



READING WORLD HISTORY

The Modern Period: 1800 CE – Present



Andrea Iverson

Reading World History 4

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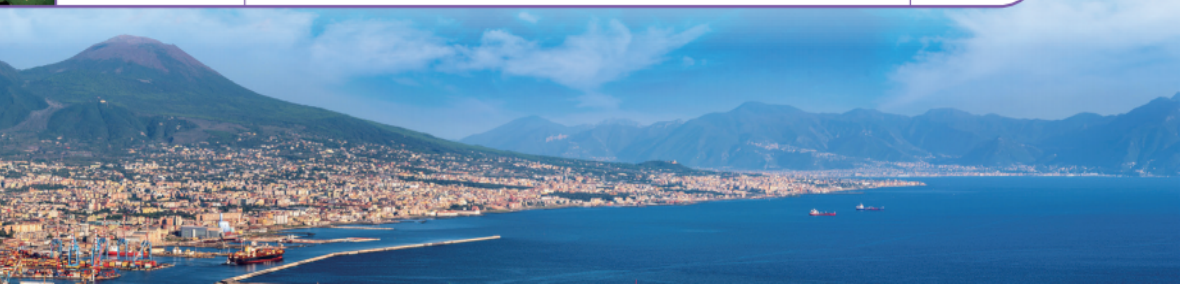




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Introduction

Reading World History is a reading skills series that takes the readers from the birth of ancient civilizations all the way to the modern world. Each book in this 4-book series covers a distinct era of world history. The series aims to improve students' reading comprehension skills and expand their knowledge of vocabulary, while exposing them to interesting information about world history. Each of the two reading passages per unit is carefully controlled for vocabulary and is followed by reading comprehension questions. A feature of each unit is the critical thinking questions that follow the second reading passage. Students are encouraged to apply their own understanding and knowledge of the world to what they have read.



Learning Goals

Each unit opens with a list of goals to direct readers in their learning. Students can brainstorm or discuss the answers based on their current knowledge and then check again after completing the unit.

Vocabulary Preview

Students are exposed to words that are featured in the unit. Students can match the definitions to the words alone or with a partner, then check with the whole class.

Reading 1

A double-page spread gives an overview of the unit's historical era or important events.

Students can read individually, read along to an audio recording, or take turns reading sections with a partner.





Reading Comprehension 1

Eight multiple choice questions check students' understanding of the reading passage. Question types are labeled so students know what kind of information to look for or think about.

Five true or false questions further confirm students' comprehension of the passage.

Students can answer these individually or in small groups before checking with the whole class. For additional practice, students can create their own additional T/F statements, and then test each other.

Reading Comprehension 1

Read and choose the best answer.

1. [MCQ] What can be inferred about the revolutionaries' beliefs about the monarchy?
 - a. They thought it was an unfair system.
 - b. They believed it was harmful to most of the people.
 - c. They saw it as a social requirement for the French Revolution.
 - d. They thought it was inspired by the Enlightenment.
2. [MCQ] As used in line 25, "took the world" is closest in meaning to
 - a. changed the design.
 - b. created great change.
 - c. established a challenge.
 - d. caused serious damage.
3. [MCQ] What can be inferred about Proust before the reform of the First French Republic?
 - a. He was a member of the clergy who supported the Third Estate.
 - b. He was a member of the clergy who opposed the Third Estate.
 - c. He was a member of the clergy who supported the Third Estate.
 - d. He was a member of the clergy who opposed the Third Estate.
4. [MCQ] Which choice provides the best evidence for the answer to the previous question?
 - a. Lines 24-26 ("The French Republic ... in France")
 - b. Lines 27-29 ("There ... the revolution")
 - c. Lines 30-32 ("The Republic ...")
 - d. Lines 33-35 ("The Republic ...")
5. [MCQ] What is the main idea of paragraph 8?
 - a. The revolutionaries believed that the reform of the French Republic was the best way to end the monarchy.
 - b. The revolutionaries believed that the reform of the French Republic was the best way to end the monarchy.
 - c. The revolutionaries believed that the reform of the French Republic was the best way to end the monarchy.
 - d. The revolutionaries believed that the reform of the French Republic was the best way to end the monarchy.

Check T/F boxes in the table.

1. The death of King Louis XVI was a result of the French Revolution.	T	F
2. The Declaration of the Rights of Man and the Citizen had little influence on the French Revolution.	T	F
3. The revolutionaries believed that the reform of the French Republic was the best way to end the monarchy.	T	F
4. The revolutionaries believed that the reform of the French Republic was the best way to end the monarchy.	T	F
5. The death of King Louis XVI was a result of the French Revolution.	T	F



Reading 2 The Storming of the Bastille

France was experiencing widespread political unrest in 1789. The monarchy had become increasingly unpopular, and the king, Louis XVI, was seen as a tyrant. In July 1789, a group of Parisians stormed the Bastille, a prison and a symbol of royal power. This event marked the beginning of the French Revolution.

Reading Comprehension 2

Read and choose the best answer.

1. [MCQ] What did the storming of the Bastille symbolize for the French people?
 - a. The end of the monarchy.
 - b. The beginning of the French Revolution.
 - c. The end of the monarchy.
 - d. The beginning of the French Revolution.
2. [MCQ] What can be inferred about the relationship between the design and the Third Estate during the early days of the revolution?
 - a. A few members of the clergy supported the Third Estate.
 - b. The clergy were mostly opposed to the Third Estate.
 - c. The clergy were mostly opposed to the Third Estate.
 - d. The clergy were mostly opposed to the Third Estate.
3. [MCQ] As used in line 12, "burstled in" is closest in meaning to
 - a. appeared suddenly.
 - b. hid away.
 - c. disappeared.
 - d. was hidden.
4. [MCQ] What was the likely reason behind the spread of rumors about King Louis XVI's plan to escape the country?
 - a. The king was planning to flee the country.
 - b. The king was planning to flee the country.
 - c. The king was planning to flee the country.
 - d. The king was planning to flee the country.
5. [MCQ] What did the storming of the Bastille symbolize for the French people?
 - a. The end of the monarchy.
 - b. The beginning of the French Revolution.
 - c. The end of the monarchy.
 - d. The beginning of the French Revolution.

Critical Thinking

Choose one and discuss it with your classmates.

1. Suppose the king had not fled the country. How do you think the French Revolution would have been different?
2. What was one of the longest-term effects of the French Revolution on France and the world?

Reading 2

A second, shorter reading passage focuses on a specific aspect of history related to the main passage. Topics in this section may include information about historical persons, wars or battles, inventions, or other events.

Students can read individually, read along to an audio recording, or take turns reading sections in small groups.

Critical Thinking

These two questions are designed to encourage students to apply their own knowledge and experiences as they think beyond the content of the unit.

Reading Comprehension 2

The second reading passage is followed by 5 multiple choice reading comprehension questions to check students' understanding.



Reading Extension

Each unit ends with an activity designed to extend or consolidate the content of the unit. Examples of activities include reading passages, summary completion, matching information, and ordering information in chronological order.

Students can answer these individually or with a partner checking with the whole class.



Reading Extension

Read about Napoleon Bonaparte and his role in history.

Napoleon Bonaparte

Great legal reformer or authoritarian tyrant? Opponent of Napoleon Bonaparte or ally? Very controversial, there is a wealth of facts and events of history to ponder. Although he became the Emperor of France, he was born on the island of Corsica in the Mediterranean Sea in 1769. In fact, at the start of his career he fought for Corsican independence. After an agreement with the leader of the Corsican revolution, Pasquale Paoli, Napoleon became an French soldier.

Appointed as the general in 1795, he organized the French Revolution as a member in the French army. Napoleon was established himself as a military commander in France. In 1799, he was elected as the first consul and later as the first emperor of France. After that, he was the king of Italy. In 1804, he had the French army to bring the country back under of all efforts in 1799 and established himself as the country's sole ruler. Napoleon was a popular leader thanks to his legal reforms, such as the Napoleonic Code, and the introduction of a new democratic system.

The success of the French Empire in 1805.

Napoleon's career ended with the Battle of Waterloo in 1815. In this battle, he lost the French army and defeated by British forces. The British ordered Napoleon to be exiled to the island of St. Helena, where he died in 1821. In 1805, Napoleon had won against the Russian army at sea during the sea battle, which was the Russian navy that was defeated in the battle, a moment in time.

Read and number the sentences in the correct order.

- _____ Napoleon defeated the Austrians and the Sultan.
- _____ Napoleon became the Emperor of France.
- _____ Napoleon fought for the independence of Corsica.
- _____ Napoleon was an ordinary soldier in the French army.
- _____ Napoleon's first wife was Josephine de France.
- _____ Napoleon took control of France.

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World History Timeline

A timeline highlighting key people and events from each book puts the information in the series into context. This timeline assists students in developing their knowledge of the global historical events that are important to know.



UNIT 01

The French Republic and the French Empire

Learning Goals

By the end of this unit, you should be able to:

1. Name the key figures of the French Republic and the French Empire.
2. Explain the important concepts introduced during the French Republic.
3. Identify the significant changes effected as a result of the French Revolution.

Vocabulary Preview

Write the letter for the correct word by each definition.



- | | |
|--|-----------------|
| 1. _____ in a position of minimal importance, influence, or power | a. abolish |
| 2. _____ the official leaders of a particular religious group | b. secularism |
| 3. _____ violent and attacking behavior | c. clergy |
| 4. _____ to formally put an end to something | d. coalition |
| 5. _____ the belief that religion should not enter into government | e. aggression |
| 6. _____ bullets, rockets, etc., that can be discharged from a weapon | f. sentiment |
| 7. _____ a group or union of organizations, political parties, or countries, etc. | g. siege |
| 8. _____ a thought, feeling, or attitude | h. ammunition |
| 9. _____ to remember an important event or person through a special action, ceremony, or specially-created object | i. marginalized |
| 10. _____ the surrounding and attack of a fortified place by an opposing armed force intending to take control of it | j. commemorate |



The French Republic (1792 - 1804), also known as the First Republic, and the French Empire (1804 - 1815) are two critical periods in French history that marked a dramatic shift away from the rule of kings and queens. These two periods experienced extreme political and social changes that transformed not only France but also had a significant impact on Europe and the Western world in general. Whereas the old monarchs were seen as owning France (the land) as a personal possession, the incoming emperor ruled over the people, which was a dramatic change in attitude.



A scene from the French Revolution



A portrait of Louis XVI

The French Republic was born out of the French Revolution, which began in 1789. The revolution was a response to social and economic inequalities that existed under the monarchy in France. The revolutionaries¹, inspired by Enlightenment ideals, fought for a more just and equal society. They abolished the monarchy and executed King Louis XVI, the last king of France. They then established the First French Republic in 1792. The resulting changes really broke the mold.

The French Republic was a radical departure from the previous monarchy. It introduced ideas such as democracy, secularism, and equality before the law. These concepts were detailed in the Declaration of the Rights of Man and of the Citizen, a civil rights document that outlined the fundamental rights and freedoms of French citizens. The declaration influenced the concept of individual liberty² around the world. The republic also made a series of political, economic, and social reforms to improve the lives of ordinary citizens. These reforms reduced the power of the nobility and clergy. They also took some wealth from the privileged classes and gave it to the working class.



A statue symbolizing the French Republic and victory

¹ revolutionary *n.* — someone who is involved in, or who tries to effect, great political change

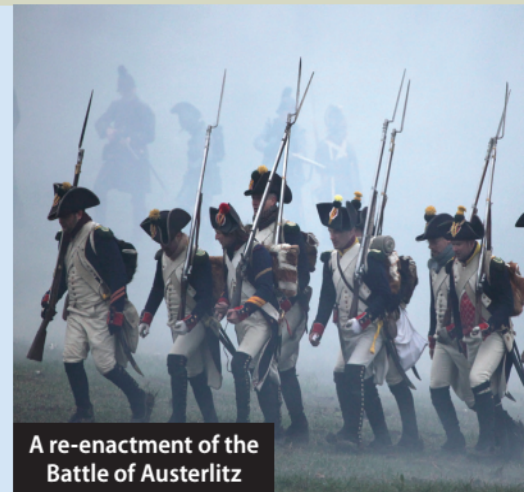
² liberty *n.* — freedom



Napoleon, Emperor of France

35 The French Revolution and the rise of the French Republic marked the beginning of a new era in European politics. It challenged the traditional power structures and inspired other nations to question their own systems of government. The Republic's
40 revolutionary ideas spread across Europe. The republic's armies, led by Napoleon Bonaparte, fought against European monarchies that sought to stop the revolutionary movement. Napoleon Bonaparte's rise to power in 1799 marked the end of the First French Republic and the beginning of the French
45 Empire. Napoleon crowned himself Emperor of France in 1804. He sought to conquer much of Europe and spread the revolutionary ideas of the French Republic.

Under Napoleon's rule, the French Empire achieved significant military victories. However, the empire faced resistance from various European monarchies that formed coalitions
50 against France. The War of the Third Coalition, for example, lasted from 1803 to 1806. Napoleon had to fight against a group of nations that included Austria, Russia, and the United Kingdom. This third coalition ended when France achieved victory in the Battle of Austerlitz. Napoleon would also be victorious in later wars against
55 the Fourth and Fifth Coalitions. These wars resulted in France gaining more and more control over European territories.



A re-enactment of the Battle of Austerlitz

The French Empire's influence, however, extended beyond military conquest. It also introduced a series of administrative, legal, and educational reforms in the conquered territories. One of its most enduring legacies is the Napoleonic Code. This legal system
60 replaced various local laws with a unified code. This code was based on principles such as equality before the law and the protection of individual property rights. One of the main goals of the code was to make the law clear and brief, ensuring it could be understood by the general public. The code is still in force, in a revised form, today.

Despite his successes, Napoleon's ambitions ultimately
65 led to his downfall. European monarchies continued to form coalitions against France. Faced with increased aggression, Napoleon did not give up without a fight. However, the empire's decline began with Napoleon's disastrous invasion of Russia in 1812. Later, Napoleon was defeated in the Wars of the Sixth and Seventh Coalitions. In 1815, Napoleon
70 experienced his final defeat at the Battle of Waterloo, which resulted in his exile to the island of Saint Helena. The fall of Napoleon marked the end of the French Empire.

Saint Helena, an island 1,200 miles off the coast of Africa

