Unit 3 Resources

An Era of European Imperialism
1800–1914

Chapter 12  Industrialization and Nationalism
Chapter 13  Mass Society and Democracy
Chapter 14  The Height of Imperialism
Chapter 15  East Asia Under Challenge
Book Organization

Glencoe offers resources that accompany Glencoe World History: Modern Times to expand, enrich, review, and assess every lesson you teach and for every student you teach.

HOW THIS BOOK IS ORGANIZED

Each Unit Resources book offers blackline masters at unit, chapter, and section levels. Each book is divided into three parts—unit-based resources, chapter-based resources, and section-based resources. Tabs facilitate navigation.

UNIT-BASED RESOURCES

We have organized this book so that all unit resources appear at the beginning. Although you may choose to use the specific activities at any time during the course of unit study, Glencoe has placed these resources up front so that you can review your options. For example, the Economics and History Activities and World Literature Readings appear in the front of this book, but you may plan to use these resources in class at any time during the study of the unit.

CHAPTER-BASED AND SECTION-BASED RESOURCES

Chapter-based resources follow the unit materials. For example, Chapter 12 blackline masters appear in this book immediately following Unit 3 materials. The materials appear in the order you teach—Chapter 12 activities; Chapter 12 section activities; Chapter 13 activities; Chapter 13 section activities; and so on.

A COMPLETE ANSWER KEY

A complete answer key appears at the back of this book. This answer key includes answers for all activities in this book in the order in which the activities appear.
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To the Teacher

Charting and Graphing Activities—help students learn and think through the use of charts and graphs.

Economics and History Activities—familiarize students with basic economics and its place in historical developments.

World Literature Readings—guide students through literature excerpts related to the period.

Reading Skills Activities—provide specific strategies and activities linked to chapter content.

Historical Analysis Skills Activities—allow students to practice the historical analysis skills set forth in the California standards.

Content Vocabulary Activities—review and reinforce history terms from the student text.

Academic Vocabulary Activities—review and reinforce general academic vocabulary.

Differentiated Instruction Activities—suggest ways to adapt chapter activities for students of all learning styles.

English Learner Activities—focus on word usage, grammar and comprehension for vocabulary related to chapter content.

Skills Reinforcement Activities—introduce and reinforce social studies, critical thinking, technology, and writing skills.

Critical Thinking Skills Activities—develop independent thinking and assessment skills for history topics.

History and Geography Activities—guide students in using geography to support and expand their understanding of history.

Mapping History Activities—present maps related to chapter content for analysis and interpretation.

Historical Significance Activities—make connections for students between past events or developments and today’s world.

Cooperative Learning Activities—enrich learning through group projects on historical topics and issues.

History Simulation Activities—explore historical themes and issues through games or simulations for small groups.

Time Line Activities—promote students’ understanding of chronology through time-line centered questions.

Linking Past and Present Activities—emphasize the universal elements in political, social, and cultural developments so students can see connections to the past.

People in World History Profiles—highlight the historical roles of famous figures in world events.

Primary Source Readings—guide students through primary excerpts and offer meaningful questions on them.

World Art and Music Activities—show students how art and music shape and reflect the history of a period.

Reteaching Activities—help students see relationships between historical events through the use of graphic organizers.

Enrichment Activities—introduce content related to the themes and topics in the text.

Guided Reading Activities—present outlines, sentences, and other exercises for students to complete as they read along in the text.
Unit 3 Resources
An Era of European Imperialism, 1800–1914

Charting and Graphing Activity 3
Effects of Inventions and Innovations 3

Economics and History Activity 3
Competition in the Marketplace 5

World Literature Reading 3
From A Tale of Two Cities 9
## Effects of Inventions and Innovations

**Directions:** For each invention or innovation listed, write the effects in the boxes.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>The spinning jenny is invented.</td>
<td></td>
</tr>
<tr>
<td>Factories begin to produce many goods.</td>
<td></td>
</tr>
<tr>
<td>The steam locomotive is developed.</td>
<td></td>
</tr>
<tr>
<td>Steel replaces iron.</td>
<td></td>
</tr>
<tr>
<td>Practical uses for electricity are developed.</td>
<td></td>
</tr>
</tbody>
</table>
Supply and Demand  Two important concepts in economics are the phenomena of supply and demand. Demand is the quantity of a product that people are willing and able to buy. Suppose that there is a demand for 75 pairs of sneakers at the price of $65 per pair. What happens when the price of one pair of sneakers of the same quality drops to $50 per pair? More people are willing and able to buy them. In fact, some people may even buy more than one pair.

The law of demand describes the relationship between price and demand by stating that price and demand have an inverse relationship: As the price of an item goes down, demand for that item goes up; conversely, as the price of an item goes up, the demand goes down. In the case of the sneakers, more people can actually afford the lower price, whereas some people were “priced out of the market” when the sneakers were more expensive. In addition, many people will see the lower price as a good deal—they think of the sneakers as being worth more than their price. Still, there is a limit to how high the demand for a pair of sneakers will go despite the drop in price. There are only so many pairs of sneakers that people are willing to buy. Also, while there are a limited number of sneakers sitting in the warehouses ready to be sold, more sneakers can always be manufactured. However, if the price for a pair of sneakers drops too low, it won’t be worth the cost of manufacturing to increase the supply.

Now consider the demand for bottles of soda. The chart below shows the profits a store makes on its sales of soda, which costs the store 50 cents per bottle. At what price does it make sense to stock more soda?

The quantity of a product (in this case, bottles of soda) that people are willing and able to sell is called the supply. If the price of soda increases to $1.30 a bottle, the supply too will increase. Manufacturers will want to sell more soda for the higher profit.

The law of supply states that price and supply are directly related. This means that supply increases when price increases, and supply decreases when price decreases. A higher price for a product will mean higher profits. It makes sense that manufacturers will want to make more of their product to sell at a higher profit. In addition, when the profits are high enough, other people will be interested in getting into that business. Those new manufacturers will further increase the supply.

Supply cannot increase indefinitely. As price increases, demand decreases. Therefore, at some point, the price will increase to a point that makes the demand far less than the supply. Then manufacturers will not be able to sell all the soda in their warehouses. They will stop increasing production.

Businesses have to determine the point at which demand will equal supply. In this way, they will be sure to get the maximum profit.

Different Levels of Competition  Even if a company accurately predicts the point at which demand equals supply, that company is still not guaranteed to get all of the business. In most instances, there is more than one company

<table>
<thead>
<tr>
<th>Number of bottles sold (demand)</th>
<th>Price per bottle</th>
<th>Profit per bottle</th>
<th>Total profit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,000</td>
<td>$1.20</td>
<td>$0.70</td>
<td>$700.00</td>
</tr>
<tr>
<td>1,250</td>
<td>$1.10</td>
<td>$0.60</td>
<td>$750.00</td>
</tr>
<tr>
<td>1,700</td>
<td>$1.00</td>
<td>$0.50</td>
<td>$850.00</td>
</tr>
<tr>
<td>2,000</td>
<td>$0.90</td>
<td>$0.40</td>
<td>$800.00</td>
</tr>
<tr>
<td>2,200</td>
<td>$0.80</td>
<td>$0.30</td>
<td>$660.00</td>
</tr>
</tbody>
</table>
selling the same good or types of goods. These companies are said to be in competition.

Most market structures have different levels of competition. In a market structure with perfect competition, there are many companies providing the same product or service. None of these competing businesses is large enough to dominate the market or influence the market through its actions. In this type of market structure, it is easy for such companies to go into or go out of business. One example of perfect competition is the numerous numbers of clothing stores that are found in a single shopping mall. Because there are so many of these stores, the prices that individual stores charge for their clothing will not be affected by the closing or opening of any one clothing store.

In contrast to perfect competition are oligopolies. An oligopoly is a market condition in which there are so few businesses or sellers in one industry that the actions of a specific company will impact the other companies in that industry. For example, the large fast-food chains are oligopolies. If one of these fast-food chains goes out of business, changes its menu, or changes prices, competing companies will probably have to make changes in response.

Unlike an oligopoly or perfect competition, a monopoly is a market condition in which only one company provides a product or service. In some parts of the United States, electric companies have a monopoly. In these instances, people do not have the luxury of choosing the company from which they will buy electricity—which probably would be the company whose prices are the lowest. Other examples of local monopolies might include garbage collection agencies, local phone companies, or public transportation services.

**Utopian Socialism** Not every economy is based on one of the three market conditions previously covered. In a utopian socialist form of government, the goal is to replace the different forms of competition with cooperation. Utopian socialists want different companies to work together to offer a good or service without competing with one another for business. In addition, utopian socialists believe that when there is just one company producing a
good or service, the goal of that company will be to work for the benefit of its customers rather than to strive to earn profits and increase the size of the business. In reality, however, this lack of competition probably would lead to monopolies.

A Manufacturing Economy During the Industrial Revolution, the economies of Europe changed from agricultural to manufacturing. Just as new inventions enabled manufacturing to evolve and grow, innovations in agriculture enabled fewer farmers to grow greater amounts of food. These innovations allowed people to leave small family farms to work in factories, and the people who remained on the farms were able to produce enough food for an entire region or society.

These changes in the economy created new labor issues. Prior to the invention of electricity, people could not work in factories 24 hours a day. With the onset of the Industrial Revolution, people were required to work long hours, often under dangerous conditions. Because there were no child labor laws, children were forced to work as long, and under the same conditions, as adults. The pay for both children and adults for their hard work was meager at best.

These and many other issues helped to bring about the formation of labor unions. A labor union is an organization made up of a collection of individual workers. Labor unions help workers (laborers) earn better wages, receive benefits, and work under more favorable conditions. The formation of labor unions finally gave individual workers a much-needed voice in business. Individual workers had very little money or power, but when they united as labor unions, the workers were able to improve their working conditions.

Labor unions are able to persuade and influence businesses by doing such things as influencing government officials to write laws that will benefit workers and by holding strikes and boycotts. When unions were first organized, they were illegal. Striking workers were often arrested and put in jail. As unions became legal, they began to gain more influence within certain industries. Some industries or factories became union shops. This means that workers had to belong to the union in order to perform certain jobs.

Early Labor Unions The earliest labor union in the United States was the Knights of Labor, which was formed in 1869. The Knights of Labor was made up of more than just factory workers. In fact, a number of cowboys—black, white, and Hispanic—belonged to this union. In total, two-thirds of America’s cowboys were members of the Knights of Labor.

From 1884 to 1885, the Knights of Labor staged several strikes against three railroad companies, managing to prevent decreases in pay for railroad workers. However, during those early years, strikes tended not to bring about such positive results.

At the same time in Europe, labor unions were also being formed. As early as 1868, many of Great Britain’s unions created a joint organization called the Trade Union Congress (TUC). At first, the TUC was open only to skilled workers’ unions. Beginning in 1899, unions for nonskilled workers were also permitted to join. The TUC was not a replacement for the smaller unions. Instead, the TUC helped individual unions gain a greater political power that would affect the labor laws passed by Parliament.

A Service Economy In recent years, the United States economy has gone from being primarily a manufacturing economy to being more of a service economy. This means that the largest segment of the workforce performs services rather than produces goods. Some examples of service workers include lawyers, doctors, teachers, grocery store clerks, and restaurant workers. The fact that the United States today has more of a service economy does not mean that American-owned businesses are not involved in manufacturing. They are. Yet more and more of these businesses are manufacturing an ever-increasing number of products overseas and then importing these products to the United States.
Having a service economy has brought about much change to American business. Many workers are now thinking in terms of giving excellent service, rather than producing excellent products. Today, the attitude of the worker who performs the job is as important as the skill or efficiency with which the job is done.

Applying Economics to History

Directions: Use the information you have read to answer the following questions on a separate sheet of paper.

Recalling Information
1. What is demand?
2. What is supply?
3. What is the difference between oligopoly and monopoly?
4. Describe a union shop.

Critical Thinking
5. Drawing Conclusions Why do you think that unions were illegal at first?
6. Analyzing Information Many American businesses are involved in manufacturing. However, the United States economy is described as a service industry. How is this possible?

Making Connections
7. Think of an industry from your community that is run by a monopoly. Why do you think it is allowed to operate as a monopoly? Is this monopoly better or worse for the consumer? Explain your answer.
A Tale of Two Cities was published serially and in book form in 1859. Charles Dickens took his descriptions of the revolution in France from his friend Thomas Carlyle’s French Revolution. The two cities in question are Paris and London. The story follows a French doctor, his family, and their English friends, all caught up in the violence of the revolution. In this chapter, the author describes the rising tide of anger in a poor Parisian neighborhood.

About the Author  English author Charles Dickens (1812–1870) is one of the most popular writers in the history of English literature, celebrated for his masterful storytelling, acute observation of people and places, and sharp social criticism. Dickens was a victim of social injustice himself. After his father’s imprisonment for debt when Charles was 12, the child was forced to help support the family by working in a squalid factory. He never forgot the humiliation and hardship of unequal treatment, which is reflected in his story of the French Revolution, A Tale of Two Cities.

GUIDED READING  As you read this excerpt from A Tale of Two Cities, think about the relationship between social conditions and revolution.

From A Tale of Two Cities
Chapter 22: The Sea Still Rises

Haggard Saint Antoine had had only one exultant week, in which to soften his modicum of hard and bitter bread to such extent as he could, with the relish of fraternal embraces and congratulations, when Madame Defarge sat at her counter, as usual, presiding over the customers. Madame Defarge wore no rose in her head, for the great brotherhood of Spies had become, even in one short week, extremely chary of trusting themselves to the saint’s mercies. The lamps across his streets had a portentously elastic swing with them.

Madame Defarge, with her arms folded, sat in the morning light and heat, contemplating the wine-shop and the street. In both, there were several knots of loungers, squalid and miserable, but now with a manifest sense of power enthroned on their distress. The raggedest nightcap, awry on the wretchedest head, had this crooked significance in it: “I know how hard it has grown for me, the wearer of this, to support life in myself; but do you know how easy it has grown for me, the wearer of this, to destroy life in you?” Every lean bare arm, that had been without work before,
had this work always ready for it now, that it could strike. The fingers of the knitting women were vicious, with the experience that they could tear. There was a change in the appearance of Saint Antoine; the image had been hammering into this for hundreds of years, and the last finishing blows had told mightily on the expression.

Madame Defarge sat observing it, with such suppressed approval as was to be desired in the leader of the Saint Antoine women. One of her sisterhood knitted beside her. The short, rather plump wife of a starved grocer, and the mother of two children withal, this lieutenant had already earned the complimentary name of The Vengeance.

“Hark!” said The Vengeance. “Listen, then! Who comes?”

As if a train of powder laid from the outermost bound of Saint Antoine Quarter to the wine-shop door, had been suddenly fired, a fast-spreading murmure came rushing along.

“It is Defarge,” said madame. “Silence, patriots!”

Defarge came in breathless, pulled off a red cap he wore, and looked around him! “Listen, everywhere!” said madame again. “Listen to him!” Defarge stood, panting, against a background of eager eyes and open mouths, formed outside the door; all those within the wine-shop had sprung to their feet.

“Say then, my husband. What is it?”

“News from the other world!”

“How, then?” cried madame, contemptuously. “The other world?”

“Does everyone here recall old Foulon, who told the famished people that they might eat grass, and who died, and went to Hell?”

“Everybody!” from all throats.

“The news is of him. He is among us!”

“Among us!” from the universal throat again. “And dead?”

“Not dead! He feared us so much—and with reason—that he caused himself to be represented as dead, and had a grand mock-funeral. But they have found him alive, hiding in the country, and have brought him in. I have seen him but now, on his way to the Hôtel de Ville,² a prisoner. I have said that he had reason to fear us. Say all! Had he reason?”

Wretched old sinner of more than threescore years and ten, if he had never known it yet, he would have known it in his heart of hearts if he could have heard the answering cry.

A moment of profound silence followed. Defarge and his wife looked steadfastly at one another. The Vengeance stooped, and the jar of a drum was heard as she moved it at her feet behind the counter.

“Patriots!” said Defarge, in a determined voice, “are we ready?”

Instantly Madame Defarge’s knife was in her girdle; the drum was beating in the streets, as if it and a drummer had flown together by magic; and The Vengeance, uttering terrific shrieks, and flinging her arms about her head like all the forty Furies at once, was tearing from house to house, rousing the women.

The men were terrible, in the blood-minded anger with which they looked from windows, caught up what arms they had, and came pouring down into the streets; but, the women were a sight to chill the boldest. From such household occupations as their bare poverty yielded, from their children, from their aged and their sick crouching on the bare ground famished and naked, they ran out with streaming hair, urging one another, and themselves, to madness with the wildest cries and actions. Villain Foulon taken, my sister! Old

² Hôtel de Ville: city hall
World Literature Reading 3
From *A Tale of Two Cities* (continued)

Foulon taken, my mother! Miscreant Foulon taken, my daughter! Then, a score of others ran into the midst of these, beating their breasts, tearing their hair, and screaming. Foulon alive! Foulon who told the starving people they might eat grass! Foulon who told my old father that he might eat grass, when I had no bread to give him! Foulon who told my baby it might suck grass, when these breasts were dry with want! O mother of God, this Foulon! O Heaven our suffering! Hear me, my dead baby and my withered father: I swear on my knees, on these stones, to avenge you on Foulon! Husbands, and brothers, and young men, Give us the blood of Foulon, Give us the heart of Foulon, Give us the body and soul of Foulon, Rend Foulon to pieces, and dig him into the ground, that grass may grow from him! With these cries, numbers of the women, lashed into blind frenzy, whirled about, striking and tearing at their own friends until they dropped into a passionate swoon, and were only saved by the men belonging to them from being trampled under foot.

Nevertheless, not a moment was lost; not a moment! This Foulon was at the Hôtel de Ville, and he might be loosed. Never, if Saint Antoine knew his own sufferings, insults, and wrongs! Armed men and women flocked out of the Quarter so fast, and drew even these last dregs after them with such a force of suction, that within a quarter of an hour there was not a human creature in Saint Antoine’s bosom but a few old crones and the wailing children.

No. They were all by that time choking the Hall of Examination where this old man, ugly and wicked, was, and overflowing into the adjacent open space and streets. The Defarges, husband and wife, The Vengeance, and Jacques Three, were in the first press, and at no great distance from him in the Hall.

“See!” cried madame, pointing with her knife. “See the old villain bound with ropes. That was well done to tie a bunch of grass upon his back. Ha, ha! That was well done. Let him eat it now!” Madame put her knife under her arm, and clapped her hands as at a play.

The people immediately behind Madame Defarge, explaining the cause of her satisfaction to those behind them, and those again explaining to others, and those to others, the neighboring streets resounded with the clapping of hands. Similarly, during two or three hours of drawl, and the winnowing of many bushels of words, Madame Defarge’s frequent expressions of impatience were taken up, with marvelous quickness, at a distance: the more readily, because certain men who had by some wonderful exercise of agility climbed up the external architecture to look in from the windows, knew Madame Defarge well, and acted as a telegraph between her and the crowd outside the building.

At length the sun rose so high that it struck a kindly ray as of hope or protection, directly upon the old prisoner’s head. The favor was too much to bear; in an instant the barrier of dust and chaff that had stood surprisingly long, went to the winds, and Saint Antoine had got him!

It was known directly, to the furthest confines of the crowd. Defarge had but sprung over a railing and a table, and folded the miserable wretch in a deadly embrace—Madame Defarge had but followed and turned her hand in one of the ropes with which he was tied—The Vengeance and Jacques Three were not yet up with them, and the men at the windows had not yet swooped into the Hall, like birds of prey
from their high perches—when the cry seemed to go up, all over the city, “Bring him out! Bring him to the lamp!”

Down, and up, and the head foremost on the steps of the building; now, on his knees; now, on his back; dragged, and struck at, and stifled by the bunches of grass and straw that were thrust into his face by hundreds of hands; torn, bruised, panting, bleeding, yet always entreating and beseeching for mercy; now full of vehement agony of action, with a small space about him as the people drew one another back that they might see; now, a log of dead wood drawn through a forest of legs; he was hauled to the nearest street corner where one of the fatal lamps swung, and there Madame Defarge let him go—as a cat might have done to a mouse—and silently and composedly looked at him while they made ready, and while he besought her: the women passionately screeching at him all the time, and the men sternly calling out to have him killed with grass in his mouth. Once, he went aloft, and the rope broke, and they caught him shrieking; twice, he went aloft, and the rope broke, and they caught him shrieking; then, the rope was merciful, and held him, and his head was soon upon a pike, with grass enough in the mouth for all Saint Antoine to dance at the sight of.

Nor was this the end of the day’s bad work, for Saint Antoine so shouted and danced his angry blood up, that it boiled again, on hearing when the day closed in that the son-in-law of the dispatched, another of the people’s enemies and insulter was coming into Paris under a guard five hundred strong, in cavalry alone. Saint Antoine wrote his crimes on flaring sheets of paper, seized him—would have torn him out of the breast of an army to bear Foulon company—set his head and heart on pikes, and carried the three spoils of the day, in Wolf-procession through the streets.

Not before dark night did the men and women come back to the children, wailing and breadless. Then, the miserable bakers’ shops were beset by long files of them, patiently waiting to buy bad bread; and while they waited with stomachs faint and empty, they beguiled the time by embracing one another and the triumphs of the day, and achieving them again in gossip. Gradually, these strings of ragged people shortened and frayed away; and then poor lights began to shine in high windows, and slender fires were made in the streets, at which neighbors cooked in common, afterwards supping at their doors.

Scanty and insufficient suppers those, and innocent of meat, as of most other sauce to wretched bread. Yet, human fellowship infused some nourishment into the flinty viands, and struck some sparks of cheerfulness out of them. Fathers and mothers who had had their full share in the worst of the day, played gently with their meager children; and lovers, with such a world around them and before them, loved and hoped.

It was almost morning, when Defarge’s wine-shop parted with its last knot of customers, and Monsieur Defarge said to madame his wife, in husky tones, while fastening the door:

“At last it is come, my dear!”

“Eh well!” returned madame. “Almost.”

Saint Antoine slept, the Defarges slept: even The Vengeance slept with her starved grocer, and the drum was at rest. The drum’s was the only voice in Saint Antoine that blood and hurry had not changed. The Vengeance, as custodian of the drum, could have wakened him up and had the same speech out of him as before the Bastille fell, or old Foulon was seized; not so with the hoarse tones of the men and women in Saint Antoine’s bosom.
World Literature Reading 3
From A Tale of Two Cities (continued)

**DIRECTIONS:** Answer the following questions in the space provided.

**Interpreting the Reading**

1. Who are the Defarges and what is their role in the French Revolution?

2. Why do you think the women led the mob against Foulon?

3. Dickens personifies the neighborhood of Saint Antoine, making it seem like a person rather than a place. Why do you think he does this?

**Critical Thinking**

4. **Determining Cause and Effect** If you had lived at the time of the French Revolution, would you have reacted the way the Defarges did? Explain.
Chapter 12 Resources
Industrialization and Nationalism, 1800–1870

Reading Skills Activity 12
Visualizing

Historical Analysis Skills Activity 12
Interpreting Migration

Differentiated Instruction Activity 12
Assessing the Effects of Technology

English Learner Activity 12
Industrialization and Nationalism

Content Vocabulary Activity 12
Industrialization and Nationalism, 1800–1870

Academic Vocabulary Activity 12
The Industrial Revolution

Skills Reinforcement Activity 12
Identifying an Argument

Critical Thinking Skills Activity 12
Expressing Problems Clearly

History and Geography Activity 12
A Big Ditch or a Grand Canal?

Mapping History Activity 12
The Voyage of the Beagle

Historical Significance Activity 12
Costs and Benefits of Industrialization

Cooperative Learning Activity 12
Industrial Revolution Flowcharts

History Simulation Activity 12
Through the Eyes of Artists

Time Line Activity 12
Industrialization and Nationalism

Linking Past and Present Activity 12
Nationalism

People in World History Activity 12
Profile 1: Frederic Chopin (c. 1810–1849)
Profile 2: Dorothea Lynde Dix (1802–1887)

Primary Source Reading 12
Riding the Liverpool-Manchester Railway, 1830

World Art and Music Activity 12
Honoré Daumier

Reaching Activity 12
Industrialization and Nationalism

Enrichment Activity 12
Textile Workers and Managers in Fall River
**Visualizing**

**LEARNING THE SKILL**

Historians make history come alive for their readers by using vivid descriptions and specific details to create a picture of a person or event. You can visualize by noticing when an author is using language that appeals to the senses. Then allow yourself to use these details to imagine the person or event. Visualizing will help you remember what you read and also to form a more complete understanding of a situation or event.

**PRACTICING THE SKILL**

In 1842, as the result of an investigation in Britain, the Mines Act prohibited boys under age 13 and all women from working in the coal mines. The commission that studied this problem collected testimony from a number of people working in the mines, including 17-year-old Patience Kershaw:

> All my sisters have been hurriers, but three went to the mill. Alice went because her legs swelled from hurrying in cold water when she was hot. I never went to day-school; I go to Sunday-school, but I cannot read or write; I go to pit at five o’clock in the morning and come out at five in the evening; I get my breakfast of porridge and milk first; I take my dinner with me, a cake, and eat it as I go; I do not stop or rest any time for the purpose; I get nothing else until I get home, and then have potatoes and meat, not every day meat. I hurry in the clothes I have now got on, trousers and ragged jacket; the bald place upon my head is made by thrusting the corves; my legs have never swelled, but sisters’ did when they went to mill; I hurry the corves a mile and more under ground and back; they weigh 300 cwt. I hurry 11 a-day….

**DIRECTIONS:** The commission described Patience as a “filthy, ragged, and deplorable-looking object, and such as one as the uncivilized natives of the prairies would be shocked to look upon.” Create a mental picture of Patience Kershaw working in the mines. Then, on a separate sheet of paper, actually draw your visualization as if you were going to illustrate her story.

**APPLYING THE SKILL**

**DIRECTIONS:** Read the passage about the Industrial Revolution and the working conditions it procured on page 384. Use your visualization skills to imagine the conditions described. Then, on a separate sheet of paper, write a short paragraph detailing your mental picture. How do these details of industrialization in Europe help you create a picture of this period in time?

---

1. To “hurry” means to push or pull small wagons of coal through the mine shafts.
2. Although the mines were very hot, several inches of standing water sometimes filled the shafts.
3. Corves are the tubs or wagons used in the mines.
4. “Cwt” is an abbreviation for “hundredweight,” about 112 lbs.
Interpreting Migration

LEARNING THE SKILL
Migration can transform societies dramatically. The movement of a large number of people from one region to another, from countryside to city, nation to nation, or even continent to continent, has a powerful effect on the immigrants and the native population. Historians look for the key trends and events that trigger migration. Often, this is religious persecution, famine, or the possibility of better jobs and a better standard of living. Finally historians examine the long-term effects of migration on societies.

PRACTICING THE SKILL
DIRECTIONS: In Chapter 12, you read about the effect industrialization had on migration patterns, especially in England. Examine the map below and answer the questions that follow on a separate sheet of paper:

1. What information is contained in this map?
2. Based on your reading of Chapter 12 and the map, what predictions can you make about the connection between migration and the location of industrial areas in Europe in 1850?
3. Based on this map and your reading of Chapter 12, list three cities in England that attracted immigrants during the Industrial Revolution. Explain your choices.

APPLYING THE SKILL
DIRECTIONS: Put yourself in the position of a 10-year-old English child in 1850. Your family has recently moved from the countryside to the city of Leeds, where you have gone to work in a textile factory. On a separate sheet of paper, write a diary entry detailing how you feel about the changes in your life.
Assessing the Effects of Technology

In Chapter 12, you learned about the Industrial Revolution and the effects of new technology on the Western world. For this writing activity, you will evaluate the effects of more recent technology on the people you know.

**DIRECTIONS:** First, identify a person you know who is at least 20 years older than you are. This person could be a family member, family friend, or a member of a community organization or church.

Next, ask your interview subject the following questions and take notes on his or her answers. Be sure to keep your subject focused on how the technology personally affected the subject’s life.

### Survey Questions

“Think of the new inventions and technological advances that happened during your lifetime.

1. Which was the most important to you at home? How did it change your daily activities?

2. Which was the most important to you at work? How did it change your work habits or the work you do?”

After you have interviewed your friend or family member, write a one-page essay that summarizes the main points of the examples he or she provided. End by adding your own thoughts. Be sure to turn in your notes along with your writing assignment.
For the Teacher

TEACHING STRATEGIES FOR DIFFERENT LEARNING STYLES

The following activities are ways the basic lesson can be modified to accommodate students’ different learning styles:

**English Learners (EL)** Before students conduct their interviews, brainstorm with them examples of new technology, including computers, cellular (wireless) telephones, satellite television, electronic games, and electric fences for pets.

**Advanced Learners (AL)** Have students interview five subjects and expand their papers to three pages. Their papers should include analyses of both home and work technological advances and their effects on daily life. In their papers, have students use a table or chart to show which subjects gave which answers. Then, students should choose one technological advance given and research when this advance occurred and why it was developed or invented. In their papers, have students address whether the original purpose of the invention or advance differs from how their subjects use it in their daily lives.

**Below Grade Level (BL)** Have students complete the activity as presented.

**On Grade Level (OL)** Have students interview five subjects and expand their papers to two pages. In their essays, students should compare and contrast the answers they received about both home and work technology.
Industrialization and Nationalism, 1800–1870

A. PRE-READING ACTIVITY: IMPROVING READING COMPREHENSION

Directions: Before reading “Nationalism in the United States” on page 401, answer the following questions.

1. In this chapter, you will read about the Industrial Revolution, a time when many changes took place around the world. What factors do you think must be present for a nation to be able to quickly change and grow?

2. The Industrial Revolution occurred when people began to invent new machines and make new discoveries. What inventions and discoveries in this country have dramatically changed the way we live and work?

B. WORD BUILDING ACTIVITY: VOCABULARY IN CONTEXT

Directions: Using the context clues, choose the best definitions for the underlined word.

1. Two angry factions had fought bitterly about the division of power in the new government.
   a. heatedly  b. kindly  c. early

2. The Federalists had favored a strong central government, but the Republicans had feared it.
   a. disliked  b. preferred  c. managed

3. A surge of national feeling had arisen to cover over the nation’s divisions.
   a. reduction  b. growth  c. contrast

4. The election of Andrew Jackson as president in 1828 had opened a new era in American politics.
   a. age  b. trial  c. theory
C. READING COMPREHENSION ACTIVITY: TRUE/FALSE

Directions: After you read “Nationalism in the United States,” complete the exercise below. Write T if the sentence is true and F if the sentence is false.

_____ 1. Two of the major forces in the first fifty years of the U.S. government were nationalism and conservatism.

_____ 2. According to the passage, there were four million African American slaves in the South by 1860.

_____ 3. By the mid-nineteenth century, nationalism had become a threat to American national unity.

_____ 4. The South’s economy was based on growing tobacco on plantations, chiefly by slave labor.

_____ 5. The invention of the cotton gin by Eli Whitney in 1793 made it easier to clean cotton, thus increasing cotton production.

D. TEXT ANALYSIS ACTIVITY: IDENTIFYING TRANSITIONAL DEVICES

Language Usage Note: Identifying Transitional Devices

Good writers use transitions to make their writing clear and easy to follow. Transitions have different purposes, such as to signal similarity or contrast, to show time, or to identify examples. Here is a list of some commonly used transitional devices.

To add information: also, furthermore, in addition
To give examples: for example, for instance, such as
To show similarity: like, likewise, similarly, as
To contrast: although, even though, however, in contrast, nevertheless, on the other hand, but, not

Directions: Circle the transitional devices used in the sentences below.

1. By the mid-nineteenth century, Great Britain, the world’s first industrial nation, was also the richest.

2. The key to growth was a decline in death rates, wars, and diseases, such as smallpox and plague.

3. Even with the reestablishment of conservative governments, however, the forces of nationalism and liberalism continued to influence political events.
Industrialization and Nationalism, 1800–1870

DIRECTIONS: Select and write the term that best completes each sentence.

1. Agricultural practices, population growth, and a ready supply of ____________ (coal/capital) fueled Great Britain’s industrialization.

2. Many wealthy British people were ____________ (entrepreneurs/aristocrats), interested in finding new business opportunities and new ways to make profits.

3. In the eighteenth century, cotton spinners and weavers manufactured cotton cloth in their rural homes—known as ____________ (cottage industry/division of labor).

4. ____________ (Collective bargaining/Industrial capitalism) was an economic system based on industrial production and produced a new middle-class group—the industrial middle class.

5. The ____________ (bourgeois/entrepreneur), or middle-class person, included those involved in industry and banking, as well as professionals, such as lawyers, teachers, doctors, and government officials.

6. People who advocated ____________ (socialism/laissez-faire economics) said that natural resources and factories should be owned and controlled by society.

7. The Congress of Vienna produced a victory for rulers who believed in ____________ (liberalism/conservatism), a political orientation advocating the preservation of the best in society and opposing radical changes.

8. In France, a powerful force of change overthrew the Bourbon monarch Charles X in 1830 in hopes of spreading ____________ (nationalism/liberalism), a political philosophy based on Enlightenment thinking that celebrated individual freedoms.

9. With William I of Prussia as ____________ (proletariat/kaiser), the Second German Empire became the strongest power in Europe.

10. Seeking the restoration of the empire, Louis-Napoleon won a ____________ (plebiscite/coup d’état) and assumed the title of Napoleon III, Emperor of France.

11. In the United States, the South’s use of slave labor was challenged by a movement in the North to end slavery called ____________ (emancipation/abolitionism).

12. ____________ (Conservatism/Romanticism) was a movement in which artists emphasized emotion and imagination over reason.

13. ____________ (Realism/Romanticism) was a movement in which artists attempted to portray life as it was, not to escape from it.
The Industrial Revolution

Key Words

<table>
<thead>
<tr>
<th>Academic Words</th>
<th>Words with Multiple Meanings</th>
<th>Content Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>adapt</td>
<td>class</td>
<td>entrepreneur</td>
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<tr>
<td>concept</td>
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<td>controversy</td>
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</table>

A. Word Family Activity

Using Word Forms

DIRECTIONS: Fill in the blank boxes in the table below with the correct noun or verb forms.

Remember: A **noun** is a word that names a person, place, thing or idea. Examples include *Charles Darwin, laboratory, theory,* and *faith.* A **verb** is a word that is used to describe an action, experience, or state of being. Examples include *view* and *think.*

<table>
<thead>
<tr>
<th>Verb</th>
<th>Noun</th>
</tr>
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<tbody>
<tr>
<td>adapt</td>
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<td>evolve</td>
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<td>publish</td>
<td>reliance</td>
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<td>stability</td>
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<td></td>
<td>variation</td>
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</tbody>
</table>
**B. Word Family Activity**

**Learning Word Forms**

**DIRECTIONS:** Fill in the blanks with the correct form of the words below. You may need to add \(-ed\) or \(-s\) to some words.

1. **dynamic**
   - **Noun** Darwin’s theory of evolution can be seen as a ____________ of changing perspectives.
   - **Adjective** The change from an agricultural society to an industrial society is a ____________ process.

2. **publish**
   - **Verb** In 1859, Charles Darwin ____________ *On the Origin of Species by Means of Natural Selection*.
   - **Noun** In the 1871 ____________ of *The Descent of Man*, Darwin argued that human beings had animal origins and were not an exception to the rule governing other species.

3. **evolve**
   - **Verb** His basic theory was that each species of kind of plant or animal had ____________ over millions of years from earlier, simpler forms of life.
   - **Noun** Darwin called this principle “organic ____________.”
   - **Adjective** He is considered the father of ____________ biology.

4. **adapt**
   - **Verb** Darwin believed that some organisms are better able to ____________ to changes in the environment than others.
   - **Noun** “Natural selection” is Darwin’s process of ____________, which explains that some species are able to survive reproduce and thrive, while the unfit do not survive.

5. **vary**
   - **Verb** The reasons why certain survivors live ____________.
   - **Noun** Survivors pass on the changes, or ____________, that enable them to survive until a new, separate species emerges.

6. **controversy**
   - **Noun** Darwin’s ideas raised a storm of ____________ due to people’s objections to his ideas.
   - **Adjective** In fact, many people today still argue about his theories because of their highly ____________ nature.
Identifying an Argument

An argument is the presentation of an opinion. The main idea, or thesis, of an argument is the writer’s or speaker’s basic position or viewpoint. To evaluate an argument, consider its strengths and weaknesses. Does the writer or speaker support the thesis with facts and examples?

DIRECTIONS: Read the statement below from Robert Owen, a utopian socialist. Then answer the questions below in the space provided.

By my own experience and reflection I had ascertained that human nature is radically good, and is capable of being trained, educated and placed from birth in such manner, that all ultimately (that is as soon as the gross errors and corruptions of the present false and wicked system are overcome and destroyed) must become united, good, wise, wealthy and happy. And I felt that to attain this glorious result, the sacrifices of the character, fortune and life of an individual was not deserving a moment’s consideration. And my decision was made to overcome all opposition and to succeed or die in the attempt.

1. What is Owen’s thesis?

2. What reasons does Owen give to support his thesis?

3. Evaluate the thesis. What are its strengths and weaknesses?

4. Find a biography of another leader during the period of industrialization and nationalism (1800–1870). Find a quotation from that person that states an argument about a political, social, or historical issue. Identify the thesis of the argument and the reasons and evidence supporting it. Decide whether you accept or reject this argument, and explain why.
Critical Thinking Skills Activity 12
Expressing Problems Clearly

As you read about historical events, it is important to evaluate people’s actions in light of the need they were trying to meet or the problem that they were trying to solve through their actions. For example, in the 1700s, entrepreneurs in Great Britain established factories in order to meet the demand for cotton cloth. Establishing textile and other factories solved some problems but created new ones—the social conflicts that you read about in Section 1.

**DIRECTIONS:** For each solution described below, complete the graphic organizer by expressing the problem and predicting what new problem or problems the solution might create.

<table>
<thead>
<tr>
<th>Problem</th>
<th>Solution</th>
<th>Possible Problem(s) Solution Might Create</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cottage industry workers move from rural areas to cities.</td>
<td><strong>Factory owners wanted to use their new machines constantly.</strong></td>
<td></td>
</tr>
<tr>
<td>Workers were forced to work in shifts.</td>
<td>1.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td></td>
</tr>
</tbody>
</table>
A Big Ditch or a Grand Canal?

President Thomas Jefferson thought the idea was crazy, and in 1809 he refused to fund the project with federal money. Attempting to carve the Erie Canal through the New York wilderness was “little short of madness,” Jefferson fumed. But New York governor De Witt Clinton refused to let the plan die. He remained determined to construct the canal—making water travel from the Great Lakes to the Atlantic Ocean a reality. How would Governor Clinton carry out his plan?

Clinton called on his fellow New Yorkers to fund a $7 million canal that would link Buffalo to New York City via Albany and the Hudson River. Engineers who had studied Great Britain’s canals developed the plans, and construction began in 1817. More than 3,000 workers cleared trees, leveled ground, and dug the ditch for the canal, which would cover 350 miles (563 km) and raise and lower boats nearly 600 feet (183 m) during their journey.

When construction ended in 1825, the canal was an immediate success. The cost of shipping grain from Lake Erie to the Atlantic dropped from $100 to $20 a ton, and the time in transit was cut from 20 to 8 days. The Erie Canal carried such a volume that it repaid its initial cost within 12 years.

Digging the Big Ditch

“We are digging the Ditch through the mire;
Through the mud and the slime and the mire, by heck!
And the mud is our principal hire;
Up our pants, in our shirts, down our neck, by heck!
We are digging the Ditch through the gravel,
So the people and freight can travel.”
—Erie Canal work song

Erie Canal workers excavate a deep cut. Dug in rough, sparsely settled wilderness, the canal progressed about a mile a week. Since the elevation of Lake Erie was 565 feet (172 m) higher than the Hudson River at Albany, the Erie Canal had 83 locks with lifts that raised and lowered the boats as they traveled the waterway. The locks became the marvels of their day.
HISTORY AND GEOGRAPHY ACTIVITY 12 (continued)

It also helped New York City develop into the nation’s financial center. No longer known as Clinton’s “Big Ditch,” the new waterway was soon billed as America’s “Grand Canal.”

Through imagination, technology, and hard work, people have been able to alter their environments to suit their needs. Different cultures tend to approach the environment in different ways. Whereas Native Americans felt at one with the environment, European settlers regarded it as something to use or tame. In the United States, Americans have dramatically transformed their environment, tunneling railroad passages through the Sierra Nevada and diverting water from the Colorado River to desert regions.

Projects such as the Erie Canal linked waterways, easing transportation and spurring industrial development. The model of the British canal system enabled Americans to envision and build a canal in an area where Native Americans had used the existing waterways for hundreds of years.

APPLYING GEOGRAPHY TO HISTORY

DIRECTIONS: Answer the questions below in the space provided.

1. What approach did European settlers in America often take toward their physical environment?

2. What was the goal of the Erie Canal project?

3. What effect do you think the Erie Canal had on the development of industry in New York State? On other canal projects in the United States?

Critical Thinking

4. Formulating Questions Why would the canal developers have studied the British canal system before they designed the Erie Canal? Write four questions the developers might have asked during their studies.

Activity

5. Read the local newspaper and look for an ongoing project in which people are altering their environment. Identify the project’s goal. Does everyone in the area agree with the project and its goals? What are some objections? Do you think the project will be successful? Why or why not?
The Voyage of the Beagle

When Charles Darwin left England on the HMS Beagle in 1831, he expected to be gone for two years. Instead, the voyage took five years. The Beagle was a surveying vessel for the British Navy. Darwin had been hired to be the ship’s naturalist, and at each stop on the voyage, he collected all kinds of specimens, many of which he dissected or stuffed. He took numerous notes on his observations.

The most important—and famous—stop on Darwin’s trip was the Galápagos Islands. The observations he made there would later launch his theory of evolution.

DIRECTIONS: Use the map below to complete the activities that follow.

<table>
<thead>
<tr>
<th>Darwin’s Travels</th>
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<tr>
<td></td>
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</tbody>
</table>

1. Use the map scale to estimate the distance of the Galápagos Islands from the mainland.

2. Using the information below, plot the course of the Beagle on the map above.

After leaving England, the Beagle traveled first to the Canary Islands, then to the Cape Verde Islands, and on to the east coast of South America. It traveled around Cape Horn, up the west coast of South America, and out to the Galápagos Islands. From there it traveled west to New Zealand and Australia, through the Indian Ocean, and around the Cape of Good Hope to Ascension Island. It then headed back to Cape Verde, the Western Isles, and home.
The Irwell River became badly polluted during Manchester’s transformation from a rural trade center into a large, industrial city. Pollution remains a side effect of industrialization. Today, as in the past, analysts discuss and debate whether the benefits of industrialization justify its costs. Some of the advantages and disadvantages that characterize present-day advanced industrial societies, such as those in western Europe and North America, are listed in the chart below.

<table>
<thead>
<tr>
<th><strong>Advanced Industrial Societies</strong></th>
<th><strong>Advantages</strong></th>
<th><strong>Disadvantages</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Creation and mass production of many useful, affordable products</td>
<td>Dependence on nonrenewable resources, such as fossil fuels and metals</td>
<td></td>
</tr>
<tr>
<td>High average agricultural productivity per person from industrialized agriculture (more food per person)</td>
<td>Large amount of energy used per person for manufacturing, agriculture, transportation, lighting, heating, and cooling</td>
<td></td>
</tr>
<tr>
<td>Good health, population control, education, average income, and old-age security</td>
<td>Dependence on synthetic materials, which are not readily broken down and recycled by natural processes but break down slowly and often pollute the environment</td>
<td></td>
</tr>
</tbody>
</table>

**DIRECTIONS:** Use the information in the chart to write a paragraph answering the question “Do the advantages of industrialization outweigh the disadvantages?” Be sure to support your position.
Industrial Revolution Flowcharts

BACKGROUND
The Industrial Revolution in Europe was marked by the development of numerous inventions that came about in response to emerging needs and that had major effects on society. By constructing a flowchart, you will demonstrate the cause and effect relationships begun by those inventions and the resulting and ongoing changes that occurred in business and industry, economics, politics, settlement patterns, religious thought, cultural achievements, human relationships, world events, and other areas.

GROUP DIRECTIONS
1. You and your group should pick one of the inventions listed below (or present another idea to your teacher for approval).
2. Use Chapter 12 and library or Internet resources to learn more about the invention and its impact on society.
3. Use what you learn to create flowcharts—electronic or hard-copy poster-sized—to demonstrate the invention’s direct and/or indirect impact on different aspects of life or society. If you have access to the necessary tools, create an actual Web site to post your flowchart.
4. Consider the following inventions from which to make your choice. Note that some of these inventions were responsible for the creation of others on the same list. For example, the steamboat was a direct extension and application of Watt’s first steam engine.

<table>
<thead>
<tr>
<th>Year</th>
<th>Invention</th>
</tr>
</thead>
<tbody>
<tr>
<td>1764</td>
<td>James Hargreaves’s spinning jenny</td>
</tr>
<tr>
<td>1780s</td>
<td>Henry Cort’s puddling process</td>
</tr>
<tr>
<td>1782</td>
<td>James Watt’s steam engine</td>
</tr>
<tr>
<td>1800s</td>
<td>rise of factories</td>
</tr>
<tr>
<td>1804</td>
<td>first steam-powered locomotive</td>
</tr>
<tr>
<td>1807</td>
<td>first steamboats</td>
</tr>
</tbody>
</table>

ORGANIZING THE GROUP
1. Decision Making As a group, choose one invention from the list. Each group should select a different invention. Appoint a recorder to take notes of the group’s ideas. Share ideas about what the invention did and brainstorm why it was invented. List the benefits and any possible disadvantages the invention might have caused.
2. Individual Work Do research to find out as much as possible about this invention. Learn what created the need for the invention; why it was a breakthrough; how it was used, applied, and improved. As you conduct your research, consider such questions as the following: How were the invention’s original intended uses extended? What advantages did the invention offer to those who used it?
Cooperative Learning Activity 12 (continued)

What aspects of society might it have changed or influenced for better or for worse? Sketch diagrams to help explain the various effects. Think about how the information might be organized into a flowchart or some other graphic representation of cause-effect flow and sequence.

3. **Group Work/Decision Making** Share your research with your group. Together, decide what information to include in your diagram or flowchart and how to organize it. Divide up responsibility for drawing the diagram’s or flowchart’s “arms” or branches among members of the group. Alternatively, assign an artist to design the flowchart as directed by the various group members.

4. **Additional Group Work** Present your information to the class and post your flow chart for others to view and study. Invite comments on how and why the visual devices used were effective or not.

**GROUP PROCESS QUESTIONS**

- What is the most important thing you learned about the impact of inventions developed during the Industrial Revolution from this activity?
- What part of the project did you enjoy most?
- What problems did you have? Is there a better way to visually (or tangibly) show the cause-effect relationships and impacts?
- How did you solve any problems related to designing the visuals or determining the cause-effects sequences?

**Quick CHECK**

1. Was the goal of the assignment clear at all times?

2. How was creating a flowchart or cause-effect diagram or some other type of visual different from other types of projects?

3. Were you satisfied with your work on this project? Why or why not?
Through the Eyes of Artists
The transformation of the Western world during the 1800s sparked new developments in all parts of society.

Learning Objective  To develop an understanding of some of the major artistic movements that occurred during the 1800s and their impact.

Activity  Students will work in five groups representing each of the following artistic movements from the 1800s to the 1900s: romanticism, realism, symbolism, Impressionism, and Post-impressionism. Groups will review the styles and philosophy of their specific art movements. Then they will consider how artists of that movement would react to some of the issues of the era and how they would convey their feelings and attitudes in their art. They will then form smaller groups of two to four to cooperate in creating essays, poems, short stories, plays, posters, murals, or other forms of art in the style of their movements. Following group work, students will meet as a class to share their projects.

Teacher Preparation  Bring in supplemental reference books and magazine articles for background information on the art movements involved. Have poster board, paper for murals, and colored markers on hand. Make one copy of the worksheet on the next page for each student.

Activity Guidelines
1. Introduce the activity by explaining its objective and guidelines. See Chapters 12 and 13 to learn about the five movements. Emphasize that artists in each movement had a definite point of view regarding the issues of the period and expressed their views in their art. Cite Charles Dickens’s handling of the plight of the lower classes in his novels and his views of conditions in debtors’ prisons, factories, and hospitals. Distribute the worksheet, which will help students organize their planning for this activity.

2. Have students form five groups, one for each movement, and meet for 20 to 25 minutes to discuss the point of view that members of their movement might bring to specific political and social issues studied in this chapter. Possible issues include city life and working conditions, child labor, socialism, nationalism, individualism, the Scientific Revolution, and secularization. They should discuss the artistic style their artists would use to portray specific issues.

3. Organize the five groups into subgroups of two to four students according to modes of expression, such as poetry, posters, murals, essays, short stories, or other art forms. Urge subgroups to brainstorm possible topics and select one. Give students 15 minutes to plan their projects. Emphasize that their work should be in the style of the movement they represent. Most students will need to complete their projects at home.

4. In the next class period, have each group identify the movement it represents and read or display its project. Have students respond to what they see in the different projects.

5. Ask students to compare the representation of society and politics by the different art movements. How do they think the artistic rendering of these themes may have affected the public’s attitudes? Do they think the art movements grew out of the events of the period, or did the movements shape events?
Handout Material

Through the Eyes of Artists—Worksheet

Movement (check one):

☐ Romanticism  ☐ Realism  ☐ Symbolism  ☐ Impressionism  ☐ Postimpressionism

1. Objective of the movement:

2. Artistic style of the movement:

3. Attitude toward society, culture, politics:

4. Subject or themes for exploration:

Choose the mode for exploring your topic:

☐ Mural
☐ Short story
☐ Play
☐ Poster
☐ Essay
☐ Poetry
☐ Other _______________________________
Industrialization and Nationalism

Can an idea be more powerful than a king or an emperor? Nationalism is an idea that has driven out kings and toppled empires. Between 1800 and 1870, nationalism changed the map of Europe. Two countries—Italy and Germany—emerged from collections of independent states. The empire of Austria-Hungary came apart as the idea of nationalism inspired people to demand independence. In related movements, people throughout Europe demanded freedom of the press, freedom of speech, freedom to elect representatives, and relief from feudal systems of labor and taxes. Of course, none of the rulers of the kingdoms and empires threatened by these movements gave up power easily. The forces of nationalism and reform were often met with reactions opposing their progress.

**DIRECTIONS:** Read the time line below. Then decide if the events on the time line express the success of movements demanding change or reactions to those movements. List events in the appropriate column of the chart below. Some items may be included in both columns.

### For the Change

- 1815 Creation of German Confederation
- 1837 Victoria becomes queen of Great Britain.
- 1849 Austria reestablishes control of Venetia.
- 1850 Alexander II frees Russian serfs.
- 1861 Victor Emmanuel II becomes king of a united Italy.
- 1865 U.S. Confederate forces defeated.
- 1867 Austria and Hungary form dual monarchy.
- 1871 William I becomes emperor of a united Germany.

### For the Reaction

<table>
<thead>
<tr>
<th>Nationalism/Reform</th>
<th>Reaction</th>
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Linking Past and Present Activity 12

Nationalism

THEN Nationalism was an important historical force in the nineteenth century. People in North and South America, Europe, and Asia identified strongly with the countries in which they lived. Millions risked their lives in wars and revolutions to win independence or to advance the cause of freedom in their nations.

In the United States, Manifest Destiny drove brave pioneers across the continent to settle a wilderness. Nationalism motivated both Union and Confederate forces to fight a long and costly civil war. In Great Britain, people took pride in saying that “the sun never sets on the British Empire.” (At its height, the British Empire encompassed so much land around the world that the sun was always shining on a part of it.) It was nationalism as well as a desire for liberal reform that inspired the revolutionary forces to win independence. In the United States, Manifest Destiny drove brave pioneers across the continent to settle a wilderness. Nationalism motivated both Union and Confederate forces to fight a long and costly civil war. In Great Britain, people took pride in saying that “the sun never sets on the British Empire.” (At its height, the British Empire encompassed so much land around the world that the sun was always shining on a part of it.) It was nationalism as well as a desire for liberal reform that inspired the revolutionary forces to win independence.

In 1821, Mexican nationalists first won their freedom from Spain. In 1867, Mexican nationalists would again be victorious, driving out French invaders and capturing the emperor Maximilian. In Latin America, nationalists led by Simón Bolívar drove Spain out of South America and formed the nation-states that still exist today. In Canada, it was nationalists who pushed for a form of independence from Great Britain.

Nationalism also had a strong effect on events in Asia. Chinese nationalists fought against European colonialists. In the Philippines, nationalist groups fought first against Spain and then against the United States in a bid for independence.

NOW Nationalism is still a powerful force throughout the world. On every continent, ethnic groups are fighting for recognition and the right of self-determination.

In Kosovo, ethnic Albanians—who make up the majority of the population—have been fighting the Serbs in order to gain independence. In the Middle East, Palestinians and Israelis continue to fight for control of the land conquered by Israel in 1967. Also in the Middle East, the Kurdish people have been fighting for their freedom and to form a nation of their own.

In North America, the forces of nationalism can be found in Mexico and Canada. Indigenous people living in the state of Chiapas in southern Mexico have been seeking civil and political rights. Calling themselves zapatistas—after the Mexican revolutionary Emiliano Zapata—they have staged guerrilla raids against the Mexican government. In Canada, French Canadians in the province of Quebec voted in 1995 whether to leave Canada to form their own country. The resolution lost by a narrow margin. Another vote on the same issue will most likely take place.

Feelings of nationalism are equally strong in Asia. In the country of Sri Lanka, the Tamil Tigers have been fighting a long, bloody civil war to win their freedom from the ruling Sinhalese people.

In Europe, two nations have been the victims of terrorist activity from insurgent groups fighting for what they see as their rights. In Spain, the Basque people have been fighting against the Spanish government for autonomy. In Northern Ireland, Catholics and Protestants fought from the late 1960s to the late 1990s over rights and political power.

CRITICAL THINKING

Directions: Answer the following questions on a separate sheet of paper.

1. Making comparisons: Compare and contrast the nation-building activities of nineteenth-century nationalists with the struggles of nationalists today. How are their methods alike? How are they different?

2. Making inferences: Many of today’s nationalist struggles are between different ethnic groups. How does the United States, with its cultural diversity, avoid ethnic strife? What could be done to reduce ethnic and racial tensions in this country?

3. Extending prior knowledge: Use information you have already learned to explain the history of the struggle between Israelis and Palestinians. Then use library resources and the Internet to gather facts on the current situation and present scenarios for a likely outcome of the situation.
The nineteenth-century Western artistic movement called romanticism began in literature. Many believe, however, that music is the art form most suited to romantic artistic ideals. Romanticism emphasizes expressing deep human emotions, especially while trying to express through imagination the experience of perfect beauty. Music would be the art form most suited to romanticism because of its ability to directly stir our emotions and because, unlike words or pictures, sounds do not refer to anything factual.

For many, no musician achieved romantic expressiveness more than the Polish-born Frederic Chopin. His chosen instrument was the piano, and in only 39 years he revolutionized how people composed for, played, and heard the piano.

Chopin was a child prodigy who had his first composition printed when he was seven. He performed his first public concert at eight, and played before the Russian czar at 11. By his early twenties, Chopin’s genius as a composer and player had spread throughout Europe. Yet his sensitive nature was such that he performed only 39 concerts in his life. The experience drained him completely.

Chopin never married, but he did have a love affair with the famous French author Aurore Dudevant, who first adopted the male name George Sand to help her books get published and be taken seriously. When Chopin was 29, he went with Sand to the island of Majorca in order to compose. He fell ill, and he and Sand were evicted from their villa and forced to live with little food in a damp, cold monastery. Thus began Chopin’s decade-long battle with tuberculosis, from which he died at 39.

Chopin’s meteoric life was short, but his music will last. He used new fingerings and harmonies to produce dazzling effects on the piano. He changed how pianists struck the keyboard and used the pedals in ways no one had before. He set a standard for solo piano composition that many feel will never be surpassed. His gifts for aching melody, poetic feeling, delicate ornamentation, swaying grace, intense passion, insight into the heart’s secret places, and singing tone will forever soothe, haunt, and inspire the human spirit. In his romantic search for perfection in sensuous beauty, Chopin created a music of longing that wraps the listener in sublime moods and imaginative visions.
There’s no question in my mind but that rights are never won unless people are willing to fight for them.

Eleanor Smeal, former president of NOW (National Organization for Women)

Today, most of us take it for granted that mentally ill people and prisoners are entitled to fair treatment and humane conditions. However, it took the courage and determination of Dorothea Dix to make that assumption a reality. This social reformer campaigned for better conditions and treatment for both the mentally ill and prisoners during most of her lifetime. Her achievements are impressive. She succeeded in creating or enlarging 32 mental hospitals in numerous states, as well as in Canada, Europe, and Japan. She also brought attention to the plight of the mentally ill and prisoners and helped change public attitudes toward them.

Dorothea Dix was born on April 4, 1802, in Hampden, Maine. When she was 14 years old, Dix took a teaching job. Five years later, she opened her own school for girls in Boston, Massachusetts. Besides teaching, Dix wrote many children’s books. She left the school in 1835 because of poor health.

Six years later, Dix began teaching a class in the house of correction located in East Cambridge, Massachusetts. She was shocked by the terrible conditions in the prison and concerned that the mentally ill were imprisoned in the same facilities as dangerous criminals. She decided to take action to improve the situation.

Dix visited all the prisons, poorhouses, and mental institutions in Massachusetts to see for herself if conditions were as bad throughout the system. The situation was even worse than she had imagined. In 1843, she delivered her conclusions in a document called “Memorial to the Legislature of Massachusetts.” As a result of her work, the worst abuses in the mental institutions at Worcester were corrected. Knowing that many other social injustices still needed to be improved, Dix traveled throughout the country to raise support for her cause. She won the support of many wealthy and influential people.

In 1848 Dix traveled to Washington, D.C., to convince the government to set aside land to house and support the mentally ill. Congress approved the bill, but President Franklin Pierce vetoed it in 1854. Although disappointed, Dix continued her work to improve conditions for those who could not speak for themselves.

Dorothea Lynde Dix (1802–1887)

**REVIEWING THE PROFILE**

**Directions:** Answer the following questions on a separate sheet of paper.

1. How did Dix first become aware of the poor conditions in Massachusetts prisons?
2. What did Dorothea Dix accomplish during her life?
3. **Critical Thinking Analyzing Information.** In 1881, Dix retired to live at the New Jersey State Hospital, the first mental hospital built as a direct result of her efforts. What statement did this send to people?
Riding the Liverpool-Manchester Railway, 1830

The openings of the first railways in England were exciting occasions for the public, who organized holiday outings to watch the trial runs of the tiny engines and coaches. Only a privileged few—mostly financial backers and their friends—actually had the chance to ride the experimental trains; these rides were both risky and thrilling. In 1830, the Kembles, a well-known English theatrical family of actors, managers, and playwrights, were in Liverpool when George Stephenson made a trial run of the Liverpool-Manchester line. Fanny Kemble, an actress and author who was 21 at the time, made the trip as Stephenson’s guest and described it in letters that she later included in her memoirs.

Guided Reading  In this selection, read to learn how the first trains looked and functioned.

While we were acting at Liverpool an experimental trip was proposed upon the line of railway which was being constructed between Liverpool and Manchester, the first mesh of that amazing iron net which now covers the whole surface of England and all the civilized portions of the earth. . . . My father knew several of the gentlemen most deeply interested in the undertaking, and [George] Stephenson having proposed a trial trip as far as the fifteen-mile viaduct, they . . . invited him and permitted me to accompany them; allowing me, moreover, the place which I felt to be one of supreme honor, by the side of Stephenson. . . . He was a rather stern-featured man, with a dark and deeply marked countenance; his speech was strongly inflected with his native Northumbrian accent. . . . He was wonderfully condescending and kind in answering all the questions of my eager ignorance, and I listened . . . as he told me of all his alternations of hope and fear, of his many trials and disappointments, related with fine scorn how the “Parliament men” had badgered and baffled him with their book-knowledge. . . . [The government had refused to finance Stephenson’s plan.]

. . . And now I will give you an account of my yesterday’s excursion. A party of sixteen persons was ushered into a large court-yard, where . . . stood several carriages of a peculiar construction, one of which was prepared for our reception. It was a long-bodied vehicle with seats placed across it, back to back; the one we were in had six of these benches. . . . The wheels were placed upon two iron bands, which formed the road, and to which they are fitted, being so constructed as to slide along without any danger of hitching or becoming displaced, on the same principle as a thing sliding on a concave groove. The carriage was set in motion by a mere push, and . . . rolled with us down an inclined plane into a tunnel, which forms the entrance to the railroad. This tunnel is four hundred yards long (I believe) and will be lighted by gas. . . .

. . . We were introduced to the little engine which was to drag us along the rails. She (for they make these curious little fire-horses all mares) consisted of a boiler, a stove, a small platform, a bench, and behind the bench a barrel containing enough water to prevent her being thirsty. . . .—the whole machine not bigger than a common fire-engine. She goes upon two wheels, which are her feet, and are moved by bright steel legs called pistons; these are propelled by steam, and in proportion as more steam is applied to the upper extremities . . . of these pistons, the faster they move the wheels; and when it is desirable to diminish the speed, the steam (which unless suffered to escape would burst the boiler) evaporates through a safety-valve into the air. The reins, bit, and bridle of this wonderful beast is a small steel handle, which applies or withdraws the steam from its legs or pistons, so that a child might manage it. . . .

There is a chimney to the stove, but as they burn coke [fuel] there is none of the dreadful black smoke which accompanies the progress of
a steam vessel [ship]. This snorting little animal, which I felt rather inclined to pat, was then harnessed to our carriage, and, Mr. Stephenson having taken me on the bench of the engine with him, we started at about ten miles an hour. The steam-horse being ill adapted for going up and down hill, the road was kept at a certain level, and appeared sometimes to sink below the surface of the earth, and sometimes to rise above it. Almost at starting it was cut through the solid rock, which formed a wall on either side of it, about sixty feet high. You can’t imagine how strange it seemed to be journeying on thus, without any visible cause of progress other than the magical machine, with its flying white breath and rhythmical, unvarying pace, between these rocky walls. . . .

. . . We had now come fifteen miles, and stopped where the road traversed a wide and deep valley. Stephenson made me alight and led me down to the bottom of this ravine, over which, in order to keep his road level, he has thrown a magnificent viaduct of nine arches, the middle one of which is seventy feet high, through which we saw the whole of this beautiful little valley. . . . We then rejoined the rest of the party, and the engine having received its supply of water, the carriage was placed behind it, for it cannot turn, and was set off at its utmost speed, thirty-five miles an hour, swifter than a bird flies (for they tried the experiment with a snipe). You cannot conceive what that sensation of cutting the air was; the motion is as smooth as possible, too. . . . When I closed my eyes this sensation of flying was quite delightful, and strange beyond description; yet, strange as it was, I had a perfect sense of security, and not the slightest fear.
Honoré Daumier

French caricaturist Honoré Daumier produced countless lithographs over his long career. Collections of his cartoons are still popular, and his jokes about lawyers and doctors are as fresh today as they were more than a century ago.

DIRECTIONS: Read the passage below about this French artist. Then answer the questions in the space provided.

Honoré Daumier was born in Marseilles, France, in 1808. He grew up in Paris, where he worked as an errand boy and a bookstore clerk before he began to study art. He learned the technique of lithography, newly invented at the end of the eighteenth century. In lithography, the artist draws directly on a special stone (often limestone). The drawing is fixed in place by an acid wash, dampened, inked, and then transferred to paper with pressure. Because this process allows the reproduction of an unlimited number of prints from one drawing or design, it was widely used in commercial printing, publishing, and journalism.

It was in these industries that Daumier earned his living. He mastered the techniques of lithography by his early twenties and contributed thousands of cartoons, such as the one shown here, to the publications La Silhouette, La Caricature, and Le Charivari. Daumier's cartoons were as satirical as the journals that published them; he lampooned lawyers, doctors, politicians, and the bourgeoisie. He paid a price for his political criticism, however; an 1832 caricature of King Louis Philippe earned him a six-month prison sentence.

Because his figures are roughly and freely drawn, with less attention paid to correct anatomical detail than to the emotional impact of his subjects, Daumier has been called the ancestor of the expressionist movement in art, which developed in the early 1900s. Expressionism is characterized by distortion of color, line, and shape to emphasize the artist's personal view of objective reality. The expressionist character of Daumier’s work was probably a direct result of being a cartoonist, because exaggeration is traditional in cartoons. For example, in the drawing above, the quarrel between the two women is emphasized by the distortion of their features and expressions. No unnecessary details are included— the judge's desk is indicated by a few straight lines. The rest of the

(continued)
courtroom is left to the viewer’s imagination. Daumier draws attention to the drama of the confrontation by leaving out the nonessentials.

In addition to his cartoons, Daumier produced a series of lithographs illustrating Miguel de Cervantes’s novel *Don Quixote* (1605–1615). After 1848, he attempted to establish himself as a serious painter, portraying scenes of ordinary urban life. *The Third-Class Carriage* (c. 1862) shows a crowd of poor passengers in a train, and *The Washerwoman* (1863) portrays a laundress with her child on her way to work. As in his lithographs, Daumier concentrated on illustrating human drama.

All the years of work as a lithographer took its toll on Daumier’s eyesight. He was nearly blind by the time he died in 1879. He had little financial success in his lifetime, despite the tremendous number of works he produced.

**Reviewing the Selection**

1. Why was lithography an appropriate medium for the publishing industry?

   ________________________________________________________________

   ________________________________________________________________

   ________________________________________________________________

   ________________________________________________________________

2. What does Daumier’s work have in common with that of the expressionist movement of the twentieth century?

   ________________________________________________________________

   ________________________________________________________________

   ________________________________________________________________

   ________________________________________________________________

**Critical Thinking**

3. **Recognizing Ideologies** From the cartoon on page 43 and from Daumier’s general reputation, what can you conclude about his political beliefs?

   ________________________________________________________________

   ________________________________________________________________

   ________________________________________________________________

   ________________________________________________________________
Industrialization and Nationalism

The Industrial Revolution dramatically changed Europe and North America in the 1800s. Industry flourished as technological advances occurred.

**DIRECTIONS:** Use the chart below to review some of the inventions of the Industrial Revolution. In the second column, write the name of the inventor and a brief description of each invention. In the last column, describe the impact or result of each invention. Some information is provided.

<table>
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<tr>
<th>Invention</th>
<th>Description/Inventor</th>
<th>Impact or Result</th>
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<td>spinning jenny</td>
<td></td>
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<tr>
<td>water-powered loom</td>
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<tr>
<td>steam engine</td>
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<tr>
<td>railroad</td>
<td>a steam locomotive that ran on rails</td>
<td>Weavers could keep pace with the surplus of yarn produced by new spinning machines.</td>
</tr>
<tr>
<td>paddle-wheel steamboat</td>
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Textile Workers and Managers in Fall River

Section 1 of Chapter 12 describes the bleak conditions suffered by British and American textile workers during the 1800s. Relations between textile workers and managers, generally characterized by hostility, were particularly strained in the factories of Fall River, Massachusetts. The statements below were made by factory officers in Fall River to the Massachusetts Bureau of Statistics of Labor after persistent labor troubles in the mills prompted a state investigation in the 1880s.

[One] treasurer said further, “The discontent among the Fall River operatives [factory workers] is the outgrowth of the abnormal increase of the mills in 1871. We have the scum of the English and Irish in our midst; they brought their antagonistic notions with them. We never employ a man who belongs to a trades union if we know it; we root them out whenever we find them.” . . . Another treasurer said, “there are plenty of complaints all the time. Last August the spinners protested against the ‘twist’ we insisted should be given the yarn, as it somewhat reduced their wages, and their cry was, ‘Take out the drag.’ They are never content unless they are complaining; now they complain because we have a ‘sampler’ who examines each bale of cotton we purchase in order to ascertain if it is like the sample.”


DIRECTIONS: Answer the questions below in the space provided.

1. To what does the first treasurer attribute the labor problems in the Fall River factories?

2. What do you think is the meaning and significance of the “twist” and “sampler”? ______

3. What do you think the workers meant by “Take out the drag”? _________________

4. Write a likely statement given by a factory worker in response to one of the treasurers’ testimonies. _________________

The Industrial Revolution

**DIRECTIONS:** Answer the following questions as you read Section 1.

1. When and where did the Industrial Revolution begin?

2. What five factors contributed to the start of the Industrial Revolution?

3. What four inventions advanced the production of cotton cloth?

4. What effect did the steam engine have on the coal and iron industry?

5. What was the *Rocket*?

6. Why did factories begin to require workers to work in shifts?

7. What three countries were the first to be industrialized in continental Europe?

8. What change took place in the American labor force between 1800 and 1860?

9. What two classes of people emerged in the European society of the Industrial Revolution?
Reaction and Revolution

DIRECTIONS: Fill in the blanks below as you read Section 2.

After the defeat of (1) _________________, European rulers moved to restore the old order with (2) _________________, (3) _________________, (4) _________________, and (5) _________________ in power. This goal was addressed at the Congress of (6) _________________ in September 1814.

The arrangements made at this Congress were a victory for rulers who wanted to contain the forces of (7) _________________ unleashed by the French Revolution. Their political philosophy, based on tradition and social stability, is known as (8) _________________. The great powers assumed the right of intervention whereby they could send armies into countries where there were revolutions in order to restore legitimate (9) _________________ to their thrones.

Liberals believed in the protection of (10) _________________ liberties, or the basic rights of all people. Many favored government ruled by a (11) _________________, which regulates the monarchy. They thought that the right to vote and hold office should be open only to men of (12) _________________. Liberals had no desire for the (13) _________________ classes to share in power.

(14) _________________ in the nineteenth century arose out of people’s awareness of being part of a community with common institutions. After the French Revolution, nationalists came to believe that each (15) _________________ should have its own government. (16) _________________ feared the implications of such thinking and tried to repress nationalism.

Nationalistic/liberal thinking led to (17) _________________ in the countries of Europe. The (18) _________________ of France was finally overthrown in 1848. Cries for change led many German rulers to promise (19) _________________, a free press, and jury trials. In Vienna, Austria, revolutionary forces took control of the (20) _________________ and demanded a liberal constitution.
National Unification and the National State

DIRECTIONS: Fill in the blanks below as you read Section 3.

I. The Crimean War was the result of a struggle between ____________ and the ____________.
   A. Russia was interested in expanding its power into the ____________.
   B. Fearful of Russian power, ____________ and ____________ declared war on Russia.
   C. The Crimean War destroyed the ____________ of Europe.

II. On March 17, 1861, King Victor ____________ II proclaimed a new kingdom of Italy.

III. Under Bismarck, Prussia organized the northern German states into a ____________.
   A. In 1870, ____________ armies defeated an entire French army and the French ruler.
   B. The southern German states agreed to enter the ____________ German Confederation.

IV. By giving the ____________ class a voice in rule, Britain avoided revolution in 1848.

V. The French were defeated in the ____________, and the Second Napoleonic Empire fell.

VI. The ____________ of 1867 created dual monarchies in Austria and Hungary.

VII. The ____________ of Alexander II in 1881 returned Russia to the old methods of repression.

VIII. The movement of the northern United States toward ____________ challenged the southern plantation economy and led to the American Civil War.

IX. The end of the American Civil War meant that the United States would be “one nation, ____________.”
Culture: Romanticism and Realism

**DIRECTIONS:** Fill in the blanks below as you read Section 4.

1. The ______________ emphasized feelings, emotion, and imagination as sources of knowing.
2. Romantics also valued ______________, the belief in the uniqueness of each person.
3. Many romantics had a passionate interest in the ______________.
4. The exotic and ______________ also attracted many romantics.
5. The French romantic painter ______________ said, “a painting should be a feast to the eye.”
6. Chilling examples of romantic literature are Mary Shelley’s ______________ in Britain and Edgar Allen Poe’s short stories of horror in the United States.
7. ______________ and other romantic poets believed science had reduced nature to a cold object of study.
8. Romantic artists believed art was a reflection of the artist’s inner ______________.
9. To many romantics, ______________ was the most romantic of the arts.
10. ______________ said, “I must write, for what weighs on my heart, I must express!”
11. In biology, Frenchman Louis Pasteur proposed the ______________ theory of disease.
12. Charles Darwin published *On the Origin of Species by Means of Natural Selection*, a theory that each kind of plant and animal had ______________ over a long period of time.
13. Darwin’s ideas raised a storm of controversy, with many people condemning Darwin for denying God’s role in ______________.
14. Literary realists wanted to write about ______________ characters from actual life rather than romantic heroes in exotic settings.
# Chapter 13 Resources

## Mass Society and Democracy, 1870–1914

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Summarizing

LEARNING THE SKILL
Summarizing is an important skill for developing the ability to read critically. It requires you to use your own words to capture the main ideas of a reading. It is also essential for taking the notes that help you remember what you read to discuss topics in class or to prepare for an exam. When you summarize, you put ideas into your own words. By doing so, you are actively synthesizing the material. One way to get a start on summarizing a complex reading is to use a graphic organizer.

PRACTICING THE SKILL

DIRECTIONS: Read the following excerpt from Frederick Engel’s, “A Fair Day’s Wages for a Fair Day’s Work,” published in 1881 in The Labour Standard, a British trade union journal. On a separate sheet, summarize his argument in a few sentences.

A fair day’s wages for a fair day’s work? But what is a fair day’s wages, and what is a fair day’s work? How are they determined by the laws under which modern society exists and develops itself?

...

Now what does political economy call a fair day’s wages and a fair day’s work? Simply the rate of wages and the length and intensity of a day’s work which are determined by competition of employer and employed in the open market.

...

As, according to political economists, wages and working days are fixed by competition, fairness seems to require that both sides should have the same fair start on equal terms. But that is not the case. The Capitalist, if he cannot agree with the Labourer, can afford to wait, and live upon his capital. The workman cannot. He has but wages to live upon, and must therefore take work when, where, and at what terms he can get it. The workman has no fair start. He is fearfully handicapped by hunger.

APPLYING THE SKILL

DIRECTIONS: Read the excerpt about Britain’s Suffragists and Emmeline Pankhurst on page 427 of your textbook. Summarize the group’s tactics and the outcome of their efforts in 1918 in one or two sentences.
Examining Trends

LEARNING THE SKILL

Historians can pinpoint what people valued or designated as important during particular periods based on what trends stand out. In modern history, people leave obvious examples of current trends in magazines, advertising, or even a time capsule. Most trends aren’t highlighted as blatantly, but can be spotted quickly if you know where to look. For example, examining campaign buttons or bumper stickers from a specific presidential campaign indicates what was considered important to voters at the time. Likewise, an abundance of commercial advertising of low fat food indicates a particular eating trend.

PRACTICING THE SKILL

DIRECTIONS: Read the following excerpt from Chapter 13 about a new trend in art, and then answer the questions that follow.

Artists tended to focus less on mirroring reality, which the camera could do, and more on creating reality. Painters and sculptors… looked for meaning in individual consciousness. Between 1905 and 1914, this search for individual expression created modern art. One of the most outstanding features of modern art is the attempt of the artist to avoid “visual reality.”

1. Which time period does this excerpt focus on? Which trend is examined and what does this excerpt tell you about previous artistic trends?

____________________________________________________________________

____________________________________________________________________

2. Does this artistic movement indicate a particular trend that characterizes this particular period in history? Explain.

____________________________________________________________________

____________________________________________________________________

APPLYING THE SKILL

DIRECTIONS: Imagine that you are an artist creating a new artistic movement based on current trends. What would your painting style and subjects be? Explain how they would communicate what important current trends are to future historians. Write your answers on a separate sheet of paper.
Reflecting Mass Society

In Chapter 13, you learned about the emergence and growth of mass society. Below is an article describing an event that reflected the phenomenon of the mass society—the World’s Fair. Read the excerpt and then perform the group activity described below.

The second half of the nineteenth century saw the arrival of a new kind of leisure activity. Held in London, Paris, New York, and other cities, the World’s Fair was a new kind of entertainment event. In 1893, the World’s Columbian Exposition was held in Chicago and was the first successful World’s Fair held in the United States. Historians estimate that nearly 25% of the U.S. population at the time visited the World’s Fair. Celebrating the 400th anniversary of Christopher Columbus’s landing in America, the Fair was an enormous cultural event that celebrated America’s economic power and industrial growth. Forty-six nations participated in the Exposition, which had over 25 million visitors. Fairgoers also attended 5,978 lectures on art, agriculture, religion, and other topics which were delivered to audiences of more than 700,000. The exposition occupied 630 acres with more than 200 buildings, such as the Machinery Building, the Women’s Building, the Agricultural Building, and the Palace of Fine Arts, among others. Forty-three states and territories also contributed buildings, as did 23 foreign countries. All in all, visitors saw over 65,000 exhibits, were treated to music from around the world, and were entertained in a midway of carnival rides. Among other attractions, the world’s first Ferris Wheel, invented by George W. Ferris, was part of the midway.

DIRECTIONS: Work in small groups for this activity. Imagine that you are part of a team designing the central area of a modern World’s Fair. The central area will contain the 10 main buildings of the Fair. First, decide what the buildings are and what exhibits are in them. Using a large piece of poster board, create a map of the central area by showing the layout of the buildings, their relationship to each other, and which ways visitors are likely to walk through them. Be prepared to present to the class your group’s reasons for including each of these buildings.

For help or inspiration, you may want to find information on the Internet about past World’s Fairs.
For the Teacher

TEACHING STRATEGIES FOR DIFFERENT LEARNING STYLES

The following activities are ways the basic lesson can be modified to accommodate students’ different learning styles:

English Learners (EL) Ask students to research and list products, inventions, and foods that were introduced at past World’s Fairs and have endured in American popular culture.

Advanced Learners (AL) Have students research the history of the World’s Fair using the Internet or library resources. Then have them write a short paper on what they find, including a time line with their reports. Papers should examine when and why the World’s Fair was most popular as well as when and why it went out of vogue.

Below Grade Level (BL) Make sure struggling students are grouped in with more advanced learners for this activity.

On Grade Level (OL) Have students complete the activity as presented.
Mass Society and Democracy, 1870–1914

A. PRE-READING ACTIVITY: IMPROVING READING COMPREHENSION

Directions: Before reading the section “The Growth of Industrial Prosperity” on pages 416–421 of your textbook, answer the following questions.

1. The title of this section is The Growth of Industrial Prosperity. What type of growth leads to prosperity?

2. What types of new inventions and advanced technology are emerging now? How are they helping us to become more prosperous?

B. LANGUAGE STUDY ACTIVITY: IDENTIFYING SINGULAR AND PLURAL NOUNS

Word Usage Note: Count Nouns

One common noun in English is called a count, or countable, noun. It refers to a noun that can be used in the singular or plural form.

Example: one union → two unions

When the count noun is singular, a quantifier (a word such as a, an, one, this, each or every) precedes it. When the count noun is plural, a quantifier (a word such as many, some, a few, several, or any number above one) precedes it and an -s, -es, or -ies is added to the end of the noun.

Plural count nouns are often used to refer to generalizations. For example, in the sentence, “Nurses do important jobs,” the -s at the end of these words refers to nurses and jobs in general.

When the singular or plural count noun refers to something specific, the word the is often in front of it.

Example: The nurses on the battlefields of the Civil War cared for the boys who were wounded or dying.
Directions: Change the six italicized words in this passage to their correct form.

Before 1914 many person in the Western world continued to believe in the value and ideals that had emerged from the Scientific Revolution and the Enlightenment. Reason, science, and progress were still very important words to European. Science, which was supposedly based on hard fact that was reinforced by cold reason, offered a certainty of belief in the orderliness of nature. Many believed that by applying already known scientific laws, human could enhance their understanding of the physical world and have a more accurate picture of reality. By the end of the nineteenth century, however, these view were generating a number of serious question.

C. WORD STUDY ACTIVITY: SPELLING

Word Usage Note: Spelling

Nouns can become plural by adding –s, –es, or –ies endings.
Example: frontier → frontiers

If the noun ends in –sh or –ch, or –x, –es is added.
Examples:
brush → brushes branch → branches box → boxes

If the noun ends in a –y, the -y is replaced with –ies.
Example: revolutionary → revolutionaries

If the noun ends in –f or –fe, change the –f to –v and add –es.
Example: self → selves

Some words do not always follow the above rules:
child → children human → humans woman → women
man → men *person → people

* persons is used in occupations, law, and government language

Directions: Complete each sentence with the correct spelling of the word in parentheses. Use the quantifiers as clues.

In the 1830s, a __________________ 1. (number / numbers) of women in the United States and Europe argued for the right of women to divorce and own property. By law, a __________________ 2. (husband / husbands) had almost complete control over his wife’s property. These early __________________ 3. (effort / efforts) were not very successful, and married women in Britain did not win the right to own some property until 1870. Working-class women’s __________________ 4. (life / lives) were different from those of their middle-class counterparts. While they may have aspired to middle-class ideals, most working-class __________________ 5. (woman / women) had to earn money to help their __________________ 6. (family / families) survive. Between 1890 and 1914, however, changes began to take place in family __________________ 7. (pattern / patterns) of the working class. Higher-paying jobs and improvements in the standard of living made it possible for working-class __________________ 8. (wife / wives) and __________________ 9. (child / children) to depend on the income of the __________________ 10. (man / men) alone.
Mass Society and Democracy, 1870–1914

DIRECTIONS: Select and write the term that best completes each sentence.

1. Appalled at the horrible conditions in factories, Karl Marx and Friedrich Engels introduced their solution—a new social system eventually called ________________ (capitalism/communism).

2. Oppressed, the ________________ (proletariat/bourgeoisie), or working class, depended on the owners of the means of production.

3. Marx predicted that the proletariat would eventually form a ________________ (plebiscite/dictatorship), and utilize absolute power to organize the means of production.

4. Marxists called ________________ (revisionists/utilitarianists) rejected the revolutionary position and argued for working within democratic systems.

5. ________________ (Liberalism/Feminism) sought equality for women based on the doctrine of natural rights.

6. Public education led to an increase in ________________ (literacy/labor unions), or the ability to read.

7. In France a successful democracy required ________________ (ministerial responsibility/partnership), where the prime minister is responsible to the popularly elected legislative body.

8. In 1905 Russian workers forced Nicholas II to create a legislative assembly known as the ________________ (unicameral legislature/Duma).

9. Within industrialized countries, the movement of people from farms to cities resulted in ________________ (urbanization/immigration).

10. In an effort to reach a patient’s repressed thoughts, Sigmund Freud devised a method known as ________________ (psychoanalysis/sectionalism) by which a therapist and patient could probe deeply into the patient’s memory.

11. As a result of anti-Semitism in eastern Europe and Russia, Jews were forced to live in certain regions and often suffered persecutions and organized massacres called ________________ (pogroms/apportions).

12. ________________ (Romanticism/Modernism) describes the changes produced when many artists and writers departed from traditional styles that had dominated European cultural life since the Renaissance.

13. ________________ (Impressionism/Postimpressionism) was a style in which painters moved out of the studio to capture the lights and colors of the real world.
The Growth of Industrial Prosperity

A. Word Family Activity

Vocabulary in Context

DIRECTIONS: Circle the correct part of speech of each underlined word.

1. noun/verb
   Historians cannot deny the fact that Europe dominated the world economy during the Second Industrial Revolution.

2. noun/verb
   New and exciting inventions enhanced people’s lives.

3. noun/verb
   The Second Industrial Revolution caused two types of job categories to emerge: white collar and blue collar.

4. noun/verb
   Feminists fought against those who discriminated against women in the workforce and at home.

5. noun/verb
   The lack of jobs in the countryside caused a wave of people from rural areas to migrate to cities.

6. noun/verb
   A gradual transformation took place as little towns grew into busy, crowded cities.

Word Origins Note: Feminism

Feminism

The word feminism comes from Latin: femina, meaning woman + the suffix -ism, meaning act of. It refers to the movement for women’s rights and the advocacy of equality of the sexes. In Britain and the United States, women who were trying to get the right to vote were known as suffragists (U.S.) and suffragettes (Britain). (“Suffrage” means “the right to vote.”)

France’s Simone de Beauvoir, England’s Millicent Fawcett, and the United States’ Gloria Steinem are three examples of well-known feminists (strong supporters of feminism).
B. Word Usage Activity
Understanding Words with Multiple Meanings

Word Usage Note: Understanding Words with Multiple Meanings

Some common words like wave have multiple meanings:

a. (n.) a sudden increase
b. (n.) a succession of movements of large groups of people
c. (n.) in physics, a vibration passed from particle to particle to transmit sound or light
d. (v.) to signal with the hand
e. (v.) to move freely in the wind

DIRECTIONS: Write the letter of the definition in the blanks below that best describes the meaning of wave.

1. ____ Guglielmo Marconi sent the first radio waves across the Atlantic in 1901.
2. ____ To escape persecution, a great wave of Eastern European Jews emigrated to countries such as Palestine and the United States.
3. ____ In 1899, a wave of public outrage forced the French government to pardon Alfred Dreyfus, a Jew who had been wrongfully accused of selling military secrets.
4. ____ The branches of the tree waved gently in the breeze.
5. ____ The president smiled and waved to his constituents.

C. Word Use Activity
Using Words in Speech and Writing

DIRECTIONS: Write five newspaper headlines for the period concerning mass society and democracy from 1870 to 1914. Use at least six of the following words: accurate, annual, deny, discrimination, emergence, enhance, bourgeoisie, proletariat.
Detecting Bias

Detecting bias can help you assess the accuracy of information that you read, hear, or view. Suppose you watch a television interview featuring several candidates for state or national office. By applying the skill of detecting bias, you can distinguish appeals for your support based on fact from appeals based on emotions.

DIRECTIONS: Read the following excerpt from American poet Walt Whitman’s *Democratic Vistas*, published in 1871. Then answer the questions below in the space provided.

In business (this all-devouring modern word, business) the one sole object is, by any means, pecuniary [monetary] gain. The magician’s serpent in the fable ate up all the other serpents; and money-making is our magician’s serpent, remaining to-day sole master of the field. The best class we show, is but a mob of fashionably dress’d speculators and vulgarians. True, indeed, behind this fantastic farce, enacted on the visible stage of society, solid things and stupendous labors are to be discover’d, existing crudely and going on in the background, to advance and tell themselves in time. Yet the truths are none the less terrible. I say that our New World democracy, however great a success in uplifting the masses out of their sloughs, in materialistic development, products, and in a certain highly-deceptive superficial popular intellectuality, is, so far, an almost complete failure in its social aspects, and in really grand religious, moral, literary, and esthetic results. In vain do we march with unprecedented strides to empire so colossal, outvying the antique, beyond Alexander’s, beyond the proudest sway of Rome. In vain have we annex’d Texas, California, Alaska, and reach north for Canada and south for Cuba. It is as if we were somehow being endow’d with a vast and more and more thoroughly-appointed body, and then left with little or no soul.

1. What point about American culture does Whitman make through his reference to the magician’s snake?

2. What tone does Whitman create through phrases such as “fashionably dress’d speculators and vulgarians” and “uplifting the masses out of their sloughs”?

3. According to Whitman, how is American democracy both a success and a failure?

4. What bias about society is expressed in this excerpt?
Critical Thinking Skills Activity 13

Recognizing Ideologies

An ideology is a set of beliefs that guides a person or group of people. Recognizing an ideology can help you understand why certain people act as they do. It can also help you predict how people are likely to react to different events or proposals.

DIRECTIONS: Read the passage from The Battle with the Slum (1902) by American social reformer Jacob Riis. Then answer the questions that follow to identify the ideology of the writer.

Government by the people must ever rest upon the people's ability to govern themselves, upon their intelligence and public spirit. The slum stands for ignorance, want, unfitness, for mob-rule in the day of wrath. This at one end. At the other, hard-heartedness, indifference, self-seeking, greed. It is human nature. We are brothers whether we own it or not, and when the brotherhood is denied in Mulberry Street we shall look vainly for the virtue of good citizenship on Fifth Avenue. When the slum flourishes unchallenged in the cities, their wharves may, indeed, be busy, their treasure-houses filled—wealth and want go so together,—but patriotism among their people is dead.

As long ago as the very beginning of our republic, its founders saw that the cities were danger-spots in their plan. In them was the peril of democratic government. At that time, scarce one in twenty-five of the people in the United States lived in a city. Now it is one in three. And to the selfishness of the trader has been added the threat of the slum. Ask yourself then how long before it would make an end of us, if let alone.

1. What, in Riis's opinion, is the effect of urban poverty on democracy?

2. To what does he attribute urban poverty?

3. Which of the following statements would Riis be most likely to accept? Explain your choice.
   a. What's good for business is good for the country.
   b. God helps those who help themselves.
   c. People get the government they deserve.
   d. The poor are always with us.

4. State, in your own words, what you believe Riis's ideology to be.

5. Read an editorial, column, or letter to the editor in today's newspaper. On the lines below, explain what the letter or editorial is about. Then describe the ideology of the writer.
Matthew Everingham stood nervously in a British courtroom awaiting his sentence for stealing two law books in July 1784. Looking down at the 14-year-old boy, the judge ordered, “Transported for seven years!” Matthew was to be among the first 775 criminals sent to a new prison colony in Australia. How would these people fare in this mostly unknown, uncharted land?

British government officials did not seem to care. To relieve the overcrowded British prisons, the government was creating a prison colony in Australia—halfway around the world—where they hoped to rid themselves forever of people they considered troublesome lawbreakers.

The early convict-colonists faced difficult times, first enduring the grueling eight-month sea journey and later adjusting to the sweltering heat of the Australian summer and the thin, sandy Australian soil. Yet they also discovered that not far from their colony of New South Wales on Australia’s eastern coast, there were rolling pastures excellent for raising sheep.

In search of more land to expand their successful sheep ranching, both the free settlers and the convicts working toward their freedom established new colonies called Victoria, Western Australia, South Australia, and Queensland. By the mid-1800s, poor British people were actually committing crimes in order to be sent to Australia! But, lured by the sale of cheap land, free settlers finally outnumbered the convict population by 1830.

The discovery of gold in New South Wales and Victoria in 1851 helped to triple Australia’s population. Within a decade, the total population of Australia jumped from 400,000 to more than a million people. Gold and the influx of immigrants led to industrialization, as railroad and telegraph lines were built and cities grew. Australians also began to protest the continued use of their territory as a penal colony, and Great Britain landed the last convicts there in 1867.

By the end of the 1800s, Australia was becoming one of the world’s leading industrialized areas. The former convict colony entered the 1900s as a British commonwealth noted for its economic and social strength.

**Australia in the Past**

_Give them a few acres of ground as soon as they arrive . . . with what assistance they may want to till them. Let it be here remarked that they cannot fly from the country, that they have no temptation to theft, and that they must work or starve._

—British Lord Sydney, on the plan for Australian convicts

**Old Botany Bay**

_I was the conscript_
_Sent to hell_
_To make in the desert_
_The living well;_
_I bore the heat,_
_I blazed the track—_
_Furrowed and bloody_
_Upon my back._
_I split the rock;_
_I felled the tree:_
_The nation was—_
_Because of me!_

—Mary Gilmore in _Poetry in Australia_
History and Geography Activity 13 (continued)

Australia’s development from a “dumping ground” for British criminals to a thriving British commonwealth illustrates how the relationship between regions can evolve over time. Originally, Australia’s isolated geography attracted the attention of British government officials as an ideal location to send convicts. After people from Great Britain had settled in Australia, the two regions became linked by human relationships and activities. Australia’s natural resources—pastureland and gold—lured many free settlers. They established sheep ranches and cities, and they brought industrialization to their new home. These two factors—human (migration) and physical (resources)—created strong ties between these distant regions.

Applying Geography to History

Directions: Answer the questions below in the space provided.

1. What two types of factors lead to a relationship between regions?

2. How did the British government originally use Australia? Why?

3. What factors caused people’s attitudes about Australia to change?

4. Reread the poem “Old Botany Bay.” Explain its meaning in your own words.

Critical Thinking

5. Determining Cause and Effect How do you think their country’s past as a convict colony affects the way Australians see themselves today? How do you think it affects their relationship with British people?

Activity

6. The United States had its beginning as a group of British colonies. On a separate sheet of paper, write a short essay comparing the relationship between the United States and Great Britain with the relationship between Australia and Great Britain.
The Economy of Austria-Hungary

The Ausgleich, or Compromise, of 1867 restored Hungary’s independence and established a dual monarchy within Austria-Hungary. The two states were politically independent, but they depended on each other economically. Industrialized Austria provided manufactured goods, while agricultural Hungary provided food products. This was an arrangement that satisfied the German-Austrians and the Hungarian Magyars, who held power in the two states. Three-fifths of the people in the empire were Slavs, however, and they had no voice in the government.

DIRECTIONS: The map below shows the locations of the different peoples of Austria-Hungary. Use the map to answer the question and complete the activity that follows. Use a separate sheet of paper.

1. Where did most of the Germans in Austria-Hungary live?
2. After the creation of the dual monarchy, Bohemia and Moravia produced machine tools, textiles, armaments, shoes, and chemicals, while Hungary provided corn, wheat, and cattle. Add symbols for these products to the appropriate areas of the map key and the map.
On April 12, 1898, shortly after the United States declared war on Spain, a short silent film entitled *Tearing Down the Spanish Flag* began playing in American movie houses to enthusiastic audiences. In the film, a Spanish flag is shown waving. Suddenly, a hand reaches up to tear down the flag and replace it with an American flag. Although a simple film, it represented one of the first moving-picture images of war abroad.

The Age of Imperialism brought with it many violent conflicts, and, by 1898, some of these conflicts were being recorded using the new technology of film. Noting the public’s interest in battle footage, film companies sent reporters around the world. Unlike today’s handheld video cameras, early silent film cameras were bulky, mounted on tripods, required plentiful lighting, and took time to set up. With all these complications it is surprising that any films were made. However, the warring factions were sometimes surprisingly accommodating to the struggling filmmakers.

W. K. L. Dickson, filming the Anglo-Boer War in Africa, was given almost unlimited access to the battlefield, which even included secret plans for military engagements so he could have sufficient time to set up and film the event! During the Mexican Revolution, the Mutual Film Corporation signed a contract with Pancho Villa, agreeing to pay the rebel leader $25,000 and a 50 percent royalty of earnings from the films in exchange for Villa’s guarantee not to let any other film company’s employees on the field during battles. In addition, Villa agreed to try to stage battles during daylight hours and at times convenient for the cameraman!

Filming foreign wars was costly and time-consuming. Newspapers using telegraph communication could report on events much faster than film reels could travel back by boat from the battlefield. In many cases, film companies faked news footage and substituted dramatic reenactments for the real events. For *The Battle of Santiago Bay*, the filmmakers re-created the event by floating photographed cutouts of American and Spanish warships in a tub of water. Three pinches of gunpowder and a combination of cigarette and cigar smoke helped create the battle effects.

Today, video and satellite technology allow for instant recording and transmission of war events. The evening the United States declared war on Iraq, American television stations were broadcasting live from Saudia Arabia, and Americans were glued to their television sets. The coverage continued daily throughout the war. The U.S. government set up a “pool system” in which a group of selected reporters and photographers, accompanied by military escorts, were permitted to visit only specified areas. All written copy, photographs, and videotapes were subject to government censorship.

**DIRECTIONS:** Answer the following questions on a separate sheet of paper.

1. How has media technology changed since the first news films about war were made?
2. Often during war, heated debates arise regarding the flow of information. Journalists insist that the public has a right to know what is happening, but governments argue that they have a right to restrict information or give disinformation to the press in the interests of security. With which side do you agree? Explain your opinion.
3. Video coverage of the 1991 Persian Gulf War focused on the modern technologies of warfare. Some media critics argue this focus distracts viewers from the violent consequences of war. How do you think television affects people’s feelings about war?
“Thoroughly Modern” Mass Culture Mural

BACKGROUND
After 1870 new changes swept through the Western nations, introducing new technological breakthroughs and improving living standards for many people. Some historians call the period of the late 1800s and early 1900s the Second Industrial Revolution because much of the progress that the West enjoyed was driven by amazing growth in industrial capabilities and production. These innovations, in turn, changed many social structures and lifestyles. The decades leading up to World War I paved the way for what would become the mass culture of the West later in the twentieth century. You can understand more about how mass culture developed by creating a mural about “modern times” then and now.

GROUP DIRECTIONS
1. Use Chapter 13 and library resources or the Internet to learn about life and culture in the period from 1870 to 1914. Think about the effect that new inventions and social trends had on people in the West.
2. Using newspapers, books, magazines, or the Internet, find pictures or articles that illustrate scenes from daily life, or from the world of technology and industry, in the assigned period. Find others that show today’s comparable or related devices and lifestyles.
3. Use what you find to create a photo montage or sketch your own scenes showing daily life and mass culture in the West then and now. Combine the photos, illustrations, clippings, pictures, and so on into a “Thoroughly Modern: Then and Now” mural.
4. Think about how the emerging elements of “modern” times contributed to the consumer societies that would develop in the West later in the twentieth century. Some of the following ideas, inventions, and names may help you begin your search.

- electricity and electrical power
- the internal-combustion engine
- steel production
- Edison, Bell, and Marconi
- Karl Marx and Friedrich Engels
- urban growth
- middle class
- women’s rights
- leisure
- universal education

ORGANIZING THE GROUP
1. Decision Making  As a class, decide on a uniform length of shelf or butcher paper that each group will use for its mural banner. Using the suggestions listed in the box above—and any ideas of your own—decide which elements of mass culture your group will research.
Cooperative Learning Activity 13 (continued)

2. **Individual Work** Do research to learn more about life and culture in the West during the period from 1870 to 1914, keeping record of the resources used. Note or download illustrations, graphics, newspaper headlines, and articles that contrast and compare then and now. Make sketches showing the people and everyday lifestyles that could be worked into your mural later.

3. **Group Work** Share your findings and creations with your group. Together, plan the overall organization of the mural and decide the location of individual sketches and visuals within the mural. Determine how you will demonstrate the “then and now” aspects of your mural.

4. **Additional Group Work** As a group, make a colorful and interesting mural banner. You might use different colored markers, crayons, or watercolor paints to supplement and highlight the clippings and visuals you have collected.

5. **Group Sharing** Hang your mural banner on a classroom wall, along with the banners of other groups. The arrangement will make a giant wall mural that reflects daily life and culture in different parts of the “modern” Western world then and now. Invite other classes, teachers, and interested adults to view your class artwork.

**GROUP PROCESS QUESTIONS**

- What is the most important thing you learned about the rise and development of mass culture from this activity?
- What part of the project did you enjoy most?
- What problems did you have?
- How did you solve the problems?
- Was it easy to agree on the organization of your group mural banner?

**Quick Check**

1. Was the goal of the assignment clear at all times?

2. Did each group member contribute equally to the mural? How could individual contributions have been improved?

3. Were you satisfied with your work on this project? Why or why not?
Pass It On!

The Second Industrial Revolution transformed forever the way people worked in factories. New ideas about how to improve efficiency, productivity, and profits abounded. Two of these new ideas were the division of labor and the assembly line.

**Learning Objective** To develop an understanding of division of labor and the assembly-line process and their effects on workers.

**Activity** In groups of five to nine, students will implement division of labor and the assembly-line process to produce memo pads. Groups will first meet to practice the tasks, determine who will complete each task, and establish a quota. All groups will then spend 10 minutes making memo pads. Within each group, each student will perform one task (see the task descriptions on the next page) and pass the material to the next worker. Finally, students will evaluate the experience in small-group and whole-class discussions.

**Teacher Preparation** Each group will need a supply of $8\frac{1}{2}'' \times 11''$ paper (you may want to use scrap paper that is clean on one side), one or more rulers, pencils, scissors, staplers, access to a clock with a second hand, and a whistle or bell. Gather these materials and make one copy of the worksheet on the next page for each student.

**Activity Guidelines**

1. Introduce the activity to students by explaining its objective and general steps. Briefly review the terms division of labor and assembly line and their importance in the 1800s and 1900s.

2. Organize students into groups of five to nine members for a 20-minute planning session. Give them the materials listed above. Distribute copies of the worksheet and briefly demonstrate each task on the form. Then instruct each group to read the task descriptions and try each of the first four tasks. Have them time one group member to see how many times he or she can repeat the task in 1 minute, working steadily and carefully. Then have students use the information to figure out about how many memo pads the group should be able to make in 10 minutes. (Remind students that they will lose a little time starting the process.) Have students fill in the time and the total number of memo pads on the chart. Have students decide who will perform each task and write each student’s name in the chart. Have them use the diagram to plan the group’s seating arrangement.

3. Arrange for a 10-minute working session. When each group is prepared, direct the managers to start the production process.

4. Following the working session, have the small groups meet for a discussion. Ask the following questions: How did the process work? Did you meet your quota? Did each of you feel a sense of accomplishment? Why or why not? What other feelings did you have? Was the process more efficient than it might have been if each of you had performed all tasks, completely assembling one memo pad after another by yourself? Why or why not? Have groups discuss the questions, with one group member noting responses, which will then be reported to the class.

5. Conduct a class discussion about the experience. Invite groups to share planning information and responses to the questions.
PASS IT ON!—Worksheet

Planning Form/Group: ____________

Product: memo pads

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Worker’s name</th>
<th>Number of times task is repeated</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Measurer</strong> With a ruler, measure and draw lines dividing a sheet of paper into four equal parts. Pass the paper to the Cutter.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. <strong>Cutter</strong> Cut the paper along the lines. Pass the pieces to the Counter.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. <strong>Counter</strong> Count 13 sheets and stack them. Pass the stack to the Stapler.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. <strong>Stapler</strong> Straighten the stack and staple it twice at the top edge. Put the finished product on an empty desk beside you.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. <strong>Manager</strong> Signal starting and stopping times with a bell or whistle. Supervise workers, making sure they work steadily, carefully, and quietly. Occasionally, inspect the finished memo pads. Periodically time a worker for 1 minute to see if he or she is meeting the specified quota for that task.</td>
<td></td>
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</tbody>
</table>

My group should be able to produce about _______ memo pads in 10 minutes.

(If two or more workers are completing the same task, have them sit facing one another.)
Mass Society and Democracy

DIRECTIONS: The period between 1850 and 1914 was a time of change in many areas. Changes in the way people thought about science, economics, and art laid the groundwork for the modern era. New developments in technology profoundly affected the way that people worked, traveled, and ate. Some changes even affected how many people there were and where they lived. Read the time line below. Then answer the questions that follow.

1. How many years passed between Pasteur’s discovery that bacteria cause disease and the discovery of radium?

2. Scientists formulated the cell theory in 1838. What do atomic theory, cell theory, and the discovery of bacteria have in common?

3. How did these theories change the way people in Europe and North America viewed the world?

4. How many years passed between the writing of *The Wealth of Nations* in 1776 and the writing of *The Communist Manifesto*?

5. Did the law making education compulsory in Great Britain reflect the philosophy of *The Wealth of Nations*, *The Communist Manifesto*, or some other influence? Explain.
Linking Past and Present Activity 13

Social Darwinism and Human Rights

**THEN** Charles Darwin revolutionized biology with his theory that a natural selection process in which the fittest reproduced and the unfit failed to have offspring drove evolution. The influence of Darwin’s theory extended far beyond the boundaries of biology. Some social thinkers applied Darwin’s theory to society—often mistakenly. English philosopher Herbert Spencer argued that the laws of natural selection applied to people as well as to society; it was natural that the strong survived and the weak perished.

The implications of social Darwinism—the name given to Darwin’s theory when applied to social issues—were profound. Some used the theory to justify laissez-faire capitalism. They believed that there was no reason for government to help care for the poor because they were weak and did not deserve to survive. The wealthy, however, were strong and their survival was a benefit to society. Some people used social Darwinism to justify the gross inequities in wealth that existed in society in the last decades of the nineteenth century. Certain business leaders used the theory to justify the rights of corporations over the rights of individuals.

In foreign policy, politicians and others used social Darwinism to support imperialism and racism. According to social Darwinist doctrine, colonial powers and the white race were strong; the rest of the world and nonwhite races were weak and inferior. The theory reached its full destructive potential when Hitler adopted it to justify the racial policies of the Nazis, which resulted in the Holocaust.

**NOW** After World War II, there was increased awareness of and concern over human rights and the rights of the individual. Indeed, such rights were mentioned in the charter of the United Nations (UN) in 1945. The charter affirms “faith in human rights, in the dignity and worth of the human person, in the equal rights of men and women and of nations large and small.”

In the Universal Declaration of Human Rights in 1948, the United Nations spelled out rights such as the right to own property; equality before the law; and freedom of speech, religion, and the press. The United Nations’ stand on human rights helped to pressure South Africa to overturn apartheid.

In the 1970s, President Jimmy Carter adopted human rights as an important part of American foreign policy. Carter voiced his concerns over human rights to the governments of the Soviet Union and China, two Communist countries where citizens had few rights.

In the 1980s and 1990s, American policy vacillated as presidents balanced concerns for human rights with trade and commercial interests. In President Clinton's administration, Congress debated whether to allow China into the World Trade Organization (WTO) or to keep it out because of its human rights violations. Clinton argued that by increasing China’s involvement in the world economy, China was more likely to make progress on human rights issues. Congress agreed, and China was voted into the WTO.

**CRITICAL THINKING**

**Directions:** Answer the following questions on a separate sheet of paper.

1. **Making comparisons:** Compare how the philosophies of social Darwinism and human rights view society.

2. **Making inferences:** Why do you think social Darwinism was so popular in the last decades of the nineteenth century?

3. **Synthesizing information:** Developing countries frequently tell human rights activists that they are not ready for a democratic society that guarantees human rights. Leaders claim that liberal democracy needs a strong middle class to work. Use library resources and the Internet to gather more information on this subject. Then write a brief essay in which you either support or refute the idea that every country should guarantee human rights for its citizens.
Andrew Carnegie (1835–1919)

The man who dies . . . rich dies disgraced.
From "Wealth" (1889) by Andrew Carnegie

Andrew Carnegie spearheaded the tremendous expansion of the steel industry in the late 1880s. As a result, he became very wealthy. A generous philanthropist, he gave more than $300 million to many different schools, theaters, libraries, and foundations. His leadership and generosity affected the lives of people throughout the world, especially in the United States, England, and Scotland.

Carnegie was born in Dumferline, Scotland, the son of a weaver. His father was a leader in the movement to improve conditions for workers. These early experiences helped shape the young boy into a man who believed in working for one's success, not obtaining it simply by being born into a wealthy family.

The Carnegie family immigrated to America in 1848. Carnegie was only 12 when he started to work in a cotton factory for $1.20 a week. He eagerly embraced American culture, teaching himself by going to school at night and reading every chance he had.

Two years later, Carnegie left the mill to work as a messenger in a telegraph office. Determined to be a success, the teenager worked as hard as he could, often doing more than was asked of him. At night, he practiced telegraphy and learned public speaking. His enthusiasm, effort, intelligence, and achievement caught the attention of Thomas Scott, a superintendent of the Pennsylvania Railroad Company. Scott hired Carnegie as his personal assistant and telegraph operator.

By 1859 six years later, Carnegie took over Scott’s job as superintendent and made many wise investments with his salary. Anticipating the future demand for iron and steel, Carnegie turned his attention to these industries. In the 1870s, factories he owned were the first in the United States to use the new Bessemer steelmaking process. In 1889 Carnegie combined his vast holdings into the Carnegie Steel Company, which came to control America’s steel industry. In 1900 his profits were $25 million a year. Although his business skills transformed the steel industry, his critics accused Carnegie of exploiting laborers and of unfair competitive practices.

In 1901 Carnegie sold his company and retired to devote himself to his philanthropic pursuits. By the time he died in 1919, he had spent more than half of his accumulated wealth to establish charitable trusts and endow libraries and universities.

REVIEWING THE PROFILE

Directions: Answer the following questions on a separate sheet of paper.

1. Why is Andrew Carnegie famous?
2. Why did Thomas Scott hire Carnegie as his personal assistant and telegraph operator?
3. Critical Thinking Determining Cause and Effect. What qualities led to Carnegie’s success?
Guglielmo Marconi (1874–1937)

The world was shocked when Guglielmo Marconi received the Nobel Prize in Physics in 1909. What had Marconi done to deserve this award?

On the surface, Marconi received the award for developing wireless telegraphy. More importantly, he had forced scientists to look at the world in a new way. Marconi had shown that electromagnetic waves could carry messages more than 2,000 miles—farther than anyone had imagined. Scientists could not even explain the truth of Marconi’s discovery for another 10 years!

As a child, Marconi was tutored at home on the family’s large Italian estate for several years, and then he attended a technical school. He failed his entrance examinations to both the University of Bologna and the Naval Academy. Denied formal higher education, Marconi read widely on one of his favorite subjects—radio waves.

He also spent hours with Augusto Righi, a university professor and neighbor, who let the eager Marconi audit university classes and do experiments in the labs. Working in the family attic, Marconi put together transmitters and by 1895 could use his devices to ring a bell a few yards away. To expand this distance, he moved his experiments outdoors. Soon, he was able to operate a Morse “inker” more than a mile away over a small hill. This was a major invention and enough to convince the family that Marconi was developing something potentially important.

When his invention was rejected in Italy, Marconi traveled to Britain to try his luck. In 1896 he filed his first patent. A year later, when his invention was able to transmit signals nearly 10 miles, he formed the Wireless Telegraph and Signal Company. By 1900 Marconi developed a method allowing several stations to operate on different wavelengths without interference. However, Marconi’s greatest triumph was yet to come.

Many scientists believed that the curve of the earth would limit the possibilities of radio-wave communication over great distances. In 1901, however, Marconi proved them wrong when he transmitted messages across the Atlantic Ocean from England to Newfoundland. His achievement attracted enormous attention and proved to be the starting point for the radio communications, broadcasting, and navigation services that developed in the next half century.

**REVIEWING THE PROFILE**

**Directions:** Answer the following questions on a separate sheet of paper.

1. Why was Marconi awarded the Nobel Prize in Physics in 1909?
2. How did Marconi learn about radio waves?
3. **Critical Thinking  Evaluating Information.** Marconi was an indifferent student, yet his practical application of radio waves changed the world. How can you explain his success?
“Advice to Nursing Students” and “The Difficulties of Trained Nurses”

The years from 1850 to 1914 brought exciting new career opportunities to many groups. For example, the field of nursing opened to women, largely as a result of the efforts of the British nurse Florence Nightingale. Before Nightingale undertook her reforms, nurses were largely untrained; through her efforts, nursing was raised to a medical profession with high standards.

Guided Reading  Read the following two articles about nursing to see how a new career developed during the 1800s.

“Advice to Nursing Students”
The world, more especially the Hospital world, is in such a hurry, is moving so fast, that it is too easy to slide into bad habits before we are aware. And it is easier still to let our year’s training slip away without forming any real plan of training ourselves.

For, after all, all that any training is to do for us is: to teach us how to train ourselves, how to observe for ourselves, how to think out things for ourselves. Don’t let us allow the first week, the second week, the third week to pass by—I will not say in idleness, but in bustle. Begin, for instance, at once making notes of your cases. From the first moment you see a case, you can observe it. Nay, it is one of the first things a Nurse is strictly called upon to do: to observe her sick. . . .

But give but one-quarter of an hour a day to jot down, even in words which no one can understand but yourself, the progress or change of two or three individual cases, not to forget or confuse them. . . . To those who have not much education, I am sure that our kind Home Sister, or the Special Probationer in the same Ward, or nearest in any way, will give help. The race is not always to the swift, nor the battle to the strong; and “line upon line”—one line every day—in the steady, observing, humble Nurse has often won the race over the smarter “genius” in what constitutes real Nursing. But few of us women seriously think of improving our own mind or character every day. And this is fatal to our improving in Nursing. . . .

A woman who takes a sentimental view of Nursing (which she calls “ministering” as if she were an angel) is of course worse than useless. . . .

To be a Nurse is to be a Nurse: not to be a Nurse only when we are put to the work we like. If we can’t work when we are put to the work we don’t like—and Patients can’t always be fitted to Nurses—that is behaving like a spoilt child, like a naughty girl: not like a Nurse. If we can do the work we don’t like from a higher motive, we may do it, that is one test of being a real Nurse. . . . For the Patients want according to their wants, and not according to the Nurse’s likes or dislikes. If you wish to be trained to do all Nursing well, even what you do not like—trained to perfection in little things—that is Nursing for the sake of Nursing, for the sake of God and of your neighbour. And remember, in little things as in great—No Cross, no Crown.

“The Difficulties of Trained Nurses”
The wages of a probationer [trainee] at the Birmingham and Midland Counties’ Institution . . . are £12 for the first year and £20 for the remaining 2, with board, lodging, and uniform.
Probationers must be between 25 and 35. These are the usual terms; but we do not ourselves expect to see nursing widely embraced among women—and especially among gentlewomen—until the terms are improved. A young woman who has to work must begin before 25; a nurse’s life is so arduous that the usual computation allows them 12 years of work, after which time they are incapacitated. Is it a career likely to tempt a woman of culture, to commence at 25 upon wages which an incompetent serving maid of 18 will not take, and to end her working life—while still in her prime—upon less wages than a head-nurse or a “plain cook” can demand and easily obtain? . . . Surely a well-trained sick-nurse—when we consider the needful qualifications—is worth more than a kitchen-maid.

**INTERPRETING THE READING**

**Directions** Use information from the readings to answer the following questions. If necessary, use a separate sheet of paper.

1. What advice did Florence Nightingale give in her article “Advice to Nursing Students”?

2. According to Florence Nightingale, where did the honor lie in nursing?

3. Under what circumstances did the author of “The Difficulties of Trained Nurses” expect many more women to become nurses?

4. Why did most nurses leave the profession after 12 years?

**Critical Thinking**

5. **Analyzing Information** What did Nightingale mean by “No Cross, no Crown”?

6. **Determining Cause and Effect** Why do you think the profession of nursing was so undervalued at this time?
Edgar Degas

The Impressionist school of painting flourished in France in the late 1800s. Impressionists are named for their attempts to record fleeting visual impressions directly from nature, using pure, broken color to achieve brilliance. They rejected historical, biblical, and literary subjects, focusing instead on everyday events, such as Parisian street scenes. The most famous Impressionists include Claude Monet, Auguste Renoir, Paul Cézanne, Edouard Manet, and Edgar Degas.

DIRECTIONS: Read the passage below about this French Impressionist. Then answer the questions in the space provided.

Edgar Degas (1834–1917) was born in Paris, the son of a wealthy banker. He intended to be a lawyer, but in 1855 he abandoned law for art, subsequently studying in Paris, Naples, and Rome. His first interest, which was to stay with him over his lifetime, was drawing. He wanted to show the line, form, and movement of the human body. He believed that technical mastery was vital, and he was driven to perfection. In his desire to understand the human form and how it moved, he made clay and wax models. Additionally, he studied Eadweard Muybridge’s sequential photographs of people in motion to learn more about how movement progresses from one moment to the next.

Throughout his career, one of Degas’s favorite media was pastel, a type of chalk crayon. The edge
produces strong lines, and, depending on how hard it is pressed, the side of the crayon can create subtle tones and shadings or bright colors. The softer lines produced using pastels can easily give the “impression” of something in a way that a sharper line or photographic representation does not give.

Many Impressionists painted what they saw when they saw it. Degas, on the other hand, studied people and scenes, made notes and sketches, and later painted or drew the work in his studio. Degas shared with his fellow artists an interest in contemporary life. His favorite subjects were dancers, racetracks, women bathing or arranging their hair, shopkeepers, and women ironing and doing laundry.

There is a spontaneity in Degas’s work. Not only are the people caught in one moment in time, but they are also part of a larger picture that we do not see. Even though they may not be part of the painting, we are made aware of the presence of other customers in the café or other dancers on the stage. Figures are often cut off or extended beyond the frame, perspective is unconventional, and poses are almost always candid. Since Degas’s subjects did not pose, there is an intimate sense of stealing a look at someone unaware of any other presence. Yet this seemingly casual style was actually carefully planned.

Degas preferred painting indoor subjects, because this allowed him to experiment with artificial and dramatic lighting. By manipulating the lighting, he created the shimmering colors that are his hallmark.

Reviewing the Selection

1. What is the meaning of the term Impressionism?

2. What kinds of subjects did Degas specialize in?

3. Describe Degas’s “research” before he sat down to paint.

Critical Thinking

4. Determining Relevance  What information in the passage is not relevant to understanding and appreciating Degas’s art?

5. Recognizing Ideologies  Reread the introduction about Impressionism. How does The Laundresses conform to the beliefs of this artistic movement?
Mass Society and Democracy

The period between 1870 and 1914 saw many changes in the areas of economics, science, popular culture, and the arts. The outline below names major areas of change during this period.

DIRECTIONS: Fill in the outline with three examples for each area. Select the items from the following list.

- Albert Einstein publishes his special theory of relativity, which states that space and time are not absolute but are relative to the observer.
- Based on the theory of Karl Marx, the formation of socialist political parties and trade unions improves the working and living conditions for industrial workers.
- Charles Darwin's theories are applied to human society in a radical way by nationalists and racists.
- Claude Monet paints pictures that capture the interplay of light, water, and sky.
- Emmeline Pankhurst founds The Women's Social and Political Union.
- Igor Stravinsky's ballet *The Rite of Spring* is performed in Paris.
- Marie Curie discovers that an element called radium gives off energy, or radiation.
- Pablo Picasso paints in a new style called cubism.
- The industrial system gives people new times to indulge in leisure activities.
- The Second Industrial Revolution, combined with the growth of transportation by steamship and railroad, fosters a true world economy.
- Many countries shift from being agrarian to industrial nations.
- Urban populations grow because of the lack of jobs and land in the country.

---

Cultural Revolution: 1870–1914

I. New Ideas in Economics
   A. ________________________________________________
   B. ________________________________________________
   C. ________________________________________________

II. The New Science
   A. ________________________________________________
   B. ________________________________________________
   C. ________________________________________________

III. Popular Culture
   A. ________________________________________________
   B. ________________________________________________
   C. ________________________________________________

IV. Revolution in the Arts
   A. ________________________________________________
   B. ________________________________________________
   C. ________________________________________________
During the 1800s and early 1900s, immigrants who came to American cities seeking a better life found new problems. Overcrowded housing, exploitive working conditions, and an unfamiliar language were perhaps the worst of these. Equally troubling, however, was the destruction of old patterns and rules for living. A newspaper called the Jewish Daily Forward offered advice to Eastern European immigrants trying to create a new life in a new land. For example, in the old country, matchmakers and parents told young people whom to marry. In the new land, things were not so clear. Here is a letter that was written to the editor of the Forward.

I am a girl sixteen years old. I live together with my parents and two older sisters. Last year I met a young man. We love one another. He is a very respectable young man, and makes a fine living. My sisters have no fiancés. I know that should I marry they will never talk to me. My parents are also strongly against it since I am the youngest child. I do not want to lose my parents’ love, and neither do I want to lose my [beloved] because this would break my heart. Give me some advice, dear Editor! What shall I do? Shall I leave my parents and marry my sweetheart, or shall I stay with my parents and lose the happiness of my life? Give me some advice, dear Editor!

—From How We Lived: A Documentary History of Immigrant Jews in America by Irving Howe and Kenneth Libo, copyright © 1979 by Irving Howe and Kenneth Libo.

**DIRECTIONS:** Answer the questions below in the space provided.

1. What does the writer offer as reasons why she should marry this young man? ____________________________
2. What are the reasons why the writer feels she cannot marry this young man? ____________________________
3. What advice would you offer? ____________________________
4. Would a sixteen-year-old girl whose family had lived in the United States for several generations face a dilemma like this one today? Why or why not? ____________________________
5. On a separate sheet of paper, write a letter describing a personal problem an American teenager might face today. Then list two ways the problem described in your letter is similar to the problem in the letter above and two ways that it is different.
Chapter 13
Section Resources

Guided Reading Activity 13-1  
Guided Reading Activity 13-2  
Guided Reading Activity 13-3  
Guided Reading Activity 13-4
The Growth of Industrial Prosperity

DIRECTIONS: Answer the following questions as you read the section.

1. What commodities were a part of the Second Industrial Revolution?

2. Name the first major change in industry between 1870 and 1914.

3. Electricity could be converted into what other forms of energy?

4. Why could Europeans afford to buy more consumer products?

5. Which part of Europe remained largely agricultural and little industrialized?

6. What did industrial workers do to improve their working and living conditions?

7. Who wrote The Communist Manifesto?

8. According to Karl Marx, what two groups of society would grow more and more hostile toward each other?

9. What did the German Social Democratic Party become in 1912?

10. What did pure Marxists believe about capitalism?
The Emergence of Mass Society

DIRECTIONS: Fill in the blanks below as you read Section 2.

By the end of the nineteenth century, more and more people lived in (1) ____________. The new industrial world led to the emergence of a (2) ____________ society.

At the top of European society stood a wealthy (3) ____________. This group made up only 5 percent of the population but controlled 30 to 40 percent of the (4) ____________

The (5) ____________ classes consisted of lawyers, doctors, members of the civil service, business managers, engineers, architects, accountants, and chemists. The European middle classes believed in (6) ____________, which was open to everyone and guaranteed to have positive results.

The working classes were (7) ____________ peasants, farm laborers, and sharecroppers. (8) ____________ labor was made up of day laborers and domestic servants who were mostly women.

The (9) ____________ Industrial Revolution opened the door to new jobs for women. By the 1840s and 1850s, the movement for women’s rights expanded as women called for equal (10) ____________ rights.

Between 1870 and 1914, most Western governments began to finance a system of (11) ____________ schools, which both boys and girls between the ages of 6 and 12 were required to attend. The most immediate result of public education was an increase in (12) ____________. New forms of (13) ____________ appeared in society. Leisure came to be viewed as what people do for (14) ____________ after work.
The National State and Democracy

DIRECTIONS: Fill in the blanks below as you read Section 3.

I. By the late nineteenth century, political democracy was expanding through___________, ____________, and formation of _____________.
   A. In Great Britain, the ___________ and ___________ Parties alternated in power.
   B. In 1875, the Third Republic in France gained a republican _____________.
   C. Constant turmoil between ___________ and ___________ weakened the social fabric of Italy.

II. The ___________ and ___________ European nations retained more conservative governments than western Europe.
   A. In Germany, ministers of government were responsible not to parliament but to the _____________.
   B. Emperor Francis Joseph of Austria-Hungary largely ___________ the parliament, issuing his own decrees and laws.
   C. Nicholas II of Russia believed the ___________ power of the ___________ should be preserved.

III. Four years of Civil War preserved American national _____________.
   A. By 1900, the United States had become the world’s ____________ nation.
   B. America gained control over ____________, ____________, ____________, ____________, and the ____________.

IV. Emperor William II’s policies of enhancing Germany’s power divided Europe into two ____________ alliances.
   A. The ____________ was an alliance of Great Britain, France, and Russia.
   B. The Triple Alliance included ____________, ____________, and ____________.

V. A series of crises in the ____________ set the stage for World War I.
   A. In 1908, Austria-Hungary took the step of ____________ Bosnia and Herzegovina.
   B. The Russians opposed this move and supported _____________.
   C. By 1914, these countries viewed each other with _____________.

Guided Reading Activity 13-3
Toward the Modern Consciousness

DIRECTIONS: Fill in the blanks below as you read Section 4.

1. Impressionists rejected the studios where artists had traditionally worked and went out into the ____________ to paint nature directly.
2. For Postimpressionist Vincent Van Gogh, art was a ____________ experience through which artists should paint what they ____________.
3. Functionalism was the idea that buildings, like the products of machines, should be ____________, or useful.
4. Science offered a certainty of belief in the ____________ of nature.
5. The French scientist Marie Curie discovered that ____________ gave off energy from within itself.
6. Albert Einstein published his theory of ____________, which stated that space and time are not absolute but are relative to the observer.
7. According to Sigmund Freud, human behavior was strongly determined by ____________ experiences and ____________ forces.
8. ____________, pioneered by Freud, is a method for bringing unconscious thoughts into awareness.
9. Social ____________ was the theory that social progress came from “the struggle for survival” as the “fit” advanced and the “weak” declined.
10. German general Friedrich von Bernhardt was an extreme ____________ who believed war was necessary to ensure that only the “fittest” nations would survive.
11. In Germany and Austria-Hungary during the 1880s and 1890s, new parties arose that used ____________ to win the votes of people who felt threatened by changing times.
12. Palestine became the home for a Jewish nationalist movement called ____________.
Chapter 14 Resources
The Height of Imperialism, 1800–1914

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Evaluating Evidence 94

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Comparing and Contrasting

LEARNING THE SKILL
When you read, comparing and contrasting helps you get a handle on new information. Sometimes authors compare and contrast in the text. Signal phrases such as “on the one hand” and “on the other hand” show contrast. Words like however and but also can signal a contrast between two ideas or events. Similarity is signalled when a sentence uses the words alike and still. As you read, you can also make comparisons or contrasts by thinking about how what you are reading compares to things you already know.

PRACTICING THE SKILL
DIRECTIONS: Practice creating compare and contrast statements using the information in your textbook. Read pages 454–455 on indirect and direct rule. Write a paragraph below that compares and contrasts these two systems of colonial rule. Your paragraph should answer this question: Which type of rule would be more likely to inspire rebellion?

_____________________________________________________

_____________________________________________________

_____________________________________________________

_____________________________________________________

_____________________________________________________

_____________________________________________________

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APPLYING THE SKILL
DIRECTIONS: Graphic organizer charts can be very helpful in comparing and contrasting. Using the information on British rule in India on pages 468–469 of your textbook, on a separate sheet of paper, create a 2-column chart to record the benefits and costs of British rule in India to the Indian people and nation.
Evaluating Evidence

LEARNING THE SKILL

Have you ever read a statement presented as fact in a book and wondered how the author came to that conclusion? In books about history it is expected that facts should be supported by evidence. Historians can’t make claims about information such as causes of war or influential leaders without providing evidence about how they came to their conclusions. Evidence can be presented in the text, itself, but can also be introduced through footnotes or bibliographies. All these examples give the reader a chance to examine the author’s evidence critically and come to the same or different conclusions. Evaluating evidence helps readers to think critically about the material presented and ultimately to understand not only the facts in a chapter, but also their context.

PRACTICING THE SKILL

DIRECTIONS: Begin by reading the bold portion of the excerpt from Chapter 14, which discusses British indirect rule in the Islamic state of Sokoto. Then answer the first question and go back to read the rest of the excerpt and answer question two.

The system was basically a fraud because British administrators made all major decisions. The native authorities served chiefly to enforce those decisions. Another problem was that indirect rule kept the old African elite in power. Such a policy provided few opportunities for ambitious and talented young Africans from outside the old elite. In this way British indirect rule sowed the seeds for class and tribal tensions, which erupted after independence came in the twentieth century.

1. The author presents this as fact. What type of evidence needs to be supplied to convince you of this statement?

2. List what evidence the author provided to support the initial statement. Were you convinced by the evidence presented based on what the author has already told you about indirect rule?

APPLYING THE SKILL

DIRECTIONS: Divide into groups of three or four students. Write this statement about nation building in nineteenth century Latin America: “The social class structure that existed in Latin America... played a big role in how the revolutions occurred and what they achieved.” Then, in your group, write a paragraph providing evidence to support the statement. Then have each group present its paragraph and the other groups will evaluate the evidence.
**Confronting Imperialism**

In the late nineteenth century, women in the United States and western Europe actively participated in movements for abolition, woman suffrage, and temperance. Many women also identified with people in the new colonies who were being denied rights, and therefore they supported anti-imperialist organizations. The following anti-imperialist poem was written by Dr. Anna Manning Comfort, a graduate of the first class of female physicians from the New York Medical College for Women. The imperialist phrase “white man’s burden” was coined in 1899 in Rudyard Kipling’s poem of the same name. The term suggested that western Europeans had a duty to expand their empires to bring western culture to “less civilized” areas of the globe. Read the poem, and then answer the questions that follow on a separate sheet of paper.

---

**Home Burdens of Uncle Sam**

"Take up the white man’s burden,"—
Yes, Uncle Sam, oh do!
But why seek other countries
Your burdens to renew?
Great questions here confront you.
Then, too, we have a past—
Don’t pose as a reformer!
Why, nations look aghast!

"Take up the white man’s burden,"—
But try to lift more true.
Recall the poor wild Indian
Whom ruthlessly you slew.
Ig Nobel was our treatment,
Ungenerous we dealt
With him and his hard burden,
'Tis known from belt to belt.

"Take up the white man’s burden,"—
The negro, once our slave!
Boast lightly of his freedom,
We scoff and shoot and lynch him,
And yet, because he’s black,
We shove him out from office
And crowd him off the track.

"Take up the white man’s burden,"—
Yes, one of them is sex.
Enslaved are your brave women,
No ballot, while you tax!
Your labors and your conflicts
Columbia’s daughters share,
Yet still denied the franchise,
Quick give! be just! deal fair!

"Take up the white man’s burden,"—
Start in with politics.
Clean out the rotten platform,
Made up of tricks and tricks,—
Our politics disgraceful,
In church and school and state.

---

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1. What are each of the “burdens” Comfort describes?

2. Why do you think she uses these particular examples?

3. What is her point of view on imperialism? Which lines in the poem illustrate her view clearly?
Differentiated Instruction Activity 14

For the Teacher

TEACHING STRATEGIES FOR DIFFERENT LEARNING STYLES

The following activities are ways the basic lesson can be modified to accommodate students’ different learning styles:

**English Learners (EL)** Before reading, have students scan the poem for unfamiliar words, and write them on the board. Then have students read the poem and, from context, come up with their own definitions of the words on the board. Discuss the poem and definitions with students. Finally, have students choose five of the new words, and on a separate sheet of paper, use each one in a new sentence.

**Advanced Learners (AL)** Have students research one of the allusions in the poem, such as the reference to Columbia, the Filipino isles, or “Samuel” in the last stanza. Then, have them write a short response poem that describes how the topic they researched connects to or is influenced by colonialism. Have students share their poems with the class.

**Below Grade Level (BL)** Have students complete the activity as presented.

**On Grade Level (OL)** Ask students to also answer the following questions:

1. What situation is described in the second stanza? The fourth?
2. Which lines of the poem refer to slavery in the United States?
3. What do the last two lines of the poem mean?
The Height of Imperialism

A. PRE-READING ACTIVITY: IMPROVING READING COMPREHENSION

Directions: Before reading “Central Africa” on page 459, answer the following questions.

1. Dr. David Livingstone was a famous British explorer who explored the African interior. What kinds of explorations do people today conduct around the world?

2. When people explore, they are usually searching for something, especially something very important or valuable. What do you think Dr. Livingstone was looking for? Why?

B. WORD BUILDING ACTIVITY: SUFFIXES

Word Usage Note: Suffixes
A suffix goes at the end of a word. Knowing different suffixes can help you determine the part of speech, or form, of a word.

Listed below are examples of suffixes and the word forms they help to create.

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Meaning</th>
<th>Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>-ism</td>
<td>state, condition</td>
<td>imperialism, capitalism</td>
</tr>
<tr>
<td>-tion</td>
<td>state, condition</td>
<td>civilization, colonization, expansion, exploration, extension, populations, regions</td>
</tr>
<tr>
<td>-ly</td>
<td>how</td>
<td>completely, enthusiastically, heartily</td>
</tr>
</tbody>
</table>
Directions: Complete the following sentences with one of the words listed in the chart in the Word Usage Note. Use each word only once.

1. ________________, or the 2. _______________ of one country’s power over other countries, led Europeans to embrace the growth or 3. ________________ into foreign territories. To some in the West, this meant introducing the Christian religion to the “heathen masses” and to others, this meant introducing the ideals of democracy and 4. ________________ to Asia and Africa. The 5. ________________ of Africa was especially important to the English at the time. For 30 years David Livingstone trekked through the dense jungles of Central Africa, totally and 6. ________________ involved in the 7. ________________ of unknown, uncharted 8. ________________ and the study of unfamiliar and ancient civilizations. After Livingstone’s death, Henry Stanley carried on the great explorer’s work, but he didn’t like Africa. In fact, he once said, “I detest the land most 9. ________________.”

The real driving force behind the colonization of Central Africa was King Leopold II, who rushed 10. ________________ into the pursuit of an empire there.

C. WORD BUILDING ACTIVITY: SYNONYMS AND ANTONYMS

Directions: Match each word in the numbered column with its synonym in the lettered column. Remember that synonyms are words with similar meanings.

1. ___ crusade a. strongly
2. ___ detest b. dislike
3. ___ enthusiastically c. excitedly
4. ___ heartily d. stimulate
5. ___ arouse e. cause (n.)

Directions: Match each word in the numbered column with its antonym in the lettered column. Remember that antonyms are words with opposite meanings.

1. ___ arouse a. bore
2. ___ enthusiastically b. thin
3. ___ dense c. adore
4. ___ detest d. weakly
5. ___ trek e. sit
**The Height of Imperialism, 1800–1914**

**DIRECTIONS:** Match each term with its definition by writing the correct letter on the blank.

A. imperialism  
B. colony  
C. protectorate  
D. direct rule  
E. annex  
F. sepoys  
G. viceroy  
H. indigenous  
I. creoles  
J. mestizos  
K. indirect rule  
L. *peninsulares*  
M. caudillos

1. colonial government in which officials brought from the mother country replace the local elites  
2. Spanish or Portuguese officials who resided temporarily in Latin America  
3. persons of mixed European and Native American ancestry  
4. governor ruling as a royal representative  
5. persons of European descent born in Latin America  
6. territory that an imperialistic power ruled directly  
7. strong leaders who ruled by military force  
8. political unit that depends on another government for its protection  
9. extension of a nation’s power over other lands  
10. native to a region  
11. colonial government in which local rulers maintain status and authority  
12. Indian soldiers  
13. incorporate a territory into an existing political unit such as a country or state
Colonial Rule in Southeast Asia

Key Words

<table>
<thead>
<tr>
<th>Academic Words</th>
<th>Words with Multiple Meanings</th>
<th>Content Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>acquire</td>
<td>raw</td>
<td>Creoles</td>
</tr>
<tr>
<td>assist</td>
<td></td>
<td>mestizos</td>
</tr>
<tr>
<td>dominate</td>
<td></td>
<td></td>
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<tr>
<td>consequence</td>
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<td>emphasis</td>
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<tr>
<td>impose</td>
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<td>motives</td>
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<tr>
<td>post</td>
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</tbody>
</table>

A. Word Usage Activity

Vocabulary in Context

**DIRECTIONS:** Using context clues, fill in the blanks in the paragraph below with one of the academic vocabulary or content words from the chart above. Make appropriate changes for verb tenses and plural nouns.

One 1. _______________ of British rule in India was the creation of an independence movement by Indian nationalists. The Indian National Congress (INC) was created in 1885; its 2. _______________ was originally on obtaining a share in the governing process. During the INC’s first meeting, only 2 of the 70 participants were Muslim. Many Muslims questioned the 3. _______________ of an organization that would exclude them and came to believe the INC was 4. _______________ by Hindu concerns. Some Muslims formed a different political organization, the Muslim League, to express their positions. In 1947 when they granted independence, the British also 5. _______________ a partition of the British Indian Empire into two nations, India and predominantly Muslim Pakistan.
B. Word Meaning Activity

Synonyms

DIRECTIONS: Match the words on the left with their synonyms on the right. Remember, synonyms are words that have similar meanings.

1. ___ acquire a. results
2. ___ assist b. reasons
3. ___ motives c. force
4. ___ consequences d. aid
5. ___ dominate e. gain
6. ___ emphasis f. stress
7. ___ impose g. rule

DIRECTIONS: Fill in the blanks with a word from the second column above that is closest in meaning to the underlined words in the sentences. You may need to add –ed or –s endings to some words.

1. ________________ As European affairs grew tense, states sought to acquire colonies abroad in order to gain an advantage over their rivals.
2. ________________ France imposed direct rule on the southern provinces in the Mekong delta.
3. ________________ This system of indirect rule in Sokoto had one good feature: it did not disrupt local customs and institutions. However, it did have some unfortunate consequences.
4. ________________ The British government ruled India directly through a viceroy who was assisted by a British civil service staff.
5. ________________ Creoles deeply resented the peninsulares, Spanish and Portuguese officials who dominated Latin America and drained the Americas of their wealth.
6. ________________ Distrustful of British motives, United States president James Monroe acted alone in 1823.
7. ________________ The emphasis on exporting raw materials and importing finished products ensured the ongoing domination of the Latin American economy by foreigners.
The Internet is a wonderful research tool, but all the information you find there isn’t necessarily accurate or reliable. To evaluate a Web site, consider how well the facts presented are documented and the sources used for background information. Ask yourself whether the links are up-to-date, and look for the credentials of the site author. Also consider the site design and the ease of accessing information.

**DIRECTIONS:** Visit the Web site listed below, and search the site for information on the Indian author Rabindranath Tagore. Then answer the questions below in the space provided.

[www.nobel.se](http://www.nobel.se)

1. Who is the author or sponsor of this site? What does this tell you about the reliability of the site?

2. What links does the site contain? Are they appropriate or related to the topic?

3. Is the design of the site appealing and useful? Give specific examples to support your answer.

4. Search for another Web site featuring Tagore, looking specifically for his works online. How does this site compare to the Web site of the Nobel Foundation?

5. Print a copy of a poem by Tagore to submit to your teacher.
Critical Thinking Skills Activity 14  Distinguishing Fact From Opinion

Facts are statements that can be proved by direct observation or reliable sources. Opinions are personal beliefs that cannot be proved. For example, it is a fact that the sepoys started a rebellion in 1857. It is an opinion that the British treated the sepoys badly. Although this opinion can be supported by examples, it is a value judgment and would have been open to debate at that time. To distinguish between facts and opinions, first look for statements that you can verify from direct observation or in a reference book, magazine, or newspaper. Then see which statements cannot be proved. These will be opinions. Often, opinions will contain the words always, never, must, all, none, the most important, the least important, and should.

DIRECTIONS: Read the following passage about the fate of explorer David Livingstone. Then analyze each statement to decide if it is a fact or an opinion. Write the number of each fact and opinion in the appropriate column of the chart.

1. David Livingstone died in the village of Chitambo in 1873. 2. Chitambo is located in what is now Zambia. 3. Determined to return Livingstone’s body to his native land, the locals removed his heart, brain, liver, and other internal organs and buried them. 4. Next, they used salt to embalm the body and dried it in the sun. 5. The journey with the body to the coast near Zanzibar was brutal. 6. It took the men nearly a year to cover the 1,000 miles; 10 men died on the way. 7. The survivors were treated very poorly at the end of their journey. 8. Their only rewards were their usual wages and a special medal. 9. The men should have received much more for their efforts. 10. Only Chuma and Susi—the two men who led the journey—got a suitable reward. 11. They were invited to England to share what they knew about Livingstone; as a result, they got many jobs guiding European explorers when they returned to Africa.

<table>
<thead>
<tr>
<th>Distinguishing Facts From Opinions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facts</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Railroads in India

Indian writer Rabindranath Tagore published a short story in 1898 about a man named Pramathanath, who visits Great Britain and returns to his native India proudly wearing European clothes. After seeing the British insult his fellow Indians on a new train, however, Pramathanath angrily throws his clothes into a blazing fire. How did British rule in India create conflicts for Indians?

The bloody Sepoy Mutiny of 1857 had a lasting impact on British-Indian relations. The British living in India built whites-only towns that could be easily defended in case of future revolts. Many Indians, on the other hand, sought to improve their lives through education. Some attended colleges in Great Britain, where they perfected their English, studied law, and witnessed democracy at work.

India changed rapidly after the Sepoy Mutiny. British companies built thousands of miles of railroads, dug dozens of coal mines, and started huge coffee and tea

Pulled Between Two Cultures

On the return journey, a European Sergeant of the Police expelled some Indian gentlemen from a railway-carriage with great insolence. Pramathanath, dressed in his European clothes, was there. He, too, was getting out, when the Sergeant said: “You needn’t move, sir. Keep your seat, please.”

At first Pramathanath felt flattered at the special respect thus shown to him. When, however, the train went on, the dull rays of the setting sun, at the west of the fields, now ploughed up and stripped of green, seemed in his eyes to spread a glow of shame over the whole country. Sitting near the window of his lonely compartment, he seemed to catch a glimpse of the downcast eyes of his Motherland, hidden behind the trees. As Pramathanath sat there, lost in reverie, burning tears flowed down his cheeks, and his heart burst with indignation.

— From “We Crown Thee King” by Rabindranath Tagore

This locomotive overturned as Indian laborers were laying tracks, in about 1880. India’s vast and rugged terrain presented many problems for train crews. However, as they tied the country together, railroads helped transport India into the modern age. India had only 432 miles of railroad track in 1859; by 1899, it had 25,000 miles of track.
HISTORY AND GEOGRAPHY ACTIVITY 14 (continued)

plantations. Yet the profits from these new ventures rarely trickled down to the Indian people, and the economic and social gap between the British and the Indians grew wider with each passing year. Meanwhile, the gaps between Indians began narrowing. The railroads brought them closer to one another, as did their use of a new common language—English.

The new railroads made it easier for the British to transport goods across India. Communities that had once been isolated were now connected by a vast web of steel rails. Connections between the Indian people also grew stronger. Before the British arrived, Indians in different parts of the country spoke hundreds of different languages, making communication difficult. Now the new railroads and the new common language helped Indians work together toward a common goal: reclaiming their homeland for themselves.

India in the late 1800s provides just one example of how improvements in transportation and communication can lead to profound cultural changes. In the case of Pramathanath, the improvements also prompted a change in attitude.

**APPLYING GEOGRAPHY TO HISTORY**

**DIRECTIONS:** Answer the questions below in the space provided.

1. What purpose did the British have for building railroads in India?

2. What effects did the English language and railroads have on Indian culture?

3. What was Pramathanath’s attitude toward British culture when he boarded the train? Why did his attitude change? Give evidence to support your answer.

4. **Critical Thinking**

   **Drawing Conclusions** Do you think it was wise of the British to improve transportation and communication systems in India? Explain your answer.

5. **Activity**

   Debate the following statement with your classmates: By improving communication, television has benefited modern society. Present evidence to support your position.
Africa’s Natural Resources

Many European nations sought to control the diverse natural resources of Africa. The map below shows political boundaries in Africa in 1914. The table lists the locations of many of Africa’s resources. Regions with large deposits are shown in dark type.

**DIRECTIONS:** First, create symbols to complete the key and indicate on the map how natural resources were dispersed across the African continent. Then answer the questions that follow. Use a separate sheet of paper.

<table>
<thead>
<tr>
<th>Resource(s)</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural gas/petroleum</td>
<td>Algeria, Libya, Egypt, Nigeria, Angola, French Equatorial Africa (coastal region)</td>
</tr>
<tr>
<td>Coal</td>
<td>Union of South Africa</td>
</tr>
<tr>
<td>Gold</td>
<td>Gold Coast, Belgian Congo, Union of South Africa</td>
</tr>
<tr>
<td>Diamonds</td>
<td>Sierra Leone, German East Africa, Angola, Union of South Africa, Belgian Congo, Bechuanaland</td>
</tr>
<tr>
<td>Other minerals</td>
<td>Morocco (lead), Gold Coast (bauxite), Northern Rhodesia (copper, uranium), Southern Rhodesia (copper), French West Africa (uranium), German Southwest Africa (zinc, uranium)</td>
</tr>
</tbody>
</table>

1. In which regions are most of Africa’s petroleum and natural gas found?
2. Review the landholdings of European nations in Africa. Compare the territory claimed by France, Portugal, Great Britain, and Germany. Then rank the countries from 1 to 4 on the basis of the natural resources they controlled. Give reasons for your rankings.

Most Control of Resources

1. __________________________
2. __________________________
3. __________________________
4. __________________________

Least Control of Resources

1. __________________________
2. __________________________
3. __________________________
4. __________________________
During the Spanish-American War, two rival newspapers, the *New York World* and the *New York Journal*, published jingoistic stories to attract more readers. This type of sensational journalism came to be known as yellow journalism.

William Randolph Hearst was ambitious, bold, and rich when in 1895 he purchased the failing *New York Morning Journal*. He had a plan to make the *Journal* the best-selling paper in New York City. To do so, however, the *Journal* would have to compete with the successful *New York World* and the powerful publisher Joseph Pulitzer. Hearst’s plan and the ensuing circulation war with Pulitzer invented yellow journalism.

The key concept of yellow journalism is sensationalism, in form and content. Hearst used huge banner headlines, melodramatic illustrations, and outlandish promotional schemes. The *Journal*’s content was long on lurid stories of crime, vice, and corruption, and the paper had a strong nationalistic slant. In matters of foreign affairs, the *Journal* never passed up a chance to rattle sabers and beat America’s chest.

The Cuban cause was perfect for yellow journalism, and in 1897 and 1898, Hearst’s papers whipped up public passions against Spain. When Cuban rebels began struggling again against the Spanish, Spain’s repressive response was portrayed graphically in Hearst’s papers. They then created the idea that U.S. citizens were in extreme danger, and Americans called increasingly for military intervention in Cuba. When the American battleship *Maine* mysteriously exploded in Havana, the call became a cry and a chorus.

Much of that chorus was orchestrated by Hearst’s yellow journalism. One legend even has it that Hearst had the *Maine* blown up to finally cause the war. No evidence shows that Hearst did this, though the origin of the legend is easy to understand. When one correspondent Hearst had sent to Cuba wired in complaint that he could not find a war and hence had no stories to file, Hearst cabled back that if the correspondent supplied stories, he would supply the war.

Hearst’s journalism was successful in one sense, but unsuccessful in another. The *Journal* gained a wide circulation, but it did so at the expense of a concern for the truth. Historians agree that its reporting was often exaggerated and biased, and sometimes just dishonest.

**DIRECTIONS:** Answer the following questions on a separate sheet of paper.

1. What is yellow journalism?
2. What media today seems to have a yellow journalistic style, and what media does not?
3. Hearst made the *Journal* financially successful, but did so at the expense of the truth and higher public interest. Where does the loyalty of a paper lie—to making a profit or to accurate and high-minded reporting? Why?
Mapping British Imperialism

BACKGROUND
Although many nations shared imperialist ambitions, no nation in the world exemplified the spirit of imperialism in the nineteenth and early twentieth centuries more than Great Britain. “The sun never sets on the British Empire” became a familiar saying of the early twentieth century. By creating an annotated, historical world map of the British Empire in 1914, you will learn more about Great Britain’s colonial empire and the lasting impact that British imperialism has had on nations around the globe.

GROUP DIRECTIONS
1. Use your textbook and library resources, such as an atlas or the Internet, to find historical and current maps of British territories. Many geopolitical maps have traditionally shown countries of the British Empire (and, later, the British Commonwealth) in pink.

2. Use what you learn to make a color-coded, annotated political map of the British Empire prior to 1914. For each colony, dominion, or protectorate, include a data sheet or card that indicates the name of the country, the date of colonization or direct entry into the British sphere of influence, and the key historical events in that country’s association with British rule or influence from 1800 to 1914. On a separate sheet, brainstorm and make two lists of what the group considers would have been the major advantages and disadvantages of British colonialism and imperialism to the subject countries and regions. Consider British imperial interests by continent:
   - Asia
   - Africa
   - North America
   - South America
   - Europe
   - Australia

ORGANIZING THE GROUP
1. Decision Making As a group, assign members to each continent to research the individual countries and regions that were part of the British Empire and decide who will design and construct the map itself.

2. Individual Work Use political and historical maps and other sources to find the names and exact locations of the British Empire countries and regions in your assigned continent. Also locate related historical events from 1800 to 1914. Make brief notes and create sketch maps of the areas to be included.
Cooperative Learning Activity 14 (continued)

3. **Group Work/Decision Making**  When all group members are finished, meet and share your findings. Together, draw an outline map of the world large enough for the group to be able to illustrate the various countries of the British Empire within the continents. Select some team members to complete the map, and others to revise, edit, and assemble the notes developed on each country during the research. Your group might also want to add current time zones to your map to illustrate “the sun never sets” theme.

4. **Group Sharing**  Display your map and annotations with those of other groups on a classroom bulletin board or as a school library exhibit. As a class, discuss the advantages and disadvantages of British imperial rule and influence on the colonies, dominions, and other countries and regions shown on the map.

---

**GROUP PROCESS QUESTIONS**

- What is the most important thing you learned about the extent and effects of British imperial rule from this activity?
- What did you enjoy most about this project?
- What problems did you have?
- How did you solve the problems?
- Name three modern countries which, before this activity, you did not know were part of the British Empire between 1800 and 1914. What was the overall impact of British rule in those countries?

---

**Quick CHECK**

1. Was the goal of the assignment clear at all times?

2. Did you have problems working well together? If so, how did you solve them?

3. Were you satisfied with your work on this project? Why or why not?

4. Which members of your group made the biggest contributions to your project and maintained high standards of quality and team skills?
The Imperial Press

During the late 1800s, when the United States became involved in the imperialistic scramble for territory, a new kind of newspaper reporting arose. It became known as yellow journalism. Featuring huge headlines and melodramatic stories, the yellow press twisted facts in order to influence public opinion and attract readers.

Learning Objective  To gain an appreciation for the role of the yellow press in the age of imperialism.

Activity  Students will work in four groups to complete a four-page newspaper, The Imperial Press, covering life in the age of imperialism. Each group will create a different page: a front page, a national news page, an editorial page, and a human-interest page. The activity will take two class periods, and students will be required to meet the deadline for a completed mock-up page by the end of the second period. Members of the four groups will spend the first half of the first period assigning responsibilities and brainstorming ideas. The second half of the first period will be spent completing rough drafts of articles, cartoons, ads, design layouts, and anything else of interest. During the first half of the second period, the groups will edit, redesign, and polish their materials. The last half of the second period will be used to lay out the final product on poster board.

Teacher Preparation  Have students bring daily newspapers to class and spend a few minutes discussing their elements and relating them to the paper the students will create. Note, for instance, that since the students represent an American press, the front-page stories and pictures should relate directly to the United States (perhaps the Spanish-American War or Commodore George Dewey). Students will also need a copy of the worksheet on the next page, poster board, glue, scissors, and rulers. They may wish to use colored pencils and markers.

Activity Guidelines

1. Introduce the activity with the daily newspapers as the main example. Explain the overall objective of the assignment and stress the importance of cooperation in meeting a deadline.

2. Organize students into four groups and tell them to assign the following roles to group members:
   - editors, who have final say on information included and responsibility for grammar and spelling
   - reporters, who write and edit stories to fit the plan
   - designers, in charge of mastheads, borders, and visuals as well as placement of the final design on poster board
   - cartoonists, who provide editorial cartoons

   Tell students to decide what is most appropriate for their pages and have them double-check with the other groups to make sure that information is not repeated.

3. After groups have assigned activities and brainstormed ideas, have students work in pairs or separately to complete the first drafts of individual tasks.

4. At the start of the second day, tell students to spend the first half of the period finalizing their work and making necessary corrections. Give them a deadline. Tell them they must then stop editing and put the final page onto poster board.
The Imperial Press—Worksheet

Use the following worksheet to plan your page of The Imperial Press. Work as a group to make decisions about assignments and information to include. Record the name of each group member according to the job he or she selects. You should also refer to the list of steps included as you plan and keep track of your time schedule and deadline. Check off each box when the task is complete.

<table>
<thead>
<tr>
<th>Editors</th>
<th>Reporters</th>
<th>Designers</th>
<th>Cartoonists</th>
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</tbody>
</table>

1. Decide on stories, visuals, and so on to include on the page.
   - Check with other groups to make sure no story or visual is duplicated.
   - If you find another group that wants to use the same material, you will have to decide where that material best belongs for the overall good of the newspaper.

2. Begin the tasks your group has assigned to its members:
   - Write stories or editorials
   - Make visuals
   - Draw cartoons
   - Create a rough layout for the page

3. When tasks are completed:
   - Review
   - Rewrite and redesign as necessary until it is time to go to press.

4. At press time, your group must stop editing and rewriting and begin laying out the final product on poster board.

Press Time Deadline
Day ________________
Hour ________________
The Height of Imperialism

Nineteenth-century social, political, and economic factors led to a period of expansion called the Age of Imperialism. During this period, European countries divided Africa, India, and China among themselves, while the United States extended its power into Latin America. The time line below lists some of the key events in this period of expansion.

**DIRECTIONS:** Study the events shown on the time line. Then complete the chart by selecting any five events from the time line and explaining how they were examples of imperialism. First, check off which factors the event most strongly influenced: social, political, or economic. Then write a sentence justifying your choice. One event has been completed for you as a model.

### Examples of Imperialism

<table>
<thead>
<tr>
<th>Event</th>
<th>Social</th>
<th>Political</th>
<th>Economic</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monroe Doctrine is declared.</td>
<td>✔️</td>
<td></td>
<td></td>
<td>Extended U.S. interests in Latin America</td>
</tr>
</tbody>
</table>
THEN Mexico has had a violent and turbulent history. It began when the Spanish conquistador Hernán Cortés conquered the Aztec. Cortés destroyed their capital, Tenochtitlán, and built a new capital, Mexico City, on the same site.

In 1810 a priest named Miguel Hidalgo started a revolution to free Mexico from Spanish rule. Hidalgo was captured and killed by the Spanish. However, in 1821, Mexico succeeded in winning its independence from Spain.

In 1836 Americans living in the Mexican province of Texas revolted against the Mexican government when it curbed economic and other freedoms. After a massacre of Texans at the Alamo in San Antonio, Texas leader Sam Houston surprised Mexican president Santa Anna at the Battle of San Jacinto and captured him. Texas became an independent republic for nine years. Its annexation by the United States in 1845 precipitated the Mexican War, a war sought by United States president James K. Polk.

In 1867 Mexican forces loyal to Benito Juárez, the first Native American president of Mexico, captured Emperor Maximilian, who had been sent by Napoleon III of France to take over Mexico.

Mexico also went through a series of revolutions and uprisings around the turn of the twentieth century. At one point, Pancho Villa, the Mexican bandit and rebel, raided towns in New Mexico. American troops invaded Mexico in search of Villa but failed in their attempts to catch him.

NOW Today, Mexico is a country of more than 100 million people and is rich in natural resources. The relative political stability in Mexico has come at a high price: Corruption can be found at many levels of government. Some police and army leaders have been found to be directly involved in the drug trade. In 2000 Vicente Fox became president. His election marked the first defeat since 1929 for the long-ruling Institutional Revolutionary Party. Many hope that Fox’s leadership will free the government from the grip of corruption.

Economic problems in rural areas have forced many Mexicans to move to Mexico’s cities, creating overcrowding and slum conditions. Millions of others have migrated north to the United States—many illegally—to search for work.

In 1994 Mexico signed the North American Free Trade Agreement (NAFTA) with the United States and Canada. The agreement eliminated all tariffs and trade restrictions between the three largest countries in North America. NAFTA has been a great boost to business in Mexico. Yet political problems still remain. In the state of Chiapas, Native Americans have staged an armed revolt against the government to gain civil rights and economic justice. The zapatistas, as they call themselves, take their name from Emiliano Zapata, a Native American rebel in the revolutionary struggle during the time of Pancho Villa.

CRITICAL THINKING

Directions: Answer the following questions on a separate sheet of paper.

1. **Making comparisons:** How does the zapatistas revolt in Chiapas resemble the Texas revolt against Mexico?
2. **Making inferences:** Explain how the long rule of one political party in Mexico might have led to corruption.
3. **Synthesizing information:** Explain how NAFTA has helped Mexico. Do research in the library and on the Internet to find some of the specific ways in which NAFTA has benefited Mexico, as well as the ways in which NAFTA has created problems for some people in Mexico.
Lobengula (c. 1833–1894)

Ask any man what nationality he would prefer to be, and ninety-nine out of a hundred will tell you that they would prefer to be Englishmen.

Cecil Rhodes, British industrialist who helped colonize Matabele lands

Lobengula was the last king of the Matabele (or Ndebele) nation, located in present-day Zimbabwe. His father was Mzilikazi, the first king of the Matabele nation. Fleeing the Zulu nation, Mzilikazi had led his people to Zimbabwe in the 1840s and established the South African nation of Matabeleland. When Mzilikazi died in 1868, a bitter civil war ensued. It took Lobengula two years, and a struggle with his brother Nkulumane, before he obtained the throne. This was only the beginning of his troubles.

During the 1880s, white British and Boer settlers began to move onto the Matabele lands. Faced with this external threat and with continuing internal conflict, Lobengula attempted to secure his throne by negotiating with the British. In 1886, Lobengula granted farming rights to British settlers. Two years later, he decided to give exclusive mineral rights to the British authorities in the area and to the colonial industrialist Cecil Rhodes in exchange for rifles and the promise that only 10 Europeans would arrive. Lobengula felt that these efforts would stave off further invasion and help him preserve his throne from ambitious rivals.

Rhodes, however, failed to honor the limits set forth in the treaty. Prospectors and speculators rushed into the area, anxious to mine the rich gold fields near the capital of Bulawayo. In an attempt to prevent a war that he knew would be disastrous for his people, Lobengula agreed to let the white people settle on the Matabele lands.

Despite his attempts to maintain peace, matters reached a crisis in 1893, and the Matabele were forced to leave their lands. The kingdom was destroyed in October of that year. Rhodes’s agents, armed with machine guns, set fire to Bulawayo. Lobengula and many of his people fled northward; Lobengula died shortly afterward. The territory claimed was named Rhodesia, now Zimbabwe.

REVIEWING THE PROFILE

Directions: Answer the following questions on a separate sheet of paper.

1. Why did Mzilikazi lead his people to Zimbabwe in the mid-nineteenth century?
2. What rights did Lobengula grant British settlers? Based on these rights, what can you infer about Matabele lands?
3. Critical Thinking Making Comparisons. How is the situation Lobengula faced similar to the experiences of many Native Americans during the 1800s?
4. Critical Thinking Drawing Conclusions. How would you characterize Lobengula’s abilities as a leader?
Pancho Villa was a celebrated Mexican general, revolutionary leader, and bandit. Beloved by the masses, he became famous for his fierce fighting and dramatic escapes.

He was born Doroteo Arango on June 5, 1878, in Río Grande, Mexico. He adopted the name of the outlaw Francisco Villa after he killed the owner of an estate for betraying his sister—the original Villa had committed the same act. For this, Villa was forced to escape into the mountains. He spent his teen years as a fugitive, robbing trains, looting banks, and raiding mines. Later, he would use these skills as a successful guerrilla fighter.

In 1910 the Mexican people rose up against the dictatorship of Porfirio Díaz. Villa joined Francisco Madero, leader of the rebel forces, who had seized control of the Mexican government. Villa was celebrated for his bravery. With his troops, he conquered many enemy strongholds, including Chihuahua, Parral, and Torreón. However, in 1912, General Victoriano Huerta, suspicious of Villa’s loyalties, condemned him to death. Madero intervened and sent Villa to prison instead. Four months later Villa escaped to El Paso, Texas.

The following year, Madero was assassinated and Huerta seized control of Mexico. Villa returned to Mexico and formed a new army, the famous División del Norte (Division of the North). Fighting side by side with the forces of Venustiano Carranza, Villa crushed Huerta’s dictatorship. In recognition of his leadership, Villa became the governor of the state of Chihuahua soon after.

However, conflicts arose between Villa and Carranza, and Villa and fellow revolutionary Emiliano Zapata were forced to escape. Villa continued to fight, but he lost the crucial Battle of Celaya in 1915. The country’s allegiance shifted to Carranza, who received U.S. backing. In reprisal for this shift in United States support, Villa killed 15 or 16 American citizens in the Santa Isabel massacre in 1916. A year later, Villa killed 17 Americans in New Mexico as a further protest against U.S. actions.

President Woodrow Wilson sent an American force to apprehend Villa. Although Villa eluded capture, many of his supporters were killed. For his valiant stand against the American troops, Villa became a hero and widely popular in Mexico.

In 1920 the Mexican government retired Villa with full pay at the rank of general. Three years later, he was ambushed and assassinated by a group of his enemies.

REVIEWING THE PROFILE

Directions: Answer the following questions on a separate sheet of paper.

1. Why did Villa leave his home when he was only a teenager?
2. Why did President Woodrow Wilson send American troops to capture Villa?
3. Critical Thinking Recognizing Ideologies. Why is Villa celebrated by the Mexican people?
Gandhi on Nonviolent Protest

Mohandas K. Gandhi, called the Mahatma, or “Great Soul,” by his followers, was the leading figure in India’s independence movement for 30 years. His simple, quiet, persistent efforts gained the respect and admiration of people around the world and became the model for other protest movements, including the fight for racial equality in the United States led by Dr. Martin Luther King, Jr. This excerpt from Gandhi’s writings dates from 1919, the year of the Amritsar Massacre. In it, he also refers to the time he spent as a lawyer (1893–1915) in South Africa, where he led a protest movement against the discrimination that South African laws and officials imposed on Indian residents as well as on black South Africans.

Guided Reading  In this selection, read to learn Gandhi’s opinion of nonviolence and when he thinks it should be practiced.

Where there is only a choice between cowardice and violence, I would advise violence. Thus when my eldest son asked me what he should have done, had he been present when I was almost fatally assaulted in 1908, whether he should have run away and seen me killed or whether he should have used his physical force which he could and wanted to use, and defended me, I told him that it was his duty to defend me even by using violence. Hence it was that I took part in the Boer War, the so-called Zulu Rebellion, and [World War I]. Hence also do I advocate training in arms for those who believe in the method of violence. I would rather have India resort to arms in order to defend her honour than that she should, in a cowardly manner, become or remain a helpless witness to her own dishonour.

But I believe that non-violence is infinitely superior to violence, forgiveness is more manly than punishment. Forgiveness adorns a soldier. But abstinence [from violence] is forgiveness only when there is the power to punish; it is meaningless when it pretends to proceed from a helpless creature. A mouse hardly forgives a cat when it allows itself to be torn to pieces by her. I therefore appreciate the sentiment of those who cry out for the condign [deserved] punishment of General Dyer [British commander at Amritsar] and his ilk. They would tear him to pieces, if they could. But I do not believe India to be helpless. I do not believe myself to be a helpless creature. Only I want to use India’s and my strength for a better purpose. Let me not be misunderstood. Strength does not come from physical capacity. It comes from an indomitable will. An average Zulu is any way more than a match for an average Englishman in bodily capacity. But he flees from an English boy, because he fears the boy’s revolver or those who will use it for him. He fears death and is nervous in spite of his burly figure. We in India may in a moment realize that 100,000 Englishmen need not frighten 300 million human beings. A definite forgiveness would, therefore, mean a definite recognition of our strength. With enlightened forgiveness must come a mighty wave of strength in us, which would make it impossible for a Dyer . . . to heap affront [insult] on India’s devoted head. It matters little to me that for the moment I do not drive my point home. We feel too downtrodden not to be angry and revengeful. But I must not refrain from saying that India can gain more by waiving the right of punishment. We have better work to do, a better mission to deliver to the world.

I am not a visionary. I claim to be a practical idealist. The religion of non-violence is not merely for the risbis [holy people] and saints. It is meant for the common people as well. Non-violence is the law of our species as violence is the law of the brute. The spirit lies dormant in the brute, and he knows no law but that of physical might. The dignity of man requires obedience to a higher law—to the strength of the spirit.
I have therefore ventured to place before India the ancient law of self-sacrifice. For *satya-graha* and its offshoots, non-cooperation and civil resistance, are nothing but new names for the law of suffering. The *risbis*, who discovered the law of non-violence in the midst of violence, were greater geniuses than Newton. They were themselves greater warriors than Wellington. Having themselves known use of arms, they realized their uselessness, and taught a weary world that its salvation lay not through violence but through non-violence.

Non-violence in its dynamic condition means conscious suffering. It does not mean meek submission to the will of the evil-doer, but it means the pitting of one’s whole soul against the will of the tyrant. Working under this law of our being, it is possible for a single individual to defy the whole might of an unjust empire to save his honour, his religion, his soul, and lay the foundation for that empire’s fall or its regeneration.

**INTERPRETING THE READING**

**Directions** Use the information from the reading to answer the following questions. If necessary, use a separate sheet of paper.

1. Under what circumstances did Gandhi believe that violence is a justifiable choice?

2. Did Gandhi see nonviolence as a method to be used by the weak or the strong? Give quotations to support your answer.

3. How, according to Gandhi, did India’s state of mind explain why people still wanted revenge for Amritsar? What was his reaction to their anger?

4. How does “passive resistance” differ from simply giving in?

**Critical Thinking**

5. **Making Inferences** Gandhi described himself as a “practical idealist.” From what you know of his work, how did he turn his ideals into practice?
Indian Sculpture

Most Indian sculpture is religious and illustrates a variety of representations of the Hindu gods Brahma, Vishnu, and Siva. Brahma is the creator, Vishnu is the preserver, and Siva is the destroyer. By depicting these gods, the sculptures encompass the entire life cycle of humanity and the world.

**DIRECTIONS:** Read the passage below. Then answer the questions in the space provided.

Vishnu, the preserver or savior, is the supreme god of Hinduism. His form takes multiple manifestations—fish, tortoise, boar, man-lion, and dwarf. Most often, he is portrayed wearing a crown, and each of his four hands holds one of his emblems: a conch shell, a wheel or discus (representing man), a mace (representing woman), and a lotus flower.

Some sculptures relate their stories in a kind of visual shorthand easily recognized by Hindus. For example, one sculpture of Vishnu shows him as a cosmic boar. Under one foot is the serpent king, and Vishnu holds a woman in his jaws. This sculpture refers to a particular creation story in which Vishnu saved the earth, symbolized by a goddess, from serpents. Another sculpture shows Vishnu dreaming of the cosmic nightmare, where the various aspects of good and evil take on a more or less human form. In these scenes, Brahma, the four-headed god of creation, is usually shown being “born” on a lotus blossom in Vishnu’s navel. Sometimes, however, Brahma is merely sitting on a lotus. That, along with his four heads, provided enough information for anyone to recognize him.

Siva, the destroyer, is a fierce god. He is also the god of fertility and rebirth. Is this a contradiction? No, because the Hindu concept of reincarnation says that everything dies and then is reborn. Siva lived on the sacred Mount Kailasa (like Mount Olympus of the Greeks), and sculptures sometimes show him on his mountain. Under the mountain is the many-armed demon Ravana. Ravana begins to shake the mountain, but powerful Siva pushes the earth back into place with only his toe and restores calm.

Like Vishnu, Siva appears in many manifestations. He creates, destroys, and maintains the cosmos. One sculpture shows him with three heads. The left face is destructive, with a hooked nose, cruel mouth, and a headdress ornamented with a cobra. The right face is creative and feminine, with pearls and flowers in the hair, and a lotus in the hand. The central face is serene and represents the loving Siva.

(continued)
One of the most important representations of Siva is as a Lord of the Dance. This is the cosmic dance of the creation and destruction of the universe. The ring is the cosmos, which springs from the mouths of the makaras (beasts associated with water and fertility, part fish, part crocodile, and part elephant) located below. The flames represent the simultaneous destruction of the cosmos. Siva’s lower hands offer blessings of comfort, promising to release humanity from its sufferings. This emphasizes power and compassion.

**Reviewing the Selection**

1. Who are the three main Hindu gods and what do they represent?

2. How do these three gods illustrate the cycle of Hinduism?

3. **Critical Thinking**

   **Making Comparisons** Ganesha is the four-armed elephant-headed son of Siva. He is the god of wisdom and common sense. He is also the remover of obstacles, and thus he should be appeased before any undertaking and saluted before beginning a trip. He is usually shown holding an ax in one hand, part of his tusk that was broken off in battle in another hand, and a bowl of sweets in a third hand. Most of these characteristics appear in the sculpture of Ganesha on page 91. How is Ganesha similar to his father Siva? How is he different?

4. **Analyzing Information** Explain how Indian sculpture acts as a kind of “visual shorthand.”
The Height of Imperialism

Between 1800 and 1914, a powerful group of European countries and the United States came to control much of the world. In so doing, they forever changed the people and cultures of the lands they conquered.

DIRECTIONS: Complete the chart below to review the main events in Chapter 14. In the second column, write the names of important individuals involved in each event. In the last column, write a brief description of the outcome of each event.

<table>
<thead>
<tr>
<th>Major Events of the Age of Imperialism</th>
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</thead>
<tbody>
<tr>
<td>Event</td>
</tr>
<tr>
<td>Gold present in South Africa</td>
</tr>
<tr>
<td>Colonization of Africa</td>
</tr>
<tr>
<td>Building of Suez Canal</td>
</tr>
<tr>
<td>Sepoy Mutiny</td>
</tr>
<tr>
<td>Monroe Doctrine</td>
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<tr>
<td>Spanish-American War</td>
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</tbody>
</table>
Historical figures are sometimes remembered for their last words spoken before dying. Read the following passage for some examples.

One of the people of the Age of Imperialism who gained great wealth was Cecil Rhodes, the South African explorer, statesman, and businessman. Rhodes made a fortune from mining gold and diamonds in southern Africa. Rhodes then went on to establish a South African colony and named it after himself: Rhodesia. The country is now known as Zimbabwe. On his deathbed in 1902, Rhodes is reputed to have said, “So little done—so much to do.”

Other famous figures of the day departed with equally characteristic words. British explorer Lawrence Oates, noted for his composure under pressure, walked to his death in 1912 in an attempt to help his companions. They were starving to death during an expedition to the North Pole. As he left, Oates said, “I am just going outside and I may be some time.” Ludwig van Beethoven, the German composer who was deaf for the last 29 years of his life, died in 1827, saying, “I shall hear in heaven.” Self-assured General John Sedgwick, Union commander in the Civil War, was killed at the Battle of Spotsylvania Courthouse, Virginia, in 1864. He was shot while looking over a balcony at the enemy lines and saying, “They couldn’t hit an elephant at this dist—.”

**DIRECTIONS:** Use the space provided to write some likely last words for each of the following explorers, politicians, and writers listed below. Be sure each person’s last words reveal something about his character or history.

1. Rudyard Kipling
2. Henry M. Stanley
3. King Leopold II of Belgium
4. Ferdinand de Lesseps
5. King Lobengula
6. Rabindranath Tagore
7. Miguel Hidalgo
8. James Monroe
9. Emiliano Zapata
10. Porfirio Díaz
Colonial Rule in Southeast Asia

DIRECTIONS: Fill in the blanks below as you read Section 1.

1. Beginning in the 1880s, European states began an intense scramble for ____________ territory.
2. ____________ is the extension of a nation’s power over other lands.
3. Through “new imperialism,” European states sought nothing less than ____________ over vast territories.
4. As European affairs grew tense, states sought to acquire colonies abroad to gain an ____________ over rivals.
5. Some Europeans argued that they had a ____________ responsibility to civilize primitive people.
6. Britain wanted control of ____________ in order to protect its possessions in India.
7. To stop British moves into Vietnam, France decided in 1857 to force the Vietnamese to accept French ____________.
8. After the French conquest of Indochina, Thailand was the only remaining ____________ state.
9. President William McKinley decided to turn the ____________ into an American colony.
10. In indirect rule, local rulers were allowed to ____________ their positions of authority.
11. When local elites resisted the foreign conquest, ____________ was enacted, removing local rulers from power.
12. Colonial policy stressed the ____________ of raw materials as opposed to encouraging homegrown industries.
13. The leaders of resistance to colonial rule were often the westernized ____________ in the cities.
Empire Building in Africa

**DIRECTIONS:** Answer the following questions as you read Section 2.

1. Which seven European countries placed virtually all of Africa under European control between 1880 and 1900?

2. What reforms did Muhammad Ali introduce during a 30-year reign in Egypt?

3. What did Great Britain believe concerning the Suez Canal?

4. In 1879 France established control over which North African country?

5. What humiliation did Italy suffer in North Africa in 1896?

6. State the famous words of Henry Stanley upon discovering David Livingstone in Central Africa.

7. What parts of Africa did King Leopold II of Belgium colonize?

8. What part did African delegates play in the Berlin Conference as their continent was being carved up by European powers?

9. What did the Boers believe was ordained by God in relation to racial differences?

10. Describe one of the major goals of Cecil Rhodes.

11. By 1914 which two African countries remained as noncolonized free states?

12. Explain the “gap” between theory and practice in colonial policy.
British Rule in India

**DIRECTIONS:** Fill in the blanks below as you read Section 3.

**I.** British power in India ____________ while the power of ____________ rulers declined.

A. The British East India Company had its own ____________ and ____________ to maintain power.

B. They hired Indian soldiers known as ____________ to protect their interests.

C. In 1857 Indian distrust of the British led to a revolt, the First War of ____________.

   1. A rumor spread that the British were issuing bullets greased with ____________ and ____________ fat.

   2. Within a year, loyal Indian troops along with the British, crushed the ____________.

**II.** The British ruled India directly through an official called a ____________.

A. There were ____________ to British rule.

   1. It brought ____________ and ____________ to society.

   2. It led to fairly ____________ and ____________ government.

B. There were ____________ to British rule.

   1. It brought economic hardship to millions as local ____________ was destroyed.

   2. Despite education, Indians were never considered ____________ of the British.

**III.** In 1885 a group of Indians met to form the ____________.

A. They began by calling for a share in the ____________ process in India.

B. In 1915 ____________ became active in an independence movement.

   1. He set up a movement based on ____________ resistance.

   2. Ultimately Gandhi’s movement would lead to Indian ____________.
**Nation Building in Latin America**

**DIRECTIONS:** Fill in the blanks below as you read Section 4.

Political ideals stemming from the successful (1) ____________ in North America were beginning to influence Latin America. When Napoleon overthrew the monarchies of Spain and Portugal, the authority of the (2) ____________ and (3) ____________ was weakened in their colonial empires. Between 1807 and 1825, a series of revolts enabled most of Latin America to become (4) ____________.

The first real hero of Mexican independence was (5) ____________. On September 16, 1810, a crowd of (6) ____________ and (7) ____________, armed with clubs, machetes, and a few guns, formed a mob army to attack the Spaniards. In 1821, Mexico declared its independence from Spain and became a (8) ____________ in 1823.

(9) ____________ believed that the Spaniards must be removed from all of South America if any South American nation was to be free. Unsure of their precise boundaries, the new nations went to war with one another to settle (10) ____________ disputes. Soon after independence, strong leaders known as (11) ____________ came into power, who ruled by military force.

As a result of the (12) ____________ War, Cuba became a United States protectorate, and Puerto Rico was (13) ____________ to the United States. The United States was granted control of a strip of land in Panama where they built the (14) ____________.

Many in Latin America saw the United States as a (15) ____________. The middle sectors in Latin America sought liberal (16) ____________, not revolution. Once they had the right to vote, they generally sided with the (17) ____________ elites.
# Chapter 15 Resources

## East Asia Under Challenge, 1800–1914

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Questioning

LEARNING THE SKILL
Asking yourself questions as you read helps you remember and understand the material. Most writers try to anticipate the questions a reader might ask and to include material that would answer them. There is an easy way to question as you read. First, turn the chapter and section headings into questions. Then look for the answers to your questions in the paragraphs that follow. Another method is to form questions about the author’s intentions. For example, you might ask yourself, “What matters to this author?” or, “What is this author trying to get me to conclude?” This technique will help you read critically and form judgments about your reading.

PRACTICING THE SKILL

DIRECTIONS: Read the following sentence and answer the questions below.

In 1907 President Theodore Roosevelt made a “gentlemen’s agreement” with Japan that essentially stopped Japanese immigration to the United States.

1. Why is the author telling you this?

2. Does the author state it clearly and understandably?

3. How could the author have said it more clearly?

4. What would you say instead?

5. What new question(s) does this raise in your mind?

APPLYING THE SKILL

DIRECTIONS: Read the History and Arts feature on page 491 about the Opium War. Then turn the heading of the feature into a question, and evaluate how well the author addressed the question in the text. Is the question answered clearly? How would you have answered it?
Analyzing Cause and Effect

LEARNING THE SKILL
When writing, historians often organize their discussions around causes and effects. They present an event by analyzing what led to it and what the results followed from it. For example, when writing about the Boxer Rebellion in China in 1900, historians would explore the relationship between the foreign takeover and the Chinese people—the cause of the event. Then, after presenting the events of the rebellion, historians would analyze the consequences of the event.

PRACTICING THE SKILL
DIRECTIONS: Using your knowledge from Chapter 15, match each historical cause with its corresponding effect.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Opium shipped to Chinese markets</td>
<td>A. Japanese women allowed to pursue an education</td>
</tr>
<tr>
<td>2. the Qing dynasty pressured by other nations for trade</td>
<td>B. Sun Yat-sen flees to Japan</td>
</tr>
<tr>
<td>3. General Yuan Shigai named president of Chinese republic</td>
<td>C. the British gain control of Hong Kong</td>
</tr>
<tr>
<td>4. Matthew Perry arrives in Edo Bay</td>
<td>D. Open Door Policy proclaimed</td>
</tr>
<tr>
<td>5. the Meiji Restoration begins</td>
<td>E. Some Japanese ports open to Western traders</td>
</tr>
</tbody>
</table>

APPLYING THE SKILL
DIRECTIONS: Based on what you’ve learned in Chapter 15, create your own cause and effect quiz with five questions. When it is completed, exchange your quiz with another student. The quiz may be set up so that the quiz taker needs to match items underneath a “cause” column and “effect” column, as in the activity above. Or, the quiz taker might be required to fill in the blanks for an “effect” in each question. Be sure to create an answer key for your quiz.
**Differentiated Instruction Activity 15**

**East Meets West**

During the nineteenth century, Western nations started engaging more and more with China and Japan, with mixed results.

Using your textbook and other sources, identify some of the major cross-cultural exchanges that took place between East and West in the nineteenth and twentieth centuries. Use a graphic organizer like the one below to chart these exchanges. In the center circle of each pairing, use an arrow to indicate which culture influenced the other in each example.

<table>
<thead>
<tr>
<th>East</th>
<th>West</th>
</tr>
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<tbody>
<tr>
<td>Example: <em>The Boxers roamed the countryside and killed Chinese Christians.</em></td>
<td>←</td>
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<tr>
<td></td>
<td>European missionaries helped spread Christianity.</td>
</tr>
</tbody>
</table>

...
For the Teacher

TEACHING STRATEGIES FOR DIFFERENT LEARNING STYLES

The following activities are ways the basic lesson can be modified to accommodate students’ different learning styles:

English Learners (EL) Provide students with a partially completed graphic organizer, with one side of each example filled out for them. Students should then work in pairs to complete the organizer. Students should also fill in the arrows themselves.

Advanced Learners (AL) After students have completed the basic chart, have them complete another one using contemporary examples of cultural exchanges. Encourage students to move beyond the East-West comparison; they may compare developed/developing nations, secular/non-secular nations, or any example of their choosing.

Below Grade Level (BL) Before students begin the activity, use a map to brainstorm Eastern and Western countries with them, and list these countries on the board. As a class, have students scan the chapter and find examples of the countries they have listed. Students should jot down notes about any cultural influences connected to these countries that they find in the text, while you jot down notes on the board. Students may then use their notes and the notes on the board to complete the graphic organizer.

On Grade Level (OL) Have students fill in the graphic organizer as instructed. Students should then trade their organizers with a partner for peer review.
English Learner Activity 15

East Asia Under Challenge, 1800–1914

A. PRE-READING ACTIVITY: IMPROVING READING COMPREHENSION

Directions: Before reading “Causes of Decline” and “The Opium War” on pages 488–490, answer the following questions.

1. The title of this chapter is East Asia Under Challenge, 1800–1914. Describe some of the challenges that nations face. What challenges has your own nation had?

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

2. While you read, write down the many challenges countries face.

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

B. TEXT ANALYSIS ACTIVITY: PARALLELISM

Text Analysis Note: Parallelism
Writers use parallelism to create strong sentences. Parallelism refers to the listing of words of the same part of speech—verbs, nouns, or adjectives. For example, all three verbs are in the same tense in the sentence “The soldiers marched to the fort, climbed the walls, and ambushed their enemies.”

Directions: Using the paragraphs in “Causes of Decline” on pages 488–489, fill in the blanks with the words the writer has used to create parallel structure.

1. (n.)...after a long period of peace and __________...  
2. (v.)...humiliated and __________ by the Western powers...  
3. (n.)...One important reason for the abrupt __________, and fall...  
4. (n.)...to suffer from corruption, peasant __________ and __________...  
5. (n.)...The ships, __________, and __________ of foreigners...
C. LANGUAGE BUILDING ACTIVITY: IDENTIFYING VERB TENSE

Language Usage Note: The Simple Past and the Past Perfect

The simple past (V -ed) refers to events that happened at a specific time in the past and are over.
Key words: ago, last (night, week, year), 1999, once
Example: The British failed in their negotiations with the Chinese.

The past perfect (had + V -ed/en/t) refers to events that happened at an unspecified time in the past before another event.
Key words: by the time that..., already, before
Example: Before turning to trading opium, the British had tried to negotiate with the Chinese.

Directions: Read the following passage from page 489. Then complete the chart below by identifying the tenses for the underlined verbs as the simple past tense or the past perfect.

By 1800 Europeans 1. had been in contact with China for more than 200 years. Wanting to limit contact with outsiders, the Qing dynasty had restricted European merchants to a small trading outlet at Guangzhou, or Canton. The merchants could deal with only a few Chinese firms. The British 2. did not like this arrangement.

Britain 3. had an unfavorable trade balance with China. That is, they imported more goods from China than they 4. exported to China. Britain 5. had to pay China with silver for the difference between its imports—tea, silk, and porcelain—from China and its exports—Indian cotton—to China. At first, the British 6. tried to negotiate with the Chinese 7. to improve the trade imbalance. When negotiations 8. failed, the British 9. turned to trading opium.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Verb Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. had been</td>
<td>past perfect</td>
</tr>
<tr>
<td>2. did (not) like</td>
<td></td>
</tr>
<tr>
<td>3. had</td>
<td></td>
</tr>
<tr>
<td>4. exported</td>
<td></td>
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<tr>
<td>5. had</td>
<td></td>
</tr>
<tr>
<td>6. tried</td>
<td></td>
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<tr>
<td>7. to improve</td>
<td></td>
</tr>
<tr>
<td>8. failed</td>
<td></td>
</tr>
<tr>
<td>9. turned</td>
<td></td>
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</tbody>
</table>
**East Asia Under Challenge, 1800–1914**

**DIRECTIONS:** Fill in the term for each definition listed below, writing one letter in each square. Then use the letters in the shaded squares to answer the question that follows.

1. territory governed by a high administrative official or chief officer
2. useful product that can be made marketable
3. exemption from local legal jurisdiction
4. political compromise
5. compensation for damage
6. granting equal trade opportunities to all countries (three words)
7. local
8. territorial area over which trading rights are wielded by one nation (three words)
9. adopting foreign technology while keeping traditional values and institutions

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</tbody>
</table>

10. What commodity did the British East India Company trade to China to help overcome the trade imbalance between Britain and China?
East Asia Under Challenge

A. Word Family Activity

Vocabulary in Context

Word Study: Latin Roots and Prefixes

<table>
<thead>
<tr>
<th>Root/Prefix</th>
<th>Meaning</th>
<th>Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>alter-</td>
<td>change, other</td>
<td>alter, alternative, alteration</td>
</tr>
<tr>
<td>inte-</td>
<td>whole</td>
<td>integrate, integral, integrity</td>
</tr>
<tr>
<td>ob-</td>
<td>over</td>
<td>observation, observe</td>
</tr>
<tr>
<td>sub-</td>
<td>under</td>
<td>subsidize, subsidy, subject</td>
</tr>
</tbody>
</table>

DIRECTIONS: Complete the following sentences with one of the words from the chart above. You may need to add -ed or -s endings to some words.

1. The United States secretary of state, John Hay, was a man of great ________________.
2. The Open Door policy allowed all foreign countries access to China and gradually ________________ the world’s perception.
3. Other nations were able to ________________ and appreciate the wisdom of this proposal.
4. The practice of extraterritoriality meant that Europeans were not controlled by or ________________ to Chinese laws.
5. To build strong, stable nations, governments sometimes provide funds for, or ________________, their industries.
B. Word Use Activity

Word Web

**DIRECTIONS:** Use the following words in a word web to show how they are connected:
*Japan, colleagues, ensure, integrate, subsidize, traditional, transition.*

The word “Japan” links all of these words together. Write “Japan” in the center oval, and write the other related words in the surrounding ovals. For each of the related words, write a sentence that clearly shows the word’s relationship to the central word, Japan. You can write sentences inside the ovals or, if you need more space, use a separate sheet of paper.
Because writing a report is a complex task involving many steps, it requires careful planning. When you are planning your report, don’t forget to consider the element of time. You have been given a due date, and the time you spend on each stage of your project must be adjusted to fit within your time frame.

**DIRECTIONS:** Answer the questions below. Then create a schedule for completing a report on the Meiji Restoration by filling in the chart.

1. How much time do I have to complete the entire project? How much time can I spend on it each day? ____________________________

2. Which stage of the project will probably take the most time? (Write “most time” beside one stage and “least time” beside another.)

   - research __________
   - writing __________
   - revising __________

3. How much time can I dedicate to each stage?

   - research __________
   - writing __________
   - revising __________

   Due date of paper: ____________________________

---

**Report Writing Schedule**

<table>
<thead>
<tr>
<th>Task</th>
<th>Estimated Date for Completion</th>
<th>Actual Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do preliminary research to explore the Meiji Restoration.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Focus on a more narrow topic.</td>
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</tr>
<tr>
<td>3. Start to assemble a bibliography of sources.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Make note cards of important quotes or information.</td>
<td></td>
<td></td>
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<tr>
<td>5. Develop a tentative thesis for your paper.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Complete your bibliography of sources.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Complete your note cards.</td>
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<tr>
<td>9. Make an outline for your paper.</td>
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<tr>
<td>10. Write a rough draft.</td>
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<tr>
<td>11. Revise your draft (more than once if necessary).</td>
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<tr>
<td>12. Finish your final draft.</td>
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</tbody>
</table>
### Critical Thinking Skills Activity 15

**Making Comparisons**

When you compare two things, you look at the ways in which they are similar. When you contrast two things, you look at the ways in which they differ. Comparing and contrasting people, objects, or events can deepen your understanding of them and help you remember information about them.

**DIRECTIONS:**
1. In the chart below, list the causes of the decline of the Qing dynasty. Then select from chapters you have already studied any other empire, dynasty, or government that rose to power and then declined and write its name in the blank heading over the second and third columns. Then list the causes of this decline in either the similarities or differences columns to compare and contrast the two historical events. Then answer the question that follows.

<table>
<thead>
<tr>
<th>Qing Dynasty</th>
<th>Causes of Decline</th>
<th>Similar Causes of Decline</th>
<th>Different Causes of Decline</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

2. In his *Philosophy of History*, Georg Hegel wrote in 1832, “What experience and history teach is this—that people and governments never have learned anything from history, or acted on principles deduced from it.” How does this relate to the comparison above?
Strait of Malacca

At a busy wharf on the island of Sumatra in the A.D. 1300s, a Muslim trader bends over bags of aromatic spices—clove, nutmeg, and mace. Stacks of sandalwood and bolts of silk are piled nearby. A local agent bargains with Indian and Chinese traders. What mainland kingdoms existed in Southeast Asia at about this time?

For hundreds of years, the Strait of Malacca brought two worlds together. The maritime empire of Srivijaya was located here at a cultural crossroads between East and West. From its location on the southeast coast of Sumatra, Srivijaya monopolized trade that passed through the Strait of Malacca. Traders from China, India, and the Arabian Peninsula anchored at Srivijaya, where they exchanged cargoes of exotic goods for spices. Srivijaya did not hold a

Portuguese Trade in Malacca

At this time there was a large number of merchants of many nationalities in Malacca, ... the merchants and sea-traders realized how much difference there was in sailing to Malacca, because they could anchor safely there in all weathers, and could buy from the others when it was convenient. They began to come to Malacca all the time because they got returns.

—Tome Pires, in Suma Oriental, early 1500s

Muslim and Chinese traders sailed through the Strait of Malacca to reach safe harbor in Srivijaya.
vast territory, but it maintained control over international trade in the Southeast Asian archipelago. During the 1500s, long after Srivijaya’s decline, the Portuguese gained control of the trade that passed through the strait.

People choose to settle in certain locations for many reasons. Soil, climate, and energy sources provide the basic elements for human survival. If an area also has navigable rivers and deep harbors, those geographic features allow people to transport goods and passengers to other markets or population centers.

Distant resources and markets can also influence the location of settlements. Srivijaya’s position on the Strait of Malacca enabled it to control trade coming from the East and the West. When the Portuguese, and later the Dutch, realized the profits that could be made by monopolizing the spice trade of the Indonesian Archipelago, they quickly established forts and warehouses on the Malay Peninsula. Forts protected the Portuguese trading ships and secured the area against other European powers.

**APPLYING GEOGRAPHY TO HISTORY**

**DIRECTIONS:** Answer the questions below in the space provided.

1. What factors affect the location of a settlement?

2. What natural resource was sought by Islamic, Indian, and Chinese traders?

3. What does Tome Pires’s account reveal about the relationship between location and the economy of Indonesian islands?

**Critical Thinking**

4. **Drawing Conclusions** After the Portuguese established a trading center in Malacca, they set up trading posts in China and Japan. Why were they interested in those locations?

**Activity**

5. Look for articles in newspapers, newsmagazines, or geographic magazines that describe the economic activities of Indonesia today. Explain in a brief report how Indonesia’s location is related to its economy.
The Tai Ping Rebellion

The Tai Ping Rebellion in 1850 began in southern China under a mystical leader known as Hong Xiuquan. Hong modeled himself as a revolutionary messiah (god on earth) by combining Christianity with his own unique theology.

DIRECTIONS: The map below shows the path of the Tai Ping army and the areas held by the Tai Pings. Use the map to answer the questions and complete the activity that follows.

1. What reasons might European countries have given to push for greater military power in China after the Tai Ping Rebellion?

2. About how many miles long was the area dominated by Tai Ping forces in the early period?

3. Given that Hong Xiuquan came from southern China, where might he have gotten his first taste of Christian doctrine?

4. This rebellion profoundly disturbed British foreigners in China working as traders in a system of ports along coastal and southern China from Shantou to Shanghai. Using a marker or a colored pencil, shade the area occupied by the most Europeans in China.
Western travelers continued to influence China long after the Jesuit missionary Adam Schall was placed in charge of the Imperial Calendar by the Ming emperor. During the following centuries, Westerners came to China, bringing with them medical, scientific, and military information. The Chinese officials who interacted with these Westerners were able to learn much from them without giving up their own unique Chinese traditions. Read the following minibiographies of American advisers in China.

Peter Parker, medical doctor and missionary
- Sails to China as a Christian missionary, 1834.
- Opens Canton Ophthalmic Hospital, 1835.
- Leaves China due to Opium War, 1840.
- Returns to China as translator, 1844.
- Recalled by President Pierce due to inflammatory remarks about Chinese, 1857.

“Had pure Christianity been first introduced we have reason to believe the gospel of the dear Redeemer [Jesus] would have been enjoyed . . . in China and throughout the Oriental world. But now an incalculable amount of prejudice and of downright enmity to the cross must be overcome before the people of the East will listen to the message of the ambassador of heaven.”

O. J. Todd, civil engineer
- Arrives in China as an adviser to study Huang He flood patterns, 1919.
- Huang He floods, leaving 250,000 people homeless, 1921.
- Helps design engineering programs to stop floods, 1925–1926.
- Plans extensive road network for China, which is never fully implemented, 1919–1926.

“American autos are being brought in to be used on these roads. American mining machinery will follow as will a hundred other things American.”

DIRECTIONS: Answer the following questions in the space provided.

1. Why would the Chinese be interested in the skills of these two men?

2. What does the quotation from each man tell about his cultural heritage and traditions? How do you think the Chinese responded to such Western traditions?

3. These men and many of their contemporaries believed that they were making valuable contributions to Chinese culture, helping the Chinese to become more like the West. Do you think American foreign policy toward China should follow this pattern? Why or why not?

4. Imagine you are a Chinese person living during the Qing dynasty. You want to impress the Europeans with elements of your culture of which you are proud. What would you teach them about Chinese religion and technology? Explain your answer.
The Russo-Japanese War News Web Site

BACKGROUND
Japan underwent major change during the late 1800s and early 1900s. After years of isolation, Japan began to interact with the world and to build its own commercial and military empire. Rivalry with Russia over influence in Korea led to increasingly strained relations between Japan and Russia. In 1904 Japan launched a surprise attack on the Russian naval base at Port Arthur in Manchuria, which had been fought for previously by China, Russia, and Japan. There followed a war between Japan and Russia that surprised many contemporary observers. Investigating and sharing what you learn about this little-known war will introduce you to the emergence of Japan as an imperial power in the twentieth century.

GROUP DIRECTIONS
1. Your group will create a news Web site (live or ready-to-post) covering events in the Russo-Japanese War.
2. The group needs to select an editor and two assistant editors who will assign research articles and schedule due dates. They will also be responsible for proofreading, page layout, and other editorial tasks. All questions should be directed to this senior editorial team.
3. Each member of the group will write a news article about one or more aspects or events of the war, plus complete other assignments such as creating maps, making illustrations, and adding Web links as directed by the editorial group. The group should also select members to type the articles, design the Web pages, and post the text and graphics files.
4. Include the following in the site:
   - name for the site
   - illustrations
   - maps
   - articles on the following:
     - causes of the war
     - details of the battles
     - weapons used by each side
     - outcome and results of the war for each side
     - other topics determined by the group

ORGANIZING THE GROUP
1. Decision Making As a group, decide on a site name and brainstorm ideas for illustrations and other features for the site. The editorial team should assign stories to the team members and determine responsibilities for other editing, design, and posting tasks.
Cooperative Learning Activity 15 (continued)

2. **Individual Work**  Do whatever research you require and write your news story(stories) in a journalistic (who, what, where, when, and why) style, adding any visuals (or ideas and rough sketches for visuals) that would enhance your story’s value to your readership. Edit and proofread your files.

3. **Group Work/Decision Making**  The editorial team should read and edit the articles and ideas submitted by the team members and make any changes required, discussing the changes with the reporters as needed.

4. **Additional Group Work**  Prepare the files for posting and build the Web site (or file for viewing). Your school’s technology group or teachers should be able to help with any technical expertise that the team itself cannot provide. You may even want to post the information on (or link to) your school’s Web site. If possible, include a method for visitors to the Web site to contact the team members via e-mail.

5. **Group Sharing**  Invite the members of your class to visit your Web site and, if possible, to e-mail comments to your team.

6. **Group Work/Decision Making**  As a group, discuss and consider the following:
What does this war reveal about each country at this time in history? How did this war affect the reign of Nicholas II?

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**GROUP PROCESS QUESTIONS**

- What is the most important thing you learned about Japan and about Russia at the beginning of the twentieth century from this activity?
- What part of the project did you enjoy most?
- Which members of your group contributed the most to the project?

---

**Quick CHECK**

1. Was the goal of the assignment clear at all times?

2. How was designing a Web site and preparing articles for the Web site different from other types of projects?

3. Were you satisfied with your own work on this project? Why or why not?
Express Yourself!

Many changes took place in China as Western nations tried to open new markets for trade in Asia. Many of the events that took place had long-lasting and profound effects on China. During this period of upheaval, people with competing interests were often divided about what course of action was best. These divisions would lead to conflict.

**Learning Objective**

To understand different points of view about events in China during the second half of the 1800s and the early 1900s.

**Activity**

In small groups, students will work together to write letters to editors of newspapers. The letters will express opposing points of view about significant events in China. Students will choose an event and write letters from different people expressing each of two sides. Then groups will work together to publish their letters in a newspaper letter-to-the-editor page format.

**Teacher Preparation**

Make a copy of the worksheet for each student. Bring in examples of letters to the editor from newspapers.

**Activity Guidelines**

1. Explain to students they are to prepare a letters-to-the-editor page for a newspaper.

2. Organize the class into pairs. Give copies of the worksheet to each student. Provide each pair with a sample letters-to-the-editor page from the newspapers you have provided. Discuss the examples of letters to the editor. Point out that newspapers often include letters that express opposing points of view.

3. Instruct students that they will work together to write letters that express opinions about events that took place in China during the second half of the 1800s and early 1900s. Encourage students to review the chapter before they begin.

4. Each pair chooses a topic from the list on the worksheet. Each pair of students then thinks of two people who might have had opposing viewpoints on their topics. Each student chooses one of the characters and writes a letter from that character’s point of view. For example, students might choose the Opium War as a topic and write a letter to the editor from the point of view of a British naval officer who supported the British side. The “opposing” letter might come from a member of the Chinese government who objects to Britain’s actions.

5. Have pairs assemble into three or four small groups. Each group creates its own letters-to-the-editor page following the format of the sample letters-to-the-editor pages. This includes appropriate headlines and signatures.

6. When the pages are completed, ask groups to read aloud their “opposing” letters to the editor. Ask students to identify the letters that they thought were the most persuasive. Have them explain their choices. Then discuss with students how the letters helped them better understand the different events that took place during this period of China’s history.
Express Yourself!—Worksheet
Use this worksheet to plan your letters to the editor. Select a topic from the list below and review Sections 1 and 2 of this chapter. Decide upon two characters who could have held opposing views about the topic and record ideas for a letter to the editor each might write.

**Events in China**
- Chinese population grows.
- Western nations come to trade.
- China tries to stop British opium trade.
- The Opium War begins.
- The Tai Ping Rebellion occurs.
- Despite reforms, civil service examinations based on Confucianism continue.
- Western nations establish spheres of influence in China.
- China’s Open Door policy begins.
- The Boxer Rebellion takes place.
- The Qing dynasty collapses.
- In 1911, Sun Yat-sen leads a revolution.

**Topic:**
___________________________________________________________________________________

Character 1: _____________________________________________________________________________

Character 2: _____________________________________________________________________________

**Characters**

<table>
<thead>
<tr>
<th>Ideas in support of topic</th>
<th>Ideas in opposition to topic</th>
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</table>
East Asia Under Challenge

Western nations used political and military means to expand trading privileges in East Asia. Internal problems inhibited China’s ability to resist, while Japan developed a strong sense of nationhood.

DIRECTIONS: Study the time line below and answer the questions in the space provided.

1. How long did the Qing dynasty of China last?
2. What three separate military-political uprisings or wars were ended between 1840 and 1901 in China?
3. Identify two examples of U.S. involvement in East Asia between 1850 and 1900.
4. Give three examples of rising Japanese political and military power in East Asia between 1890 and 1920.
5. Who were Japan’s reform rulers in the latter decades of the nineteenth century?
6. What nationalist Chinese ruler created a political alliance in 1905?
The value of Hong Kong, located on the southern coast of China, derives from its being an important port on the South China Sea. In English, the name Hong Kong means “fragrant harbor.”

In 1842 Great Britain took possession of Hong Kong as a result of the Treaty of Nanjing. That treaty concluded the first Opium War. In an effort to stop the British sale of the dangerously addictive drug opium, China seized British warehouses full of opium. In response, Britain attacked and easily defeated Chinese forces and took possession of Hong Kong. A second Opium War took place about 20 years later, which resulted in Britain’s expanding its control over a larger area of territory that extended beyond Hong Kong. An agreement concluded in 1898 gave Great Britain a 99-year lease on Hong Kong.

After World War II, Hong Kong emerged as a prosperous colony. The city became an important center for manufacturing, trade, and banking. Hong Kong’s prosperity, however, proved to be problematic for the People’s Republic of China. The Chinese strongly objected to British occupation of land that was, in actuality, part of China. In addition, the prosperity of Hong Kong was in stark contrast to the relative poverty of Communist China, which experienced serious economic and political struggles in the 1960s and 1970s.

In 1984 Great Britain and China agreed that Hong Kong would be returned to China when the 99-year lease expired in 1997.

The years just prior to that date proved to be tumultuous for the colony. Many citizens of Hong Kong feared that China would restrict the freedoms that they had enjoyed as citizens of a British colony. Yet China agreed that after the colony was returned to China, Hong Kong Island and its surrounding territories would be treated as a special area, separate from the rest of China. Nevertheless, prior to 1997, thousands of people left Hong Kong and immigrated to other countries, including, in large part, the United States and Canada.

Business owners in Hong Kong feared that China would impose Communist rule and that the government would seize ownership of businesses. So far, however, China has allowed business to continue much as it did under British rule.

Today, Hong Kong is a bustling, thriving area of more than 7 million people. Its government is called the Hong Kong Special Administrative Region.

To many, it seems apparent that the Chinese government wants to use Hong Kong as a model for Chinese economic development. Yet, at the same time, the Chinese government has let the people of Hong Kong know that they should not speak too critically about the government of China or Communist rule.

**CRITICAL THINKING**

**Directions:** Answer the following questions on a separate sheet of paper.

1. **Drawing conclusions:** Why do you think the Chinese wanted Great Britain to stop selling opium in China?
2. **Making inferences:** Why do you think the British sold opium to the people of China?
3. **Making comparisons:** Do you think the current standard of living and way of life of the people of Hong Kong and China are similar or different? Use library resources and the Internet to learn about things such as the per capita income, literacy rates, and life expectancy of the citizens of Hong Kong and China. Use your data to draw conclusions about how people in China might feel about Hong Kong. Explain the similarities or differences you found in your data.
Empress Dowager Ci Xi (1835–1908) and Emperor Guang Xu (ruled 1875–1908)

If after this war our territory and ancestral altars still cannot be protected, all you officials present now should understand my difficulties and not blame me alone by saying that the empress dowager has put an end to the dynasty handed down to her from her ancestors for three hundred years.

The Qing was the last dynasty to rule China. After almost three centuries of administering China, the Qing faltered and began their precipitous decline in the nineteenth century. The two people most responsible for this decline were the Empress Dowager Ci Xi and the Emperor Guang Xu. Trapped by ancient rituals that were unsuited for modern China and ruthlessly opposed to any meaningful government reforms, these rulers presided over one of the most chaotic periods in Chinese history.

Once the concubine of Emperor Xian Feng, Ci Xi became the most powerful woman in China within years of his death in 1861. Since the emperor had no legitimate children, he made Ci Xi’s son emperor in his will. Using this document, she shrewdly consolidated her power using her position as the emperor’s mother. When her son died in 1874, the empress dowager ordered a three-year-old relative, Guang Xu, to be made emperor of all China.

The new emperor was totally under the control of the empress dowager. Outside the imperial court, however, discontent simmered throughout China. The Chinese navy had performed poorly in the Sino-Japanese War of 1894–1895. The Boxer Rebellion against foreigners underscored deep divisions within Chinese society. Between 1906 and 1908 alone, seven uprisings attempted to topple the Qing dynasty.

In response, Ci Xi and her advisers wrote a constitution that gave the emperor sweeping powers while making little real political reform. She sacrificed long-term stability of her dynasty for her personal security during the remaining years of her reign.

With the deaths of both Guang Xu and Ci Xi in 1908, the Qing dynasty lost the last two people with any real legitimacy and political skill. Both had weathered the problems that had buffeted the monarchy. Within three years of their deaths, the Qing dynasty was destroyed, and the Republic of China was established.

REVIEWING THE PROFILE

Directions: Answer the following questions on a separate sheet of paper.

1. How did the Empress Dowager Ci Xi deal with increasing demands for political reform?
2. What were the major sources of unrest during the reign of Emperor Guang Xu?
3. Critical Thinking Determining Relevance. How could you use the information about Ci Xi to explain the origins of the Boxer Rebellion? (See page 728 in your textbook.)
... at 80 I shall have made some progress, at 90 I shall have penetrated even further the deeper meaning of things, at 100 I shall have become truly marvelous, and at 110, each dot, each line shall surely possess a life of its own.

Hokusai

An open door permits movement both ways. While nineteenth-century Asia was challenged by Western influences, some influences were going in the other direction. One of the most important was the artistic work of Hokusai, considered among the greatest Japanese woodblock artists.

Hokusai was born in Edo (now Tokyo). As a young child, he showed a talent for drawing. In his adolescence, he apprenticed to a woodblock engraver. Woodblock engraving was an important part of the ukiyo-e style of art during the Tokugawa period (1603–1867) in Japan. Ukiyo-e means "pictures of the floating world" and refers to the entertainment districts of Japanese cities. The growth of large cities with their large markets caused a rapid development in making woodblock prints for mass consumption. One woodblock could be used to make multiple copies of the same print.

Hokusai is known most for his historical works and landscapes. Thirty-Six Views of Mt. Fuji is the most well known of his thousands of books and prints. This series is considered one of the major accomplishments of Japanese landscape printing.

Hokusai also influenced Western art. Two circumstances caused this influence: the craze among Europeans for Chinese and Japanese arts and crafts, and the artistic revolution brewing in nineteenth-century Europe. Europeans particularly wanted the Chinese blue and white porcelain. Japanese artisans were copying it. Now woodblock prints in Japan were cheap and plentiful, so people often wrapped exports from Japan in them. The prints themselves soon became prized in the West. Western artists searching for new means of expression and new forms also seized on these prints because the prints inspired them. Artists were looking for new forms of artistic creativity, and the Japanese woodblock prints helped artists find them. Such modern painters as Monet and van Gogh acknowledged a debt to Hokusai and other woodblock artists. Unfortunately, Hokusai, who referred to himself as "the old man mad with painting," did not get his wish to live to 110. He died at 89, still on the way to finding the deeper meaning of things.

REVIEWING THE PROFILE

Directions: Answer the following questions on a separate sheet of paper.
1. What two circumstances caused the work of Hokusai to influence Western artists?
2. What is the name of Hokusai’s most famous work?
3. Critical Thinking Synthesizing Information. Consider contemporary American art and culture. Where do you see international influences?
Foreign pressures on the government of China concerned the United States and Great Britain. John Hay promoted an Open Door policy in China. This policy came to fruition and helped to lesson fears of market dominance in China by any particular country.

Guided Reading In this selection, read John Hay’s first proposal for an Open Door policy in China, written September 6, 1899.

At the time when the Government of the United States was informed by that of Germany that it had leased from His Majesty the Emperor of China the port of Kiao-chao and the adjacent territory in the province of [Shandong], assurances were given to the ambassador of the United States at Berlin by the Imperial German minister for foreign affairs that the rights and privileges insured by treaties with China to citizens of the United States would not thereby suffer or be in any wise impaired within the area over which Germany had thus obtained control.

More recently, however, the British Government recognized by a formal agreement with Germany the exclusive right of the latter country to enjoy in said leased area and the contiguous “sphere of influence or interest” certain privileges, more especially those relating to railroads and mining enterprises; but as the exact nature and extent of the rights thus recognized have not been clearly defined, it is possible that serious conflicts of interest may at any time arise not only between British and German subjects within said area, but that the interests of our citizens may also be jeopardized thereby.

Earnestly desirous to remove any cause of irritation and to insure at the same time to the commerce of all nations in China the undoubted benefits which should accrue from a formal recognition by the various powers claiming “spheres of interest” that they shall enjoy perfect equality of treatment for their commerce and navigation within such “spheres,” the Government of the United States would be pleased to see His German Majesty’s Government give formal assurances, and lend its cooperation in securing like assurances from the other interested powers, that each, within its respective sphere of whatever influence—

First. Will in no way interfere with any treaty port or any vested interest within any so-called “sphere of interest” or leased territory it may have in China.

Second. That the Chinese treaty tariff of the time being shall apply to all merchandise landed or shipped to all such ports as are within said “sphere of interest” (unless they be “free ports”), no matter to what nationality it may belong, and that duties so leviable shall be collected by the Chinese Government.

Third. That it will levy no higher harbor dues on vessels of another nationality frequenting any port in such “sphere” than shall be levied on vessels of its own nationality, and no higher railroad charges over lines built, controlled, or operated within its “sphere” on merchandise belonging to citizens or subjects of other nationalities transported through such “sphere” than shall be levied on similar merchandise belonging to its own nationals transported over equal distances.

The liberal policy pursued by His Imperial German Majesty in declaring Kiao-chao a free port and in aiding the Chinese Government in the establishment there of a customhouse are so clearly in line with the proposition which this Government is anxious to see recognized that it entertains the strongest hope that Germany will give its acceptance and hearty support. The recent [edict] of His Majesty the Emperor of Russia declaring the port of Ta-lien-wan open during the whole of the lease under which it is held from China to the merchant ships of all nations, coupled with the categorical assurances made to this Government by His Imperial Majesty’s representative at this capital at the time and since repeated to me by the present Russian ambassador, seem to insure the support
of the Emperor to the proposed measure. Our ambassador at the Court of St. Petersburg has in consequence, been instructed to submit it to the Russian Government and to request their early consideration of it. A copy of my instruction on the subject to Mr. Tower is herewith inclosed [enclosed] for your confidential information.

The commercial interests of Great Britain and Japan will be so clearly observed by the desired declaration of intentions, and the views of the Governments of these countries as to the desirability of the adoption of measures insuring the benefits of equality of treatment of all foreign trade throughout China are so similar to those entertained by the United States, that their acceptance of the propositions herein outlined and their cooperation in advocating their adoption by the other powers can be confidently expected. I inclose herewith copy of the instruction which I have sent to Mr. Choate on the subject.

In view of the present favorable conditions, you are instructed to submit the above considerations to His Imperial German Majesty’s Minister for Foreign Affairs, and to request his early consideration of the subject.

INTERPRETING THE READING

**Directions** Use information from the reading to answer the following questions. If necessary, use a separate sheet of paper.

1. What area of China did Germany control at the time John Hay wrote this note?

2. Why was an Open Door policy in China important to United States and British leaders?

3. **Predicting Consequences** What effect do you think Hay’s proposal had on Chinese leaders?
Japanese Architecture of the Meiji Period

During the Meiji period, Japanese architecture, like art and literature, was heavily influenced by Western ideas. Japan was quick to embrace much of the technology of the West, and it changed the appearance of the buildings in Japan, particularly in the cities.

**DIRECTIONS:** Read the following passage. Then answer the questions in the space provided.

T. J. Waters arrived in Japan in 1868 to teach architecture. Previously, Japanese buildings were constructed of wood and tiles with thatched roofs and paper sliding screens. But as Japan forged its way to becoming a world power, its construction needs changed as well. Waters designed the Osaka Mint, which was completed in 1871. It was made of brick faced with plaster and stone and set the tone and style for future buildings. The Osaka Mint was followed by brick buildings lining the main street of Tokyo, called the Ginza.

Josiah Conder came to Japan as Professor of Architecture at the Technological College in 1887 and taught a generation of Western-style architects. He was also a practicing architect whose designs included the Ueno Museum and the Rokumeikan, both very Western-appearing buildings.

Japanese architects learned to use Western techniques and methods of construction. Tatsuno Kingo, an early graduate of the Technological College and a scholar of Japanese architecture, built more than 280 buildings. One of his most significant is the Bank of Japan in Tokyo.

Katayama Tokuma was the architect of the Imperial Household and was responsible for the Akasaka Detached Palace, one of the most spectacular constructions of the Meiji period. However, it too showed heavy Western influence as it was modeled after the palace at Versailles. Katayama built many other large-scale brick and stone constructions.

(continued)
During this period, the latter half of the nineteenth century, Japanese architects borrowed heavily from Western architectural styles. They used a French Renaissance style for the palace, a classical style for banks, and a baroque style for government offices. However, the traditional Japanese style continued to be used in private houses and temples and shrines.

The Japanese soon learned that brick and stone constructions were very vulnerable to earthquakes, such as the major one that Japan suffered in 1901. Searching for earthquake-proof building methods, Japanese architects found the American-style steel-frame construction method. By 1909 reinforced concrete buildings were constructed.

The great earthquake of 1923 destroyed much of the central business district of Tokyo, confirming the need to convert to the steel-frame and reinforced concrete building methods. Japanese architects continued to be influenced by Western styles. They visited the Bauhaus and met leading German architects, met Gropius in Berlin, studied with Le Corbusier, and were even influenced by Frank Lloyd Wright. However, these modern Western architects were also influenced by traditional Japanese styles just as Western painters such as Monet were influenced by Japanese art.

**Reviewing the Selection**

1. What was the difference between public buildings and private dwellings in Japan during the late nineteenth century?


**Critical Thinking**

3. **Making Comparisons**  Examine the photograph of the Bank of Japan on page 119. List the characteristics that appear Western to you. List some characteristics you would expect to see in a Japanese building.

4. **Formulating Questions**  What questions would you have asked Katayama Tokuma about his Versailles-based design for the Akasaka Detached Palace?
**East Asia Under Challenge**

Great struggles took place between 1800 and 1914 in China and Japan. In both countries, the conflicts concerned both internal and external problems. A series of events in China and Japan pushed each country to armed conflict. These struggles led eventually to dramatic changes in government, economy, and culture.

**DIRECTIONS:** Fill in the chart below to review the events that led to conflicts, treaties, and reform in both China and Japan. Place the items from the list in the appropriate section of the chart. Make sure the events are listed in chronological order.

<table>
<thead>
<tr>
<th>China</th>
<th>Japan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collapse of Qing dynasty</td>
<td>Nanjing massacre</td>
</tr>
<tr>
<td>Emperor Mutsuhito leads the Meiji Restoration</td>
<td>Sat-Cho alliance</td>
</tr>
<tr>
<td>European trade restricted</td>
<td>Surprise attack launched on the Russian naval base at Port Arthur</td>
</tr>
<tr>
<td>Opium War</td>
<td>Territorial expansion begins with the Ryukyu Islands and Korea</td>
</tr>
<tr>
<td>Four warships under Commodore Matthew Perry arrive in Edo Bay</td>
<td>The Meiji constitution is modeled after Imperial Germany</td>
</tr>
<tr>
<td>Government annexes Korea</td>
<td>Treaty of Nanjing in 1842</td>
</tr>
<tr>
<td>Hong Xiuquan leads the Tai Ping Rebellion</td>
<td>Treaty of Kanagawa</td>
</tr>
<tr>
<td>John Hay presents Open Door policy</td>
<td></td>
</tr>
<tr>
<td>Meiji leaders sign a Charter Oath</td>
<td></td>
</tr>
</tbody>
</table>

**Significant Events of East Asia**

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Section 1 describes the British trade imbalance with China during the 1800s and the events leading to the Opium War of 1839 to 1842. The war began after China had passed laws prohibiting the import of opium. Britain persisted with its intention to trade the drug with China, which resulted in war. After the deaths of thousands of Chinese, the Opium War ended on August 29, 1842, with the Treaty of Nanjing.

Opium, believed to be first introduced by the Arabs, began to be used for medicinal purposes in China around the end of the fifteenth century. At that time, it was primarily used to treat dysentery, cholera, and other diseases. Opium began to be seriously traded by England around the late seventeenth century, where they were developing more uses for the drug, including opium plasters, pills, cough drops, lozenges, and many other applications.

Opium could be easily bought alongside food and alcohol. Usually the opium was originally bought for some kind of ailment, and subsequently the addiction would begin. One physician noted that he prescribed an opium plaster to a young girl and discovered that three weeks later she was still using it.

The development and addiction of opium created a problem for physicians. Since opium was easily available, many people simply “skipped” the doctor visit and purchased the opium directly from the druggist.

In the early years following its discovery, opium was not considered a problem and thus was not subject to regulation. This served to condone its use in society and, as in the case of Britain, saturate the country with the drug through trade. It was not until the late nineteenth century that opium addiction was considered a worldwide problem.

**DIRECTIONS:** Answer the questions below in the space provided.

1. What were some of the early uses for opium?________________________________________

2. Why was opium so easily obtained by the common person?__________________________

3. Why do you think that strict regulations for opium are necessary?_____________________

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Chapter 15
Section Resources

Guided Reading Activity 15-1 162
Guided Reading Activity 15-2 163
Guided Reading Activity 15-3 164
The Decline of the Qing Dynasty

DIRECTIONS: Answer the following questions as you read Section 1.

1. Give one important reason for the abrupt decline and fall of the Qing dynasty.

2. What three things highlighted the growing weakness of the Qing dynasty?

3. Explain what it means that the British had an unfavorable trade balance in China.

4. What did the British trade with China to settle the unfavorable trade balance?

5. When did the Qing dynasty make peace with Britain?

6. What factors led to the Tai Ping Rebellion?

7. What did the Chinese government agree to in the Treaty of Tianjin?

8. What is meant by the term “self-strengthening”?

9. What edicts did Guang Xu issue during the One Hundred Days of Reform?

10. What prompted the Boxer Rebellion?
Revolution in China

DIRECTIONS: Fill in the blanks below as you read Section 2.

After the (1) ______________ Rebellion, Empress Ci Xi embraced a number of reforms in education, administration, and the legal system. Elections for a national (2) ______________ were even held in 1910. The emerging elite were angry to discover that elected assemblies could not pass laws but could only give (3) ______________ to the ruler.

Sun Yat-sen developed a three-stage reform process that included a (4) ______________ takeover, a transitional stage before democratic rule, and then finally a constitutional (5) ______________. In 1905, Sun united radical groups from across China in the (6) ______________. As the Qing dynasty collapsed in 1911, under General Yuan Shigai, the Chinese (7) ______________ took control of the country. With no new political or social order, the events of 1911 were less a revolution than a (8) ______________ of the old order. General Yuan dissolved a new parliament, the Nationalists launched a rebellion, and Sun Yat-sen fled to (9) ______________. At the death of General Yuan in 1916, China slipped into (10) ______________.

The coming of Westerners to China affected the Chinese economy by introducing modern (11) ______________ and (12) ______________, creating an (13) ______________ market, and integrating the Chinese market into the nineteenth-century world economy. In 1800, daily life for most Chinese was the same as it had been for (14) ______________. A visitor to China 125 years later would have seen many people in the cities who were (15) ______________ and wealthy, affected by the growing presence of Western culture. (16) ______________ began to introduce Western books, paintings, music, and ideas to China. Western literature and art became popular in China, especially among the (17) ______________.
Rise of Modern Japan

DIRECTIONS: Fill in the blanks below as you read Section 3.

I. In the early nineteenth century, Western nations wanted to end Japan’s policy of ____________ from the outside world.
   A. The first foreign power to succeed with Japan was the ____________.
   B. Japan agreed to the Treaty of ____________, opening ports to Western traders.

II. There was ____________ to the opening of Japan’s foreign relations, especially among the samurai warriors of the southern islands.
   A. In 1863 the ____________ was forced to promise to end relations with the West.
   B. A Sat-Cho army attacked the palace in Kyoto in 1868 and demanded restoration of the authority of the ____________.

III. New leaders transformed Japan into a modern ____________ nation.
   A. Meiji reformers undertook a careful study of ____________ political systems.
   B. Meiji leaders set up a new system of ____________.
   C. The new army was well equipped and military service was ____________.

IV. The Japanese began a program of territorial ____________ in 1874.
   A. Japan’s navy forced ____________ to open its ports to Japanese trade.
   B. Japan went to war with both ____________ and ____________.
   C. The United States recognized Japan’s role in Korea in return for Japanese recognition of American authority in the ____________.

V. The wave of Western ideas that entered Japan altered Japanese ____________.
   A. The Japanese were dazzled by European ____________.
   B. Technical specialists from ____________ were invited to come to Japan and teach.
   C. In 1889 the ____________ was established.
   D. Japanese culture became ____________ in Europe and North America.
CHARTING AND GRAPHING ACTIVITY 3

Cause: The spinning jenny is invented. Effect: The spinning jenny meets the growing demand for thread.

Cause: Factories begin to produce many goods. Effects: Factories contribute to ongoing economic growth, open new markets, help develop a new system of labor, and contribute to a stronger middle class.

Cause: The steam locomotive is developed. Effects: Steam locomotives led to the building of railroads. Railroads were a faster, less expensive means of transporting goods and led to lower-priced goods, larger markets, and economic growth. The building of railroads also provided new employment opportunities for farm laborers and peasants.

Cause: Steel replaces iron. Effects: Steel allows for the development of lighter, stronger, and faster machines and engines, as well as railways, ships, and weapons.

Cause: Practical uses for electricity are developed. Effects: Electricity enables development of new industries such as communications (telephone and telegraph) and transportation systems (subway and streetcar). It improves quality of life by providing consistent light for homes and businesses and extends the productivity of factories by providing a consistent source of power.

ECONOMICS AND HISTORY ACTIVITY 3

1. Demand is the amount of a product or service that people are willing and able to buy.
2. Supply is the amount of a product or service available for purchase.
3. An oligopoly is a market condition in which there are few sellers or businesses in one particular industry, while a monopoly is a large business that has no competitors.
4. A union shop is a place in which the workers must belong to the union in order to perform a job.
5. Answers may vary. Possible answer: The factory owners did not want to lose power or money by having to deal with unions. Because the owners had money, they also had the power to influence lawmakers.
6. Many American businesses manufacture their products overseas. At the same time, most Americans are working in service jobs. This makes the United States economy a service economy.
7. Accept all reasonable responses. Help students to recognize that in most instances, monopoly hinders competition, which creates an industry that lacks innovation and inventiveness.

WORLD LITERATURE READING 3

1. The Defarges are residents of the neighborhood of Saint Antoine in Paris and own a wine shop there. They are leaders in the French Revolution; Madame Defarge is the leader of the women. Students might cite the information in the opening paragraphs, for example, to support their inferences.
2. Possible answer: The women have felt his cruelty most keenly, for they are the ones who prepare food for their families and have been unable to provide enough to prevent starvation.
3. Possible answer: Dickens personifies the neighborhood to show that its citizens are united and acting as one against injustice.
4. Students may identify with and support the violence with which the Defarges acted as true justice. Others may feel their violent reactions and activities are not justified under any circumstances.

READING SKILLS ACTIVITY 12

Practicing the Skill
Student drawings will vary, but they should pick up details from the text and the excerpt to show mine conditions and Patience’s job.
Applying the Skill
Student paragraphs will vary. Students should respond with the harsh reality of industrialization and how the details helped them visualize the situation.

HISTORICAL ANALYSIS SKILLS ACTIVITY 12

Practicing the Skill
1. The map records the locations of industrial and emerging industrial centers in Europe around 1850, as well as completed railroad and canal systems.
2. Industrial centers, particularly those in England, would attract large numbers of workers, many from the rural peasant class, seeking work in factories. Population increased dramatically in the industrial centers.
3. Answers will vary. Students may list any of the industrial centers shown on the map. They should explain that these cities attracted people to work in their factories. Many of these newcomers were rural peasants who were forced into the cities after the enclosure laws eliminated their ability to survive as farmers on common lands.

Applying the Skill
Answers will vary. Responses should demonstrate an understanding of the conditions in the factories and the effect they had on children’s health, education, and family life.

DIFFERENTIATED INSTRUCTION 12
Answers will vary. Students should turn in all of their notes in addition to their reports.

ENGLISH LEARNER ACTIVITY 12
A.
1. Answers will vary but should include factors of change.
2. Answers will vary but should mention specific inventions.

B.
1. a
2. b
3. b
4. a

C.
1. F
2. T
3. F
4. F
5. T

D.
1. also
2. such as
3. however

CONTENT VOCABULARY ACTIVITY 12
1. capital
2. entrepreneurs
3. cottage industry
4. Industrial capitalism
5. bourgeois
6. socialism
7. conservatism
8. liberalism
9. kaiser
10. plebiscite
11. abolitionism
12. Romanticism
13. Realism
ACADEMIC VOCABULARY ACTIVITY 12

A.

adaptation
evolution
publication
rely
stabilize
vary

B.

1. dynamic
dynamic
2. published
publication
3. evolved
evolution
evolutionary
4. adapt
adaptation
5. varies
variation
6. controversy
controversial

SKILLS REINFORCEMENT ACTIVITY 12

1. Student answers will vary. Generally, theses should include the goodness of human nature and the belief that individuals can attain good and happy lives with the correct training and environment.

2. Owen cites his own experience and reflections.

3. Student answers will vary. In general, students should reflect on the lack of real, documented evidence for Owen’s thesis as a weakness.

4. Student answers will vary. Students should correctly identify the thesis of the work selected and evaluate its strengths and weaknesses, using evidence from the text.

CRITICAL THINKING SKILLS ACTIVITY 12

Answers will vary. Possible answers:

Problem 1: Cottage industries became inefficient and unprofitable.

Possible problems solution might create: child labor, disruption of families, poor working conditions, ill health and disease, low wages

Problem 2: Possible problems solution might create tired workers, children and women forced into labor market; high accident rates.

HISTORY AND GEOGRAPHY ACTIVITY 12

1. Settlers usually tried to transform the environment to meet their needs.

2. to link the Great Lakes with the Atlantic Ocean

3. Industry prospered because goods could be transported faster and more cheaply; the success of the Erie Canal probably convinced other areas to build canals.

4. The British began their canal systems before the Americans did. Possible questions: What were some of the biggest geographical problems you encountered? How did you solve them? What types of equipment did you use? How many workers were needed to complete the projects?

5. Answers will vary. Possible answers include new highways or other major projects such as oil pipelines to Alaska.

MAPPING HISTORY ACTIVITY 12

1. The Galápagos Islands are a little more than 500 miles (805 kilometers) from the mainland.

2. Students should show a course following the description given in the exercise.

HISTORICAL SIGNIFICANCE ACTIVITY 12

Answers will vary, but should reflect an understanding of the information presented in the chart. Students’ opinions should be supported.
Answer Key

COOPERATIVE LEARNING ACTIVITY 12
Students should complete the activity and answer the Group Process and Quick Check questions. Have students share their responses with their groups or with the class as a whole.

HISTORY SIMULATION ACTIVITY 12
Students should work collaboratively in groups toward achieving the learning objective of the History Simulation Activity.

TIME LINE ACTIVITY 12
Nationalism/Reform: 1815 Creation of German Confederation; 1837 Victoria becomes queen; 1861 Alexander II frees Russian serfs; 1861 Victor Emmanuel II becomes king of a united Italy; 1865 U.S. Confederate forces defeated; 1867 Austria and Hungary form dual monarchy; 1871 William I becomes emperor of a united Germany.
Reaction: 1849 Austria reestablishes control of Venetia; 1861 Alexander II frees Russian serfs; 1867 Austria and Hungary form dual monarchy.

LINKING PAST AND PRESENT ACTIVITY 12
1. In the past, nationalist movements primarily used revolution as a means to secure recognition or independence. Today, revolutions still take place. However, guerrilla warfare has become a common means by which different groups of people seek to overthrow the government or gain recognition. Quebec’s nationalist movement has used a more peaceful method—voting—to gain independence.
2. Answers will vary. Students should show an understanding that the United States has been successful in integrating immigrants into an American culture while allowing immigrants to maintain ties to their native cultures. Students should also demonstrate knowledge that race relations have proven to be a more challenging issue for the United States. From a historical perspective, students should see that great progress has been made, but that while legal injustices have been mostly eliminated, there remain significant social and economic injustices in American race relations.
3. In their reports, students should show how the history of the Palestinian and Israeli conflict goes back a century to the beginnings of the Zionist movement. This history includes the Balfour Declaration and the four wars fought between Israelis and Palestinians. The key wars were the 1948 war, in which Israel declared its independence, and the Six-Day War in 1967, in which Israel captured East Jerusalem, the West Bank, and Gaza. Subsequent Jewish settlements in the territories have been a barrier to any lasting peace in the Middle East. Efforts to find a negotiated settlement will continue to be marred by violence. It may be years before an agreement can be reached.

PEOPLE IN WORLD HISTORY ACTIVITY 12, PROFILE 1
1. Romanticism emphasizes emotional expression, often trying to express the intangible experience of perfect beauty.
2. She first wrote under the male name of George Sand in order to get her work published and be taken seriously.
3. Chopin had a composition published when he was only seven, at eight he gave his first public concert, and at eleven he performed for the czar.
4. Student answers will vary. Accept any answer that is relevant and a serious attempt to compare the music to the night.

PEOPLE IN WORLD HISTORY ACTIVITY 12, PROFILE 2
1. She taught a class in the East Cambridge House of correction in 1841.
Answer Key

2. She created or enlarged mental hospitals in numerous states. She also brought attention to the plight of the mentally ill and imprisoned and helped change public attitudes toward them.

3. Answers will vary. Possible answers: State mental hospitals should be humane places, fit for everyone. Dix’s actions showed that she was willing to submit to the same conditions and living environment that she championed for others.

PRIMARY SOURCE READING 12

1. It is a “fire-horse” and a “snorting little animal” she would like to pat; the wheels are its feet, the pistons its legs, the throttle its “reins, bit, and bridle.” People made this sort of comparison because horses were the most familiar mode of transportation.

2. by a small steel handle that controlled the amount of steam directed to the pistons

3. great admiration and respect

4. the huge viaduct over the valley, cuts made through the hills, tunnels and the roadbed

5. By the time Fanny Kemble published this journal, railroad building had spread widely.

WORLD ART AND MUSIC ACTIVITY 12

1. Lithography was a process by which an infinite number of copies of a design or drawing could be printed very cheaply. This made it ideal for any artist working in the publishing industry.

2. Like the expressionists, Daumier distorted reality to present his own personal vision of a subject and was more concerned with achieving an overall mood than with accurately copying what he saw.

3. Answers will vary. Students should conclude that Daumier’s beliefs were republican and antiestablishment, not monarchist or conservative. They should cite his imprisonment for a caricature of Louis Philippe and his merciless satire in thousands of drawings of doctors, lawyers, politicians, and other wealthy, established figures.

RETEACHING ACTIVITY 12

Answers will vary. Possible answers:

spinning jenny: invented by James Hargreaves to allow more thread to be produced from spinners; spinning process became much faster

water-powered loom: developed by Edmund Cartwright

steam engine: James Watt made changes that enabled engine to drive factory machinery; factories could be built away from water

railroad: helped lay the foundations for larger markets and opened up new forms of investment

paddle-wheel steamboat: built by Robert Fulton; transportation along canals, rivers, and lakes made easier

ENRICHMENT ACTIVITY 12

1. to trouble-making English and Irish immigrants and their “antagonistic notions”

2. Answers will vary. Possible answers: The “twist” was a processing step that was added to the spinners’ job. The “sampler” was an inspector hired to examine cotton to see if it was properly worked or of the right quality.

3. Workers resented the “twist,” for which they were not compensated, and which slowed them down. They wanted this “drag” discontinued.

4. Answers will vary, but should present a point of view opposite to that of the treasurer.
GUIDED READING ACTIVITY 12-1

1. Great Britain
2. an increased food supply, greater population, a ready supply of money, plentiful natural resources, a supply of markets
3. the flying shuttle, the spinning jenny, the water-powered loom, and the steam engine
4. The steam engine increased the need for coal, and coal production transformed the iron industry.
5. The Rocket was a locomotive used on the first public railway line.
6. Factory owners wanted to run their new machines constantly at a steady rate.
7. Belgium, France and the German states
8. In 1800, six out of every seven workers were farmers; by 1860, only 50 percent were farmers.
9. the industrial middle class and the industrial working class

GUIDED READING ACTIVITY 12-2

1. Napoleon
2. Great Britain
3. Austria
4. Prussia
5. Russia
6. Vienna
7. change
8. conservatism
9. monarchs
10. civil
11. constitution
12. property
13. lower
14. Nationalism
15. nationality
16. Conservatives
17. revolutions
18. monarchy
19. constitutions
20. capital

GUIDED READING ACTIVITY 12-3

I. Russia, Ottomans
   A. Balkans
   B. Great Britain, France
   C. Concert
II. Emmanuel
III. Confederation
   A. Prussian
   B. North
IV. middle
V. Franco-Prussian War
VI. Compromise
VII. assassination
VIII. abolitionism
IX. indivisible

GUIDED READING ACTIVITY 12-4

1. romantics
2. individualism
3. past
4. unfamiliar
5. Eugène Delacroix
6. Frankenstein
7. Wordsworth
8. feelings
9. music
10. Beethoven
11. germ
12. evolved
13. creation
14. ordinary
Answer Key

READING SKILLS ACTIVITY 13

Practicing the Skill
Student answers may vary. Example: The idea of fair wages for fair work is flawed because the system is already unfair to the worker.

Applying the Skill
Summary: Emmeline Pankhurst and other suffragists were put in jail for their violent protests of women’s right to vote. In 1918, the British government granted women the right to vote.

HISTORICAL ANALYSIS SKILLS ACTIVITY 13

Practicing the Skill
1. 1905–1914; creating alternative visual realities; previous artistic periods focused on creating a duplicate of reality (carrying out the task of a camera, before they were invented).

2. Answers will vary and should use evidence from the chapter. Students should include ideas, inventions, and movements that were prevalent at the turn of the century.

Applying the Skill
Answers will vary. Students should include what some important current trends are, along with explanations as to why they chose the subjects they did. They should also consider what they hope to convey through their new artistic style.

DIFFERENTIATED INSTRUCTION ACTIVITY 13

Groups’ building designs will vary.

ENGLISH LEARNER ACTIVITY 13

A.
1. Answers will vary but should mention economic growth.

2. Answers will vary but should include modern inventions.

B.
people values Europeans humans views questions

C.
1. number
2. husband
3. efforts
4. lives
5. women
6. families
7. patterns
8. wives
9. children
10. men

CONTENT VOCABULARY ACTIVITY 13

1. communism
2. proletariat
3. dictatorship
4. revisionist
5. Feminism
6. literacy
7. ministerial responsibility
8. Duma
9. urbanization
10. psychoanalysis
11. pogroms
12. Modernism
13. Impressionism
ACADEMIC VOCABULARY ACTIVITY 13

A.
1. verb
2. verb
3. verb
4. verb
5. noun
6. noun

B.
1. c
2. b
3. a
4. e
5. d

C. Answers will vary. Headlines should reflect correct use and understanding of words.

SKILLS REINFORCEMENT ACTIVITY 13

Answers will vary. Possible answers:
1. Moneymaking has become the only goal.
2. a sarcastic, critical tone
3. American democracy is a success in producing material goods and a failure in fostering the realization of higher aims.
4. A crass society focuses on material production; a truly great society strives for distinction in moral virtue, literature, and the arts.

CRITICAL THINKING SKILLS ACTIVITY 13

1. Urban poverty, or slums, destroys democracy and leads to mob rule.
2. Urban poverty is the result of hard-heartedness, indifference, self-seeking, and greed.
3. The most likely choice is c. Possible explanation: The writer feels that democracy can be destroyed by the selfishness that allows slums to exist.
4. Answers may vary. Possible answer: A successful democracy depends on a population that is well-educated, healthy, and content.
5. Answers will vary but should reflect an understanding that an ideology is a system of underlying beliefs that influence opinion.

HISTORY AND GEOGRAPHY ACTIVITY 13

1. physical factors and human factors
2. Australia began as a convict colony to relieve overcrowding in British prisons.
3. People discovered Australia’s rich natural resources—pastureland and gold.
4. Answers will vary, but students should explain that it was the pioneering work of the first convicts who drilled for water, built the railroads, and cleared the land for settlement. Students should understand that native inhabitants are ignored in this poem.
5. The Australians probably look on their past with a sense of good humor and acceptance. Australians have developed an independent spirit sometimes compared to the pioneers of the American West. Some Australians may still hold grudges against Great Britain for its past colonialist attitudes.
6. Encourage students to include examples in their answers.

MAPPING HISTORY ACTIVITY 13

1. Austria, Tyrol, near Bohemia
2. Student symbols will vary. Industrial symbols should appear in Bohemia and Moravia; agricultural symbols should appear in Hungary.
**Answer Key**

**HISTORICAL SIGNIFICANCE ACTIVITY 13**

1. Bulky film equipment has been replaced by modern video and satellite technology; images can be seen 24 hours a day at home rather than in a movie theater; images can be transmitted instantly today.

2. Answers will vary. Students should support their opinions. You may want to organize the class into two groups to debate the issue.

3. Answers will vary. Some students may argue that if people see only American bombs hitting targets and few human casualties, they can become desensitized to the images. But when people see actual suffering and death, such as in Bosnia or the more recent conflict in Iraq, they may have stronger emotional reactions.

**COOPERATIVE LEARNING ACTIVITY 13**

Students should complete the activity and answer the Group Process and Quick Check questions. Have students share their responses with their groups or with the class as a whole.

**HISTORY SIMULATION ACTIVITY 13**

Students should work collaboratively in groups toward achieving the learning objective of the History Simulation Activity.

**TIME LINE ACTIVITY 13**

1. 42

2. All deal with objects that can be seen only with a microscope.

3. People realized that things that appear solid and seamless are actually made of tiny invisible units of matter.

4. 72

5. Answers will vary. Some students may argue that it reflects Smith’s philosophy since, if labor is the source of a nation’s wealth, an educated workforce should create more wealth. Others may feel that it reflects Marx’s goals, since making educa- tion available to all is a step toward removing class distinctions. Any answers are acceptable as long as they demonstrate an understanding of a basic tenet of one of the economic theories described in this chapter.

**LINKING PAST AND PRESENT ACTIVITY 13**

1. In saying that only the strong survive, social Darwinists justify the political and economic status quo of a society regardless of how unjust, corrupt, or totalitarian it may be. Human rights start from the premise that every person has inalienable rights and that it is the obligation of government and society to guarantee those rights.

2. Social Darwinism bolstered the social status quo and thus provided business leaders with a rationalization for the inequities in wealth and power.

3. The argument against human rights is that the responsibilities of citizenship require education and a form of social inclusion that is incompatible with tribal societies’ more hierarchical forms of government. The key factor is how human life is valued and whether there is a rule of law or a rule of custom that frequently does not acknowledge universal human rights.

**PEOPLE IN WORLD HISTORY ACTIVITY 13, PROFILE 1**

1. He led the enormous expansion of the steel industry in the late 1800s and was a great philanthropist.

2. Scott was impressed with Carnegie’s enthusiasm, hard work, intelligence, and achievement.

3. Answers will vary. Possible answer: His success is a result of his intelligence, hard work, determination, and luck.
PEOPLE IN WORLD HISTORY ACTIVITY 13, PROFILE 2

1. Marconi received the award for developing wireless telegraphy.
2. He read and experimented on his own and studied with a professor. He also conducted experiments in the university labs and audited university courses.
3. Answers will vary. Possible answer: Marconi was always brilliant, yet he chose to focus only on the subject that interested him—radio waves—to the exclusion of nearly everything else.

PRIMARY SOURCE READING 13

1. Learn to teach yourself, observe for yourself, and think things out for yourself. Jot down notes daily about the people you nurse. Be willing to work as hard at the aspects of nursing you do not enjoy as at the aspects you do enjoy.
2. It comes from working hard during training to learn and to do all things perfectly.
3. More women would become nurses when conditions and pay improved.
4. They were too exhausted to work any longer.
5. Rewards (the Crown) come only with hard work and sacrifices (the Cross).
6. Answers will vary. Possible answers: It was a women’s field; people assumed it was unskilled labor and therefore easy to do.

WORLD ART AND MUSIC ACTIVITY 13

1. Impressionism refers to painters who tried to show their “fleeting visual impressions” of everyday life.
2. Degas specialized in painting ordinary people doing their regular or everyday activities. He painted them in motion.
3. Degas studied his subjects, made notes and models, and drew sketches before he began to paint. He also studied sequential photographs to learn about movement.
4. It is not relevant that Degas was the son of a banker or that he studied law.
5. Answers will vary. Possible answer: The Laundresses moves away from photographic realism and instead gives an impression of everyday activities.

RETEACHING ACTIVITY 13
The order of items within each main topic may vary.

I. A. The Second Industrial Revolution, combined with the growth of transportation by steamship and railroad, fosters a true world economy.
   B. Based on the theory of Karl Marx, the formation of socialist political parties and trade unions improves the working and living conditions for industrial workers.
   C. Many countries shift from being agrarian to industrial nations.

II. A. Charles Darwin’s theories are applied to human society in a radical way by nationalists and racists.
   B. Marie Curie discovers that an element called radium gives off energy, or radiation.
   C. Albert Einstein publishes his special theory of relativity, which states that space and time are not absolute but are relative to the observer.

III. A. Urban populations grow because of the lack of jobs and land in the country.
    B. Emmeline Pankhurst founds The Women’s Social and Political Union.
    C. The industrial system gives people new times to indulge in leisure activities.

IV. A. Claude Monet paints pictures that capture the interplay of light, water, and sky.
    B. Igor Stravinsky’s ballet The Rite of Spring is performed in Paris.
C. Pablo Picasso paints in a new style called cubism.

ENRICHMENT ACTIVITY 13

1. They love each other; he is respectable; he makes a fine living.

2. She is the youngest of three girls, and her older sisters do not have fiancés; her sisters would reject her; her parents would reject her.

3. Answers will vary, but should take into account both the feelings of the writer and her social and historical context.

4. No; such a family most likely would not expect a daughter to remain single until her older sisters are married.

5. Students’ letters will vary, but should reflect contemporary social conditions. Students from present-day immigrant families might describe situations very similar to the one outlined in the letter. Conflicts between family expectations and personal desires may appear in the letters of other students as well. Comparisons and contrasts will similarly vary but should recognize ways the problems of today and those of the early twentieth century may be similar even though society has changed.

GUIDED READING ACTIVITY 13-1

1. steel, chemicals, electricity, and petroleum
2. the substitution of steel for iron
3. heat, light, and motion
4. Wages for workers increased, and prices for goods were lower.
5. Southern Italy, most of Austria-Hungary, Spain, Portugal, the Balkan kingdoms, and Russia.
6. They formed trade unions and Socialist political parties.
7. It was written by two Germans, Karl Marx and Friedrich Engels.
8. the ruling class and the oppressed, the Bourgeoisie and the Proletariat
9. the largest single party in Germany
10. They believed that capitalism would be overthrown in a violent revolution.

GUIDED READING ACTIVITY 13-2

1. cities
2. mass
3. elite
4. wealth
5. middle
6. hard work
7. landholding
8. Unskilled
9. Second
10. political
11. primary
12. literacy
13. leisure
14. fun

GUIDED READING ACTIVITY 13-3

I. universal male suffrage, ministerial responsibility to legislative bodies, mass political parties
   A. Liberal, Conservative
   B. constitution
   C. labor, industry

II. central, eastern
   A. emperor
   B. ignored
   C. absolute, czar

III. unity
    A. richest
    B. Samoa, Hawaii, Puerto Rico, Guam, Philippines

IV. opposing
    A. Triple Entente
    B. Germany, Austria-Hungary, Italy
V. Balkans
   A. annexing
   B. Serbia
   C. suspicion

GUIDED READING ACTIVITY 13-4

1. countryside
2. spiritual; feel
3. functional
4. certainty
5. radium
6. relativity
7. past; internal
8. Psychoanalysis
9. Darwinism
10. nationalist
11. anti-Semitism
12. Zionism

READING SKILLS ACTIVITY 14

Practicing the Skill
Student answers may vary, but students should show accurate understanding of the differences and similarities between indirect and direct colonial rule.

Applying the Skill
Answers may vary but should include some of the following:

<table>
<thead>
<tr>
<th>Costs of British rule</th>
<th>Benefits of British rule</th>
</tr>
</thead>
<tbody>
<tr>
<td>British manufacturing destroyed local industry.</td>
<td>Brought order and stability to region divided by civil war</td>
</tr>
<tr>
<td>Put thousands of women out of work in the textile industry</td>
<td>Created honest and efficient government</td>
</tr>
<tr>
<td>Food shortages</td>
<td>Educated some Indian children</td>
</tr>
<tr>
<td>Degradation of Indian people</td>
<td>Brought modern technology such as telegraphs and railroads</td>
</tr>
<tr>
<td>Disrespect for Indian cultural heritage</td>
<td>Instituted postal system</td>
</tr>
</tbody>
</table>

HISTORICAL ANALYSIS SKILLS ACTIVITY 14

Practicing the Skill
1. Students should expect an explanation of what was wrong with the system of indirect rule in Sokoto. They need to know how Britain governed the area and how the people of Sokoto responded.

2. British administrators didn’t allow decisions to be made by local authorities; old ruling systems remained intact without creating a new bureaucracy. Answers will vary, but should include the definitions of indirect rule.

Applying the Skill
Answers will vary. When evaluating the evidence from other groups, students should keep in mind what was beneficial to include and what was missing.

DIFFERENTIATED INSTRUCTION ACTIVITY 14

1. The “burdens” that Comfort describes include slavery, mistreatment of native peoples and women, corruption in politics, and war.

2. Comfort uses these examples to illustrate common internal problems of empire-building nations.

3. Comfort is an anti-imperialist; she believes that imperialist nations need to concentrate on fixing their own problems rather than imposing their will on other countries. Students may cite any of several lines in the poem to illustrate Comfort’s views.

ENGLISH LEARNER ACTIVITY 14

A.

1. Answers will vary but should mention areas of exploration.

2. Answers will vary but could note natural elements.
Answer Key

B.  
1. Imperialism  
2. extension  
3. expansion  
4. capitalism  
5. colonization  
6. completely  
7. exploration  
8. regions  
9. heartily  
10. enthusiastically

C.  
1. e  
2. b  
3. c  
4. a  
5. d  
1. a  
2. d  
3. b  
4. c  
5. e

CONTENT VOCABULARY ACTIVITY 14

1. D  
2. L  
3. J  
4. G  
5. I  
6. B  
7. M  
8. C  
9. A  
10. H

ACADEMIC VOCABULARY ACTIVITY 14

A.  
1. consequence  
2. emphasis  
3. motives  
4. dominated  
5. imposed

B.  
1. f  
2. e  
3. b  
4. a  
5. h  
6. g  
7. c  
1. gain  
2. forced  
3. results  
4. aided  
5. ruled  
6. reasons  
7. stress

SKILLS REINFORCEMENT ACTIVITY 14

1. Sponsor is the Nobel Foundation. The authorship is highly credible, so the site can be considered reliable.

2. The site includes links to a wide variety of information on the Nobel Prize as well as prize winners. Multimedia presentations are included as well as biographical
information, related Web sites, essays, and more. All the links are helpful and related to the topic.

3. Student opinions will vary. The site is attractive and easily navigated, and features helpful search options. Graphics are limited.

4. Student answers will vary. Reliability of the site and its authorship may be an issue. Students should weigh the breadth of information provided, the quality of the design, and the ease of access in their answers.

5. Poems will vary.

CRITICAL THINKING ACTIVITY 14
Facts: 1, 2, 3, 4, 6, 8, 11; Opinions: 5, 7, 9, 10

HISTORY AND GEOGRAPHY ACTIVITY 14

1. They wanted to transport goods across India.

2. Both brought the Indian people closer together. English made it easier for Indians who spoke different languages to communicate with one another.

3. Pramathanath initially admired British culture. He wore European clothes and was proud that the British invited him to take the train ride. Then he realized that the British were bigoted against his fellow Indians; he realized that the British judged him favorably only because he was dressed like them, in European clothes.

4. Answers will vary. Some students might say that, in retrospect, it was unwise of Britain to improve India’s transportation and communication because those improvements ultimately led to India’s independence. Other students may say that improving transportation and communication were essential for the British to manage India, so it was a wise decision regardless of the outcome.

5. Answers will vary. Students who agree with the statement might mention that television enables a vast number of people to see films, theatrical performances, operas, concerts, and sporting events that they cannot attend in person. Students disagreeing might cite television’s violence, its many commercials, and the low intellectual level of much of the programming.

MAPPING HISTORY ACTIVITY 14

1. the north and the west

2. Answers will vary but may be similar to the following:
   1. Great Britain. Although Britain did not have as much territory as France, the southern and western colonies were rich in natural resources.
   2. France. Covering the most land, France had strong holdings of natural gas and petroleum but lacked some precious materials and minerals.
   3. Germany. Even though Germany did not have extensive holdings in Africa, its territory in southern Africa was very rich in most resources except natural gas and petroleum.
   4. Portugal. With the exception of some petroleum and diamonds, the landholdings of Portugal did not yield many natural resources.

HISTORICAL SIGNIFICANCE ACTIVITY 14

1. The traits that go with yellow journalism are sensationalism for sensationalism’s sake: appealing to emotions at the expense of reason, shock, being lurid, and simplifying what is in fact complex.

2. Student answers will vary, but the following contrasts will be helpful. Jerry Springer, USA Today, and Hardcopy have some or many aspects of yellow journalism. Barbara Walters, the New York Times, and 60 Minutes have fewer, if any, aspects of yellow journalism.
3. Student answers will vary. Accept any answer that is relevant to the question. A paper’s final loyalty has to be to its mission, not to its financial health. Although it is true that in order to operate, a paper has to turn a profit, if it turns a profit at the expense of being a genuine newspaper, then the paper has lost its reason for being, its value and purpose. A paper’s ultimate loyalty should be to its value and purpose.

COOPERATIVE LEARNING ACTIVITY 14
Students should complete the activity and answer the Group Process and Quick Check questions. Have students share their responses with their groups or with the class as a whole.

HISTORY SIMULATION ACTIVITY 14
Students should work collaboratively in groups toward achieving the learning objective of the History Simulation Activity.

TIME LINE ACTIVITY 14
Answers will vary. Answers may include any five of the following:

- **Event**: Great Britain founds colony of Singapore. **Type of Influence**: Economic. **Explanation**: Port city became a major stopping point for steamships to and from China.
- **Event**: Britain and France agree to maintain Thailand as an independent state. **Type of Influence**: Political. **Explanation**: Thailand served as a buffer between British and French possessions in Southeast Asia.
- **Event**: Indian revolt occurs. **Type of Influence**: Social. **Explanation**: Sepoys resented British attempts to impose Christianity and European customs on Indian culture.
- **Event**: Suez Canal opens. **Type of Influence**: Economic. **Explanation**: Travel time between Europe and Asia was shortened.
- **Event**: Berlin Conference partitions Africa. **Type of Influence**: Economic. **Explanation**: All African countries except Liberia and Ethiopia were colonies of Europe.


Event: Panama Canal opens. **Type of Influence**: Economic. **Explanation**: Shorter route between Atlantic and Pacific Oceans was created.

LINKING PAST AND PRESENT ACTIVITY 14

1. The zapatistas and Texans both revolted against perceived curbs on their freedom. Texans declared independence. The zapatistas have been trying to win civil rights and greater autonomy.

2. Students should infer that the unchallenged rule of one political party would result in government offices becoming politicized spoils. Without a powerful opposition, there is little incentive to improve the quality of representation.

3. NAFTA has helped the Mexican economy by bringing manufacturing jobs to border factories and creating markets for Mexican agricultural products and other resources. By accelerating the globalization of the economy, it has hurt the poor by spreading a cash economy into rural areas where subsistence agriculture sustained people for generations.

PEOPLE IN WORLD HISTORY ACTIVITY 14, PROFILE 1

1. They were fleeing attack from the Zulu nation.

2. He granted farming rights in 1886 and mining rights in 1888. Students should infer that the Matabele lands had fertile soil and valuable mineral deposits.

3. Answers will vary. Possible answer: Both groups lost their lands to white settlers; both groups were betrayed when the whites failed to live up to the terms of treaties.
PEOPLE IN WORLD HISTORY ACTIVITY 14, PROFILE 2

1. He was fleeing a murder charge.
2. Villa had killed Americans in retaliation for America withdrawing its support from him.
3. Answers will vary. Possible answers: He was a tireless fighter for Mexican independence from dictatorships and foreign aggressors. He represents the struggle of the common man against larger and more powerful forces.

PRIMARY SOURCE READING 14

1. if the only alternative is cowardice and dishonor
2. It can be used only by the strong, who can deliberately choose forgiveness rather than punishment and violence. “A mouse hardly forgives a cat . . .” “A definite forgiveness would, therefore, mean a definite recognition of our [India’s] strength.”
3. Gandhi realized that Indians generally were not ready to listen because they felt downtrodden by the British and wanted revenge. He felt he must say, however, that they could gain more by refraining from violence.
4. conscious opposition to or defiance of tyranny with one’s will (spirit, soul)
5. Answers will vary. Possible examples can include his conviction that forgiveness is a better solution than punishment; his desire for people to treat one another with dignity; the inclusion of all classes of Indians in his movement, effective peaceful tactics such as boycotts.

WORLD ART AND MUSIC ACTIVITY 14

1. Brahma, the creator; Vishnu, the preserver; Siva, the destroyer
2. Answers will vary. Possible answers: Hinduism believes in reincarnation, in which everything dies and is reborn. These three gods represent the endless circle of birth, life, and death.
3. Answers will vary. Possible answer: Siva is the god of rebirth. One might say that a new undertaking or a journey is a kind of birth, and Ganesha is the god of these things. Ganesha, with his bowl of sweets and his broken tusk, does not seem to be as fierce as Siva. Sculpture representing Siva focuses on his physical strength and power.
4. Indian sculpture uses images that are very familiar to viewers and are based on well-known myths. One static sculpture can “tell” a dramatic story, such as the creation of the universe.

RETEACHING ACTIVITY 14

Answers will vary. Possible answers:

Gold present in South Africa: Cecil Rhodes; Boers. Rhodesia (Zimbabwe) is founded; Boer War.

Colonization of Africa: David Livingstone; Henry M. Stanley; King Leopold II. Belgium and France among European states to claim territories in Africa.

Building of Suez Canal: Ferdinand de Lesseps. Travel between Europe and Asia is shortened.

Sepoy Mutiny: viceroy; Queen Victoria. East India Company is dissolved; the viceroy is sent to tighten British control.

Monroe Doctrine: President James Monroe. European imperialistic expansion stops in Latin America.

Spanish-American War: President William McKinley. Cuba becomes a United States protectorate, and Puerto Rico is annexed to the United States.
ENRICHMENT ACTIVITY 14

Answers will vary. Last words should reflect the person’s life and/or personality. Possible answers:

1. Heaven is as glorious as England!
2. This is death, I presume?
3. I am off to establish a powerful new kingdom, bigger and better!
4. There is nothing we cannot conquer with hard work.
5. I hope that someday Africa will overcome the betrayal of Rudd and his men.
6. I leave thee with all my love, Mother India.
7. I go to command an army in heaven!
8. It was my destiny to expand America’s greatness.
9. Viva Reformed Mexico!
10. Law and order at all costs.

GUIDED READING ACTIVITY 14-1

1. overseas
2. Imperialism
3. direct control
4. advantage
5. moral
6. Burma
7. protection
8. free
9. Philippines
10. keep
11. direct rule
12. export
13. intellectuals

GUIDED READING ACTIVITY 14-2

1. Great Britain, France, Germany, Belgium, Italy, Spain, and Portugal
2. Ali modernized the army, set up a public school system and helped create small industries in sugar, textiles, munitions, and ships.
3. They believed it to be their “lifeline to India.”
4. Algeria
5. Italy tried to take over Ethiopia but was defeated.
6. “Dr. Livingstone, I presume.”
7. Territories around the Congo River.
8. No African delegates were present at this conference.
9. They believed that white superiority over blacks was ordained by God.
10. One of his goals was to create a series of British colonies all linked by railroad.
11. Liberia and Ethiopia.
12. Westerners had exalted democracy, equality, and political freedom but did not apply these values in the colonies.

GUIDED READING ACTIVITY 14-3

I. increased, Mogul
   A. soldiers, forts
   B. sepoys
   C. Independence
      1. cow, pig
      2. rebellion
II. viceroy
   A. benefits
      1. order, stability
      2. honest, efficient
   B. costs
      1. industry
      2. equals
III. Indian National Congress
   A. governing
   B. Mohandas Gandhi
GUIDED READING ACTIVITY 14-4

1. revolution
2. Spaniards
3. Portuguese
4. independent
5. Miguel Hidalgo
6. Native Americans
7. mestizos
8. republic
9. San Martin
10. border
11. caudillos
12. Spanish-American
13. annexed
14. Panama Canal
15. model
16. reform
17. landholding

READING SKILLS ACTIVITY 15

Practicing the Skill

1. The author wants to show that President Roosevelt was concerned about Japanese immigration.
2. Answers may vary. Students may question the use of the phrase “gentlemen’s agreement.”
3. Answers may vary. Some students may wish for details about the agreement to help them understand how it stopped Japanese immigration to the U.S.
4. Answers may vary.
5. Answers may vary. Questions could include, for example, “how much immigration to the U.S. did Japan have before 1907?” and “how was the ‘gentlemen’s agreement’ negotiated?”

Applying the Skill

Answers may vary. Questions could include, for example, “What happened during the Opium War?” Most students should find the passage clear and some may point out that Internet research would help them answer their questions.

HISTORICAL ANALYSIS SKILLS ACTIVITY 15

Practicing the Skill

1. C
2. D
3. B
4. E
5. A

Applying the Skill

Quizzes will vary. They should be based on important material from Chapter 22 and should demonstrate a logical connection between the cause and effect. Students should create five questions and provide an answer key.

DIFFERENTIATED INSTRUCTION ACTIVITY 15

Students’ examples will vary. They may note that influences of cultural exchanges often went both ways, with each region influencing the other in some way, but overall there was greater influence by the West on the East.

ENGLISH LEARNER ACTIVITY 15

A.

1. Answers will vary but should mention current challenges.
2. Answers will vary but could reference challenges in Third World countries.
B.
1. prosperity
2. harassed
3. decline
4. unrest, incompetence
5. guns, ideas

C.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Verb Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>had been</td>
<td>past perfect</td>
</tr>
<tr>
<td>did (not) like</td>
<td>simple past</td>
</tr>
<tr>
<td>had</td>
<td>simple past</td>
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<tr>
<td>exported</td>
<td>simple past</td>
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<tr>
<td>had</td>
<td>past perfect</td>
</tr>
<tr>
<td>tried</td>
<td>simple past</td>
</tr>
<tr>
<td>to improve</td>
<td>past perfect</td>
</tr>
<tr>
<td>failed</td>
<td>simple past</td>
</tr>
<tr>
<td>turned</td>
<td>simple past</td>
</tr>
</tbody>
</table>

CONTENT VOCABULARY ACTIVITY 15

1. prefecture
2. commodity
3. extraterritoriality
4. concession
5. indemnity
6. Open Door policy
7. provincial
8. spheres of influence
9. self-strengthening
10. porcelain

ACADEMIC VOCABULARY ACTIVITY 15

A.
1. integrity
2. alter

3. observe
4. subject
5. subsidies

B.
Word webs will vary. Sentences should reflect correct use and understanding of words.

SKILLS REINFORCEMENT ACTIVITY 15

Answers will vary but should take into account the time frame for the research report and the different time allotments needed for different tasks. Encourage students to use this schedule for other reports assigned to them.

CRITICAL THINKING ACTIVITY 15

1. Qing dynasty: external pressure from the West, corruption, peasant unrest, incompetence, rapid population growth, and serious food shortages; answers will vary for the comparison depending on the event selected.

2. Students should see many similarities between the two events and conclude that Hegel was correct. Most rules collapse for many of the same reasons, so the rulers do not learn from history.

HISTORY AND GEOGRAPHY ACTIVITY 15

1. climate, soil conditions, energy and mineral resources, rivers, good natural harbors, access to distant markets or resources

2. spices grown on the islands of the Indonesian Archipelago

3. Malacca was located on a good harbor where ships were protected from storms. Because of this good harbor, merchants from around the world gathered in Malacca to trade their goods.

4. China and Japan probably had natural resources or trading empires that could economically benefit the Portuguese at that time.
Answer Key

5. You may want to suggest that students read the article “Two Worlds, Time Apart: Indonesia” in National Geographic, vol. 175, no. 1, January 1989. Encourage students to find examples in their research that link geographic location to commercial activity.

MAPPING HISTORY ACTIVITY 15

1. Europeans might have used the inability of the Qing government to stop Tai Ping unrest promptly as an excuse to intervene with military forces in order to protect their own people. The Qing, they might have argued, were unable to protect their own people from violence, so how could they protect European foreigners?

2. about 570 miles from Nanjing to southern border of Tai Ping–dominated territory

3. Hong may have gotten his Christian training from European missionaries located in one of the Shantou ports in southern China.

4. Students should shade the area along the coast from Shantou north to Shanghai.

HISTORICAL SIGNIFICANCE ACTIVITY 15

1. New medical knowledge would be very important in a country with the largest population in the world. Similarly, China’s growing agricultural production and manufacturing industries would make new roads and canals essential for economic growth.

2. The quotes reflect a belief in the superiority of Christianity over Eastern religions and the supposed superiority of Western technology. Parker believes that China will ultimately convert to Christianity.

3. Answers will vary. Students should support their answers with well-reasoned responses. They may include examples from current news items dealing with U.S.-Chinese relations. Students should also show that they understand that cultural exchange between societies should not be one-way but should include meaningful exchanges from both sides.

4. Answers will vary but may include religion—Daoism, Buddhism, Confucianism; technology—porcelain, spinning silk, canal systems.

COOPERATIVE LEARNING ACTIVITY 15

Students should complete the activity and answer the Group Process and Quick Check questions. Have students share their responses with their groups or with the class as a whole.

HISTORY SIMULATION ACTIVITY 15

Students should work collaboratively in groups toward achieving the learning objective of the History Simulation Activity.

TIME LINE ACTIVITY 15

1. 333 years

2. the first Opium War, Tai Ping Rebellion, Boxer Rebellion

3. Commodore Perry’s arrival in Japan and the U.S. proposal of an Open Door policy for China

4. defeat of China in 1894, defeat of Russia in 1905, and annexation of Korea in 1910

5. the Meiji

6. Sun Yat-sen

LINKING PAST AND PRESENT ACTIVITY 15

1. The Chinese were concerned because opium was an addictive drug and thousands of Chinese had become addicted to it.

2. Answers may vary. Money earned from opium sales helped Britain solve its trade imbalance problem with China. Guide students to understand that by flooding China with drugs, Great Britain could
more easily influence affairs of the country, thus expediting trade and commerce with China, a nation that was resistant to outside influence.

3. Students may find data such as at the bottom of the page.

Students might conclude that the wide discrepancy in per capita income could make Chinese citizens think critically of Communism and their government and incite people to attempt to immigrate to Hong Kong. Students might look at whether the standard of living and way of life in a more democratic society are better for people than in a Communist society. Students may attempt to explain this with the data they collected about the differences between Hong Kong and China.

PEOPLE IN WORLD HISTORY ACTIVITY 15, PROFILE 1

1. She and her advisers created a constitution in 1908 that gave the emperor more power over state affairs, but did not really represent fundamental change of the system.

2. Several rebellions tried to unseat the dynasty. The Boxer Rebellion in 1900 was directed against foreigners, but contributed to the decline of the Qing dynasty.

3. Answers will vary, but should be well-reasoned and thought out. Students should link the decline of the Qing dynasty with the breakdown in law and order leading to the Boxer Rebellion.

PEOPLE IN WORLD HISTORY ACTIVITY 15, PROFILE 2

1. The two circumstances that caused the influence of Japanese woodblock artists on Western art in the nineteenth century were the craze for Asian exports and the desire by Western artists to find new forms of artistic creativity.

2. Hokusai’s most famous work is called *Thirty-Six Views of Mt. Fuji*.

3. Student answers will vary. Accept any answer that is relevant and thoughtful. The clearest contemporary international influences on Western art are world music and the many African and Caribbean influences on pop music.

PRIMARY SOURCE READING 15

1. the port of Kiao-chao and adjacent territory in the province of Shandong

2. They wanted to ensure equality of treatment of all foreign trade throughout China.

3. Possible answers may include references to the support of the emperor of the proposed measures.

### COMPARING THE STANDARD OF LIVING IN HONG KONG AND CHINA

<table>
<thead>
<tr>
<th></th>
<th>Hong Kong</th>
<th>China</th>
</tr>
</thead>
<tbody>
<tr>
<td>Per capita income</td>
<td>$36,500</td>
<td>$7,600</td>
</tr>
<tr>
<td>(in U.S. dollars)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Life expectancy (years)</td>
<td>81.68</td>
<td>72.88</td>
</tr>
<tr>
<td>Infant mortality</td>
<td>2.94</td>
<td>22.12</td>
</tr>
<tr>
<td>(deaths per 1,000 births)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adult literacy rate</td>
<td>93.5%</td>
<td>90.9%</td>
</tr>
</tbody>
</table>

Source: *CIA World Factbook*
WORLD ART AND MUSIC ACTIVITY 15

1. Private dwellings tended to use traditional Japanese architectural models, while public buildings were increasingly based on Western models and materials.

2. Earthquakes made stone and brick construction vulnerable. Reinforced concrete and steel-frame construction were more flexible and could withstand earthquakes better than stone and brick construction.

3. Heavy stonework, Greek columns, angular geometric shapes, and uniform repetition of elements seem particularly Western; Oriental style would have more wood, more curved shapes, less repetition of the same elements, and the use of wood and tile.

4. Answers will vary, but may include the following: Why did you use a French palace as the model for a Japanese palace? How did the emperor feel about having a Western-style palace? Did you consider adding some traditional Japanese architectural elements to reflect your country’s culture?

RETEACHING ACTIVITY 15

China: European trade restricted; Opium War; Treaty of Nanjing in 1842; Hong Xiuquan leads the Tai Ping Rebellion; Nanjing massacre; John Hay presents Open Door policy; Collapse of Qing dynasty

Japan: Four warships under Commodore Matthew Perry arrive in Edo Bay; Treaty of Kanagawa; Sat-Cho alliance; Emperor Mutsuhito leads the Meiji Restoration; Meiji leaders sign a Charter Oath; The Meiji constitution is modeled after Imperial Germany; Territorial expansion begins with the Ryukyu Islands and Korea; Surprise attack launched on the Russian naval base at Port Arthur; Government annexes Korea

ENRICHMENT ACTIVITY 15

1. Early medicinal uses for opium included treatment for dysentery, cholera, and other diseases. Later, more uses for the drug were created including opium plasters, pills, cough drops, and lozenges.

2. Prior to its prohibition in China, opium was freely traded and available for open public sale. Because of this saturation, the price was inexpensive, making it easily obtainable by all of the social classes.

3. The opium habit is so much worse than the diseases it may alleviate or prevent.

GUIDED READING ACTIVITY 15-1

1. the intense external pressure applied to Chinese society by the modern West

2. the ships, guns, and ideas of foreigners

3. It means they imported more goods from China than they exported to China.

4. opium from India

5. when a British fleet sailed almost unopposed up the Chang Jiang

6. the failure of the Chinese government to deal with internal economic problems

7. to legalize the opium trade, open new ports to foreign trade, and surrender the peninsula of Kowloon to Great Britain

8. By this they meant that China should adopt Western technology while keeping Confucian values and institutions.

9. He issued edicts calling for major political, administrative, and educational reforms.

10. The Boxers were upset by the foreign takeover of Chinese lands.
GUIDED READING ACTIVITY 15-2

1. Boxer
2. assembly
3. advice
4. military
5. democracy
6. Nationalist Party (Revolutionary Alliance)
7. Army
8. collapse
9. Japan
10. civil war
11. transportation
12. communication
13. export
14. centuries
15. educated
16. intellectuals
17. urban middle class

GUIDED READING ACTIVITY 15-3

I. isolation
   A. United States
   B. Kanagawa
II. resistance
   A. shogun
   B. emperor
III. industrial
   A. Western
   B. land ownership
   C. compulsory
IV. expansion
   A. Korea
   B. China, Russia
   C. Philippines
V. culture
   A. literature
   B. Europe and the United States
   C. Tokyo School of Fine Arts
   D. fashionable
TEXT

9 From *A Tale of Two Cities* by Charles Dickens.


66 From *The Battle with the Slum* by Jacob A. Riis, reprinted in *The American Reader* edited by Diane Ravitch.


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