

THIS IS A CIVILIZATION

STANISLAV VALEV • TATYANA PETKOVA

WORKBOOK
9th GRADE



МИНИСТЕРСТВО НА ОБРАЗОВАНИЕТО И НАУКАТА

НАЦИОНАЛНА ПРОГРАМА

„Разработване на учебни помагала и на методически ръководства, оценяване и одобряване на проекти на учебни помагала за подпомагане на обучението, организирано в чужбина, на проекти на учебници и на проекти на учебни комплекти“

МОДУЛ

„Разработване на учебни помагала за обучение по общообразователни предмети на чужд език“

9.
КЛАС

История и цивилизации на английски език

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Разработено от авторски екип
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„Екзарх Йосиф I“, гр. Ловеч

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TABLE OF CONTENTS

1. Introduction to the Modern Times	4
1.1. The Discovery of the New World.....	5
2. The Beginning of the Modern times (16 th -17 th century).....	7
2.1. Statehood and Policies	8
2.2. Society and Ideas	10
2.3. Culture	12
3. The Enlightenment century (18 th century)	14
3.1. Statehood and Policies	15
3.2. Society and Ideas	17
3.3. Culture	19
4. The Nationalism century (19 th century)	21
4.1. Statehood and Policies	22
4.2. Society and Ideas	24
4.3. Culture	26
5. Introduction to the Contemporary Epoch	28
6. The World from First World War to 1945	31
6.1. Statehood and Policies	
6.1.1. The First World War	32
6.1.2. The Russian revolution and Stalinism.....	34
6.1.3. The Italian faschism	36
6.1.4. The German nationalism	38
6.1.5. The Second World War.....	40
6.2. Society and Ideas	42
6.3. Culture, Science and Technology	44
7. The World after 1945	46
7.1. Statehood and Policies	47
7.2. Society and Ideas	49
7.3. Culture, Science and Technology	51
Sources	53
Concepts	59

INTRODUCTION TO THE MODERN TIMES



THE DISCOVERY OF THE NEW WORLD

HISTORICAL BACKGROUND

The Modern Times was the era of big changes in Europe. This was a period in which new ideas were realized, the view of the man's position in the world was changing, new social movements and political teachings emerged. Chronologically, the Modern Times included the period from the 15th century to the first decade of the 19th century and covered the field of economics, politics, religion, science and art. In this part of the handbook we will trace the Great Geographical Discoveries and their impact on the changes taking place.



Skills

Great Geographical Discoveries and their impact on the changes taking place.

With the help of the proposed tasks you will improve your skills for extracting information from a historical map; you will compose a text by comparing information from a picture and a literary work and you will continue to improve your skills for processing information through ICT.



Task 1:

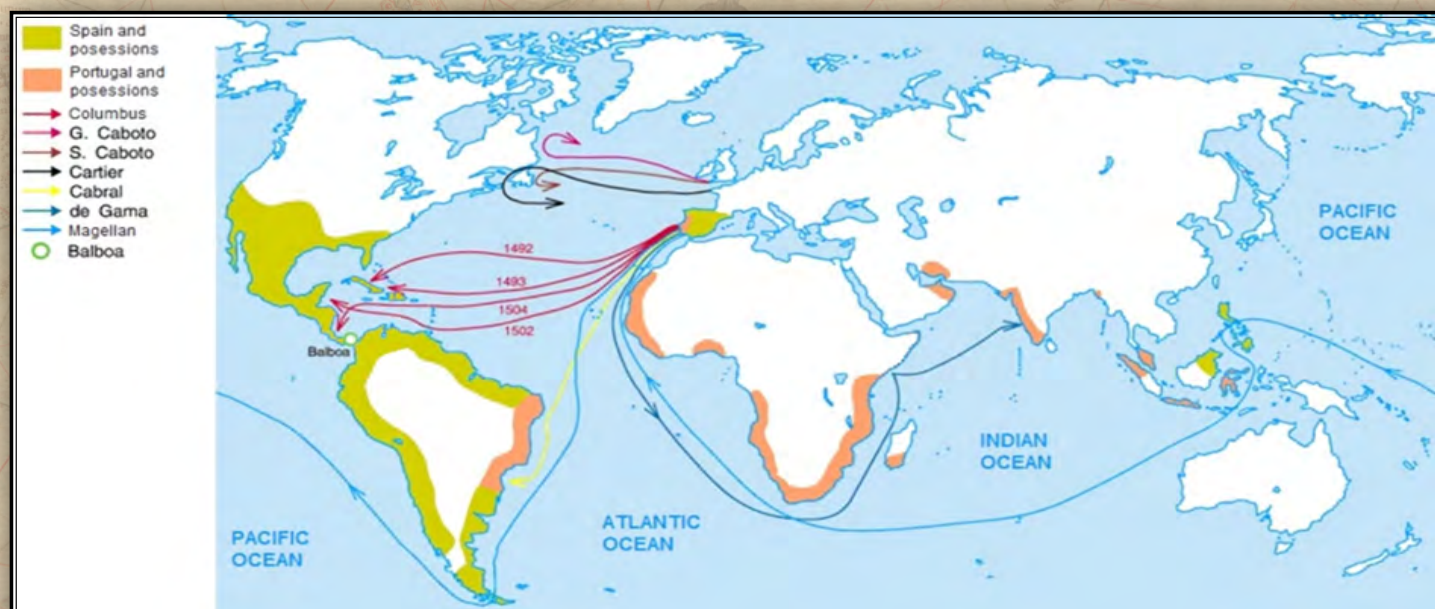
Using the Internet, fill in the missing information in the table.

Years	Events
1492	
	Vasco da Gama reached Calcutta on the Indian subcontinent
1500	
	Columbus reached the northern shores of South America
1519 - 1522	



Task 2:

Look at the map. Follow the sea route of the represented sailors. Work in groups, each tracking the path of an individual seafarer and at the end compare their routes (trace: start point, end point, territories they explored). Put a title on the map and determine its chronological range.



Task 3:

Look at the image. Describe the conquistador: posture, appearance (clothing), armament (attributes). What do you think is the message of the waving flags? Using both sources, describe (present) the appearance and the armament of the local population. How do both sides react during the meeting? Make a conclusion about their intentions.



Columbus landing in Guanahani, 1492

“When the boat reached the shore, at least fifty-five people were hiding behind the trees. They were all naked, with long hair, as the women in Castile wore it. Their hair was decorated with bunches of feathers from parrots or other birds; and each one of them was holding a bow in their hand. The Indian came out and gave a sign for them to throw away the bows and the arrows, as well as the thick whips they used as swords. They all approached the boat, and the sailors went ashore starting to buy bows, arrows, and other weapons, like the admiral had ordered. The Indians sold them two bows but did not want to give more; on the contrary, they stood in a battle formation, as if they were ready to attack the Christians and capture them Seeing the Indians rushing to them, the Christians, ready to fight attacked first. One Indian was stabbed in the thigh and another was shot in the chest with an arrow. Seeing they would not be able to cope, although the Christians were only seven against more than fifty, the Indians rushed to flee and threw their bows and arrows wherever they fell.....

Upon learning of what had happened, the admiral said that, on the one hand, he regretted it, but, on the other hand, he was pleased because he wanted the Indians to be afraid of the Christians. They must be hostile people (he thought they were the man-eating Caribbeans).

Author: Cristopher Columbus, Journals, 1972, electronic edition

Task 4:

Using the resources of the Internet, explore what influence the Great Geographical Discoveries had on the modern development of the former colonial countries.

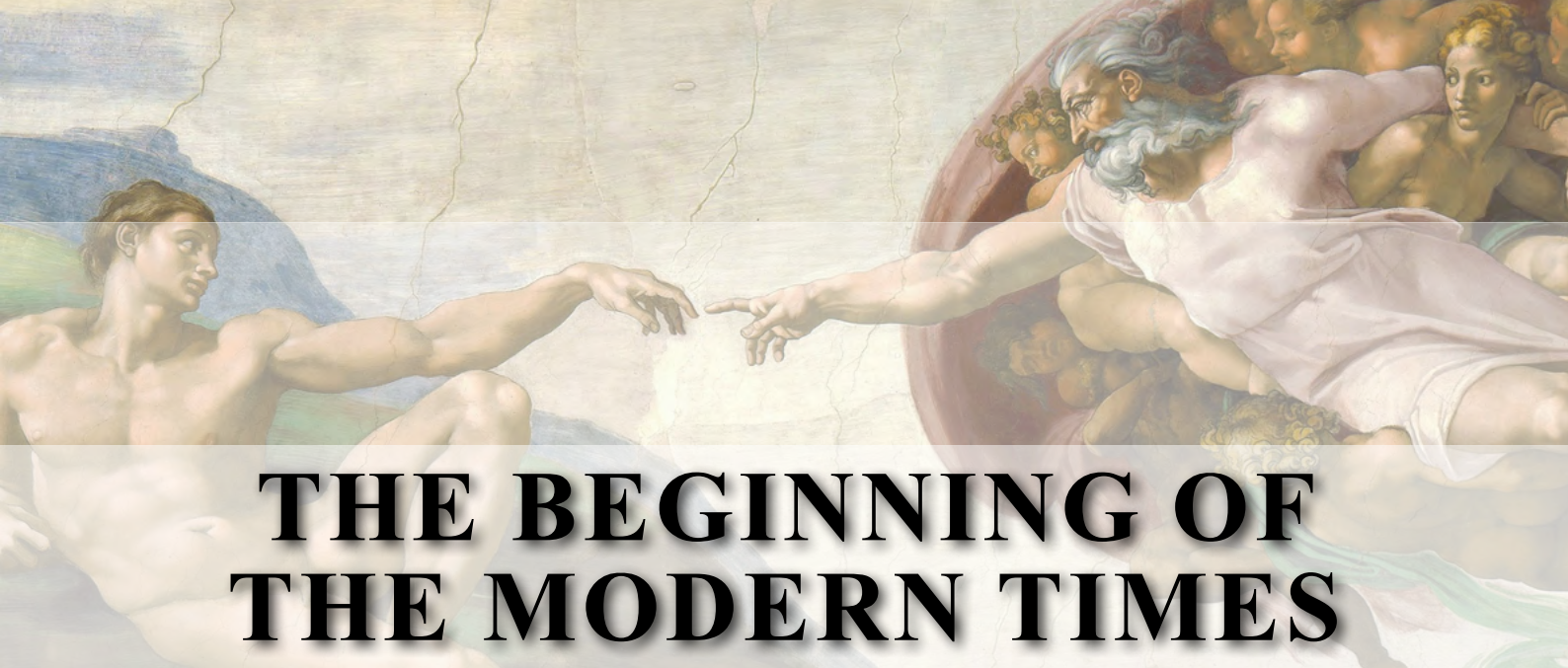
Task 5:

Prepare a presentation by choosing one of the following people:

- Christopher Columbus
- Vasco da Gama
- Alvarez de Cabral
- Ferdinand Magellan.

When making the presentation, include biographical data, information about the voyages and the contribution of each individual seafarer in up to 10 slides.

Present your results in an attractive way!



THE BEGINNING OF THE MODERN TIMES



STATEHOOD AND POLICIES

HISTORICAL BACKGROUND

16th – 17th century was an extremely important period in the development of statehood and governance models in Western Europe. At the same time, it was significant for the strengthening of the despotic power in the Ottoman Empire, within which borders the Bulgarians lived. In this part of the handbook we will follow the reforms in the government of England during the Tudor dynasty. We cannot miss the legendary Louis XIV and his absolute power in France. This was also the moment when distant Russia became a force that Europe had to reckon with.



Skills

Through the tasks here you will learn how to analyze a text, to synthesize information and to use arguments to support a point of view.

Task 1:

Read the text and answer the questions.

„In 1610, Henry IV was assassinated. His wife became regent for their young son, but she mismanaged the country. Soon, an ambitious churchman named cardinal Richelieu became chief minister of France. Henry’s son Louis XIII allowed his almost absolute control over France.

The cardinal had two major aims – to strengthen the power of French king and to make France supreme in Europe. To accomplish the first goal, he weakened Huguenots and the nobles. To reach the second goal, Richelieu took France into the Thirty Years’ War. France came out the strongest nation in Europe. Richelieu died in 1642 and Louis XIII passed away a year later. Louis XIV became king at the age of four. Richelieu had trained cardinal Jules Mazarin to be his successor. Until Louis XIV was 22 years old, Mazarin ran the government, following Richelieu’s policies, and France grew stronger.

Louis XIV ruled France from Mazarin’s death in 1661 until 1715. He has been called the perfect example of an

absolute ruler with unlimited power. His motto was “The State, it is me”. Louis believed in the divine right of kings. That is the right of kings to rule, supposedly given by God. His capable economic adviser was Jean Colbert. Colbert set up rules to improve the quality of French goods so that more people would buy them. The king also added to the powers of the intendants, appointed officials who carried out his orders in the country. Also, he reorganized the French army and strengthened the navy. Louis was strong Catholic. Because of that he took away freedom of worship from the Huguenots. Thousands fled to Prussia, England, and the British colonies in America. This hurt French trade and industry in which Huguenots were active. He demanded great luxury. He built a lavish palace at Versailles, a village about twelve miles outside Paris. He surrounded himself with nobles making them dependent on him. In this way, he kept them under his control. The luxury and waste of Versailles cost the French taxpayers



dearly. The king had the strongest army in Europe. Thus France fought with other European nations in four long wars that lasted nearly fifty years. His wars and life of luxury left France with an empty treasury and large debt. On his deathbed in 1715, he warned his heir: “Try to preserve peace with your neighbors. I have been too fond of war”. Louis XIV gave France more unity and a stronger central government than ever before.”

Walter Wallbank, T. Schrier, A. Maier, D. Gutierrez-Smith, P. History and Life. The World and Its People. 3rd Edition. Illinois, 1987, pp. 378 – 380.



Questions

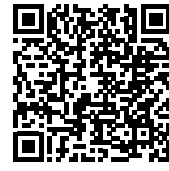
1. Who and why can be called strategist of absolutism in France?
2. Interpret the king’s motto and clarify its meaning.
3. In a tabular form present the positive and negative aspects of the king’s rule. Make a hypothesis on the topic: Was Louis XIV a successful leader or an adventurer?

Task 2:

Create a psychological profile of Peter I based on his childhood and make an assumption about the policy he would lead when he took power. Follow the steps below.

1. Make a table in which to organize the following information - life events, interests, family environment, possible impact on his personality and character, an assumption about his rule.
2. Scan the QR code with your phone.
3. Watch the indicated part of the video (1:44:00 - 1:53:00).
4. Fill in the table.
5. After examining the whole topic about Peter I, indicate in percentage to what extent you have guessed how the events would develop.

SCAN ME!



TIP



When making your assumptions, be sure to consider all the factors you have listed in the table. They will be your arguments (evidence).

Task 3:

Role play: Reproduce the trial against Charles I in the form of a TV reportage. Follow the steps listed.

Introduction: We all know that there was no television in the first half of the 17th century. Today, however, there is, and you will have to make a TV reportage about the trial against Charles I. Here is what you have to do:

1. Divide into 4 groups.
2. Use the trial information you see here to compile a 3-minute reportage for the evening emission.
3. Divide the following roles among you - a reporter to broadcast live; a host of the show; Charles I; a court representative (at the end – a prosecutor); royalist (defender of the king).
4. You have 20 minutes to work and 3 minutes to present! Be creative!

Information (summary of events):

The trial started on the 20th of January 1649. He was brought to court by armed soldiers. He had to seat on a red velvet chair. The king refused to remove his hat as a sign of disrespect. In his opinion no secular power had the right to punish him.

Charges – Waged a war against Parliament and the people. He was responsible for all the murders, burnings, damage caused during the wars. He was a tyrant, traitor and murderer and an enemy of the Commonwealth.

In next 6 days the court continuously asked the king to plead innocent or guilty to the charges. The monarch refused to argue with the court because the court itself was under king's authority. Due to this fact it was not lawful trial.

On day 7, 27 January 1649 Charles I heard his verdict – guilty. As an argument the judge pointed out that any king is obliged to talk with the Parliament. Charles failed in doing that there for he failed in his duties. The monarch made an attempt to advocate his behavior but he was stopped.

The execution date was set for 30 January. This sentence was signed by 55 judges of 135.



TIP



You can use video or audio materials from the Internet.

SOCIETY AND IDEAS

HISTORICAL BACKGROUND

Dynamic processes shook Europe in the 16th century. Changes took place in the Christian world, which was divided into Catholics and Protestants. The church was criticized and attempts to reforms started to appear. The public mood met the resistance of the Roman Catholic Church, leading to bloody religious wars.



Skills

With the help of the tasks here, you will learn to recognize the ideas of the Reformation and Counter-Reformation based on the critical handling of various sources of information.

Task 1:

Use the suggested resources and complete the tasks:

1. Scan the QR code with your phone. After watching the indicated part of the video (0:08-6:42) and reading the excerpt from Martin Luther 95 Theses, answer the questions:
 - What caused Martin Luther's dissatisfaction?
 - What was he protesting against?

2. Divide into two teams.

One team will represent the followers of Luther's ideas, and the other - his opponents. Each team must win the maximum number of supporters of their cause. Present attractively.

SCAN OR
CLICK ME!



"... 6. The Pope cannot forgive guilt alone, but only declare and confirm..."

7. God forgives none his sin without at the same time casting him penitent and humbled before the priest His vicar.

20. Therefore the Pope, in speaking of the perfect remission of all punishments, does not mean that all penalties in general be forgiven, but only those imposed by himself.

21. Therefore, those preachers of indulgences err who say that, by the Pope's indulgence, a man may be exempt from all punishments, and be saved.

28. What is sure, is, that as soon as the penny rattles in the chest, gain and avarice are on the way of increase; but the intercession of the church depends only on the will of God Himself..."

Martin Luther 95 Theses

Task 2:

Visit the following link: <https://jigex.com/YTTD>, arrange the puzzle and answer the questions:

SCAN OR
CLICK ME!



1. What is your first impression of the cartoon?
2. What is the message of the image?
3. What idea do you think is embodied in the image of the devil?
4. Investigate how the Church opposed the Reformation.

Choose one of the subthemes - Inquisition or Jesuit Order. Trace the role they play as part of the Counter-Reformation through the eyes of a contemporary of events. Describe your emotions according to historical reality.



Eduard Schön: Luther - the Devil's Bagpipes, caricature from approx. 1530 | Picture credits (Public Domain, Wikimedia)

Task 3:

Find the concepts and complete the tasks:

- Use the terms to describe the content of the epoch.
- Write a text of at least 10 lines, paying attention to the individual manifestations of the Reformation and the Counter-Reformation.

Q	Z	C	V	B	N	M	K	L	H	G	F	D	S	A
W	H	J	K	A	S	S	F	G	H	J	E	K	O	Q
W	L	K	E	F	I	C	V	B	N	M	I	P	C	S
R	T	E	T	X	N	H	S	F	C	A	L	V	I	N
W	H	S	Z	Y	Q	O	P	A	Z	X	V	B	E	M
T	O	S	E	E	U	Y	Y	U	I	O	P	K	T	N
Y	M	A	R	T	I	N	L	U	T	H	E	R	Y	L
U	A	R	G	W	S	T	Y	I	O	P	L	K	O	Z
I	S	T	E	A	I	D	F	G	L	Z	D	G	F	X
O	M	N	R	W	T	S	A	Z	K	W	C	T	J	C
P	U	B	I	B	I	X	F	B	N	I	P	S	E	V
A	E	B	C	A	O	D	F	G	H	N	L	Z	S	B
S	N	M	H	W	N	S	D	F	J	G	G	D	U	N
D	T	F	T	L	U	V	B	N	M	L	F	F	S	M
H	Z	S	R	A	Y	L	P	F	W	I	S	H	G	A
H	E	N	R	Y	E	I	G	H	T	Z	X	J	S	S
H	R	C	V	B	N	M	D	F	G	H	Z	L	X	D
J	U	W	E	R	T	Y	U	I	O	P	B	K	Z	F

CULTURE

HISTORICAL BACKGROUND

The Renaissance in Western Europe was mostly associated with the cultural and philosophical revival. The man, his feelings, identity and uniqueness started to occupy a key place in the activities of artists and philosophers. Therefore, the name of the main ideological current at that time, humanism, does not sound strange. It is time to immerse ourselves in the unique world of the artists of that time to begin to truly understand what they have bequeathed to us.



Skills

With the help of the proposed activities you will improve your skills for text analysis, comparison by set criteria, use of arguments, proving a position and using the phones to enrich your general culture in an interesting way.

What qualities did a person calling himself a humanist possess?

Complete the task in order to try to build an exemplary image of Renaissance man.

Task 1. Read the text and answer the questions:

Leonardo da Vinci was a Renaissance painter, sculptor, architect, inventor, military engineer and draftsman — the incarnation of a true Renaissance man. Gifted with a curious mind and a brilliant intellect, da Vinci studied the laws of science and nature, which greatly informed his work. His drawings, paintings and other works have influenced countless artists and engineers over the centuries. Young da Vinci received little formal education beyond basic reading, writing and mathematics instruction, but his artistic talents were evident from an early age. At the age of 20, da Vinci qualified for membership as a master artist in Florence's Guild of Saint Luke and established his own workshop.

<https://www.biography.com/artist/leonardo-da-vinci>



Questions

1. What were Leonardo's interests?
2. Draw a conclusion about the qualities he possessed in order to pursue his interests.
3. Based on the qualities of this prominent person, write a text and describe the qualities and the personality of a Renaissance humanist.

Can you recognize Renaissance art? Can you distinguish it from Medieval art? Let's learn to do this.



Task 2:

Compare Medieval and Renaissance art by similarities and differences. Follow these steps:

1. Draw a table in which put the following information - the name of the image, the name of the artist, the distinctive features of each image, similarities and differences.
2. Look very carefully at the two images. Take a look at the smallest detail.
3. Fill in the table.



*The Lamentation from
Giotto
In the Scrovegni
Chapel, Padua,
Veneto, Italy Painted -
1305*



*Virgin and Child (La Belle Verriere)
In Chartres Chapel, France;
Made - 12th century.*

TIP



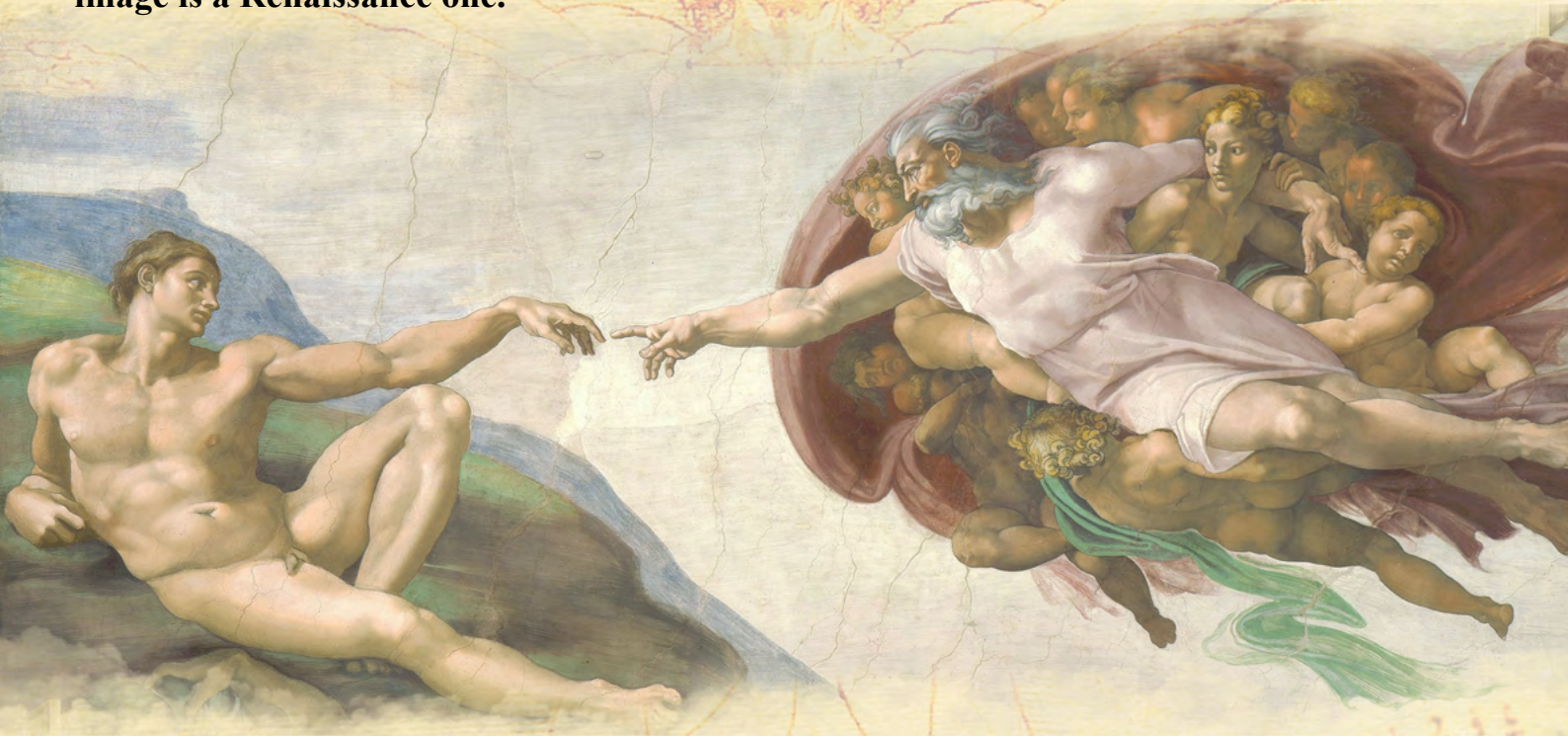
If you have difficulty, scan the QR code where you will find a video joker!

SCAN ME!



Task 3:



Use the knowledge you have gained so far to prove with arguments that the presented image is a Renaissance one.



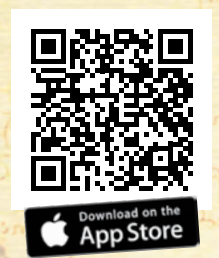
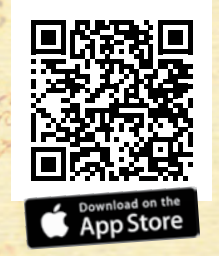
The creation of Adam from Michelangelo Inside the Sistine Chapel, Vatican, Rome, Italy, 1512

Task 4:

Take a walk in the Uffizi Gallery and create a digital guide for your friends to motivate them to visit it. Follow these steps:

1. Download the  Google Arts & Culture app on your phones.
2. Find the Uffizi gallery in the app search engine.
3. Examine the most famous Renaissance masterpieces that are stored there.
4. Take a virtual tour in the gallery with the app to view them.
5. Create a guide that should contain the following information:
 - How can we reach the gallery?
 - What is a must-see?
6. Interesting and brief information about the paintings and their authors.
7. Create a guide using  Google Slides and send a link to your friends, who can also take a virtual tour of the gallery via Google Arts and Culture.

Scan or click me!





THE ENLIGHTENMENT CENTURY

STATEHOOD AND POLICIES

HISTORICAL BACKGROUND

The Enlightenment was a period in the 18th century that included the achievements of both science and philosophical thought. The people influenced by it, now called “the Enlightened”, used this knowledge to lead society to a more dignified and fair life. That is why their thoughts and conclusions influenced the masses, and they in turn began a struggle for a new life in which justice and equality had to prevail over the law. The entirely new class of the bourgeoisie was the engine of events.



Skills

With the help of the proposed activities you will improve your skills for argumentation, analysis and synthesis of information, formulation of conclusions and creating a video on historical topics.

Task 1: Read the text and answer the questions:

“For many years, England did little to regulate the North American colonies. But in 1763, after England defeated France in a worldwide struggle for empire, the English government began a new policy. The colonists in North America had done little in the war on their continent. It was won largely with British troops, ships, and taxes. British troops also protected the colonists against Indians. England reasoned that the colonists should share the costs. So England enforced old laws and passed new ones to raise money. Between 1765 and 1774, the colonists strongly opposed every effort to make them pay more taxes. In 1774, to teach the colonists a lesson, the British Parliament passed the so-called Intolerable Acts. These acts closed Boston harbor to shipping, which meant economic ruin, and took back the charter of Massachusetts, which ended local self-government. The dispute had been about taxation; now it was about the right to self-government.”

Walter Wallbank, T. Schrier; A. Maier, D. Gutierrez-Smith, P. History and Life. The World and Its People. 3rd Edition. Illinois, 1987, pp. 448 – 449.



Questions

1. What made England undertake a different policy towards its colonies?
2. What was the response of the colonists?
3. What measures did the British take?
4. Debate on the question
 - Are the actions of the British justifiable?
 - Use arguments to take one of the following positions - they are justifiable, they are not justifiable, it cannot be said based on this document alone.



Task 2:

Create a video with Adobe Spark about a chosen enlightened ruler and promote it on social media. Follow the steps below.

Tutorial in English

SCAN OR
CLICK ME!



SCAN OR
CLICK ME!



Tutorial in Bulgarian

1. Choose an enlightened ruler among Catherine the Great, Maria Theresa, Frederick II, Joseph II.
2. Examine the information about him/her.
3. Scan the QR code you see to view a video creation guide.
4. Create a video with a length of no more than 3 minutes on the topic you have chosen. Formulate it as follows:
 - Short biography.
 - Reforms in the spirit of the Enlightenment.
 - Your assessment of the personality and the work of the historical figure.
5. Share the video with your teacher and your friends in social networks. Use an interesting description to motivate them to look at it.

Task 3:

Use the table and draw the relevant conclusions. Follow these steps:

1. Examine the information in detail.
2. Formulate the main problem in the French society in one sentence.
3. Propose a social reform that would improve the situation in the country and create a balance.

Estate	Population	Privileges	Exemptions	Burdens
1	Circa 130,000 High-ranking clergy	Collected the tithe Censorship of the press Control of education Kept records of births, deaths, marriages, etc. Catholic faith held honored position of being the state religion (practiced by monarch and nobility) Owned 20% of the land	Paid no taxes Subject to Church law rather than civil law	Moral obligation (rather than legal obligation) to assist the poor and needy Support the monarchy and the Old Regime
2	Circa 110,000 Nobles	Collected taxes in the form of feudal dues Monopolized military and state appointments Owned 20% of the land	Paid no taxes	Support the monarchy and Old Regime
3	Circa 25,000,000 Everyone else: artisans, bourgeoisie, city workers, merchants, peasants, etc., along with many parish priests	None	None	Paid all taxes: Tithe (Church tax) Octroi (tax on goods brought into cities) Corvée (forced road work) Capitation (poll tax) Vingtième (income tax) Gabelle (salt tax) Taille (land tax) Feudal dues for use of local manor's winepress, oven, etc.

SOCIETY AND IDEAS

HISTORICAL BACKGROUND

People's lives changed radically in the 18th century. The displacement of manual labor by mechanical labor was part of the Industrial Revolution, which began earliest in England and later spread to other countries. The innovations in production provoked by the new ideas of the Enlightenment changed the way of life and thinking of the people.



Skills

With the help of the set activities you will understand more deeply the changes that occurred as a result of the Industrial Revolution, and based on critical work with different sources of information, you will be able to recognize the ideas of Montesquieu, Kant and Rousseau.

Task 1:

Examine the data from the two tables and complete the tasks:

The population in the 18th-19th centuries in millions

Year	England	France	Germany
1750	7,4	21,0	19,0
1830	16,3	32,6	28,2
1840	18,5	34,2	31,4
1850	20,8	35,8	34,0

Production of cast iron in thousands in tons

Year	England	France	Germany
1830	680	225	120
1840	1400	405	165
1850	2250	405	210



Questions

1. Track the changes that occur in the respective countries during the indicated years. What are they due to?
2. Is there a relationship between the amount of cast iron produced and the population growth? Give reasons.
3. Present the information from the table in the form of diagrams, using different colors to illustrate the information.



Task 2:

Study the image and answer the questions:



"The iron rolling mill" Artist: Adolf Menzel, year 1875



Questions

1. What is your first impression of the picture?
2. Describe the characters that are part of the everyday industrial work.
3. What is innovative in the artwork?
4. Investigate in which industries child labor was used.
5. What was the age of the children employed?
6. Make a comparison with the modern attitude to child labor!



Based on Adolf Menzel's painting "The iron rolling mill", write a short text describing the social reality of the industrial age.

Task 3:

Examine Montesquieu's views and complete the tasks:

“In every government there are three sorts of power: the legislative; the executive in respect to things dependent on the law of nations; and the executive in regard to matters that depend on the civil law.

When the legislative and executive powers are united in the same person, or in the same body of magistrates, there can be no liberty; because apprehensions may arise, lest the same monarch or senate should enact tyrannical laws, to execute them in a tyrannical manner. Again, there is no liberty, if the judiciary power be not separated from the legislative and executive.”

Montesquieu. Ch. The Spirit of Laws. Translated by Tomas Nugent. Ontario, 2001, p. 173



Questions

1. What are the prerequisites to avoid tyrannical rule?
2. Investigate the differences between him and J. Locke regarding the separation of powers.

Task 4:

Read the sources and complete the tasks:

“Enlightenment is man's leaving his self-caused immaturity. Immaturity is the incapacity to use one's intelligence without the guidance of another. Through laziness and cowardice, a large part of mankind, even after nature has freed them from alien guidance, gladly remain immature. It is because of laziness and cowardice that it is so easy for others to usurp the role of guardians. It is so comfortable to be a minor! [Dare to know!] Have the courage to use your own intelligence is therefore the motto of the Enlightenment.”

Marvin Perry, et. al., Sources of the Western Tradition, Volume II (Boston: Houghton Mifflin Company, 1995), pp. 56-57, third edition.

“Man is born free; and everywhere he is in chains. If the folk are compelled to obey, they obey and they act well; as soon as they can shake off the yoke, they act even better. Every man having been born free and master of himself, no one else may under any pretext whatever subject him without his consent. To assert that the son of a slave is born a slave is to assert that he is not born a man.”

Rousseau, J. The Social Contract and The First and Second Discourses. Yale University Press, 2002.



Questions

1. Explain in your own words what Kant meant by “Enlightenment”.
2. What meaning did Rousseau put in “Man is born free; and everywhere he is in chains.”?
3. Compare the proposed sources with the medieval idea of the state and society. Identify the main differences.

CULTURE

HISTORICAL BACKGROUND

Culture is a word that brings together spheres such as architecture, fine arts, literature, theater, etc. Each time is distinguished by its culture. Culture is the aspect of people's social lives that gives the distinctive features to the historical time they live in. It can often be a historical source that helps us understand better the mentality of the people of that time, the social realities and views of artists and their patrons.



Skills

With the help of the proposed activities here you will improve your skills for text analysis, looking for information and creating games to compare by criteria, as well as how to create criteria for comparison.

Task 1: Read the text and answer the questions.

“Baroque art (derived from the Portuguese word ‘Barrocco’ meaning rough or imperfect pearl) originated in Italy and a few other countries as an imperceptible passage from the late Renaissance which ended about 1600. It was occasionally seen as a variation and brutalization of the Renaissance style and sometimes conversely as a higher form of its development, and remained dominant until approximately the middle of the eighteenth century. Conventionally, the Baroque style is not emphasized in the global history of art, because the time period when it

flourished — between 1550 and 1750 — is correctly viewed as an enclosed time period in which various directions of style were expressed.

For some specialists, the Baroque style, because it adapted to the strict forms of the Renaissance, was strictly nothing other than a branch or a variant of the

Renaissance art from which it arose. This is how it was for all changes of style in the history of art: each new direction built on the foundations of the previous one.

Moreover, one can only strictly speak of a proper Baroque style in the fields of architecture and perhaps sculpture.”

H. Carl, K. Charles, V. Baroque art. New York, 2012, p. 7.



Questions

1. In which time period is Baroque a trend in art?
2. Why is Baroque controversial as a style in art?
3. In which areas of culture is it most recognizable?



Task 2:

Create a Quiz game in Kahoot about the architecture of Baroque and Classicism. Follow these steps:

Kahoot is a website that allows us to make interactive Quiz games and play them in class using our mobile phones. Anyone can create a quiz on a topic or use the existing ones.

1. Find on the Internet examples of both styles in architecture.
2. Create a text in which you will include images and information about the distinctive features of both styles. Distribute this text to your classmates.
3. Register in Kahoot.
4. Create a Quiz in the website about the architecture of Baroque and Classicism.
5. Play in class and see who has learned to recognize both styles the best.

SCAN ME!



TIP



If you don't know how to make a quiz in Kahoot, scan the QR code to use the video tutorial.

 **Task 3:**
Compare the following examples of the Italian and the Dutch Renaissance. Follow the specified steps. Work in pairs.



Caravaggio – Death of the Virgin



Rembrandt van Rijn - The Night Watch



Jan Steen - The Merry family



Caravaggio – The entombment of Christ

Steps:

1. Look very carefully at the pictures and all the details in them - titles, composition, light, scenes presented, characters.
2. Think about the similarities and the differences between the pictures.
3. Discuss them with your teammate.
4. Compose criteria by which we can compare the examples.
5. Assign the task to another pair to compare them according to your criteria.



THE CENTURY OF NATIONALISM

STATEHOOD AND POLICIES

HISTORICAL BACKGROUND

In the 19th century the multinational empires (the Austrian, the Russian and the Ottoman) were shaken by powerful nationalist movements. The peoples living within their borders strived to build their own national states. Germany and Italy were on the path to their unification. The Balkans were also influenced by the new ideas and their peoples wanted to rebuild their countries.



Skills

With the help of the proposed activities you will improve your skills and you will be able to recognize and systematize the reforms of Napoleon I in France; to transform information from a scheme into a written text based on the proposed props; to formulate conclusions and to evaluate the studied historical events.



Task 1: Systematize the reforms that Napoleon I undertook.

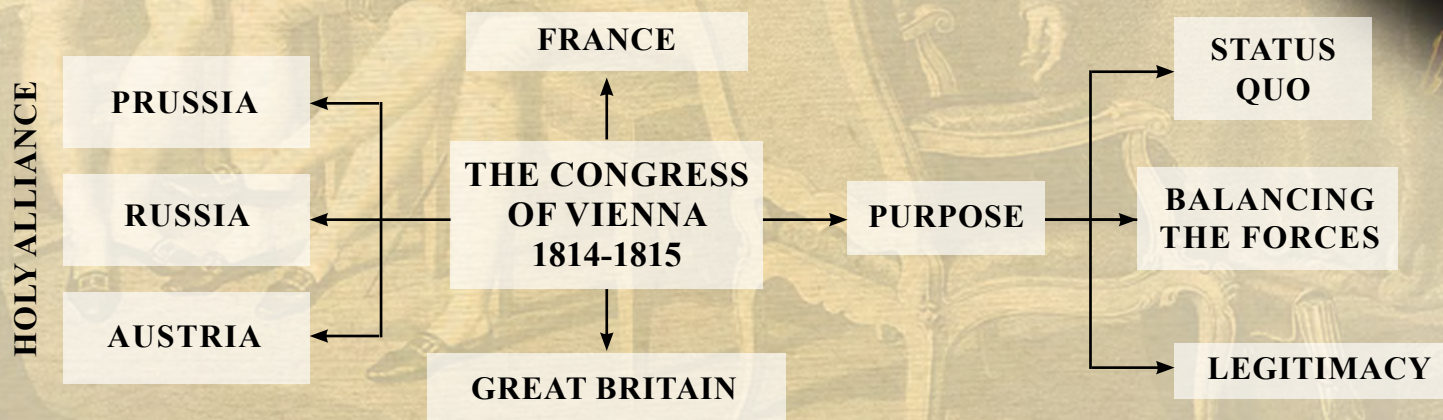
1. Scan the QR code with your phone. Watch the indicated part of the film (18:46-22:20).
2. Which spheres of public life were they in?
3. Assess their significance for the future of France!

SCAN ME!



Task 2: Based on the scheme below, write a short text on the topic “The Congress of Vienna of 1814-1815.” Use the following props in your answer:

- When did it take place?
- Which countries played an active role in the decisions of the Congress of Vienna?
- What was the purpose for the Congress to be summoned and what was the international situation at the time of its work?
- Guess what its decisions meant for the future of Europe!



Task 3:

Read the suggested excerpts and answer the questions:

The foundation of the German Empire in 1871

After becoming regent of his brother in 1858, Wilhelm I purposefully worked for the prosperity of Prussia. He wanted to make it a paramount force around which the German nation would unite. In 1862 he appointed Otto von Bismarck as Prime Minister of Prussia.

Put an appropriate title of the paragraph.

What was the goal of Wilhelm I?

In 1864, Prussia waged war against Denmark for the duchies of Schleswig and Holstein. Prussia, together with its ally Austria, defeated the Kingdom of Denmark. After the joint victory, tension arose between Prussia and Austria (about which the dominant power was), which escalated into war in 1866. Prussia won this military conflict.

Why did a war between Prussia and Denmark start?

Why did a war start between Prussia and Austria?

France observed Prussia's rise skeptically. In 1870 a dispute arose. The crown of Spain was offered to a relative of the Prussian king. France protested. The German prince abdicated, but France asked for written assurances from Wilhelm I that he would stay away from the Spanish throne. Prussia refused and France declared war on her. The war led to the unification of the German states and they achieved victory over France (1871). France had to hand over the regions of Alsace and Lorraine and to pay reparation of 5 billion gold marks.

Put an appropriate title of the paragraph.

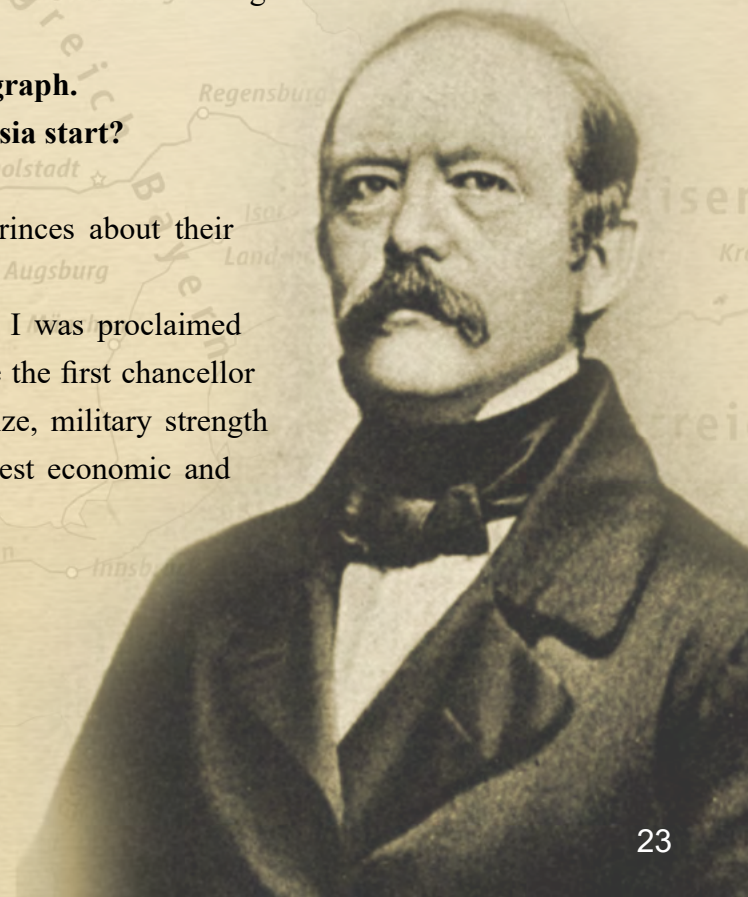
Why did a war between France and Prussia start?

During the war Bismarck negotiated with the German princes about their support for the creation of a united German state.

On 18.01.1871 in the Mirror Hall of Versailles, Wilhelm I was proclaimed German emperor (Kaiser), and Otto von Bismarck became the first chancellor of the newly created German Empire (Reich). With its size, military strength and growing industrialization, Germany became the largest economic and political power in Europe.

What were the consequences of the German unification for the balance of powers in Europe?

Investigate what ideas collided in the process of the Italian unification!



SOCIETY AND IDEAS

HISTORICAL BACKGROUND

The great events in the human history have always been driven by certain ideas or drastic changes in people's lives. Sometimes changes generated ideas, sometimes ideas led to attempts of change. Many of the economic and political ideas today date back to the 19th century. Such are socialism, liberalism, conservatism, etc. Let's figure out what they were and what led to their formation and dissemination.



Skills

With the help of the proposed activities you will improve your skills for text analysis and formulation of your own opinion based on synthesized information.

Task 1:

Read the text and answer the questions:

„Can the complex history of the human species be reduced to a single formula? One of the greatest thinkers of the 19th century, Karl Marx, believed that it could. He opened the first chapter of his most famous work, *The Communist Manifesto*, with the claim that all historical change comes about as the result of an ongoing conflict between dominant (upper) and subordinate (lower) social classes, and that the roots of this conflict lie in economics. Marx focused on a long succession of group conflicts, including those between ancient masters and slaves, medieval lords and serfs, and modern employers and their employees. It was conflicts between these classes, he claimed, that caused revolutionary change.

During the 1850s and 60s Marx refined his ideas in many short documents, including *The Communist Manifesto*, a pamphlet of about 40 pages. The Manifesto seeks to explain the values and political plans of communism—a new belief system put forward by a small and relatively new group of radical German socialists. The Manifesto claims that society had simplified into two classes in direct conflict: the bourgeoisie (the capital-owning class) and the proletariat (the working class).

The only solution, according to Marx, was for all means of production (such as land, raw materials, tools, and factories) to become common property, so that every member of society could work according to their capacities, and consume according to their needs. This was the only way to prevent the rich from living at the expense of the poor.“

Quotations by Marx:

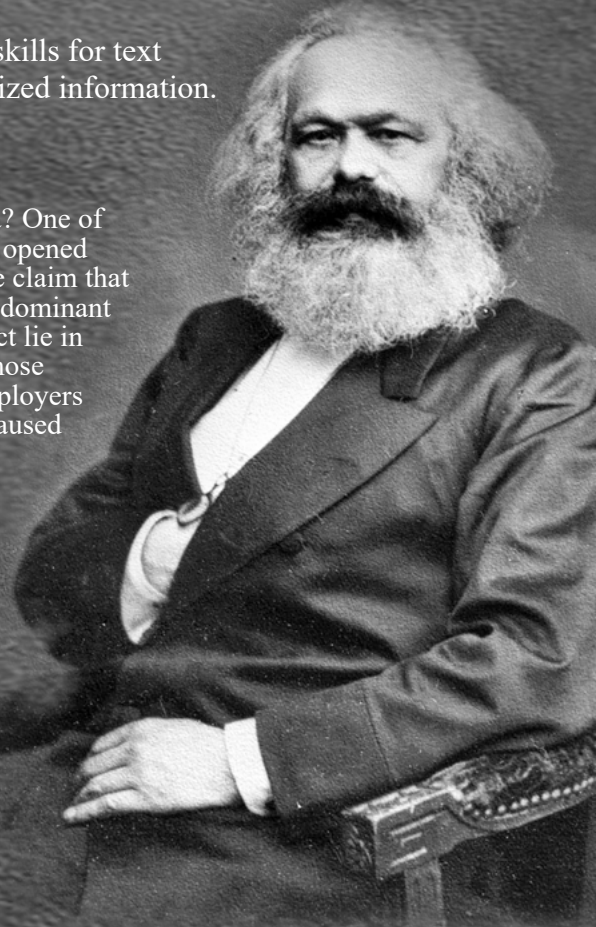
„From each according to his abilities, to each according to his needs.“

„The ruling ideas of each age have ever been the ideas of its ruling class.“

„The abolition of religion as the illusory happiness of the people is required for real happiness.“

„A specter is haunting Europe—the specter of communism.“

The Philosophy book. First American Edition, DK Publishing, New York, 2011, pp. 198 – 199.



Questions

1. What is social conflict based on according to Karl Marx?
2. What is the Manifesto of Communism?
3. How should society and economy be built according to Marx?



Task 2:

Divide into four groups and comment in the tables below the quotations that belong to the philosophies of liberalism and conservatism. Follow these steps:

1. Divide into groups. Two groups will work with the first document and two groups will work with the second one. Fill in the table. You have 15 minutes to work.
2. Each group reads what they have written. Reading time: 2 minutes.
3. Start a discussion by commenting on the suggestions in the last column of each group. Discussion time: 8 minutes.
4. Make a summary of the two trends. Summary time: 4 minutes.

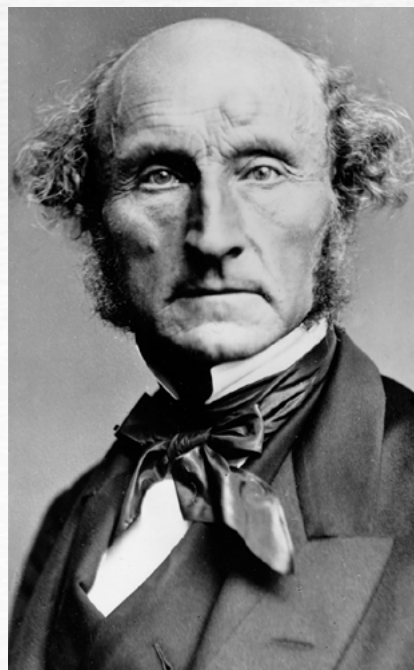
Conservative ideas of Edmund Burk

„Because society is an organic structure with roots stretching deep into the past, Burke believed its political organization should develop naturally over time. He opposed the idea of sweeping or abrupt political changes that cut through this natural process. For this reason he opposed the French Revolution of 1789, foreseeing its dangers long before the execution of the king and the year-long Reign of Terror. Despite his scepticism about modern commercial society, Burke was a great defender of private property, and was optimistic about the free market. For this reason, he is often hailed as the “father of modern conservatism”—a philosophy that values both economic freedom and tradition.“

The Philosophy book. First American Edition, DK Publishing, New York, 2011, pp. 172 - 173.



Positive features	Negative features	People who would support the idea	What would you support or change?



Liberal ideas of John Stuart Mill

„Mill’s moral and political philosophy is less extreme than his predecessors’, aiming for reform rather than revolution, and it formed the basis of British Victorian liberalism. Mill thinks that the solution is for education and public opinion to work together to establish an “indissoluble association” between an individual’s happiness and the good of society. As a result, people would always be motivated to act not only for their own good or happiness, but toward that of everyone. He concludes that society should therefore allow all individuals the freedom to pursue happiness. Furthermore, he says that this right should be protected by the government, and that legislation should be drawn up to protect the individual’s freedom to pursue personal goals. He advocated a free-market economy where government intervention is kept to a minimum. Mill places the individual, rather than society, at the center of his utilitarian philosophy. What is important is that individuals are free to think and act as they please, without interference, even if what they do is harmful to them.”

The Philosophy book. First American Edition, DK Publishing, New York, 2011, pp. 191 - 193.

Positive features	Negative features	People who would support the idea	What would you support or change?

Task 3: Based on the facts used, evaluate the impact of the Second Industrial Revolution on the following social groups.

Facts:

- The telephone is created.
- The use of electricity begins.
- The car is created.
- The use and development of public transport begins.
- Mass migration of people to cities.
- Extremely rich people appear - the capitalists.

- Public hygiene is improved due to sewerage.
- New raw materials such as oil are absorbed.
- Huge enterprises appear.

Social groups:

- Entrepreneurs; Politicians; Workers in enterprises; Craftsmen

CULTURE

HISTORICAL BACKGROUND

The impact of industrialization was not limited only to the economic sphere. The industrial changes were interrelated with new trends in literature, fine arts, architecture, music and science. New artistic styles appeared: romanticism, realism, impressionism, expressionism, which were associated with the changes in the spiritual atmosphere of the 19th century.



Skills

With the help of the proposed tasks you will continue to improve your skills for processing information through ICT about the cultural and the industrial achievements of the 19th century; you will be able to recognize the artistic styles and to relate art works to them.



Task 1:

Using the suggested links, take a virtual tour of the Hermitage and the Louvre. Divide into two groups:

- Group 1 visits the Hermitage in St. Petersburg: *Hermitage museum*
- Group 2 visits the Louvre in Paris: *Louvre museum*

Examine the paintings of the famous artists carefully.

Choose one of them, which is related to the period of realism or impressionism and compile a passport of the work based on the following indicators: author, year of creation, genre, description of the painting.

To complete the task, use the following steps for description:

1. Who is the author (what was his social position)?
2. What is depicted (everyday life scene, a political event or a military conflict)?
3. When did it happen (when determining the date, pay attention to the style of clothing, interior, inscriptions)?
4. Where did it happen (a square, a shopping street, etc.)?
5. What plan for presentation is chosen (common, close, do groups and individuals stand out), what are the typical techniques of drawing for the time (artistic techniques)?
6. What emotions does the work evoke in you?

Present the picture you have chosen in an original way to your classmates and justify your choice!



Task 2: Enjoy Etude 12 by Frederic Chopin.



1. What feelings did the music evoke in you?
2. Why is it known as a revolutionary etude?
3. Investigate the reason for its creation and describe the historical situation of the Polish.
4. A representative of which musical direction is the artist?
5. Look for revolutionary themes in the works of other authors from the 19th century.

SCAN OR
CLICK ME!





Task 3: Take a look at the pictures of the following inventions.

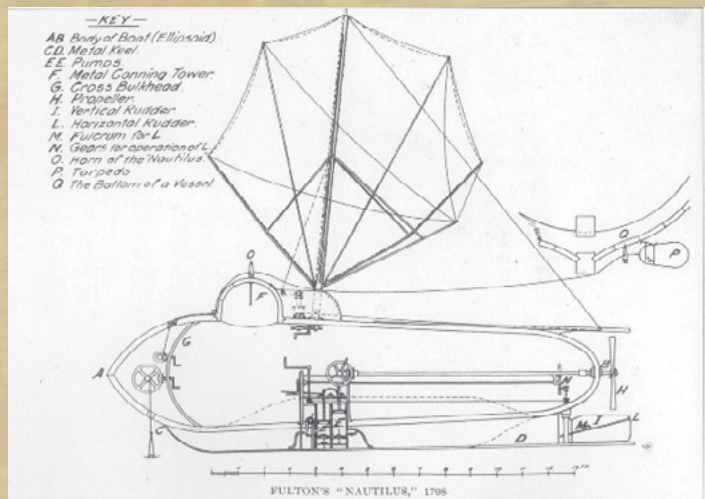
Assign the inventors to them.

Look at the indicated innovations. Use the table and the Internet to identify the invention and its creator! If you were their contemporary, how would your life change? What other discoveries changed people's lives in the 19th century?

Year	Innovation
1733	John Kay's flying shuttle
1769	James Watt's first steam engine
1807	The first steam-powered ship of Robert Fulton
1814	George Stephenson's first locomotive
1844	Samuel Morse's telegraph was patented

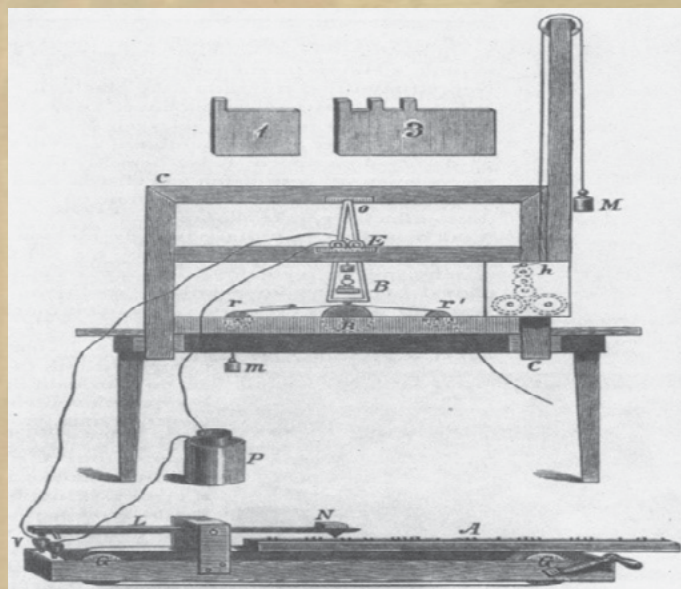
Inventor: _____

Invention: _____



Inventor: _____

Invention: _____



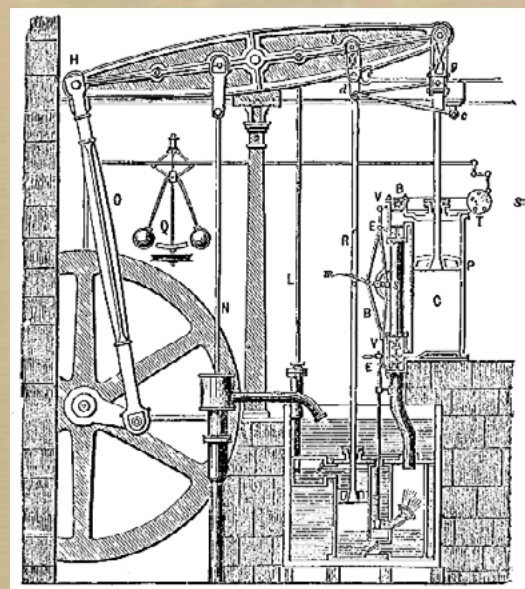
Inventor: _____

Invention: _____

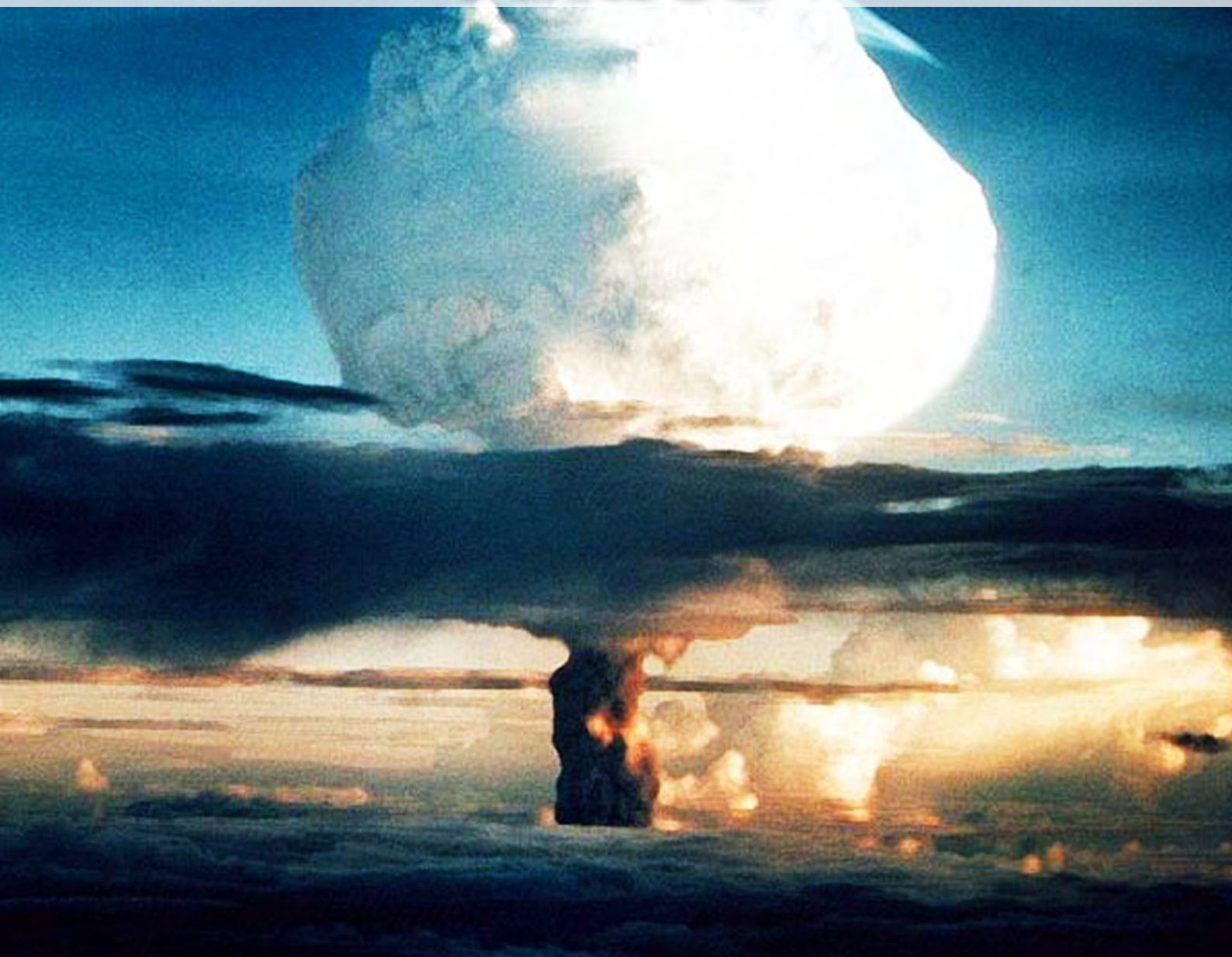


Inventor: _____

Invention: _____



INTRODUCTION TO THE CONTEMPORARY PERIOD



INTRODUCTION TO THE CONTEMPORARY PERIOD

HISTORICAL BACKGROUND

You already know that scientists divide history into periods so that we can explain to ourselves more easily what was characteristic of the past eras. It is the characteristic features of the different periods that shape them as unique and allow us to evaluate them later. However, there are different opinions about the beginning and the end of a particular historical epoch begins and ends. Let's see when the Contemporary epoch begins and what is characteristic about it.



Skills

With the help of the proposed activities you will improve your skills to extract information from various sources, create a text, and train your creativity as well.



Task 1:

You are a team of historians living in 2150 and you aim to periodize and describe the past historical epoch, which includes the time in which we live today. Follow these steps:

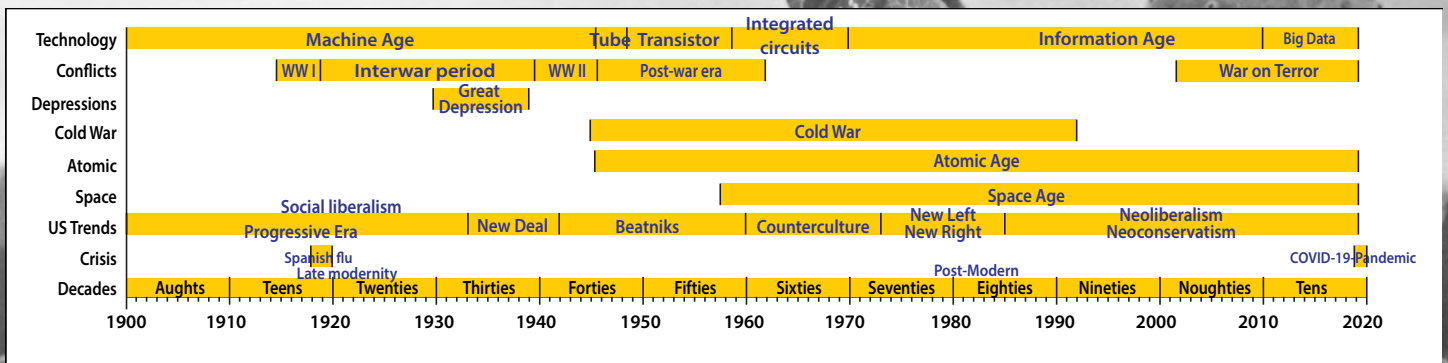
1. Divide into four or five teams.
 - It depends on the number of students in a class.
2. Give a name to the past historical epoch.
 - Be careful how you will call it, because for you 2150 is also nowadays.
3. Define its chronological boundaries (beginning and end).
 - Create a timeline in which to place the epoch.
4. Make a description of the past epoch and enlist all the features that it includes, and which ones make it unique.
 - Think about the events that best characterize it, the achievements of humanity, disastrous events, cultural, political and social processes, etc.



Task 2:

Use the information from the suggested sources and answer the questions:

Periodization of the Contemporary period:



Periodization of the Modern Times:

Timeframe	Early Modern Period	Modern Age				Contemporary Period		
Themes	Industrial Revolution	2nd Industrial Revolution		World War	World War II	Atomic Age (Information Age)		
Germany	German Confederation	German Empire		Weimar Republic	Nazi Germany	Post-War Germany	Germany	
Italy	Italian unification		Italian Monarchy		Italian Empire		Italian Republic	
France	Bourbons	2nd Republic	Belle Époque	4th Republic		5th Republic		
British Isles	British Empire (Victorian era)		Edwardian Era	UK Depression	Postwar Britain		United Kingdom	
Liberia	Spanish Empire		Great Britain and Ireland		WWI Defense	WWII Defense	Great Britain and Northern Ireland	
M. East	Nationalism		1st Republic	Restoration	2nd Republic		Spain	
India	Tanzimat Era		Ottoman Empire's Dissolution		Partition	French Mandate	Arab-Israeli conflict	
Africa	Company rule		British Raj		Partition		Non-Aligned India	
China	European exploration		Colonisation		Domination of Pakistan		Islamic Pakistan	
Japan	Atlantic slave trade		Scramble for Africa		Decolonisation		Post-colonial Africa	
Korea	Cing Dynasty				Chinese Republic (Nanjing period)	Civil War	People's Republic	
Russia	Joseon Dynasty		Korea under Japanese rule		Division of Korea			
U.S.	Russian Empire		Revolution		Soviet Union			
Chile	Tsarist Russia	Reforms and reactionaries	Russian Imperialism	Stalin	Khrushchev	Brezhnev	Dissolution	
	Antebelum	US Civil War	Gilded Age	Progressive Era	World Wars	Post-War	Cold War	
	Conservative Era	Liberal Era	Parliamentary Era	Presidential Republic		Dictatorship	Transition to democracy	
	1825	1850	1875	1900	1925	1950	1975	2000

<https://en.wikipedia.org/>

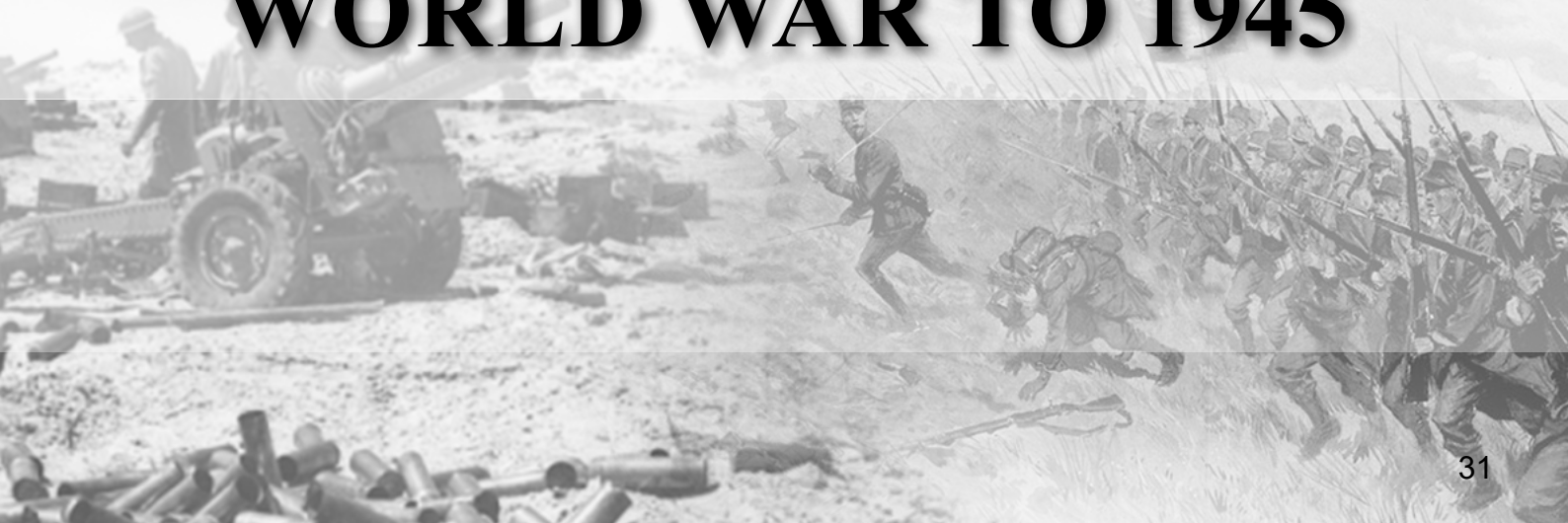


Questions

1. What do the two chronological charts present to us?
2. What time period does the Modern Age cover?
3. What part of the Modern Age does the Contemporary epoch occupy?
4. Make a ranking on the topic "Top 5 events of the Contemporary epoch" with a brief justification for each of them.



THE WORLD FROM FIRST WORLD WAR TO 1945



THE FIRST WORLD WAR

HISTORICAL BACKGROUND

You already know that the Contemporary epoch covers mainly the 20th century. The 20th century was a time of extraordinary events, great achievements and terrible conflicts. One of these conflicts was the First World War, which often stays out of the spotlight but deserves a lot of attention, at least, because most of the prerequisites for the Second World War were hidden in the First World War.



Skills

With the help of the proposed activities here, you will improve your skills for empathy, writing, discussion, argumentation and creativity.



Task 1:

You are in the role of an eyewitness of the assassination attempt against Franz Ferdinand and his wife Sofia, and you have to describe it to the authorities in Sarajevo. Follow the steps below to do this.

1. Scan the QR code to watch a video that will give you information about the event. Watch it until the sixth minute.
2. Fill in the report to describe to the police what you saw.
3. Make an assumption about the reaction of Austria-Hungary and Serbia after the attack.

SCAN OR
CLICK ME!



Name of the eyewitness:	
Why did you witness the event?	
Where were you when the accident happened?	
What did you see from the first assassination attempt?	
How did the attack happen?	
Make an assumption about the reaction of Austria-Hungary and Serbia after this attack:	



Task 2:

Have you ever thought that a war is not only a battle? Let's see how friendship helps to overcome the difficulties on the front! Follow the steps below.
Curious:

You have all watched "The Lord of the Rings", we are sure about that! Did you know that the producer and screenwriter Peter Jackson, who is behind "The Ring" and "The Hobbit" film series, has produced a film about the First World War that includes only original frames of soldiers and their authentic narratives. Well, you already know. It is a great opportunity to learn by watching real war frames. The task is connected with this film.

1. Scan the QR code to open the site with the link to the task.
2. When the page loads, scroll to the TOOLKIT section.
3. Click on the FILM CLIPS menu.
4. Watch the first three videos that are about friendship.
5. Click on the IMAGE menu.
6. From the photo gallery, find the photos that are also related to friendship.
7. Complete the tasks by filling in the table:

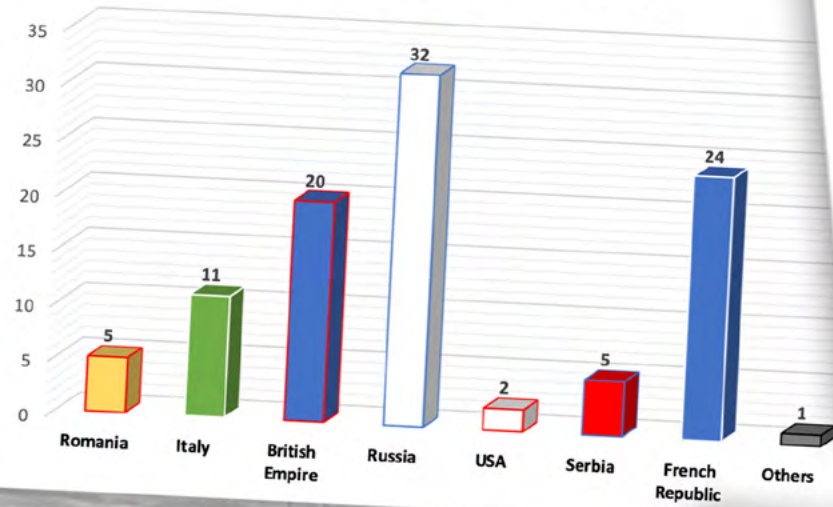
SCAN OR
CLICK ME!



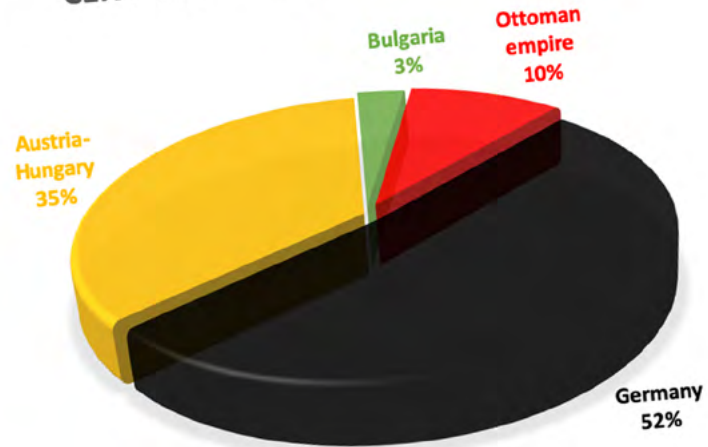
The general impression from what you have seen:	
How did the soldiers keep a high spirit when they were not fighting? Make a list of their activities:	
Discuss in pairs, then make a broader debate on the subject - Would it be easier to go to war when you are accompanied by your relatives or acquaintances?	
Watch the other videos in the FILM CLIPS section and create a text on the topic - “I saw it and experienced it - both sides of life at the front”	

 **Task 3:**
Extract information from the graphs to answer the questions.

ALLIED DEATH SUMMARY - %



CENTRAL POWERS DEATH SUMMARY

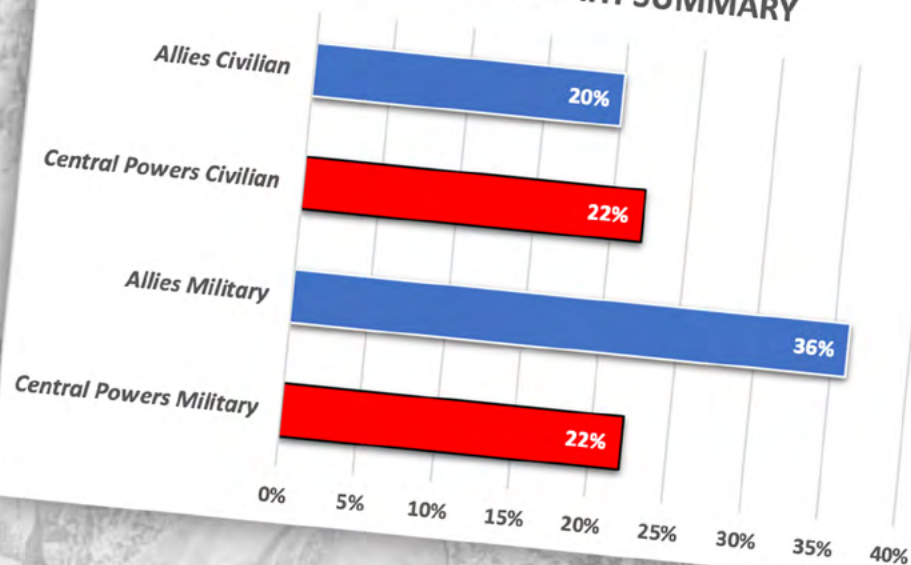


Questions

1. Which country of the Central Powers gave the most casualties?
2. Which two countries of the Entente gave the most casualties?
3. Guess why the percentage of casualties on the German side is almost as much as the sum of the casualties given by England and France.
4. Which bloc gave more military casualties?
5. Make a guess on the question - Why did the Entente give a lower percentage of civil casualties?



FIRST WORLD WAR DEATH SUMMARY



THE RUSSIAN REVOLUTION AND STALINISM

HISTORICAL BACKGROUND

At the beginning of the 20th century dramatic times came in tsarist Russia. The centuries-old Romanov dynasty forcibly ascended the throne to cede its place to the new government. Russia became the Soviet Union, but this did not happen without a serious dose of drama. The transition from the “crown” to the “red star” is one of the most interesting episodes in history.



Skills

With the help of the proposed activities you will improve your skills for text analysis and statistics, teamwork, discussion and argumentation.

Task 1:

Read the text and answer the questions:

From a letter from Pyotr Durnovo (minister of international affairs) to tsar Nicholas II in February 1914. This document is found among Nicholas II's papers after the 1917 revolution.

„In the event of a defeat, the possibility of which in a struggle with a foe like Germany cannot be overlooked, social revolution in its extreme form is inevitable. It will start with disasters being attributed to the government.

In the legislative institutions a bitter campaign against the government will begin, which will lead to revolutionary agitation throughout the country. Socialist slogans will immediately ensue. The defeated army will prove to be too demoralized to serve as a bulwark of law and order. The legislative institutions and the opposition intelligentsia parties will be powerless to stem the rising popular tide, and Russia will be flung into hopeless anarchy, the outcome of which cannot even be foreseen. “

Waller, S. Tsarist Russia 1855 – 1917. Cheltenham, UK. Nelson Thrones, p. 112.



Questions

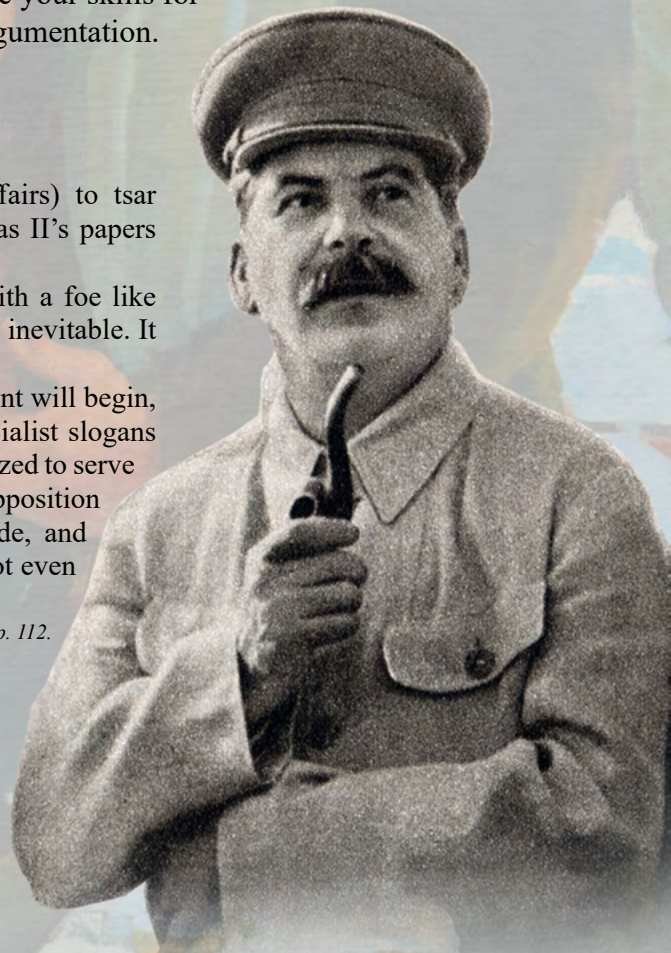
1. In case of loss for Russia, what consequences did the Minister foresee?
2. Which of the consequences could have been the most disastrous for Russia between 1914-1917?
3. Using your knowledge about the war and Russia in that historical period, support with arguments one of the following statements: The minister's advice is reasonable. The minister's advice is not reasonable.

We often say that history will judge the present events. Let's now try to judge the events in the Soviet Union under Stalin's rule and Stalin himself.

Task 2:

Roleplay. Bring Stalin in front of the court of history and judge guilty or innocent! Follow these steps:

1. Get acquainted with the following accusations against him:
 - He was responsible for the deaths of millions of people.
 - He used the power to repress people.
 - He created multiple remote labour camps to imprison his opponents.
 - By means of politics he controlled education, culture, family life, and religion for the sake of party purposes.
2. You must prepare an indictment speech or defensive speech to read to the jury. You have 20 minutes to work.
 - 4 people must make a defensive or acquittal speech.
 - The rest must be jurors to hear the indictment or acquittal speech and to judge whether it is objective or not.
 - Your speech should contain evidence of the presence or absence of these crimes and arguments to support your position
3. Get acquainted with Stalin's rule (agricultural policy, party reforms, struggle against the opponents of the regime, economic policy, social policy). You have 20 minutes to work.



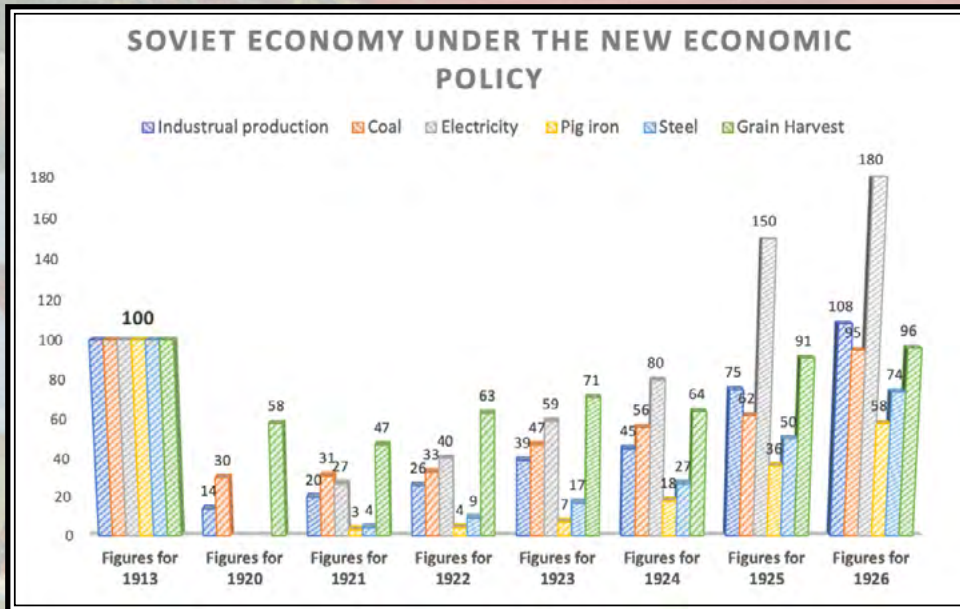
SCAN OR
CLICK ME!



- This is the only way you can prepare your indictment or acquittal speech.
 - The jurors must also become acquainted with Stalin's rule so that they can be objective in their hearings.
4. Read your speech to the jury. You have 20 minutes to work.
- Then, based on the information they have read in advance and having heard your speech, they will decide guilty or innocent!
 - If a dispute arises, you can continue the discussion with more arguments from both sides.

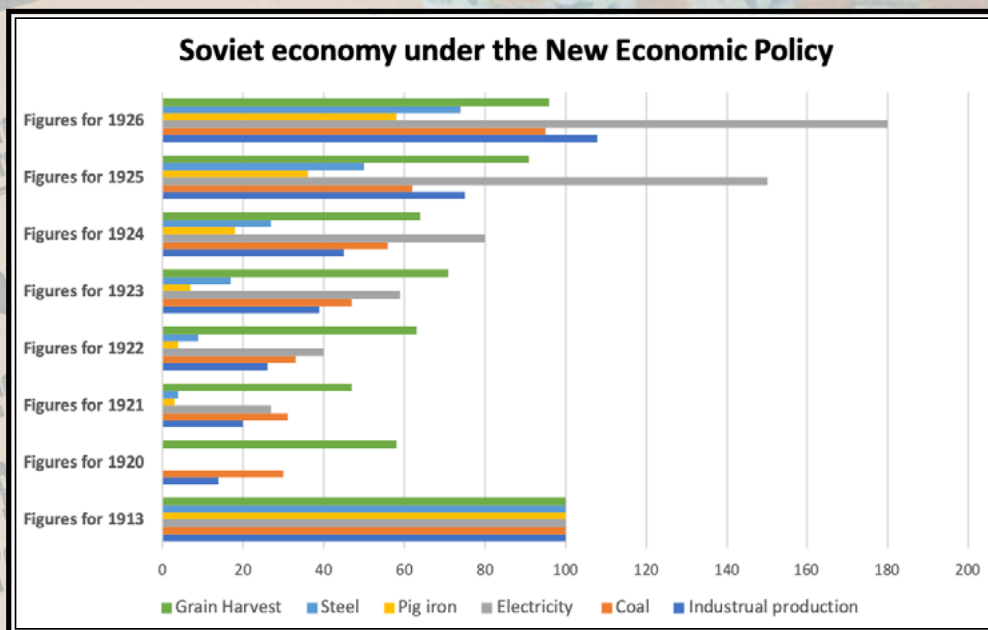


Task 3: Use the data from the diagrams to answer the questions.



100% = the amount of production for the last pre-war year - 1913

Production for 1913:
 Industrial production – 10 251 million rubles
 Coal – 29 million tons
 Electricity – 1945 million kWhs
 Pig iron – 4 216 000 tons
 Steel – 4 231 000 tons
 Grain harvest – 80. 1. million tons



The raw statistics, before being converted into charts, are taken from:
 Nove, A. *An Economic History of the USSR*. 3rd edn. Harmondsworth, UK, 1993, Penguin. P. 89.



Questions

1. Which are the fastest growing sectors of the economy?
2. Which economic indicators fall behind 1913?
3. Is the New Economic Policy successful?
4. Can we say that the USSR was an industrialized country by 1926? (use the indicators as arguments)



BONUS QUESTION

Can we accept statistics as an objective historical source?

ITALIAN FASCISM

HISTORICAL BACKGROUND

The 20th century is also called the century of dictators. One of the most famous leaders was Benito Mussolini with his fascism – a totalitarian political doctrine that has become a common term for many other totalitarian systems. Now we will see what fascism is and how Italy was formed as a totalitarian state.



Skills

With the help of the proposed activities you will improve your skills for text analysis, comparison and argumentation.

Task 1:

Read the text and answer the questions:

Being anti-individualistic, the Fascist system of life stresses the importance of the State and recognizes the individual in so far as his interests coincide with those of the State, which stands for the consciousness and universality of man as an historic entity. It is opposed to classic Liberalism. ... Liberalism denied the State in the name of the individual; Fascism reasserts the rights of the State as expressing the real essence of the individual. And if liberty is to be the attribute of living men and not that of abstract dummies invented by individualistic Liberalism, then Fascism stands for liberty and for the only liberty worth having, the liberty of the State and of the individual within the State. The Fascist conception of the State is all-embracing; outside it no human or spiritual values may exist, much less have any value. Thus understood Fascism is totalitarian and the Fascist state, as a synthesis and a unit which includes all values, interprets, develops and lends additional power to the whole of life of the people.

Mussolini, B. The Doctrine of Fascism. Encyclopedia Italiana, Vol. XIV.



Questions

1. What was in the centre of this political ideology?
2. How did Mussolini understand freedom?
3. Do you support Mussolini's views about the state?

Task 2:

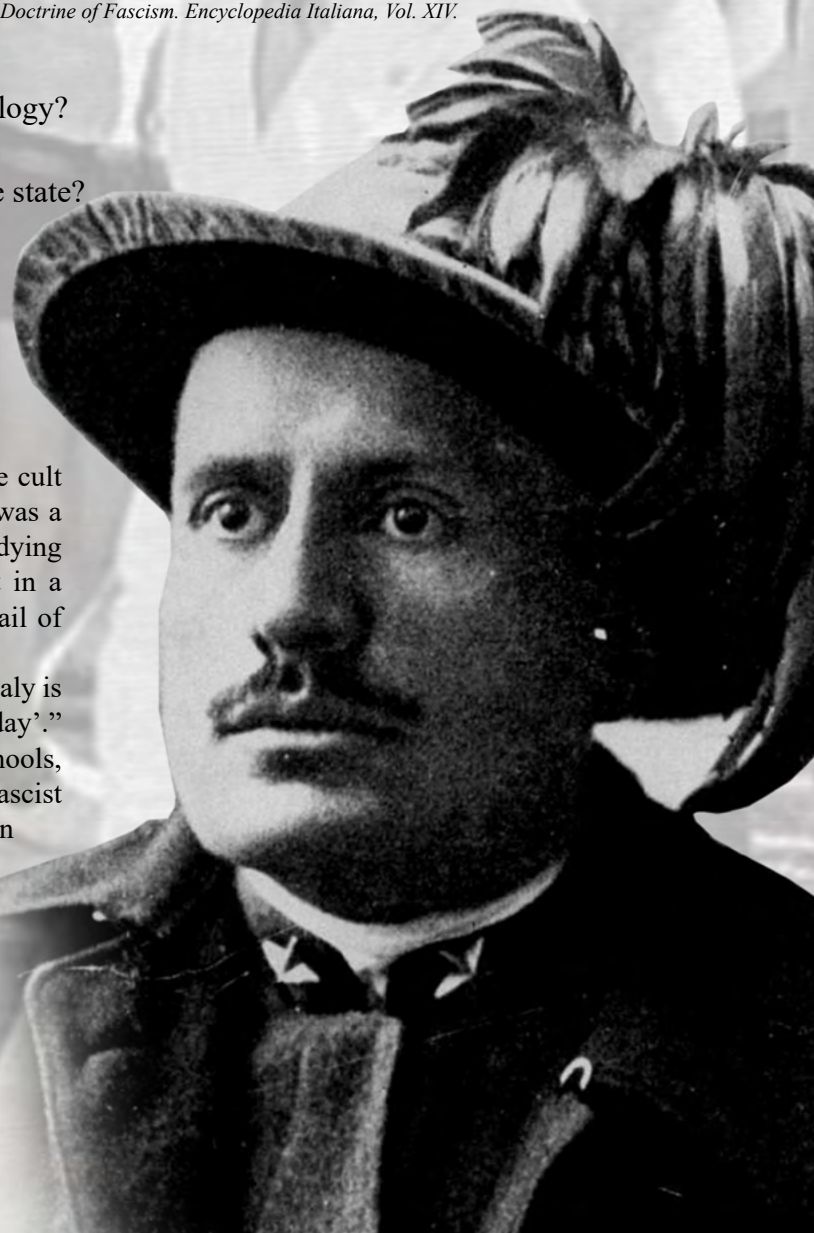
Follow the construction of Mussolini's personality cult. To do this, read the text and fill in the diagram.

“While Mussolini occasionally professed to dislike the cult around his person, he was actually its main architect. He was a master of the art of projecting his own image, carefully studying certain gestures and poses. In the evenings he would sit in a comfortable chair in a projection room to study every detail of his public performance.”

“As Italo Balbo, one of the blackshirt leaders, put it, ‘Italy is a newspaper in which Mussolini writes the first page every day’.”

“Pini's Life of Mussolini was distributed free to schools, where long extracts of Sarfatti were also read in class. Fascist textbooks appeared. Endorsed by the minister of education in 1927, Vincenzo de Gaetano's Book for the Young Fascist equated the movement with the person of Mussolini: ‘When one speaks of fascism, one speaks of Him. Fascism is his cause; he has created it, he has infused it with his spirit and given it life.’

“As the French journalist Henri Béraud observed in 1929: ‘Wherever you look, wherever you go, you will find Mussolini, again Mussolini, always



Mussolini.' He was on portraits, on medals, in etchings and even on bars of soap. His name adorned newspapers, books, walls and fences. 'Mussolini is omnipresent, he is like a God. He observes you from every angle and you see him in every spot.'

"Like most dictators, Mussolini fostered the idea that he was a man of the people, accessible to all. In March 1929, in front of the assembled leadership, he boasted that he had responded to 1,887,112 individual cases brought to his attention by his personal secretariat. 'Every time that individual citizens, even from the most remote villages, have applied to me, they have received a reply'"

"In 1932 a four-lane boulevard was cut through the heart of the city from the Colosseum to the Palazzo Venezia, creating a huge open-air space for his balcony speeches, which attracted ever larger crowds. The very idea that any Italian could travel to Rome to see and hear the Duce became part of his legend. Bortolo Pelanda, a seventy-one-year-old farmer, walked some 500 kilometres from Belluno Veronese to Rome to fulfil his dream of listening to Mussolini."

Quotations from Dikotter, F. How to be a dictator. The cult of personality in the Twentieth Century. London, 2019, pp. 23 – 76 (Mussolini's part)

<p>Planning of personality cult:</p>	<p>Methods of dissemination:</p>	<p>Approaches to building trust in people:</p>
<p>Your definition of personality cult and its significance for the totalitarian regimes:</p>	<p>Evidence of success or failure of the propaganda:</p>	



Task 3: Compare Stalinism and fascism once you are fully acquainted with the policies pursued in Italy and in the Soviet Union. Make a hypothesis on the topic: Is fascism totalitarianism?

What is Fascism?	
Values:	
Characteristics:	
Differences from Stalinism:	
Similarities to Stalinism:	
Hypothesis:	



TIPS HOW TO MAKE HYPOTHESIS?

A hypothesis is a scientific assumption based on observations, analysis and deduction.

1. Think carefully about the two political systems.
2. Compare them once again.
3. Analyze the similarities and differences between them.
4. Redefine what totalitarianism is.
5. Use the conclusions you have made as arguments to make hypothesis.

GERMAN NATIONAL SOCIALISM

HISTORICAL BACKGROUND

Adolf Hitler's personality is extremely well-known to the public. Everyone associates it mostly with the Second World War. Before the outbreak of the world conflict, Hitler came to power in Germany with his party and imposed a totalitarian model. This topic is no less interesting than the war itself. Let's look at the party's ideology and how Hitler became a dictator. This will make it easier for us to explain some of the reasons for the outbreak of the war.



Skills

With the help of the proposed activities you will train your skills for text analysis, extracting information from graphics, synthesizing information.

Task 1:

Read the text and answer the questions:

Nazi Party, byname of National Socialist German Workers' Party, (NSDAP), was a political party of the mass movement known as National Socialism. Under the leadership of Adolf Hitler, the party came to power in Germany in 1933 and governed by totalitarian methods until 1945. It was founded as the German Workers' Party by Anton Drexler, a Munich locksmith, in 1919. Hitler attended one of its meetings that year, and before long his energy and oratorical skills would enable him to take over the party, which was renamed National Socialist German Workers' Party in 1920. That year Hitler also formulated a 25-point program that became the permanent basis for the party.

Points of the program:

- We demand the union of all Germans to form the Greater Germany on the basis of the people's right to self-determination enjoyed by the nations.
- We demand equality of rights for the German people in its dealings with other nations; and abolition of the peace treaties of Versailles and St. Germain.
- None but members of the nation may be citizens of the state. None but those of German blood, whatever their creed may be. No Jew, therefore, may be a member of the nation.
- We demand that the state be charged first with providing the opportunity for a livelihood and way of life for the citizens. If it is impossible to nourish the total population of the State, then the members of foreign nations (non-citizens) must be excluded from the Reich.

Lane, B.M; Rupp, L. J. Nazi ideology before 1933. Austin, Texas, 1978, p. 166 – 172.



Questions:

1. Who was the founder of the party?
2. What was Hitler's role in the development of the party?
3. Specify the main goals of the party.



Task 2:

Find at least 3 reasons why Hitler took power in 1933 based on the sources you see:

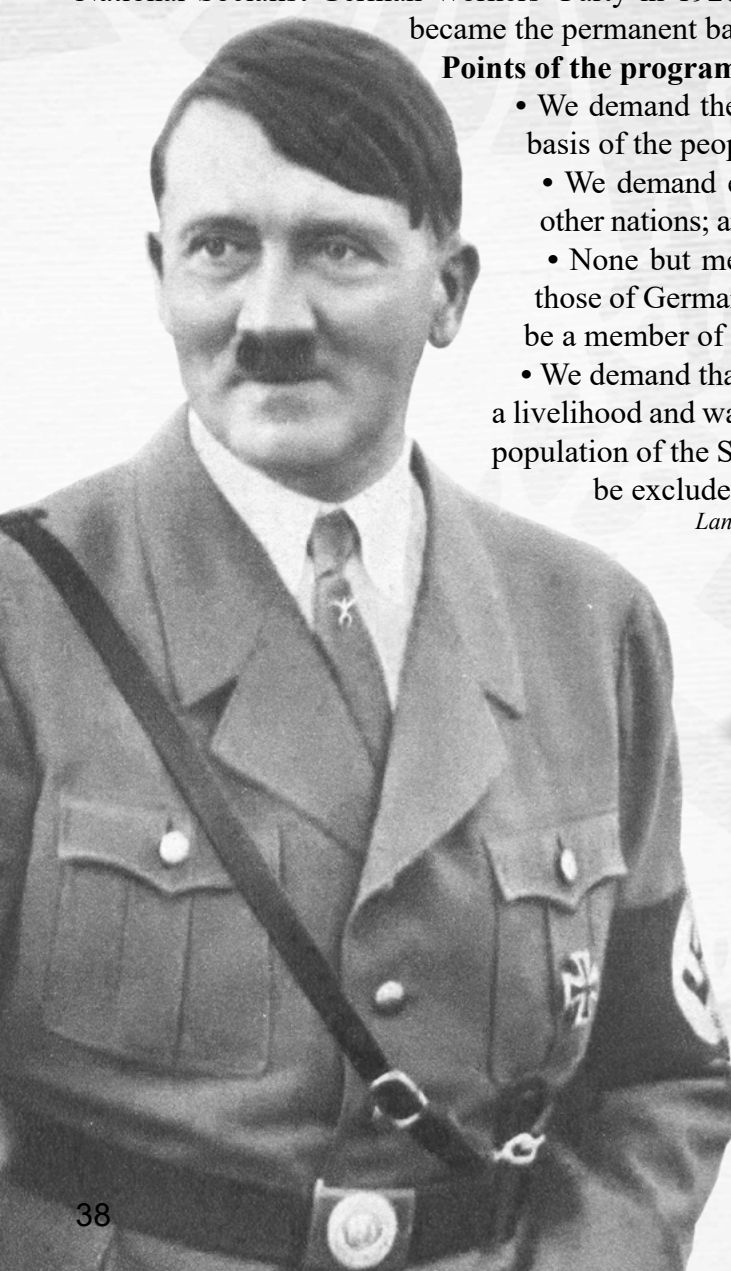
The treaty of Versailles must be cancelled and the annexed land must be returned to our Reich.

The Germans are the supreme race!

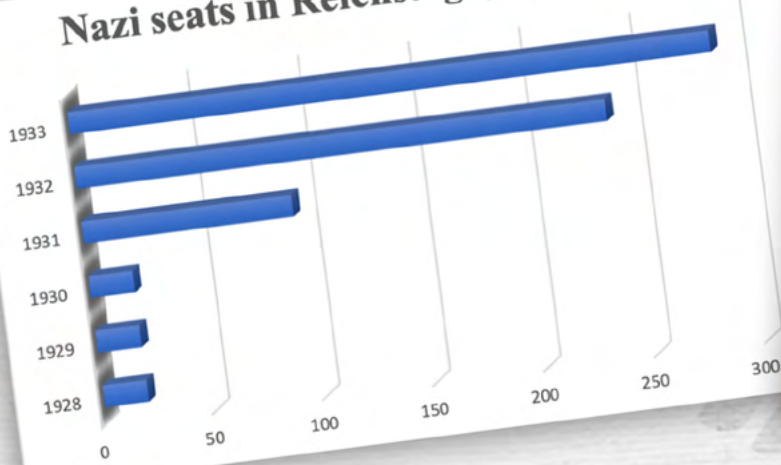
We demand land and colonies to feed our people.

We demand strong central government to unite the state under the rule of a single leader.

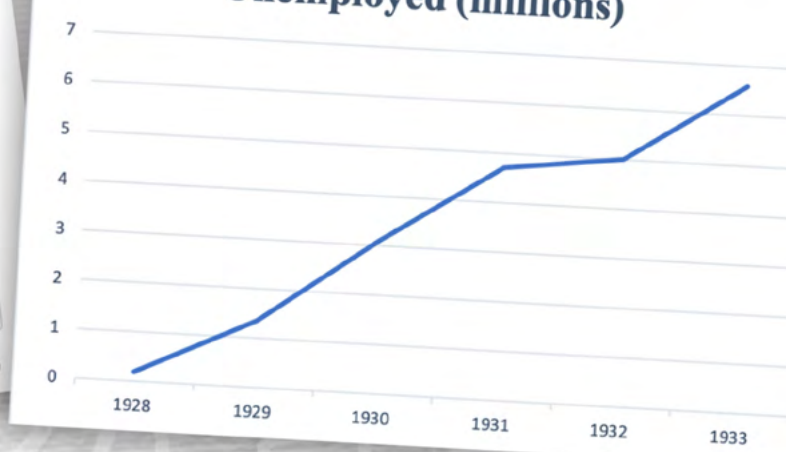
Ideas from "Mein Kampf"



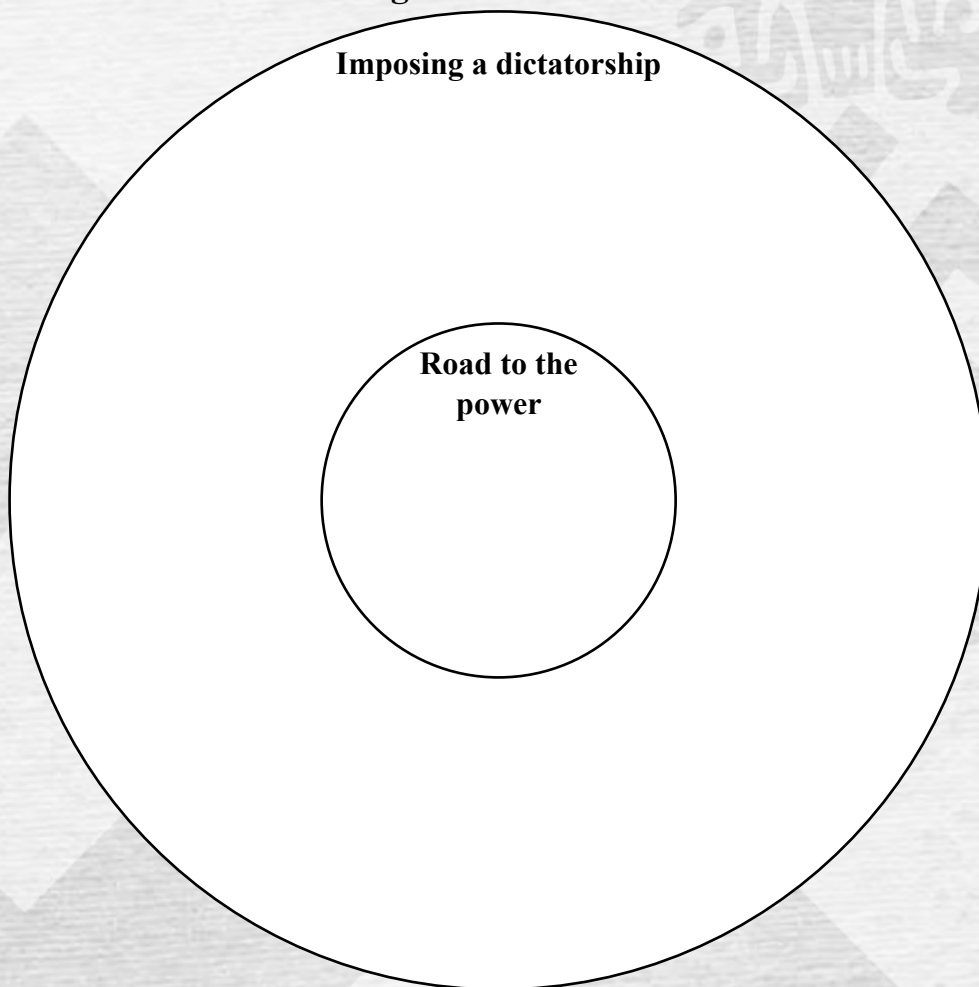
Nazi seats in Reichstag (parliament)



Unemployed (millions)



 **Task 3: Put the facts in the proper place to summarize Hitler's road to the power of imposing the totalitarian model in his government:**



Facts:

1. Stay in prison;
2. Night of the Long Knives – June 1934;
3. Presidential elections – 1932;
4. Elections of July 1932;
5. Hitler became chancellor – January 1933;
6. The Nuremberg Laws (against the Jews) 1935;
7. The Reichstag fire;
8. Beer Hall Putsch – November 1923;
9. Approval of Extraordinary Powers – The Enabling act – 23 March 1933;
10. Prohibition of parties – July 1933;
11. Elections of November 1923;
12. Proclamation of Hitler as Fuhrer after Hindenburg's death in August 1934;
13. Establishment of the Gestapo in 1933;
14. Censorship of the press;

THE SECOND WORLD WAR

HISTORICAL BACKGROUND

The Second World War is the most massive and bloody conflict that humanity has ever experienced with more than 50 million casualties and a huge number of people without a shelter. One man's ambition became an opportunity for many others to achieve their political goals. This was a total war. Was it worth it? You will judge.



Skills

With the help of the proposed activities you will improve your skills for text analysis and formulation of your own opinion based on synthesized information.

Task 1:

Read the text and answer the questions:

The Munich Agreement

“Chamberlain flew to Munich to meet Hitler, to negotiate a deal to force Czechoslovakia to cede to Germany areas where the majority of the people were ethnic Germans. Without British support, France had little option but to abandon the Czechs as well. In return Chamberlain had Hitler sign a vague friendship agreement and, on his return, announced that he had secured “peace of our time”. He seems to have thought that, fundamentally, Hitler was a reasonable statesman who would keep his word – if that were the case, Czechoslovakia's problems a local issue not worth provoking another European war.

In March 1939 Hitler moved in to complete the destruction of Czechoslovakia.

The international status of the city of Danzig (Gdansk), and the Polish Corridor that divided East Prussia from the main part of Germany, had long been seen as an affront to Germany nationalism.”

Sommerville, D. World War II. An illustrated history. Anness Publishing Ltd, United Kingdom, 2019, p. 24.



Questions

1. What was the reason for holding this conference?
2. What was its outcome and why did the conference reach this decision?
3. Was Chamberlain's assessment of Hitler correct? Give reasons.

TIPS



Task 2:

Create a mind map that should reflect the course of the Second World War. Follow the suggested supporting points:

- The reasons and the cause for the beginning of the war
- Major events until April 1941
- Major events until June 1944
- Major events of 1945
- Lessons learned and your assessment of the war.

How to make a mind map?

1. Read the information on the given topic and find what you need.
2. Write down the synthesized (required) information.
3. Look at what you have written down and design your mind map:
 - The topic is placed in the middle and the branches to the subtopics start from it.
 - Think whether it will be schematic (containing only the topic and the branches to the subtopics) or creative (containing images on the topic that lead us to the topic).
 - Make a draft.
 - When you are sure that there is nothing to add or change, go to the final step.
4. Make a final version of the mind map.

Why is this a great learning model?

Mind maps allow us to synthesize a large amount of information using logical connections. Thus we manage to explain to ourselves why things are as they are or how one fact is related to another. The method is globally recognized and applicable in various subjects.

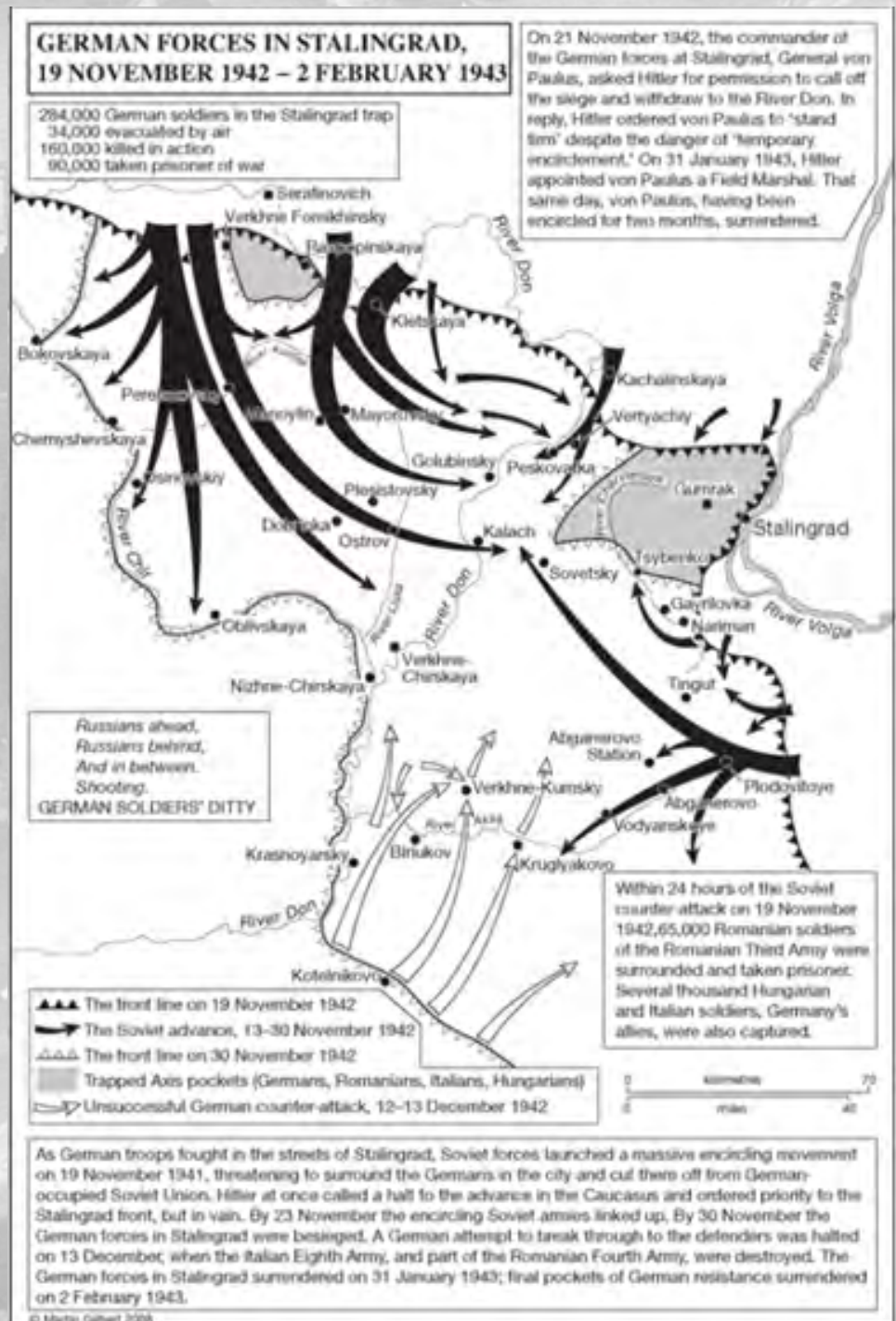


Task 3: Plan a strategy to break the siege of the German army.

Follow the steps below.

Steps:

1. Divide into four groups.
2. Study the legend of the map well.
3. Prepare an action plan taking into account the following circumstances:
 - You have well-trained German units and weaker Hungarian, Italian and Romanian units.
 - Your provisions are limited - food, fuel, ammunition.
 - The winter is your enemy because you don't have the right clothes.
 - Your equipment (tanks, submachine guns, cannons, planes) is smaller but more effective.
 - You can count on reinforcements, but they are far behind you at the front and Hitler does not want to send them.
 - Take into consideration that you also have free units that are trying to break the blockade.
4. You have 20 minutes to plan and 3 minutes to present.



The map is taken from:
Gilbert, M. *The Routledge atlas of the Second World War*. 2nd edition. 2009. p. 209.

SOCIETY AND IDEAS

HISTORICAL BACKGROUND

The period after the First World War was accompanied by changes in the economic and political spheres. The revolution in Russia in November 1917 contributed to the establishment of a new economic model based on state ownership over the means of production. The role of the state strengthened in other political regimes in Europe as well. The rapid development of the United States after the First World War and the overproduction were hindered by the bankruptcy of the Wall Street stock market. Years of hardships lay ahead not only in the United States, but in Europe as well.



Skills

With the help of the proposed tasks you will get acquainted with significant events in the world history, you will continue to improve your skills for processing information through ICT, you will be able to compose a text based on work with different types of sources.



Task 1:

Use the suggested resources and complete the tasks:

1. Scan the QR code with your phone!
2. Divide into two groups.
3. After watching the indicated part of the video (2:16-6:00) do the tasks:

TASKS:

- A. Explain what you understand by NEP. What is industrialization? What are its results? How did an undeveloped agrarian country become an industrial power? Present your results to your classmates!
- B. What is collectivization? What means were used to promote the imposed changes, what was the role of propaganda? Examine why the five-year plans were introduced! Present your results to your classmates!



Task 2: Read the source and complete the tasks:

1. Summarize Hitler's goals.
2. Explain why the war was inevitable.
3. Assess the extent to which the Nazi economic policy, which was prepared for the war, reduced unemployment.

[...] If we do not succeed in the shortest possible time in developing the German Wehrmacht (armed forces) in training, in the formation of formations, in the equipment and above all in the intellectual education to become the world's strongest army in the shortest possible time, Germany will be lost! [...] We are overpopulated and cannot feed ourselves on our own basis. [...] The final solution lies in the expansion of the living space or the raw materials and the feeding of our people. It is the task of the political administration to resolve this question one day. [...] Almost 4 precious years have now passed. There is no doubt that we could already be completely independent from abroad in the field of fuel, rubber and, in some cases, iron ore supplies. Just like we are currently producing 7 or 800,000 tons of petrol, we could produce 3 million tons. Just like we manufacture several thousand tons of rubber today, we could already produce 70 and 80,000 tons a year. Just as we rose from 21/2 million tons of iron ore production to 7 million tons, we could process 20 or 25 million tons of German iron ore, and if necessary 30. We have now had enough time to determine what we cannot do for 4 years... I am setting the following task: I. The German army must be capable of war in the next 4 years. II. The German economy must be prepared for war within in the next 4 years.

W. Lautemann, M. Schlenke (ed.), History in Sources, World Wars and Revolutions 1914-1945, Munich 1961

SCAN OR
CLICK ME!



Task 3: Create a school newspaper copy dedicated to the Great Depression and Roosevelt's New Deal. To meet this challenge, use the resources and supports offered:

- Describe the people's lives during the Great Depression through the eyes of different segments of society: women, children, unemployed men.
- Present different points of view.
- Pay attention to the measures offered as a way out of the crisis. Which spheres do they cover? How are they met by the society?
- What role do cartoons play? Look for additional information.



Migrant Mother, photographed by Dorothea Lange, The Library of Congress

A. While many men found their wages and hours cut, or lost their jobs completely, wives and mothers throughout Whatcom County did their best to adjust to the hard times, and one way to do this was to change household routines. Evident from competitive food and clothing ads, women were expected to "save time and money." They were encouraged to find creative ways to take care of the family without spending. For example, a recipe for "Quick Breads", which were "energy foods" and "good sources of vitamin B," used everyday ingredients and left money typically spent on bread for other needs.

B. New deal: The government regulations, particular in banking and the stock market, helped to stabilize the economy, and the public infrastructure projects undertaken at this time may have helped people get back to work. Another factor were the government interventions in the Dust Bowl. Programs were put into place to teach farmers how to farm in a way that preserved the soil. They also purchased farmland that was allowed to lie fallow (unused) so that it could regenerate. And in 1939, the drought that had turned most of Kansas, Colorado, Oklahoma, Texas, and New Mexico into the Dust Bowl finally came to an end. The New Deal forever changed the way that people thought about the role of the government. Many new Deal solutions, like the Social Security Act, FDIC insurance, and stock market regulations are still a part of our lives today.

Bellingham Evening News, 2 September 1932

It IS a New Deal



It is a New Deal, Talburt in the Pittsburgh Press

LOOKS AS IF THE NEW LEADERSHIP WAS REALLY GOING TO LEAD



Look As If The New Leadership Was Really Going To Lead, S.J. Ray in the Kansas City (MO) Star

SCIENCE AND TECHNOLOGY

HISTORICAL BACKGROUND

The world from the First World War to 1945 was a world of disappointments, loss of landmarks, a time when anger flooded to the left, new illusions were born, preconditions for new world troubles were created. Art was socially engaged, topics related to changes in people's lives were imposed. New trends in art appeared, mass culture reached its triumph.



Skills

With the help of the proposed tasks you will get acquainted with works from different spheres of art (from the first half of the 19th century), you will continue to improve your skills for processing information through ICT; you will be able to recognize artistic styles and relate works to them.



Task 1:

Watch the excerpt from the movie “The Great Dictator” starring Charlie Chaplin and fulfill the tasks:

Answer the questions:

1. How does the film present the historical background of the epoch?
2. By what means of expression did Chaplin make his suggestions?
3. Pay attention to the different symbols in the presented scene!
4. What do you think is their significance?
5. Examine the situation in which the movie you watched was created!
6. Divide into groups.
7. Each group must present a sketch on the topic “The Great Dictator”.
8. Present your ideas in an attractive way!

SCAN OR
CLICK ME!



Task 2: After researching and comparing the proposed resources, answer the questions:



Questions:


1. What role did propaganda play in the interwar period?
2. What is the connection between culture and propaganda?

A) Edward Bernays, Propaganda, ed. East-West, 2019, translated by Denislav Yordanov
Conscious and intelligent manipulation of the organized habits and opinions of the masses is an important element in the democratic society. Those who manipulate the unnoticeable mechanisms of society constitute an invisible government that is

the real ruling force in our country. We are controlled, our minds are modelled, our tastes are formed, our ideas are suggested mainly by people we have never heard of. This is a logical result of the way our democratic society is organized. A huge number of human beings must interact with each other in this spirit if they want to live in a smoothly functioning society.

B) James Fitton,
Vote for the communist,
1935
State Museum of Fine
Arts A.S. Pushkin




 **Task 3: Make a passport of the work according to the following indicators: author, year of creation, genre, description of the painting. Use the following supports:**

Supports:

Who is the author (what is his social position), what is depicted (political event or military conflict), when did the event happen, where did the event happen (a square, a shopping street, etc.), what plan is chosen for the presentation (general, close, do groups and individuals stand out), which are the typical for the time techniques of drawing (artistic techniques). What emotions does the work evoke in you?

Present it to your classmates in an original way!





**THE WORLD
AFTER 1945**



STATEHOOD AND POLICIES

HISTORICAL BACKGROUND

After the Second World War, the interests of the former members of the Anti-Hitler Coalition - the USSR and the USA and the countries that were in their spheres of influence collided. The period of the Cold War began, which lasted almost until the end of the 20th century and represented an ideological confrontation between the USSR and the Western countries. The attempts for Soviet domination in Eastern Europe led to the Hungarian revolution of 1956 and the Prague Spring of 1968.

Skills

With the help of the proposed activities you will continue to develop your skills to work with different sources of information. On this basis you will be able to recognize, comment and have a personal position on the studied processes and phenomena. You will formulate conclusions and evaluate the historical past.



Task 1:

Use the suggested resources and complete the tasks:

1. Scan the QR code with your phone!

After watching the indicated part of the video (0:08-4:30) answer the questions:



1. Whose initiative was it to carry out this trial?
2. Against whom was it directed and what was its message?
3. Why did the accused consider themselves innocent?

2. Journalists from different countries were present at the sittings of the court, who informed the public about what was happening. Create a report to describe the situation in which the trial took place, what the reactions of the accused were and the emotions they provoked in those present. Inform about the issued sentences with which the trial ended. Use photos!

3. Present your report to your classmates.

SCAN OR
CLICK ME!



Task 2: Choose one of the given cartoons and present it with the help of the following supports:



"What a cheek to put missiles in front of the door"

- Define the topic of the image.
- Identify the characters; how do you recognize them?
- Present the author’s point of view. What did he aim to suggest with the cartoon?
- The cartoons are not dated. What indirect information can you rely on to place them in time?

 **Task 3: Using the proposed sources, describe the situation in Czechoslovakia in the summer of 1968. You can use the following supports:**

Supports:

What caused people’s dissatisfaction? What changes did the other socialist countries hope for? Why did the Soviet troops enter Czechoslovakia, aided by the Warsaw Pact forces? Look for information about resistance in other Eastern Bloc countries against the growing Soviet intervention in their countries.

A. “In the morning of August 16th we arrived in Prague by train. We were of course very curious to see what was going on in this city. Is there a counter-revolution or rebels that we have always been told about at home? But I actually only saw peaceful people in Prague who went about their everyday life there and, above all, went shopping.

... on August 21st very early in the morning we heard loud and excited voices. Of course, we immediately asked what was going on. Many people were gathered around a television set and listened to a speech. I think it was held by the Czechoslovak President, but I’m not quite sure anymore. Eventually we were informed that the Soviet troops had begun to enter.

... “On August 21st nobody really knew how the whole thing would go on. Is this just a temporary invasion? Are the troops leaving soon? People were at a loss, but in no way were they more relaxed. And we ourselves were full of anger and outraged ...

Hermann Bubke, Living Museums Online

B. “The Bulgarian units fulfilling their duty in Czechoslovakia are in high spirits and ready for action to fulfill their international duty to the end.” This was reported by the Minister of the National Defense, General of the armies Dobri Djurov, to the Politburo of the Central Committee of the Bulgarian Communist Party for the Bulgarian military units that took part in the 1968 attack over Czechoslovakia under the command of the Soviet troops.

C.



Soviet Invasion of Czechoslovakia. Flickr - The Central Intelligence

SOCIETY AND IDEAS


HISTORICAL BACKGROUND

The 20th century society cannot be defined alike. It seems that the Second World War put an end to a period of social development and marked the beginning of a new world, full of social revolutions, struggle for civil and political rights and desire for a better future. Let's see the world people lived in and some of their social causes.



Skills

With the help of the proposed activities you will train your skills for comparison, analysis, evaluation of historical events, argumentation and synthesis of information.

 **Task 1: Compare the lifestyle and civil rights in the Eastern and in the Western blocs based on Ronald Reagan's speech. Follow the steps below.**

1. Scan the QR code.
2. Watch and listen to the President's speech carefully.
3. Follow carefully the differences in the lifestyles and the civil rights he is talking about.
4. Fill in the table.

	Eastern bloc:	Western bloc:
Lifestyle:		
Civil rights:		

SCAN OR
CLICK ME!



 **Task 2:**

Watch the video about the protest against the pollution of Ruse and complete the tasks. Follow the steps:

1. Scan the QR code.
2. Watch the video following the reasons for the protest, the conditions in which the protest was held and think about the dangers of protesting at that historical time.
3. Fill in the table.

SCAN OR
CLICK ME!



What are the women protesting about?	
Are their demands fair? Give reasons.	
At what historical time does this happen and what could be the reactions of the government?	
How is the courage of the protesters expressed?	
Would you support such an event at that historical time? Give reasons.	

4. Interview three of your relatives and ask them about the protests in socialist Bulgaria and the entire Eastern Bloc. Ask them for examples and how these protests ended.
- *Write down your point of view about the difference between protesting now and before 1989.*



Task 3:

Use the photos to define segregation and write down what restrictions result from it.



African-American man drinking from a "Colored" water cooler in streetcar terminal, Oklahoma City, mid-20th century



"We Cater to White Trade Only" sign on a restaurant window in Lancaster, Ohio, in 1938.



Sign in Durban that states the beach is for whites only. Languages are English, Afrikaans, and Zulu



Rosa Parks being fingerprinted after being arrested for not giving up her seat on the bus to a white person.

Definition for segregation:	
Restrictions that result from it:	
Your opinion about segregation:	
An example of a movement and a leader who fought against it:	

SCIENCE AND TECHNOLOGY

HISTORICAL BACKGROUND

The second half of the 20th century was a time when the human mind reached new levels with its inventions. Like those in the past, the new ones significantly changed people's lives - both everyday and professional. The access to entertainment changed, new ones emerged and modern culture was created. However, progress had a dark side as well. Let us look at a part of what happened at that historical time.



Skills

With the help of the proposed activities you will train your skills for text analysis, research and synthesis of information, evaluation and argumentation and critical thinking.

Task 1: Read the text and answer the questions:

As an interdisciplinary scholar, I used seven of the Oxford libraries regularly, moving constantly around Oxford on my loyal bike, rain or (seldom) shine. I spent hours searching for information, waiting for information, riding on my rapidly ageing bike to obtain information. Today, students have possibly more information than they can handle right at the tip of their fingers. They can remain in the comfort of their home.

Not many people in the late 1980s would have guessed that a little phone would become the centre of their world and the focus of their attention. With a small powerful computer the size of their palm (or heart) people can: shop, order plane tickets, read, listen to music, watch the news, send (e)mails, play games, visit libraries, study languages, write articles, socialise, use Chevening Connect, date, and fall in love (to list a few). And technological advancement does not stop. All we need is to imagine, and someone will translate imagination to reality.

Cohen-Almagor, Raphael. (2018). HOW THE INTERNET CHANGED THE WORLD.

www.researchgate.net (Last opened 6.08.2020)



Questions:

1. Which technological achievement is the text about?
2. Which sphere of people's lives did it change significantly?
3. How did it change it?
4. Give an example of another sphere of human life that was changed significantly by it.



Task 2:

Use the image and its title to find more information about it and answer the questions:

Don't forget to make yourselves familiar with the plot of the series!

1. Why do you think people like the plot of the series so much?
 - Think what provokes them to watch it, what do they find in its story, what emotions does it evoke in them?
2. What makes it possible for the series to reach many people?
3. How does the series change people's daily lives?
4. Investigate whether such a trend existed in the Eastern bloc.
5. Draw a parallel with the present:
 - Is this trend relevant today?

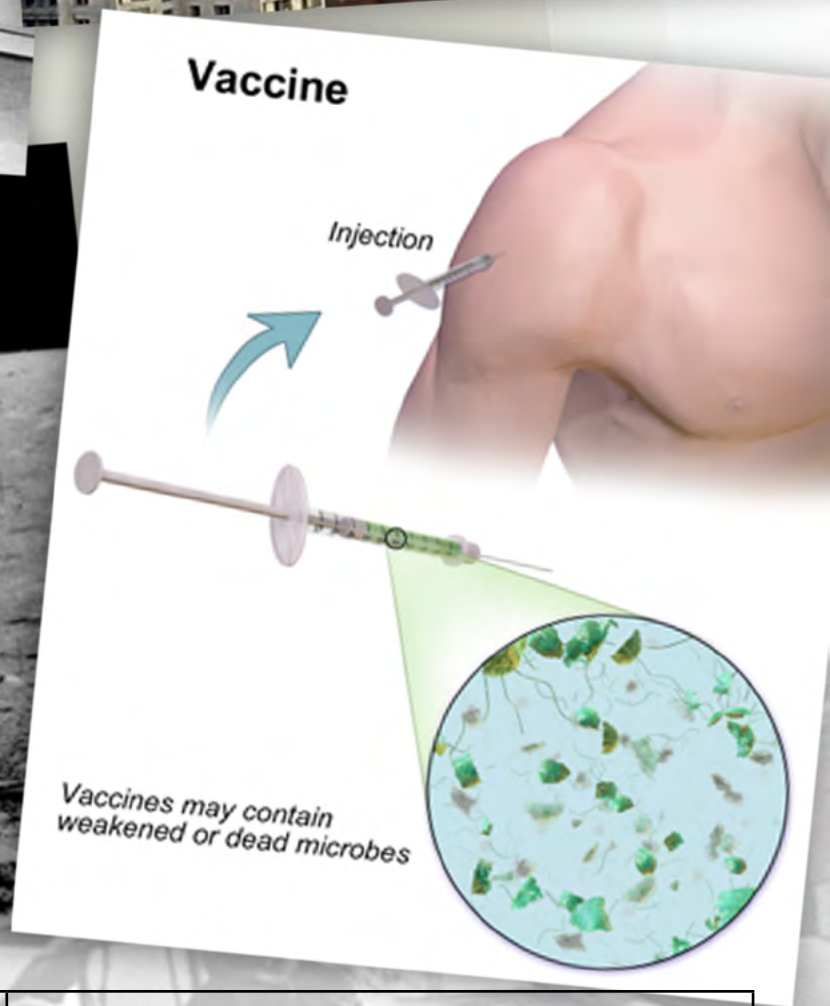


Poster of "Dallas" - a hit series from the 80s of the XX century



Task 3:

Use the images to evaluate the role of science in the development of the modern world.



Positive sides:	
Negative sides:	
What can be changed in the use of the scientific knowledge?	

SOURCES

1. Introduction to The Modern times

Image: Map – Age of Discovery explorations in English.png

Source: https://en.wikipedia.org/wiki/Age_of_Discovery

License: CC BY-SA 4.0

Image: Columbus landing in Guanahani, 1492

Source: https://en.wikipedia.org/wiki/Age_of_Discovery

License: Public Domain

Text: Cristopher Columbus, Journals, electronic edition, First edition. Varna. 1972.

2. The Beggining of the Modern times (XVI-XVII century)

2.1 Statehood and policies

Image: Louis XIV of France.jpg

Source: https://en.wikipedia.org/wiki/Louis_XIV#/media/File:Louis_XIV_of_France.jpg

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Image: Peter der-Grosse 1838.jpg

Source: https://simple.wikipedia.org/wiki/Peter_I_of_Russia#/media/File:Peter_der-Grosse_1838.jpg

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Texts:

Task 1 – Walter Wallbank, T. Schrier, A. Maier, D. Gutierrez-Smith, P. History and Life.

The World and Its People. 3rd Edition. Illinois, 1987, pp. 378 – 380.

Task 3 – Carlton, Ch. Charles I: The Personal Monarch (Second ed.). London, 1995, pp.348 – 360.

2.2 Society and Ideas

Image: Luther at Erfurt – Justification by Faith.jpg

Source: https://en.wikipedia.org/wiki/Martin_Luther#/media/File:Luther_at_Erfurt_-_Justification_by_Faith.jpg

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Image: Eduard Schön: Luther – the Devil’s Bagpipes, caricature from approx. 1530

Source: https://de.wikipedia.org/wiki/Datei:Teufels_Dudelsack.gif

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Image: King Charles I after original by van Dyck.jpg

Source: https://en.wikipedia.org/wiki/Charles_I_of_England#/media/File:King_Charles_I_after_original_by_van_Dyck.jpg

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Text: Task 1 – Walter Wallbank, T. Schrier, A. Maier, D. Gutierrez-Smith, P. History and Life. The World and Its People. 3rd Edition. Illinois, 1987, pp. 378 – 380.

2.3 Culture

Image: *The Lamentation from Giotto*

Source: <https://www.wikiart.org/en/giotto/lamentation-the-mourning-of-christ-1306-1>

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Image: *Notre-Dame de la Belle Verrière.jpg*

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Image: *The Creation of Adam from Michelangelo*

Source: [https://en.wikipedia.org/wiki/The_Creation_of_Adam#/media/File:Michelangelo_-_Creation_of_Adam_\(cropped\).jpg](https://en.wikipedia.org/wiki/The_Creation_of_Adam#/media/File:Michelangelo_-_Creation_of_Adam_(cropped).jpg)

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Text: *Task 1* – <https://www.biography.com/artist/leonardo-da-vinci>

3. The Enlightenment century (XVIII century)

3.1 Statehood and policies

Text: *Task 1* – Walter Wallbank, T. Schrier, A. Maier, D. Gutierrez-Smith, P. History and Life. *The World and Its People*. 3rd Edition. Illinois, 1987, pp. 448 – 449.

3.2 Society and Ideas

Image: “*The iron rolling mill*”, Artist: Adolf Menzel, year 1875

Source: https://commons.wikimedia.org/wiki/File:Adolph_Menzel_-_Eisenwalzwerk_-_Google_Art_Project.jpg

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Text:

Task 1 – Montesquieu. *Ch. The Spirit of Laws*. Translated by Tomas Nugent. Ontario, 2001, p. 173 .

Task 2 – Marvin Perry, et. al., *Sources of the Western Tradition, Third edition, Volume II*. Boston. 1995, pp. 56-57.

Task 3 – Rosseau, J. *The Social Contract and The First and Second Discourses*. Yale University Press, 2002.

3.3 Culture

Image: *Caravaggio – Death of the Virgin*

Source: [https://en.wikipedia.org/wiki/Death_of_the_Virgin_\(Caravaggio\)#/media/File:Michelangelo_Caravaggio_069.jpg](https://en.wikipedia.org/wiki/Death_of_the_Virgin_(Caravaggio)#/media/File:Michelangelo_Caravaggio_069.jpg)

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Image: *Rembrandt van Rijn – The Night Watch*

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Image: *Jan Steen – The Marry family*

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Image: *Caravaggio – The entombment of Christ*

Source: [https://en.wikipedia.org/wiki/The_Entombment_of_Christ_\(Caravaggio\)#/media/File:Caravaggio_-_La_Deposizione_di_Cristo.jpg](https://en.wikipedia.org/wiki/The_Entombment_of_Christ_(Caravaggio)#/media/File:Caravaggio_-_La_Deposizione_di_Cristo.jpg)

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Text:

Task 1 – H. Carl, K. Charles, V. Baroque art. New York, 2012, p. 7.

4. The Nationalism century (XIX century)

4.1 Statehood and policies

Image: 1801 Antoine-Jean Gros – Bonaparte on the Bridge at Arcole.jpg

Source: https://en.wikipedia.org/wiki/Napoleon#/media/File:1801_Antoine-Jean_Gros_-_Bonaparte_on_the_Bridge_at_Arcole.jpg

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Image: Otto vBismark.jpg

Source: https://en.wikipedia.org/wiki/Otto_von_Bismarck#/media/File:Otto_vBismark.jpg

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4.2 Society and Ideas

Image: Karl Marx 001.jpg

Source: https://en.wikipedia.org/wiki/Karl_Marx#/media/File:Karl_Marx_001.jpg

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Image: EdmundBurke1771.jpg

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Image: John Stuart Mill by London Stereoscopic Company, c1870.jpg

Source: https://en.wikipedia.org/wiki/John_Stuart_Mill#/media/File:John_Stuart_Mill_by_London_Stereoscopic_Company,_c1870.jpg

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Text:

Task 1 – The Philosophy book. New York, 2011, pp. 198 – 199.

Task 2 – The Philosophy book. New York, 2011, pp. 172 – 173.

Task 2 – The Philosophy book. New York, 2011, pp. 191 – 193.

4.3 Culture

Image: John Stevens Carriage.JPG

Source: [https://en.wikipedia.org/wiki/John_Stevens_\(inventor,_born_1749\)#/media/File:John_Stevens_Carriage.JPG](https://en.wikipedia.org/wiki/John_Stevens_(inventor,_born_1749)#/media/File:John_Stevens_Carriage.JPG)

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Image: SteamEngine Boulton&Watt 1784.png

Source: https://en.wikipedia.org/wiki/James_Watt#/media/File:SteamEngine_Boulton&Watt_1784.png

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Image: Morse telegraph.jpg

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Image: FultonNautilus.jpg

Source: https://en.wikipedia.org/wiki/Robert_Fulton#/media/File:FultonNautilus.jpg

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5. Introduction to the Contemporary Epoch

Image: Timelines of modern history § Contemporary period

Source: https://en.wikipedia.org/wiki/Contemporary_history

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Image: Timeline of late modern history

Source: https://en.wikipedia.org/wiki/Late_modern_period

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6. The World from First World War to 1945

6.1 Statehood and policies

6.1.1 The First World War

Image: Gavrilo Princip killing Archduke Francis Ferdinand of Austria in Sarajevo

Source: https://en.wikipedia.org/wiki/Assassination_of_Archduke_Franz_Ferdinand#/media/File:DC-1914-27-d-Sarajevo-cropped.jpg

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6.1.2 The Russian revolution and Stalinism

Image: Photograph of Stalin taken in 1937

Source: https://en.wikipedia.org/wiki/Joseph_Stalin#/media/File:Stalin_Full_Image.jpg

License: Public Domain

Text:

Task 1 – Waller, S. Tsarist Russia 1855 – 1917. Cheltenham, UK. Nelson Thrones, p. 112.

Task 3 – Nove, A. An Economic History of the USSR. 3rd edn. Harmondsworth, UK, 1993, Penguin. P. 89.

6.1.3 The Italian fascism

Image: Mussolini as a bersagliere during WWI

Source: https://en.wikipedia.org/wiki/Benito_Mussolini#/media/File:Mussolini_bersagliere.jpg

License: Public Domain

Text:

Task 1 – Mussolini, B. The Doctrine of Fascism. Encyclopedia Italiana, Vol. XIV.

Task 2 – Dikotter, F. How to be a dictator. The cult of personality in the Twentieth Century. London, 2019, pp. 23 – 76 (Mussolini's part)

6.1.4 The German nationalism

Image: Хитлер, 1933 г.

Source: <https://bg.wikipedia.org/>

License: Public Domain

Text: Task 1 – Lane, B.M; Rupp, L. J. Nazi ideology before 1933. Austin, Texas, 1978, p. 166 – 172.

6.1.5 The Second World War

Image: Neville Chamberlain holds the paper signed by both Hitler and himself

Source: https://en.wikipedia.org/wiki/Neville_Chamberlain#/media/File:MunichAgreement.jpg

License: Public Domain

Image: Map of German Forces in Stalingrad

Source: Gilbert, M. *The Routledge atlas of the Second World War*. 2nd edition. 2009. p. 209.

Text: Task 1 – Sommerville, D. *World War II. An illustrated history*. Anness Publishing Ltd, United Kingdom, 2019, p. 24.

6.2 Society and Ideas

Image: *Migrant Mother*, photographed by Dorothea Lange, The Library of Congress

Source: https://en.wikipedia.org/wiki/Florence_Owens_Thompson#/media/File:Lange-MigrantMother02.jpg

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Image: *It IS a New Deal*

Source: 3.11.1933 By Talburt in the Pittsburgh Press

Image: *Look As If The New Leadership Was Really Going To Lead*

Source: S.J. Ray in the Kansas City (MO) Star

Text:

Task 2 – Lautemann, W. Schlenke, M. (ed.). *History in Sources, World Wars and Revolutions 1914-1945*. Munich. 1961.

Task 3 – Bellingham Evening News, 2 September 1932

6.3 Culture, Science and Technology

Image: *The Kid* (1921), with Jackie Coogan

Source: https://en.wikipedia.org/wiki/Charlie_Chaplin#/media/File:Chaplin_The_Kid_2_crop.jpg

License: Public Domain

Image: *Vote for the communist*

Source: James Fitton, *Vote for the communist, 1935*, State Museum of Fine Arts A.S. Pushkin

Image: *The Guernica* (painting) to Gernika.

Source: [https://en.wikipedia.org/wiki/Guernica_\(Picasso\)#/media/File:Mural_del_Gernika.jpg](https://en.wikipedia.org/wiki/Guernica_(Picasso)#/media/File:Mural_del_Gernika.jpg)

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Text:

Task 2 – Lautemann, W. Schlenke, M. (ed.). *History in Sources, World Wars and Revolutions 1914-1945*. Munich. 1961.

Task 3 – Bellingham Evening News, 2 September 1932

7. The World after 1945

7.1 Statehood and policies

Image: *The Cuban Missile Crisis*

Source: http://jgsaufgab.de/intranet2/geschichte/geschichte/Karikaturen/karikaturen_zum_kalten_krieg.htm

Image: “What a cheek to put missiles in front of the door”

Source: http://jgsaufgab.de/intranet2/geschichte/geschichte/Karikaturen/karikaturen_zum_kalten_krieg.htm

Image: *Soviet invasion of Czechoslovakia*

Source: https://en.wikipedia.org/wiki/Prague_Spring#/media/File:10_Soviet_Invasion_of_Czechoslovakia_-_Flickr_-_The_Central_Intelligence_Agency.jpg

License: Public domain

Text:

Task 1 – Hermann Bubke, *Living Museums Online*

Task 2 – Lautemann, W. Schlenke, M. (ed.). *History in Sources, World Wars and Revolutions 1914-1945*. Munich. 1961.

Task 3 – *Bellingham Evening News*, 2 September 1932

7.2 Society and Ideas

Image: African-American man drinking from a “Colored” water cooler

Source: https://en.wikipedia.org/wiki/Racial_segregation_in_the_United_States#/media/File:%22Colored%22_drinking_fountain_from_mid-20th_century_with_african-american_drinking.jpg

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Image: “We Cater to White Trade Only”

Source: https://en.wikipedia.org/wiki/Racial_segregation_in_the_United_States#/media/File:WhiteTradeOnlyLancasterOhio.jpg

License: Public domain

Image: Sign in Durban that states the beach is for whites only.

Source: <https://en.wikipedia.org/wiki/File:DurbanSign1989.jpg>

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Image: Rosa Parks being fingerprinted

Source: https://en.wikipedia.org/wiki/File:Rosa_Parks_being_fingerprinted_by_Deputy_Sheriff_D.H._Lackey_after_being_arrested_on_February_22,_1956,_during_the_Montgomery_bus_boycott.jpg

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7.3 Culture, Science and Technology

Image: Little Boy nuclear weapon dropped on Hiroshima, Japan

Source: https://en.wikipedia.org/wiki/Nuclear_weapon#/media/File:Little_boy.jpg

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Image: Pripyat with the Chernobyl Nuclear Power Plant

Source: https://en.wikipedia.org/wiki/Chernobyl_disaster#/media/File:View_of_Chernobyl_taken_from_Pripyat_zoomed.JPG

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Image: Pete Conrad, commander of Apollo 12

Source: https://en.wikipedia.org/wiki/Moon_landing#/media/File:Surveyor_3-Apollo_12.jpg

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Image: Vaccine

Source: <https://en.wikipedia.org/wiki/Vaccine#/media/File:Vaccine.png>

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CONCEPTS

Introduction to the Modern Times

- **Modern Times** – A period from the end of the XV century to the beginning of the XX century, which covered the field of economics, politics, religion, science and art.
- **Conquistador** – Spanish conquerors in Central and South America in the XV- XVI century

The beginning of the New Time

Statehood and Policies:

- **Absolutism** – A political doctrine of absolute power when the monarch centralizes the authority in his hand and rules the state without people's will.

Society and Ideas:

- **Reformation** – A socio-political movement in Western Europe in the XVI century, directed against the domination of the Roman Catholic Church, which found expression in the religious struggle against the Catholic Church and the papacy.
- **Protestantism** – A common name for all Christian denominations (Lutheranism, Calvinism, Anglicanism), which appeared in Western Europe as a protest Catholicism.
- **Inquisition** – A Catholic spiritual court over heretics and other persons disliked by the church, which investigated offences through inhumane torture.
- **The Jesuit Order or Society of Jesus** – A Christian religious order of the Roman Catholic Church, which through the training of noble young people controlled the spiritual life of society; its followers were called Jesuits.

Culture:

- **Renaissance** – A period in European history that took place in the late 14th century first in Italy and ended in the mid-16th century. It has been characterized by an interest in human reason, geographical discoveries, and the flourishing of art.

The Enlightenment century

Statehood and Policies:

- **Enlightened Absolutism** – A form of government when in the 18th century monarchs in Europe undertook civil and political reforms inspired by the Enlightenment.

Society and Ideas:

- **Enlightenment** – An intellectual movement in the 18th century based on reason and knowledge.
- **Industrial Revolution** – It began in England in the middle of the 18th century. It was a replacement of manual labour by machine labour, which led to increased productivity.

Culture:

- **Baroque** – A style in art and architecture, mostly used in the 15th and the mid-16th century in Italy, Spain, France, England, and German lands. It aims to provoke respect inside the spectator and to show the might of the patron.
- **Classicism** – A style in architecture that follows the Roman and Greek trend, generally associated with clarity and harmony.

The Nationalism Century

Statehood and Policies:

- **Restoration** – Re-establishment of a previous political regime.
- **Status quo** – Permanently established situation in the society, lack of changes.
- **Reparation** – Compensation for damages, which the defeated countries pay to the victors after the end of a military conflict.

Society and Ideas:

- **Conservatism** – A social and political doctrine that values traditions and gradual changes. It is against revolutionary changes in society and the government.
- **Liberalism** – A social and political doctrine that defends individual freedom, civil rights and allows economic prosperity.
- **Socialism** – A social and political doctrine that insists on public ownership and exploitation of natural resources and means of production rather than private ownership. It aims to remove social stratification.

Culture

- **Romanticism** – A trend in literature and art from the early 19th century, which emphasized on strong emotions and feelings.
- **Realism** – A trend in art that recreates reality as it was.
- **Impressionism** – A trend in art from the second half of the 19th century, based on the personal experiences of the artist.
- **Naturalism** – A trend in art and literature that sought to photograph reality.
- **Symbolism** – A trend in art from the late 19th century, whose representatives used many symbols.

The World from The First World War to 1945

Statehood and Policies:

- **Bolshevism** – The name of the communist's government after the October revolution in 1917. The name comes from the Bolsheviks Party name that was the leading political factor throughout the event.
- **Fascism** – A totalitarian regime in Italy developed and imposed by Benito Mussolini in 1923. This ideology is based on corporate differentiation of society and a strong cult to personality.
- **Dictatorship** – A government of a dictator whose will is leading in the social and political spectrum.
- **Nazism (National Socialism)** – A totalitarian regime in Germany imposed by Adolf Hitler in 1933. This ideology is based on the supremacy of the Aryan race, military power, political domination, strong social control, and cult to personality.
- **Anti-Semitism** – Discrimination against Jews.

Society and Ideas:

- **Industrialization** – Industrial development through the introduction of heavy industry in the economy of a country.
- **Collectivization** – Forcible unification of rural landholders into cooperative farms.
- **The Great Depression** – A severe global economic crisis that began in the United States in 1929, spread to other countries and lasted until the 1930s.

Culture, science, technologies:

- **Cubism** – A trend in the fine arts from the beginning of the 20th century for depicting objects as geometric figures, in which the proportions and organic integrity of the models are not observed

The World After 1945

Statehood and Policies:

- **Cold War** – A struggle for supremacy between the United States and the Soviet Union and the countries that are in their spheres of influence. It began after the Second World War and lasted until the 90s of the 20th century.
- **Confrontation** – Opposition of two or more forces.

Society and Ideas:

- **Segregation** – A practice that separates people because of their race. People from a particular race were forbidden to use parks, playgrounds, public institutions, and schools together with the leading race. This practice is most known in the USA toward the Afro-Americans in the 20th century.

Culture, Science, Technologies:

- **Pop culture** – It is a modern trend that took place in the mid-20th century connected with strong interests in TV shows, mass media, video games, popular music, fashion, and technologies. It has been common for a working class.