Welcome to Students

When I studied history at university I observed that each and every history lecturer and tutor I had was eager for their students to be as passionate and interested in history as they were. While lecturers in the other subjects I also completed encouraged us to do additional readings and research, those in the History Department simply didn't seem to question that we wouldn't want to spend all our hours learning more about history. They were fascinated and intrigued by history and assumed we would be too. Accordingly, they allocated mountains and mountains of readings to our already full timetables.

Yet, their enthusiasm was infectious. We really did enjoy learning more and more and diving deeper into topics as we progressed in our studies. One semester I chose to study a unit that examined how both Ireland and India became independent from the United Kingdom. As we started our whole class wondered how on earth it could take an entire semester to cover these two seemingly short snippets in history. Of course, we can summarise events and contributions of groups and individuals to a simple explanation and summary, or we can seek to fully understand what was happening at the time and examine aspects in greater detail. Part way through the semester we realised it could have easily been an even longer course as we read different accounts from the time, newspaper articles, opinion pieces and more.

As I wrote this resource I felt a little like those teachers of mine. I wanted to share even more! I wanted you to love how history weaves stories and explanations too. It seemed that for each part included there was so much more that could be said. Yet, it is inevitable that we cannot cover everything. So, in this resource you will see that there are some real highlights of the 1800's. You will come to understand what they were responding to and how they started to shape what would come in the 20th Century. This study of World History allows you to know what was happening more broadly at the time around the world.

Please note that with the exception of the Gold Rush, this resource just focuses on World History, not any Australian History. Australian History will be covered in a separate resource given so many changes occurred during this era. Yes, just like those lecturers and tutors of mine that were so eager, I too am keen for you to enjoy these different aspects of Modern World History as there is so much to learn and savour!

Lesson 1 – Revolution and the Close of the 1700's

Before launching into the 1800's it is important to reflect on the way in which the 1700's ended. Historians often label the second half of the 18th Century as "revolutionary" given the dominance of the **American Revolution** and the **French Revolution**. Understanding how these two events shaped aspects of the 19th Century is a good starting point for understanding the 1800's as is appreciating the power of tea to the British Empire.

The Tea Act was passed by British Parliament in 1773 and sought to provide financial support to the East India Company by taxing tea. However, the colonists in America vehemently opposed this tax, with their position of "no taxation without representation". They felt that they shouldn't have to pay the tax given their colonies had no representation in the English Parliament. As the matter escalated, on December 16th, 1773 American protestors boarded British ships in Boston and destroyed their cargo of 340 British tea chests. Tossing the chests into the Boston Harbor was preferable to paying the massive taxation the British demanded on their import. This would become known as the Boston Tea Party. When word of this reached London in January 1774 the conversation was whether Britain could win a war in America over the rebels and the Prime Minister and elected Members of Parliament considered their options in the American colonies. Subduing rebellion across thirteen colonies in a land area that was around six times larger than that of Britain, along with the potential that their age-old rivals – France and Spain – might join in and support the Americans, and the associated costs with such a conflict plagued the English Parliament as they struggled to decide what to do in response to the rebellion in the thirteen colonies. King George III determined that to not fight would see the loss of the thirteen colonies, so they chose war.

This was a war many Americans were prepared to fight and by the spring of 1774 Patrick Henry had delivered his now famous speech of "Give me liberty or give me death" and American patriotism soared. Paul Revere inspired many with his ride to spread the alarm that British soldiers were on their way towards Lexington and Concord and on April 17, 1775 the first shot of the conflict was fired on Lexington Green. As the war broke out, the governments of the colonies formally declared their independence from Britain. On July 4th, 1776 the Continental Congress voted to ratify the Declaration of Independence. The document was primarily drafted by Thomas Jefferson and called their new country the United States of America. The war continued and France offered their monetary and military support to the Americans in a deal brokered by Benjamin Franklin. The Royal Navy was strong and the privateers

the Americans needed to rely on were really no match against the British, so the support of the French Navy helped immensely.

It should be noted that while many in the colonies fought for independence of America, some still held strong loyalty to the Crown and fought these patriots. However, the combined forces of the French and Americans continued to defeat the British. Thus, the British government negotiated an end to the war. On September 10th, 1783 the Treaty of Paris was signed and America's independence from the British Empire formally recognised. This marked the end of the Revolutionary War.

Following this, the British formally ceded a large portion of the Midwest to America, Lord North resigned as Prime Minister of Britain, British troops left the country, and George Washington resigned as an army commander, returning to his farm in Mount Vernon. On September 17th, 1787 the US Constitution was signed, though ten amendments were needed to be made before all the states would ratify the Constitution, leading to the drafting of the US Bill of Rights. In 1789 the first presidential election was held in America, with white male property owners the only ones allowed to cast a vote. George Washington won the election and on April 30th, 1789 he was sworn into office, becoming the first President of the United States of America. No longer did a British king rule over America, but their own elected president.

While 1789 marked the beginning of President Washington's term and heralded in a new era as an independent United States of America, that same year ushered in a significant change in France (and another revolution). Beginning in 1789, the French Revolution continued until 1799 and during this time France would change dramatically. A key point in the French Revolution was that King Louis XVI needed more money. So, to help him raise the finance he needed, he called for a meeting of the Estates-General on May 5th, 1789. This was an assembly that represented the three Estates in France:

- The First Estate – the clergy;
- The Second Estate – the nobility; and
- The Third Estate – the commoners.

However, rather than focusing on granting the finance that the King desired, the meeting turned into a protest about the conditions of most people in France. This escalated and by July 14th, 1789 many on the streets of Paris were shouting for "Liberté! Egalité! Fraternité!" (Liberty, Equality, Fraternity). Today this day is celebrated as Bastille Day, remembering how so many French, hungry due to rising bread prices, poor harvests, and unequal sharing of resources between the three Estates, stormed the Bastille. The

Bastille was a fortress and political prison and those storming it were in search of gunpowder and weapons and wanting to release any prisoners being held there. While violent rioting occurred in many parts of the city, the Bastille was an important symbolic target for the group. It had eight round towers and two drawbridges. Its walls were eight feet thick and this state prison represented the sheer power of the old regime in France and was famous for its horrors to inmates. Societal imbalances and financial hardship had led to this panic and rebellion against symbols of royal power over French citizens. While the King of France was living in luxury and asking for more money, the Third Estate rose and made their cause, hunger, and the injustice known. They were spending up to 80% of their income to buy bread and so an angry crowd built up, as did troops ordered by King Louis XVI and Queen Marie-Antoinette to calm the crowd.

While the storming of the Bastille is remembered as an important date of the French Revolution, it continued for many years after this riot. In October 1789 King Louis XVI and his family were moved from Versailles (then the Royal Palace) to the Tuileries Palace in Paris. The royal family tried to flee in June 1791 but were stopped. They dressed as peasants and were trying to get to Austria, but were recognised and sent back to Paris. The King was forced to agree to a new form of government with the Legislative Assembly replacing his royal power. The Assembly governed from October 1791 to September 1792, and on September 21st, 1792 the monarchy was abolished. The Republic of France was declared. Given the new Republic considered King Louis XVI to be a traitor, he was put on trial for treason. On January 21st, 1793 he was executed by guillotine in front of a large crowd as was Marie-Antoinette. In the six weeks after his execution some 1,400 people who were considered potential enemies to the Republic were also executed in Paris as one of the darkest periods of French history began: the Reign of Terror.

With the National Assembly being replaced by the National Convention, the Convention established a group to specifically identify potential traitors to the new French Republic. It is estimated that half a million suspected traitors were arrested and that 17,000 of these were executed and approximately 25,000 died in custody. Conflict and tension continued as the French Revolution only came to an end when a coup d'état forced out those in charge of this Reign of Terror. Often called the Coup of 18th Brumaire, it is considered to be the end of the French Revolution, and sees Napoleon Bonaparte replacing the ruling Directory as one of the three consuls in charge. Lesson 4 will pick up on this theme and examine the role and life of Napoleon.

While France threw off royalty and America became independent from Britain, the Industrial Revolution was taking hold in Britain and continued to build the strength and power of the British Empire. The independence of America contributed to Britain's desire to establish a new colony in Australia after Captain James Cook, aboard the HMS Endeavour, left Britain in 1768 on what would become the first of three major voyages. Cook charted vast areas of the Pacific Ocean and the various Pacific Islands, including Australia and New Zealand, claiming them as part of the British Empire. Cook would continue these explorations until he was killed in Hawaii in 1779.

These key events set the scene for the unfolding of the 1800's, the focus for this history resource. Within the 19th Century you will learn of the foundation of Singapore and the strength of the East India Company in shaping historical events related to the British Empire, including how Hong Kong came to be a part of this Empire. The expansion of railways, canals, engineering, architecture and inventions of this period of history are covered, as are aspects of the arts and literary life, with many authors and poets you will no doubt be familiar with. The theme of exploration and adventure features too, whether it be in exploration in Antarctica or mountaintops; and aspects of conflict is included as well. All these different facets are included to help you better understand the 1800's!

Complementary Links, Notebooking and Living History Reading

Further information about the American and French Revolutions is included in the Complementary Links to allow you to explore this topic further. Please take the time to examine these as needed and/or directed by your parent. Then, please record the key dates from this lesson in your Book of Centuries. Also, take time to create a Notebook entry for this lesson, sharing what you have learned. This should be at least one paragraph long and you may wish to include an illustration to support your written text.

As a part of each History lesson you will also enjoy some Living History Reading, reading two books over this term. The first one is *Red Moon at Sharpsburg* by Rosemary Wells and the second is *Banner in the Sky* by James Ramsey Ullman.

Red Moon at Sharpsburg is set in the American Civil War, an event you will read about in Lesson 15. Your Living History reading will commence at the end of Week 2, so please take the time to make sure you have the book. As you read the book you will also be preparing a short narration on what you have read. You may like to type this up or dedicate a part of your History Notebook for these Living History readings and entries.

Lesson 2 – Singapore and the East India Company

In ancient history Romulus and Remus are synonymous with the founding of Rome. In modern history, Sir Thomas Stamford Raffles and the founding of Singapore are inextricably tied. While the narrative around Raffles has long been a tale that he seemed to single-handedly establish this now thriving, modern city, the reality is a little different. The story of Singapore in the 1800's is a poignant beginning to better understanding this period of history. It shows the dominance of the Dutch in trading and the British Empire's activities too. It also shows how narratives are masterfully woven and the need to "fact check" these in modern times.

Known affectionately as "Tom" in his younger years, it is recognised that Sir Stamford Raffles did play a big part in the founding of Singapore, which is why so many places in Singapore are named after him. Yet, by no means did he do so alone. William Farquhar played a key role, along with others, but the story of Singapore really starts with the East India Company.

Back in 1600 Queen Elizabeth I established the East India Company. Giving her royal patronage to this London trading company (as did James I after her in 1609), this founded an institution which would go on to set up a trading monopoly in luxury goods from the East, particularly tea, spices, and coffee. It was tea from the East India Company that was thrown into Boston Harbor to show just how much British America opposed the Tea Act which served to establish the British monopoly on tea. The company traded with Canton and imported silk, porcelain, and tea from China. The East India Company is remembered for many things including the birth of the paisley pattern: it took the design from Kashmir and had it manufactured in the town of Paisley in Scotland; its involvement in the opium wars in China leading to the founding of Hong Kong; and bringing numerous treasures from the East to Europe. The company is also remembered for its brutal treatment of many local people to support their immensely successful trading activities.

The Dutch, also strong in their trading at this time, dominated in the south-east Asia region, particularly within the area we now know as Indonesia but then called the Dutch East Indies. Back in 1602 the Vereenigde Oost-Indische Compagnie had been established by the Dutch to, like its British counterpart, break into the rich trading grounds of Asia. Both companies were granted wide powers. To equip them to trade they could wage war or act diplomatically. Their aim was to establish their European empires in the far East and they often used violent means to gain control of the spice trade. Between the 1600's and late 1700's at least four wars were fought between

the Dutch and English over trading issues, known as the Anglo-Dutch Wars. Competition between the two was rife and both engaged in the slave trade too.

However, it is the thread with the theme of slavery where we again pick up the story of Sir Thomas Stafford Raffles. A friend of William Wilberforce, a powerful advocate for the abolition of slavery, Raffles stood against slavery too. He was also the founder of the Zoological Society of London (established in 1826), an intrepid adventurer, remarkable scholar, and avid collector of natural history objects. His life was documented by his wife, Lady Sophia Raffles, in her biography after his sudden death and in her words we can see the man she loved and married. The man who is largely credited with founding Singapore, which today has a population of around 6 million.

Young Tom Raffles started his career as a clerk at India House, the London headquarters of the East India Company. He was warm and intelligent, eager and capable of hard work and was soon appointed to a post in Penang. He travelled there in 1805, just after it had been founded. During his time there, Tom observed the Malays and quickly gained a basic understanding of their language, which the locals appreciated a great deal. He viewed them in a way that his contemporaries did not and he made detailed notes on what he saw and learned.

In better understanding the Malay people and the geography of the area, Tom determined that the East India Company needed to secure a better location for their trading activities than just Penang. He saw the strategic advantage in having a port location on the trading route between India and China and scouted a few. He also spent time writing a history of Java. When it was published in 1817 he was knighted by the Prince Regent for his contributions and Tom was then now known as Sir Stamford Raffles.

Sir Stamford, like others, was in seeking to strengthen the presence of the East India Company. A group of British, including Raffles and William Farquhar examined more closely what was then known as "Sinhapura". Just a small island off the Malay Peninsula, it had a sheltered port and was shielded from the typhoons which could cause havoc with trading in Asia. What they didn't yet know was that the port would turn out to be the deepest within thousands of kilometres and today it continues to be a key strategic port globally. Although few natural resources were available on the island, this would prove that 'location, location, location' does indeed make a world of difference.

In 1819 a deal was struck with the Sultan of Johore and the British Union Jack raised on Sinhapura. Named by Raffles as "Singapura", he chose to

depart from the convention of a more European name, but in time it became known as Singapore. For the next few years Major William Farquhar remained in charge at Singapore. He made arrangements that aspects of the natural history of Singapore be properly documented and saw a great number of traders choose to relocate from Malacca to Singapore. Farquhar was affectionately known as the "Rajah of Malacca" by many locals, but his administration was often at odds with the vision and plans Raffles had for the island. While Farquhar lived on the island, Raffles only came to visit Singapore three times, for a few months at a time, choosing to spend his time more on writing and drawing up plans from afar.

However, the presence of the British on the island served to increase tensions between them and the Dutch. In 1824 the Treaty of London was signed to try to resolve this. It saw the British and Dutch split south-east Asia at the Malacca Straits. It also meant that the Dutch would relinquish any claims to Singapore and effectively gave the British the position to offer the Malays a cash payment to ensure their sovereignty over Singapore. What had been considered by some Malays to be a lease arrangement for the island was now formally territorial sovereignty for Britain. Raffles saw the new colony as a great prospect for the British Empire and a link between London and China.

The island began to grow rapidly. With no import duties, Singapore was established as a centre for free trade. Arrivals flooded in as land was levelled and swamps filled in. The tropical jungle that had barely been explored was being transformed. Within a few years there were thousands of boats, predominantly junks, in the harbour. Newcomers came from Malacca and south China, along with Europeans and the creation of Singapore as an international city had begun.

Like New York, from the start Singapore was a city of immigrants. There were British government officials and military men, merchants from Europe, Malays from nearby areas, Arabs, Indians and smaller numbers of Greeks, Armenians and Lebanese. (It was the Armenians who established the famous Raffles Hotel, named after Sir Stamford). However, in terms of numbers, the Chinese dominated all of these groups. Chinese people came from Malacca and other locations nearby, but they also travelled from the Chinese mainland. The promise of success in Singapore and the vision for its strategic free trading port, lured outsiders. Hokkien, Teochew, Hakka, Cantonese, and Hainanese communities developed as Chinese emigrants sought others from their home geographical region on arrival in Singapore. The combination of British rule and Chinese entrepreneurship was powerful for commercial growth and to develop a vibrant international community. Over time the

connections between the long-term Chinese and Malay residents developed into its own hybrid Peranakan culture (and their own delicious dishes like the ever popular spicy Laksa).

The early decades of colonial Singapore saw the city grow very quickly. By 1830 both the banks of the Singapore river were cleared, government buildings, warehouses and port installations had been built. Commercial life was vibrant and spilled out into the streets with a variety of vendors selling anything from their wares to quick meals. Those from Britain nicknamed it "Madeira of the East" and even biologist Alfred Russel Wallace visited in the 1850s to examine its natural and cultural history. Singapore was a city that played a large role in the new demands of the Industrial Era. During the industrial age Britain worked hard to continue their pre-eminence and meet the increased demands for more and more resources from the East. Singapore was the island that connected East with the West and its superb harbour saw a great many ships pass through with their valuable cargo to help fuel the Industrial Revolution.

Complementary Links, Notebooking and Living History Reading

Further information for this lesson is included in the Complementary Links. Please take the time to examine these as needed and/or directed by your parent. You may also like to use this lesson as an opportunity to review your general knowledge of the geography of south-east Asia. There is a map drill included in the Complementary Links if you wish to do so.

Please also record any key dates in your Book of Centuries and create a Notebook entry for this lesson too, sharing what you have learned about the founding of Singapore, the strategic importance of this international port, and the dominance of the East India Company for Great Britain.

Lesson 3 – The Romanov Dynasty in Russia

Between 1762 and 1796 Empress Catherine II ruled Russia. During this time she accomplished a great deal. She pushed for judicial and administrative reform and even drafted her own legal code. In relation to education, she pushed for a national system of education and also established the first state-funded school for women in Russia. Catherine worked hard and read widely to educate herself in a range of matters and issues. She embraced and championed the ideals of the Enlightenment, corresponding with French philosophers Voltaire and Dennis Diderot. The Enlightenment is sometimes referred to as the Age of Reason and was a period during the 17th and 18th Centuries that reason, logic and science was emphasised rather than superstition and what was viewed as blind faith. In this vein, Catherine sought ways to share what she learned with her people and even wrote fairy tales for children and operas too. This lesson focuses on the life and legacy of Catherine and that of the Romanov Dynasty during the 1800's.

Born in 1729 in Prussia (now Poland) Sophie Friederike Auguste was known as Prinzessin von Anhalt-Zerbst and was the daughter of a German prince. A marriage between her and Peter the Great's grandson, Peter, was arranged, with Catherine arriving in Russia in 1744. At this time Empress Elizabeth ruled the nation but when Elizabeth died in 1762 Peter III succeeded her.

The marriage between Catherine and Peter had not been a happy one and Catherine was not faithful to him. Peter maintained close ties to Prussia and Frederick II despite Prussia being a foe of Russia. Moreover, Peter openly showed his hatred of Russia. In comparison, Catherine had the support of the Russian army at St Petersburg, enlightened groups of Russian society, and was admired for her liberated ideals and opinions. Catherine leveraged that support and not long after coming to rule Peter III abdicated. Catherine II became the Empress of Russia and her husband was murdered.

As Empress, Catherine did so much for Russia. Her early vision was to establish order and justice in Russia, create beauty like she'd observed at the Palace of Versailles, improve education, establish the first state library for Russia, and pursue a range of projects she wished for the nation. Yet, it was not all positive. During Catherine's reign the conditions for the Russian working peasants, called serfs, worsened. She also changed geopolitical boundaries during her rule, annexing most of western Ukraine to Russia and dividing Poland between Austria, Prussia, and Russia in 1795.

Catherine's influence was widely felt even beyond geopolitical divisions as she created what would become the collection for the Hermitage Museum and oversaw a cultural renaissance for Russia. She is considered to be the most visionary female art collector of the 18th Century and transformed the capital, St Petersburg, into an international centre of Enlightenment. She was aware of the prestige, particularly politically, that a great art collection could hold for a leader, having observed the fervour with which many of her time pursued artworks from the Classical era. While much of Europe was the focus of extensive excavations as Roman masterpieces were uncovered, Catherine was simply far too busy to be able to become involved in such activities. Instead, she commissioned artists to capture the discoveries they were making, learning more about this through their artworks, such as ink drawings made of buildings in Rome (which now form part of the Hermitage collection) or the replicas she had constructed. She also personally oversaw the purchase of a number of artworks and relied on her advisors to do so for her too. This included acquiring pieces from China as well as Europe.

Observing the impacts of the French Revolution and fearing the loss of her own privileges as an aristocrat, Catherine, like other rulers at the time, watched as King Louis XIV was deposed, tried, condemned, and then killed on January 21st, 1793 in Paris. Revolutionary armies were gaining momentum and seemingly radical ideas were being shared more broadly. This made Catherine worry about the ability of her son to succeed her and continue her legacy in this changing era of revolution. She had achieved much for Russia and wanted to ensure that it would continue. During Catherine the Great's rule Russia had increased dramatically in size and their long-held goal of accessing the Bosporus Strait (to connect the Black Sea with the Aegean Sea) was near. She'd overseen the renovation and rebuilding of many old towns and established more than a hundred new ones. Trade had improved and her dreams of a beautiful and brilliant court to rival that of France had come to fruition.

Paul, her son, was Catherine's legitimate heir, though she favoured her grandson Alexander to continue her rule in the 19th Century. The Romanov dynasty had started in 1613 and Catherine wanted to see it continue (which it did until 1917 when the Russian Revolution occurred). When Catherine died in November 1796 Paul succeeded her and his first action as Tsar was to have her last testament destroyed. He feared she had tried to appoint his son Alexander as her heir and thus ordered its destruction. Largely, Paul I spent his rule reversing the reforms his own mother had made. For instance, he fulfilled his father's dream by seeing that the uniform of the troops was altered to a Prussian design, rather than the cheaper, more practical and

comfortable uniforms imposed during his mother's reign. He also weakened the influence of the aristocracy, changed arrangements for the serfs (much to the discontent of the landowners), and banned foreign books into the country in an attempt to stop his people learning about the French Revolution and considering similar action in Russia.

Yet, Paul was not tsar for long. On the evening of March 23rd, 1801 Paul hosted a dinner party but his son Alexander seemed to be ill at ease and ate little at the party. Paul retired to his room afterwards where he was found by a small group of conspirators. They tried to pressure him to sign a document announcing his abdication but when he resisted they used force, killing him. Alexander was just 23 years old at the time and admitted that he had given his consent to his father being overthrown, but not to his murder. From this time Alexander was Emperor of Russia, ruling as Alexander I until 1825, including serving as Emperor during the Napoleonic Wars.

By 1812 Napoleon had planned to attack Russia. He took his Grande Armée of around 700,000 soldiers for the French Invasion of Russia. Also known as the Russian Campaign or the Patriotic War amongst Russians, this became one of the most lethal military operations in world history, resulting in an estimated 1 million military and civilian deaths. While Napoleon headed for Russia in the summer, when he and 100,000 of his men arrived in Moscow by September they found the city deserted and on fire. The Russian Commander in Chief, Mikhail Kutuzov, had determined that it was better to withdraw and save his troops than to fight the French in the capital and had burned the city so Napoleon and his men would be unable to stay there. Napoleon and his men stayed in Moscow for five weeks, expecting an offer for peace. It never came. Instead, snow fell by early November and Napoleon, realising that their food supplies and clothing would be insufficient and the conditions of a harsh Russian winter was driven from the country.

Napoleon had entered Russia with more than 450,000 men and 150,000 horses. He left with perhaps 120,000 men and the realisation that he indeed, was not invincible. The battle was the inspiration for Tchaikovsky's *1812 Overture* and Russian author Leo Tolstoy's novel *War and Peace* which provides a fictional perspective on the Napoleonic Era during the reign of Alexander I as told through five Russian aristocratic families. Alexander I had named Kutuzov as Commander in Chief and called upon Europe to fight against Napoleon, famously stating, "Napoleon or I: from now on we cannot reign together!". Alexander I continued his campaign against Napoleon, reaching Paris by March 1814 to defeat him. Napoleon abdicated and Louis XVIII became the new ruler of France.

After this significant victory, Alexander I's final decade of rule was marked more quietly. He became more religious and was observed praying, reading his Bible, was influenced by mysticism and Quaker and Moravian beliefs, and supported the Russian Bible Society. Like Catherine the Great, he changed geopolitical boundaries once again and enlarged the Russian Empire, setting Poland up as a kingdom and appointing himself as its king. While perhaps best known for his role in defeating Napoleon, Alexander I, like Catherine the Great and other Emperors and Empresses of the Romanovs, was a part of a dynasty in Russia that existed for three centuries. The hallmarks of the Romanov dynasty are imperial ambitions and expansion of the Russian Empire. By 1850 the Russian Empire was considered to be the most conservative of all the powers in Europe as the Romanov Dynasty continued to hold onto its completely autocratic rule despite revolutions occurring in other nations. The actions of rulers like Catherine the Great in binding the serfs to the land to continue the feudal system allowed feudal lords and aristocratic society to continue to dominate in Russia. This facilitated tying millions of peasants to the land, leading to more than 500 peasant uprisings between 1825 and 1855. While the Russian army was well supported and their strength was well recognised by other European nations and empires, motivated by hunger and disillusioned by the lack of care and responsibility shown to them from Russian aristocrats, serfs began to mobilise into military units across Russia. Aristocrats came to fear these revolting peasants and the strength and invincibility of the Russian army started to disintegrate, causing ripple effects in the upper classes in Russia in particular. Lesson 13 on the Crimean War will show how this developed.

Complementary Links, Notebooking and Living History Reading

Please include the key dates in your Book of Centuries and create a Notebook entry for this lesson. This can be further informed by the additional resources included in the Complementary Links for this lesson.