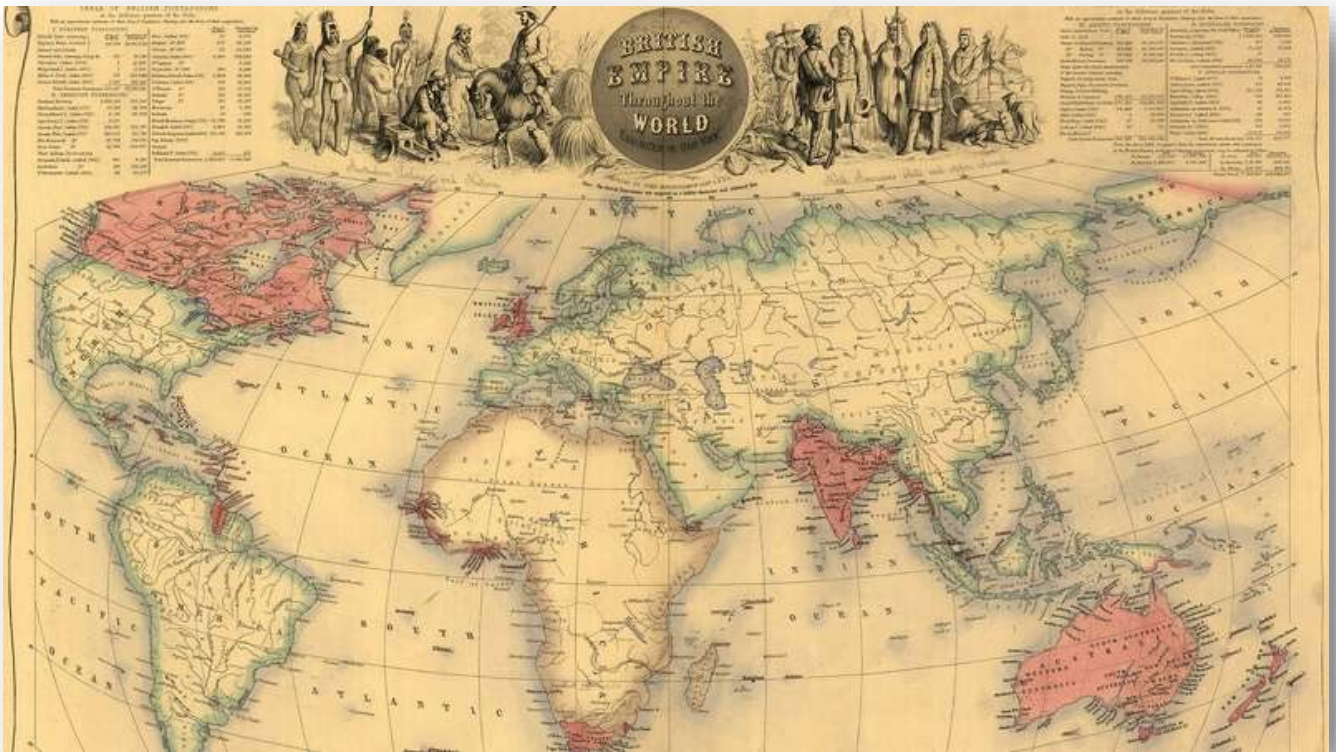




Turton School History Department

Name _____

Class _____



Yr 8 History

Homework Book – Topic 2
Power, Economics and Expansion

Homework 1

To be completed by:

What is an empire?

We tend to think of Empires as being really big. The British Empire controlled nearly 14 million square miles, about 24% of the entire world! But not all empires are that big, The Akkadian Empire that existed in 2330 B.C.E was only about the size of the US state of South Carolina.

The best definition of an empire is a complex political organisation where one country rules other, weaker states. So, one powerful country will try and take over other weaker countries.

The stronger countries normally do this to get more power, to access more resources (like building materials or things like coal that they can sell). Mostly, the more powerful country will get more wealth and become richer from having an empire.

Empires have also linked different areas of the world. This means that goods from different places in the empire could be traded easily. Often people in the weaker countries did not want to be there and so could challenge the power of the more powerful country.

List 3 reasons why countries form empires?

Explain what countries gained by making an empire:

Write one question that you have after reading this brief introduction:

Homework 2

To be completed by:

Famous Empires through History: Extracts from 'The 5 Most Powerful Empires in History:

The Persian Empire was founded in 550 B.C.E by Cyrus the Great. The Persian Empire existed at a unique point in History, the empire was based around the Middle East and covered 44% of the world's population at the time. It was a large and diverse empire which connected the Middle East, Asia, Africa and Europe. The legacy of the empire include both a road network and the idea of a postal system.

The Roman empire was also one of the greatest empires in History. Roman Law influenced the legal and political systems that followed in the Western world, such as the American political system. It also spread far and wide, around the Mediterranean, uniting Africa, the Middle East and Northern Europe.

Another important empire was the Mongol Empire. This was a very different kind of empire. It spread quickly, with a small army that defeated much larger enemies. This empire had a different impact, wrecking havoc across Central Asia and ending China's Golden Age. Most of Asia, the Middle East and parts of Europe were taken over by a nation with a total of 2 million people.

1. What similarities can you spot between the empires you've read about?

2. What differences are there between the empires you have read about?

Homework 3

To be completed by:

What do Historians think of Empire?

The 'Whig' historians regarded the Empire as the deserved result of Britain's technological and moral, superiority. They were proud that 'a small kingdom' had amassed such a huge empire. By contrast, some modern historians such as Edward Said (1978) have criticised Britain's 'cultural imperialism'. Some historians point to the positive legacy of British rule, with formal systems of government, law and education as well as the development of infrastructure, like railways.

However, others argue that this view can overlook the more shameful aspects of Britain's past. These include the extensive use of slavery (in 17th and 18th centuries), the British empire also stripped people of their land and in many cases destroyed the culture of the native people such as the Aborigines in Australia and the native peoples of North America. Increases in taxation and changes in crop production also caused famine in India 1943, and prompted violence in Kenya in the 1950s.

Many modern Historians say it is unfair to argue that colonized people did not have or would not have developed their own valid forms of government, law and infrastructure without the influence of the British.

Explain what Whig Historians think about Empire:

What are the alternative views on Empire?

Which view do you think is correct and why?

Homework 4

To be completed by:

Research Task – The People of Empire

To become a good historian you will need to be able to conduct your own research and wider reading (at A level students are expected to carry out 5 hrs of wider reading a week – just for History!).

For your second research task of the year, you are to visit this Britannica website entry and read about the key people of the British Empire. You can visit other web sites too but you must visit this one.

Research ONE of the people listed on the website, make sure you use the website as a starting point and list at least one other source of information below. (Scan the QR code or go to <https://www.britannica.com/summary/Key-People-of-the-British-Empire> to get started.)



Name of your person:

Explain what they did in the Civil War:

Explain what happened to them after the Civil War:

Other source(s) of information used:

Homework 5

To be completed by:

Transportation: Was it right to send people overseas?

Transportation is a name given to a specific punishment used in the 1700s-1800s. The punishment was being sent to Australia as a punishment for crimes. The British Government transported criminals to their colonies (different countries that they owned) to remove them entirely from British society.

Originally prisoners were sent to America, however, after the War of Independence, that the US won, this was no longer a possibility. As a result, the Government started to send criminals to Australia, another, more distant, colony. Prisoners would be sentenced to 7 years, 14 years or life in this hot and desert like country. Once there they would be held in fortress like prisons, and were used to do the hard labour needed to build a working colony and economy. Between the years 1787 and 1868, 160,000 British criminals were transported to Australia, sometimes criminals as young as nine were given this punishment.

Before transportation to Australia prisoners usually held in hulks. Hulks were disused rotten boats that had to be used as the prisons in Britain were full. These hulks were cramped and damp; prisoners lived in terrible conditions. They would then be transferred to ships for the journey to Australia, a journey which was a punishment in itself. The journey could take up to 8 months. On the very first voyage to Australia 50 people died. The oldest passenger, Doris Handland survived the journey but hanged herself from a tree when she saw the conditions she had to live in.

Upon reaching Australia each convict was assigned a master who used the convict to carry out any work they wanted for the rest of their sentence. Usually the work was very hard manual labour. If convicts were well behaved they could earn early release, however, few could afford to return to Britain. Many ex-convicts stayed in Australia and were able to build lives for themselves. This did not make Transportation better though, as many were never able to see their families again. Transportation was finally abolished in Britain in 1868.

Why do you think the British Government used transportation as a punishment?

Why do you think the practice was eventually abolished?

What about the Spanish Empire?

The Spanish Empire started in the 1400s. It was mainly centered on Central and South America following Columbus' mission to the continent of the Americas in the 1490s. Spain's main aim in venturing to the 'new world' was to get gold and boost the Spanish economy. They also wanted to spread Christianity and to make the Native people become Christians.

Columbus opened the floodgates for Spanish exploration. Cortes was a particularly important Spanish explorer, one of a group called Conquistadores. He was responsible for taking over the Aztec empire; this was done using very aggressive tactics, including massacring parts of the population and spreading disunity between different groups. The Spanish also took European illnesses with them. Smallpox killed many thousands of people.

The riches found in their new empire helped drive a Spanish Golden Age. This enabled a new economic system which we still use today. They also helped Spain become a major power in the world throughout the 1600s and beyond. Spain kept this going by using native peoples for labour and by engaging in the Slave Trade.

The Spanish used Christianity to help them keep control too. They persuaded and forced native people to convert to Christianity. This meant that they could use the Church to help them keep control of their new lands, by spreading the same message to all of the people.

The Spanish empire began to fracture and break up in the 1800s as many of the nations in South and Central America wanted to become independent from Spanish rule.

Why did Spain want an Empire?

How did Spain get and control their Empire? What impact did they have on the people?

Can you predict why people wanted to become independent?

Homework 7

To be completed by:

Extracts from the writings of William Wilberforce, an MP who wanted to abolish the slave trade, he was a supporter of the Quaker Christians and shared the view that slavery was unchristian and wrong. He spent years campaigning to abolish the slave trade.

The grand object of my parliamentary existence is the abolition of the slave trade. Before this great cause all others dwindle in my eyes. If it pleases God to honour me so far, may I be the [person to stop] such a course of wickedness and cruelty as never before disgraced a Christian country.

So dreadful did the Slave Trade's wickedness appear that my own mind was completely made up for abolition.....I determined that I would never rest until I had [managed to achieve] its abolition.

What would be the consequence of our carrying on the slave trade? A country, vast on its extent, not utterly barbarous, but civilised...does anyone think a slave trade would help their civilization?

What do these extracts tell you about William Wilberforce's view of the slave trade?

What did William Wilberforce aim to do?

How do you think an MP like William Wilberforce could try to abolish the slave trade?

Homework 8

To be completed by:

Research Task – Women of the British Empire

To become a good historian you will need to be able to conduct your own research and wider reading (at A level student are expected to carry out 5 hrs of wider reading a week – just for History!).

Your second research task is to investigate two women from the British Empire. You can carry out your research using the internet, a book or any other means, but you must choose two women from the list below:

- Florence Nightingale
- Mary Kingsley
- Annie Besant
- Queen Victoria

Give the names of your chosen women:

Explain what the first did that made her important:

Explain what the second did that made her important:

What happened at Amritsar?

On 13th April, 1919, a large crowd had gathered at the Jallianwala Bagh, a garden and memorial near the Golden Temple complex in Amritsar. They were gathered in support of Pro-Independence leaders who had been arrested. The image below is an artist's depiction of what happened when the British Army was sent to deal with the protest.



What can you see happening in the picture?

Who do you think the people shooting are?

Can you think why the army are shown shooting at the protestors?

Homework 9 continued p. 2 of 2

The situation in Punjab, in India was already growing tense before April 1919. Officers in the army were growing concerned that a revolt against British rule was possible. Many thinking that revolutionaries were planning to act in May, the traditional time the ruling elite and troops withdrew to the hills for the summer. There had been several marches already that year, one of which resulted in a British School mistress being attacked by a mob, she was saved by local Indian workers whose children attended the school, but the attack caused outrage among the British elite.

The Army were already reacting strongly to unrest, ordering the indiscriminate whipping of men, and had managed to maintain control. However, there was still active protest and acts of sabotage, including the cutting of railway lines, destruction of telegraph posts and the burning of government buildings. Three Europeans were murdered during the unrest. As a result by April most of the region was under military rule and people were banned from gathering in groups larger than 4.

Even so, some leaders who were fighting for independence met on 12th April, the next day General Dyer banned all meetings. When large crowds began to gather at the Jallianwala Bagh, Dyer said he began to fear that a large insurrection was about to take place. Dyer ordered a plane to fly over and estimate the crowd size, it estimated around 6,000 people had gathered. He had the area surrounded, and without ordering the people to go home blocked the exits and ordered his troops to fire on the people. They fired into the crowd for 10 minutes. Dyer stated that this was 'not to disperse the crowd but to punish the Indians'. There were around 1500 casualties and 379 deaths.

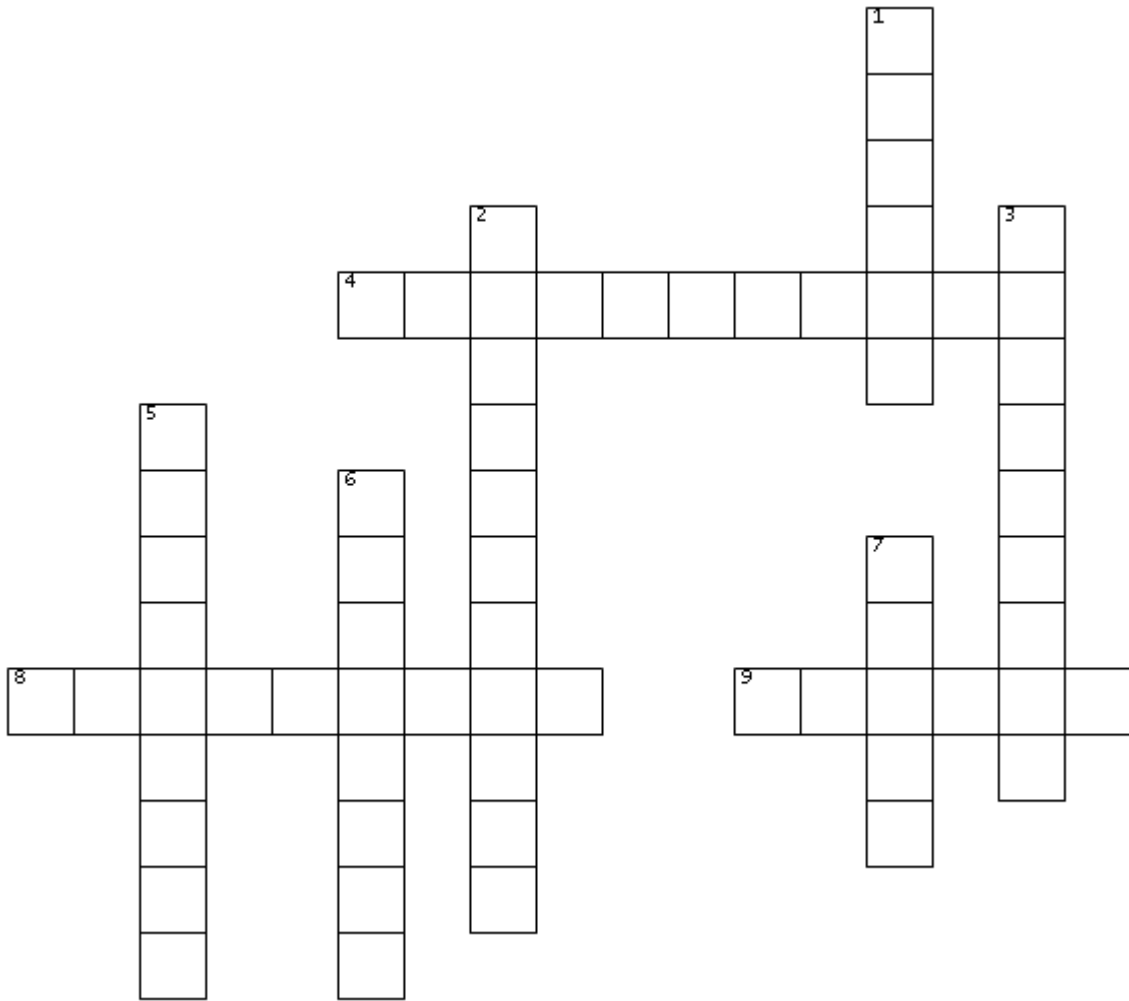
At the time Winston Churchill spoke out to condemn the action referring to it as 'utterly monstrous'. Key Indian figures also spoke out against the action, with some high ranking Indian officials resigning offices and knighthoods in protest. Some chose to support Dyer with the author Rudyard Kipling stating that he 'was just doing his duty as he saw fit'.

From the reading, what did people say about General Dyer's actions?

Do you agree that Dyer was just 'doing his duty as he saw fit'?

Homework 10

To be completed by: _____



ACROSS

- 4. MP who fought for the abolition of the slave trade.
- 8. Country to which people were transported
- 9. A term used for a country that is part of an empire.

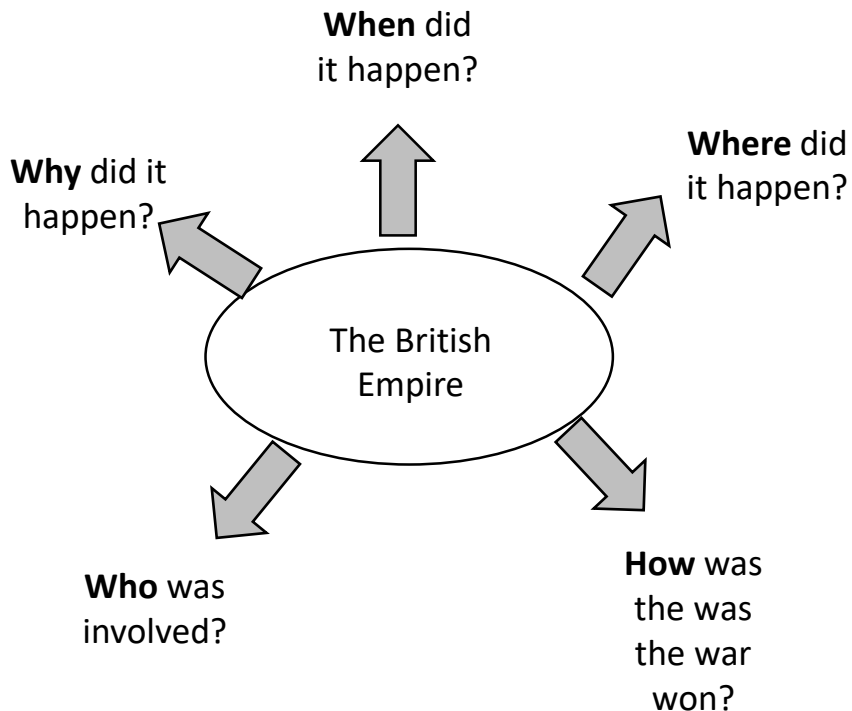
DOWN

- 1. Term used to describe a group of nations ruled by one more powerful state.
- 2. Place where cotton and sugar were grown that used enslaved labourers
- 3. Term used for the preparation of enslaved people for sale
- 5. An early American colony started by the British
- 6. Ocean crossed in the Middle Passage
- 7. Name of the ships that held prisoners before transportation

British Empire Revision Task

A good student of history will need to learn how to revise and review material taught in class. For this week's homework create a mind map about the British Empire. A good mind map will have colours and pictures to make the mind map interesting and easy to remember.

Use the mind map below as your starting point. There are some strands added to help you. There are also some great videos on YouTube to help you with your mind map technique.



Wider Activity	
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Additional websites:

There are a number of useful websites to visit to help build up your knowledge about this period:

<https://www.bbc.co.uk/bitesize/guides/zf7fr82/revision/1>

<https://www.britishempire.co.uk/>

<https://www.nationalarchives.gov.uk/education/empire/>

Wider reading

There are many great reading books covering this period, specifically designed for you to understand the period and also see it from a different point of view.

Barmy British Empire- Terry Deary

The Usborne History of Britain

The British Empire: A Very Short Introduction- Ashley Jackson