

the Story of the World

HISTORY FOR THE CLASSICAL CHILD

Activity Book 4: The Modern Age

From the Victorian Empire to the Fall of the USSR



Edited by Susan Wise Bauer

With activities and drawings by:
Sara Buffington, Peter Buffington, Justin Moore,
Tiffany Moore, Charlie Park and Sarah Park.

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The Story of the World

Activity Book Four

The Modern Age
From Victoria's Empire to the Fall of the USSR

Edited by Susan Wise Bauer
and Charlie Park

Turn *The Story of the World* into a multilevel history curriculum!
This book includes comprehension questions and answers, sample narrations,
recommended readings, maps, timeline figures, and projects to accompany
The Story of the World, Volume 4: The Modern Age.



With activities, maps, and drawings by:
Peter Buffington, Sara Buffington, Tim Carroll, Heather Estes,
Justin Moore, Sarah Park, Betsy Rountree, and Elizabeth Weber



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Other Books Written / Edited by Susan Wise Bauer

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The History of the Medieval World: From the Conversion of Constantine to the First Crusade
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CHAPTER ONE

Britain's Empire

Encyclopedia cross-references—Victoria's England:

Kingfisher Illustrated History of the World (KIHW): 580–581, also see: 572, 575, 612

Kingfisher History Encyclopedia (KHE): 368–369

Usborne Book of World History (UBWH): (none)

Usborne Internet-Linked Encyclopedia (UILE): 339

Usborne History of the 20th Century (US20): (none)

Encyclopedia cross-references—The Sepoy Mutiny:

KIHW: 608–609

UBWH: 180

UILE: 328

others: (none)

Review Questions: Victoria's England

What four countries make up Great Britain? *Great Britain is made up of England, Scotland, Ireland, and Wales.*

For what great event was the Crystal Palace built? *It was built for the Great Exhibition [of the Works of Industry of All Nations].*

Can you name three exhibits and the countries that sent them? *Possible answers include: Vases and hats from Russia; furniture from Austria; farming tools and 'Bowie' knives from the U.S.A.; clothing and embroidery from Prussia; cloth and weapons from France; watches from Switzerland; shawls, silks, and cotton from India; silks from Turkey; palm leaf bonnets from Australia; carved wood from British New Zealand; a fire engine from Canada.*

Can you name three of the British machines displayed at the Crystal Palace? *Possible answers include: a locomotive, a diving bell, steamship models, cranes, pumps, plows, reapers, models of bridges and buildings.*

What was the real reason for the Great Exhibition? *The Exhibition was meant to show the world how powerful and modern the British Empire was.*

Why did the British say, "The sun never sets on the British Empire"? *The British Empire governed territory all around the world, so light fell on it, no matter what side of the Earth was lit by the sun.*

The British colonies sent wealth back to Britain—but why else did the British want to spread their empire? *The British believed that they could improve the rest of the world.*

Can you finish this quote from Cecil Rhodes? "We are the first [best] race in the world, and the more of the world we inhabit . . ." *"The better it is for the human race."*

To what did Thomas Babington Macaulay compare the kings and queens of Britain? *He compared them to the caesars of the Roman Empire.*

Name five countries that held British colonies or territories. *The British controlled territories in Canada, Australia, New Zealand, India, and South Africa.*

Complete the Outline: Victoria's England

An unfinished copy of this outline is on Student Page 1. You can simply give the child Student Page 1 to complete, or, alternately, you can practice dictation. To do this, read the main points (printed in regular type) aloud to the student. Tell him the number of subpoints he needs to complete. Answers for the subpoints are in *italics*.

I. The Great Exhibition was filled with exhibits from all parts of the British Empire.

A. *Bonnets made from palm leaves came from Australia.*

B. *Wood carvings came from British New Zealand.*

C. *A fire engine came from Canada.*

II. The British spread their empire for two reasons.

A. *They earned great wealth from the colonies and territories.*

B. *They believed that they could improve the rest of the world.*

Review Questions: The Sepoy Mutiny

What did the East India Company build throughout India? *The East India Company built trading posts.*

Why did the governor of Bengal grow nervous about the trading post of Calcutta? *Calcutta was a large settlement of English men and women with guns.*

What happened when the Indian army tried to drive the East India Company out of Bengal? *The merchants hired an English army, fought back, and took control of Bengal's government.*

Why did both Hindus and Muslims in India fear English control? *Hindus and Muslims thought that the British would force them to convert to Christianity.*

Who paid the salary of India's emperor, Bahadur Shah? *The East India Company paid his salary and told him what to do.*

What was a sepoy? *A sepoy was a native Indian soldier who worked for the East India Company.*

Why were the Hindu sepoys alarmed by the British law declaring that they could be sent on ships to fight in other countries? *A devout Hindu had to cook his own food and draw his own bath water, and he could not do this onboard a ship.*

Why were all of the sepoys worried about the new Enfield rifle? *They thought that when they bit the end of the cartridge, cow fat or pig fat might touch their mouths.*

What did the sepoys think that the British were trying to do by giving them these new rifles? *They believed that the British were trying to destroy their Hindu and Muslim faiths.*

Why did the East India Company put Bahadur Shah on trial for treason? *The rebels had announced that Bahadur Shah was their commander-in-chief.*

Did the East India Company keep control of India's government? *No, the British government took the rule of India away from the East India Company.*

Who governed India instead? *India was governed by the Queen, Parliament, and a British official called the Viceroy of India.*

Complete the Outline: The Sepoy Mutiny

(Student Page 1)

- I. The East India Company took control of Bengal in three stages.
 - A. *First, the Company built small trading posts.*
 - B. *Next, the trading posts were filled with English settlers and armed with guns.*
 - C. *Then the Company hired soldiers to fight the governor of Bengal and seized control of the government.*
- II. When the East India Company took control of more of India, it angered the sepoys in five different ways.
 - A. *British soldiers and officers treated Indians with scorn.*
 - B. *They tore down Indian temples to make room for railroads.*
 - C. *They forced some Muslims to shave their beards.*
 - D. *They ordered Hindus to board ships where they could not cook their own food or draw their own water.*
 - E. *They introduced a rifle with cartridges that might have been greased by animal fat.*

Additional History Reading

Life in Charles Dickens's England, by Diane Yancey (Lucent Books, 1999). For advanced readers; describes the working conditions of life in Victorian England. (6–7) 112p

Queen Victoria: And the British Empire, by Nancy Whitelaw (Morgan Reynolds Publishing, 2004). For the advanced reader, this biography includes beautiful prints and maps every few pages. (5–adult) 160p

The Secret Garden Cookbook: Recipes Inspired by Frances Hodgson Burnett's The Secret Garden, by Amy Cotler (HarperCollins, 1999). Collection of over 30 recipes and foods served in the Victorian Era; good for cooking projects, with excerpts from *The Secret Garden*. (5–8) 126p

Corresponding Literature Suggestions

Victorian England, by Ruth Ashby (Benchmark Books, 2003). Ashby describes different aspects of English society, including art and religion, during the reign of Queen Victoria. Though the book includes many beautiful illustrations on every facing page, the small print and long chapters make this more appropriate for more advanced readers. (5–7) 80p

Victoria: May Blossom of Britannia, England, 1829, by Anna Kirwan (Scholastic, 2001). From the Royal Diaries series, this fictionalized account of Victoria picks up when she is nine years old. (4–6) 220p

PREVIEW *At Her Majesty's Request: An African Princess in Victorian England*, by Walter Dean Myers (Scholastic, 1999). Newbery author Myers tells the story of Sarah Forbes Bonetta, an African princess rescued by a British officer and brought up in Victorian England. (5–7) 146p

Map Work

Victoria's England (Student Page 2)

1. The United Kingdom of Great Britain and Ireland consisted of four countries. Label the four countries that make up Great Britain in Victoria's time.

2. Label the city in which the Great Exhibition was held.
3. Label the ocean that lies to the west of France.

The Sepoy Mutiny (Student Page 3)

1. The Indian governor of Bengal began to grow nervous about a certain large settlement of Englishmen. It was becoming more and more powerful and was looking like an English city. Label the city on your map.
2. Bahadur Shah was too old to fight. But he watched as sepoy rebels drove the British out of one city and laid siege to another. The sepoys took control of a major city that the English were unwilling to lose. When the British sent in more well-trained troops the rebels fought desperately against them at this city. Label this city on your map.
3. How did the battle between the sepoys and the British end up? If the Indians were free, underline the word India. If they had come under the rule of the British, circle the word India.

Projects

Activity Project: Build a Crystal Palace

Materials:

- scissors or an X-Acto knife
- tape
- a ruler
- Crystal Palace template (Student Page 4)
- 8 pieces of cardstock
- a photocopier

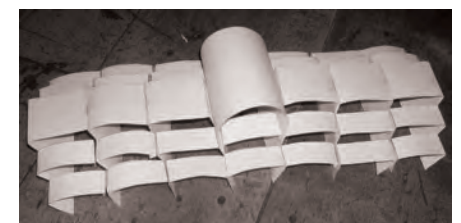
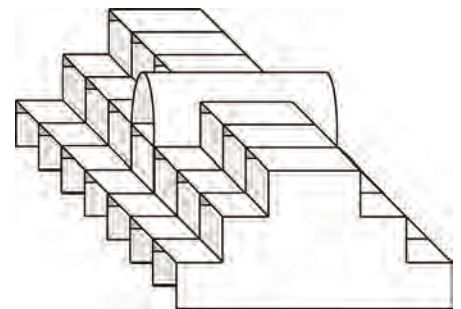
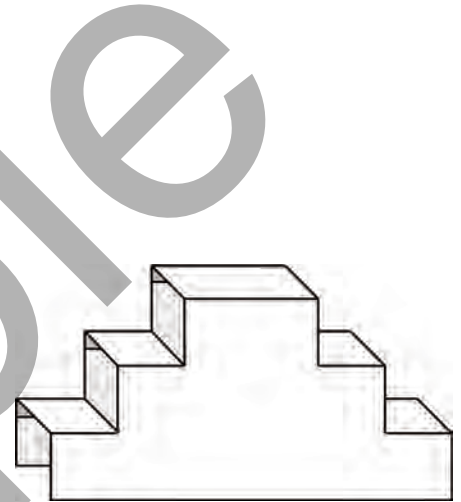
The Great Exhibition’s organizers wanted a building that was grand and majestic enough to celebrate the accomplishments of the British Empire, but that could be built in a short timeframe. They found the perfect building in the Crystal Palace. It was 1,848 feet long and 454 feet wide. That’s about as big as 17 football fields. It had two fountains inside it—and each was 250 feet high!

The man who designed it—Joseph Paxton—created a form of steel and glass. The builders made that shape again and again, creating a long structure of repeating metal forms, which they then covered in glass. They were able to build the massive building in only 9 months! Some people thought the Crystal Palace was beautiful, calling it a “big glass soap bubble.” Others thought it was hideous, calling it a “glass monster.” But whatever people felt about the way it looked, everybody agreed that it was an engineering success. Now you can make your own model of the Crystal Palace.

Directions:

1. Photocopy the Crystal Palace template onto 7 pieces of paper. (To save time, you can print the template just five times and make a smaller Crystal Palace.) Although regular photocopy paper is okay, your Crystal Palace will be sturdier if you copy it onto cardstock.
2. Cut along each of the *solid* lines on the template. (All of them!)
3. Fold downward along the dotted lines.
4. Tape the ends of the tabs (the gray rectangles) to the inside of the wall on the opposite side. (The dotted line on the dark gray rectangle should line up with the top of the wall where it’s taped.) The folded-and-taped template should now look like a ziggurat or pyramid, like the top image on the right.
5. Repeat steps 2 through 4, forming seven of the structures.
6. Cut out a piece of cardstock (or paper) to 8.5” x 4.75”. Tape the 8.5” x 4.75” piece in an arch over the top of one of your structures. (See the second image on the right.) It should cover all three tiers of the structure.
7. Line the structures up so that the building looks like the third image down on the right. Put the steps with the arch in the middle of the seven steps. Tape them all together, using small squares of tape where each “step” joins the other steps.

To get an idea of how big the Crystal Palace was in real life, think about this: It would take about 75 men with their arms outstretched, fingertip-to-fingertip, to span the width of the building. It was more than 25 stories tall! Can you imagine building something that big in only nine months?



Great Exhibition Role Playing

Prince Albert wanted to have the Great Exhibition to show the world how powerful and modern Great Britain was. He built a spectacular Crystal Palace, had fine goods and crafts sent in from Britain's numerous colonies, and created a breath-taking display of accomplishment to impress and amaze the rest of the world.

Like Prince Albert, pretend you are trying to convince the leaders of your country to host a Great Exhibition. What kind of building would be built? What would be inside? What kinds of things could your country display to show the world its power? Like Prince Albert, pretend you are trying to convince the leaders of your country to host a Great Exhibition. Come up with a plan for the event.

Draw a sketch of the building to house the event and describe at least three different displays to have inside. Explain why it is important to have an exhibition. Once you have your ideas settled, present your "plan" to the governing officials (parents, fellow students, teacher, etc.).

Classroom / Co-op Activity: Host a Great Exhibition

People came to the Great Exhibition from all over the world. Representatives from each country brought inventions, products, and plants and animals to show off to the rest of the world. Your classroom can hold a Great Exhibition of your own! Each child can bring in something from her family's country of origin—a famous piece of artwork or style of music, a type of popular food, or an invention or product that symbolizes her family's heritage.

This can be expanded to include the entire school—have each classroom represent one country. Students can learn about the history and culture of that country and share some aspect of it with the rest of the school at an afternoon fair, with music, food, and displays celebrating accomplishments from around the world.

Geography Activity: The Sun Never Sets on the British Empire

Materials:

- a flashlight
- Student Page 5
- tape
- scissors
- a pink crayon or colored pencil

The British claimed, "The sun never sets on the British empire." What does that mean? The Earth rotates around its axis once every 24 hours. Running down the sides of the Earth are 23 imaginary lines, called *meridians*, which divide the Earth into 24 sections. (They look like sections of an orange.) The sun crosses each meridian once each day. It takes one hour for the sun to pass from being directly over one meridian to being directly over the next. When the sun crosses directly over the meridian, it is noon at that particular location. That means that while it is noon on one side of the earth, it is midnight on the other side.

The British Empire spread across so much of the Earth that no matter where the sun was shining on the globe, it was shining on British territory! It was daylight in some part of Queen Victoria's dominion.

On your map (Student Page 5) color Great Britain (England, Scotland, Ireland, and Wales) pink. (Pink was the traditional map color for showing the British Empire.) Next, color the British territories Canada, India, Australia, New Zealand, and South Africa pink. Cut your map out. Roll your map like a cylinder and tape the edge of your paper together to hold it in place.

Set a flashlight on a shelf or table. The light will represent the sun. The light shining on the map represents daylight in that particular location. Hold your map (or globe) at the top and turn it around slowly. This represents the earth spinning on its axis. Is there ever a time when a pink territory on your map is not lit?

No matter where Great Britain is in relation to the light, a part of the British Empire is exposed to the flashlight. The sun never set on the British Empire!

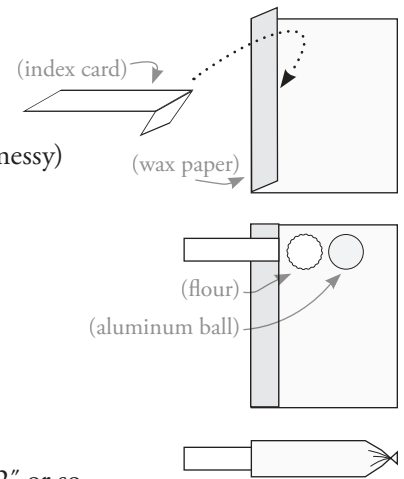
Activity Project: Loading an Enfield Rifle

Before the Enfield Rifle, reloading a gun took a long time. First, the soldier had to measure out a set amount of gunpowder. Then he had to pour the gunpowder into the barrel of his rifle. Next, he stuffed a wad of cloth into the barrel and rammed it all the way to the bottom with a long rod. After that, he would put the bullet into the end of the barrel, and then use the rod again to push it all the way down the length of the barrel. Then he could aim the gun and fire it.

With the Enfield Rifle, all the soldier had to do was bite the end of a small packet, pour the powder from the packet into the barrel, drop the rest of the packet in the end of the rifle, push it to the bottom of the barrel, aim, and fire. Because they took less time to reload, soldiers with the Enfield Rifle were more successful than those without them. You're going to see why it took so much less time to fire the Enfield Rifle.

Materials:

- two balls of aluminum foil, each about the size of a Ping-Pong ball
- two (empty) cardboard paper towel tubes
- a sheet of wax paper, about 12" x 12"
- flour (you can leave it in the flour container for now—no need to get other dishes messy)
- a ¼ cup measuring cup
- a 3" x 5" index card folded in half, longways (1½" x 5")
- a stopwatch or kitchen timer that can measure seconds
- a cookie sheet
- a napkin
- a ruler, wooden stirring spoon, or other long, thin implement
- a clean sheet of paper and a pen or pencil



Preparing the Enfield Rifle cartridge:

1. Lay the sheet of wax paper out on the table. Fold the left edge of the paper in by 2" or so.
2. Put the strip from the index card, longways, across the left edge of the wax paper. Bend the index card down 2" from the right edge. Hook the index card's into the 2" fold of the wax paper. (See the top illustration.)
3. Measure ¼ cup of flour, and put it on the wax paper, a little to the right of the index card.
4. Place one of the balls of aluminum foil to the right of the flour. (See the second illustration.)
5. Roll the wax paper sheet into a tube, so that the foil, flour, and index card are in the middle of the tube, and the left and right sides of the sheet are the open ends of the tube. Roll the tube as tightly as you can around the flour and the aluminum foil ball. (You'll want to be able to easily slide it into the cardboard tube.)
6. Twist the open end (that had been the right side of the sheet) closed. (See the third illustration.)

You now have your Enfield Rifle cartridge. You're going to time how long it takes to load a traditional rifle, compared with how long it takes to load an Enfield Rifle.

Directions:

1. Put one of the cardboard tubes on the cookie sheet, so that it's sticking straight up into the air.
2. Start the stopwatch.
3. As fast as you can,
 - i. Measure ¼ cup of flour and pour it into the end of the cardboard tube. (Don't spill any of your "gunpowder"!)
 - ii. Pick up the napkin, and put it in the open end of the tube.
 - iii. Using the ruler or wooden stirring spoon, push the napkin to the bottom of the tube.
 - iv. Pick up the aluminum foil ball.
 - v. Drop it into the open end of the tube.
4. Stop the stopwatch.
5. On your piece of paper, write down how many seconds that took.

Now, you'll see how long it takes to load the Enfield Rifle.

Directions:

1. Put the second tube on the cookie sheet.
2. Start the stopwatch.
3. As fast as you can,
 - i. Pick up the cartridge.
 - ii. Grab the index card with your teeth and pull it out of the cartridge. (Some flour might come out.)
 - iii. Pour the premeasured flour from the packet into the tube, then drop the remainder of the packet (the wax paper and the foil ball) down the tube.
4. Stop the stopwatch.
5. On your piece of paper, write down how many seconds that took.

If you were in a battle, and you had to fire 100 bullets, how much time would it take to fire them if you had to reload your rifle every time? (Hint: multiply the number of seconds it took you to reload the traditional rifle times 100.) Write this down. How much time would it take if you were using an Enfield Rifle? (Hint: multiply the number of seconds it took you to reload the Enfield Rifle times 100.) Write this down on your paper. Can you see why commanders wanted their men to use the Enfield Rifle? Can you see why the sepoys wouldn't like using it, thinking the "index card" had animal fat on it?

Timeline Figures

Timeline Figures for this chapter are on Student Page 181.