

# Studies in World History

DR. JAMES STOBAUGH





Vol. 3

The Modern Age  
to Present

{1900 A.D. to Present}



## TEACHER GUIDE

-  Includes: Answer Keys
-  Daily Calendar
-  Daily Discussion Questions
-  Weekly Exams

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Psalm 11:3; NKJV

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*But sanctify the Lord God in your hearts, and always be ready  
to give a defense to everyone who asks you a reason for the hope  
that is in you, with meekness and fear.*

1 Peter 3:15; NKJV




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## Lessons for a 34-week course!






**Overview:** This *Studies in World History Volume 3 Teacher Guide* contains materials for use with *Studies in World History Volume 3*. Materials are organized by book in the following sections:

	Study guide worksheets
	Exams
	Answer Key

**Features:** Each suggested weekly schedule has five easy-to-manage lessons that combine reading, worksheets, and optional exams. Worksheets and exams are perforated and three-hole punched – materials are easy to tear out, hand out, grade, and store. You are encouraged to adjust the schedule and materials needed to best work within your educational program.

**Workflow:** Students will read the pages in their book and then complete each section of the Teacher Guide. Exams are given at regular intervals with space to record each grade. If used with younger students, they may be given the option of taking open-book exams.

**Lesson Scheduling:** Space is given for assignment dates. There is flexibility in scheduling. For example, the parent may opt for a M, W, F schedule, rather than a M-F schedule. Each week listed has five days but due to vacations the school work week may not be M–F. Adapt the days to your school schedule. As the student completes each assignment, he/she should put an “X” in the box.

	Approximately 20 to 30 minutes per lesson, five days a week
	Includes answer keys for worksheets and exams
	Worksheets for each section
	Exams are included to help reinforce learning and provide assessment opportunities
	Designed for grades 7 to 9 in a one-year course to earn 1 social studies credit

Dr. James Stobaugh was a Merrill Fellow at Harvard and holds degrees from Vanderbilt and Rutgers universities, and Princeton and Gordon-Conwell seminaries. An experienced teacher, he is a recognized leader in homeschooling and has published numerous books for students and teachers, including a high school history series (American, British, and World), as well as a companion high school literature series. He and his wife Karen have homeschooled their four children since 1985.

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## Introduction

The junior high student will see history come to life no matter what his or her pace or ability. Developed by Dr. James Stobaugh, these courses grow in difficulty with each year, preparing students for high school work. This is a comprehensive examination of history, geography, economics, religion, and government systems. This educational set equips students to learn from a starting point of God’s creation of the world and move forward with a solid biblically based worldview. Volume 3 focuses on modernism, the world at war, American education, Evangelicalism, modern social problems, and more.

### How this course has been developed:

1. Chapters: This course has 34 chapters (representing 34 weeks of study).
2. Lessons: Each chapter has five lessons, taking approximately 20 to 30 minutes each. There is a short reading followed by discussion questions. Some questions require a specific answer from the text, while others are more open ended, leading students to think “outside the box.”
3. Weekly exams: This Teacher Guide includes two optional exams for each chapter.
4. Student responsibility: Responsibility to complete this course is on the student. Students are to complete the readings every day, handing their responses in to a parent or teacher for evaluation. This course was designed for students to practice independent learning.
5. Grading: Students turn in assignments to a parent or teacher for grading.

### Throughout the student text are the following components:

1. First thoughts: Background on the historical period.
2. Discussion questions: Questions based generally on Bloom’s Taxonomy.
3. Concepts: Terms, concepts, and theories to be learned that are bolded for emphasis. Most are listed on the first page of the chapter and in the glossary.
4. History makers: A person(s) who clearly changed the course of history.
5. Historical debate: An examination of historical theories surrounding a period or topic.

# First Semester Suggested Daily Schedule

Date	Day	Assignment	Due Date	✓	Grade
First Semester — First Quarter					

## Chapter 1: Modernism: To Rule the Earth

*Modernism with its commitment to human ingenuity and to technology was headed toward a huge disaster, but no one in the first part of the 20th century knew that was the case.*

Week 1	Day 1	Read <b>Lesson 1 — Modernism</b> Student Book (SB) Answer Discussion Question Page 21 Lesson Planner (LP)			
	Day 2	Read <b>Lesson 2 — The Transatlantic Cable</b> (SB) Answer Discussion Question Page 22 (LP)			
	Day 3	Read <b>Lesson 3 — Modernism and Literature</b> (SB) Answer Discussion Question Page 23 (LP)			
	Day 4	Read <b>Lesson 4 — Modern Art: Tamed by the Middle Class</b> (SB) Answer Discussion Question Page 24 (LP)			
	Day 5	Read <b>Lesson 5 — The Sinking of the <i>Titanic</i></b> (SB) Answer Discussion Question Page 25 (LP) Optional <b>Lesson 1 Exam 1 or 2</b> Page 227–228 (LP)			

## Chapter 2: Progressivism: Newsies and Muckrakers

*Noble Progressivism was somewhat successful in American society by curbing excesses and ameliorating injustices, but ultimately, Progressivism was doomed to fail. It was a political movement that was betrayed by embracing liberal ideology and snobbery.*

Week 2	Day 6	Read <b>Lesson 1 — A New Age</b> (SB) Answer Discussion Question Page 27 (LP)			
	Day 7	Read <b>Lesson 2 — The Promise of American Life . . .</b> (SB) Answer Discussion Question Page 28 (LP)			
	Day 8	Read <b>Lesson 3 — Newsies</b> (SB) Answer Discussion Question Page 29 (LP)			
	Day 9	Read <b>Lesson 4 — Theodore Roosevelt</b> (SB) Answer Discussion Question Page 30 (LP)			
	Day 10	Read <b>Lesson 5 — The Income Tax</b> (SB) Answer Discussion Question Page 31 (LP) Optional <b>Lesson 2 Exam 1 or 2</b> Page 229–230 (LP)			

## Chapter 3: 1900–1914: On the Brink

*Resting in the glow of unprecedented prosperity that was so much a part of the late Victorian industrial revolution, the world was naively moving toward an unmitigated disaster that was to be the first of several catastrophic 20th-century wars.*

Week 3	Day 11	Read <b>Lesson 1 — The Loss of Faith . . . We Once Believed In</b> (SB) Answer Discussion Question Page 33 (LP)			
	Day 12	Read <b>Lesson 2 — The Spirit of the Modern World</b> (SB) Answer Discussion Question Page 34 (LP)			
	Day 13	Read <b>Lesson 3 — The German Empire</b> (SB) Answer Discussion Question Page 35 (LP)			
	Day 14	Read <b>Lesson 4 — Militarism</b> (SB) Answer Discussion Question Page 36 (LP)			
	Day 15	Read <b>Lesson 5 — The Failure of Government</b> (SB) Answer Discussion Question Page 37 (LP) Optional <b>Lesson 3 Exam 1 or 2</b> Page 231–232 (LP)			

## Daily Worksheets



## **Discussion Questions:**

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Art historian Clement Greenberg states, “The essence of Modernism lies, as I see it, in the use of characteristic methods of a discipline to criticize the discipline itself, not in order to subvert it but in order to entrench it more firmly in its area of competence. The philosopher Immanuel Kant used logic to establish the limits of logic, and while he withdrew much from its old jurisdiction, logic was left all the more secure in what there remained to it.” Modernism, in its attempt to attack everything traditional, created an autocratic liberalism. Explain.





## **Discussion Questions:**

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Why did a transatlantic cable have such importance to Modernists?



## Discussion Questions:

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Which passage has Modernist tendencies and why?

How do I love thee? Let me count the ways.  
I love thee to the depth and breadth and height  
My soul can reach, when feeling out of sight  
For the ends of my Being and ideal Grace.  
I love thee to the level of everyday's  
Most quiet need, by sun and candlelight.  
I love thee freely, as men strive for Right;  
I love thee purely, as they turn from Praise.  
I love thee with the passion put to use  
In my old griefs, and with my childhood's faith.  
I love thee with a love I seemed to lose  
With my lost saints—I love thee with the breath,  
Smiles, tears, of all my life! And, if God choose,  
I shall but love thee better after death.  
—Elizabeth Barrett Browning .

That is the worst moment, when you feel you have lost  
The desires for all that was most desirable,  
Before you are contented with what you can desire;  
Before you know what is left to be desired;  
And you go on wishing that you could desire  
What desire has left behind. But you cannot understand.  
How could you understand what it is to feel old?  
—From T. S. Eliot, “The Cocktail Party” (1949)



## **Discussion Questions:**

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The underlying assumptions at work in modern art represent, in microcosm, the problem of Modernism in general. Modern art insists that the artist, by virtue of special dispensation, should express the finer things of humanity through a purely abstract, and entirely personal, understanding and mode of expression. This purely visual art made it an autonomous sphere of activity, completely separate from the everyday world of social and political life. Also, it is separate from history and the lessons learned from history. The self-determining nature of visual art meant that questions asked of it could be properly put, and answered, only in its own terms. Modernism's "history" was constructed through reference only to itself. Why does this spell trouble for Modernism?



## Discussion Questions:

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The sinking of the *Titanic* was a severe blow to Modernism. The engineering feat of the 20th century, the unsinkable *Titanic* was the poster boy of Modernism. It combined the latest technological advances of the age and the exorbitant luxuries of the same age. On the *Titanic* one traveled in luxury and in technology unrivaled in human history. Yet, ironically, in a little over two hours it sank with the loss of thousands of lives. What lessons can we learn from such a tragedy?

## **Chapter Exam Section**

**Fill in the blanks with words from the following list:**

Avant-Garde

Epistemology

Moral Relativism

Pragmatism

Surrealism

1. \_\_\_\_\_ Philosophical view that argues for ordinary, common sense.
2. \_\_\_\_\_ The study of knowledge.
3. \_\_\_\_\_ Forward thinking, modern.
4. \_\_\_\_\_ Out of the real of ordinary experience.
5. \_\_\_\_\_ Morality based on circumstances.

<b>E</b>	<i>Studies in World History 3</i>	Chapter Exam Option 2	Chapter 1	Total score: ____ of 100	Name
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### **Short Answer Essay:**

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In September 1976 I sat in Harvard University Chapel and heard Pastor Peter Gomes, the Harvard University Chaplain, tell us that we were the best of the best. The hope of America and the world. He told us to look around and see who the next president, governor, great author, and theologian would be. As one professor quipped, “There are those who go to Harvard, and those who don’t.” Why, on that day, should I, a born again, evangelical, be greatly concerned?

## **Answer Key**



## 🔑 Discussion Question Answer Key

### Chapter 1

#### Lesson 1

Modernism basically said, “You will embrace my new thing, you will be open, free, and tolerant, or I will destroy you.” Modernism became the thing it despised. Likewise, it rejected religion only to produce a surrogate religion in its place.

#### Lesson 2

It represented the best that mankind could overcome the most arduous obstacle created by God and nature. It showed, too, that elusive unity was indeed possible.

#### Lesson 3

Eliot’s poem “The Cocktail Party” with its self-reflection and melancholy capture well the dreariness and trepidation that is so much a part of Modernism. Browning, on the other hand, a romantic, ably captures the subjective, warm feelings of companionship and love.

#### Lesson 4

Modern thinkers doomed themselves to repeat the same errors of previous generations because they refused to learn from history. History to Modernism was therapeutic or entertaining, but not didactic. Thus, modern and abstract art grew as tyrannical about its unpredictable lines and composition that it began to mirror earlier tyrannical artistic movements of the Middle Ages. Likewise, Modernism in general is completely unable to learn from its mistakes and refuses to value other perspectives.

#### Lesson 5

Answers will vary. Surely mankind should learn not to rely on technology and science to protect us from all things. God alone is omnipotent and omnipresent.

### Chapter 2

#### Lesson 1

In modern society, among Progressives in particular, there was a growing mistrust of common people to know what was good for them. Social policy, as in art, “professionals” sought to control the personal habits of Americans, for, in their eyes, the most laudable of reasons. Progressives were not intentionally bad, but their patronizing, “big brother” attitudes would have disastrous effects on western society.

#### Lesson 2

One historian explains, “Croly, like most Progressives, was convinced that only a public-spirited, disinterested elite, guided by scientific principles, could restore the promise of American life. Thus, he called for the establishment of government regulatory commissions, staffed by independent experts, to protect American democracy from the effects of corporate power. He also believed that human nature ‘can be raised to a higher level by an improvement in institutions and laws.’ According to Croly, the challenge confronting early 20th century America was to respond to the problems that had accompanied the transformation of American society from a rural, agricultural culture into an urban, industrial society. Filled with faith in the power of government, Progressives launched reform in the areas of public health, housing, urban planning and design, parks and recreation, workplace safety, workers’ compensation, pensions, insurance, poor relief, and health care.” [www.digitalhistory.uh.edu](http://www.digitalhistory.uh.edu).

#### Lesson 3

Overall, it is fairly accurate. If anything the newsboys were much worse than the movie portrayed. Plus, the New York World did not really cave into the demands, although many reforms resulted directly and indirectly from the strike.

#### Lesson 4

Roosevelt was a new kind of president: a charismatic, articulate, compassionate, heroic leader, who sought to improve every aspect of society. He made the presidency as large as the problems posed by industrialization and urbanization. The people loved him! He was larger than life. No longer would America elect the moody, congenial, but very ugly Abraham Lincoln-type president.

#### Lesson 5

The obvious problem is that a small minority of Americans pay all the taxes. Another problem was unanticipated: as more and more Americans grew dependent upon the dole, and other social welfare benefits, the income tax return was the vehicle that the government used to dispense benefits, and, at the same time, gain more control over American lives. It also hard to hold the federal government accountable for the vast tax revenue it collected: enormous amounts of federal taxes were wasted. Other revenue was used for partisan, selfish purposes.