop,
- 5) the practice of officially examining books, movies, etc., and suppressing unacceptable parts,
- 6) willing to take risks and to try new methods,
- 7) the group of people in it who have the power to make and pass laws,
- 8) the middle-class people who own most of the wealth in a capitalist system,
- 9) a person who rises in opposition or armed resistance against an established government or leader,
- 10) to announce officially or publicly.

11. CRITICAL THINKING: *Why did many members of the upper and middle class in Europe oppose liberal reforms?*

Discuss in groups and present feedback to the class.

12. WRITING: *Write an essay analyzing the conflict between conservatism and liberalism in Europe after the Congress of Vienna. Consider the following questions: (a) In what ways did conservatives maintain power? (b) What might account for the persistence of liberalism despite conservative efforts to repress reform?*

Section 2: The Romantic Movement

TERMS & NAMES

romanticism

realism

impressionism

PRONUNCIATION

realpolitik /rei'ɑ:l pəli'ti:k/

grotesque /grəu'tesk/

Johann Wolfgang von Goethe /'gə:tə/

Victor Hugo /'hju:gəʊ/, French /'ygo/

Frankenstein /'fræŋk(ə)nstaɪn/

Franz Liszt /list/

Ludwig van

Beethoven

/'beɪt(h)əʊv(ə)n/

William Shakespeare /ʃeɪk'spiə/

Frederic Chopin /'ʃəʊpən/

daguerreotype /də'gerəutaɪp/

Louis Daguerre /də'gɛ:/

Honore de Balzac /ɒnə'redə 'bælzæk/

Emile Zola /'zəʊlə/

Claude Monet /klə:d 'mɒnei/

Edgar Degas /'deɪgə:/

Pierre-Auguste Renoir /pjɛr ɔgyst
rə'nwɑ:/

Maurice Ravel /ra'vel/

Claude Debussy /də'b(j)u:si/

Leipzig /'laɪpɪg/

Strasbourg /'strazbɜ:g/

Augustus /ɔ:'gʌstəs/

Weimar /'vaɪmɑ:/

Eugène Delacroix /dɛlə'krwɑ:/

Historical events sometimes produce a reaction against ideas previously considered important. During the first half of the 1800s, artists focused on ideas of freedom, the rights of individuals, and an idealistic view of history. After the great revolutions of 1848, political focus shifted to leaders who practiced realpolitik. Similarly, intellectuals and artists expressed a “realistic” view of the world. During the late eighteenth century, European artists and thinkers abandoned Enlightenment ideas that stressed the importance of human reason and drew inspiration from a Romantic view of nature and individuals.

1. Before you read the text, answer the following questions:

1. How did the Enlightenment influence events in eighteenth-century Europe?
2. What late eighteenth-century events in Europe might have resulted in a change in artistic and intellectual values?
3. What kinds of issues or events today might affect values held by people?

Discuss them in pairs and present feedback to the class.

2. Read the text and check your ideas.

The Romantic Movement

At the end of the 18th century, the Enlightenment idea of reason gradually gave way to another major movement in art and ideas: *romanticism*. This

movement reflected deep interest both in nature and in the thoughts and feelings of the individual. In many ways, romantic thinkers and writers reacted against the ideals of the Enlightenment. They turned from reason to emotion, from society to nature. Romantics rejected the rigidly ordered world of the middle class. Nationalism also fired the romantic imagination. For example, George Gordon, Lord Byron, one of the leading romantic poets of the time, fought for Greece's freedom.

The Ideas of Romanticism. Emotion, sometimes wild emotion, was a key element of romanticism. However, romanticism went beyond feelings. Romantics expressed a wide range of ideas and attitudes. In general, romantic thinkers and artists shared these beliefs:

- emphasized inner feelings, emotions, and imagination
- focused on the mysterious, the supernatural, and the exotic, grotesque, or horrifying
- loved the beauties of untamed nature
- idealized the past as a simpler and nobler time
- glorified heroes and heroic actions
- cherished folk traditions, music, and stories
- valued the common people and the individual
- promoted radical change and democracy

Romanticism in Literature. Poetry, music, and painting were the most influential arts because they were able to capture the emotion of romanticism. To romantics, poetry was the highest form of expression. The British romantic poets *William Wordsworth* and *Samuel Taylor Coleridge* both honoured nature as the source of truth and beauty. Later English romantic poets, such as *Lord Byron*, *Percy Bysshe Shelley*, and *John Keats*, wrote poems celebrating rebellious heroes, passionate love, and the mystery and beauty of nature. Like many romantics, many of these British poets lived stormy lives and died young. Byron, for example, died at the age of 36, while Shelley died at 29.

Germany produced one of the earliest and greatest romantic writers. In 1774, *Johann Wolfgang von Goethe* published *The Sorrows of Young Werther*. Goethe's novel told of a sensitive young man whose hopeless love for a virtuous married woman drives him to suicide. Also in Germany, the brothers *Jakob* and *Wilhelm Grimm* collected German fairy tales and created a dictionary and grammar of the German language. Both the tales and the dictionary celebrated the German spirit.

Victor Hugo led the French romantics. His works also reflect the romantic fascination with history and the individual. His novels *Les Misérables* and *The Hunchback of Notre Dame* show the struggles of individuals against a hostile society.

The Gothic Novel. Gothic horror stories became hugely popular. These novels often took place in medieval Gothic castles. They were filled with fearful, violent, sometimes supernatural events. *Mary Shelley*, wife of the poet Percy

Bysshe Shelley, wrote one of the earliest and most successful Gothic horror novels, *Frankenstein*. The novel told the story of a monster created from the body parts of dead human beings. Charlotte Brontë's *Jane Eyre* and Emily Brontë's *Wuthering Heights*, both written in 1847, also used the gothic style.

Composers Emphasize Emotion. Emotion dominated the music produced by romantic composers. These composers moved away from the tightly controlled, formal compositions of the Enlightenment period. Instead, they celebrated heroism and national pride with a new power of expression.

As music became part of middle-class life, musicians and composers became popular heroes. Composer and pianist *Franz Liszt*, for example, achieved earnings and popularity comparable to those of today's rock stars.

One of the composers leading the way into the Romantic period was also its greatest: *Ludwig van Beethoven*. His work evolved from the classical music of the Enlightenment into romantic compositions. His *Ninth Symphony* soars, celebrating freedom, dignity, and the triumph of the human spirit.

Later romantic composers also appealed to the hearts and souls of their listeners. *Robert Schumann's* compositions sparkle with merriment. Like many romantic composers, *Felix Mendelssohn* drew on literature, such as Shakespeare's *A Midsummer Night's Dream*, as the inspiration for his music. Polish composer and concert pianist *Frederic Chopin* used Polish dance rhythms in his music. *Giuseppe Verdi* and *Richard Wagner* brought European opera to a dramatic and theatrical high point.

The Shift to Realism in the Arts. By the middle of the 19th century, rapid industrialization deeply affected everyday life in Europe. The growing class of industrial workers lived grim lives in dirty, crowded cities. Industrialization began to make the dreams of the romantics seem pointless. In literature and the visual arts, *realism* tried to show life as it was, not as it should be. Realist painting reflected the increasing political importance of the working class in the 1850s. Along with paintings, novels proved especially suitable for describing workers' suffering.

Photographers Capture Reality. As realist painters and writers detailed the lives of actual people, photographers could record an instant in time with scientific precision. The first practical photographs were called *daguerreotypes*. They were named after their French inventor, *Louis Daguerre*. The images in his daguerreotypes were startlingly real and won him worldwide fame.

British inventor *William Talbot* invented a light-sensitive paper that he used to produce photographic negatives. The advantage of paper was that many prints could be made from one negative. The Talbot process also allowed photos to be reproduced in books and newspapers. Mass distribution gained a wide audience for the realism of photography. With its scientific, mechanical, and mass-produced features, photography was the art of the new industrial age.

Writers Study Society. Realism in literature flourished in France with writers such as *Honore de Balzac* and *Emile Zola*. Balzac wrote a massive series

of almost 100 novels entitled *The Human Comedy*. They describe in detail the brutal struggle for wealth and power among all levels of French society. Zola's novels exposed the miseries of French workers in small shops, factories, and coal mines. His revelations shocked readers and spurred reforms of labor laws and working conditions in France. The famous English realist novelist *Charles Dickens* created unforgettable characters and scenes of London's working poor. Many of the scenes were humorous, but others showed the despair of London's poor. In his book *Little Dorrit*, Dickens described the life of a working-class person as sheer monotony set in a gloomy neighborhood.

Impressionists React Against Realism. Beginning in the 1860s, a group of painters in Paris reacted against the realist style. Instead of showing life 'as it really was', they tried to show their impression of a subject or a moment in time. For this reason, their style of art came to be known as *impressionism*. Fascinated by light, impressionist artists used pure, shimmering colors to capture a moment seen at a glance.

Life in the Moment. Unlike the realists, impressionists showed a more positive view of the new urban society in Western Europe. Instead of abused workers, they showed shop clerks and dock workers enjoying themselves in dance halls and cafes. They painted performers in theatres and circuses. And they glorified the delights of the life of the rising middle class. *Claude Monet, Edgar Degas, and Pierre-Auguste Renoir* were leaders in the movement that became very popular.

Composers also created impressions of mood and atmosphere. By using different combinations of instruments, tone patterns, and music structures, they were able to create mental pictures of such things as flashing lights, the feel of a warm summer day, or the sight of the sea. French composers *Maurice Ravel* and *Claude Debussy* are the most notable members of the impressionist music movement.

3. With your partner, answer the questions on the text:

1. What was the key element of romanticism?
2. What characteristics did photography have that made it the art of the industrial age?
3. What was the goal of impressionist painters?
4. How are the movements of romanticism and realism alike and different?

4. Give nouns corresponding to the following verbs: to emphasize, to glorify, to idealize, to cherish, to promote.

5. Make sentences of your own using the following words and phrases: to focus on, to shift to, to give way to, go beyond, lead the way into, to deeply affect,

to live a grim/stormy life, to gain a wide audience.

6. Give the English equivalents from the text:

1) виражати реалістичний погляд на світ, 2) черпати натхнення, 3) передати емоцію романтизму, 4) звертатися до сердець і душ, 5) іскритися веселощами/виблискувати радісним настроєм, 6) стимулювати реформи.

7. Before you read the text, think what you know about Johann Wolfgang von Goethe and his literary activity.

Faust

by Johann Wolfgang von Goethe (1749-1832)

Literary Giant. Considered one of the giants of world literature, the German poet, playwright, and novelist Johann Wolfgang von Goethe inspired literary movements and influenced the novel form. He was also a scientist and a statesman. Born in Frankfurt am Main, Goethe was **groomed** by his father to study law. The young man, however, had other ideas. At the University of Leipzig and later at the university in Strasbourg, Goethe **neglected** his law courses to study music, art, and architecture and to write poetry and plays. During a long recovery from an illness, he **pursued** an interest in magic and the **occult**. All of these early interests are evident in Goethe's important works. One of his first, the novel *The Sorrows of Young Werther* (1774), achieved great success and helped initiate the *Sturm und Drang* literary movement, the **forerunner** of the Romantic movement in Germany.

Years at Weimar. Goethe's fame brought him to the attention of Duke Charles Augustus, who in 1775 invited the writer to move to his court at Weimar. Goethe accepted the invitation, and Weimar became his home for the rest of his life. During his first ten years there, Goethe largely **abandoned** his literary aspirations. Made a minister of state, he dedicated himself to his duties. In 1786, however, Goethe embarked on a two-year trip to Italy, and it was during this period that he "found himself again as an artist". His **subsequent** friendship with the German poet and playwright Friedrich von Schiller strengthened his resolve to return to literature.

The Writing of *Faust*. In particular, Goethe resumed his work of dramatizing the Faust legend. The poet's fascination with Faust had begun in his boyhood, when he saw a puppet show about the legendary magician. In the 1770s, he had started to write a verse drama about Faust. In 1790, a fragment of the work was published. By 1797, Goethe had begun working in earnest on the drama and decided to present the story in two parts. *Faust Part 1*, published in 1808, was well received. Goethe did not return to work on the second part until 1824. It was finally completed in 1832, shortly before his death.

The Faust Legend. The Faust legend was based on a real person named Johann Faust, who died around 1540. The real Faust was a German astrologer

and magician. Legend has it that he performed such magical **feats** as producing wine from thin air. People also said that he had sold his soul to the devil to gain knowledge. In 1587, an anonymous collection of legends about Faust appeared in print, and it was widely read. The story of Faust was retold over the next two centuries in German popular dramas and puppet shows.

All of these works portrayed Faust as a sinner who deserved damnation. Goethe, however, portrayed him as a much more **sympathetic** character. He chose to present Faust as a Romantic hero, emphasizing his tormented emotions and his **restless** search for knowledge. Although Goethe called his drama a tragedy, it ends with Faust's **salvation**.

The Story of *Faust*. Have you ever heard the phrase “to make a deal with the devil” or “to sell your soul to the devil”? These phrases originated with the Faust legend. In Goethe's version, Doctor Faust, a university professor, is dissatisfied with his own academic studies. He makes a deal with the devil Mephisto, who promises to help Faust discover real knowledge. They agree that if Faust ever becomes **contented**, the devil will seize his soul. In Goethe's play, Faust is willing to give up his soul to attain a godlike knowledge and experience of the world.

What would you give up to achieve your dream? Health? Love? Your soul? The respect of others?

Share your thoughts with a classmate.

8. Interpret the meanings of the highlighted words.

9. Read the text below. Choose from (A-H) the one which best fits each space (1-9). There are two choices you do not need to use.

Painting

Romantic artists broke with conventional subject matter to paint subjects (1) These artists were united by their desire (2)

Many Romantic artists painted landscapes (3) The two most important English landscape artists were *John Constable* and *J. M. W. Turner*. Constable expressed his love for the English countryside (4) Turner, on the other hand, emphasized (5) *Caspar David Friedrich*, considered the greatest German Romantic painter, also focused (6) The otherworldly quality of Friedrich's work inspires the viewer with a sense of mystery and awe.

The greatest French Romantic painter, *Eugene Delacroix*, broke away from the landscape artists (7) Many of his paintings reflect his fascination (8) Delacroix created a sense of mood and mystery in these works (9)

- A** on the power of nature
- B** through the use of rich color and deep shadow
- C** that were dramatic and imaginative
- D** by portraying its beauty and harmony

- E** to depict more dramatic events
- F** to express their individual feelings and beliefs
- G** with the people and history of other cultures
- H** to depict more exotic subject matter
- I** to convey their feelings about nature
- J** by giving its detailed description
- K** the energy and destructive force of the natural world

10. CRITICAL THINKING: *Work in groups to present **a dialogue** that might have occurred between a representative of Romantic ideals and an Enlightenment thinker. Discuss Romantic and Enlightenment values and describe the similarities and differences between them.*

11. WRITING: *Listen to a piece of music by Beethoven, and then listen to a piece of contemporary music that you like. Write a **comparison-and-contrast essay** on the two pieces of music.*

Section 3: The Revolutions of 1848

TERMS & NAMES

economic crisis

Rebellion

socialism

PRONUNCIATION

drought /draut/

Louis Philippe /,lu:i fr'i: p/

Alexis de Tocqueville /'tøk, vil/

Louis Blanc /,lu:i blɑ̃/

Louis Napoleon /,lu:i nə'pəʊliən/

Magyar /'mægja: /

Czech /tʃek/

Hapsburg /'hapsbɜ:g/

Bohemia /bə(u)'hi:miə/

Prague /pra:g/

Louis Kossuth /,lu:i'kɒsu:θ/

Croat /'krəʊæt/

Serb /sɜ:b/

Venice /'venɪs/

The revolutions of the 1820's and 1830's had challenged the conservatism of the Congress of Vienna. In the 1840's, movements for reform and independence continued in many parts of Europe. Economic misery and lack of political freedom set the stage for another wave of revolutions in 1848.

1. Before you read the text, answer the following questions:

1. What might account for the strength of nationalism during certain periods of history?
2. Why might nationalist feelings sometimes result in movements for independence and reform?
3. What groups of people in the world today might be viewed as expressing nationalist aspirations?

Discuss them in pairs and present feedback to the class.

2. Read the text and check your ideas:

Rebellion in France

Economic Crisis in Europe. Between 1846 and 1848 Europe suffered an economic crisis. Ireland was especially hard hit. For many years, Irish peasants had depended on potatoes as their main food source. In 1845 and 1846 disease ruined nearly all of Ireland's potato crop. Close to 500,000 people died from starvation and disease in one of the worst famines in modern history. While the potato famine was devastating Ireland, a severe drought hurt the grain harvest in Europe. The resulting food shortages caused high prices, food riots, and widespread suffering. At the same time, businesses across Europe failed, which led to severe unemployment. In anger and frustration, many common people turned against their governments and demanded reforms.

Increasing discontent. *Louis Philippe's* rule had never satisfied a large part of the French population. Resentment was strongest among members of the working class, who suffered from unemployment and low wages. Laws prevented

French workers from striking, and few of them could meet the property requirements for voting. They also objected to the corruption common among government officials. Noting the workers' angry mood, the political writer *Alexis de Tocqueville* warned, "I believe that we are at this moment sleeping on a volcano."

Many working-class men and women decided that radical changes were necessary. They turned to *socialism* – a philosophy that called for public ownership of factories, banks, and other businesses. Some socialists said that workers should own the businesses they worked for; others thought that all businesses should be owned by the government. Socialists agreed, however, that the country's wealth should be divided more evenly among all the people.

A workers' revolt. Tired of government corruption and delays in reform, angry mobs rioted in Paris on the night of February 22, 1848. Louis Philippe gave up his throne and left France in disguise three days later. In this way the Second French Republic was born.

The new government was headed by a committee of 10 people. Some of these leaders wanted political liberty but not social reform. Other committee members, led by the socialist *Louis Blanc*, urged the new government to make changes that would help workers. As a result of Blanc's demands, the government set up a national workshop program to provide jobs. Nearly 200,000 people, desperate for work, poured into the city of Paris to sign up. Of this number about 120,000 found jobs – usually digging roads for very low pay.

The cost of the workshop program upset many taxpayers, including peasants and the middle class. When elections were held, these voters chose more conservative delegates to the assembly. In June 1848 the government closed the workshops, and Paris workers rose in protest over the loss of jobs. Men, women, and children again set up barricades in the streets of the city.

Three days of fierce street fighting followed between the workers and government soldiers. More than 10,000 people were killed or injured. Thousands more were thrown into prison.

A divided nation. The bloody "June Days" split France in two. In the words of one Frenchwoman, the country fell "prey to a feeling of terror unlike anything since the invasion of Rome by the barbarians." The working class now faced opposition, bordering on hatred, from all those who owned property – peasants, middle class, and aristocrats. Most French people feared socialism and wanted order and stability, not extreme changes in the old system.

In response to the June uprising, the French assembly changed the constitution to give the government stronger controls. At the same time, though, it gave voting rights to all adult males.

French voters then elected *Louis Napoleon* president of France. Nephew of the emperor Napoleon, Louis Napoleon ruled conservatively and became very popular.

When the legislature opposed him, he disbanded it and set up a dictatorship. In

1852 the voters gave him a new title, Emperor Napoleon III. The Second Empire now replaced the republic created in 1848.

3. Find the word family. Consult a dictionary.

noun	verb	adjective	adverb
	employ		
	own		
		political	
	divide		
	assemble		

4. Read the text and find evidence to support the following generalization:
Nationalism caused uprisings in the Austrian Empire.

The Austrian Empire

In 1848, as in 1830, the revolutionary spirit spread from France through the rest of Europe. In the Austrian Empire, several nationalist uprisings took place. Germans were the strongest nationality in the Austrian Empire, making up about 25 percent of the population. In Hungary, which was the eastern part of the empire, *Magyars (Hungarians)* were the largest nationality group. Some of the Slavic peoples, such as the Czechs and Poles, complained of mistreatment by both the Germans and the Magyars. Still other groups in the empire, including Italians, wanted self-government.

Austria's *Hapsburg* rulers used the army and the bureaucracy to hold their empire together. This task became more and more difficult, however, as the spirit of nationalism grew. With new pride in their cultures, Czechs and Hungarians protested against German domination of the empire. Writers began to write in their own language instead of the Latin, German, and French they had been taught to use in school.

Revolts in Vienna and Bohemia. Less than a month after the February 1848 revolution in France, students and workers in the Austrian capital of Vienna revolted. They demanded a constitution and an end to feudal practices. Students and workers took control of parts of the city, and peasants rebelled in the countryside.

The frightened emperor, *Ferdinand I*, gave in to the rebels' demands. He abolished serfdom and promised a constitution. He also dismissed Metternich, the aging white-haired prince who had come to be hated by the Austrian people.

A few weeks after the trouble in Vienna, an uprising broke out in the city of Prague, the Bohemian capital. At the same time, Czech nationalists in Bohemia met at an all-Slav congress. In an effort to rid themselves of German dominance, they called for a constitution for Bohemia. They also demanded that the Czech language be used along with German in the schools and by government offices.

Temporary reforms in Hungary. The most serious threat to Austrian rule

occurred in Hungary. In March 1848 *Louis Kossuth*, a Hungarian patriot, urged Hungarians to demand more self-government. The Austrian ruler, facing rebellion throughout his empire, agreed to these demands. Two weeks later, Hungary adopted a constitution that left it within the Austrian Empire but otherwise in charge of its own affairs. The constitution ended feudal privileges and guaranteed freedom of religion and freedom of the press. It also gave voting rights to all men who owned property.

The plan of the Hungarian revolutionaries, however, was to form a Hungarian state based on the Magyar language and culture. It became clear that the other ethnic groups in Hungary – Croats, Serbs, Rumanians, and Germans – would not enjoy equal benefits. These peoples, who made up more than half the population of Hungary, strongly opposed Magyar domination.

Defeat of the rebels. Hapsburg Austria took advantage of both its military strength and the conflicts among the people of Hungary. In June 1848, imperial troops bombarded Prague and crushed the Czech rebellion. In October, Austrian soldiers attacked students and workers in Vienna. Thousands were killed as the army retook the city.

In Hungary, civil war had erupted. Serbo-Croatian troops, supported by the whole non-Magyar population and Austria, fought Magyar troops led by Kossuth. Unable to overcome Kossuth's fighters, Austria decided to pull the Serbo-Croatian soldiers back to Vienna. The Magyars then proclaimed Hungary an independent republic in April 1849.

Their independence was short-lived, however. The new Austrian emperor, 18-year-old *Francis Joseph*, had no intention of losing Hungary. He called for help from Czar Nicholas I of Russia. In June a Russian army attacked Hungary from the east, and by August the rebels had been defeated. The Hapsburgs had now silenced Magyars in Hungary, Czech nationalists in Prague, and liberals in Vienna.

5. CRITICAL THINKING: *Work in groups and analyze the sources of conflict between nationalist groups and the Austrian government.*

6. Read the text and explain why nationalist movements in Italy and Germany failed.

Failed Attempts at Unification

Italy. The Italians' desire for a united, independent Italy had been growing since the Congress of Vienna. Resentment was especially strong in the Austrian-held states of Lombardy and Venetia. In 1831, *Giuseppe Mazzini* had started a secret society called *Young Italy*. Its members wanted to set up a republic, with Rome as the capital.

In 1848 unrest gave way to rebellion in many parts of Italy. Several rulers of Italian states made liberal reforms, but the revolutionaries wanted more drastic change. In March 1848, revolts broke out in Venice and Milan. The king of

Sardinia, the only state under Italian rule, declared war on Austria. Near the end of the year, the Pope fled Rome, and in February 1849, Italians proclaimed the Roman Republic.

By mid-1849, however, the Austrians had regained control. They defeated the Sardinians, recaptured Milan, and bombarded Venice into submission. France sent an army that defeated the Roman Republic and restored the Pope to power. The revolutionaries' dream of a united Italy had been shattered.

Germany. Many Germans still dreamed of a unified nation. The revolutions in France and the Austrian Empire gave hope to workers and middle-class German liberals. In March 1848 they took to the streets of Berlin and other cities. Terrified by the resulting bloodshed, the king of Prussia, *Frederick William IV*, gave his subjects a constitution and an assembly. Other German rulers followed his example. This encouraged middle-class liberals to elect delegates to a national assembly in Frankfurt, which met from May 1848 to May 1849.

The Frankfurt Assembly drew up plans for a united Germany that would include all the German states except Austria. They asked Frederick William to be emperor of the new nation, but he refused. He bluntly said he would never accept a crown from commoners, or as he put it, "pick up a crown from the gutter." Frederick William then restored a more conservative constitution. The Prussian king also disbanded the Frankfurt Assembly, dealing a death blow to this attempt at German unification.

Hopes for the future. The failure of unification movements in Italy and Germany was only temporary. Later in the 1800's, forceful action by Prussia would bring the German states under a single ruler. Italy too would achieve unity, largely through the efforts of the Kingdom of Sardinia.

7. TAKING NOTES: Make a chart of the revolutions that occurred in Europe on 1848, identify their causes, and classify the causes as economic or political. How successful were the rebellions of 1848?

8. WRITING ACTIVITY: REVOLUTION. Imagine you live in Europe in 1848. Write a **letter** to a friend, stating your political position – conservative, liberal, or radical. Express your feelings about the uprisings and the future of Europe.

9. CONNECT TO TODAY: Early in the 21st century, hostility between Greeks and Turks on the island of Cyprus was reduced. Prepare a **TV news script** about the current status of governing the island.

UNIT 7: THE INDUSTRIAL REVOLUTION, 1700-1900

Section 1: The Beginnings of Industrialization

TERMS & NAMES

Industrial Revolution	Richard Arkwright
enclosure	Robert Bakewell
crop rotation	John McAdam
industrialization	
factors of production	
tenant farmers	

PRONUNCIATION

industrialization /ɪnˌdʌstriələɪˈzeɪʃən/
Richard Arkwright /ˈrɪtʃərd ˈɑːkraɪt/
enclosure /ɪnˈkləʊʒə/
Robert Bakewell /ˈrɒbət ˈbeɪkwəl/
crop rotation /krɒp rəʊˈteɪʃən/
John McAdam /dʒɒn məˈkædəm/

1. Work in groups of three and discuss the following questions:

- 1) What comes to your mind when you hear the word *Industrial Revolution*?
- 2) Which country do you think was the most industrialized?
- 3) What geographic factors might have encouraged the development of industry in certain places?
- 4) What inventions could have transformed the textile industry?

2. Read the text:

Industrial Revolution Begins in Britain. In 1700, England's landscape was covered with small farms. Wealthy landowners gradually bought much of the land that village farmers had once cultivated. These large landowners introduced major improvements in farming, which became known as the Agricultural Revolution. After purchasing the land of small farmers, landowners enclosed it with fences or hedges. These enclosures created larger fields where they experimented with more efficient seeding and harvesting methods. The enclosure movement had two effects: wealthy landowners tried new agricultural techniques, and small farmers became tenant farmers or moved to cities.

One of the most important advances was crop rotation. Instead of the old medieval three-field system, farmers planted crops in a more efficient order. For example, wheat was followed by root crops like turnips to restore nutrients, and later by barley and clover. Livestock breeders also improved their methods. In the 1700s, Robert Bakewell increased mutton production by allowing only his best sheep to breed. As food production rose and living conditions improved, England's population grew rapidly. A larger population increased the demand for goods such as clothing and provided labor for new factories.

Why Industrialization Began in England. Britain possessed all the necessary factors of production—land, labor, and capital. The country had abundant natural resources, including water power and coal for machines, iron ore for tools and buildings, rivers for transportation, and harbors for trade. In addition, Britain had a strong economy, with businesspeople willing to invest in new inventions. A well-developed banking system encouraged this by offering loans. Overseas trade, economic prosperity, and political stability also supported industrial growth. Although Britain fought wars in the 1700s, none occurred on its soil, and the government passed laws that protected business interests.

Inventions Spur Industrialization. Industrialization began in Britain's textile industry, which produced wool, linen, and cotton. Cloth merchants wanted faster methods of spinning and weaving. New inventions transformed production. In 1733, John Kay invented the flying shuttle, which greatly sped up weaving. Around 1764, James Hargreaves invented the spinning jenny, allowing one spinner to work multiple threads at a time.

In 1769, Richard Arkwright created the water frame, which used waterpower to drive spinning wheels. In 1779, Samuel Crompton combined the spinning jenny and water frame to produce the spinning mule, making stronger, finer thread. In 1787, Edmund Cartwright invented the power loom, which increased weaving speed. These machines were large and expensive, so merchants placed them in buildings called factories, often built near rivers for power.

England imported cotton from the American South. In 1793, American inventor Eli Whitney created the cotton gin, which removed seeds from raw cotton far more quickly. As a result, cotton production in America rose dramatically, supplying British factories with more raw material.

Improvements in Transportation. The growth of industry increased the need for better transportation. The first major development was the steam engine. Early steam engines used by miners were inefficient, but in 1765 James Watt improved the design so it worked faster while burning less fuel. In 1774, Watt partnered with entrepreneur Matthew Boulton, who encouraged him to build better engines.

Steam power was soon applied to boats. In 1807, Robert Fulton launched the *Clermont*, a successful steamboat. Britain also built a large network of canals,

reducing the cost of transporting goods. Road transport improved too: in the early 1800s, John McAdam designed roads with layers of rock for drainage, allowing heavy wagons to travel even in bad weather. Private companies built turnpikes—roads where travellers paid tolls at gates.

The Railway Age Begins. By the early 1800s, factories used steam-driven machines, and engineers applied steam power to locomotives. In 1804, Richard Trevithick pulled ten tons of iron nearly ten miles with a steam locomotive. George Stephenson became famous for building locomotives and in 1825 opened the world's first railroad line, running from the Yorkshire coal fields to Stockton. In 1830, the Liverpool–Manchester Railway opened. The locomotive Rocket, designed by Stephenson and his son, reached speeds over 24 miles per hour. Railways stimulated industrial growth by providing cheap transport for materials and finished goods. They created many jobs in mining and railroad construction. Railroads boosted agriculture and fishing by giving farmers access to distant markets. Travel became easier, encouraging migration from countryside to cities and allowing city residents to visit rural areas.

Like a locomotive speeding across the country, the Industrial Revolution brought rapid and dramatic changes to people's lives.

3. Answer the following questions:

- 1) Which of the events in Britain's industrialization do you think was the most important? Explain.
- 2) What were four factors that contributed to industrialization in Britain?
- 3) How did rising population help the Industrial Revolution?
- 4) What American invention aided the British textile industry?
- 5) How might the technological innovation and industrialization that took place in the textile industry during the Industrial Revolution have provided a model for other industries?
- 6) How did improvements in transportation promote industrialization in Britain?
- 7) Was the revolution in agriculture necessary to the Industrial Revolution? Explain.
- 8) What effect did entrepreneurs have upon the Industrial Revolution?
- 9) Do you agree or disagree with the statement that the steam engine was the greatest invention of the Industrial Revolution? Why?

4. Match the words with their correct definitions.

- 1) Enclosure
- 2) Tenant farmer
- 3) Seed drill
- 4) Crop rotation
- 5) Selective breeding
- 6) Industrialization

- 7) Entrepreneur
- 8) Flying shuttle
- 9) Cotton gin
- 10) Factory

Definitions:

- a) Process of developing machine production of goods.
- b) Large buildings where workers and machines are brought together.
- c) Person who organizes, manages, and risks a business.
- d) Invention by Jethro Tull that sowed seeds in rows.
- e) Moving land into larger fields, usually fenced.
- f) Small farmer who rents land.
- g) Improvement of animals by choosing the best to reproduce.
- h) Machine that cleaned cotton.
- i) Farming system that restores soil nutrients.
- j) Device invented by John Kay that sped up weaving

5. Complete the sentences with the correct form of the words in brackets.

- 1) Enclosure caused many farmers to lose their _____ (farm).
- 2) James Watt improved the _____ (efficient) of the steam engine.
- 3) The spinning mule produced stronger and more _____ (consist) thread.
- 4) The growth of railways created new _____ (employ).
- 5) Natural resources were _____ (essential) for industrialization.
- 6) Many people moved to cities during _____ (urban).
- 7) Factories needed _____ (finance) support to expand.
- 8) Britain had the right _____ (stable) for economic growth.

6. Suggest the synonyms for the words from the text: wealthy, to improve, goods, to increase, merchant, rapid, worker, production, advantage, to expand.

7. Suggest the English for: нові методи сівби, обертання культур, природні ресурси, робоча сила, капітал, політична стабільність, революція у текстильній промисловості, транспортні інновації, парові двигуни, залізничний бум, землевласники, економічне процвітання, видавати закони, купці, пропускний пункт.

8. Insert the correct preposition to complete the following sentences:

- 1) It allowed farmers to sow seeds in well-spaced rows ____ specific depths.

2) The process ____ crop rotation proved to be one of the best developments ____ the scientific farmers.

3) In England, water transportation improved ____ the creation of a network of canals, or human-made waterways.

4) George Stephenson had gained a solid reputation ____ building some 20 engines ____ mine operators ____ northern England.

5) Wealthy landowners began buying ____ much of the land that village farmers had once worked.

6) Textile merchants set ____ the machines in large buildings called factories.

7) Private investors formed companies that built roads and then operated them ____ profit.

8) People called the new roads turnpikes because travelers had to stop ____ tollgates to pay tolls before traveling farther.

9. CRITICAL THINKING

The Agricultural Revolution forced many small farmers to leave the countryside and move into cities, where they became factory workers. Do you think the social costs of losing traditional village life were justified by the economic and technological progress of the Industrial Revolution? Why or why not?

10. INTERACT WITH HISTORY

You are a 15-year-old living in England where the Industrial Revolution has spurred the growth of thousands of factories. Cheap labor is in great demand. Like millions of other teenagers, you do not go to school. Instead, you work in a factory 6 days a week, 14 hours a day. The small pay you receive is needed to help support your family. You trudge to work before dawn every day and work until after sundown. Inside the workplace the air is hot and foul, and after sunset it is so dark it is hard to see. Minding the machines is exhausting, dirty, and dangerous.

Long hours: The sun may be shining through the windows as this child's day begins, but it will have disappeared by the time his day ends.

Dangerous machines: Children usually worked in bare feet with no safety equipment among machines with many moving parts.

Hot temperatures and dust-filled air: Dust particles from thousands of bobbins cling to the clothing and hang in air heated by the machinery.

- Would you attempt to change your working conditions in the factory?
- Would you join a union, go to school, or run away?

In small groups, discuss these questions. Share your conclusions with your class. In your discussions, think about how children lived in preindustrial and industrial societies all over the world. As you read about the changes caused by

industrialization, note how reform movements eventually improved conditions for most laborers.

11. WRITING ACTIVITY

- Write a letter, as a British government official during the Industrial Revolution, to an official in a nonindustrial nation explaining how the railroad has changed Britain.
- Research the textile industry today to learn how it has been affected by new technology, including computerization. Write a two-paragraph summary on the effects of the new technology.
- Find information on a recent agricultural or technological invention or improvement. Write a two-paragraph news article about its economic effects and include an illustration, if possible.

Section 2: Industrialization

TERMS & NAMES

urbanization	Luddites
life span	social distinctions
damp conditions	labor unions
child labor	tax revenues
shift	slums

PRONUNCIATION

urbanization /ˌɜːbən(a)ɪˈzeɪʃən/
Luddites /ˈlʌdaɪts/
life span /ˈlaɪf spæn/
social distinctions /ˈsəʊʃəl dɪˈstɪŋkʃənz/
damp conditions /dæmp kənˈdɪʃənz/
labor unions /ˈleɪbə ˈjuːniənz/
child labor /ˌtʃaɪld ˈleɪbə/
tax revenues /ˈtæks ˈrevənjuːz/
slums /slʌmz/

1. Work in groups of three and discuss the following questions:

- 1) What do you imagine living conditions were like in the new industrial cities of the 1800s?
- 2) How do you think industrialization affected different social classes (rich, middle class, poor)?
- 3) Do you think industrial progress always improves people's lives? Why or why not?
- 4) What long-term benefits of industrialization can we still see in our lives today?

2. Read the text:

Industrialization Changes Life. For centuries, most Europeans had lived in rural areas. After 1800, the balance shifted toward cities. This shift was caused by the growth of the factory system, where the manufacturing of goods was concentrated in a central location. Britain's capital, London, was the country's most important city. It had a population of about one million people by 1800. During the 1800s, its population exploded, providing a vast labor pool and market for new industry. Birmingham and Sheffield became iron-smelting centers. Leeds and Manchester dominated textile manufacturing. Along with the port of

Liverpool, Manchester formed the center of Britain's bustling cotton industry. During the 1800s, Manchester experienced rapid growth from around 45,000 in 1760 to 300,000 by 1850.

Living Conditions. Because England's cities grew rapidly, they had no development plans, sanitary codes, or building codes. Moreover, they lacked adequate housing, education, and police protection. Workers lived in dark, dirty shelters, with whole families crowding into one bedroom. Sickness was widespread. Epidemics of the deadly disease cholera regularly swept through the slums of Great Britain's industrial cities. In 1842, a British government study showed an average life span to be 17 years for working-class people in one large city, compared with 38 years in a nearby rural area.

Working Conditions. To increase production, factory owners wanted to keep their machines running as many hours as possible. As a result, the average worker spent 14 hours a day at the job, 6 days a week.

Industry also posed new dangers for workers. Factories were seldom well lit or clean. Machines injured workers. A boiler might explode or a drive belt might catch an arm. And there was no government program to provide aid in case of injury. The most dangerous conditions of all were found in coal mines. Frequent accidents, damp conditions, and the constant breathing of coal dust made the average miner's life span ten years shorter than that of other workers.

Class Tensions Grow. Though poverty gripped Britain's working classes, the Industrial Revolution created enormous amounts of wealth in the nation. Most of this new money belonged to factory owners, shippers, and merchants. These people were part of a growing middle class, a social class made up of skilled workers, professionals, business-people, and wealthy farmers.

The Middle Class. The new middle class transformed the social structure of Great Britain. In the past, landowners and aristocrats had occupied the top position in British society. With most of the wealth, they wielded social and political power. Now some factory owners, merchants, and bankers grew wealthier than the landowners and aristocrats. The upper middle class consisted of government employees, doctors, lawyers, and managers of factories, mines, and shops. The lower middle class included factory overseers and such skilled workers as toolmakers, mechanical drafters, and printers.

The Working Class. During the years 1800 to 1850, however, laborers, or the working class, saw little improvement in their living and working conditions. They watched their livelihoods disappear as machines replaced them. In frustration, some smashed the machines they thought were putting them out of work. One group of such workers was called the Luddites. They were named after Ned Ludd. Ludd, probably a mythical English laborer, was said to have destroyed weaving machinery around 1779. The Luddites attacked whole factories in northern England beginning in 1811, destroying laborsaving machinery. Outside the factories, mobs of workers rioted, mainly because of poor living and working conditions.

Positive Effects of the Industrial Revolution. The Industrial Revolution had a number of positive effects. It created jobs for workers. It contributed to the wealth of the nation. It fostered technological progress and invention. It greatly increased the production of goods and raised the standard of living. Other benefits included healthier diets, better housing, and cheaper, mass-produced clothing. Because the Industrial Revolution created a demand for engineers as well as clerical and professional workers, it expanded educational opportunities. The middle and upper classes prospered immediately from the Industrial Revolution. For the workers it took longer, but their lives gradually improved during the 1800s. Laborers eventually won higher wages, shorter hours, and better working conditions after they joined together to form labor unions.

Long-Term Effects. Most people today in industrialized countries can afford consumer goods that would have been considered luxuries 50 or 60 years ago. In addition, their living and working conditions are much improved over those of workers in the 19th century. Also, profits derived from industrialization produced tax revenues. These funds have allowed local, state, and federal governments to invest in urban improvements and raise the standard of living of most city dwellers.

3. Answer the following questions:

- 1) Which change brought about by industrialization had the greatest impact?
- 2) Why did people flock to British cities and towns during the Industrial Revolution?
- 3) What social class expanded as a result of industrialization?
- 4) How was class tension affected by the Industrial Revolution?
- 5) What were some advantages and disadvantages of industrialization?
- 6) Many nations around the world today are trying to industrialize. What do you think they hope to gain from that process?

4. Decide if the statements are true or false. Correct the false statements.

- 1) In the 1800s, people could usually earn more money working on farms than in factories.
- 2) The process of urbanization refers to city building and people moving into cities.
- 3) London's population reached about one million by 1800 and continued to grow rapidly during the 19th century.
- 4) Manchester's population decreased from 45,000 in 1760 to 30,000 by 1850.
- 5) Industrial cities in England had well-planned streets, sanitation, and housing from the beginning.

- 6) Cholera epidemics were common in industrial cities during the 1800s.
- 7) Factory workers usually worked 14 hours a day, six days a week.
- 8) Coal mining was considered safer and healthier than factory work.
- 9) The Luddites destroyed machinery because they believed it was taking away their jobs.
- 10) One positive effect of the Industrial Revolution was the creation of new jobs and cheaper mass-produced goods.

5. Complete the sentences with the correct word from the box.

standard of living	urbanization	cholera	middle class	entrepreneurs	mass
production	life span	textile manufacturing	coal dust	slums	

- 1) The rapid growth of cities in the 19th century was called _____.
- 2) Poor workers often lived in overcrowded _____.
- 3) Many people died during epidemics of _____.
- 4) The _____ became a new powerful group in British society.
- 5) Better housing and healthier diets improved the _____ of many people.
- 6) Factories introduced _____, which lowered the price of goods.
- 7) Miners' lungs were damaged by breathing _____ every day.
- 8) The average _____ in industrial cities was only 17 years for workers.
- 9) Many _____ invested money to build new factories.
- 10) Manchester became famous for _____.

6. Find the synonyms from the text for the following words: discovery, laborer, demonstration, outbreak, hazardous, accommodation, boss, lifestyle quality, trash.

7. Suggest the English for: міські покращення, профспілки, багатство, рівень життя, вугільний пил, нещасні випадки, санітарні норми, житло, виробництво текстилю, промислові центри, бавовняна промисловість, підприємці, умови праці, нажити статки, прибуток, швидко зростати.

8. Read the text and complete the gaps with the information below:

- A an unhealthy place for the poor people who lived and worked there
- B the mill owners with high profits
- C their standard of living rise as well
- D restricted working age and hours

- E were rewarded with high profits
- F and made them cough
- G with only half an hour for lunch and an hour for dinner
- H example of the new industrial city
- I Manchester produced consumer goods
- J poisoned Manchester's Irwell River

The Mills of Manchester

Manchester's unique advantages made it a leading **1** _____. This northern English town had ready access to waterpower. It also had available labor from the nearby countryside and an outlet to the sea at Liverpool.

Manchester's rapid, unplanned growth made it **2** _____. But wealth flowed from its factories. It went first to the mill owners and the new middle class. Eventually, although not immediately, the working class saw **3** _____. Manchester's business owners took pride in mastering each detail of the manufacturing process. They worked many hours and risked their own money. For their efforts, they **4** _____. Many erected gracious homes on the outskirts of town.

To provide **5** _____, workers labored under terrible conditions. Children as young as six joined their parents in the factories. There, for six days a week, they toiled from 6 A.M. to 7 or 8 P.M., **6** _____. To keep the children awake, mill supervisors beat them. Tiny hands repaired broken threads in Manchester's spinning machines, replaced thread in the bobbins, or swept up cotton fluff. The dangerous machinery injured many children. The fluff filled their lungs **7** _____.

Until the first Factory Act passed in 1819, the British government exerted little control over child labor in Manchester and other factory cities. The act **8** _____. For years after the act passed, young children still did heavy, dangerous work in Manchester's factories.

Putting so much industry into one place polluted the natural environment. The coal that powered factories and warmed houses blackened the air. Textile dyes and other wastes **9** _____.

Like other new industrial cities of the 19th century, **10** _____ and created wealth on a grand scale. Yet, it also stood as a reminder of the ills of rapid and unplanned industrialization.

9. CRITICAL THINKING

- The Industrial Revolution created both wealth and poverty. In your opinion, did the benefits of industrialization outweigh the problems for ordinary people in the 1800s? Why or why not?

- If you had lived in Britain during the early 19th century, would you have preferred to stay in the countryside or move to an industrial city? Explain your choice using evidence from the text.

10. WRITING ACTIVITY

- As a factory owner during the Industrial Revolution, write a letter to a newspaper justifying working conditions in your factory.
- Make a comparison chart listing information on child labor in three developing nations—one each from Asia, Africa, and Latin America—and compare with data from the United States.

Section 3: Industrialization Spreads

TERMS & NAMES

spinning machine	John D. Rockefeller
mill girls	Moses Brown
stock / stockholders	Francis Cabot Lowell
technological boom	Andrew Carnegie
weaving factory	William Cockerill
democratic participation	

PRONUNCIATION

spinning machine /'spɪnɪŋ mə'ʃiːn/
John D. Rockefeller /dʒɒn diː 'rɒkəˌfɛlə/
Moses Brown /'məʊzɪz braʊn/
stock / stockholders /stɒk/ /'stɒkˌhəʊldəz/
Francis Cabot Lowell /'frænsɪs 'kæbət 'ləʊəl/
technological boom /ˌtɛknə'lɒdʒɪkəl buːm/
Andrew Carnegie /'ændruː 'kɑːnɪɡi/ (also /kɑːr'nɛɡi/ in AmE)
weaving factory /'wiːvɪŋ 'fæktri/
William Cockerill /'wɪljəm 'kɒkərɪl/
democratic participation /ˌdɛmə'krætɪk pɑːˌtɪsɪ'peɪʃən/

1. Work in groups of three and discuss the following questions:

- 1) Why do you think access to natural resources (such as coal, iron, and rivers) was so important for the growth of industries in the 1800s?
- 2) How might the invention of new machines and technologies change people's daily lives and job opportunities?
- 3) What differences do you expect between how industrialization developed in the United States and in Europe?

2. Read the text and match the headings with the appropriate paragraphs:

- A Later Expansion of U.S. Industry
- B Continental Europe Industrializes
- C The Rise of Corporations
- D Industrial Development in the United States
- E Germany Industrializes
- F Rise of Global Inequality
- G Beginnings in Belgium
- H Expansion Elsewhere in Europe

I Transformation of Society

1

The United States possessed the same resources that allowed Britain to mechanize its industries. America had fast-flowing rivers, rich deposits of coal and iron ore, and a supply of laborers made up of farm workers and immigrants. During the War of 1812, Britain blockaded the United States, trying to keep it from engaging in international trade. This blockade forced the young country to use its own resources to develop independent industries.

Industrialization in the United States began in the textile industry. Eager to keep the secrets of industrialization to itself, Britain had forbidden engineers, mechanics, and toolmakers to leave the country. In 1789, however, a young British mill worker named Samuel Slater emigrated to the United States. He built a spinning machine from memory and a partial design. The following year, Moses Brown opened the first factory in the USA to house Slater's machines.

In 1813, Francis Cabot Lowell of Boston and four other investors revolutionized the American textile industry. They mechanized every stage in the manufacture of cloth. Thousands of young single women flocked from their rural homes to work as mill girls in factory towns. There, they could make higher wages and have some independence. For some, the mill job was an alternative to being a servant and was often the only other job open to them.

2

The Northeast experienced much industrial growth in the early 1800s. Nonetheless, the United States remained primarily agricultural until the Civil War ended in 1865. During the last third of the 1800s, the country experienced a technological boom. A number of causes contributed to this boom – a wealth of natural resources, among them oil, coal, and iron; a burst of inventions, such as the electric light bulb and the telephone; and a swelling urban population that consumed the new manufactured goods.

Chicago and Minneapolis expanded rapidly during the late 1800s. This was due to their location along the nation's expanding railroad lines. Chicago's stockyards and Minneapolis's grain industries prospered by selling products to the rest of the country. By the end of the 1800s, a limited number of powerful companies controlled more than two-thirds of the nation's railroad tracks.

3

Building large businesses like railroads required a great deal of money. To raise the money, entrepreneurs sold shares of stock, or certain rights of ownership. Thus, people who bought stock became part owners of these businesses, which were called corporations. A corporation is a business owned by stockholders who share in its profits but are not personally responsible for its debts. Corporations were able to raise the large amounts of capital needed to invest in industrial equipment.

In the late 1800s, large corporations such as Standard Oil (founded by John D. Rockefeller) and the Carnegie Steel Company (founded by Andrew Carnegie) sprang up. They sought to control every aspect of their own industries in order to

make big profits. The giant corporations made big profits by reducing the cost of producing goods. In the United States as elsewhere, workers earned low wages for laboring long hours, while stockholders earned high profits and corporate leaders made fortunes.

4 _____

European businesses yearned to adopt the “British miracle,” the result of profitable new methods of manufacturing goods. But the troubles sparked by the French Revolution and the Napoleonic wars between 1789 and 1815 had halted trade, interrupted communication, and caused inflation in some parts of the continent. European countries watched the gap widen between themselves and Britain. Even so, industrialization eventually reached continental Europe.

5 _____

Belgium led Europe in adopting Britain’s new technology. It had rich deposits of iron ore and coal as well as fine waterways for transportation. Samuel Slater had smuggled the design of a spinning machine to the United States. Much like him, a Lancashire carpenter named William Cockerill illegally made his way to Belgium in 1799. He carried secret plans for building spinning machinery. His son John eventually built an enormous industrial enterprise in eastern Belgium. It produced a variety of mechanical equipment, including steam engines and railway locomotives.

6 _____

Germany was politically divided in the early 1800s. Economic isolation and scattered resources hampered countrywide industrialization. Beginning around 1835, Germany began to copy the British model. Germany imported British equipment and engineers. German manufacturers also sent their children to England to learn industrial management. Germany built railroads that linked its growing manufacturing cities. Germany’s economic strength spurred its ability to develop as a military power. By the late 1800s, Germany had become an industrial and military giant.

7 _____

In the rest of Europe industrialization during the early 1800s proceeded by region rather than by country. Spain’s Catalonia processed more cotton than Belgium. Northern Italy mechanized its textile production, specializing in silk spinning. In France, sustained industrial growth occurred after 1830. French industrialization was more measured and controlled than in other countries because the agricultural economy remained strong. As a result, France avoided the great social and economic problems caused by industrialization. A thriving national market for new French products was created after 1850, when the government began railroad construction.

For a variety of reasons, many European countries did not industrialize. In Austria-Hungary and Spain, transportation posed great obstacles. Austria-Hungary’s mountains defeated railroad builders. Spain lacked both good roads and waterways for canals.

8 _____

To keep factories running and workers fed, industrialized countries required a steady supply of raw materials from less developed lands. In turn, industrialized countries viewed poor countries as markets for their

manufactured products. Britain led in exploiting its overseas colonies for resources and markets. Soon other European countries, the United States, Russia, and Japan followed Britain's lead, seizing colonies for their economic resources. Imperialism, the policy of extending one country's rule over many other lands, was born out of the cycle of industrialization, the need for resources to supply the factories of Europe, and the development of new markets.

9 _____ Between 1700 and 1900, revolutions in agriculture, production, transportation, and communication changed the lives of people in Western Europe and the United States. In contrast, the economies of Asia and Africa were still based on agriculture and small workshops. Industrialization revolutionized every aspect of society, from daily life to life expectancy. Despite the hardships early urban workers suffered, population, health, and wealth eventually rose dramatically in all industrialized countries. The development of a middle class created great opportunities for education and democratic participation. Greater democratic participation, in turn, fueled a powerful movement for social reform.

3. Answer the following questions:

- 1) What early industries mechanized in the United States?
- 2) Why did Belgium lead Europe in adopting industrialization?
- 3) How did the Industrial Revolution shift the world balance of power?
- 4) What factors slowed industrialization in Germany?
- 5) Why did imperialism grow out of industrialization?
- 6) Which development had the most impact in the United States? in continental Europe?
- 7) Why was Britain unable to keep industrial secrets away from other nations?

4. Choose the best answer:

1. Which industry first led industrialization in the United States?
a) Steel b) Railroads c) Textiles d) Oil
2. Who brought knowledge of spinning machinery to the U.S.?
a) Andrew Carnegie b) Samuel Slater c) William Cockerill d) John Rockefeller
3. What did corporations sell to raise money?
a) Loans b) Shares of stock c) Raw materials d) Machines
4. Which company was founded by Andrew Carnegie?
a) Standard Oil b) Carnegie Steel c) Lowell Textiles d) General Electric
5. Which European country first adopted British technology?
a) France b) Belgium c) Germany d) Spain
6. What slowed Austria-Hungary's industrialization?
a) Lack of workers b) Wars c) Mountains d) No inventions

7. Which U.S. cities grew rapidly due to railroads?
a) Boston & New York b) Chicago & Minneapolis c) Lowell & Pawtucket d) Philadelphia & Baltimore
8. What policy resulted from industrial nations' need for raw materials?
a) Socialism b) Capitalism c) Imperialism d) Liberalism
9. Which class grew as a result of industrialization?
a) Middle class b) Aristocracy c) Clergy d) Peasantry

5. Complete the sentences with the ideas based on the information from the text:

- 1) Francis Cabot Lowell of Boston and four other investors revolutionized _____.
- 2) Thousands of young single women flocked from their rural homes to work as _____.
- 3) For some, the mill job was an alternative _____ and was often the only other job open to them.
- 4) Corporations were able to raise the large amounts of capital needed to invest in _____.
- 5) Germany built railroads that linked _____.
- 6) French industrialization was more measured and controlled than in other countries because _____.
- 7) Industrialization gave Europe tremendous _____.
- 8) In contrast, the economies of Asia and Africa were still based on _____.

6. Choose the correct antonym for each word.

1. expand – (a) shrink / (b) rise / (c) continue
2. rise – (a) fall / (b) grow / (c) develop
3. profits – (a) losses / (b) benefits / (c) savings
4. urban – (a) rural / (b) industrial / (c) modern
5. employer – (a) employee / (b) boss / (c) manager
6. invention – (a) destruction / (b) discovery / (c) creation
7. opportunity – (a) chance / (b) risk / (c) obstacle
8. unify – (a) divide / (b) connect / (c) merge
9. progress – (a) improvement / (b) decline / (c) development

7. Insert the appropriate words to complete the following sentences.

- 1) ____ keep factories running and workers fed, industrialized countries required a steady supply ____ raw materials from less developed lands.

2) Now they labored in factories in towns and cities ____ Waltham, Lowell, and Lawrence, Massachusetts.

3) ____ contrast, the economies of Asia and Africa were still based ____ agriculture and small workshops.

4) ____ a variety of reasons, many European countries did not industrialize.

5) ____ a result, France avoided the great social and economic problems caused ____ industrialization.

6) This was ____ to their location along the nation's expanding railroad lines.

7) ____ the hardships early urban workers suffered, population, health, and wealth eventually rose dramatically in all industrialized countries.

8. CRITICAL THINKING

Industrialization in Europe and the United States fueled imperialism abroad. Do you think industrial progress can be justified if it comes at the expense of other nations? Explain your reasoning.

9. WRITING ACTIVITY

Industrialization and Workers' Lives

The Industrial Revolution brought both positive and negative changes to people's lives. Factory jobs created new opportunities for young women and immigrants in the United States, but also demanded long hours in poor conditions. In your essay, discuss whether industrialization improved or worsened the lives of ordinary workers in the 19th century. Use examples from the text (such as mill girls, wages, or working hours) and explain your own point of view.

10. INTERNET ACTIVITY

Use the Internet to research the economy of a less developed nation in either Asia, Africa, or South America. Make a short report and present it in class.

Section 4: Reforming the Industrial World

TERMS & NAMES

laissez faire	Karl Marx
communism	John Stuart Mill
union	utilitarianism
capitalism	socialism

PRONUNCIATION

laissez-faire /,ləseɪ 'feə/ or /,ləseɪ 'feə/
Karl Marx /kɑ:l mɑ:ks/
communism /'kɒmjʊnɪzəm/
John Stuart Mill /dʒɒn 'stju:ət mɪl/
capitalism /'kæpɪtəlɪzəm/
socialism /'səʊʃəlɪzəm/
utilitarianism /,ju:tɪlɪ'teəriənɪzəm/

1. Work in groups of three and discuss the following questions:

- 1) In your opinion, should governments interfere in business and the economy, or should they leave it completely free? Why?
- 2) What do you already know about socialism, communism, or labor unions?

2. Read the text:

Utilitarianism. In the late 1700s, Bentham introduced the philosophy of utilitarianism. According to Bentham's theory, people should judge ideas, institutions, and actions on the basis of their utility, or usefulness. He argued that the government should try to promote the greatest good for the greatest number of people. A government policy was only useful if it promoted this goal. Bentham believed that in general the individual should be free to pursue his or her own advantage without interference from the state.

John Stuart Mill, a philosopher and economist, led the utilitarian movement in the 1800s. He believed it was wrong that workers should lead deprived lives that sometimes bordered on starvation. Mill wished to help ordinary working people with policies that would lead to a more equal division of profits. He favored a cooperative system of agriculture and women's rights, including the right to vote.

Utopian Ideas. Shocked by the misery and poverty of the working class, a British factory owner named Robert Owen improved working conditions for his employees. Near his cotton mill in Scotland, Owen built houses, which he rented at low rates. He prohibited children under ten from working in the mills and provided free schooling. Then, in 1824, he traveled to the United States. He founded a cooperative community called New Harmony in Indiana, in 1825. He intended this community to be a utopia, or perfect living place. New Harmony lasted only three years but inspired the founding of other communities.

Socialism. French reformers such as Charles Fourier, Saint-Simon, and others sought to offset the ill effects of industrialization with a new economic system called socialism. In socialism, the factors of production are owned by the public and operate for the welfare of all. Socialism grew out of an optimistic view of human nature, a belief in progress, and a concern for social justice. Socialists argued that the government should plan the economy rather than depend on free-market capitalism to do the job. They argued that government control of factories, mines, railroads, and other key industries would end poverty and promote equality.

Marxism: Radical Socialism. The writings of a German journalist named Karl Marx introduced the world to a radical type of socialism called Marxism. Marx and Friedrich Engels, a German whose father owned a textile mill in Manchester, outlined their ideas in a 23-page pamphlet called *The Communist Manifesto*.

The Communist Manifesto. In their manifesto, Marx and Engels argued that human societies have always been divided into warring classes. In their own time, these were the middle class “haves” or employers, called the bourgeoisie, and the “have-nots” or workers, called the proletariat. While the wealthy controlled the means of producing goods, the poor performed backbreaking labor under terrible conditions.

The Future According to Marx Marx. They believed that the capitalist system, which produced the Industrial Revolution, would eventually destroy itself in the following way. Factories would drive small artisans out of business, leaving a small number of manufacturers to control all the wealth. The large proletariat would revolt, seize the factories and mills from the capitalists, and produce what society needed. Workers, sharing in the profits, would bring about economic equality for all people. After a period of cooperative living and education, the state or government would wither away as a classless society developed. Marx called this final phase pure communism. Marx described communism as a form of complete socialism in which the means of production would be owned by the people. Private property would in effect cease to exist. All goods and services would be shared equally.

Published in 1848, *The Communist Manifesto* produced few short-term results. Though widespread revolts shook Europe during 1848 and 1849, Europe’s leaders eventually put down the uprisings. In the 1900s, Marxism

inspired revolutionaries such as Russia's Lenin, China's Mao Zedong, and Cuba's Fidel Castro. These leaders adapted Marx's beliefs to their own specific situations and needs.

Unionization. A union spoke for all the workers in a particular trade. Unions engaged in collective bargaining, negotiations between workers and their employers. They bargained for better working conditions and higher pay. If factory owners refused these demands, union members could strike, or refuse to work. The union movement underwent slow, painful growth in both Great Britain and the United States. For years, the British government denied workers the right to form unions. The government saw unions as a threat to social order and stability. British unions had shared goals of raising wages for their members and improving working conditions. By 1875, British trade unions had won the right to strike and picket peacefully. They had also built up a membership of about 1 million people. In the United States, skilled workers had belonged to unions since the early 1800s. In 1886, several unions joined together to form the organization that would become the American Federation of Labor.

Reform Laws. In both Great Britain and the United States, new laws reformed some of the worst abuses of industrialization. In the 1820s and 1830s, for example, Parliament began investigating child labor and working conditions in factories and mines. As a result of its findings, Parliament passed the Factory Act of 1833. The new law made it illegal to hire children under 9 years old. Children from the ages of 9 to 12 could not work more than 8 hours a day. Young people from 13 to 17 could not work more than 12 hours. In 1842, the Mines Act prevented women and children from working underground. In 1847, the Parliament passed a bill that helped working women as well as their children. The Ten Hours Act of 1847 limited the workday to ten hours for women and children who worked in factories.

The Abolition of Slavery. William Wilberforce, a highly religious man, was a member of Parliament who led the fight for abolition—the end of the slave trade and slavery in the British Empire. Parliament passed a bill to end the slave trade in the British West Indies in 1807. After he retired from Parliament in 1825, Wilberforce continued his fight to free the slaves. Britain finally abolished slavery in its empire in 1833. British antislavery activists had mixed motives. Some were morally against slavery. Others viewed slave labor as an economic threat. Furthermore, a new class of industrialists developed who supported cheap labor rather than slave labor.

In the United States the movement to fulfill the promise of the Declaration of Independence by ending slavery grew in the early 1800s. The enslavement of African people finally ended in the United States when the Union won the Civil War in 1865.

The Fight for Women's Rights. The Industrial Revolution proved a mixed blessing for women. On the one hand, factory work offered higher wages

than work done at home. On the other hand, women factory workers usually made only one-third as much money as men did.

Women led reform movements to address this and other pressing social issues. During the mid-1800s, for example, women formed unions in the trades where they dominated. In Britain, some women served as safety inspectors in factories where other women worked. In the United States, college-educated women like Jane Addams ran settlement houses. These community centers served the poor residents of slum neighborhoods.

In both the United States and Britain, women who had rallied for the abolition of slavery began to wonder why their own rights should be denied on the basis of gender. The movement for women's rights began in the United States as early as 1848. Women activists around the world joined to found the International Council for Women in 1888.

3. For each term or name, write a sentence explaining its significance:

laissez faire • capitalism • utilitarianism • socialism • Karl Marx • communism • trade union • The Communist Manifesto • strike • Jane Addams

4. Match the words with their definitions. Some definitions are the extra ones.

- 1) proletariat
- 2) bourgeoisie
- 3) abolition
- 4) unionization
- 5) reform laws
- 6) suffrage

- a) political movement to end slavery
- b) workers refusing to work in protest
- c) idea that actions should be judged by usefulness
- d) working-class people
- e) middle-class employers or property owners
- f) cooperative ownership of production
- g) complete form of socialism where all property is shared
- h) organized effort of workers for better conditions
- i) legal changes to improve society
- j) right to vote

5. Use the correct form of the words in brackets.

- 1) Robert Owen created a _____ (COOPERATE) community.
- 2) The workers demanded _____ (EQUAL) in wages.
- 3) The government introduced important _____ (REFORM).
- 4) Slavery _____ (ABOLISH) took place in Britain in 1833.
- 5) The Ten Hours Act was a great _____ (ACHIEVE) for working women.
- 6) Socialists wanted _____ (OWN) of factories by the people.

6. Find the synonyms or antonyms in the text:

- 1) synonym of **fairness** _____
- 2) synonym of **to forbid** _____
- 3) synonym of **to divide unequally** _____
- 4) antonym of **wealth** _____
- 5) antonym of **freedom** _____
- 6) synonym of **poverty** _____
- 7) antonym of **progress** _____
- 8) synonym of **equality** _____
- 9) antonym of **unity** _____
- 10) synonym of **revolt** _____

7. Decide if the following statements are True (T) or False (F). Correct the false sentences.

- 1) Jeremy Bentham believed that ideas and actions should be judged by their usefulness.
- 2) John Stuart Mill supported unregulated capitalism because it created more jobs.
- 3) Robert Owen built houses for his workers and prohibited children under ten from working in his mills.
- 4) The utopian community of New Harmony in Indiana was successful and lasted for decades.
- 5) Socialists argued that the government should plan the economy instead of relying on free-market capitalism.
- 6) Marx and Engels believed that society had always been divided into warring classes.
- 7) According to Marx, the proletariat would eventually overthrow the bourgeoisie.
- 8) The Communist Manifesto was published in 1917 during the Russian Revolution.
- 9) The British Parliament passed the Factory Act of 1833, which limited child labor in factories.

10) The Ten Hours Act of 1847 limited the workday to ten hours for women and children.

8. Answer the following questions:

- 1) What characteristics do capitalism and socialism share?
- 2) What did Malthus and Ricardo say about the effects of population growth?
- 3) How did Mill want to change the economic system?
- 4) What were the ideas of Marx and Engels concerning relations between the owners and the working class?
- 5) Why do you think that Marx's "dictatorship of the proletariat" did not happen?
- 6) What kind of society did early socialists want?
- 7) Why did workers join together in unions?
- 8) What were the main problems faced by the unions during the 1800s and how did they overcome them?
- 9) Why did the labor reform movement spread to other areas of life?
- 10) Why might women abolitionists have headed the movement for women's rights?

9. Transform the following sentences into reported speech:

- 1) Mill said, "Workers should not live in starvation."
- 2) Marx wrote, "The proletarians have nothing to lose but their chains."
- 3) Owen said, "I will build houses for my workers."
- 4) The reformers said, "We want to end child labor."
- 5) Engels said, "The Industrial Revolution has made the rich richer and the poor poorer."
- 6) The union leaders said, "We demand higher wages and shorter hours."
- 7) Jane Addams said, "I run settlement houses for the poor."
- 8) Horace Mann said, "Education is necessary for democracy."
- 9) The Parliament said, "We have passed a law against child labor."

10. Complete the sentences using the Conditional form of the words in brackets.

- 1) If workers _____ (have) better conditions, they _____ (not strike) now.
- 2) If governments _____ (intervene) earlier, many children _____ (not suffer) in factories.

- 3) If socialism _____ (apply) in the 1800s, society _____ (become) more equal.
- 4) The unions _____ (gain) rights sooner if Parliament _____ (not resist).
- 5) If women _____ (receive) suffrage earlier, reforms _____ (happen) faster.
- 6) If Owen _____ (not create) New Harmony, other utopian communities _____ (not arise).
- 7) If Bentham _____ (not propose) utilitarianism, later reformers _____ (lack) this foundation.
- 8) If Marx _____ (live) longer, he _____ (see) the rise of Marxist revolutions.
- 9) The working class _____ (achieve) equality if the bourgeoisie _____ (not control) production.
- 10) If the Combination Acts _____ (remain) in force, unions _____ (struggle) even more.

11. CRITICAL THINKING

1. Do you think Marx's prediction that capitalism would destroy itself was realistic? Why or why not?
2. How do you see the balance today between workers' rights and economic freedom—are modern societies closer to socialism, capitalism, or a mix of both?

12. WRITING ACTIVITY

1. Write a two-paragraph persuasive essay on how important economic forces are in society. Support your opinion using evidence from this and previous chapters.
2. Research a present-day corporation. Prepare an economic report that includes the corporation's structure, products or services, number of employees, and any other relevant economic information you are able to find.

UNIT 8: The Expansion of the Western World

Section 1: Worldwide Developments

1. Before you read the text, answer the following questions:

1. How did technological achievements help create a world economy?
2. How might advances in transportation and communication create opportunities for some?

2. Read the text and check whether you have answered the questions correctly.

The first contacts between Europe and most of the non-Western world came during the Age of Exploration. With the Industrial Revolution, these contacts widened. Technological **advances** made travel and communication easier, population growth led many Europeans to new lands. Powerful European nations seeking wealth and **prestige** began to colonize vast territories.

Advances in Transportation

Railroads. In the late 1800's railroads were built throughout the world. In Africa, Australia, and the Americas, railroads cut the travel time between cities.

Railroad travel was cheaper, as well as faster, than the kinds of transportation it replaced. It allowed the overland movement of people and goods on a much greater **scale** than ever before.

Steamships. The other major development in transportation in the 1800's was the invention of ocean-going **steamships**. For years steam had been used to power riverboats. It was not until mid-century, however, that technology allowed the building of ocean steamers. Like train, steam-powered ships made the transportation of people and goods much faster and cheaper.

The Suez and Panama canals. The opening of the Suez Canal in 1869 revolutionized world-shipping. In earlier times, the journey from Europe to Asia had required ships to go all the way around Africa. The canal allowed them to go through the eastern Mediterranean into the Red Sea. The trip from London to Bombay, India, was shortened by more than 4,000 miles.

In 1875 the Suez Canal came under British control. Thus, Great Britain's huge merchant **fleet** was assured speedy access to important markets in India and the Far East. Besides the commercial advantages, Britain's command of the Suez Canal also gave it important military advantages that would prove useful in later years.

The Panama Canal, completed in 1914, was just as important for travel in the Western Hemisphere. Ships, sailing from the Atlantic to the Pacific Ocean could now pass through the Caribbean instead of going around South America.

Instant communication. Along with advances in transportation came a number of improvements in communications. The **telegraph**, invented by Samuel F.B. Morse in 1837, sent **messages** by electrical impulse. Important information could now cross thousands of miles in seconds rather than days. In 1851 the first underwater telegraph line was laid across the English Channel, linking Britain with the rest of Europe. In 1866 the first transatlantic cable was laid, stretching undersea from Ireland to eastern Canada.

An **offshoot** of the telegraph was the telephone, invented by Alexander Graham Bell in 1876. The telephone was soon in common use for small areas; long-distance telephone service followed.

In 1895 Guglielmo Marconi, an Italian inventor, sent the first ‘wireless’ radio message. Unlike the telegraph, the radio did not need wires because it used electromagnetic waves. The first successful transatlantic radio **broadcast** was made in 1901 from England to Newfoundland.

3. Answer the following questions:

1. How did railroads make travel easier?
2. What was the other major invention?
3. How did the opening of the Suez Canal revolutionize world-shipping?
4. What did the opening of the Suez Canal give to Great Britain?
5. What were the advantages of the invention of the telegraph and the telephone?
6. How was the radio invented?

4. Match the highlighted words to their definitions:

- a) a large ship that uses steam to produce power;
- b) a group of ships, or all the ships in a navy;
- c) the respect and admiration that someone or something gets because of their success or important position in society;
- d) a spoken or written piece of information that you send to another person or leave for them;
- e) a change, discovery, or invention that brings progress;
- f) something such as an organization which has developed from a larger or earlier one;
- g) the size or level of something, or the amount that something is happening;
- h) an old-fashioned method of sending messages using radio or electrical signals;
- i) a programme on the radio or on television.

5. Find synonyms to the following words:

Communication; wealth; travel; invention; transportation; to revolutionize; command; to stretch.

6. Critical thinking: 1) Describe new developments in transportation and communication and explain how they helped to create a worldwide economy. 2) Explain why the British viewed the Suez Canal as the lifeline of their empire.

7. Writing. Write an essay 1) evaluating social and economic changes resulting from technological advances; 2) describing how life today would be different if changes in transportation and communication had not occurred.

The World Market

8. Before you read the text, answer the following questions:

1. What problems did industrialization cause for some farmers?
2. What caused the large-scale migration of the late 1800's?

9. Read the text and check whether you have answered the questions correctly.

Advances in transportation and communication **affected** the way goods were bought and sold. Dealers in a given product, such as wheat, cotton, or gold, were now able to get information about prices all over the world from day to day. They bought goods where prices were lowest and sold them where prices were highest. This competition caused prices to level out worldwide.

The development of a world market was also helped by new policies of free trade. During the last half of the nineteenth century, many governments removed barriers to international trade. The major European nations, for example, did away with high taxes on imports. Businesses could now sell their goods freely in Europe.

In addition, all the leading industrial nations went on the gold standard. That is, they **guaranteed** that anyone who held their currency could exchange it for an equal **value** of gold. The gold standard gave businesses throughout the Western world confidence in each other's currencies. This too encouraged international trade.

As trade grew during the late 1800's, European banks opened branches in many parts of the world. This network of banks made it easy to transfer funds and **convert** currencies, helping Europeans to do business far from home.

Scientific and technological advances of the Industrial Revolution sparked a rapid population growth in Europe. Higher standards of living and better medical care meant that people were living longer than ever before.

Unlike many other parts of the world, Europe had no frontier into which its growing population could spread. Population increases caused **overcrowding**, and opportunities for young people shrank.

These problems led tens of millions of Europeans to emigrate to distant lands. More than half of the emigrants went to the United States. Most of the rest headed for countries with plenty of land and few people. In places like Canada, Africa, Australia, Argentina, and Brazil, the emigrants found better social and economic opportunities.

European emigrants. The European emigrants came from all walks of life. There were exiled princesses and wealthy business owners. There were scholars, artists, and working-class revolutionaries.

The typical **emigrant**, however, was none of the above, but a farmer or artisan who was finding it harder and harder to make ends meet. Most were **victims** of the changing conditions brought about by the Industrial Revolution. Small farmers using traditional methods of planting and harvesting could not compete with farmers who used the latest technology. **Artisans** who made shoes or barrels by hand could not match the low prices of factory-made goods.

Many people went to a new land only temporarily. They stayed long enough to earn the money for more farmland or new machinery and then returned home. The transatlantic voyage, once too expensive and difficult to be made often, was now cheap and safe.

Some people even crossed the ocean for seasonal work. Historians estimate that half the Europeans who went to Argentina and a third of those who went to the United States during the 1800's eventually returned to their home countries.

Asian emigrants. The late 1800's and early 1900's **witnessed** a tremendous movement of people from Asia as well as Europe. The Japanese sent settlers to their own growing overseas empire, while other Japanese emigrated to the west coast of the United States. More than 12 million Chinese moved to Southeast Asia and to the United States. Millions of people from India settled in Southeast Asia and in southern and eastern Africa. Among the Asian emigrants were thousands of Armenians. Between 1894 and 1922 more than 1.5 million Armenians were killed. Many **survivors** fled to the United States or other countries.

10. Answer the following questions:

1. How did dealers buy and sell goods?
2. What does the term gold standard mean?
3. How did scientific and technological advances of the Industrial Revolution result in the migration of some people to distant lands?

4. What problems did European emigrants face with?
5. What other people migrated during the late 1800's?

11. Find the equivalents to the following phrases in the text:

Вирівняти ціни на світовому рівні, позбутися високих податків, переказувати кошти та конвертувати валюту, викликати швидкий приріст населення, розвиватися по золотому стандарту, зменшити можливості для молодих людей, походити з усіх верств населення, зводити кінці з кінцями, засвідчити приголомшливе переміщення людей, надавати впевненість (довіряти).

12. Match the highlighted words to their definitions:

- a) someone who continues to live after an accident, war, or illness;
- b) when there are too many people or things in one place;
- c) to promise to do something or to promise that something will happen;
- d) to be present when something happens, and watch it happening;
- e) someone who does skilled work, making things with their hands;
- f) to do something that produces an effect or change in something or in someone's situation;
- g) someone who leaves their own country to live in another;
- h) the importance or usefulness of something;
- i) someone who suffers because of something bad that happens or because of an illness;
- j) to change something into a different form, or to change something so that it can be used for a different purpose or in a different way;

13. Find synonyms to the following words:

Dealer; competition; barrier; to exchange; growth; to spread; opportunity, method.

14. Critical thinking: 1) What are the economic, political, and social factors that helped to create a worldwide economy and led to the expansion of the Western world? 2) What factors helped cause largescale emigrations from Europe in the late 1800's?

Discuss in groups and present feedback to the class.

15. Writing task. Write an essay explaining how new technology in the late 1800's led to the development of worldwide markets and explain what other factors contributed to the growth of international trade.

16. Use of English: Read the text below and choose the most appropriate word from the list(A-J) for each gap. There are two extra words that you don't need to use.

Child labour today

To save on labour (1) , many corporations have moved their (2) to developing countries, where young children work long hours under (3) conditions. In 2007 their number (4) at 218 million children aged 5-17. They are (5) by labour laws. For (6) pennies per hour, children weave carpets, sort vegetables, or (7) expensive athletic shoes.

Several organizations are working (8) child labour, including the Child Welfare League of America and the International Labour Rights Fund.

- | | | | |
|---------------|-----------------|--------------|--------------|
| A mere | B was estimated | C costs | D to move |
| E to assemble | F to end | G vegetables | H operations |
| I wretched | J unprotected | | |

The Age of Imperialism

17. Work in groups and discuss the questions:

- 1.How did a new wave of European empire-building begin?
2. What factors prompted the spread of imperialism?

18. Read the text:

European powers had built overseas empires during the Age of Exploration. By the mid-1800's, however, most of these colonies had gained independence. Late in the 1800's, Western nations again competed for overseas territories. They began to practice imperialism – **domination** over other nations. Because of this burst of empire-building, the period from 1870 to 1914 is called the Age of Imperialism.

Economic motives. The most important cause of the Age of Imperialism was the search for **profit**. Western powers wanted three things: new markets, raw materials and places to invest.

The Industrial Revolution had made it possible for Europeans to produce large **surpluses** of manufactured goods. Instead, by the late 1800's, factories were turning out more than the Western world could use. Industrialists soon began to look elsewhere to sell their products. Among the peoples of Asia, Africa, and Latin America, there was great **demand** for manufactured goods, such as cotton cloth and farm tools.

In addition, industrialists looked to non-Western areas as sources of raw materials. No industrialized country had enough of all the raw materials – rubber, hemp, cotton, and so forth – to keep its factories busy. Developing countries were

often politically unstable. Western **investors** believed that the best way to protect their investments was to have their government take over and run the areas where their money was invested. They quickly became strong supporters of empire-building.

Other forces. Nationalism, as well as the profit motive, encouraged imperialism. The late 1800's was a time of intense patriotic spirit in Europe. Nations tried to add to their power and prestige by adding to their territory. Military rivalries between the nations of Europe also fueled the **scramble** for empire. Sometimes countries would send troops or settlers into an area simply to prevent other powers from claiming it.

Religious beliefs and concerns for human welfare were an additional force behind the Age of Imperialism. **Missionaries** wanted their governments' help in spreading Christianity. Reformers wanted to stop the slave trade and other practices, such as **suttee**, that they considered cruel.

Many Westerners felt confident that their beliefs and institutions were superior to all others. They thought that imperialism would bring the benefits of civilization to the supposedly "backward" peoples of the non-Western world. In a famous poem, the English writer Rudyard Kipling suggested that Westerners were duty-bound to colonize. "Take up the White Man's burden," he wrote. "Send forth the best ... to serve."

All these factors **spurred** Western nations to build overseas empires. Sure of their aims and armed with the latest technology, the Westerners usually overwhelmed the non-Western peoples they confronted. Of all the imperialist powers, none was more successful at empire-building than Great Britain. In addition to colonies in India and Africa, Britain also controlled territory in North America, the Pacific region, and Ireland.

19. Work in pairs, answer the questions based on the information from the text:

1. What period is called the Age of Imperialism?
2. What were the three main economic motives of European imperialists?
3. What problems did the Industrial Revolution cause?
4. How did industrialists find sources of raw materials?
5. How did nationalism promote empire-building?
6. What forces encouraged imperialism?
7. What other factors spurred imperialism?

20. Among the highlighted words find synonyms to the words:

Insistence; to encourage; gain; shareholder; preacher; supremacy; self-slaughter; struggle; excess.

21. Give Ukrainian equivalents to the following phrases and use them in the sentences of your own:

To compete for overseas territories; burst of empire-building; search for profit; to turn out; to look to; to take over; to fuel the scramble for empire.

22. Work in groups to debate the following:

- Why did the Age of Imperialism begin?
- What were the goals of imperialism?
- How did the Industrial Revolution impact imperialism?
- What outcome of the Industrial Revolution led to the Age of Imperialism?
- What are the social effects of imperialism?
- How was the Age of Imperialism a product of the Industrial Revolution?

23. Critical thinking: Work in groups and discuss the questions: 1) How might people in non-Western countries have reacted to European imperialists? 2) Why did imperialism grow out of industrialization?

24. Writing. Write an essay titled 'How European nations expected to profit from the empire-building of the late 1800's.'

Section 2: The United States and the British Empire

Terms to know

Manifest Destiny

Spanish-American War

segregate

Civil War

secede

home rule

The growth of American Power

1. Before you read the text, answer the following questions:

1. What conflicts might arise when powerful nations expand their territory and influence?
2. How might nations resolve these conflicts?
3. How do nations today try to resolve conflicts that arise between strong nations and weak ones?

2. Read the text and check whether you have answered the questions correctly.

The empire built by Britain **outshone** that of all other European powers during the 1800's. Because Britain held territory all over the globe, people said that 'the sun never sets on the British Empire'. As Britain prospered, so too did its **colonies**. Like the United States, which had already broken away from British rule, some of these colonies were becoming strong enough to stand on their own.

The United States had won its independence from Britain in 1783. During its first century as a self-governing nation, the United States rapidly grew in size, strength, and **confidence**.

Westward expansion. Not long after gaining independence, the United States began to expand its territory. In 1783 the United States' western boundary was set at the Mississippi River. Further west lay the vast Louisiana Territory, owned first by Spain and later by France. In 1803 the French ruler, Napoleon Bonaparte, sold Louisiana to the United States. The Louisiana Purchase doubled the size of the United States, moving its western border to the Rocky Mountains.

As American **settlers** poured into the Louisiana Territory, some Americans argued that the United States should push even farther west, beyond the Rockies. These people believed in Manifest destiny – the idea that the United States was meant to rule North America from the Atlantic Ocean to the Pacific. Many leaders in government eagerly took up the call for **expansion**.

Piece by piece, new territory was added to the United States. Spain gave up Florida to the United States in 1819. In 1845 Texas was **annexed**. Three years later, as part of the settlement of the Mexican-American War, the United States gained California and a huge amount of territory in the Southwest. In 1846 Britain and the United States divided the Oregon Territory. The Gadsden Purchase from

Mexico in 1853 and the purchase of Alaska from Russia in 1867 brought the continental United States to its present boundaries.

The American government **encouraged** people to move west by selling the land cheaply or even giving it away to anyone who would work it. Once a territory had enough settlers, it asked to join the Union as a state. Between 1800 and 1848, the country grew from 16 states to 30.

American expansion west raised questions about the **spread** of slavery. States in the North had banned slavery. The South, however, still had a farm-based economy and relied heavily on slave labour. The two regions argued bitterly over whether new states should be free or slave.

Northerners and Southerners **disagreed** on a number of other issues as well. Northerners, for example, favored **taxes** on imports of manufactured goods. Southerners were against the idea, knowing it would mean higher prices on the many items they bought from Europe. Another matter of dispute was the division of power between the federal and state governments. Northerners argued that the federal government had final authority over the states, while many Southerners took the opposite view.

3. Answer the following questions:

1. How did the United States expand its territory and influence?
2. In what different ways did the United States gain territory in the 1800's?
3. What did the idea of Manifest destiny mean?
4. What other territories were added to the United States?
5. How did the American government encourage the settling of the West?
6. What was the outcome of the Mexican-American war?
7. What issues did Northerners and Southerners disagree on?

4. Explain the following:

The Louisiana Purchase; Manifest destiny; the Gadsden Purchase.

5. Match the highlighted words to their definitions:

- a) when something increases in size, range, amount etc;
- b) someone who goes to live in a country or area where not many people like them have lived before, and that is a long way from any towns or cities;
- c) an amount of money that you must pay to the government according to your income, property, goods, etc and that is used to pay for public services;

- d) a country or area that is under the political control of a more powerful country, usually one that is far away;
- e) to take control of a country or area next to your own, especially by using force;
- f) to be better or more impressive than someone or something else;
- g) to have or express a different opinion from someone else;
- h) the belief that you have the ability to do things well or deal with situations successfully;
- i) the total area in which something exists;
- j) to persuade someone to do something.

6. Find the equivalents to the following phrases in the text:

Сонце ніколи не сідає над Британською імперією, позбутися Британського правління, зростати в розмірі, силі та впевненості, підхопити заклик до експансії, мати економіку, що базується на фермерстві, предмет суперечки.

7. Give synonyms to the words:

Independence; to expand; to rule; settlement; to gain; slavery.

8. Critical thinking: Compare the American idea of Manifest Destiny with the ideas that encouraged European imperialism in the late 1800's.

9. Writing:

1. Write an essay explaining how the United States expanded its territory and influence.
2. How manifest destiny helped shape the U.S. government's policies of land acquisition.

The Civil War

Terms to know:

Confederate States of America

Puerto Rico

Hawaii

Nicaragua

Guam

Monroe Doctrine

Carolina

the Philippines

Haiti

10. Before you read the text, answer the question: What were the causes of the Civil War?

11. Read the text and check your ideas.

Conflict between North and South reached a climax in 1860, when Abraham Lincoln was elected President. Southerners fiercely opposed Lincoln, who had promised to stop the spread of slavery. One by one, Southern states began to secede – withdraw – from the Union. These states formed a union called the Confederate States of America.

In April 1861 the Civil war erupted as Confederate and Union troops **clashed** in South Carolina. Four years of fighting followed, most of it on Southern soil. Although the South had superior military leadership, the North had a larger population, better transportation, greater resources, and more factories to turn out weapons and supplies. These advantages proved too much for the South **to overcome**. In April 1865 the South surrendered.

Reconstruction. As the Civil War was drawing to a close, President Lincoln announced that he would **pursue** a generous **policy** toward the South. He asked the nation to act “with malice toward none, with charity for all”. Yet a great deal of bitterness remained on both sides. Lincoln’s assassination less than a week after the end of the war only fueled tensions.

From 1865 to 1877, a period called Reconstruction Union troops occupied the South. Though while Southerners resented this policy, blacks benefited. The Emancipation Proclamation, issued by Lincoln in 1863, had already freed all slaves in areas under Confederate control. Now, under Reconstruction, blacks could vote and run for office for the first time. Public schools for blacks were built throughout the South, giving black children better opportunities for education.

In 1877, however, federal troops were removed from Southern soil. White Southerners passed laws that limited blacks’ rights and kept the races segregated – separated – in all public places. Blacks continued to face prejudice and discrimination in Northern states as well. Decades passed before American blacks made significant progress toward equality with other citizens.

Despite these problems, the end of the United States’ bloodiest war gave Americans cause for hope. The Union had been preserved. Americans could now dedicate their energies to building a great nation.

Industrialization had begun in the United States in the early 1800’s. The need for mass production and distribution of goods during the Civil War greatly speeded America’s transformation into an industrialized nation. By 1914 the United States was the world’s greatest producer of manufactured goods.

Industrialization could not have come so quickly without the tremendous **contribution** of immigrants. Between 1865 and 1914 more than 20 million immigrants moved to America from Europe and Asia. The immigrants provided the labor needed to run the new factories that were springing all over the Northeast and the Midwest.

During the late 1800’s the United States began to build its influence in world affairs. Americans felt concerned about Spain’s imperialist policies,

particularly in Cuba. Tension between Spain and the United States rose steadily, leading to the Spanish-American War in 1898.

It took Americans only four months to win a clear victory. As part of the peace settlement, Spain granted independence to Cuba and gave two of its colonies – Puerto Rico and Guam – to the United States. Later in 1898, the United States gained another Spanish colony, the Philippines. That same year, in a separate move, Congress annexed the independent islands of Hawaii as well.

With new overseas possessions and new status as a **mighty** nation, the United States began playing a stronger role in Latin America. In 1903, when Colombia said it would not let the United States build a canal through its territory, the United States encouraged a **revolt** in northern Colombia.

The United States was determined to protect the Panama Canal and other investments in Latin America. In 1904 President Theodore Roosevelt announced the Roosevelt Corollary to the Monroe Doctrine. This new policy stated that the United States would take over the affairs of any Latin American nation that could not keep order or pay its debts. During the next few years the United States sent troops to the Dominican Republic, Cuba, Haiti, and Nicaragua. By taking a strong role in Latin America, the United States revealed its growth as a nation.

12. Answer the following questions:

1. What states formed a union called the Confederate States of America?
2. What were the main economic differences between the Northern and Southern states?
3. What factors helped the North to win?
4. When did Union troops occupy the South?
5. What benefits did black population get under Reconstruction?
6. What laws did white Southerners pass?
7. How did the Civil War contribute to industrialization?
8. What part did immigrants play in the industrial growth of the United States?
9. What was the outcome of the Spanish-American War?
10. What action did President Roosevelt take to protect the United States' interests in Latin America?

13. Find synonyms to the highlighted words: donation; to overwhelm; to grapple; rebellion; to implement; powerful.

14. Find words in the text which correspond to the following definitions and use them in the sentences of your own:

- a) the act of murdering an important person;

- b) to stop taking part in an activity, belonging to an organization etc.;
- c) an unreasonable dislike and distrust of people who are different from you in some way, especially because of their race, religion etc.;
- d) to make known something that was previously secret or unknown;
- e) a situation in which people have the same rights, advantages etc.;
- f) to say officially that you want to stop fighting, because you realize that you cannot win;
- g) to give someone something or allow them to have something that they have asked for;
- h) to feel angry or upset about a situation or about something that someone has done, especially because you think that it is not fair;
- i) to officially tell people about something, especially about a plan or a decision.

15. Find the equivalents to the following phrases in the text:

Досягти кульмінації, випускати, наближатися до завершення, проводити великодушну (благородну) політику, ні до кого не ставитися зі злочинними намірами, а ставитися зі співчуттям до всіх, загострювати відносини, балотуватися на посаду, посилити свій вплив у міжнародних відносинах, здобути явну перемогу, взяти на себе справи.

16. In groups of 3-4 discuss the following questions:

1. Which side do you think suffered the most devastation? Why?
2. How did the Civil War speed up America's industrialization?
3. Why was the issue of slavery in the United States so divisive?

17. Future research: Find information on countries today that are experiencing civil wars or conflicts. Make a table that includes the name of each country, the continent it is located on, and the dates of the conflict.

18. Writing: Write an essay explaining the United States acquisition of Puerto Rico, the Philippines, Hawaii or the building of the Panama Canal.

Section 3: Growth of Canada

Terms to know

The Quebec act
Newfoundland
Alberta

Nova Scotia
The Maritime Provinces
Saskatchewan

New Brunswick
Manitoba

1. Before you read the text, answer the question: How did some of Britain's colonies move toward self-rule?

2. Read the text and check your ideas.

Canada was originally colonized by France, but it was **ceded** to Britain under the treaty of Paris in 1763. The French lived mostly in the lower St. Lawrence Valley. Many English-speaking colonists arrived in Canada after it came under British rule. Some were Scottish, some were English, and some were Americans who had stayed **loyal** to Britain during the American Revolution. They settled separately from the French – mostly along the Atlantic seaboard and north of the Great Lakes.

Cultural and religious differences between French and English colonists, along with the traditional **rivalry** of their homelands, caused conflict in Canada. The British Parliament therefore passed the Quebec Act of 1774 to protect the rights of French Canadians.

In 1791 Britain took another step to try to ensure peaceful relations. Parliament created two new **provinces**: Upper Canada, which was largely English-speaking, and Lower Canada, which was largely French-speaking. The Maritime Provinces – Nova Scotia, New Brunswick, Prince Edward Island, and Newfoundland – remained separate colonies.

Canadians were also brought closer together by the War of 1812, fought between the United States and Britain. Many Americans had hopes of seizing British territory in Canada. When the United States **invaded** Canada, French and British colonists fought side by side to throw back the American troops. At the war's end in 1814, Canada remained under British rule.

The Durham Report. After the War of 1812, tensions between French and British colonists rose again. In the late 1830's rebellions broke out in both Upper and Lower Canada. A British **statesman**, Lord Durham, went to Canada to review the colonists' demands for self-rule and make **recommendations** to Parliament.

Durham's report, issued in 1839, **urged** two major reforms. First, Upper and Lower Canada should be reunited as the Province of Canada, and British immigration should be encouraged. Second, colonists in both the Province of Canada and the Maritime Provinces should be allowed to govern themselves in domestic matters. Within 10 years, both proposals had been carried out.

The Dominion of Canada. By the mid-1800's, many Canadians believed that Canada needed a central government. It would be better able to protect the interests of Canadians against the expansionist aims of the United States and could also plan the building of roads and railroads to link the northwest frontier with the rest of Canada.

In 1867 Nova Scotia and New Brunswick joined with the Province of Canada to form the Dominion of Canada. During the next 30 years Manitoba, British Columbia, Prince Edward Island, Alberta, and Saskatchewan entered the Dominion.

The Dominion government took several steps to strengthen Canada. It built a cross-country railroad to unite distant parts of the Dominion. It encouraged foreign **investment** to develop Canada's rich supply of natural resources. The government also encouraged immigration, to provide a labor-force for Canada's farms and factories.

3. Answer the questions on the text:

1. What was the position of Canada in 1763?
2. What cultural conflict caused problems for Canada?
3. When did Parliament create two new provinces?
4. What two major reforms did Durham's report issue?
5. Which provinces enter the Dominion?
6. What steps were taken by the Dominion government to strengthen Canada?

4. Find the definitions of the following words and phrases from the text:

The Quebec Act;
The Maritime Provinces;
The Durham Report;
The Dominion.

5. Match the highlighted words to their definitions:

- a) to strongly suggest that someone does something;
- b) a political or government leader, especially one who is respected as being wise and fair;
- c) to give something such as an area of land or a right to a country or person, especially when you are forced to;
- d) one of the large areas into which some countries are divided, and which usually has its own local government;
- e) the use of money to get a profit or to make a business activity successful, or the money that is used;

- f) official advice given to someone, especially about what to do;
- g) a situation in which two or more people, teams, or companies are competing for something, especially over a long period of time, and the feeling of competition between them;
- h) always supporting your friends, principles, country, etc.;
- i) to enter a country, town, or area using military force, in order to take control of it.

6. Give Ukrainian equivalents to the following phrases and use them in the sentences of your own:

Under the treaty; to stay loyal, to cause conflict; to pass the act; to protect the rights; to ensure peaceful relations; to throw back; to break out; to be carried out; to take steps; to provide a labor-force.

7. Find synonyms to the following words:

To colonize; conflict; to seize; rule; tension; demand; to review; reform; to encourage; to link; supply.

8. Critical thinking: Think about the alternative solution to a conflict between French and English settlers as well as demands by the colonists for self-rule.

Discuss in groups and present feedback to the class.

9. In groups of 3-4 discuss the following: The Durham Report provided a set of recommendations for solving the problems Canada faced in the late 1830's.

1. What were these problems? How else might they have been handled?
2. How do you think Durham's report affected French-speaking Canadians?

10. Writing. Write a one-paragraph essay on: 1) Cultural and religious differences between French and English colonists; 2) Canada's national holiday – Dominion day.

Section 4: Australia and New Zealand

Terms to know

Australia

New Zealand

Commonwealth of Australia

Home rule

1. Read the text:

Australia was first colonized by Britain in 1788. Unlike the United States and Canada, it was not opened up to ordinary settlers. It was used instead as a prison colony, where British **convicts** were sent to serve their sentences. After their release, these people could buy land and settle as free men and women. Some of the convicts **escaped**, fleeing to the islands of New Zealand, which lay about 1,000 miles southeast of Australia.

In time, the former convicts in both Australia and New Zealand were joined by other British settlers who came of their own free will. Immigrants were attracted by open land and, in 1851 and 1892, by gold rushes. The population skyrocketed as scattered **settlements** multiplied into separate colonies. By mid-century the free settlers had successfully pressured the British to stop sending convicts to Australia.

Like Canadians, the people of Australia and New Zealand wanted to rule themselves, yet remain in the British Empire. During the 1850's the colonies in both Australia and New Zealand became self-governing and created parliamentary forms of government. In 1901 the Australian colonies were united under a federal constitution as the Commonwealth of Australia. During the early 1900's both Australia and New Zealand became Dominions.

The people of Australia and New Zealand **pioneered** a number of social and political reforms. For example, the secret ballot often called the Australian ballot, was first used in Australia in the 1850's. In 1893 New Zealand became the first nation in the world to give women full voting rights. Both countries also adopted social **welfare** policies much earlier than other English-speaking nations. These policies included old-age insurance, worker's **compensation** laws, and laws that helped labor unions.

Sheep-raising in Australia

Australians say that their country "rode to prosperity on the back of a sheep". The early settlers saw at once that the grassy plains would be good pastureland. However, breeds of sheep from the cool, rainy British Isles proved to be unsuited to Australia's warm, dry weather.

The turning point came in 1796, when John MacArthur brought a new **breed** of sheep to Australia. He bought six Spanish merino sheep and found that this breed flourished on his lands. Their thick wool sold at high prices in London.

Sheep-raising became big business in Australia. The largest sheep ranches, called “stations”, covered 1,000 square miles – bigger than some independent countries. Australia’s population skyrocketed during a gold rush in 1851, but wool brought more **wealth** than gold in the long run.

2. Answer the questions based on the information from the text:

1. What settlers was Australia opened up to?
2. Why did the population of Australia and New Zealand increase?
3. How did Australia and New Zealand move toward self-rule?
4. What social and political reforms did the people of Australia and New Zealand pioneer?
5. How did sheep-raising help Australia become the world’s largest exporter of wool?

3. Match the highlighted words to their definitions:

- a) help that is provided for people who have personal or social problems;
- b) to leave a place when someone is trying to catch you or stop you, or when there is a dangerous situation;
- c) a type of animal that is kept as a pet or on a farm;
- d) someone who has been proved to be guilty of a crime and sent to prison;
- e) money paid to someone because they have suffered injury or loss, or because something they own has been damaged;
- f) a large amount of money, property, etc. that a person or country owns;
- g) to be the first person to do, invent, or use something;
- h) a group of houses and buildings where people live, especially in a place where few people have lived before.

4. Complete the sentences with the words from exercise 3. You might need to change the form of the words:

1. Australia was used as a prison colony, where British were sent to serve their sentences.
2. Australia and New Zealand adopted policies much earlier than other English-speaking nations.
3. John McArthur brought a new of sheep to Australia.
4. The people of Australia and New Zealand a number of social and political reforms.
5. Some of the convicts fleeing to the islands of New Zealand.

6. Welfare policies included old-age insurance worker's laws, and laws that helped labor unions.

7. Wool brought to Australia's population more than gold.

8. The population skyrocketed as scattered multiplied into separate colonies.

5. Find the equivalents to the following phrases in the text:

Відбувати покарання, за власним бажанням, золота лихоманка, створити парламентадські форми державного правління, таємне голосування, надати повне право голосу, прийняти політику соціального забезпечення, страхування за віком, поворотний пункт, в довгостроковій перспективі.

6. In groups of 3-4 discuss the following questions:

1. How did the colonial settlement of Australia and New Zealand differ?

2. How did Australia's early history differ from that of other British colonies?

7. Writing. Write an essay explaining the significance of social and political reforms in Australia and New Zealand.

Section 5: Divided Ireland

1. Before you read the text answer the following questions:

1. What was the effect of the destruction of Ireland's potato crop on the population of Ireland?
2. How did 18 percent of the population deal with the famine?
3. In what ways was Ireland different from the other colonies?

2. Read the text and check whether you have answered the questions correctly:

English expansion into Ireland had begun in the 1100's, when the Pope granted control of Ireland to the English king. English **knights** invaded Ireland, and many settled there to form a new aristocracy. The Irish who had a different **ancestry**, culture, and language, bitterly resented the English presence.

This resentment grew stronger after King Henry VIII tried to tighten England's hold on Ireland. In hopes of planting a pro-English population in Ireland, Henry VIII and some later British leaders (such as Elizabeth I and Oliver Cromwell) encouraged English and Scottish **subjects** to move there. Large numbers did, mostly in the north. The native Irish, who were Catholics, opposed these Protestant settlers.

In the 1600's and 1700's, Irish Protestants passed laws limiting the rights of Catholics. For example, Catholics could no longer hold public office and they had to pay taxes to support the Church of Ireland, which was Protestant. In addition, English was made Ireland's official language.

Many Irish hated British rule. The British government, determined to preserve its control over Ireland, formally joined Ireland to Britain in 1801. Though a **setback** for Irish nationalism, this move did give Ireland representation in the British Parliament. Under pressure from Irish Catholics, Parliament later repealed some of the laws discriminating against Catholics.

In the 1840's Ireland was devastated by a **famine**. A blight ruined the potato crop, and some 500,000 people died of starvation and disease. About one million more fled Ireland. Most went to the United States; others went to Britain, Australia, and Canada. Many people in Ireland blamed the British for not doing more to help the victims of the famine.

During the second half of the 1800's opposition to British rule over Ireland took two forms. Some people wanted Ireland to be completely independent. A greater number of the Irish preferred home rule – local control over internal matters only. The British refused, however, **to consider** home rule for many decades.

One reason for Britain's opposition to home rule was concern for Ireland's Protestants. A small minority of the population, who lived mainly in the north,

the Protestants felt that they needed Britain's **protection**. Finally, in 1914, Parliament passed a home rule bill for southern Ireland only.

3. Answer the following questions:

1. What was the attitude of the Irish towards the English presence?
2. What did Henry VIII do to tighten England's hold on Ireland?
3. How did Irish Protestants limit the rights of Catholics?
4. How many people died of starvation during famine?
5. What are the main countries to which the Irish emigrated during the famine?
6. What is home rule? Was it good for Ireland?

4. Give synonyms to the highlighted words.

5. Give Ukrainian equivalents to the following phrases and use them in the sentences of your own:

To grant control of; to tighten hold on; to hold public office; to pay taxes; to preserve control over; to discriminate against; to die of starvation and disease; internal matters.

6. In groups of 3-4 discuss the following questions:

1. What impact did the Great Famine have on the population of Ireland?
2. Why did the British pass a home rule bill for southern Ireland only?

7. Critical thinking: Work in groups and discuss the question: "Was Britain's policy in dividing Ireland successful? Why or why not?"

UNIT 9: Asia in the Age of Imperialism

Section 1: India under British Rule

1. Before you read the text, answer the following question: How did India come under British rule?

2. Read the text:

Europeans first came in search of trade. The desire to protect and expand this trade led Europeans to take political control of the country. Having forced France to give up its claims on India, Britain made India a prized part of its far-flung empire – the “jewel in the crown.”

European trade with India

Indian disunity. When the first Portuguese ships reached India in the early 1500's, the Indian subcontinent was not a single nation. Though its civilization was ancient and its cultural traditions strong, India had never been politically unified.

The Europeans who arrived in the 1500's traded mainly with southern India, which was divided among several rulers, both Hindu and Muslim. The Mogul Empire had **conquered** much of the northern part of the peninsula. Many local rulers, especially in the Deccan and the south, continued **to resist** the Moguls, however.

Europeans trading companies. During the 1600's the major European powers followed mercantilist policies, competing for colonies and trade. The governments of England, France, and the Netherlands gave private **joint-stock companies** exclusive rights to represent their countries in trade with Asia. The Dutch East India Company was the first to break Portuguese control of the Indian trade, but the Dutch were more interested in the East Indies than in India.

On the last day of the year 1600, Queen Elizabeth I chartered the English East India Company, which was **backed** by 80 London **merchants**. In 1613 the Mogul emperor Jahangir granted the East India Company permission to establish a trading post at Surat. By 1647 there were 227 English trading posts in India, mainly along the coast.

Agents of the English East India Company soon built up a thriving trade. They travelled all over India, setting up contracts with local weavers of cotton cloth. The English **traded** some of this cloth to the Dutch for spices and sent the rest back to England. Named **calico** after the port city of Calicut, it was widely used for tablecloths and, later, for clothing. By 1625 England was importing some three million yards of calico a year, England also bought sugar, silk, jewels, and tea. In return, Mogul India imported tin, lead, **tapestries**, and ivory.

France was late in joining the competition for trade with India. During the 1670's, however, the French East India Company was chartered. Like the English, the French made alliances with various Indian princes and set up trading posts on the Indian coast. The major French outpost in India was at Pondicherry, on the East coast.

3. Answer the following questions:

1. Why did Britain consider India its “jewel in the crown”?
2. Why had India never been politically unified?
3. What company was granted permission to establish a trading post at Surat?
4. What goods did India trade with different countries?
5. Which goods were especially popular?
6. When did France join the competition for trade with India?

4. Give Ukrainian equivalents to the following phrases and use them in the sentences of your own:

To give up claims; far-flung empire; “the jewel in the crown”; to resist the Moguls; to charter company; to grant permission; to build up a thriving trade; to set up contracts; to make alliance with.

5. Match the highlighted words to their definitions:

- a) an arrangement in which two or more countries, groups etc agree to work together to try to change or achieve something;
- b) to support someone or something, especially by giving them money or using your influence;
- c) to get control of a country by fighting;
- d) to say officially that a town, organization, or university officially exists and has special rights;
- e) to buy and sell goods, services, etc. as your job or business;
- f) to use force to stop something from happening;
- g) someone who buys and sells goods in large quantities;
- h) heavy cotton cloth that is usually white;
- i) a company that is owned by all the people with shares in it;
- j) a large piece of heavy cloth on which coloured threads are woven to produce a picture, pattern etc.

6. Find synonyms to the following words:

To protect; claim; to reach; ruler; to represent; to grant; competition; outpost.

7. Find antonyms to the following words:

Ancient; to divide; to continue; to compete; private; right; control; permission; to join.

British rule of India

8. Before reading the text, answer the following question:

How did Britain end French rule in India?

9. Read the text and check whether you have answered the question correctly.

During the 1700's a series of events led to British domination of India. First, the Mogul Empire weakened as local princess rebelled against harsh Mogul rule. Second, Britain drove France out of its Indian outposts.

The conflicts between Britain and France over India, like those over North America, grew out of power struggles in Europe. The outbreak of the War of the Austrian Succession (1740-1748) in Europe sparked fighting between the French and British in India. For a time after this war, France was the leading power in India. Yet the British fought back, and the start of the Seven Years' War (1756-1763) in Europe set the stage for a British victory.

This showdown between France and Britain was fought between the two countries' trading companies, each with its own army. Led by a former East India Company employee named Robert Clive, a force of British and Indians defeated the French and their Indian supporters. Clive put a pro-British ruler on the throne of the state of Bengal, making it the base for East India Company expansion in India. In the Treaty of Paris of 1763, France accepted British control over India.

British government. India soon became an important source of wealth for Britain. The profits of the East India Company helped repay Britain's war debts and fund its emerging industries. To protect its interests, the British government began to take a more active part in governing India. Laws passed in the late 1700's limited the powers of the East India Company and provided for a governor-general to rule India.

Like most of the British who came to India, the early governors were sure that the British way of life was superior. They felt they had a duty to reshape Indian life according to European standards. The British did not make much of an attempt to understand Indian customs. They did improve Indian life in some ways, but their real mission in India was to gain power and wealth for their homeland.

The British governors made many reforms in the system of government set up by the East India Company. They replaced East India Company employees with well-trained administrators, making the Indian government more efficient

and less corrupt. The British also improved education and removed trade barriers among the Indian states.

Along with these reforms, however, came actions that angered many Indians. During the first half of the 1800's, the East India Company gradually took over more and more of India. Some Indian states were annexed entirely. Others were allowed to handle their internal affairs, but they did not have full independence.

Other British policies caused further discontent among Indians. Indians were barred from the highest jobs in the civil service. The British also outlawed settee. Finally, Indian soldiers in British service, called sepoys, could be required to serve overseas even though Hindu custom taught that Hindus lost status by crossing open water.

The Sepoy Rebellion. The sepoys' anger grew when the British introduced a new kind of rifle into the Indian army. In order to load the rifles, the sepoys had to bite off the tops of greased cartridges. Rumour spread that the cartridges were smeared with beef and pork grease. Hindus consider cows to be sacred, and the Koran forbids Muslims to eat pork. Indians of both religions were outraged at British insensitivity to their beliefs.

On a Sunday evening in May 1857, three sepoy units near Delhi rose in revolt. Thus began the Sepoy Rebellion, which soon spread to other areas. Fierce fighting went on for a year, but the British crushed the rebels in 1858.

Taking full control. The Sepoy Rebellion convinced Britain of the need to tighten its hold over India. In 1858 Parliament closed the East India Company and annexed its Indian lands. The governor-general was replaced by a viceroy, whose power was limited. The important decisions about India were now to be made in London. In 1876 Parliament declared Queen Victoria "Empress of India." In this way, all the Indian states became part of the British Empire.

10. Answer the following questions:

1. What events led to British domination in India?
2. Explain how India came under British rule.
3. How did the British government protect its interests in India?
4. What was the attitude of the British towards Indian way of life and their customs?
5. What actions caused discontent among Indians?
6. What might the decision to grease the sepoys' cartridges with beef and pork fat reveal about the British attitude towards Indians?
7. How did Britain's policy toward India change following the events of the Sepoy Rebellion?

11. Match 1-12 with a-l.

1.conflict	a) a man who was sent by a king or queen in the past to rule another country
2.to rebel	b) to win a victory over someone in a war, competition, game etc
3.throne	c) using you power in a dishonest or illegal way in order to get an advantage for yourself
4.showdown	d) to oppose or fight against someone in authority or against an idea or situation which you don't agree with
5.to defeat	e) the person in charge for an institution
6.profit	f) a state of disagreement or argument between people, groups, countries etc
7.governor	g) a meeting, argument, fight etc that will settle a disagreement or competition that has continued for a long time
8.corrupt	h) strong and often violent action by a lot of people against their ruler or government
9.discontent	i) the position and power of being a king or queen
10.rifle	j) an advantage that you gain from doing something
11.revolt	k) a feeling of being unhappy and not satisfied with the situation you are in
12.viceroy	l) a long gun which you hold up to your shoulder to shoot

12. For each term or name write a sentence explaining its significance:

The Mogul Empire; War of the Austrian Succession; Seven Years' War; East India Company; Robert Clive; the state of Bengal; the Treaty of Paris; the Sepoy Rebellion.

13. Find the equivalents to the following phrases in the text:

Вигнати, виходити за рамки боротьби за владу, спонукати до боротьби, підготувати підґрунтя для, посадити когось на трон, здобути владу та багатство, усунути торгові бар'єри, займатися своїми внутрішніми справами, забороняти займати найвищі посади на державній службі, оголосити поза законом традицію самоспалювання, обурюватися, підняти повстання, розігнати повстанців, посилити владу над Індією.

14. Give synonyms to the following words:

Conflict; to spark; supporter; emerging; standard; mission; to annex; anger; fighting.

15. Critical thinking: 1) In what ways did the Sepoy Rebellion change the political climate of India? 2) Why didn't Indians unite against the British in the Sepoy Rebellion?

India within the empire

16. Before reading the text, answer the question: How did British technology help India? How did it harm it?

17. Read the text and check whether you have answered the question correctly:

Technological changes. To govern a country as large as India, British officials needed better transportation and communication. They built the best road system in all of Asia, as well as a large network of railroads. Trains carried troops, hauled cotton and other goods to ports, delivered food to famine-stricken areas, and provided passenger service for travellers. Indian life changed as villagers visited other parts of the country or moved away to cities such as Bombay and Calcutta.

The British also set up a postal service, and in 1870 India and Britain were linked by telegraph. These improvements made Indians more aware of the rest of the world and allowed people from different regions to share experiences, news, and ideas. British technology was helping to unite India.

British technology harmed India as well, however. Indian cotton was quickly and cheaply woven into cloth in British mills. The machine-made cloth was shipped back to India, where it was sold at a lower price than domestic homespun cloth.

For centuries home-spinning had been an important source of income for peasant families in India. By the late 1800's, however, the Indian textile industry had been nearly wiped out by British imports. Indian artisans now had no means of support but the already overburdened land. High British tariffs barred the sale of Indian goods in Britain.

Sources of nationalism. Many high-caste Indians were educated in Britain or in the British-style universities set up in India in the 1850's. As Indian students studied Western civilization, they read the works of English philosophers who wrote about nationalism and independence. These works helped fuel Indian discontent over British policies in India.

One of the Indians' major complaints about British rule was racial discrimination. British-educated Indians rejected the caste system, accepting the Western idea that a person's status should be based on his or her accomplishments. They were shocked, therefore, to realize that the British did not live up to their own ideals. The top jobs, the finest clubs and hotels, and the best

railroad cars were reserved for the British. No matter how intelligent or educated, an Indian was not considered the equal of a European.

Many Indians also objected to the lack of self-government in their country. While colonies like Australia and Canada had been given much home-rule, India was still ruled directly by a small group of British officials.

New Indian organizations. In 1885 Indian nationalist leaders formed an organization called the Indian National Congress to work for changes in British policy. Representing every province in British India, the delegates were mostly English-speaking Hindu professionals. They asked that Indians be given better government positions. The Congress also asked for lower taxes and free public education for all Indian children.

Indian Muslims did not feel comfortable with the Hindu-dominated Indian National Congress. They also worried that their right would not be protected in an independent India. Seeing the British as defenders of Muslim rights against the Hindus, the Muslims were less eager than the Hindus to force the British out of India. In 1906 a group of Muslims formed the All-India Muslim League to look after Muslim interests in any talks about India's future.

British concessions. Britain, eager to keep Indian nationalism in check, gave in to some Indian demands in the early 1900's. In 1905 the British viceroy had outraged both Hindus and Muslims by dividing the state of Bengal into two parts. In 1910 King George V announced that Bengal would be reunited. King George also declared that Calcutta, a city established by the British, would no longer be the capital of India. Instead, the capital would be moved to Delhi, which lay in a region where Indian civilization had flourished for thousands of years. Yet even these moves were unpopular with some Indians, proof of the deepening divisions among the people of India.

18. Answer the questions based on the information from the text:

1. How did the British change India using new technology?
2. What harm did British technology bring?
3. What factors led to the rise of Indian nationalism?
4. What was the major complaint about British rule?
5. What organization was formed in 1885 and what were the demands of the delegates?
6. What were British concessions?

19. Find words in the text which correspond to the following definitions and use them in the sentences given below:

- a) to officially prevent someone from entering a place or from doing something;

- b) something successful or impressive that is achieved after a lot of effort and hard work;
- c) a very firm request for something that you believe you have the right to get;
- d) the practice of treating one person or group differently from another in an unfair way;
- e) to develop well and be successful;
- f) to keep someone or something safe from harm, damage, or illness;
- g) new machines, equipment, and ways of doing things that are based on modern knowledge about science;
- h) one of the large areas into which some countries are divided, and which usually has its own local government;
- i) something that you allow someone to have in order to end an argument or a disagreement.

Sentences

1. Genoa determined to oppose the , and war broke out.
2. The Convention was reconvened on the 12th of February 1863, and the of Congress was met.
3. It would be the seminal of humanity.
4. They seized his passport and him from leaving the country.
5. In German South-West Africa no is made as to the country of origin of imports.
6. The supreme court, whether rightly or wrongly, assumed a jurisdiction of first instance over the entire of Bengal.
7. In our individual countries, sets of laws are created by the citizenry and are designed life, liberty, and property.
8. Encryption has advanced to the point where it's pretty reliable.
9. In 1607 the first lasting settlement was made in Virginia, and after a period of struggle began by the cultivation of tobacco.

20. Find the equivalents to the following words and phrases in the text:

Вражені голодом території, створити поштову службу, бути знищеним, індійці, що належать до вищої касты, розпалювати невдоволення, відповідати власним ідеалам, заперечувати проти відсутності самоврядування, змусити британців покинути Індію, тримати націоналізм під контролем, надавати пасажирські послуги.

21. Find the antonyms for:

To provide; improvements; to unite; complaint; to accept; to represent; defender; to establish.

22. Critical thinking. 1) Why would the British think that dividing the Hindus and Muslims into separate sections would be good? Explain. 2) How did British rule affect India? 3) How was the economy of India transformed by the British?

23. Writing activity. Write an editorial to an underground Indian newspaper, detailing grievances against the British and calling for self-government.

24. Connect to today.

In 1947, India was divided into two countries: mostly Hindu India and mostly Muslim Pakistan. However, the two countries maintain a tense relationship today. Research to learn about the cause of this tension and illustrate it in a political cartoon.

Section 2: Imperialism in China and Southeast Asia

China's foreign trade

1. Before you read the text, answer the question: How did contact with the West affect China?

2. Read the text and check whether you have answered the question correctly:

For centuries, **dealings** with other Asian nations had been built on the Confucian principle of relations between **superiors** and inferiors. China considered all foreign countries **inferior** and expected them to pay **tribute** to the emperor by sending lavish gifts. Of all China's neighbours, only Japan refused to send tribute.

The European nations that traded with China were not part of the tributary system, but they had to follow Chinese rules. The Chinese viewed trade as a privilege given to foreigners, not as a right. Foreign merchants were allowed in only one Chinese city – Guangzhou, once known as Canton. Their contacts with the Chinese people were strictly limited by rules set down in the early 1700's:

1. No foreign warships may sail inside the inlet to the river.
2. Neither foreign women nor firearms may be brought into the warehouses.
3. Foreign warehouses shall employ no maids and no more than eight Chinese male servants.
4. Foreigners living in the warehouses must not move in and out too frequently, although they may walk freely within a hundred yards of their warehouses.
5. Foreigners may neither buy Chinese books nor learn Chinese.
6. Foreigners are not allowed to row boats in the river. They may, however, visit the flower gardens and the temple opposite the river in groups of ten or less three times a month, on the 8th, 18th, and 28th. They shall not visit other places.
7. Foreign traders must not remain in Guangzhou after the trading season; even during the trading season when the ship is laden, they should return home or go to Macau (a Portuguese colony).

For two centuries, European traders accepted the Chinese rules. The trade in Chinese tea and silk was so profitable that Europeans would agree to any **restrictions**. They had to look hard, however, to find goods that the Chinese would take in return. China had “no need for the products of foreign **barbarians**”, in the words of one emperor.

During the early 1800's, Europeans finally found something the Chinese wanted. This was opium, a narcotic drug made from the poppy plant. European

traders could buy opium in India and sell it in China. Though the Chinese government forbade the sale of opium, many Chinese officials took bribes from British traders **to smuggle** in large amounts of the drug.

The opium trade was a threat to China in two ways. It harmed the Chinese people: by the 1830's millions of Chinese had become addicts. It also drained the Chinese treasury. Silver had once flowed into Chinese banks as British traders paid for tea and silk. Now silver was leaving China as payment for opium. Concern over these problems finally prompted the Chinese government to crack down on the opium trade.

The Opium War

In 1839 the Chinese government began a campaign against opium use, arresting and **executing** opium dealers. Smuggling continued to increase, however. Aware that the British were hiding opium in their storehouses, the emperor sent soldiers to Guangzhou. The soldiers imprisoned British traders and government officials in their own warehouses and seized the **opium**.

The British viewed the Chinese action as an insult to their nation. They also saw the quarrel as a chance to get rid of Chinese restrictions on trade. The British struck back, and the Opium War began. The Chinese forces, badly organized and armed with old-fashioned weapons, lost battle after battle to the modern British army and navy. Finally, after three years, the Chinese government asked for peace and gave in to British demands.

The Treaty of Nanjing (1842) ended the war and established a new pattern for European trade with Asia: the unequal treaty system. The Chinese no longer made the rules, as they had done under the tributary system. Instead, Western nations laid out the conditions for trade.

The **treaty** of Nanjing gave the British the right to trade in five treaty ports – port cities where traders could live. Foreigners accused of crimes would be tried under their own country's laws, not Chinese laws. Britain also gained the island of Hong Kong and a cash settlement for the destroyed opium.

In the next few years, other Western nations made similar treaties with China. These treaties forced China to give other countries the kind of trading rights and privileges given to Britain.

3. For each term or name, write a sentence explaining its significance

Guangzhou	Opium War	unequal treaty system
The Treaty of Nanjing	treaty port	

4. Answer the following questions:

1. How did China consider all foreign countries?
2. How did the Chinese view trade?
3. What were the rules set down by the Chinese in the early 1700's?
4. Why did the Chinese have little interest in trading with the West?

5. What conflicting British and Chinese positions led to the Opium War?
6. How did the Treaty of Nanjing affect China's trade with the West?

5. Match the highlighted words to their definitions and use them in the sentences given below:

- a) a powerful illegal drug made from poppy seeds;
- b) a formal written agreement between two or more countries or governments;
- c) better, more powerful, more effective etc than a similar person or thing, especially one that you are competing against;
- d) to take something or someone illegally from one country to another;
- e) the activity of buying, selling, or doing business with people;
- f) someone from a different tribe or land, who people believe to be wild and not civilized;
- g) to kill someone, especially legally as a punishment;
- h) a rule or law, that limits or controls what people can do;
- i) not good, or not as good as someone or something else;
- j) a payment of goods or money by one ruler or country to another more powerful one.

Sentences

1. The attacks on the coast occurred simultaneously with nukes that would've been impossible to hide, let alone into the country.
2. This does not apply to the first president - President Masaryk.
3. One of the first abuses with which the Japanese had to deal was the excessive use of by the Chinese settlers.
4. The Koran states that men have authority over women because God has made the one o the other, and because they spend their wealth to maintain them.
5. Years ago, the two countries signed a in which they promised not to use nuclear weapons.
6. The new President paid to his predecessor, thanking her for her great contribution to the nation.
7. Jackson prefers to hang out with people who are intellectually to him at school because he is actually quite insecure about his own abilities.
8. The new monarch, known as King Mindon, showed himself sufficiently arrogant in his with the European powers, but was wise enough to keep free from any approach towards hostility.
9. On the decline of the Roman empire Vindobona became the prey of successive invaders.

10. Early Christian writers assert that he proceeded to search out and all descendants of David who might conceivably come forward as claimants of the vacant throne.

6. Find the equivalents to the following phrases in the text:

Платити данину, щедрі подарунки, слідувати правилам, вхід до річки, за словами імператора, брати хабарі, провозити контрабандою наркотики, ставати наркоманом (залежним), це спустошило китайську скарбницю, приймати суворі заходи щодо (проти) торгівлі опіумом, позбутися обмежень на торгівлю, наносити удар у відповідь, поступитися вимогам британців, несправедлива договірна система, розробити (викласти) умови торгівлі, договірний порт, звинувачений у здійсненні злочину, грошовий розрахунок.

7. Give synonyms to the following words:

To view; privilege; to employ; to forbid; to prompt; insult; to increase; to quarrel.

8. Work in groups to debate the following:

1. What advantages and disadvantages for China might its isolation have produced?
2. What factors might have worked against China's policy of isolation during the eighteenth and nineteenth century?
3. How might foreign products affect the quality of life in China both positively and negatively?

China's Internal Problems

9. For each term or name, write a sentence explaining its significance

Qing dynasty the Taiping Rebellion Dowager Empress
Open Door Policy Boxer Rebellion

10. Before reading the text, answer the question: Which problems created the most trouble for China, internal or external? Why?

11. Read the text and check whether you have answered the question correctly:

This crisis followed the general pattern of the dynastic cycle. The Qing government had become corrupt and inefficient. Public officials grew wealthy from bribes and high taxes, and they neglected duties such as flood control.

A disastrous flood of the Yellow River followed. China's food supply was already strained to the limit by population growth. When the flood destroyed

crops, **famine** struck. Starving peasants left their lands in hopes of finding food. Often they were forced to sell their land at prices far below its value.

The Taiping Rebellion. As in earlier times, peasants reacted to these troubles by forming secret antigovernment societies. In 1850 one such society led to an uprising against the Manchus. The rebels were led by a religious **fanatic** who claimed to be “the Heavenly Younger Brother” of Jesus. He called their movement Taiping, from the Chinese words for “great peace”.

As one sign of rebellion, Taiping men cut off their pigtails, which the Manchu rulers had forced the Chinese to wear. The leaders of the Taiping Rebellion also called for changes in society. They proposed dividing land equally among all peasants. They wanted equal rights for women, including the right to take civil service examination and become government officials. About one quarter of the rebel soldiers were women.

The Taiping built up a well-disciplined army of believers. After four years they had more than one million **followers**. Taiping forces easily defeated the imperial troops that were sent to fight them, and in the spring of 1853 the Taipings set up their capital in Nanjing. By this time, they controlled much of China.

The rebel’s success frightened many Chinese, who opposed their reforms. Europeans, who wanted to protect their trade treaties, also became alarmed. Both groups aided the Manchus, who began to win military victories over the Taipings. The rebellion, weakened by power struggles among the leaders, finally collapsed in 1864. About 20 million people had died in the fighting, and parts of China had been devastated.

Threats from Western powers. The Taiping Rebellion was not the only revolt in the mid-1800’s. The imperial government at the same time was resisting uprisings by peasants near the Yellow River and by the Muslims in northwest China.

Taking advantage of the confusion, the French and British made new trade demands. They also looked for reasons to begin a military conflict. A minor incident involving an “insult” to the British flag gave Britain the reason it needed. Similarly, Napoleon III’s government claimed that Chinese authorities had murdered a French missionary.

With these excuses, Britain and France sent an army **to invade** China in 1856. The war went slowly, because many British troops were called away by the Sepoy Rebellion in India. Nevertheless, French and British soldiers captured the imperial capital at Beijing in 1860, forcing the emperor to flee.

Just at the end of the Opium War, the Chinese government gave in to foreign demands for more trade. This time the Chinese also agreed to let British missionaries into China. Other Western nations claimed the same privileges.

Each of the major European powers now carved out a part of China as its sphere of influence – territory in which it had special authority. These areas were largely under European control, even though they still belonged formally to

China. In them, Europeans had certain **privileges**, including the right to trade, to dig for minerals, to build railroads, and to set up military bases.

The Opium War, the Taiping Rebellion, and the establishment of spheres of influence. rocked the foundation of the Qing dynasty. China's weakness and the power of the Western "barbarians" had become too obvious to ignore. If China was ever to free itself from foreign rule, it would have to modernize.

Yet the Chinese were slow to begin the process. Having boasted of superiority for hundreds of years, the Chinese found it hard to turn to foreigners for help. Some still refused to believe in the need for change. Others hoped that Western technology could be blended with Chinese traditions.

"Self-strengthening". The desire to blend Western and Chinese ideas lay behind the government's "self-strengthening" movement, begun in the 1860. In its attempt to modernize, China set up a foreign affairs office and reformed the tax system. It built shipyards, railroads and telegraph lines. However, these efforts at modernization did not go very deep.

China's weakness was made clear by its defeat in the Sino-Japanese War of 1894-1895. In this struggle for control of Korea, Japan's small but modern armies **trounced** the larger Chinese forces. The Chinese government realized that Japan's victory was due mainly to its use Western technology and ideas. Once again China's defeat prompted foreign nations to demand further privileges in China.

The hundred days of reform. In 1898 the young emperor Guangxu launched an ambitious program of reform to bring China quickly into the modern world. He called for great changes in traditional institutions, such as the schools, the army, and the civil service.

Conservatives at court felt threatened by the reforms. They turned to the Dowager Empress, the emperor's aunt, to help them. In September 1898 – just 100 days after the first reforms were announced – she **overthrew** the emperor and sent him to prison for life. Many of his advisers were put to death. The Dowager Empress then returned China to its earlier policy of slow change.

Demands from foreigners. At these signs of confusion in the Qing government, European nations began to demand still more influence in China. China seemed in danger of being completely carved up into colonies. Afraid of being shut out of Chinese trade, the United States stepped forward. In 1899 the American government called on other countries to follow an Open Door Policy - that is, to agree that all countries should have equal trading rights in China.

The Boxer Rebellion. Many Chinese saw the growing influence of foreign nations as the cause of China's problems. In 1899 another secret society sprang up. Known in English as the "Boxers", they were dedicated to driving all foreigners out of China. They particularly hated Christian missionaries and Chinese who had converted to Christianity.

Late in 1899, the Boxer Rebellion broke out in many parts of China. **Mobs** attacked missionaries and killed thousands of Chinese Christians. Many

government officials and court nobles shared the Boxers' hatred of foreigners. Some of them simply looked the other way, while others actively helped the Boxers. The Empress herself showed sympathy for the Boxers.

The climax of the Boxer Rebellion came in 1900, when the rebels attacked the homes of foreign diplomats in Beijing. Nearly 1,000 foreigners, as well as about 3,000 Chinese Christians, had taken refuge there. After 55 days, an army of 20,000 British, American, Japanese, German, and Russian soldiers **rescued** them.

The foreign nations demanded payment for the Boxers' attacks on their citizens. A huge cash settlement and more concessions further weakened the Chinese government.

The last days of the Qing dynasty. In 1908 the Dowager Empress died at the age of 73. The imprisoned emperor had died the day before, and rumours spread that he had been poisoned. The heir to the throne was only two years old. Three years later, revolts broke out in much of China.

With the Nationalist Revolution, as this **upheaval** came to be called, 4,000 years of unbroken dynastic rule suddenly came to an end. The last Manchu emperor left the throne in February 1912.

12. Answer the questions based on the information from the text:

1. Which events led to the crisis of the dynastic cycle?
2. What internal problems helped spark the Taiping Rebellion?
3. What were the results of the Taiping Rebellion?
4. Why did Britain and France send an army to invade China in 1856?
5. How did European powers establish spheres of influence in China?
6. Why couldn't China resist European powers?
7. Describe the efforts at reform made by the Chinese in the "self-strengthening" movement.
8. What does Open Door Policy mean?
9. What were the causes of the Boxer Rebellion?
10. Why did the Boxer Rebellion fail?
11. How did the Chinese Empire fall?

13. Match the highlighted words to their definitions and use them in the sentences given below:

- a) a very big change that often causes problems;
- b) someone who believes in a particular system of ideas, or who supports a leader who teaches these ideas;
- c) a situation in which a large number of people have little or no food for a long time and many people die;
- d) to defeat someone completely;

- e) to remove a leader or government from power, especially by force;
- f) someone who has extreme political or religious ideas and is often dangerous;
- g) a large noisy crowd, especially one that is angry and violent;
- h) to enter a country, town, or area using military force, in order to take control of it;
- i) a special advantage that is given only to one person or group of people;
- j) to save someone or something from a situation of danger or harm.

Sentences

1. Meanwhile he had given up the Calvinistic views of his youth, and had become an enthusiastic of John Henry Newman.
2. The Roman nobility, resting wholly on sufferance, was by the ambition of one of its own members.
3. The country was also visited by a succession of and floods, and in 1348 the Black Death swept over Europe like a terrible scourge.
4. Thus Germany lost the opportunity of reforming the Church from within, and the of the 16th century was rendered inevitable.
5. During the Protestant revolt, 1568 - 1648, churches throughout Flanders had been ransacked by iconoclastic
6. At that moment it was in a state of - open rebellion, stirred up by a religious who proclaimed himself a mahdi of Islam.
7. I kept the kingdom together and will it once she's dead.
8. You cannot comment when someone has invoked his Fifth Amendment
9. She her rivals in the election.
10. Charles came to Naples with a new fleet from Provence, and was preparing Sicily again, when he contracted a fever and died at Foggia on the 7th of January 1285.

14. Find the equivalents to the following phrases in the text:

Бути максимально напруженим через зростання населення, настав голод, скласти іспит на державну службу, добре дисциплінована армія віруючих, повстання зазнало поразки, чинити опір повстанням, скористатися безладом, відкликати, поступитись вимогам іноземців, імператриця, що є вдовою, скинути імператора, засудити до страти, не допускати до торгівлі, з'являтися, вигнати всіх іноземців з Китаю, повернути до християнства, не звертати уваги, спадкоємець престолу, безперервне династичне правління.

15. Find synonyms to the following words:

Upheaval; follower; rulers; leaders; to defeat; success; conflict; to capture.

16. Critical thinking.

- 1) What internal problems did China face prior to the Taping Rebellion?
- 2) What importance did spheres of influence have for China?

17. Writing.

- 1) Write an essay explaining similarities and differences between the Taping Rebellion and the Boxer Rebellion.
- 2) Write a dialogue between two of Dowager Empress advisors – one arguing for continued isolation, the other for openness to foreign influence and trade.

The Nationalist Revolution

18. Before reading the text, answer the question: How did imperialism affect Southeast Asia?

19. Read the text and check whether you have answered the question correctly:

Sun Yat-sen. The leader of the Nationalist Revolution was a Western-educated Christian named Sun Yat-sen. His political party, known as the Kuomintang, or Nationalist Party, supported a program called the “Three Principles of the People”. These principles were: (1) nationalism and the creation of a strong central government, (2) democracy, and (3) economic security for all Chinese.

Yuan Shikai. The Nationalist Party knew that a revolutionary government would need the backing of the army to survive. For this reason, Yuan Shikai, a powerful general, was chosen as the president of the Nationalist Party. It soon became clear, however, that Yuan was not interested in democracy. Instead, he wanted to build his own power as a ruler and to bring back the Chinese empire.

By 1913 Yuan had thrown his opponents out of the government and was ruling as a military dictator. His actions led to civil war in China. At the time of Yuan’s death in 1916, the country was in chaos. As groups fought for control of the central government, warlords with private armies began to take over various parts of the country.

Imperialism in Southeast Asia

Like China, Southeast Asia became the target of Western imperialism during the 1800’s. Southeast Asia includes the present-day mainland nations of Burma, Cambodia and Vietnam as well as the island nations of Indonesia, Malaysia, the Philippines, and Singapore.

This region, long a crossroads for world trade, was heavily influenced by other cultures. Vietnam was dominated by China for centuries. Many parts of Southeast Asia absorbed Buddhism from India and Islam from Arabia. Powerful kingdoms, such as those of the Khmer and Thai peoples, developed as early as the 500's A.D. Southeast Asia was never politically united, however.

Great Britain and France were the most active imperialist powers. Britain, eager to protect and expand its holdings in India, moved into Burma and Malaya.

The French, meanwhile, were building up an empire in what are today the nations of Laos, Vietnam, and Cambodia. Because the cultures of this region had been influenced by both China and India, the region as a whole was known as Indochina. French Indochina, which was larger than France itself, exported rice, tin, spices, and other products.

The Philippines, once a Spanish colony, came under the control of the United States after the Spanish-American War in 1898. The only Southeast Asian nation that kept its independence during the Age of Imperialism was Siam (present-day Thailand), located between British-run Burma and French Indochina.

20. Answer the following questions:

1. What were the "Three principles of the People"?
2. Why was Yuan Shikai chosen as the president of the Nationalist Party?
3. What kind of ruler was Yuan?
4. What did his actions lead to?
5. What countries does Southeast Asia include?
6. How was Southeast Asia divided among the Western powers?

21. Give Ukrainian equivalents to the following phrases and use them in the sentences of your own:

The backing of the army; to throw opponents out of the government; to take over various parts of the country; long a crossroads for world trade; eager to protect and expand its holdings; to come under control.

22. Give antonyms to the following words:

To support; creation; security; to survive; powerful; opponents; to expand.

23. Critical thinking: How did China's isolation from the West contribute to its defeats by Western powers?

24. Writing: Write an essay comparing the impact of Western imperialism on China, Southeast Asia, and India.

25. Read the text below and choose the most appropriate word from the list (A-L) for each gap. There are two extra words that you don't need to use.

Japanese Woodblock Printing

Woodblock printing in Japan (1) from black-and-white (2) created by Buddhists in the 700s. By the late 1700s, artists learned how (3) multicolor prints. Woodblock prints could be (4) quickly and in large quantities, so they were cheaper than (5) In the mid-1800s, a Japanese (6) could buy a woodblock print for about the same price as a (7) of noodles. As a result, woodblock prints like those (8) here became a widespread art form. The most popular (9) included actors, beautiful women, urban life, and (10)

A bowl

B to create

C evolved

D noodles

E shown

F prints

G subjects

H paintings

I price

J produced

K multicolor

L landscapes

Section 3: The Modernization of Japan

1. Before reading the text, answer the question: Why did Japan end its isolation from the West?

2. Read the text and check whether you have answered the question correctly:

In the 1630's, the Tokugawa shoguns had begun a policy of isolation from the West. They forced Christian missionaries and many of their converts to leave the country. The **shoguns** also barred the Japanese people from foreign trade and travel, and they refused to let foreign ships enter Japanese ports. For more than two centuries, contacts with the West were limited to the visit of one Dutch trading ship per year. By 1850, however, Western nations **dominated** much of Asia. They were no longer willing to accept Japan's policy of isolation, and they had the power to force open its ports.

Trade concessions. As the United States expanded westward toward the Pacific, American interest in trade with Pacific lands grew. In 1853, American warships under the command of Matthew C. Perry arrived in Tokyo. Perry brought a message to the shogun from the President. It asked for protection of shipwrecked sailors, the establishment of a refueling station, and a statement of friendship from Japan. The American fleet left, but Perry said he would return in a year for the Japanese reply.

The Japanese knew that they lacked the technology to win a war against the United States. The shogun therefore signed the Treaty of Kanagawa with the United States in March 1854. This treaty gave foreign traders only limited rights. Still, it was the first step towards allowing foreign influence in Japan, and it weakened the Tokugawa government. Treaties with the British, Dutch, French, and Russians quickly followed. By the 1860's Japan, like China, had been forced to make many trade **concessions** to the West.

The Japanese debated how Western nations could be kept out of Japan. Some people argued that with a strong sense of tradition and national purpose, Japan could easily defeat the foreigners. Others felt that Japan would have to change. Through the Dutch, many educated Japanese had kept in touch with Western scientific advances. They argued that Japan should develop a blend of "Western science and Eastern ethics." They claimed that by learning Western ways and **adapting** them to Japanese culture, Japan could become superior to the West.

Meiji rule. The Tokugawa shoguns had held on to power partly by keeping the one another. Now the unpopularity of the foreign treaties gave these **lords** a chance to join together against the shogun. As a symbol of national unity, they wanted to give leadership back to the emperor. Japanese emperors had not had political power for several hundred years, but they were still respected by the

people. Two **slogans** soon became popular: “Sonno!” (“Honor the emperor”) and “Joi!” (“Expel the barbarian”).

In 1866, the groups of feudal lords joined together to overthrow the shogun and **restore** imperial government. Two years later, the rebel forces seized the shogun’s court in the name of the emperor. The last of the Tokugawa shoguns was forced to **resign**. The emperor, then only 15 years old, took the name Meiji, meaning “enlightened government”.

3. Answer the following questions:

1. Why did the Tokugawa shoguns begin a policy of isolation from the West?
2. What events led to the opening of trade between Japan and the West after 1853?
3. What treaties did Japan write with various European powers?
4. What did the Japanese think about their country’s development?
5. How did the emperor come to power?

4. Explain the following words:

The Tokugawa shoguns; Matthew C. Perry; the treaty of Kanagawa; Meiji.

5. Match the highlighted words to their definitions and use them in the sentences given below:

- a) a military leader in Japan until the middle of the 19th century;
- b) the right to have a business in a particular place, especially in a place owned by someone else;
- c) to make something return to its former state or condition;
- d) to change something to make it suitable for a different purpose;
- e) to officially announce that you have decided to leave your job or an organization;
- f) a short phrase that is easy to remember and is used in advertisements, or by politicians, organizations etc.;
- g) to control someone or something or to have more importance than other people or things;
- h) a man who has a rank in the aristocracy, especially in Britain, or his title.

Sentences

1. But even this did not satisfy them; they dethroned Selim and proclaimed his nephew Mustafa.
2. Tokugawa Yoshinobu reluctantly became head of the Tokugawa house and

3. It is hypocrisy for the West to proclaim democratic while demeaning and persecuting those who prefer to take a different moral high ground.

4. He has from government positions at least twice to protest what he saw as government misdeeds.

5. But it was long before the nation could estimate all the features of the magnificent but sinister figure which was England from 1509 to 1547.

6. Herod again raised the city to the position of an important capital, the fortifications, and rebuilding the Temple from its foundations.

7. We have abolished the useless title but not

8. In general, however, Protestant builders have been content to preserve or the traditional models.

6. Give synonyms to the following words:

To bar; to accept; to force a message; protection; establishment; to lack; popular.

7. Critical thinking.

1) What features of Japanese society enabled Japan to modernize quickly?

2) What reforms did the Meiji government make?

Discuss in groups and then present feedback to the class.

8. Read the text and decide which word best fits each space. There can be only one word in each gap.

Western views of the East

The Japanese victory over the Russians in 1905 (1) a strong Western myth. Many Westerners believed that white people were (2) race. The overwhelming success of European colonialism and imperialism in the Americas, Africa, and Asia had (3) this belief. But the Japanese had shown Europeans that people of other (4) were their equals in modern (5)

Unfortunately, Japan's (6) victory led to a different form of Western (7) Influenced by the ideas of Germany's Emperor Wilhelm II, the West (8) the Japanese uniting with the Chinese and (9) Europe. The resulting racist Western fear of what was called the *yellow peril* (10) world politics for many decades.

Japan's Turn to the West

9. Before you read the text, answer the question: What were the effects of Japan's modernization?

10. Read the text:

Although the emperor was the formal ruler of Japan during the Meiji era (1868-1912), the important decisions were actually made by the group of young samurai who had led the rebellion. As military men, they were eager to close the gap in military power between Japan and the West. They believed that only through rapid modernization could their country hope to compete. Over the next 50 years, these men transformed Japan into a powerful modern state.

The Charter Oath. In April 1868 the Meiji emperor issued the Charter Oath, setting a new course for Japan. The Oath called for an assembly that would decide important matters by public debate. It also declared that feudalism would be ended and that commoners would be given the chance to hold many new jobs. The last of the Oath's five points clearly stated the direction that Japan would take: "Wisdom and knowledge shall be sought all over the world in order to promote the welfare of the empire."

Reasons for success. The Charter Oath marked a momentous change in Japan's attitude toward itself and the outside world. In spite of protests by some Japanese, the plan for modernization went forward quickly. There were several reasons for its success.

1. *Strong national feeling.* Unlike many other Asian countries, Japan had a long-standing sense of its identity as a nation. National loyalty was more important than loyalty to family or to a feudal lord.

2. *A prosperous and well-educated population.* When the Americans and the Europeans first arrived, the Japanese people had a fairly high standard of living. About 40 percent of the Japanese people were literate, a large percentage for the time. During the years of Japan's isolation from the Western world, trade and agriculture had prospered, and the country had become urbanized.

3. *Acceptance of new ideas.* There was little resistance among the Japanese to borrowing useful ideas from other cultures. Unlike the Chinese, who did not trust modern ways, the Japanese saw that modernization could help them with the West.

The modernization process. The reforms of the Meiji era affected all parts of Japanese society. Large landowners had to give up direct control of their lands to the imperial government. Most did so voluntarily. In return for their land, they were given cash and important government jobs.

Japan's military forces were completely overhauled. The samurai class lost its special privileges, as all classes were made equal before the law. The samurai were also ordered to throw away their swords, which had for centuries been a

symbol of their position. In 1873 Japan's first draft law made all men subject to the draft. The new Japanese army was organized using ideas from the French, and the navy was remodeled after the British navy.

The Meiji government also relied on Western advice in industry, agriculture, and education. Government leaders travelled widely in Western countries. Japan's best students were sent to universities in Europe and the United States. There they studied modern banking methods, communications, military organization, and government.

While the Japanese freely accepted Western ideas, they carefully avoided borrowing money from foreign banks. To pay for modernization projects, the government set up a new system of taxation. Instead of paying taxes on their crops, peasants paid an annual tax based on the value of their land.

Meiji advisers soon realized that the government itself would have to provide much of the capital needed for industrialization. The government gave its greatest support to industries such as shipyards and ironworks, which helped build military strength. It also built ports for foreign trade and developed the textile industry to make silk and cotton cloth for export. A government-financed factory turned out weapons for Japan's growing army and navy. Before long, private companies also began to build Western-style factories.

To speed up communications and transportation, the Meiji government introduced the telegraph and built a railroad. The Meiji leaders set up a system of required schooling for men and women as well as for children. Along with reading and writing, all students were taught patriotism and loyalty to the emperor.

A new constitution. In 1882 Ito Hirobumi, one of the emperor's chief advisers, led a delegation to Europe and the United States to study Western forms of government. Their task was to recommend the form of government that would best fit Japanese society. A military man, Ito talked with Otto von Bismarck in Germany and took many ideas from the organization of the German state. He headed the committee that wrote a new constitution for Japan. It was completed in 1889 and handed down to the people as a gift from the emperor.

Under the new constitution, the emperor remained the head of the state and the highest authority in the country. A prime minister was appointed to take charge of the day-to-day running of the government. A parliament, called the Diet, was created to make laws and advise the emperor on government policy. In practice, the Diet had little power. The emperor could veto laws it passed and issue laws of his own.

The constitution gave the Japanese people a list of individual rights. Among them were freedom of speech, freedom of religion, and freedom from search and seizure. Every freedom, however, was qualified by the clause "except in cases provided in law". The interests of the state came before those of the citizen.

Western nations were impressed that Japan adopted a constitution less than 25 years after the end of feudalism. As a result, they agreed to end the unequal treaties of the 1850's and 1860's. By the turn of the century, the West had begun to view Japan as an equal. The Japanese, however, still mistrusted Western nations.

11. Answer the following questions:

1. How did samurai transform Japan into a powerful modern state?
2. Which points showed that Japan's new rulers planned to end feudalism?
3. How did the Charter Oath contribute to Japan's modernization?
4. How did the Charter Oath reflect the aim of unifying and strengthening Japan?
5. How did the modernization process take place?
6. How did the idea of creating a new constitution appear?
7. What power did the Diet have?
8. What rights were given to the Japanese people according to the Constitution?
9. What was the reaction of Western nations to the adoption of the Constitution?

12. Give Ukrainian equivalents to the following phrases and use them in the sentences of your own:

To be eager to close the gap in military power; to issue the Charter Oath; "Wisdom and knowledge shall be sought all over the world"; a long-standing sense of its identity as a nation; to set up a system of required schooling; day-to-day running of the government; freedom from search and seizure; "except in cases provided in law"; subject to the draft.

13. Give English equivalents to the following phrases:

Встановити новий курс, вирішувати важливі питання за допомогою публічного обговорення, відмовитись від безпосереднього контролю над своєю землею, бути повністю реконструйованим, викинути свої мечі, проект закону, встановити нову систему оподаткування, випускати зброю, незабаром (найближчим часом), стимулювати, вірність імператору, передавати, здійснювати контроль за, накладати вето на закони, видавати власні закони.

14. Among the underlined words find synonyms to the words:

To claim; status; energy; to change; objection; individuality; to occupy; counsellor; defiance; to capture.

15. Critical thinking: Do you think the Japanese government found the guidelines of the Charter Oath difficult to carry out? Why or Why not?

16. Writing task. Write an essay, listing the steps that Japan took forward modernization and the events that contributed to its growth as an imperialistic power.

Japanese imperialism

17. Before you read the text, answer the question: What conditions brought about Japanese imperialism?

18. Read the text and check whether you have answered the question correctly:

A major handicap in Japan's drive for modernization was its lack of natural resources. Farmland was scarce, and growing enough food for the nation had always been a problem. Meiji period, scientific and medical advances cause a sudden population increase, further straining Japan's food supply. Japan was forced to import much of its food as well as most of the raw materials needed for industrialization.

Faced with this problem, Japanese leaders chose the same solution as the Western nations: empire-building. Overseas possessions would provide Japan with land, crops, and raw materials.

Victory over China. By the 1890's Japan's modernized army and navy were as strong as many Western military forces. In the Sino-Japanese War of 1894-1895, Japan defeated China. China's army failed to win a single battle; its navy was almost destroyed. The peace treaty gave Japan the island of Formosa (present-day Taiwan) and some small neighbouring islands, as well as the Liaodong Peninsula in southern Manchuria. In addition, China recognized Korea's independence, leaving Japan to become the dominant foreign power in that country.

Western reaction to Japan's victory was mixed. Some European nations were worried that their spheres of influence in Asia might be endangered. They pressured Japan to give up its rights in Manchuria.

Britain, however, saw an advantage in Japan's victory. The British were concerned about Russia attempts to expand into Manchuria. They hoped that Japan's military strength would discourage Russia. In 1902, delegates from Great Britain and Japan signed a 10-year treaty of alliance. In this treaty, unlike the earlier trade agreements, Japan was treated as an equal partner. The alliance restored the Japanese pride lost when Western ships first entered Tokyo Bay.

Victory over Russia. The Japanese next tried to negotiate with Russia's Czar Nicholas II about his troops in Manchuria. Convinced that Japan was still a weak country, Russia delayed the discussion. This proved to be a fatal mistake.

On February 8, 1904, without warning, the Japanese navy attacked the Russian fleet anchored at Port Arthur on the Liaodong Peninsula. This was the start of what came to be called the Russo-Japanese War. Nearly a year later, after a bloody siege, Port Arthur fell to Japan. On land, Japanese troops steadily forced the Russians out of Manchuria.

In a desperate effort to hold Manchuria, the czar sent Russia's Baltic fleet to Japan. Britain, honouring its alliance with Japan, would not let Russian ships use the Suez Canal. The Russians were forced to sail all the way around Africa. When the fleet finally reached Japan, seven months and 10,000 miles later, it was wiped out by the Japanese navy.

The treaty signed in 1905 confirmed Japan's claim to the Liaodong Peninsula (including Port Arthur) and to Russia's mines and industry in Manchuria. Russia also agreed to recognize Japan's interest in Korea and to allow Japan to take over the southern half of Sakhalin Island.

Japan as a world power. The Russo-Japanese War forced Western nations to admit that Japan was now an imperialistic power. In 1910 the Meiji government annexed Korea with no interference from the West. Other Asian people were inspired by Japan's rapid growth. In countries still controlled by European powers, nationalist movements began.

In 1912 the Meiji emperor died, bringing to a close an era of dynamic progress. Japan was by this time the leading power in Asia. In the coming years, Japan would continue to flex its muscles in Asian affairs.

19. Answer the following questions:

1. What was a major handicap in Japan's drive for modernization?
2. How did Japan begin its quest to build an empire?
3. How did Japan defeat China?
4. What treaty did Japan and Great Britain sign?
5. Why did the Japanese attack Russia?
6. What was the outcome of Russo-Japanese War?
7. How did Japan become a world power?

20. Match the words to their definitions and use them in the sentences given below:

a) to persuade someone not to do something, especially by making it seem difficult or bad;

b) a situation in which an army or the police surround a place and try to gain control of it or force someone to come out of it;

- c) a situation that makes it difficult for someone to do what they want;
- d) to put someone or something in danger of being hurt, damaged, or destroyed;
- e) to say that something is definitely true;
- f) to discuss something in order to reach an agreement, especially in business or politics;
- g) a country controlled or governed by another country;
- h) an act of trying to do something, especially something difficult;
- i) a fight between opposing armies, groups of ships, groups of people, etc., especially one that is part of a larger war.

Sentences

1. The castle was built to withstand
2. The king, enraged, threatened to destroy of the objecting monks.
3. During the war of 1848, after the expulsion of the Austrians from Venice, Cibrario was sent to that city with Colli its union with Piedmont.
4. The real of the western counties would be shown in comparing aggregate yields per given area; for much land is normally inarable.
5. The American Government were willing the receipt of this Memorandum and declare themselves satisfied.
6. Losing their final, the Indians agreed to give up their land and move west.
7. Its policy was colonization so as to maintain the territory in which it operated as a vast game preserve.
8. But they asserted that a narrow and retrogressive policy, such as Kruger was following, was the very thing that independence.
9. On October 7, 1991, the presidential palace in Croatia's capital city of Zagreb was hit by rockets, in an assassination on the President.

21. Give synonyms to the following words:

Scarce; to cause; to provide; dominant; to pressure; advantage; steadily; to inspire.

22. Give English equivalents to the following phrases and use them in the sentences of your own:

Прагнення до модернізації, спричинити стрімкий зріст населення, армії не вдалося виграти жодної битви, поводитися (розглядати) як з рівноправними партнерами, відчайдушна спроба, знищити, завершити, у найближчі роки, демонструвати силу, надихатися швидким зростанням Японії.

23. Critical thinking: What influences do you think were most important in motivating Japan to build its empire?

24. Writing activity. In the role of a Japanese official, write a letter to the government of a Western power explaining why you think it is necessary for your country to build an empire.

UNIT 10. NATIONALISM IN EUROPE, 1815-1914

TERMS & NAMES

Tariff	The Second Reich	Franco-Prussian
		War
Zollverein	Kaiser	Reichstag
Realpolitik	The Junkers	Bundesrat

PRONUNCIATION

Junkers /'jʊŋkə(ɪ)z/	Zollverein /'tsɔlfə'am /
Realpolitik /rei'ɑ:l.pɒl.i.ti:k/	tariff /'tær.ɪf/
reich /raɪk/	Prussia /'prʌʃə/

Introduction

Work in groups and reflect on the following questions, then share feedback with the class:

- 1) How important is nationalism to the success of independence movements?
- 2) Besides nationalism, what else is important for a successful independence movement?
- 3) When did national unification become an important factor in world history?
- 4) What might account for the importance of national unification?

Section 1. Unification of Germany

1. Are the following statements true or false? Discuss in small groups and compare your ideas against the text:

- a) The Germans had no difficulties on their way to unification.
- b) Improving the economic performance of German lands favoured the unification of Germany.

Nationalism motivated Germans to strive for the unification of their people under one government. Freedom from foreign control and national identity have continued to serve as powerful influences in more recent times.

The Germans faced many obstacles in their efforts to unify their country. The German Confederation, formed in 1815, was not a true state, and the Frankfurt Assembly's attempt at unification in 1848 had failed. The steady growth of German nationalism, however, eventually made possible a united Germany.

In Germany, the first step toward unity was an economic one. In the 1830s a group of aristocratic Prussian landowners – the Junkers (YUNG-kurz) – persuaded Prussia's leaders to do away with all tariffs – taxes on imported goods.

In 1834, under the leadership of Prussia, German states formed the Zollverein (ZOHL-fur-ryn), an organization that reduced tariffs among its members. The Zollverein also started a standard money system so that states could trade with each other more easily. By the mid-1840s the Zollverein included most of the German states.

The German economy improved greatly under the Zollverein, and industry boomed. Pleased with the new economic unity, many Germans began to support political unity as well. The movement for unity was led by Prussia, which was becoming the region's leading power.

2. Based on the information in the text, answer the following questions:

- 1) What factors can you remember which were behind the German's will to see their country unified?
- 2) Could the German Confederation of 1815 be considered a true state?
- 3) What was the first step towards the unification of Germany?
- 4) What were the consequences of the economic unification?

3. In the text, find the equivalents to the following phrases:

Прагнути об'єднання, стикатися з перешкодами, стабільне зростання, відмовитися від тарифів, промисловість швидко розвивалася.

4. In pairs discuss what facts mentioned in the text surprised you. Can you remember anything else about the initial steps made towards the unification of Germany?

Otto von Bismarck

Work in small groups: What can you remember about Otto von Bismarck? Why was he called "the iron chancellor"? How did he plan to achieve German unification?

Check your ideas in the text.

Bismarck's Leadership

German unification was largely made possible by the efforts of Otto von Bismarck, who became Prussia's prime minister in 1862 under King William I.

A highly **controversial** figure, Bismarck was known to be against Prussia's bureaucracy and liberal parliament.

Bismarck opposed democracy and wanted to **strengthen** the power of the king. He **argued** that duty to the state was more important than individual freedom. A cunning, practical thinker, he was a master of realpolitik – politics in which success matters more than **legality** or idealism. Bismarck let nothing stand in the way of his efforts to build up the Prussian military machine.

When Bismarck talked of a united Germany, he meant that Prussia should **dominate** the other German states. Bismarck was convinced that the country could be united only through war. Bismarck's plan was to drive Austria from the Confederation and bring the other German states under Prussian control.

Wars of Unification

When Denmark **claimed** two coastal regions, Schleswig and Holstein, both Prussia and Austria declared war on Denmark, quickly defeated the Danes and moved into Schleswig and Holstein. After this Bismarck went into war with Austria, and crushed it in the Seven Weeks' War of 1866. The victory over Austria allowed Prussia to **take over** Schleswig and Holstein and a number of smaller German states.

After the war, Prussia organized a new union of states called the North German Confederation. Austria was not included into the new confederation and lost its influence in German affairs.

The south German states still remained outside Prussia's control. Bismarck decided to push France into war to get south German states to **side** with Prussia. The war started in July 1870. German states came to Prussia's aid, as Bismarck expected.

In six weeks the French armies were defeated and Napoleon III was taken prisoner. In February 1871, peace talks began at Versailles. France signed a treaty agreeing to pay Germany 1 billion USD and **surrender** the border province of Alsace-Lorraine to Germany. France never forgot this **humiliation**.

5. Work in pairs. Answer the questions:

1. What were Bismarck's views on Prussia?
2. Did Bismarck support democracy?
3. What is realpolitik?
4. How did Bismarck plan to unify Germany?
5. Why was victory over Austria important for Germany?
6. Why did Bismarck decide to push France into war?

6. Among the highlighted words find antonyms to the following:

To seize; to oppose; straightforward (adj.); success (n)

7. Find definitions of the rest of the words, explain them to your partner and have them guess the word.

8. Complete the gaps in the following sentences with the highlighted words in the correct form:

1. No one knows who will _____ when the president dies.
2. The _____ of arms sale is doubtful. legality
3. I felt a deep _____ and wanted the ground to swallow me up.
4. When the king died, his son _____ the throne.
5. History knows a lot of _____ figures.
6. At the start of the 20th century the industrial development was _____ by Great Britain.
7. In 1815 Denmark _____ Norway to Sweden.
8. In many political projects, Great Britain is believed to often _____ with the USA.
9. The senator _____ for the tax increase.
10. The aim of our organization is to _____ cultural ties between our two countries.

In pairs check how many out of the ten words you remember.

Text 3

In small groups discuss what you know about the Second Reich. Why is it called this way? What was characteristic of the political system of the state?

The Birth of the Second Reich

The Franco-Prussian war **marked the final step** in Bismarck's plan for unifying Germany under Prussian leadership. At Versailles on January 18, 1871, Prussia's King William I was crowned as Germany's **kaiser** – emperor. Soon after, Bismarck became chancellor, the highest official below the kaiser. The new German Empire consisted of 25 states united under a strong central government. It became known as the Second Reich. (The First Reich was the Holy Roman Empire).

The constitution of the Second Reich set up a parliament for all of Germany. Adult male citizens voted to elect members of the Reichstag, the lower house of the parliament. Members of the Bundersrat, the upper house, **were appointed by** the different states. The Bundesrat had more power than the lower

house, and its members usually opposed attempts to make Germany more democratic.

Real power in the German Reich **lay in the hands of** the new German Kaiser, the Prussian generals, the Prussian aristocracy, and a growing number of rich bankers and the Kaiser had a great deal of control over lawmaking. Through his chancellor he also controlled foreign affairs.

The rulers of Germany opposed democratic ideas and Western style parliamentary government. The failure of democracy **to take root in** Germany had important consequences for the future.

Growing power. William II, the grandson of William I, became Kaiser of Germany in 1888. He supported Bismarck's 'blood and iron' policies, but he was jealous of the chancellor's power. The young Kaiser dismissed the aging Bismarck in 1890. Bismarck, one of the greatest statesmen of the century, had served for nearly three decades.

Under William II, Germany was transformed from an agricultural country into a leading industrial power. The population grew from about 41 million in 1871 to 70 million in 1914. Coal, iron, and steel production shot up.

Aided by the skill of its scientists and inventors, Germany became a leader in the chemical and electrical industries. It built a large network of railroads, a merchant marine that rivaled Britain's, and a weapons industry **second to none**. This industrial expansion led to increase in Germany's foreign trade.

Most Germans **took great pride in** the growing power of their nation. Germany, once weak and fragmented, was now tightly united and intensely nationalistic. The new Germany **threatened the balance of power** in Europe and helped to create fears and rivalries that would one day lead to war.

9. Are the following statements true or false? Discuss in pairs, give reasons for your opinion.

1. Kaiser and chancellor had equal power in the Second Reich.
2. Germany had a parliament in each of its lands.
3. The Parliament consisted of two houses.
4. Kaiser did not have a right to participate in lawmaking.
5. Under William II Germany did not see any major transformations.
6. Germany's strengthened position had a significant impact on the political and economic situation in Europe.

10. Think of its possible translations into your native language.

Keeping in mind that 'under' can mean 'controlled by a certain person, organization, force, state, etc.', translate the following sentences into English.

- 1) За онлайн-навчання сталий інтернет зв'язок став особливо актуальним для студентів.
- 2) Він служив під началом Монтгомері.
- 3) За таких обставин ви ніколи не досягнете бажаного результату.
- 4) Цікаво, як виглядала Британія за часів Римської імперії.
- 5) Всі республіки Радянського союзу перебували під жорстким центральним керівництвом.

Try to use it in these meanings in your own speaking.

11. Look at the highlighted phrases. What would be their equivalents in Ukrainian? Complete the sentences below with the phrases in the correct form:

1. He is a prominent scholar in the field of ancient settlements, and his research paper on this subject is _____.
2. _____ of the native Americans, colonisers learnt how to grow indigenous plants.
3. A post-war balance of power _____ in Europe after Yalta 1945 conference.
4. The withdrawal of American troops from Afghanistan _____ in the Middle East region.
5. The historic 1991 referendum _____ in Ukrainian people's centuries-long aspiration for independence.
6. The English _____ their traditions and cultural heritage.
7. The Governor General of Canada _____ by the Queen.
8. The future of the country _____ of its youth.

Because these are collocations frequently used in history texts, try to remember the phrases.

12. Look at the following sentence: The failure of democracy to take root in Germany had important consequences for the future. **What do you think the authors mean by it?**

SECTION REVIEW:

1. What was Bismarck's strategy for unifying Germany?
2. How did Bismarck lure France into war?
3. What factors helped Germany become one of the most powerful nations in the world?

CRITICAL THINKING: Bismarck was called a later-day Machiavelli. Explain this comparison.

WRITING: Compare Bismarck's approach to realpolitik with the political techniques recommended by Machiavelli in *The Prince*.

Section 2. DECLINE OF THE EASTERN EUROPEAN EMPIRES

TERMS & NAMES

The Austrian Empire of the Habsburgs Pan-Slavism	The Ottoman Empire Russification	The Imperial Russia Balkan Wars
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PRONUNCIATION

Pan-Slavism /ˌpənˈslɑːvɪz(ə)m/	Slovaks /ˈsləʊ.væks/
Russification /ˌrəsəfəˈkeɪʃən/	Slovenes /ˈsləʊ.viːnz/
Autocrats /ˈɔː.tə.kræts/	Prussia /ˈprʌʃə/
Czechs /tʃeks/	Croats /ˈkrəʊ.æts/
Macedonians /ˌmæs.əˈdəʊ.ni.ənz/	Mongols /ˈmɒŋ.gəlz/
Magyars /ˈmægjækz/	Baltic /ˈbɔːl.tɪk/
Algeria /æɪˈdʒɪ.ri.ə/	Balkans /ˈbɔːl.kənz/
Bosporus /ˈbɒsfərəs/	Aegean Sea /ɪˈdʒiːən,siː/

1. Work in groups of 3-4 students. Discuss the questions below, then compare your ideas to the information in the texts.

1. What fueled nationalism and aspirations of self-identification in Eastern Europe?
2. Why did nationalism become a strong force in the Austrian Empire?
3. What factors led to the decline of the Ottoman Empire?
4. Why did Russia fail to modernize as quickly as Western Europe?

Nationalism in Eastern Europe

During most of the nineteenth century Eastern Europe was made up of three large empires: the Austrian Empire of the Hapsburgs, the Ottoman Empire, and the Imperial Russia. Compared to Western Europe, these Eastern European empires were backward, with a low rate of literacy and little industry. They were ruled by autocrats and so lacked representative forms of government.

Three multinational empires. The Ottoman Empire, though ruled by Turks, included many other nationalities as well. The European part of the empire included Greeks, Bulgarians, Macedonians, Serbs, and Rumanians. The Ottoman Turks also ruled over Arabs in Asia and North Africa.

The Hapsburg Empire was ruled by German-speaking people in Austria. The empire also included Hungarians, Rumanians, and various Slavic peoples – Czechs, Poles, Slovenes, Croats, and Slovaks.

Imperial Russia also contained many nationalities. It ruled most of Poland, which had a large Jewish population. Russia also controlled the lands of the Finns, the Baltic peoples, and the peoples living north of the Black Sea. Farther east, Russia ruled the descendants of the Mongols as well as Georgians and Armenians.

Western influences. As Western influences filtered into Eastern European societies, townspeople and villagers began to learn how much better off people were in Western Europe. They became aware of the ideals of liberalism, democracy, and nationalism. They also heard about the rebellions in many parts of Western Europe, especially the reforms that the French people had made. All this made Eastern Europeans take a closer look at their own situations.

Nationalism was the most powerful of the new influences to reach Eastern Europe. Because the Austrian, Ottoman, and Russian empires each contained dozens of peoples, nationalism threatened the very existence of those empires. Nationalism encouraged the peoples under Austrian, Ottoman, and Russian rule to take pride in their heritage and to seek independence.

Look at the underlined verbs: among them find two synonyms, explain the meaning of filter and seek in the given context.

2. Work in pairs, decide if the following statements are true or false, then check your findings against the text:

- 1) The unification of Italy and of Germany strengthened the Austrian Empire.
- 2) The defeat of Austria by Prussia had a positive impact on the Magyar nationalist movement.
- 3) Slovenian nationalist movement within the Austrian Empire would eventually lead to WW I.

AUSTRIA

The unification of Italy and of Germany weakened the Austrian Empire. Austria lost two wars and 1) **gave up control** of important territories. Nationalist movements continued to 2) **chip away** at Austrian power.

Sharing power. In Hungary, the Magyars had long been demanding independence. After Austria's defeat by Prussia in 1866, Emperor Francis Joseph decided that it would be wise to 3) **make a deal** with the Magyars. In 1867 the empire became the Dual Monarchy of Austria-Hungary. The emperor kept his title in Austria and was also crowned King of Hungary. The Magyar nation of Hungary 4) **gained its own constitution**, its own parliament, and complete control over its internal affairs. Decisions on foreign policy were made by the two

governments together. Some Magyar nationalists 5) **rejected this arrangement**, however. They wanted complete independence for Hungary.

Serbs and the South Slavs. Perhaps the most dangerous nationality problem in Austria-Hungary involved the South Slavs, who included Bosnians, Croats, and Slovenes. Serbia, independent since 1878, was 6) **seeking to expand** by uniting with the South Slavs in Austria-Hungary. Serbia therefore encouraged nationalist movements among these peoples. The Austrians viewed the Serbian actions as a threat to the empire. The quarrel with Serbia would one day 7) **ignite the flames** of World War I.

3. Match the highlighted phrasal verbs and collocations to their definitions:

- a) Wishing to spread over a larger territory;
- b) To strike an agreement;
- c) Cease to influence smth.
- d) To cause smth; to give energy to smth.
- e) Turned down the plan
- f) To gradually make smth smaller
- g) Received constitution

4. Fill the gaps in the sentences below with the phrasal and collocations from the previous task:

- 1) Ukraine _____ on 28 June 1996.
- 2) Anxiety and sense of vulnerability are the two factors which can easily _____ of a military conflict between Israel and Syria.
- 3) The Prince _____ to get married to a noble lady he did not love.
- 4) In recent years, inflation has _____ at our savings.
- 5) Empires are constantly _____ their territories by invading neighbouring lands.
- 6) The President _____ with big companies to reduce taxes and increase the number of new jobs.
- 7) In 1997 Great Britain _____ of Hong Kong and passed authority over it to China.

5. CRITICAL THINKING: Why were nationalist movements so strong in the Austrian Empire?

Why did the Austrian, Russian, and Ottoman Empires face such great challenges in the lands they controlled?

THE OTTOMAN EMPIRE

“The Sick Man of Europe”. By the nineteenth century, the once-powerful Ottoman Empire was losing control of its territories. In 1805 the Egyptian leader Mohammed Ali made Egypt virtually independent within the empire. In 1829 Greece won its independence, and Serbia gained self-rule. A year later, the empire lost another of its territories when France took over Algeria.

Called “the sick man of Europe” because of its fading powers, the Ottoman Empire was an easy target for its neighbours. Russia, eager to gain access to the Mediterranean Sea, hungrily eyed the straits controlled by the Ottomans – the Bosphorus and the Dardanelles. Austria, too, hoped to gain former Ottoman territory, particularly in the Balkans.

In the early 1850s Russia **invaded** Ottoman territory in an attempt to gain control of the Bosphorus and the Dardanelles. This led to war in 1853 in Crimea. Fearing Russian **expansion**, Britain, France, and Sardinia sent troops to aid the Turks. Together these armies defeated the Russians in 1856.

Attempted Reforms. Despite the victory over Russia, the Ottoman Empire remained dangerously weak. Beginning in the late 1700s, some Ottoman sultans had made reforms to **strengthen** the central government and to modernize the army.

The reforms were encouraged by Britain and France. At the end of the Crimean war, the British and French **urged** that the Ottomans speed up reforms, especially those that would help Ottoman Christians. In 1856 the Turks promised more liberal rule and guaranteed religious freedom. Yet these changes came too late to save the empire. Powerful groups within the empire slowed the pace of reform, and nationalist uprisings steadily drained Ottoman energies.

Revolt in the Balkans. Internal unrest had long plagued the Ottomans, particularly in the Balkans. In the 1870s the Slavic people of this region revolted. Russia joined the Balkan rebels in 1877, still looking for **access** to the Mediterranean.

The combined Balkan and Russian forces defeated the Ottoman Turks, and the Treaty of San Stefano (1878) forced the Turks to grant independence to Serbia, Montenegro, and Rumania. The treaty also called for Bulgaria to become a self-governing state with territory along the Aegean Sea.

Foreign powers, especially Britain, worried that Russia would dominate Bulgaria and gain access to the Mediterranean. Many people in Britain began calling for war with Russia.

Later in 1878, the European powers met at the Congress of Berlin to change the San Stefano agreements. Russia was forced to accept a treaty returning Bulgaria to Ottoman rule. Russia’s hopes for a port on the Aegean Sea had been dashed.

Breakup of the empire. By 1900 the collapse of the Ottoman Empire seemed inevitable. A 1908 revolt by a group of patriots called the Young Turks, who wanted to rebuild the empire, failed to halt the decline. In that same year,

Bulgaria declared its independence and Austria took over Bosnia and Herzegovina.

In 1912 Greece, Bulgaria, Montenegro, and Serbia declared war on the Ottomans. In the first of two Balkan wars, the allied Balkan forces **succeeded** in driving the Turks from Europe, except for the area around Constantinople. Disputes among the victors, however, led to the second Balkan War in 1913. The Ottoman Turks joined Serbia, Greece, and Rumania in defeating Bulgaria. The Ottomans regained some of their lost lands. For the most part, however, nationalism had broken up the once-vast Ottoman Empire.

6. Answer the questions:

- 1) Why was the Ottoman Empire called ‘the sick man of Europe’ by the nineteenth century?
- 2) What was the cause of the Crimean War in the 1850s?
- 3) How did Serbia, Rumania, and Montenegro gain independence in 1878?
- 4) Why did the 1870s’ unrests in the Balkans stimulate a political interest in Russia?
- 5) What led to the ultimate collapse of the Ottoman Empire?

7. Look at the words in bold in the text. Complete the table below with other words of the same family:

NOUN	VERB	ADJECTIVE	ADVERB
	invade		--
expansion			--
	strengthen		
	urge		
access			--
	succeed		

8. In the text find the equivalents of the following phrases:

Франція заволоділа Алжиром; поглядати з жадібністю; модернізувати армію; уповільнювати реформи; висотувати енергію; (біди) переслідували (Оттоманську імперію); надати незалежність; прийняти угоду; зупинити занепад; оголосити війну.

*Look at the verb **gain** underlined in the text. What nouns does it collocate with? How would you translate these collocations into Ukrainian? Remember these collocations and try to use them in your speaking and writing.*

9. Work in pairs, think if the statements below are true or false, check your ideas against the text:

- 1) In the 19th century, the system of serfdom in Russia held the country's economy back.
- 2) In the 19th century Russia managed to gain access to the Mediterranean Sea.
- 3) Czar Nicholas I implemented the policy of Russification.
- 4) Under Nicolas I, Russia caught up with nations of Western Europe economically, politically, and socially.
- 5) Alexander II followed the example of Nicholas I and failed to introduce any reforms.
- 6) Under Alexander III the pace of reforms in Russia increased.

IMPERIAL RUSSIA

A troubled empire. In the 19th century, Russia's huge empire had serious weaknesses. There was very little industry, and agriculture remained inefficient. Tens of millions of serfs were still tied to the land – uneducated, poor, and with no real **incentive** to work harder or develop more efficient methods of farming.

Serfs were little more than slaves to their lords. Their owners could force them to work in the fields, sell or rent them, and even take their wages if they worked in factories. In addition, the **stern** rule of the czars increased political tensions, particularly among minorities such as Poles and Ukrainians.

The czars of the 1800s followed a policy of expansion. Russia moved eastward across Siberia and southward beyond the Caspian Sea. Though the Crimean War had blocked Russia's **longed-for** route to the Mediterranean Sea, Russia continued to support Balkan independence. That support reflected not only the desire for a port on the Mediterranean, but also a belief in Pan-Slavism – the unity of all Slavic peoples.

Repression under Nicholas I. Like earlier czars, Nicolas I was quick to block any opposition to his rule. He began his reign in 1825 by suppressing the Decembrist revolt. Five years later, he **put down** a revolution among his Polish subjects. To prevent further uprisings, Nicholas adopted a policy called Russification – the attempt to force the Russian language and culture upon a subject nation. The use of Russification against the Poles, Nicholas hoped, would destroy Polish nationalism.

Nicholas wanted to turn Russia into a powerful state like the nations of Western Europe. Yet he was aware of his empire's weaknesses. Serfdom **held back** the modernization of agriculture, but Nicholas did not dare free the serfs. Many government officials were corrupt, but he could not do without them. He needed educated subjects, but education seemed to **stir up** disloyalty. His efforts to expand in the Black Sea region led to defeat in the Crimean War. When Nicholas died in 1855, Russia was still weaker than the Western powers.

The reforms of Alexander II. The new czar, Alexander II, believed that Russia had to follow the model of the Western countries to grow strong. Alexander, who ruled from 1855 to 1881, began an era of reform in which the gates to the West were thrown open. He became known as the czar liberator.

Alexander's most famous act was to abolish serfdom in 1861. His new law called for half the cultivated land to remain in the hands of the nobles. The other half was sold to village communities called mirs. The mirs had to make regular payments to the government for their land. Most peasants were not free to leave the land because the other peasants would then have to pay a larger share. The village assembly could, in fact, block a peasant from leaving. Thus, although peasants were 'free', many were still tied to the land.

Alexander made other changes. To give the people some control over their own affairs, he set up zemstvos – local councils made up of nobles, townspeople, and peasants. The czar opened more schools, modernized the court system, and reformed the Russian army. He also encouraged economic development through the building of railroads and factories.

The end of reform. Events outside and inside Russia brought a halt to Alexander's reforms. In 1863 the Poles again rebelled against Russian rule, but were crushed. After the revolt, Alexander decided to strengthen the policy of Russification in Poland. Polish soldiers and political leaders were exiled and Polish universities were closed. The Russian language replaced Polish in the government and the courts. These heavy-handed actions only fed the spirit of nationalism in Poland, although the Poles were still too weak to overthrow Russian rule.

The czarist government also faced armed opposition within Russia. In the late 1870s one revolutionary movement gave birth to a violent organization known as The Will of the People. A wave of assassinations swept the country, taking the lives of many prominent officials. In 1881, after a number of near misses, Alexander himself was killed when revolutionaries threw a bomb under his carriage.

Return to repression. Alexander III replaced his father as czar. Determined to end revolutionary activity once and for all, he turned Russia into a police state teeming with spies and informers. The powers of the zemstvos were reduced. Programs of Russification began once again, and the government persecuted Russian Jews. Despite the repression, however, dissent and revolutionary violence continued.

Hopes of building a strong Russia on the model of the West seemed destined to fail. Alexander III did continue his father's policy of industrialization and railroad-building, but progress was slow. At the time of his death in 1894, Russia – and all of Eastern Europe – still lagged far behind Western Europe.

10. Work in pairs. Explain the following historical terms to your partner and have them guess the word you have explained: serfdom, Russification, Pan-Slavism, assassination, Decemberists, zemstvo, nationalism.

11. Among the highlighted words, find synonyms to the following: coveted; established; full of; severe; provoke; suppressed (2); stimulus; hindered.

12. In the text find antonyms to the following words: to make smaller (Para 2); to oppose (Para 3); victory (Para 5); firmly closed (Para 6); to introduce/ impose (Para 7); continued (Para 9); dexterous (Para 9); increased (Para 11); supported (Para 11); to achieve more than someone else (last para).

13. In the table below, match words and expressions in columns A and B to make correct collocations, then check against the text. Use these expressions in sentences of your own:

A	B
a) suppress	1. to fail
b) adopt	2. the spirit (of smth)
c) hold	3. a revolt
d) abolish	4. back the modernization (of smth)
e) bring	5. on the model (of smth)
f) overthrow	6. a policy
g) feed	7. (far) behind
h) build (smth)	8. serfdom
i) destined	1. rule
j) lag	2. halt (to smth)

14. Fill in the gaps in the following sentences with the collocations from the previous exercise. You may need to change the form of a collocation:

1) The recovery of the UK's economy from the damage caused by the pandemic _____ other leading countries.

2) Without the support of the army the *coup d'etat* was _____.

3) Our cathedral is _____ of the Hagia Sophia in Istanbul.

4) The government _____ of rural development to stimulate the growth of the country's economy.

5) The civil war _____ the Serbian industrial sector.

6) Tsar Alexander II _____ in 1861.

- 7) Ideas of the Enlightenment _____ of the American Revolution.
- 8) In March 1921 the Bolsheviks ruthlessly _____ of the Kronstadt sailors.
- 9) The outbreak of WWII _____ much of the cultural life in Europe.
- 10) The American revolution _____ the British monarch.

CHAPTER REVIEW

1. Why did some nationalities reject the Dual Monarchy of Austria-Hungary?
2. Why was the Ottoman Empire called “the sick man of Europe”?
3. What reforms were introduced by czar Alexander II in the Russian Empire?

CRITICAL THINKING: For what reasons was nationalism such a powerful force in the Austrian, Ottoman, and Russian Empires?

1. Use the following terms to complete the sentences below: *Franco-Prussian War, Kaiser, Pan-Slavism, realpolitik, Red Shirts, tariff.*

1. Russia supported _____, the unity of all Slavic peoples.
2. A tax on imported goods is called a _____.
3. Napoleon III was taken prisoner during the _____.
4. Germany’s emperor was known as _____.
5. Otto von Bismarck practiced _____, taking a tough-minded approach to Prussian politics.

2. Identify the following people and tell why each was important:

1. Francis Joseph
2. Nicholas I
3. Victor Emmanuel II
4. William I
5. William II

3. Use the following place names to complete the sentences below: *Balkan, Prussia, Sardinia*

1. The Kingdom of _____, led by Camillo de Cavour, played a leading role in the movement for Italian unification.
2. By 1913 the _____ states of Greece, Serbia, Albania, Bulgaria, and Rumania had become independent.

3. Bismarck, as the leader of _____, took charge of the drive to unify Germany.

REVIEW QUESTIONS:

1. How did the Zollverein encourage German unity?
2. What did Bismarck believe was the only way to unite Germany? Why did Prussia win the Seven Weeks' War?
3. Who held real power in Germany's Second Reich?
4. How did Western influence encourage the growth of nationalism in Eastern Europe?
5. What problems did Serbia present for the leaders of the Dual Monarchy?
6. What were the causes of the Crimean War? What was its outcome?
7. Why was Alexander II of Russia known as the czar-liberator?
8. How did repression in Russia worsen under Alexander III?

Preparing a report. The Crimean war marked the beginning of the modern nursing profession. Concerned over the lack of supplies for soldiers, Britain sent Florence Nightingale and a group of nurses to the Crimea. Prepare a report on her work in Crimea and her contributions to the nursing profession.

Why did Russia want access to the Mediterranean Sea? How was the balance of power in Europe affected by Russia's attempts to gain access to the Mediterranean?

UNIT 11: The Great War, 1914-1918

Section 1: Marching toward War

TERMS & NAMES

- Rivalry
- Militarism
- Imperialism
- Great Powers
- Triple Alliance
- Kaiser Wilhelm II
- Triple Entente
- Archduke Franz Ferdinand

PRONUNCIATION

Rivalry /'raɪvəlri/

engulf /ɪn'gʌlf/

empire /'empaɪər/

mutual /'mju:tʃuəl/

convene /kən'vi:ʌn/

1. Before you read the text, answer the following questions:

- a) What gradual developments helped propel the continent into war?
- b) What sources did the increasing rivalry among European nations stem from?
- c) Can you define 'militarism'?
- d) A dispute between two rival powers could draw all the nations of Europe into war. Can you name the two rival camps existed in Europe?

2. Read the text and answer the following questions:

- a) What can you say about the peace situation in Europe at the turn of the 20th century?
- b) What developments did Europe witness at the beginning of the 1900s?
- c) What development caused a fierce rivalry among Europe's Great Powers?
- d) Did imperialism help set the stage for war?
- e) Did Europe witness the rise of the arms race in the early years of the 20th century?

Setting the Stage. At the turn of the 20th century, all the nations of Europe had been largely at peace with one another for nearly 30 years. This was no

accident. Efforts **to outlaw war** and achieve a permanent peace had been **gaining momentum** in Europe since the middle of the 19th century.

By 1900, hundreds of peace organizations were active. In addition, peace congresses **convened** regularly between 1843 and 1907. Some Europeans believed that progress had made war a thing of the past. Yet in a little more than a decade, a massive war would **engulf** Europe and spread across the globe.

Rising Tensions in Europe. While peace policy and harmony characterized much of Europe at the beginning of the 1900s, there were less visible – and darker – forces at work as well. Below the surface of peace and goodwill, Europe witnessed several gradual **developments** that would ultimately help **propel** the continent into war.

The Rise of Nationalism. One such development was the growth of nationalism, or a deep devotion to one's nation. Nationalism can serve as a **unifying** force within a country.

However, it also can cause intense competition among nations, with each seeking **to overpower** the other. By the turn of the 20th century, **a fierce rivalry** indeed had developed among Europe's Great Powers. Those nations were Germany, Austria-Hungary, Great Britain, Russia, Italy, and France.

The increasing rivalry among European nations stemmed from several sources. Competition for materials and markets was one. Territorial **disputes** were another. France, for example, had never gotten over **the loss** of Alsace-Lorraine to Germany in the Franco-Prussian War (1870). Austria-Hungary and Russia both tried to dominate in the Balkans, a region in southeast Europe. Within the Balkans, the intense nationalism of Serbs, Bulgarians, Romanians, and other ethnic groups led to demands for independence.

Imperialism and militarism. Another force that helped set the stage for war in Europe was imperialism. As European countries continued to compete for overseas **empires**, their sense of rivalry and **mistrust** of one another deepened.

Yet another troubling development throughout the early years of the 20th century was the rise of a dangerous European **arms race**. The nations of Europe believed that to be truly great, they needed to have a powerful military. By 1914, all the Great Powers except Britain had large standing armies. The policy of **glorifying** military power and keeping an army prepared for war was known as militarism.

Tangled Alliances. Growing rivalries and **mutual** mistrust had led to the creation of several military alliances among the Great Powers as early as the 1870s. This alliance system had been designed to keep peace in Europe. But it would instead help push the continent into war.

After-reading Activities:

3. Match the highlighted words and phrases from the text to the following definitions:

- a) A course or principle of action adopted or proposed by an organization or individual; strategy, guidelines, program;
- b) A competition between nations for superiority in the development and accumulation of weapons; weapons race, military build-up, defense rivalry;
- c) Come or bring together for a meeting or activity; assemble, summon, call, gather, hold;
- d) A union or association formed for mutual benefit, especially between countries or organizations; association, union, coalition.
- e) Self-government, self-determination, sovereignty, autonomy, non-alignment.

4. Give synonyms to the following words (use the text):

- a) Ban, bar, prohibit, forbid, boycott;
- b) Plunge into, swallow up, submerge, encompass, embrace;
- c) Opposition, competitiveness, competition, antagonism, contest;
- d) Praise, dignify, worship, magnify, build up;
- e) Strain, antagonism, antipathy, hostility.

5. Give antonyms to the following words (use the text):

- a) To start, to launch, to begin, to wage (war);
- b) Unstable, temporary (peace);
- c) Separate, split (force);
- d) Agreement, peace, concord;
- e) Profit, improvement, gain;

6. Give Ukrainian equivalents to the following words and collocations:

To overpower, to gain momentum, to outlaw war, to engulf, to propel into, developments, unifying, convene, tangled, alliances, a fierce rivalry, to stem from, disputes, the loss, empires, mistrust, arms race, to glorify, mutual, tensions.

7. Give English equivalents to the following words and collocations:

Об'єднання/коаліція, посилюватися, приводити до, події, подолати, складний/заплутаний, забороняти війну, жорстка конкуренція, походити від/мати корні, організовувати/проводити, захопити, єдиний, суперечки.

8. Using the scheme (Adj. + N), pick up adjectives that can go with the nouns provided. Use the collocations you've got in the sentences of your own or you may go back to the text as well.

Example: powerful (Adj.) + military (N)

The nations of Europe strove to have a powerful military to be great.

- f) Peace
- g) War
- h) Alliances
- i) military
- j) Developments
- k) Arms race
- l) nationalism
- m) Rivalry

9. Make up sentences with ‘war’ collocations or you may go back to the text as well.

- To be at peace
- To outlaw war
- To achieve a permanent peace
- To engulf Europe
- To propel continent into war
- A fierce rivalry
- To set the stage for war
- Arms race
- To glorify military power

10. For each term or name, write a sentence explaining its significance:

- Militarism
- Triple Alliance
- Kaiser Wilhelm II
- Triple Entente

11. Define false and true statements. Correct the false ones.

- a) At the turn of the 20th century all the nations of Europe were on the brink of world war.
- b) The growth of nationalism propelled the continent into war.
- c) Within the Balkans, the Serbs, Bulgarians, and Romanians didn’t strive for independence.
- d) The rise of a dangerous European arms race started at the beginning of the 20th century.
- e) Militarism equals to self-determination, self-government, or non-alignment.

12. Relate the given below answers to the fact-finding questions of different types:

1. The alliance system had been designed to keep peace in Europe.
2. The nations of Europe needed to have a powerful military.
3. Yes, it was. Another force that helped set the stage for war in Europe was imperialism.
4. By the turn of the 20th century.
5. Since the middle of the 19th century.

13. Are you a history animal? Display your knowledge of the historic facts given in the text answering the following questions:

1. What can nationalism cause?
2. Comment on the links among Europe's Great Powers by the turn of the 20th century.
3. Spot the key features of the political situation in Europe at the turn of the 20th century.
4. List up the developments that helped propel the continent into war.
5. What nations expressed their demands for independence?
6. Was the rise of a dangerous European arms race a troubling development?
7. What do we call the policy of glorifying military power and keeping an army prepared for war?
8. Did the alliance system help keep peace in Europe or push the continent into war?

14. Study the following passage and fill in the gaps with the missing words. The hints are provided in italics below. Two of them are extra. Be sure to translate the highlighted lexis.

Bismarck Forges Early Pacts

Between 1864 and 1871, Prussia's **blood-and-iron** (1) ____, Otto von Bismarck, freely used war to (2) ____ Germany. After 1871, however, Bismarck declared Germany to be a 'satisfied (3) ____'. He then turned his energies to (4) ____ peace in Europe.

Bismarck saw France as the greatest (5) ____ to peace. He believed that France still wanted (6) ____ for its **defeat** in the Franco-Prussian war. Bismarck's first goal, therefore, was to (7) ____ France. 'As long as it is without (8) ____', Bismarck stressed, 'France **poses no danger** to us'. In 1879, Bismarck formed **the Dual Alliance** between Germany and Austria-Hungary. Three years later, Italy joined the two countries, forming **the Triple** (9) _____. In 1881,

Bismarck took yet another possible **ally** away from France by making a (10) _____ with Russia.

*Treaty maintaining defeat goal isolate chancellor allies unify
Alliance threat power revenge*

15. Critical Thinking

Work in groups and discuss the thought-provoking questions given below

a) Analyzing Causes

Which of the forces at work in Europe played the greatest role in helping to prompt the outbreak of war?

b) Forming and Supporting Opinions

Do you think World War I was avoidable? Use information from the texts under study to support your answer.

16. Writing Activity

Write a brief letter to the editor of a European newspaper expressing what your views might have been about the coming war.

Section 2. Europe Plunges into War

TERMS & NAMES

- a) Central Powers
- b) Allies
- c) Western Front
- d) Schlieffen Plan
- e) Trench warfare
- f) Eastern Front
- g) The Ottoman Empire

PRONUNCIATION

rival	/ˈraɪvəl/
ally	/ˈælaɪ/
accuse	/əˈkjuːz/
retreat	/rɪˈtri:t/
invade	/ɪnˈveɪd/
regain	/rɪˈgeɪn/

1. Before you read the text, answer the following questions:

- a) What two rival camps was Europe divided into (by 1914)?
- b) Can you name the members of each alliance?
- c) What countries joined the most destructive war?
- d) By mid-August 1914, the battle lines were clearly drawn. Can you give any information on the Central Powers and the Allied Powers?

2. Read the text in more detail and check whether you have answered the given above questions in the right way.

Setting the Stage. By 1914, Europe was divided into two **rival** camps. One **alliance**, the Triple **Entente**, included Great Britain, France, and Russia. The other, known as the Triple Alliance, included Germany, Austria – Hungary, and Italy. Austria- Hungary’s declaration of war against Serbia **set off** a chain reaction within the alliance system. The countries of Europe followed through on their **pledges** to support one another.

As a result, nearly all of Europe soon joined what would be the largest, most **destructive** war the world had yet seen.

The Great War Begins

In response to Austria’s **declaration** of war, Russia, Serbia’s ally, began moving its army toward the Russian-Austrian border. Expecting Germany to join Austria, Russia also mobilized along the German border. To Germany, Russia’s

mobilization **amounted** to a declaration of war. On August 1, the German government declared war on Russia.

Russia looked to its **ally** France for help. Germany, however, did not even wait for France to react. Two days after declaring war on Russia, Germany also declared war on France. Soon afterward, Great Britain declared war on Germany. Much of Europe was now locked in battle.

Nations Take Sides. By mid-August 1914, the battle lines were clearly drawn. On one side were Germany and Austria-Hungary. They were known as the Central Powers because of their location in the heart of Europe. Bulgaria and the Ottoman Empire would later join the Central Powers in the hopes of regaining lost territories.

On the other side were Great Britain, France, and Russia. Together, they were known as the **Allied** Powers or the Allies. Japan joined the Allies within weeks. Italy joined later. Italy had been a member of the Triple Alliance with Germany and Austria-Hungary. However, the Italians joined the other side after **accusing** their former partners of unjustly starting the war.

In the late summer of 1914, millions of soldiers marched happily off to battle, **convinced** that the war would be short. Only a few people **foresaw** the horror ahead. One of them was Britain's foreign minister., Sir Edward Grey.

As the summer of 1914 turned to fall, the war turned into a long and bloody **stalemate**, or **deadlock**, along the battlefields of France. This deadlocked region in northern France became known as the Western Front.

The Conflict Grinds Along. Facing a war on two fronts, Germany had developed a battle strategy known as the Schlieffen Plan, named after its designer, General Alfred Graf von Schlieffen. The plan called for attacking and **defeating** France in the west and then rushing east to fight Russia. The Germans felt they could carry out such a plan because Russia **lagged behind** the rest of Europe in its railroad system and thus would take longer to supply its front lines.

Nonetheless, speed was **vital** to the Plan. German leaders knew they needed to win a quick victory over France.

Early on, it appeared that Germany would do just that. By early September, German forces had **swept into** France and reached the outskirts of Paris. A major German victory appeared just days away. On September 5, however, the Allies regrouped and attacked the Germans northeast of Paris. Every available soldier was **hurled into** struggle. When reinforcements were needed, more than 600 taxicabs rushed soldiers from Paris to the front. After four days of fighting, the German generals gave the order **to retreat**.

Although it was only the first major **clash** on the Western Front, the First Battle of the Marne (the valley of the Marne River, northwest of Paris) was perhaps the single most important event of the war.

The defeat of the Germans left the Schlieffen Plan in ruins. A quick victory in the west no longer seemed possible. In the east, Russian forces had already **invaded** Germany. Germany was going to have to fight a long war on two fronts.

Realizing this, the German high command sent thousands of troops from France to aid its forces in the east. Meanwhile, the war on the Western Front settled into a stalemate.

After-reading Activities:

3. Match the words from the text to the following definitions:

A

1. Pledges
2. destructive
3. accuse
4. convince
5. retreat

B

- a) withdraw from enemy forces as a result of their superior power or after a defeat, run away, flee, fall back, retire;
- b) a solemn promise or undertaking, to give promises, oaths, assurance, guarantee;
- c) cause (someone) to believe firmly in the truth of sth., persuade, assure, reassure;
- d) causing great and irreparable damage, devastating, ruinous, disastrous, harmful, damaging;
- e) claim that someone has done sth. wrong, charge someone with an offence or crime

4. Give Ukrainian equivalents to the following words and collocations:

To invade, to retreat, to defeat, to foresee, to accuse, ally (allies), declaration, to amount to, destructive, to set off, pledges, rival, stalemate, deadlock, to grind along, to lag behind, to sweep into, to hurl into, clash, troops, to aid.

5. Give English equivalents to the following words and collocations:

Захопити, сутичка, відставати, ввірватися, союзник (союзники), нанести поразку, відступити, передбачати, звинувачувати, оголошення (війни), обіцянки, ворожий, безвихідне положення/глухий кут, повільно рухатися, спричиняти, прирівнювати.

6. Using the scheme (V + N), pick up nouns that can go with the verbs provided. Use the collocations you've got in the sentences of your own or you may go back to the text as well.

Model: to send (V) + troops (N)

E. g.: Germany sent its troops from France to aid its forces in the east.

- To join
- To declare
- To draw
- To accuse
- To foresee
- To defeat
- To invade

7. Give synonyms to the following words (use the text):

1. Partner, collaborator, co-worker, accessory, associate, colleague, supporter, backer;
2. Conquer, beat, win a victory over, triumph over, win against;
3. Deadlock, standstill, dead end, stand-off, draw;
4. Opponent, foe, competitor, antagonist, enemy, contestant;
5. Argument, battle, conflict, dispute, confrontation, argument

8. Give antonyms to the following words (use the text):

1. Partner, ally, advocate, supporter;
2. Enemy, opponent, foe, detractor, antagonist;
3. Peace, calm, harmony, agreement, concord;
4. Advance, headway, progress, development;
5. Success, victory, win, achievement, attainment, accomplishment;

9. Make up sentences with 'war' expressions or you may go back to the text as well.

- Rival camps;
- The most destructive war;
- To declare war;
- The battle lines;
- To regain the lost territories;
- The Allied Powers;
- To defeat France;
- A battle strategy;
- The first major clash

10. Associate the dates given in the text with the historic developments:

- by 1914
- August 1, 1914
- mid-August, 1914

- the late summer 1914
- September 5, 1914

11. For each term or name, write a sentence explaining its significance:

Western Front

Central Powers

Allied Powers

The Ottoman Empire

the Schlieffen Plan

Sir Edward Grey

12. Define false and true statements. Correct the false ones.

1. Bulgaria accused its former partners of unjustly starting the war.
2. In the late summer of 1914, millions of soldiers were convinced the war would grind along.
3. By 1914, Europe was divided into two rival camps.
4. The Triple Entente included Germany, Austria- Hungary, and Italy.
5. The battle of the Marne was the first major clash on the Western Front.

13. Complete the given below statements to develop the idea.

1. By 1914, Europe was divided into ...
2. The Triple Entente included ...
3. Great Britain, France, and Russia together were known as ...
4. Italy had been a member of ...
5. Britain's foreign minister foresaw ...

14. Relate the given below answers to the fact-finding questions of different types.

1. ... By mid-August 1914
2. ... A member of the Triple Alliance with Germany and Austria-Hungary.
3. ... Because of their location in the heart of Europe.
4. ... in the hopes of regaining lost territories
5. ... Yes, it was. The first major clash on the Western Front was the most important event of the war

15. Are you a history animal? Display your knowledge of the historic events focused on in the text under study answering the following fact-finding questions/

1. What rival camps was Europe divided into?
2. List up the members of the Triple Entente.
3. Name the countries which were the members of the Triple Alliance.
4. Why were Germany and Austria-Hungary known as the Central Powers?
5. Were the battle lines clearly drawn by mid-August or September, 5 1914?
6. What countries joined the Allied Powers?
7. Give another name for the Western Front.
8. Comment on the Schlieffen Plan.
9. What was the single most important event of the war?
10. Did the war on the Western Front settle into a stalemate or grind along?

16. Study the following passage and fill in the gaps using the hints provided in italics. Two hints are extra. Make sure you know the highlighted lexis.

War in the Trenches

By early 1915, (1) ____ armies on the Western Front had dug miles of parallel **trenches** to protect themselves from enemy fire. This **set the stage for** what became known as trench (2) _____. In this type of **warfare**, soldiers fought each other from trenches. And armies traded huge (3) _____ of human life for pitifully small land **gains**.

Life in the trenches was pure misery. The trenches swarmed with rats. Fresh food was nonexistent. Sleep was nearly impossible.

The space between the opposing trenches won the grim name ‘no man’s land’. When the officers ordered to attack, their men went over the top of the trenches into this bombed-out landscape. There, they usually met (4) _____ rounds of machine-gun fire. Staying put, however, did not ensure one’s (5) _____. Artillery fire brought death right into the trenches.

The Western Front had become a ‘**terrain of death**’. It stretched nearly 500 miles from the North Sea to the Swiss border.

Military (6) _____ were at a loss. New tools of war – machine guns, poison gas, armored tanks, larger artillery – had not delivered the fast-moving war they had expected. All this new technology did was kill greater numbers of people more effectively.

The (7) _____ reached a peak in 1916. In February, the Germans **launched a massive attack** against the French near Verdun. Each side lost more than 300,000 men. In July, the British army tried to (8) _____ the pressure on the French. British forces attacked the Germans northwest of Verdun, in the valley of the Somme River. In the first day of battle alone, more than 20,000 British soldiers were killed. By the time the Battle of the Somme ended in November, each side had (9) _____ more than half a million (10) _____.

What did **the warring sides** gain? Near Verdun, the Germans advanced about four miles. In the Somme valley, the British **gained** about five miles.

*Safety opposing losses armored relieve suffered warring
strategists warfare murderous slaughter casualties*

17. Fill in the missing parts of the sentences in the passage given below. Use the hints provided.

The Battle on the Eastern Front

Even as the war on the Western Front claimed thousands of lives, (1) _____. This area was a stretch of battlefield along the German and Russian border. Here, Russians and Serbs battled Germans and Austro-Hungarians. The war in the east was a more mobile war than that in the west. Here too, however, (2) _____.

Early Fighting.

(3) _____, Russian forces had launched an attack into both Austria and Germany. At the end of August, Germany counterattacked near the town of Tannenberg. During the four-day battle, (4) _____. More than 30,000 Russian soldiers were killed.

Russia fared somewhat better against the Austrians. Russian forces defeated the Austrians twice in September 1914, (5) _____. Not until December of that year did the Austrian army manage to turn the tide. Austria defeated the Russians (6) _____.

- a) driving deep into their country;
- b) at the beginning of the war;
- c) slaughter and stalemate were common;
- d) both sides were sending millions men to fight on the Eastern Front;
- e) the Germans crushed the invading Russian army and drove it into full retreat;
- f) and eventually pushed them out of Austria-Hungary

18. Scan the given below passage and do the following tasks:

- a) think of an appropriate title for the passage;
- b) make the outline of the passage to focus on the historic events described;
- c) define the key sentences of the passage;
- d) spot the key-supporting details given in the passage;
- e) sum up the passage in 3-4 sentences to cover its main idea
- f) make sure you know the lexis given in bold

By 1916, Russia's war effort was near **collapse**. Unlike the nations of western Europe, Russia had yet to become industrialized. As a result, the Russian army was continually short on food, guns, **ammunition**, clothes, boots, and blankets. Moreover, the Allied supply shipments to Russia were sharply limited by German control of the Baltic Sea, combined with Germany's relentless

submarine campaign in the North Sea and beyond. In the south, the Ottomans still controlled the straits leading from the Mediterranean to the Black Sea.

The Russian army had only one **asset**-its numbers. Throughout the war the Russian army **suffered a staggering number of battlefield losses**. Yet the army continually rebuilt its ranks from the country's enormous population. For more than three years, the battered Russian army managed **to tie up** hundreds of thousands of German troops in the east. As a result, Germany could not **hurl** its full fighting force at the west. Germany and her allies, however, were concerned with more than just the Eastern and Western Front. As the war raged on, fighting spread beyond Europe to Africa, as well as to Southwest and Southeast Asia. In the years after it began, the massive European conflict indeed became a world war.

19. Work in groups and discuss the thought-provoking questions given below

a) Using your notes

What were some of the conditions that soldiers on the front had to face?

b) Main Ideas

- 1) Which countries comprised the Central Powers? Which countries comprised the Allies?
- 2) What were the characteristics of trench warfare?
- 3) What factors contributed to Russia's war difficulties?

● Critical Thinking:

a) Comparing and Contrasting

How was war on the Western and Eastern Fronts different?

b) Analyzing Causes

Why did the Schlieffen Plan ultimately collapse? Cite specific details from the basic text.

c) Making Inferences

Why might it be fair to say that neither side won the battles of the Somme or Verdun?

● Writing Activity:

In an explanatory essay, describe the effects of the new technology on warfare. You may make use of the following key ideas:

1) Science and Technology

Advances in weaponry, from improvements to the machine gun and airplane, to the invention of the tank, led to mass devastation during World War II.

2) Economics

The war affected many European economies. Desperate for resources, the warring governments converted many industries to munitions factories. They also took greater control of the production of goods.

- 3) World War I introduced airplane warfare, and ushered in an era of tremendous progress in the field of military aviation.

- **Connect to Today: Presenting an Oral Report**

Find an image of a World War I monument from any one of the combatant countries. In an oral report, present the image to the class and provide details about its origin and purpose.

Section 3. A Global Conflict

TERMS & NAMES

- c) Unrestricted
- d) Submarine
- e) Warfare
- f) Total war
- g) Rationing
- h) Propaganda
- i) armistice

PRONUNCIATION

Dardanelles	/dɑːdəˈnelz/
campaign	/kæmˈpeɪn/
assault	/əˈsɔːlt/
peninsula	/pəˈnɪnsjələ/
casualties	/ˈkæʒuəltɪz/
capture	/ˈkæptʃə(r)/
ancestry	/ˈænsɛstri/

1. Before you read the text, work in small groups of 3-4 to brainstorm the following thought-provoking questions.

a) Was World War I much more than a European conflict? If so, support the idea with factual information.

b) In Sections 1 & 2, we've already listed up the combatants of the war field. Can you go through the list again? What other allies of the globe were involved in the warfare?

c) Can you give any facts on the battles in Asia and Africa?

d) Do you happen to know about 'unrestricted submarine warfare'?

e) What reasons caused America enter the war?

f) Why did the US feel bond with England?

2. Read the text in more detail and check whether you have answered the given above questions in the right way. Take notes of the key historic events mentioned in the text.

Main idea: Economics

World War I spread to several continents and required the full resources of many governments.

Why it Matters Now

The war propelled the United States to a new position of international power, which it holds today.

Setting the Stage

World War I was much more than a European conflict. Australia and Japan, for example, entered the war on the Allies side, while India supplied troops to fight alongside their British rulers. Meanwhile, the Ottoman Turks and later Bulgaria allied themselves with Germany and the Central Powers. As the war promised to be **grim, drawn-out affair**, all the Great Powers looked for other allies around the globe **to tip the balance**. They also sought new war fronts on which to achieve victory.

War Affects the World

As the war **dragged on**, the main **combatants** looked beyond Europe for a way to end the stalemate. However, none of the alliances they formed or new battlefronts they opened did much to end the slow and grinding conflict.

The Gallipoli Campaign

A promising strategy for the Allies seemed to be to attack a region in the Ottoman Empire known as the Dardanelles. This narrow sea **strait** was the gateway to the Ottoman capital, Constantinople. By securing the Dardanelles, the Allies believed that they could take Constantinople, defeat the Turks, and establish a supply line to Russia.

The effort to take the Dardanelles strait began in February 1913. It was known as the Gallipoli campaign. British, Australian, New Zealand, the French troops made repeated **assaults** on the Gallipoli Peninsula on the western side of the strait. Turkish troops, some commanded by German officers, **vigorously** defended the region. By May, Gallipoli had turned into another bloody stalemate. Both sides dug trenches, from which they battled for the rest of the year. In December, the Allies gave up the campaign and began **to evacuate**. They **suffered** about 250,000 **casualties**.

Battles in Africa and Asia

In various parts of Asia and Africa, Germany's colonial possessions **came under assault**. The Japanese quickly **overran** German **outposts** in China. They also **captured** Germany's Pacific island colonies. English and French troops attacked Germany's four African possessions. They **seized** control of three.

Elsewhere in Asia and Africa, the British and French **recruited subjects** in their colonies for the struggle. Fighting troops as well as laborers came from India, South Africa, Senegal, Egypt, Algeria, and Indochina. Many fought and died on the battlefield. Others worked to keep the front lines supplied.

To be sure, some colonial subjects wanted nothing to do with their European rulers' conflicts. Others volunteered in the hope that service would lead to their independence. This was the view of Indian political leader Mohandas Gandhi, who supported Indian participation in the war.

America Joins the Fight

In 1917, the focus of the war shifted to the high seas. That year, the Germans intensified the submarine warfare that had **raged** in the Atlantic Ocean since shortly after the war began. In January 1917, the Germans announced that their submarines would sink without warning any ship in the waters around Britain. This policy was called **unrestricted submarine warfare**.

The Germans had tried this policy before. On May 7, 1915, a German submarine, or U-boat, had sunk the British passenger Lusitania. The attack left 1,198 people dead, including 128 US citizens. Germany claimed that the ship had been carrying **ammunition**, which turned out to be true. Nevertheless, the American public was outraged. President Woodrow Wilson sent a strong protest to Germany. After two further attacks, the Germans finally agreed to stop attacking neutral and passenger ships.

Desperate for an advantage over the Allies, however, the Germans returned to unrestricted submarine warfare in 1917. They knew it might lead to war with the United States. They **gambled** that their naval blockade would **starve** Britain **into defeat** before the United States could mobilize. Ignoring warnings by President Wilson, German U-boats sank three American ships.

In February 1917, another German action pushed the United States closer to war. Officials **intercepted** a telegram written by Germany's foreign secretary stating that Germany would help Mexico 'reconquer' the land it had lost to the United States if Mexico would ally itself with Germany.

This note simply proved to be the last straw. A large part of the American population already favored the Allies. In particular, America felt a bond with England. The two nations shared a common **ancestry** and language, as well as similar democratic institutions and legal systems. More important, America's economic ties with the Allies were far stronger than those with the Central Powers. On April 2, 1917, President Wilson asked Congress to declare war on Germany. The United States entered the war on the side of the Allies.

After-reading Activities:

3. Give Ukrainian equivalents to the following words and collocations:

Ancestry, combatants, strait, assault, vigorously, to evacuate, casualties, to capture, to seize, to recruit subjects, to rage, unrestricted, to intercept, submarine, to drag on, to tip the balance, grim, draw-out affair.

4. Give English equivalents to the following words and collocations:

Підводний човен, походження, протока, захопити (2 слова), евакуювати, учасник бойових дій, атакувати, необмежений, набирати/вербувати (військових), постраждали, перехоплювати, змінити/порушити баланс.

5. Using the scheme (V + N), pick up nouns that can go with the verbs provided. Use the collocations you've got in the sentences of your own or you may go back to the text as well.

Model: to enter (V) > the war (N)

E. g.: A lot of world countries entered the WWI, that is why it was more than a European conflict.

- To supply
- To tip
- To suffer
- To capture
- To seize
- To recruit
- To intercept

6. Give synonyms to the following words (use the text):

1. Origin, descent, birth, genesis, background, lineage, pedigree;
2. Fighter, warrior, battler, militant, effective, soldier, fighting man;
3. Grasp, grip, capture, trap, bind, apprehend, restrain, jail, detain;
4. Offensive, invasion, onslaught, incursion, violation, attack;
5. Missiles, shells, rockets, cartridges, munitions, bombs, bullets;

7. Give antonyms to the following words (use the text):

1. Free, release, liberate, set free, give freedom to, relinquish;
2. Feebly, delicately, frailly, weakly, softly, gently, uncertainly;
3. Restrained, restricted, limited, unfree, obstruct, clog, confine;
4. Ally, assistant, friend, helper, supporter, peacemaker, civilian;
5. Failure, loss, defeat, retreat, inferiority, weakness, frustration;

8. Match the words from the text to the following definitions:

A

1. Ancestry
2. Assault
3. To seize
4. Unrestricted
5. Combatants

B

- a) to take control of a place suddenly by using military force, to capture;
- b) one's ethnic descent, the origin or background of sth., the evolutionary or genetic line of descent;
- c) a person or nation engaged in fighting during a war, fighter, trooper, warrior;
- d) make a physical attack on, a violent attack, hit, a threat to injure someone followed by a violent attack;
- e) not limited or restricted, not controlled by rules or laws;

9. Make up sentences with 'war' collocations or you may go back to the text as well. Make use of the listed up collocations in the situations related to the war events.

- To propel the US to a new position of international power;
- To supply troops;
- To end the stalemate;
- To make an assault;
- To suffer casualties;
- To seize control;
- To carry ammunition;
- To starve into defeat;

10. Associate the dates given in the text with the historic events:

February 1913

1917

January 1917

May 7, 1915

April 2, 1917

11. Associate the proper geographic names with the developments outlined in the text under study. Relate the names of the countries to the names of the peoples (nations).

E. g.: Lebanon – the Lebanese

The US

Mexico

Germany

England

India

South Africa

Senegal

Egypt
Algeria
Indochina
Japan
The Ottoman Empire

12. Geography Skill builder: Interpreting Maps

Search the Internet and study the map ‘The World at War, 1914-1918’.

Note the information given below:

1. The United States enters the war on the side of the Allies in 1917.
2. Brazil is the only South American country to enter war. It supports the Allies with warships and personnel.
3. Main fighting of the war occurs on Western and Eastern Fronts.
4. War rages in Southwest Asia as Arab nationalists battle their Turkish rulers.
5. The European colonies throughout Africa become a battlefield as the warring parties strike at one another's colonial possessions.
6. India provides about 1.3 million men to fight and labor alongside their British rulers throughout Europe.
7. Australia & New Zealand: Both countries fight on the side of the Allies and contribute many troops to the 1915 Gallipoli campaign in Southwest Africa.
8. Japan declares war on Germany in 1914; seizes German colonies in China and the Pacific.

Region: Which countries were aligned with the European allies?

Location: Outside of Europe, where was World War I fought?

13. For each term or name, write a sentence explaining its significance:

Lusitania
Woodrow Wilson
Constantinople
Dardanelles
The Gallipoli campaign
Mohandas Gandhi

14. Define false and true statements. Correct the false ones using the information given in the text.

1. The US entered the war on the side of the Central Powers.
2. German U-boats sank three American ships within the framework of unrestricted submarine warfare.

3. The US and India shared a common ancestry, democratic institutions and legal systems.
4. In 1917, the focus of war shifted to South Africa.
5. The Gallipoli campaign was the effort to take Constantinople.

15. Complete the given below statements using the information provided in the text to develop the idea.

1. The main combatants looked beyond Europe for ...
2. A region in the Ottoman Empire is Known as ...
3. The Gallipoli campaign is the effort to ...
4. World War was much more than ...
5. Mohandas Gandhi supported ...

16. Relate the given answers to the fact - finding questions of different types:

- 1) On April 2, 1917, President Wilson asked Congress to declare war on Germany.
- 2) Yes, it did. In 1917, the focus of the war shifted to the high seas.
- 3) Both sides suffered 250,000 casualties in Gallipoli campaign.
- 4) Yes, it was. World War I was much more than a conflict in Europe.
- 5) Austria and Japan entered the war on the Allies side.

17. Are you a history animal? Boast your knowledge of the events the text is based on answering the following questions:

1. Was World War I just a conflict in Europe?
2. What side did Australia and Japan enter the war on?
3. The Ottoman Turks and Bulgaria allied themselves to the Central Powers, didn't they?
4. Did the war promise to be a drawn-out or instantaneous affair?
5. The Dardanelles is a region in the Ottoman Empire, isn't it?
6. What colonies came under assault?
7. Why did colonial subjects volunteer?
8. Comment on the policy of unrestricted submarine warfare.
9. Did the Germans tried the above-indicated policy? Speak on the case.
10. What reasons caused the US declaration of war on Germany?

18. Study the following passage.

A. Fill in the gaps with the missing words. The hints are provided below. The appropriate grammar forms are required. Two of the hints are extra here.

By the time the United States joined the Allies, the war (1) ____ for nearly three years. In those three years, Europe had lost more men in battle than in all the wars of the previous three centuries. The war had (2) ____ the lives of millions and had changed countless lives forever. The Great War, as the conflict came to be known, (3) ____ everyone. It touched not only the soldiers in the trenches, but civilians as well.

World War I soon became a (4) ____ war. This meant the countries devoted all their resources to the war (5) _____. In Britain, Germany, Austria, Russia, and France, the entire force of government was dedicated to winning the conflict. In each country, the wartime government took control of the economy.

Governments also (6) ____ antiwar activity, sometimes forcibly. In addition, they (7) ____ news about war. Many leaders feared that honest reporting of the war would turn people against it. Governments also used (8) _____, one-sided information designed (8) _____, to keep up (10) _____ and support for the war.

*Censor effort government affect suppress claim civilian
propaganda persuade morale rage total*

B. Define the following lexis:

- Censor
- Suppress
- Propaganda
- Morale

19. Fill in the missing parts of the sentences in the passage given below. Make use of the hints provided. Be sure you know the highlighted lexis.

Events in Russia gave Germany a victory on the Eastern Front, (1) _____. In November 1917, Communist Leader Vladimir Lenin insisted on ending his country's **involvement in the war**.

(2) _____ at last allowed Germany to send nearly all its forces to the Western Front. In March 1918, the Germans **mounted one final, massive attack on the Allies** in France. (3) _____, the German forces **crushed** everything in their path. By late May 1918, the Germans had again reached the Marne River. Paris was less than 40 miles away. (4) _____.

By this time, however, the German military had weakened. The effort to reach the Marne had exhausted men and supplies alike. Sensing this weakness, the Allies – (5) _____ – **launched a counterattack**. In July 1918, the Allies and Germans **clashed** at the Second Battle of the Marne. Leading the Allied attack were some 350 tanks that rumbled slowly forward, (6) _____. With the arrival of 2 million more American troops, the Allied forces began to advance steadily toward Germany.

Soon, the Central Powers began **to crumble**. First the Bulgarians and then the Ottoman Turks **surrendered**. In October, revolution **swept through** Austria-Hungary. In Germany, (7) _____, and the public turned on the Kaiser.

On November 9, 1918, Kaiser Wilhelm II **stepped down**. Germany declared itself a republic. A representative of the new German government met with French Commander Marshal Foch in a railway car near Paris. (8) _____ or an agreement to stop fighting. On November 11, World War I came to an end.

- a) Smashing through the German lines
- b) Russia's withdrawal from the war
- c) Victory seemed within reach
- d) Soldiers mutinied
- e) And new hope for winning the conflict
- f) As in the opening weeks of the war
- g) With the aid of nearly 140,000 fresh US troops
- h) The two signed an armistice

20. Scan the given passage to complete the following tasks:

a) provide English equivalents for the lexis given in brackets. In some cases, you should use the proper grammar form. Refer to the word bank below if assistance needed.

b) Pick up an appropriate title for the passage out of the offered:

The Central Powers Collapse
Russia's Withdrawal from the War
Legacy of War
Women and the War
The Allies Win the War

- c) Make the outline of the passage to cover its main developments and ideas;
- d) Define the key sentences of the passage under study;
- e) Spot the key supporting details given in the passage;
- f) Sum up the passage in 3-4 sentences to cover its main idea

World War I was, in many ways, a new kind of war. It (*задіяти*) the use of new technologies. It ushered in the notion of war on a grand and global scale. It also left behind a landscape of death and (*руйнування*) such as war never before seen.

Both sides in World War I paid a (*величезний*) price in terms of human life. About 8,5 million soldiers died as a result of the war. Another 21 million were wounded. In addition, the war led to the death of countless civilians by way of starvation, disease, and (*кровопролиття*). Taken together, these figures spelled tragedy – an entire (*покоління*) of Europeans wiped out.

The war also had a *(руйнівний)* economic *(вплив)* on Europe. The great conflict drained the treasuries of European countries. One account put the total cost of the war at \$338 billion, a staggering amount for that time. The war also *(руйнувати)* acres of farmland, as well as homes, villages, and towns.

The enormous suffering that resulted from the Great War left a deep mark on Western *(суспільство)* as well. A sense of disillusionment settled over the survivors. The *(незахищеність)* and despair that many people experienced are reflected in the art and literature of the time.

Another significant *(спадок)* of the war lay in its peace agreement. The treaties to end World War were forged after great debate and compromise. And while they sought to bring a new sense of *(безпека)* and peace to the world, they prompted mainly anger and resentment.

Word Bank:

*Impact Legacy security society insecurity devastating destroy
tremendous slaughter generation involve destruction*

21. Work in small groups of 3-4 to discuss the thought-provoking questions given below:

Using your notes

Which effect of World War I do you think was most significant? Why?

Fill in the blanks offered or you may use a web diagram as well.

Effects of war:

1.
2.
3.
4.

Main Ideas

1. What factors helped prompt the United States to join the war for the Allies?
2. What role did women play in the war?
3. What was the significance of the Second Battle of the Marne?

● **Critical Thinking**

a) Analyzing Issues

In what ways was World War I truly a global conflict?

b) Forming Opinions

Do you think governments are justified in censoring war news? Why or why not?

c) Drawing conclusions

Which of the non-European countries had the greatest impact on the war effort? Explain.

- **Writing Activity**

Write a paragraph explaining how the concept of total war affected the warring nations' economies.

Section 4. A Flawed Peace

TERMS & NAMES

Woodrow Wilson
Georges Clemenceau
Fourteen Points
Self-determination
Treaty of Versailles
League of Nations

PRONUNCIATION

flawed	/flɔ:d/
Claim	/kleɪm/
colonial	/kə'ləʊniəl/
Vision	/'vɪʒən/
Security	/sɪ'kjʊərəti/
Compromise	/'kɒmprəmaɪz/

1. Before you read the text, work in small groups of 3-4 to brainstorm the following thought-provoking questions:

- a) Have ever heard about the group known as the Big Four?
- b) Can you say anything about Wilson's Peace Plan?
- c) What was the goal of the League of Nations?
- d) Can you comment on the Treaty of Versailles?

2. Read the text in more detail and check whether you have answered the given above questions in the right way. While reading, take notes of the major historic events mentioned in the text.

Power and Authority

After winning the war, the Allies dictated a harsh peace settlement that left many nations feeling betrayed.

Why it Matters Now

Hard feelings left by the peace settlement helped cause World War II.

Setting the Stage

World War was over. The killing had stopped. The terms of peace, however, still had to be worked out. On January 18, 1919, a conference to establish those terms began at the Palace of Versailles, outside Paris.

Attending the talks, known as the Paris Peace Conference, were delegates representing 32 countries. For one year, this conference would be the scene of **vigorous**, often **bitter debate**. The Allied powers struggled to solve their conflicting aims in various peace treaties.

The Allies Meet and Debate

Despite representatives from numerous countries, the meeting's major decisions were **hammered out** by a group known as the Big Four: Woodrow Wilson of the United States, Georges Clemenceau of France, David Lloyd George of Great Britain, and Vittorio Orlando of Italy. Russia, **in the grip of** civil war, was not represented. Neither were Germany and allies.

Wilson's Plan for Peace. In January 1918, while the war was still **raging**, President Wilson had drawn up a series of peace proposals. Known as the Fourteen Points, they outlined a plan for achieving a **just** and lasting peace.

The first four points included an end to secret treaties, freedom of the seas, free trade, and reduced national armies and navies. The fifth goal was the **adjustment** of colonial **claims** with fairness toward colonial peoples. The sixth through thirteen points were specific suggestions for changing borders and creating new nations.

The guiding idea behind these points was **self-determination**. This meant allowing people to decide for themselves under what government they wished to live.

Finally, the fourteenth point proposed a 'general association of nations' that would protect 'great and small states alike'. This reflected Wilson's hope for an organization that could peacefully negotiate solutions to world conflicts.

The Versailles Treaty. As the Paris Conference opened, Britain and France showed little sign of agreeing to Wilson's vision of peace. Both nations were concerned with national security. They also wanted **to strip** Germany out of its war-making power.

The differences in French, British, and the US aims led to heated arguments among the nations' leaders. Finally, a compromise was reached. The Treaty of Versailles between Germany and the Allied powers was signed on June 28, 1919, five years to the day after Franz Ferdinand's **assassination** in Sarajevo. Adopting Wilson's fourteenth point, the treaty created a League of Nations. The league was to be an international association whose goal would be to keep peace among nations.

The treaty also punished Germany. The defeated nation lost substantial territory and had severe restrictions placed on its military operations. As tough as these provisions were, **the harshest** was Article 231. It was also known as the 'war guilt' clause. It placed **sole** responsibility for the war on Germany's shoulders. As a result, Germany had to pay **reparations** to the Allies.

All of Germany's territories in Africa and the Pacific were declared **mandates**, or territories to be administered by the League of Nations. Under the

peace agreement, the Allies would govern the mandates until they were judged ready for independence.

The Versailles treaty was just one of five treaties negotiated by the Allies. In the end, these agreements, created feelings of bitterness and **betrayal**- among the **victors** and defeated.

The Creation of New Nations. The Western powers signed separate peace treaties in 1919 and 1920 with each of the other defeated nations: Austria-Hungary, Bulgaria, and the Ottoman Empire. These treaties, too, led to huge land losses for the Central Powers. Several new countries were created out of the Austro-Hungarian Empire. Austria, Hungary, Czechoslovakia, and Yugoslavia were all recognized as independent nations.

The Ottoman Turks were forced to give up almost all of their former empire. They **retained** only the territory that is today the country of Turkey. The Allies carved up the lands that the Ottoman lost in Southwest Asia into mandates rather than independent nations. Palestine, Iraq, and Transjordan came under British control; Syria and Lebanon went to France.

Russia, which had left the war early, suffered land losses as well. Romania and Poland both gained Russian territory. Finland, Estonia, Latvia, and Lithuania, formerly part of Russia, became independent nations.

After-reading Activities:

3. Give Ukrainian equivalents to the following words and collocations:

A harsh peace settlement, betray, bitter debate, in the grip of civil war, to rage (about war), adjustment, claims, self-determination, strip out of, assassination, reparations, mandate, betrayal, victors, retain, just, hammer out

4. Give English equivalents to the following words and collocations:

Розробити, справедливий, утримувати/зберегти, переможці, жорстка мирна угода, зраджувати, зрада, мандат, репарації, вбивство з політичних причин, забрати/позбавити, самовизначення, вимоги/претензії, врегулювання, вирувати (про війну), в лещатах війни, запеклі суперечки

5. Using the scheme (V + N), pick up the nouns that can go with the verbs provided. Use the collocations you've got in the sentences of your own or you may go back to the text as well.

Model: to retain (V) > territory (N)

E. g.: The Ottoman Empire managed only to retain the territory which is now Turkey.

1. To pay
2. To declare
3. To dictate

4. To represent
5. To solve
6. To hammer out
7. To achieve
8. To negotiate
9. To keep

6. Give synonyms to the following words (use the text):

1. Compensation, damages, repayment, recompense, amends, restitution;
2. Murder, killing, slaughter, liquidation, elimination, extermination;
3. Demand, request, right to, application for;
4. Agreement, compromise, bargain, deal, arrangement, pact, resolution;
5. Preserve, maintain, keep back, hold on to, conserve, cherish;

7. Give antonyms to the following words (use the text):

1. Give up, lose, abolish, alter, discontinue;
2. Stop, calm down, be over, subside, be quiet, come to an end, finish;
3. Defeated, losers, failures, quitters, flops, pushovers, underdogs;
4. Unjust, unfair, wrongful, imprecise, unjustified, unsuitable;
5. Benefit, success, triumph, gain, favor, blessing;

8. Match the words from the text to the following definitions:

A

- a) Reparations
- b) Assassination
- c) Claims
- d) Settlement
- e) Retain
- f) mandate

B

- 1) An official agreement intended to resolve a dispute or conflict;
- 2) To murder (usually a prominent person) by sudden or secret attack, often for political reasons;
- 3) The compensation for war damage paid by a defeated state;
- 4) Formal request or demand, petition;
- 5) Continue to have sth., keep possession of;
- 6) The right to manage the former colony or some part of the defeated country's territory given by the League of Nations to one of the countries-victors after the World War I

9. Make up sentences with the ‘war/peace’ collocations or you may go back to the text as well:

- a) A harsh peace settlement;
- b) In the grip of the civil war;
- c) A just and lasting peace;
- d) Colonial claims;
- e) To strip the country out of its war-making power;
- f) To pay reparations;
- g) To declare mandates;
- h) The victors and defeated

10. Associate the dates given in the text with the historic events:

January, 1918
January 18, 1919
June 28, 1919
1919 – 1920

11. Associate the numbers used in the text with the developments:

32
4
14
231
5

12. Associate the proper geographic names with the developments indicated in the text. Relate the names of the countries to the names of the peoples (nations).

E. g.: China > the Chinese

Finland
Estonia
Latvia
Lithuania
Syria
Lebanon
Poland
Yugoslavia
Czechoslovakia
The Ottoman Empire
Turkey

13. For each term or name, write a sentence explaining its significance:

The Big Four
The Fourteen Points
The Versailles Treaty
The League of Nations

14. Define false and true statements. Correct the false ones.

1. After winning the war, the Allies achieved a just peace settlement of the nation's claims.
2. The terms of peace were worked out at the Paris Peace Conference.
3. Germany was a member of the Big Four.
4. The Big Four outlined a plan for achieving a just and lasting peace.
5. The Treaty of Versailles created the United Nations.

16. Complete the given below statements using the information of the text to develop the idea:

1. Finland, Estonia, Latvia, and Lithuania became...
2. Palestine, Iraq, and Transjordan came under...
3. The Ottoman Turks retained only the territory that...
4. Britain and France wanted to strip Germany out of...
5. The League of Nations was to be an international association whose...

17. Relate the given below answers to the questions of different types:

1. There were five treaties negotiated by the Allies.
2. These are territories to be administered by the League of Nations.
3. ... because of some political reasons.
4. Yes, it was. The war was still raging.
5. The delegates represented 32 countries.

18. Are you a history animal? Boast your knowledge of the historic events giving answers to the fact-finding questions asked below:

1. Why did many nations feel betrayed after WWI was over?
2. What items were on the agenda of the Paris Peace Conference?
3. Who hammered out the meeting's major decisions?
4. What did the so-called Fourteen Points outline?
5. Comment on the Treaty of Versailles.
6. Spot the goal of the League of Nations.
7. Comment on the creation of new nations.

19. Scan the passage to complete the following tasks:

- a) Pick up an adequate title to the passage;
- b) Make up the outline of the passage to detect its main developments;
- c) Define the key sentences of the passage;
- d) Spot the key supporting details given in the passage;
- e) Sum up the passage in 3-4 sentences covering its main idea;
- f) Give the explanation to the words in bold;
- g) Ask 5 fact-finding questions to the passage; let your groupmates answer them.

In the end, the Treaty of Versailles did little to build a lasting peace. For one thing, the US –considered after the war to be the dominant nation in the world- ultimately **rejected** the treaty. Many Americans **objected to** the settlement and especially to President Wilson's League of Nations. Americans believed that the United States' best hope for peace was to stay out of European affairs. The United States worked out a separate treaty with Germany and its allies several years later.

In addition, the treaty with Germany, in particular **the war-guilt clause**, left **a legacy of bitterness** and hatred in the hearts of the German people. Other countries felt cheated and **betrayed** by the **peace settlements** as well. Throughout Africa and Asia, people in the **mandated territories** were angry at the way the Allies **disregarded** their desire for independence. The European powers, it seemed to them, merely talked about the principle of national self-determination. European colonialism, **disguised** as the mandate system, continued in Asia and Africa.

Some Allied powers, too, were **embittered by the outcome**. Both Japan and Italy, which had entered the war to gain territory, had gained less than they wanted. Lacking the support of the United States, and later other world powers, the League of Nations was in no position to take action on these and other complaints. The settlements at Versailles represented, as one observer noted, 'a peace built on quicksand'. Indeed, that quicksand eventually would give way. In a little more than two decades, the treaties' legacy of bitterness would help **plunge the world into another catastrophic war**.

20. Note the following information and discuss it with your groupmates:

The Treaty of Versailles: Major Provisions

League of Nations

International peace organization; enemy and neutral nations initially excluded;

Germany and Russia excluded

Territorial Losses

Germany returns Alsace-Lorraine to France; French border extended to west bank of Rhine River;

Germany surrenders all of its overseas colonies in Africa and the Pacific;

Military Restrictions

Limits set on the size of the German army;

Germany prohibited from importing of manufacturing weapons or war material;

Germany forbidden to build or buy submarines or have an air force;

War Guilt

Sole responsibility for the war placed on Germany's shoulders;

Germany forced to pay the Allies \$ 33 billion in reparations over 30 years

Skill builder: Interpreting Charts

1. **Analyzing Issues:** In what ways did the treaty punish Germany?
2. **Clarifying:** What two provinces were returned to France as a result of the treaty?

21. Work in groups of 3-4 to discuss the following thought-provoking questions:

a) Using your notes

Which group was most justified in its reaction to the treaty? Why?

b) Main Ideas

- a) What was the goal of Woodrow Wilson's Fourteen Points?
- b) What was the 'war guild' clause in the Treaty of Versailles?
- c) Why did the United States reject the Treaty of Versailles?

● **Critical Thinking**

a) Forming Opinions

Were the Versailles treaties fair? Consider all the nations affected.

b) Analyzing Motives

Why might the European Allies have been more interested in punishing Germany than in creating a lasting peace?

c) Analyzing Issues

What complaints did various mandated countries voice about the Treaty of Versailles?

d) Evaluating Decisions

Was the United States right to reject the Treaty of Versailles? Why or why not?

● **Writing Activity**

Create a list of five interview questions a reporter might ask Wilson or Clemenceau about the Paris Peace Conference. Then write the possible answers to those questions.

● **Integrated Technology: Internet Activity**

Use the Internet to explore a recent achievement or activity by the United Nations, the modern-day equivalent of the League of Nations.

Present your findings in a brief oral topic to the class.

- **Summarizing Unit 10:**

Work in small groups and discuss the following thought-provoking questions:

- 1. Marching Toward War (Section I)**

How did nationalism, imperialism, and militarism help set the stage for World War?

Why was the Balkans known as ‘the powder keg of Europe’?

- 2. Europe Plunges into War (Section II)**

Why was the first Battle of the Marne considered so significant?

Where was the Western front? The Eastern front?

What were the characteristics of trench warfare?

- 3. Global Conflict (Section III)**

What was the purpose of the Gallipoli campaign?

What factors prompted the United States to enter the war?

In what ways was World War a total war?

- 4. A Flawed Peace (Section IV)**

What was the purpose of the League of Nations?

What was the mandate system, and why did it leave many groups feeling betrayed?

- **Critical Thinking**

- a) Using your notes**

Trace the formation of the two major alliance systems that dominated Europe on the eve of World War I by providing the event that corresponds with each date on the chart.

1879 ---- 1882 ---- 1887 -----1890 ----1892, 1894 ---- 1907

- b) Evaluating decisions**

How did the Treaty of Versailles reflect the different personalities and agendas of the men in power at the end of World War I?

ШАБУНІНА Вікторія Віталіївна
АНДРОСЮК Ганна Леонідівна
ДАНИЛІНА Світлана Юріївна
ЛАБЕНКО Оксана Вікторівна
МИХАЙЛЕНКО Олена Олександрівна
НАЗАРЕНКО Ольга Іванівна
ПЕТРЕНКО Сергій Володимирович
ШЕВЧЕНКО Ольга Федорівна
СИДОРЕНКО Олена Анатоліївна
ТОКМЕНКО Олена Павлівна
ЦЕПКО Олена Анатоліївна
ЦУПРУН Тетяна Володимирівна

English for History Students:
Частина II

Навчально-методичний посібник
для студентів історичного факультету
освітнього рівня перший (бакалаврський)

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