

## WORLD HISTORY STUDY GUIDE

# UNIT 5 : THE AGE of REVOLUTIONS (1750-1914)

The years between 1750 and 1914 were years of enormous change. The Scientific Revolution and the Enlightenment brought a completely new way of looking at the world.

Monarchies were overthrown, and representative forms of government emerged

In some areas, people tried to return to previous ways. In other areas, however feelings of Nationalism arose that led to the growth of nations. During this same time, enormous changes were occurring in Europe and Japan.

The Industrial Revolution brought changes in social structure and created new ways of living and working. Industrialization also spurred nations to build empires in Africa and Asia, creating an economy that spanned the globe.

### STANDARDS

#### **WH.H.1 Apply the four interconnected dimensions of historical thinking to the United States History Essential Standards in order to understand the creation and development of the United States over time.**

Concept(s): Historical Thinking, Creation, Development

**Human Legacy** pages H6-H49

#### **WH.H.4 Analyze the political, economic, social and cultural factors that lead to the development of the first age of global interaction.**

Concept(s): Reform, Exploration, Improvement

**Human Legacy** Chapters 15,16,17,19

#### **WH.H.5 Analyze exploration and expansion in terms of its motivations and impact.**

Concept(s): Exploration, Expansion, Colonization

**Human Legacy** Chapters 16 and 18

#### **WH.H.6 Understand the Age of Revolutions and Rebellions.**

Concept(s): Revolution, Conflict, Industrialism, Power, Change

**Human Legacy** Chapters 19, 20, 21, 22, 23

### READING

### CONSTRUCTIVE RESPONSE QUESTIONS

1. What is the conflict between Science and Religion? Can they coexist or are they opposed to each other?
2. Choose an Enlightenment philosopher or revolutionary leader (American, French, Latin American) and explain in detail their position and impact?

**HIGHLIGHT – UNDERLINE - CIRCLE VOCABULARY – CHUNKING – \*ASTERISKS / STARS\* – QUESTION MARKS???**

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

10-24-7 METHOD: HOW DO I KNOW YOU ARE STUDYING THESE NOTES? (EVIDENCE)

STUDENT: \_\_\_\_\_ TEACHER: \_\_\_\_\_

ASSIGNMENT SHEET				
<b>UNIT 5: The Age of Revolutions</b>	DATE ASSIGNED	GRADE	DATE COMPLETED	PARENT INITIALS
<i>Unit 5 Notes</i>				
<b>CLASS ASSIGNMENT</b>				
<b>HOMEWORK ASSIGNMENT</b>				
Section 1 H.O.				
Section 2 H.O.				
Section 3 H.O.				
Section 4 H.O.				
Section 5 H.O.				
Section 6 H.O.				
Section 7 H.O.				
<b>TEST</b>				
Section 1 Quiz				
Section 2 Quiz				
Section 3 Quiz				
Section 4 Quiz				
Section 5 Quiz				
Section 6 Quiz				
Section 7 Quiz				
UNIT 5 POST-TEST				
<b>CONSTRUCTIVE RESPONSE QUESTIONS</b>				
<b>OTHER ASSIGNMENTS</b>				

**HIGHLIGHT – UNDERLINE - CIRCLE VOCABULARY – CHUNKING – \*ASTERISKS / STARS\* – QUESTION MARKS???**

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

# UNIT 5: The Age of Revolutions (1750-1914)

## The BIG Idea

From the 1500's – 1700's, Europeans:

1. Experienced the Scientific Revolution, which caused people to change their views about the universe
2. Entered the Enlightenment, in which philosophers applied reason to society and gov't
3. Developed ideas about basic human rights and proper gov't
4. Began to consider democratic ideas and the concept of nationalism

## SECTION 1 U5: Scientific Revolution and Enlightenment

### Section overview

In the 1500's and 1600's, the Scientific Revolution changed the way Europeans looked at the world. People began to make conclusions based on experimentation and observation instead of merely accepting traditional ideas (Church, Greek Philosophers).

During the 1600's and 1700's, belief in the power of Reason grew.

Writers of the time sought to reform government and bring about a more just society. Despite the opposition from government and church leaders, Enlightenment ideas spread.

Some absolute rulers used their power to reform society. Over time, concepts of democracy and of nationhood developed from Enlightenment ideas and contributed to revolutions.

### New Ideas about the Universe

#### I. Scientific Revolution (1500s-1600s)

A) The Scientific Revolution was a sudden and dramatic change in how people viewed the world.

B) During the Scientific Revolution, science and reason (logic) were used to explain how the world worked. People no longer turned only to the Bible and the Catholic Church for answers.

#### C) Key people of the Scientific Revolution:

- 1) Copernicus- Polish Astronomer who developed the Heliocentric Theory- The idea that the planets revolve around the sun.
- 2) Galileo Galilei- Italian Astronomer who proved that Copernicus was correct; he observed the skies with a telescope he constructed. He was put on trial by the Catholic Church because his ideas contradicted (went against) its teachings.
- 3) Sir Isaac Newton- English Mathematician and astronomer who developed calculus and the theory of gravity. Theorized that nature follows uniform laws.
- 4) Johannes Kepler- Astronomer who helped discover how planets move.
- 5) Descartes- Mathematician, scientist, and philosopher. He believed that Reason, rather than Tradition, should be the way to discover Truth.

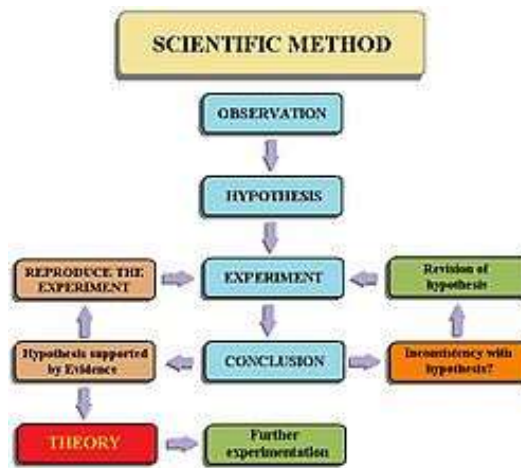
The Scientific Revolution in Europe, with its emphasis on observing, experimenting, investigating, and speculating, was a new approach to solving problems and thinking about the world. This philosophy came to define modern thought.

- In what ways was the Scientific Revolution a rejection of traditional authority?

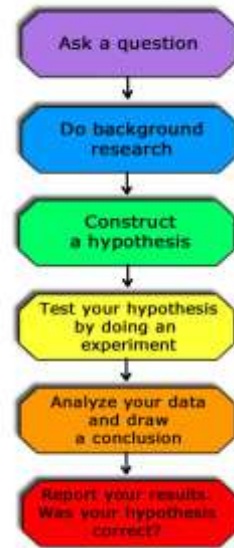
D) Key effects (results) of the Scientific Revolution:

- 1) It resulted in the spread of new ideas throughout Europe.
- 2) It challenged the traditional authority (power) of the Catholic Church since European scientists proved that many Church teachings were incorrect.
- 3) The new ideas of this period directly led to the Enlightenment (SEE NEXT TOPIC).

### New Ways of Thinking



The Scientific Method



### Science and the Enlightenment

II. The Enlightenment (1700s)

A) The Enlightenment was the period in European history when reason (logic) was used to understand and improve society. In fact, the Enlightenment is often called “The Age of Reason.”

B) Key ideas of the Enlightenment:

- 1) Enlightenment philosophers believed that society could be improved by using reason (logic) and natural law (universal rules that are always true).
- 2) Enlightenment philosophers believed that governments receive their authority (power) from the people (NOT from God).
- 3) Enlightenment philosophers believed in democracy (a gov’t where the people have a say).
- 4) The belief that logical thought can lead to the truth is called Rationalism.
- 5) **NOTE:** know that the Scientific Revolution and the Enlightenment both encouraged the spread of new ideas and the use of reason.

#### SCIENCE and TECHNOLOGY

Scientists of the mid-1500’s used observation and mathematical calculation to prove their theories of a heliocentric universe.

- How did the Scientific Revolution prepare the way for the Enlightenment?
- Thomas Hobbes was an Enlightenment Thinker, even though his philosophy favored absolutism. Contrast Locke's theory of natural rights with the thinking of Thomas Hobbes and the theory of Divine Right.

## Leading Thinkers of the Enlightenment

C) Key people of the Enlightenment:

1) *John Locke* - English Thinker of the late 1600's. He believed that all people have natural rights (the right to life, liberty, and property). He also said that people have the right to overthrow governments that fail to protect these rights.

2) *Baron de Montesquieu* - French Thinker (1700's). In order to prevent kings from being too strong, he believed that power in government should be divided into three branches (executive, legislative, judicial) so that there is a separation of powers and a system of checks and balances.

3) *Voltaire* - French Thinker of the 1700's. He believed that everyone is entitled to freedom of speech and freedom of religion. Criticized the French gov't and Catholic Church for their failure to permit religious toleration and intellectual freedom.

4) *Rousseau* - French Philosopher of the 1700's. He believed that society is a social contract (an agreement in which all people agree to work for the common good of society). People are naturally good but corrupted by the evils of society, such as the unequal distribution of property.

5) Other well-known Enlightenment figures included *Denis Diderot* (DEE-de-roh), who wrote a 35-volume encyclopedia; and *Mary Wollstonecraft*, who argued for equal rights for women. Wollstonecraft argued that if women had the same education as men, they could hold the same place in society. Other thinkers applied reason to the economy. Scotsman *Adam Smith* argued for a free market, that is, allowing the law of supply and demand to regulate the economy without government interference

### THINKERS OF THE ENLIGHTENMENT

<p><b>Thomas Hobbes</b> People are greedy and selfish. Only a powerful government can create a peaceful, orderly society</p>	<p><b>John Locke</b> People have natural rights. It is the job of government to protect these natural rights. If the gov't does not protect these rights, the people have the right to overthrow it.</p>
<p><b>Baron de Montesquieu</b> The powers of government should be separated into three branches. Each branch will keep the other branches from becoming too powerful</p>	<p><b>Jean-Jacques Rousseau</b> In a perfect society, people both make and obey the laws. What is good for everyone is more important than what is good for one person.</p>

**Reasoning** – n. a process of thinking carefully about something in order to make a judgment

**GOVERNMENT**

Locke’s idea about natural rights and the obligations of gov’t later influenced both Thomas Jefferson’s writing of the Declaration of Independence and the French revolutionaries.

**Censorship** – n. the practice of examining books, films, letters, etc. to remove anything that is considered offensive, morally harmful, or politically dangerous, etc.

**CHANGE**


The term *Enlightened Despot* almost seems like a contradiction. These rulers believed in absolute power but also saw the value of reforms in government.

***Impact of the Enlightenment***

D) Key effects (results) of the Enlightenment:

- 1) Government Censorship – Government and Church leaders started a campaign of censorship to suppress ideas. Many writers, including Voltaire, were thrown into prison, and their books were banned and burned.
  - a) Since Enlightenment philosophers believed that people can overthrow unfair governments, the Enlightenment helped cause political revolutions in France, Latin America, and the United States (SEE NEXT TOPIC BELOW).
- 2) Enlightened Despots- These were European kings and queens who believed in Enlightenment ideas and ruled using Enlightenment principles (ideas).
  - a) *Frederick the Great* of Prussia: was a strict ruler but he used Enlightenment ideas to strengthen his nation. He tried to establish elementary education for all, and supported religious toleration. However, opposition from the aristocracy prevented him from going as far as he liked; for example, he was unable to abolish serfdom.
  - b) *Catherine the Great* of Russia: was also inspired by Enlightenment ideas. She established some reforms, but she too was unable to go as far as abolishing serfdom, as she needed the support of landowners to stay in power.
  - c) *Maria Theresa* of Austria: implemented several reforms during her reign in the 1700’s. She improved the tax system by forcing nobles and clergy to pay taxes. This measure eased the tax burden on peasants. She absorbed Enlightenment ideas on education and made primary education available to children in her kingdom.
  - d) *Joseph II* of Austria: Maria Theresa’s son, he continued and expanded many of his mother’s reforms; he actually did abolish serfdom, requiring that laborers be paid for their work. He modernized Austria’s gov’t, chose officials for their talents rather than because of their status, and implemented legal reforms. He also established toleration of religion, ended censorship, and provided food and medicine for the poor. But again, reforms were resisted by the nobility as well as the church.



CORNELL NOTES  	<b>Topic/Objective:</b>  UNIT 5 Section 1  Scientific Revolution and Enlightenment	<b>Name:</b>  <hr/>
		<b>Class/Period:</b>  <hr/>
		<b>Date:</b>  <hr/>

**ESSENTIAL QUESTION:**

<b>Questions/Main Ideas/Annotations:</b>	<b>ANSWER THE FOLLOWING QUESTIONS USING YOUR STUDY GUIDE AND/OR MATERIALS FROM CLASS</b>
<b>SCIENCE and TECHNOLOGY</b>  1. How did the Scientific Revolution change the way Europeans looked at the world?	
<b>CULTURE and INTELLECTUAL LIFE</b>  2. How did the Scientific Revolution lead to the ideas of the Enlightenment?	
<b>GOVERNMENT</b>  3. What reforms did Enlightenment thinkers want to bring to government in the 1600's and 1700's	
<b>CHANGE</b>  4. What impact did the Enlightenment have on Europe?	

**HIGHLIGHT – UNDERLINE - CIRCLE VOCABULARY – CHUNKING – \*ASTERISKS / STARS\* – QUESTION MARKS???**

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

**10-24-7 METHOD: HOW DO I KNOW YOU ARE STUDYING THESE NOTES? (EVIDENCE)**

UNIT 5 Section 1	DEFINE THE FOLLOWING VOCABULARY
5. Scientific Revolution	An offshoot of the Renaissance in which scientists questioned traditional beliefs about the workings of the universe. One of the main ideas to come out of the Scientific Revolution was the use of the Scientific Method. The Scientific Method uses observation and experimentation to explain theories on how the universe works.
6. Nicolaus Copernicus	
7. Heliocentric	
8. Galileo Galilei	(1564-1642) Italian astronomer. One of the founders of Europe's scientific revolution, one of his main contributions is the application of the telescope to astronomy. He was able to prove Copernicus' heliocentric model correct.
9. Isaac Newton	
10. Scientific Method	
11. Rene Descartes	(1596-1650) French intellectual who challenged traditional ideas. He said that human reason was capable of discovering and explaining the laws of nature and man. The idea of human reason being superior to tradition led to the beginning of the Enlightenment, a time of political awakening that became revolution.
12. Enlightenment	
13. John Locke	(1632-1704) English philosopher and political theorist. He wrote <i>Two Treaties on Government</i> which explained that all men have Natural Rights, which are Life, Liberty, and Property, and that the purpose of government was to protect these rights.
14. Baron de Montesquieu	
15. Voltaire	(1694-1778) French philosopher. He believed that freedom of speech was the best weapon against bad government. He also spoke out against the corruption of the French government, and the intolerance of the Catholic Church.
16. Jean-Jacques Rousseau	
17. Enlightened Despots	
18. Joseph II	The son of Maria Teresa and a enlightened despot who ruled over the Austrian Empire.

**HIGHLIGHT – UNDERLINE – CIRCLE VOCABULARY – CHUNKING – \*ASTERISKS / STARS\* – QUESTION MARKS???**

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<b>Topic/Objective: Unit 5 Section 1</b>  <b>Scientific Revolution and Enlightenment Quiz</b>	<b>Name:</b>
	<b>Class/Period:</b>
	<b>Date:</b>

**DIRECTIONS:** Read each question carefully before you select your final response. Double check test when complete.

**MULTIPLE CHOICE:** (80 pts)

1. **Francis Bacon, Galileo, and Isaac Newton promoted the idea that knowledge should be based on**
  - a. the experiences of past civilizations
  - b. experimentation and observation
  - c. emotions and feelings
  - d. the teachings of the Catholic Church
  
2. **During the Scientific Revolution and the Enlightenment, one similarity in the work of many scientists and philosophers was that they**
  - a. relied heavily on the ideas of medieval thinkers
  - b. favored an absolute monarchy as a way of improving economic conditions
  - c. received support from the Catholic Church
  - d. examined natural laws governing the universe
  
3. **Which idea became a central belief of the Enlightenment?**
  - a. the use of reason would lead to human progress
  - b. mathematics could be used to solve all human problems
  - c. the ancient Romans had the best form of government
  - d. people should give up their natural rights to their rulers
  
4. **The ideas of Rousseau, Voltaire, and Montesquieu most influenced**
  - a. the growing power of priests in the Roman Catholic Church
  - b. improvements in the working conditions of factory workers
  - c. the rise of industrial capitalism
  - d. movements for political reform
  
5. **According to John Locke, the chief role of government was to**
  - a. protect natural rights
  - b. fight territorial wars
  - c. ensure the wealth of citizens
  - d. redistribute land

**HIGHLIGHT – UNDERLINE – CIRCLE VOCABULARY – CHUNKING – \*ASTERISKS / STARS\* – QUESTION MARKS???**

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6. The writers and philosophers of the Enlightenment believed that government decisions should be based on
- a. fundamental religious beliefs
  - b. laws of nature and reason.
  - c. the concept of the divine right of kings.
  - d. traditional values.
7. John Locke and Jean-Jacques Rousseau would be most likely to support
- a. a return to feudalism in Europe
  - b. a government ruled by a divine monarchy
  - c. a society ruled by the Catholic Church.
  - d. the right of citizens to decide the best form of government.
8. From the 1500s-1700s Europeans:
- a. Began the Neolithic Revolution which people learned how to farm
  - b. Experienced the Scientific Revolution which cause people to change their views about the universe
  - c. Europeans were dominated by outside forces
  - d. There was a Golden Age and a great time of peace
9. This Polish Astronomer Copernicus developed the Heliocentric Theory, which means that the \_\_\_\_\_ is the center of the universe.
- a. Milky Way
  - b. Earth
  - c. Orion System
  - d. Sun
10. This enlightenment thinker believed that In order to prevent kings from being too strong, governments should be divided into three branches (executive, legislative, judicial) so that there is a separation of powers and a system of checks and balances.
- a. Voltaire
  - b. Denis Diderot
  - c. Baron de Montesquieu
  - d. Jean-Jacques Rousseau

**CONSTRUCTIVE RESPONSE QUESTION:** (20 pts) Complete on separate sheet of paper

Choose one of the Enlightenment philosophers below and explain in detail their position and impact?

Voltaire - Baron de Montesquieu - Jean-Jacques Rousseau - John Locke

**HIGHLIGHT – UNDERLINE - CIRCLE VOCABULARY – CHUNKING – \*ASTERISKS / STARS\* – QUESTION MARKS???**

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

**The BIG Idea**

**Revolution brought change to Europe and the Americas in the 1700's and 1800's.**

1.

2.

3.

4.

**SECTION 2 U5: Political Revolutions****Section overview**

The term “political” means “government.” A political revolution is an event in which the people of a country overthrow an existing government and create a new government.

In the late 1700's and early 1800's, revolutions shook Europe and the Americas. In North America in 1776, Great Britain's 13 colonies, inspired by Enlightenment ideas, declared their independence. They then fought the American Revolution to throw off British rule. In France, economic misery and social discontent led to a revolt against absolute monarchy in 1789. Periods of chaos and reform were followed by the rise of Napoleon Bonaparte. Napoleon built an empire that was short-lived, but his military victories fanned French nationalistic feelings and spread the revolution's ideals. Inspired by the American and French Revolutions, revolutionaries in Latin America threw off Spanish rule.

**I. The English Revolution/Glorious Revolution (1689)**

A) The English Revolution (also called the Glorious Revolution) is the event in which the people of England successfully limited the power of their monarchs (kings).

B) The English Revolution took place because people in England believed that the absolute monarchs of England were unfair and had too much power.

C) Key effects (results) of the English Revolution/Glorious Revolution:

1) England's government became a limited (or constitutional) monarchy- This is a form of government in which the power of monarchs (kings) is limited (decreased) by written laws.

2) Below is a list of laws that each limited the power of the English king in some way:

a) *The Magna Carta* : signed in June 1215 between the barons of Medieval England and King John. 'Magna Carta' is Latin and means "**Great Charter**". The Magna Carta was one of the most important documents of Medieval England. It was signed (by royal seal) between the feudal barons and King John at Runnymede near Windsor Castle. The document was a series of written promises between the king and his subjects that he, the king, would govern England and deal with its people according to the customs of feudal law. Magna Carta was an attempt by the barons to stop a king - in this case John - abusing his power with the people of England suffering.

**Describe some Enlightenment Ideas that inspired the American Revolution and influenced the founders of the United States of America.**

**Why was the American Revolution an important turning point in global history?**

b) *The Petition of Right* : initiated by Sir Edward Coke, was based upon earlier statutes and charters and asserted four principles: no taxes may be levied without consent of Parliament; no subject may be imprisoned without cause shown (reaffirmation of the right of habeas corpus); no soldiers may be quartered upon the citizenry; martial law may not be used in time of peace. In return for his acceptance (June, 1628), Charles was granted subsidies. Although the petition was of importance as a safeguard of civil liberties, its spirit was soon violated by Charles, who continued to collect tonnage and poundage duties without Parliament's authorization and to prosecute citizens in an arbitrary manner

c) The English Bill of Rights : asserted that Englishmen had certain inalienable civil and political rights, although religious liberty was limited for non-Protestants: Catholics were banned from the throne, and Kings and Queens had to swear oaths to maintain Protestantism as the official religion of England. Unless Parliament consented, monarchs could not establish their own courts or act as judges themselves; prevent Protestants from bearing arms, create a standing army; impose fines or punishments without trial; or impose cruel and unusual punishments or excessive bail. Free speech in Parliament was also protected. These protections are roots of those in the Constitution and the First, Second, Fourth, Fifth, Sixth, and Eighth Amendments.

d) Habeas Corpus : **1679** is an Act of the Parliament of England passed during the reign of King Charles II by what became known as the Habeas Corpus Parliament to define and strengthen the ancient prerogative writ of *habeas corpus*, a procedural device to force the courts to examine the lawfulness of a prisoner's detention.

e) **NOTE:** As a result of these laws, English kings had to share power with Parliament (the lawmaking body of the English government that represents the people).

## II. The American Revolution

By 1750, the British empire included 13 colonies along the eastern coast of North America. In 1776, the colonies declared their independence from Great Britain. Great Britain sent troops to crush the rebellion. However, with the aid of the French as well as the Dutch and the Spanish, American forces defeated the British army and gained their independence. In their struggle, the colonists were inspired by Enlightenment ideas and by the tradition of the British gov't. They established a new nation based on representative gov't and a guarantee of rights and freedoms.

- 1) Influence of British Traditions
  - a) Magna Carta and Parliament
  - b) English Bill of Rights
  
- 2) Influence of the Enlightenment
  - a) Paine’s *Common Sense*: (Limited, Representative Gov’t) Thomas Paine wrote in his pamphlet *Common Sense* that the colonists should no longer be subjects of a distant monarch.
  - b) The Declaration of Independence: Drafted by Thomas Jefferson; he wrote that governments rule only with the consent of the governed and that they should protect the unalienable rights of their citizens.
  - c) The Constitution: reflected the influence of Enlightenment ideas.
    - Social Contract: “We the People of the United States...”
    - Separation of Powers: (Montesquieu) Executive, Legislative, & Judicial Branch of gov’t providing a system of Checks and Balances
    - Protection of Rights: The Bill of Rights (Freedom of Speech, Religion, etc)
  
- 3) Impact of the American Revolution
  - a. Stood as a symbol of freedom to both Europe and Latin America
  - b. The U.S. Constitution created the most liberal gov’t of its time. Other nations would copy the ideas of this document.
  - c. The success of the American Revolution would soon inspire major global changes as other people challenged the power of absolute monarchs.

**Identify the Main Ideas of these political documents**

Common Sense	Declar. of Independ.	Constitution

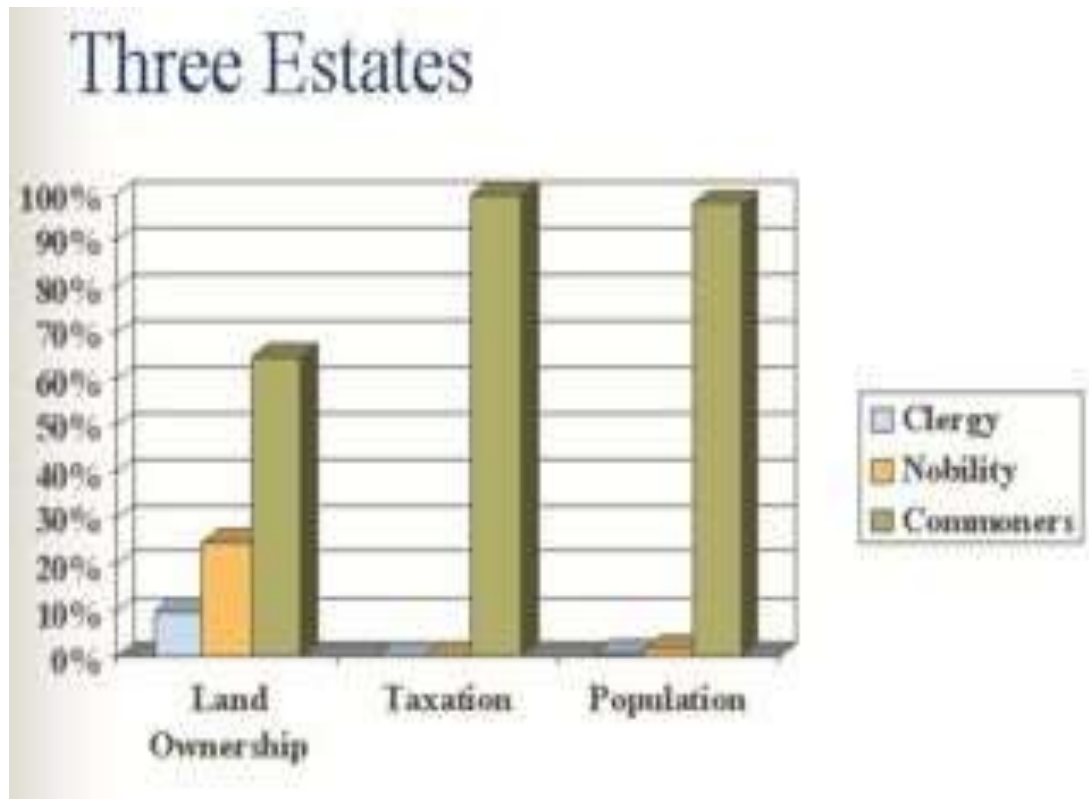
**How was the daily life different for the Second Estate and the Third Estate in France in 1789?**

### III. The French Revolution and Napoleon (1789-1815)

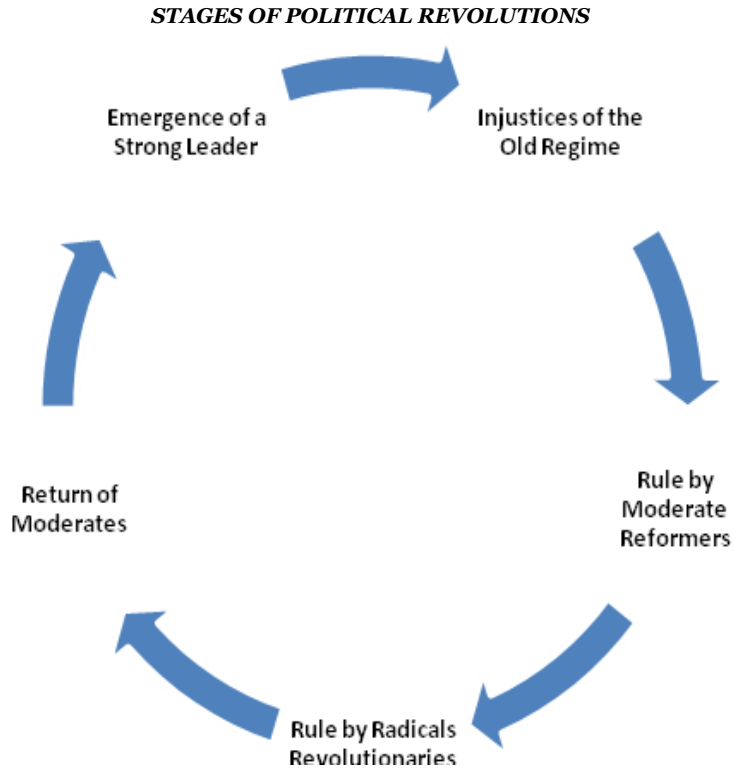
A) The French Revolution was the event in which the people of France overthrew their king (Louis XVI) and fought for more rights.

B) Key causes of (reasons for) the French Revolution:

- 1) Social Inequality: French society was divided into three estates (social classes). The people of the Third Estate were mostly peasants. They were angry that they had very few rights and paid the highest taxes (even though they had the least money).
- 2) Absolute Monarchy: France was ruled by absolute monarchs. The French people believed that these kings abused their power and denied (took away) the rights of the people.
- 3) Enlightenment: The ideas of the Enlightenment inspired the French people to overthrow their unfair kings and to create a new government that protected their rights.
- 4) Economic Injustices: France was in an economic crisis- The kings spent too much money and put France in debt.
- 5) World Examples: England's Glorious Revolution and the American Revolution



**Describe the role played by individual citizens.**



C) Stages of the Revolution

- 1) As conditions grew worse in France, demands for reform increased. 1789, King Louis XVI called the Estates General into session.
  - a) National Assembly: (Third Estate) vowed to write a new constitution
  - b) Storming of Bastille: July 14, 1789. Working class people, already rioting over the price of Bread (Marie Antoinette- “Let them eat cake”), stormed the prison. Period known as the Great Fear, peasants attacked nobles and destroyed their homes.
  - c) Moderates in Power: Frightened by the turmoil, the king agreed to allow the National Assembly to begin reforms.
  - d) Declaration of the Rights of Man and of the Citizen: Abolished the privileges of the First and Second Estates. Based partly on the Declaration of Independence.
  - e) A Limited Monarchy: 1791, the Assembly had written a new constitution defining the roles and purpose of the new gov’t. News spread across Europe. Many European Rulers and nobles feared that revolutionary ideas would spread. They threatened to intervene to save the French Monarchy. 1792, France declared war on Austria, Prussia, Great Britain, and others to fight tyranny and to spread the revolution.

## DECLARATION OF THE RIGHTS OF MAN AND OF THE CITIZEN

- Written in 1789
- Uses American Declaration of Independence as model
- States that all men have natural rights
- Declares the job of gov't to protect the natural rights of the people
- Guarantees all male citizens equality under the law
- States that people are free to practice any religion they choose
- Promises to tax people according to how much they can afford

### 2) Radicals in Power

- 1792 Took control of the Assembly and ended the monarchy, declared France a Republic. "Liberty, Equality, Fraternity"
- 1793, the king is executed for treason.
- Period known as the Reign of Terror led by Maximillien Robespierre.

### 3) Moderates Return

- 1795, a five man "Directory" held power
- Gov't was weak and inefficient
- Chaotic situation paved the way for ambitious leader Napoleon

NAPOLEON IN EUROPE, 1812



HIGHLIGHT – UNDERLINE – CIRCLE VOCABULARY – CHUNKING – \*ASTERISKS / STARS\* – QUESTION MARKS???

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES



D) Napoleon Bonaparte

1) Napoleon Bonaparte was the ruler who came to power at the end of the French Revolution by a *coup d'état*.

2) His Achievements:

- a) Economy – controlled prices, supported new industry, and built roads and canals.
- b) Education – public school system
- c) Napoleonic Code – legal code; equality of citizens and religious toleration.

3) He expanded (enlarged) French territory by conquering neighboring lands in Europe. By doing so, he made French people feel nationalism (pride in their country). Replaced defeated monarchs with his friends and relatives.

E) **NOTE:** know that Napoleon was finally defeated in 1812 because he made a big error (mistake): He invaded Russia during the winter and the freezing climate (weather) of Russia killed thousands of his soldiers. The same mistake was later made by Hitler during WWII.

F) Key events of the French Revolution:

1) Declaration of the Rights of Man- This was a document written during the French Revolution that gave equal rights to the men of France and created a fair system of taxation.

2) Reign of Terror- This was an event where the leaders of the French Revolution executed thousands of people that they believed were loyal to the king. The Jacobins were the radical (extreme) group leading this event and Robespierre was the leader of the Jacobins.

G) Key effects (results) of the French Revolution:

- 1) King Louis XVI of France was executed by Robespierre and the Jacobins.
- 2) The middle class of France gained more power and rights.
- 3) Democratic Ideas
- 4) Nationalism

What does the large plum pudding represent? How do slices represent Napoleon's quest for power?



British Prime Minister William Pitt and Napoleon carve a large plum pudding

## 1. Latin American Independence Movements (1800-1830)

A) The Latin American Revolutions were the events where the colonies of Latin America (Central America, South America, and the Caribbean) fought to gain independence (self-government) from Spain, Portugal, and France.

B) Key causes of (reasons for) the Latin American Revolutions:

- 1) The governments of Latin America were controlled by Peninsulares (people born in Spain and Portugal) who treated the people of Latin America poorly. Creoles (Europeans born in Latin America), Mestizos (mixed Europeans/Native Americans), Native Americans, and African slaves demanded more rights.
- 2) The ideas of the Enlightenment inspired the Latin Americans to fight for independence (self-government) and overthrow their unfair governments.
- 3) The American Revolution and the French Revolution inspired Latin Americans to fight for independence (self-government) and overthrow their unfair governments.

C) Below is a list of leaders that helped gain independence (self-government) for the colonies of Latin America:

- 1) Simon Bolivar - One of the Greatest Latin American Nationalist; "The Liberator." Fought the Spanish, won Independence for: Venezuela, New Granada (Colombia), Ecuador, Peru, and Bolivia.

Based on your knowledge of Napoleon's relationship with Great Britain, would this dinner be a cordial one? Explain.

2) Jose de San Martin - Argentine General, governor and patriot who led his nation during the wars of Independence from Spain. He was a lifelong soldier who fought for the Spanish in Europe before returning to Argentina to lead the struggle for Independence. Won independence for Chile as well in the 1810's.

3) Miguel Hidalgo - Father of Mexican Independence

4) Toussaint L'Ouverture - The French colony of Haiti was the first Latin American colony to revolt against European rule. Large sugar plantations; terrible conditions for nearly half a million enslaved Africans.

Haiti won their freedom in 1798. In 1802 Napoleon sent troops. Toussaint led a guerrilla war to gain Haitian Independence. In 1804, Haitians declared their independence. Napoleon then abandoned the island. Haiti became a republic in 1820.

5) **NOTE:** All of these men are considered nationalists since they loved their nations and wanted to free them from European control.

D) **NOTE:** After gaining independence, attempts were made to unify (combine) the different areas of Latin America in order to form one country. These attempts failed because Latin America has many natural boundaries (i.e.- Andes Mountains, Amazon Rainforest, etc.) that prevent communication between regions.

South America, 1790



South America, 1828




Source: Goldberg and DuPré, *Brief Review in Global History and Geography*, Prentice Hall (adapted)



**HIGHLIGHT - UNDERLINE - CIRCLE VOCABULARY - CHUNKING - \*ASTERISKS / STARS\* - QUESTION MARKS???**

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

CORNELL NOTES  	<b>Topic/Objective:</b>  UNIT 5 Section 2  Political Revolutions	<b>Name:</b>  <hr/>
		<b>Class/Period:</b>  <hr/>
		<b>Date:</b>  <hr/>

**ESSENTIAL QUESTION:**

Questions/Main Ideas/Annotations: **ANSWER THE FOLLOWING QUESTIONS USING YOUR STUDY GUIDE AND/OR MATERIALS FROM CLASS**

**CONFLICT**

1. Why did the French people rebel against King Louis XIV?

**CULTURE and INTELLECTUAL LIFE**

2. What role did Enlightenment ideas play in the major revolutions of the late 1700's and early 1800's?

**CHANGE**

3. What short-term and long-term effects did the revolutions of the late 1700's and early 1800's have on Europe and the Americas?

**HIGHLIGHT – UNDERLINE – CIRCLE VOCABULARY – CHUNKING – \*ASTERISKS / STARS\* – QUESTION MARKS???**  
 NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

10-24-7 METHOD: HOW DO I KNOW YOU ARE STUDYING THESE NOTES? (EVIDENCE)

UNIT 5 Section 2	DEFINE THE FOLLOWING VOCABULARY
4. Declaration of Independence	
5. Estates General	The legislative body of France. Composed of representatives from the three estates which are Clergy in the First Estate, Nobles in the Second Estate, and peasants in the Third Estate. Each Estate is entitled to one vote on legislative matters. The Estates General was never as strong as the British Parliament of the American Congress.
6. National Assembly	First new government during the first stage of the French Revolution.
7. Declaration of the Rights of Man and of the Citizen	Revolutionary document of the French Revolution. Written in 1789, it spelled out certain rights believed to be universal to all mankind. Patterned on the American Declaration of Independence.
8. Maximilien Robespierre	
9. Napoleon Bonaparte	
10. Coup d'état	The acting of overthrowing a government in favor of another, usually through violent means.
11. Napoleonic Code	
12. Toussaint L'Ouverture	
13. Simon Bolivar	(1783-1830) Latin American revolutionary responsible for the ousting of Spain from much of South America during the 19th century. He is considered to be the most important figure in the fight for Latin American independence.
14. Jose' de San Martin	

**HIGHLIGHT – UNDERLINE - CIRCLE VOCABULARY – CHUNKING – \*ASTERISKS / STARS\* – QUESTION MARKS???**

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

<b>Topic/Objective: Unit 5 Section 2</b>  <b>Political Revolutions Quiz</b>	<b>Name:</b>
	<b>Class/Period:</b>
	<b>Date:</b>

**DIRECTIONS:** Read each question carefully before you select your final response. Double check test when complete.

**MULTIPLE CHOICE:** (80 pts)

1. **One important result of the French Revolution was that**
  - a. France enjoyed a healthy period of peace and prosperity.
  - b. the Church was restored to its former role and power in the French government.
  - c. political power shifted to the bourgeoisie.
  - d. France lost its spirit of nationalism.
  
2. **A primary cause of the French Revolution in 1789 was the**
  - a. increasing dissatisfaction of the Third Estate.
  - b. rise to power of Napoleon Bonaparte.
  - c. actions of Prince Metternich.
  - d. execution of Louis XIV.
  
3. **The Magna Carta had this impact on the monarchy of England**
  - a. Abolished the king
  - b. Established a tyranny in England
  - c. Limited the power of the king
  - d. Abolished slavery in England
  
4. **In this document that Thomas Jefferson drafted; he wrote that governments rule only with the consent of the governed and that they should protect the unalienable rights of their citizens.**
  - a. U.S. Constitution
  - b. English Bill of Rights
  - c. Magna Carta
  - d. Declaration of Independence
  
5. **The \_\_\_\_\_ theory states that the government is based on the idea of popular sovereignty. Thus the will of the people as a whole gives power and direction to the state; and that people agree to give up certain rights for the purpose of a civilized state.**
  - a. Petition
  - b. Bill of Rights
  - c. Social Contract
  - d. Enlightenment

**HIGHLIGHT – UNDERLINE – CIRCLE VOCABULARY – CHUNKING – \*ASTERISKS / STARS\* – QUESTION MARKS???**

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

6. During the early 1800s, which was a major influence of the struggles for political independence in Latin America?
- poor conditions in urban centers in Latin America
  - the American and French Revolutions
  - the desire of the Roman Catholic Church in Latin America to escape European control
  - demands by Latin American workers to own their own factories
7. [When] the legislature shall...grasp [for] themselves, or put into the hands of any other, an absolute power over their lives, liberties, and estates of the people...they forfeit the power the people had put into their hands for quite contrary ends, and it [passes] to the people, who have a right to resume their original liberty...
- John Locke, *Two Treatises on Civil Government*

**Which idea is expressed in this passage?**

- The people should give up their liberty to create an orderly society
- People have the right to rebel if their natural rights are denied
- Governments should be obeyed regardless of their actions
- Liberty can only be guaranteed in a direct democracy

**Use the drawing below to answer questions #'s 8-9**

8. This drawing illustrates conditions that contributed primarily to the beginning of the
- Protestant Reformation
  - American Revolution
  - Napoleonic Wars
  - French Revolution
9. Which conclusion can be drawn from this drawing?
- One group paid heavy taxes that supported the other two groups
  - Hard work, prayer, and a good example allowed for a stable government in France
  - Peasants and professionals in this society were gaining political and economic power
  - French society emphasized the importance of natural law and social equality



**HIGHLIGHT – UNDERLINE – CIRCLE VOCABULARY – CHUNKING – \*ASTERISKS / STARS\* – QUESTION MARKS???**

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

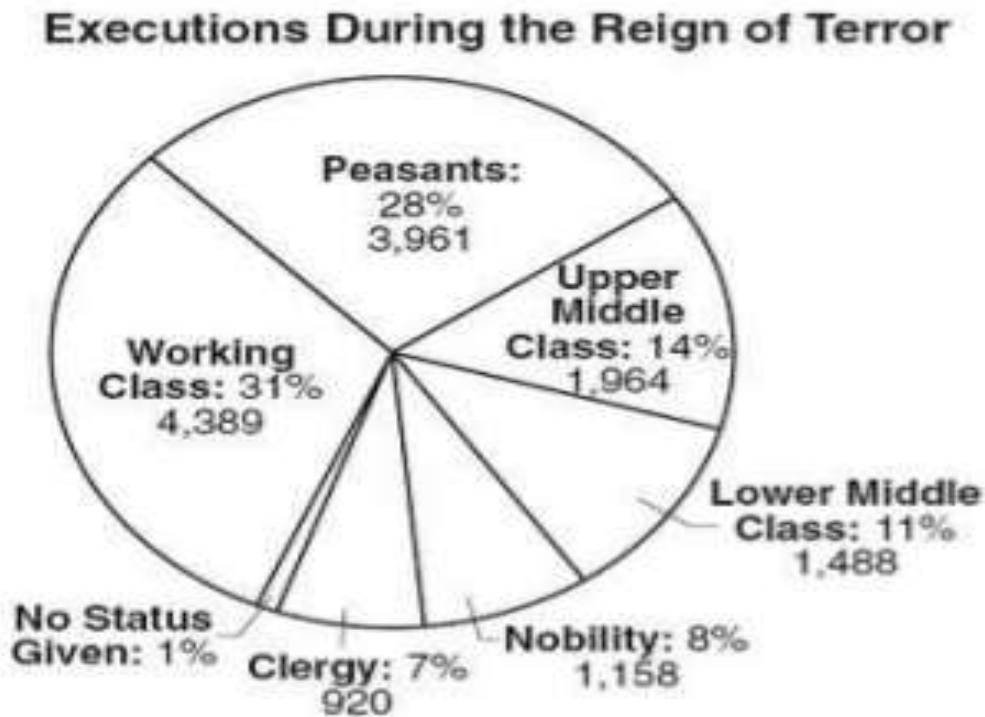
**10. The French people supported Napoleon Bonaparte because they hoped he would**

- a. Adopt the ideas of the Protestant Reformation
- b. Provide stability for the nation
- c. Restore Louis XVI to power
- d. End British control of France

**11. Simon Bolivar, Jose de San Martin, and Toussaint L'Ouverture are important in Latin American history because they were**

- a. 20<sup>th</sup> century caudillos
- b. Leaders of liberation movements
- c. Members of the Organization of American States (OAS)
- d. Winners of the Nobel Peace Prize

Use the chart below to answer question #'s 12-13.



**12. During which revolution did these executions occur?**

- a. French
- b. Russian
- c. Chinese
- d. Latin American

**13. Which statement is best supported by information found in this chart?**

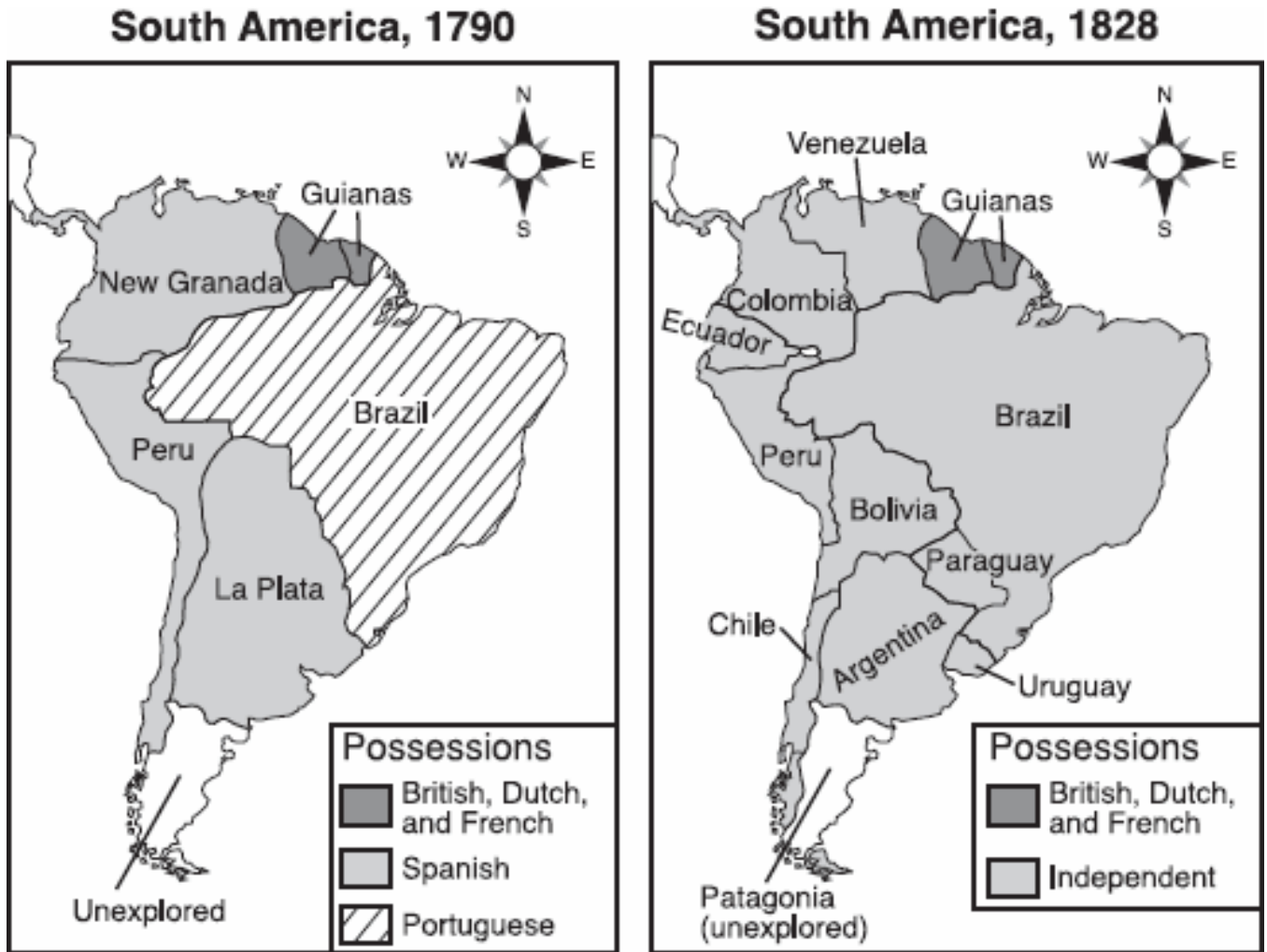
- a. Clergy were spared from the Reign of Terror
- b. The Reign of Terror affected all classes equally
- c. The Reign of Terror crossed social and economic boundaries
- d. Peasants were the most frequent victims of the Reign of Terror

**HIGHLIGHT – UNDERLINE – CIRCLE VOCABULARY – CHUNKING – \*ASTERISKS / STARS\* – QUESTION MARKS???**

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES



Use the maps below to answer question #14



14. Between 1790 and 1828 , which situation helped cause the change reflected on these maps of South America?
- The Aztecs regained control of many areas of South America
  - South American voters removed Spanish and Portuguese rulers from power
  - Spain sent conquistadores to South America
  - Enlightenment and revolutionary ideas spread from Europe and the United States to South America

**CONSTRUCTIVE RESPONSE QUESTION:** (20 pts) Complete on separate sheet of paper

Discuss the short-term and long-term effects that the revolutions of the late 1700's and early 1800's had on Europe and the Americas?

**HIGHLIGHT – UNDERLINE - CIRCLE VOCABULARY – CHUNKING – \*ASTERISKS / STARS\* – QUESTION MARKS???**

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

## The BIG Idea

After the French Revolution, there was a reaction against revolutionary ideas.

1.

2.

3.

4.

## SECTION 3 U5: Reaction against Revolutionary Ideas

### Section overview

After the French Revolution, there was a reaction against revolutionary ideals.

- Conservative leaders at the Congress of Vienna opposed such ideals.
- New Uprisings across Europe were largely unsuccessful.
- Russian Czars remained absolute rulers.
- Reform movements faced difficult obstacles in Latin America.

In the early 1900s, however, Mexico experienced a political and social revolution accompanied by the growth of nationalistic feelings.

### I. The Congress of Vienna

An international conference (1814–15) held at Vienna after Napoleon's banishment to Elba, with Metternich as the dominant figure, aimed at territorial resettlement and restoration to power of the crowned heads of Europe by:

- a. Repressing the feelings of nationalism
- b. Preventing liberal political change unleashed by the French Revolution and Napoleon

These decisions were made to bring stability and order to Europe.

GOAL	ACTION
Prevent France from going to war again	Strengthen countries around France <ul style="list-style-type: none"> <li>• Add Belgium and Luxembourg to Holland to create the kingdom of the Netherlands</li> <li>• Give Prussia lands along the Rhine River</li> <li>• Allow Austria to take control of Italy again</li> </ul>
<b>Return Europe to the way it was in 1792, before Napoleon</b>	Give power back to the monarchs of Europe
<b>Protect the new system and maintain peace</b>	Create the Concert of Europe, an organization to maintain peace in Europe.

**Explain how the Congress of Vienna was a reaction against revolutionary ideals.**

**Note that nationalism has its roots in The Enlightenment and the French Revolution.**

**How do the events of 1848 reflect the long-term impact of the French Revolution?**

## II. New Revolutions in Europe

The Vienna settlement helped to maintain peace among nations in Europe for almost 100 years. Revolutions did occur within nations, however. Revolutionaries were not happy with the results of the Congress of Vienna. They opposed the Congress's policy of trying to restore Europe to the way it had been before the French Revolution.

### A. Causes of Revolutions

- Liberalism – People opposed the power of monarchs and sought democratic reforms
- Nationalism – People wanted independent nation-states that were free from foreign rule

### B. Revolutions of 1830

- The French, alarmed by their monarch's attempt to restore absolutism, successfully revolted and created a constitutional monarchy.
- Attempts to gain independence in Greece and Belgium were successful while similar attempts in Italy, Germany, and Poland were defeated.

### C. Revolutions of 1848


- France: King Louis Philippe's gov't was denounced as corrupt. Philippe stepped down, and a republic was established.
  - i. Upper and middle-class interests gained control of the gov't and violently put down a workers' rebellion in Paris. Bitter feelings developed between the working class and the middle class.
- Austrian Empire: Students revolted, Metternich tried to suppress them; workers rose up to support them. The army soon regained control, many revolutionaries were imprisoned, executed, or sent into exile.
- Italy and Germany: Italy – successful for short time. Germany- student protestors were back by peasants and workers demanded reforms. An assembly was formed, it was later dissolved as the revolutionaries turned on each other.

### D. Impact of Revolutions:

- Revolutions frightened many of Europe's rulers; some agreed to reform. However the revolts of 1830 and 1848 failed; reasons for the failure:
  - i. Most revolutionaries did not have widespread support
  - ii. Sometimes the revolutionaries themselves were divided
  - iii. Powerful gov't forces often crushed the revolts.

REVOLUTIONS IN EUROPE, 1830 and 1848



 *Revolutions of 1830 and 1848. In less than a generation, Europe saw two major revolutions sweep across it from west to east. France experienced the full force of both events, which pulled down successive regimes.*

COUNTRY of REVOLUTION	DATE of REVOLUTION	GOALS of the REVOLUTIONARIES	OPPONENT of the REVOLUTION	OUTCOME of REVOLUTION	REASONS for SUCCESS or FAILURE
Balkans (Serbia)	1804 & 1817	Under foreign rule for 300 years	Ottoman Empire	Suffered defeats but achieved autonomy.	Success: Russian support.
Greece	1821	Under foreign rule for 300 years	Ottoman Empire	Struggled for a decade, united, received outside help	Success: Nationalism developed & Sympathy in the West
Belgium	1830	<b>Belgians:</b> Catholic: Manufacturing <b>Dutch:</b> Protestant: Trade	Kingdom of Holland (Created by Congress of Vienna)	Success after 1 year.	Success: Europe Hoped to gain (\$) from their independence.
Poland	1830	Wished to restore homeland.	Russia	Failed	FAIL: Didn't get enough support. Russia crushed them.
France 1830	<b>When FRANCE sneezes...</b>				
France 1848	<b>All Europe catches a cold.</b>				
Austria	1848	WANTS: Middle Class: Power Workers: relief Nationalists: Homeland	Metternich	Very short lived success. <b>FAILED</b>	FAIL: Russia stepped in and suppressed the revolution.
Italy	1848	Nationalists wished to get rid of Hapsbergs	North: Austrians South: France	Failed: Rebels suppressed. Pope restored to Rome	FAIL: Not enough popular support or power.
Germans (Prussia)	1848	National Unity Liberal Reforms Constitution	King Frederick William IV	Failed.	FAIL: Split interests between liberals & conservatives.

HIGHLIGHT – UNDERLINE – CIRCLE VOCABULARY – CHUNKING – \*ASTERISKS / STARS\* – QUESTION MARKS???

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

**CHANGE**

Explain the major turning point that occurred in Russia in 1861.

**DIVERSITY**

Describe the policy of Russification.

**How did conditions in Russia in the late 1800s contribute to the revolutions that occurred in the early 1900s?**

### III. Absolutism in Czarist Russia

#### A. Impact of the French Revolution

- Russia Changed little throughout the 1800s; Russian Czars strove to keep the ideals of French Revolution from reaching their people.

#### B. Political Conditions

- Czars resisted reform, fearing it would weaken their control

#### C. Social Conditions

- A Feudal Society: Landowning nobles were strong and serfs were bound to the land. (Serfdom had gradually disappeared in Western Europe by the 1700s)
- Freeing of the Serfs: Defeated in the Crimean War by the Ottomans Russia became aware of its need to modernize and industrialize. 1861, serfs freed during the reign of Alexander II. Serfs had to buy land they worked' and many were too poor to do so. Discontent grew.
- Russification: Russian contained many ethnic minorities. This policy was an attempt to make all groups think, act, and believe as Russians.
  - i. Czar Alexander III persecuted non-Russians, including Poles, Ukrainians, and Armenians. He insisted on one language, Russian, and one church, the Russian Orthodox Church. He persecuted Jews, restricting jobs they could have and where they could live. These policies encouraged pogroms.

#### D. Imperialism in Asia

- 1700s, Russia expanded to the Baltic and Black Sea, and into Eastern Europe, occupying much of Poland.
- Expanded eastward across Siberia and beyond the Bering Strait, into Alaska.
- Early 1800s, started exiling convicts to Siberia
- 1800s, added lands in central Asia. Most diverse and vast empire in Europe.
- 1890s, Trans-Siberian Railway extended Russian economic and political control over the region.

In both Russia and Latin America, there were obstacles to reform. Which obstacles were shared by Russia and Latin America?

Which obstacles were unique to Latin America?

What economic problems can result from dependence on a cash crop economy?

## IV. Instability in Latin America

Life, however did not improve for most people after they achieved independence. Revolts and civil war broke out while poverty and prejudice continued. Many factors made it difficult for Latin American nations to benefit from the revolutions that had occurred.

### A. Geographic Barriers

- Andes Mountains prevented attempts at creating a unified Latin America. Fights between leaders and nationalistic feelings kept Latin Americans from uniting.

### B. Social Injustice

- Democracy did not follow independence
- Colonial Class Structure remained largely intact
  - i. Creoles replaced peninsulares as the ruling class
  - ii. Oligarchy developed
  - iii. Mestizos, mulattoes, Indians, and Africans gained few rights and still faced racial prejudice. Most worked as peasants.

### C. Military Rulers

- Caudillos put together their own armies and challenged central governments.
- Dictators were repressive; policies usually favored the upper class.

### D. Power of the Church

- Roman Catholic Church acted as a stabilizing influence in Latin America.
- Promoted Education.
- Church wanted to preserve the old order in Latin America.
  - i. As in colonial days, the Church still owned large amounts of land.
- Liberals hoped to end the Church's power over education and reduce its landholdings.

Compare the causes of the Mexican Revolution to those of the French Revolution.

#### E. Economic Problems

- Cash Crop Economies
  - i. Latin American economies had become dependent on trade with Spain and Portugal.
  - ii. Sent raw materials such as sugar, cotton, and coffee to Europe and had to import manufactured goods.
    1. Dependence on just one crop or even a few crops makes a nation's economy very unstable.
    2. If a drought or crop failure occurs, or if prices for the products fall, the economy can be devastated.
- Economic Imperialism
  - i. Foreign investment allowed them to develop mining and agriculture.
  - ii. Foreigners invested in transportation improvement, such as the development of ports and the building of railroads.
  - iii. Rigid class structure limited economic gains to the few at the top of the social structure.

### V. The Mexican Revolution (1910-1930)

#### A. Causes

- General Porfirio Diaz, Dictator late 1800s and early 1900s; brought economic advances to Mexico.
  - i. Railroads were built and industry grew
- Wealth went to small upper class and foreign investors
- Diaz's rule left most Mexicans uneducated, landless, and poor.

#### B. Key Figures

- Emiliano Zapata: An Indian, led a large peasant revolt in the south, calling for land reform.
- Francisco "Pancho" Villa: rebel leader in the north, won peasants loyalty. When the United States supported the Mexican gov't against Villa, conflict erupted across the border between Villa and the United States gov't in 1916.
  - i. On March 9, 1916, Villa attacked the town of Columbus, New Mexico. His attack was the first on American soil since 1812. The U.S. sent several thousand soldiers across the border to hunt for Pancho Villa. Though they spent over a year searching, they never caught him.

Compare the reactions against revolutionary ideas in Europe, in Russia, and Latin America in the 1800s.


- ii. Venustiano Carranza was elected President of Mexico in 1917. He approved a new constitution that, with amendments, is still in force today.
- iii. On May 20, 1920, Carranza was assassinated and Adolfo De la Huerta became the interim president of Mexico. De la Huerta wanted peace in Mexico so negotiated with Villa for his retirement. Part of the peace agreement was that Villa would receive a hacienda in Chihuahua.
- iv. Villa retired from revolutionary life in 1920 but had only a short retirement for he was gunned down in his car on July 20, 1923.

C. Effects of the Revolution

- The Constitution of 1917: New constitution agreed to by Carranza in 1917 called for land reform, gave gov't control of Church estates, and guaranteed more rights to workers and to women.
- Social Reforms: carried out in the 1920s, making Mexico the first Latin American nation to achieve social and economic reform for the majority of its people.
  - i. Set up libraries and schools
  - ii. Some Indian communities were given the opportunity to regain land that had been taken from them in the past.
- Economic Nationalism: The Mexican gov't brought industries under gov't control or took over foreign-owned industries.
- Cultural Nationalism: During the 1920's and 1930's European influence was rejected. Pride in Latin American culture grew.
  - i. Mural painting, a common art form of the Aztec empire, was revived.
  - ii. Muralists such as Diego Rivera and Jose Clemente Orozco created great works of beauty. Many show the struggles of the Mexican people for freedom.





CORNELL NOTES  	<b>Topic/Objective:</b>  UNIT 5 Section 3 <b>Reactions against Revolutionary Ideas</b>	<b>Name:</b>  <hr/> <b>Class/Period:</b>  <hr/> <b>Date:</b>
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**ESSENTIAL QUESTION:**

<b>Questions/Main Ideas/Annotations:</b>	<b>ANSWER THE FOLLOWING QUESTIONS USING YOUR STUDY GUIDE AND/OR MATERIALS FROM CLASS</b>
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<p style="text-align: center;"><b>POWER</b></p> <p><b>1.</b> How did leaders react to revolutionary ideals in Europe after the French Revolution and the reign of Napoleon?</p>	
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<p style="text-align: center;"><b>POLITICAL SYSTEMS</b></p> <p><b>2.</b> What barriers to reform existed in Russia and Latin America in the 1800s?</p>	
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<p style="text-align: center;"><b>CHANGE</b></p> <p><b>3.</b> What reforms occurred in Mexico in the early 1800s?</p>	
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10-24-7 METHOD: HOW DO I KNOW YOU ARE STUDYING THESE NOTES? (EVIDENCE)

UNIT 5 Section 3	DEFINE THE FOLLOWING VOCABULARY
4. Congress of Vienna	Meeting of European political leaders to reestablish former territorial borders after the end of the Napoleonic Wars and the fall of Napoleon. The Congress was held in Vienna from September 1814 to June 1815, and was dominated by Prince Metternich of the Austro-Hungarian Empire.
5. Balance of Power	
6. Conservatism	
7. Liberalism	
8. Emiliano Zapata	
9. Prince Clemens von Metternich	(1773-1859) Chancellor of the Astro-Hungarian Empire between 1821 and 1848. He was the most powerful political figure in Europe between 1814 and 1848. He was driven from power in the Revolutions of 1848.
10. Nationalism	Pride in one’s country or culture, often excessive in nature.
11. Russification	A policy in Russia to make all of the peoples under their control conform to Russian culture and language. It was used in both the Russian Empire and later, in the Soviet Union.
12. Francisco “Pancho” Villa	
13. Pogroms	
14. Oligarchy	A political system in which the government is under the control of the merchant class.
15. Caudillos	
16. Cash Crop Economy	
17. Porfirio Diaz	

HIGHLIGHT – UNDERLINE – CIRCLE VOCABULARY – CHUNKING – \*ASTERISKS / STARS\* – QUESTION MARKS???

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

<b>Topic/Objective: Unit 5 Section 3</b>  <b>Reaction against Revolutionary Ideas Quiz</b>	<b>Name:</b>
	<b>Class/Period:</b>
	<b>Date:</b>

**DIRECTIONS:** Read each question carefully before you select your final response. Double check test when complete.

**MULTIPLE CHOICE:** (80 pts)

1. **Which statement about nationalism is most accurate?**
  - a. It becomes a unifying force among a people
  - b. It prevents the rise of militarism.
  - c. It encourages diversity within nation-states.
  - d. It eliminates the ethnic identities of different groups.
  
2. **This international conference (1814–15) held after Napoleon's banishment to Elba, with Metternich as the dominant figure, aimed at territorial resettlement and restoration to power of the crowned heads of Europe.**
  - a. Congress of Vienna
  - b. European Conference
  - c. Berlin Conference
  - d. American Conference
  
3. **When people oppose the power of monarchs and sought democratic reforms is also known as \_\_\_\_\_.**
  - a. Nationalism
  - b. Socialism
  - c. Liberalism
  - d. Conservative
  
4. **This policy was an attempt to make all groups think, act, and believe as Russians.**
  - a. Social Contract
  - b. Magna Carta
  - c. Bolshevik Revolution
  - d. Russification
  
5. **This geographic feature prevented attempts at creating a unified Latin America. Fights between leaders and nationalistic feelings kept Latin Americans from uniting.**
  - a. Pacific Ocean
  - b. Rain Forests
  - c. Mountains
  - d. Desert
  
6. **On March 9, 1916, this Latin rebel attacked the town of Columbus, New Mexico. His attack was the first on American soil since 1812. The U.S. sent several thousand soldiers across the border to hunt for him, but they couldn't catch him.**
  - a. General Porfirio Diaz
  - b. Emiliano Zapata
  - c. Venustiano Carranza
  - d. Francisco "Pancho" Villa

**CONSTRUCTIVE RESPONSE QUESTION:** (20 pts) Complete on separate sheet of paper

**Discuss two ways that leaders reacted to revolutionary ideals in Europe after the French Revolution?**

**HIGHLIGHT – UNDERLINE - CIRCLE VOCABULARY – CHUNKING – \*ASTERISKS / STARS\* – QUESTION MARKS???**

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

## SECTION 4 U5: Global Nationalism

### Section overview

The force of nationalism:

1. Inspired revolutions in Europe and Latin America.
2. Led to a united Italy and a united Germany in the late 1800s.
3. Arose among Indians, Turks, and Jews
4. Created conflict in the Balkans by the early 1900s

### I. Nationalism and Revolution

A) Nationalism is a feeling of love, loyalty, and devotion to one's country. Someone who feels this love, loyalty, and devotion is known as a nationalist.

B) Nationalism usually develops in areas where people share a common language, culture, and history.

C) Nationalism played an important role in political revolution of the 1800s.

#### Nationalism Changes the Map of Europe



*It unifies Germany and Italy and breaks up Austrian and Ottoman Empires*

**HIGHLIGHT – UNDERLINE – CIRCLE VOCABULARY – CHUNKING – \*ASTERISKS / STARS\* – QUESTION MARKS???**

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

What are the similarities and differences between unification in Italy and unification in Germany?

Can you think of other examples of nationalism causing discrimination and violence against religious or ethnic minorities.

## II. Unification Movements in Europe; Italy and Germany (1870-1871)

A) Up until 1870, both Italy and Germany were NOT yet countries. Instead, they were areas that were divided up into many different states, each with its own government.

B) Due to feelings of nationalism, the Italian-speaking people of Italy wanted to combine their separate states to form one united nation with one government. Similarly, the German-speaking people of Germany wanted to combine their separate states to form one united nation with one government.

C) Unification of Italy- Italy successfully combined its separate states to form one united nation in 1870. This was achieved due to the efforts of 3 devoted nationalists:

- 1) Giuseppe Garibaldi: a soldier who led the forces that won control of southern Italy and helped it to unite with the north.
- 2) Giuseppe Mazzini: formed the Young Italy national movement in 1831. His writings and speeches provided inspiration for the movement.
- 3) Count Camillo di Cavour: Prime Minister of the Italian state of Sardinia, shrewdly formed alliances with France and later with Prussia. He use diplomacy and war to drive Austrian power from Italy.

D) Unification of Germany- Germany successfully combined its separate states to form one united nation in 1871 due to the efforts of one man:

- 1) The Rise of Prussia: 1830s, Prussia set up a trade union among German states called the Zollverein. This ended trade barriers between the states and was a step toward unity. More importantly, it established Prussia as a leader among the states.
- 2) Otto von Bismarck- 1862, appointed Chancellor of Prussia. He was not driven by German nationalism, but his loyalty to the Prussian king.
  - i. He used a "Blood and Iron" policy (3 wars) to unify German lands.
    - a. Danish War: 1864, allied with Austria to seize land from Denmark
    - b. Austro-Prussian War: 1866: Several German states were united with Prussia in the North German Confederation
    - c. Franco-Prussian War: 1870, used nationalism and bitter memories of Napoleon's conquest to stir up support. The southern German states agreed to unite with Prussia.

In 1871, the German states united under Prussian King, William I; he called himself Kaiser.

How has nationalism been a force that divides as well as unifies? Give examples to support your answer.

By the 1800s, the Ottoman empire was becoming weaker. How did European nations react to the decreasing power of the Ottomans?

### III. Zionism

The rise of nationalism in Europe led to an intensification of anti-Semitism in the late 1800s. Pogroms in Eastern Europe and Russia are an example of these feelings.

- a) The movement devoted to building a Jewish State in Palestine.

### IV. Nationalism in Asia

A) India: since the 1700s, the British maintained control of the Indian subcontinent.

1. Indian National Congress: 1885, comprised mainly of Hindu professionals and business leaders.
2. Muslim League: 1906, leaders formed this league to protect their own rights and interests. Talked about setting up a separate Muslim state.
3. After WWI, calls for Indian self-rule increased. This goal would finally be achieved in 1947.

B) Turkey: In the 1800s, the multinational Ottoman empire faced challenges from the various ethnic groups in the empire.

1. Young Turks- 1890s, Group of liberals who wanted to strengthen the Ottoman empire and end the threat of western imperialism.
  - a. 1908, they overthrew the sultan and took control of the government.
2. The Armenian Massacre- Muslim Turks turned against Christian Armenians; accusing them of plotting with Russia against the Ottoman empire. This massacre resulted in the death of over a million Armenians over the next 25 years.

### V. Nationalism in Ireland

A. In 1801, Great Britain (England) took over Ireland.

B. Potato Famine

1. 1845-1850- About 1 million Irish people died of famine (starvation) when the potato crop failed to grow.
2. Over 1 million Irish people migrated (moved) to the United States to escape the famine and find more opportunities.

C. Nationalism

1. Due to feelings of nationalism, many people in Ireland did not want to be ruled by Great Britain. They wanted independence (self-government).
2. 1921- Southern Ireland (mostly Catholic) gained independence from Great Britain. Northern Ireland (mostly Protestant) remained part of Great Britain.

Choose one of the regions discussed in this section. Explain how nationalism remains a force in that region today.

## VI. Nationalism and Conflict in the Balkans

- A. 1800s, Ottoman empire ruled much of the area
  1. Serbs, Greeks, Bulgarians, and Romanians
  2. Nationalistic groups in the Balkans rebelled against foreign rule.
- B. 1829-1908, Greece, Montenegro, Serbia, Romania, and Bulgaria all gained their independence.
- C. Russia, Austria-Hungary, Great Britain, and France saw the Ottoman empire as the “sick man of Europe” and hoped to gain land from them.
- D. Pan-Slavism
- E. By 1914, the Balkans were the “powder keg of Europe.” Tensions soon exploded into a full-scale global conflict: World War I.

### OVERALL:

Austria-Hungary and the Ottoman Empire were both large empires that ruled over many diverse (different) ethnic groups. Due to feelings of nationalism, the ethnic minorities of these lands wanted to gain independence (self-government) and form their own nations. Austria-Hungary and the Ottoman Empire were eventually broken up due to nationalist movements by these different ethnic groups.

Starting in the late 1700s, nationalism became a major force that helped inspire uprisings across Europe and Latin America. In the mid-1800s, nationalism led to the creation of two strong, united nations; Italy and Germany. Nationalistic sentiments spread among Indians, Turks, Jews, and other peoples. Nationalism did not always draw people together, however. In the early 1900s, nationalism created conflicts in southeastern Europe that drove the continent to the brink of war.

**Nationalism in Europe**

■ How does Nationalism both break up and unify countries in Europe?

Austria-Hungary

Russia

Ottoman Empire

Germany

Italy








**HIGHLIGHT – UNDERLINE – CIRCLE VOCABULARY – CHUNKING – \*ASTERISKS / STARS\* – QUESTION MARKS???**

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

<p>CORNELL NOTES</p> 	<p><b>Topic/Objective:</b></p> <p>UNIT 5 Section 4</p> <p>Global Nationalism</p>	<p><b>Name:</b></p> <hr/> <p><b>Class/Period:</b></p> <hr/> <p><b>Date:</b></p> <hr/>
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**ESSENTIAL QUESTION:**

<p><b>Questions/Main Ideas/Annotations:</b></p>	<p><b>ANSWER THE FOLLOWING QUESTIONS USING YOUR STUDY GUIDE AND/OR MATERIALS FROM CLASS</b></p>
<p><b>NATIONALISM</b></p> <p>1. How did nationalism cause revolutions?</p>	
<p><b>NATION-STATE</b></p> <p>2. How did nationalism lead to the creation of nation-states in Italy and Germany?</p>	
<p><b>CHANGE</b></p> <p>3. How did nationalism affect Indians, Turks, and Jews?</p>	
<p><b>DIVERSITY</b></p> <p>4. How did nationalism cause conflict in the Balkans?</p>	

**HIGHLIGHT – UNDERLINE – CIRCLE VOCABULARY – CHUNKING – \*ASTERISKS / STARS\* – QUESTION MARKS???**  
 NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES



10-24-7 METHOD: HOW DO I KNOW YOU ARE STUDYING THESE NOTES? (EVIDENCE)

UNIT 5 Section 4	DEFINE THE FOLLOWING VOCABULARY
5. Giuseppe Mazzini	(1805-1872), Nationalistic leader in Italy, who started a group called Young Italy in 1831. Young Italy was a nationalistic movement that wanted to end foreign control of Italy.
6. Count Camillo Cavour	
7. Giuseppe Garibaldi	(1807-1882?) Military leader whose Red Shirt army liberated most of southern Italy, before conquering the northern section. He was instrumental in the unification of Italy.
8. Otto von Bismarck	
9. Kaiser	
10. Zionism	Jewish nationalist movement to establish a homeland in Palestine. This movement began in the late 1800s, as anti-Semitic feelings intensified in Europe. The main leader of this movement was a journalist by the name of Theodor Herzl. Herzl's dream of a homeland for Jewish peoples was realized in 1948 with the creation of Israel.
11. Theodor Herzl	
12. Muslim League	Nationalist movement in India by the Islamic population who did not feel represented by the Indian National Congress. They initially formed to protect Muslim rights, but later called for an independent state.
13. Young Turks	
14. Indian National Congress	Nationalistic organization in India with the purpose of ending British control. Prominent members include Mohandas Gandhi and Jawaharlal Nehru.
15. Zollverein	
16. Pan-Slavism	

HIGHLIGHT – UNDERLINE – CIRCLE VOCABULARY – CHUNKING – \*ASTERISKS / STARS\* – QUESTION MARKS???

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

Topic/Objective: Unit 5 Section 4  Global Nationalism Quiz	Name:
	Class/Period:
	Date:

**DIRECTIONS:** Read each question carefully before you select your final response. Double check test when complete.

**MULTIPLE CHOICE:** (80 pts)

**1. Nationalism is best defined as**

- a. the achievement of world peace and global understanding
- b. the desire to take over other societies by force
- c. a method of solving basic economic problems of the society
- d. the loyalty of a people to their values, traditions, and a geographic region

**2. Nationalism is most likely to develop in an area that has**

- a. land suited to agriculture
- b. a moderate climate with rivers for irrigation
- c. adequate industry to supply consumer demands
- d. common customs, language, and history

**3. Which quotation best reflects a feeling of nationalism?**

- a. "An eye for an eye and a tooth for a tooth"
- b. "For God, King, and Country"
- c. "A person's greatest social obligation is loyalty to the family"
- d. "Opposition to evil is as much a duty as is cooperation with good"

**4. The best example of the success of nationalism in Europe is the**

- a. development of socialism in France
- b. establishment of the Common Market
- c. Industrial Revolution in Great Britain
- d. unification of Germany

**CONSTRUCTIVE RESPONSE QUESTION:** (20 pts) Complete on lines below

**Explain how Nationalism caused Revolutions in Europe?**

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**HIGHLIGHT – UNDERLINE - CIRCLE VOCABULARY – CHUNKING – \*ASTERISKS / STARS\* – QUESTION MARKS???**

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

## SECTION 5 U5: Economic and Social Revolutions

### Section overview

In the 1700s and 1800s in Europe:

1. The Agrarian Revolution led to population growth.
2. The Industrial Revolution eventually transformed economic systems and social conditions around the world.
3. People proposed different ways to deal with the problems created by industrialization.
4. Economic life became more global, and mass migrations of people occurred.

### I. The Agrarian Revolution

In 1750, most people still lived in small villages and made their own clothing and tools. In the century that followed, dramatic changes took place in the ways people lived and worked.

- A. Increased Food Production: the movement away from rural life began with the Agrarian Revolution, a change in methods of farming.
  1. Technology
    - i. The Dutch led the way by building dikes to protect their farmland from the sea and using fertilizer.
    - ii. Jethro Tull invented the seed drill
  2. Enclosure Method
    - i. Replace the many small strip farms with larger fields; made farming more efficient.
- B. Population Explosion
  1. with a better diet, women had healthier and stronger babies.
  2. Improved medical care and sanitation helped people live longer
  3. During the 1700s, Europe's population increased from 120 million to about 190 million.

### II. The Industrial Revolution

A) The Industrial Revolution was the change from producing goods by hand to producing goods with machines in factories.

B) The Industrial Revolution started in Great Britain (England) because it had many natural resources (i.e.- coal, iron, tin, lead, waterways) that are necessary to produce and transport goods. In other words, Great Britain had favorable geography.

Belgium, France, Germany, the United States, and Japan would all industrialize by the end of the 1800s.

How did the Agrarian Revolution of the 1700s contribute to the Industrial Revolution?

Explain "3" reasons for the start of the Industrial Revolution.

## The Industrial Revolution Begins in Great Britain

As you study current events, keep in mind that the Industrial Revolution is still occurring in the developing nations of the world.

**How did the Industrial Revolution lead to urbanization?**

**How did the Industrial Revolution contribute to changing the roles of men and women?**

<p><b>Geography</b></p> <p>Great Britain had plenty of iron ore and coal needed for industrialization. As an island, Great Britain had many natural harbors for trade and was protected from invasion. Rivers served both as a means of transportation and as sources of power for factories.</p>	<p><b>Population Growth and Change</b></p> <p>Growth in population due to the Agrarian Revolution led to more available workers. Because of the enclosure movement, fewer farm laborers were needed. People moved to the cities where they could work in factories.</p>
<p><b>Capital for Investment</b></p> <p>The British overseas empire had made the economy strong. As a result, the middle class had the capital to invest in mines, railroads, and factories and the commercial and financial skills to manage investment.</p>	<p><b>Energy and Technology</b></p> <p>Great Britain had experienced an energy revolution. In the 1700s, giant water wheels were used to power new machines. Soon coal was used to power steam engines, which would become an important power source for machines.</p>

C) Factory System and Mass Production

1. Textile industry was the first to use new inventions
2. Factories located near rapidly moving streams (later used coal)
3. Promoted mass production, meaning that goods were produced in huge quantities at lower cost.

D) Key effects (results) of the Industrial Revolution:

1. Laissez Faire Capitalism (Market Economy)- This was the economic system that was used during the Industrial Revolution (and that is still used in most of the world today). It was based on the following ideas:
  - a. Businesses and factories should be owned by individuals (NOT the government).
  - b. Business decisions should be made by Individuals (the government should NOT interfere).
  - c. Prices should be set by individuals (NOT the government) based on supply and demand.
2. Rise of Big Business: to acquire money owners sold stock or shares in their company to investors.

**Create a chart listing and briefly explaining the competing philosophies that emerged during and after the Industrial Revolution.**

3. New Class Structure: In the Middle Ages, the two main classes in Europe had been nobles and peasants. During the 1600s, a middle class had emerged. The Industrial Revolution added more complexity.
  - a. Upper Class- very rich industrial and business families. Members often married into noble families.
  - b. Upper Middle Class- business people and professionals, such as lawyers and doctors, emerged.
  - c. Lower Middle Class- teachers, office workers, shop owners, and clerks.
  - d. Factory workers and peasants. They faced harsh living and working conditions in overcrowded cities.
4. Urbanization: Working-class people lived in crowded buildings. Without a sewage or sanitation system, garbage rotted in the streets. Disease spread. Many cities had severe pollution from the smoke that came out of factories.
5. Working Conditions: Men, women, and even children worked 12-16 hours a day and low pay. Mass production methods led to work that was boring. Many machines were dangerous.
  - a. Formation of Labor Unions- Workers formed labor unions (organizations of workers) that fought to improve the pay and working conditions of workers.
  - b. Governments eventually passed laws to set minimum wage and end child labor.
6. Changing Social Roles: The workplace was separate from the home.
  - a. Men worked in the public world of business and government
  - b. Women worked at home
  - c. Middle-class children had a high standard of living and a better chance at education.
  - d. Children worked long hours to help support family
  - e. Women paid less than men
  - f. Family life suffered
7. Improved Transportation
  - a. Roads and canals were built and improved
  - b. The steam locomotive was invented. Railroads grew.
  - c. Steam engines powered ships at sea.

Compare and contrast the different types of socialism.

8. Rising Standards of Living

- a. Rich lived on the edges of the city
- b. Poor crowded in slums in city centers, near factories.
- c. People ate more varied diets and were healthier, thanks to advances in medicine.

### III. Competing Philosophies

A. Laissez Faire Capitalism

1. Thomas Malthus: *Essay on the Principle of Population* in 1798.

- a. Argued that because population tended to increase more rapidly than the food supply, the poor would continue to suffer.
- b. He did not urge the gov't to step in to help the poor. He urged the poor to have fewer children.

B. Social Darwinism

1. 1859, British naturalist Charles Darwin caused an uproar by saying that humans had evolved over millions of years. This theory of evolution, stirred conflicts between religion and science.

2. The idea of natural selection

- a. Natural forces select the most able members
- b. Successful businesspeople were successful because they were naturally more "fit" to succeed than others.
- c. War allowed stronger nations to weed out weaker ones.
- d. Played a part in racism and imperialism

C. Social Reformism

1. Gov't should intervene with business to improve people's lives

- a. Correct abuses of child labor
- b. Labor Unions to improve dangerous working conditions

D. Socialism

1. Concentrated on the interests of society and not the individual

- a. Industrial capitalism had created a large gap between the rich and poor
- b. Under socialism, farms and businesses would belong to all people

2. Utopian Socialism

- a. All property and work would be shared
- b. All would have equal wealth
- c. Utopians believed that fighting would end
- d. In Scotland, Robert Owen set up a Utopian factory community.

3. Marxist Socialism

- a. 1848, Karl Marx (German philosopher; radical theory: “scientific socialism”) and Friedrich Engels (German economist)
- b. These two men believed that laissez faire capitalism was bad. They argued that it allowed greedy factory owners to exploit (take advantage) of poor factory workers. They wrote a book called the “Communist Manifesto” that said the following:
  - i. All of history has been about class struggles (“Haves” vs. “Have-Nots”).
  - ii. During the Industrial Revolution, wealthy and greedy factory owners (Bourgeoisie) were taking advantage of the poor factory workers (the Proletariat) to earn money.
  - iii. The Proletariat should rise up, overthrow the bourgeoisie in a violent revolution, and eliminate laissez faire capitalism.
  - iv. The Proletariat could then create a new kind of society where work and wealth was shared equally by everyone (and where social classes no longer existed).
- 4. In the Soviet Union in the 1900s, Marx’s ideas would lead to a communist dictatorship and a command economy, in which gov’t officials made all economic decisions.
- 5. **NOTE:** The ideas of Marx and Engels eventually became the foundation (basis) of Communism. Countries that became Communist (like the Soviet Union and China) were inspired by the writings of Marx and Engels

#### IV. Labor Unions and Reform Legislation

A. 1800s, Labor Unions

- 1. Collective Bargaining
  - i. Better pay and working conditions
- 2. Strikes
- 3. 1799-1824, unions were illegal in Great Britain

Describe a reform law that helped women

Describe a law that helped children.

**BRITISH REFORM LAWS**

DIRECTION OF REFORM	LAWS ENACTED
Toward greater human rights	<b>1884:</b> Slavery is outlawed in all British colonies
Toward more representative government	<b>1832:</b> Reform Act of 1832 gave representation to new industrial towns  <b>1858:</b> Law ended property qualifications for members of Parliament  <b>1911:</b> Law restricted powers of House of Lords; elected House of Commons became supreme
Toward universal suffrage (the right to vote)	<b>1829:</b> Parliament gave Catholics the right to vote and to hold most public offices  <b>1867:</b> Reform Act gave vote to many working-class men  <b>1884:</b> Law extended voting rights to most farmers and other men.  <b>1918:</b> Women won the right to vote.
Toward more rights for workers	<b>1825:</b> Trade unions were legalized  <b>1840s to 1910s:</b> Parliament passed laws <ul style="list-style-type: none"> <li>• Limiting child labor</li> <li>• Regulating work hours for women and children</li> <li>• Regulating safety conditions in factories and mines</li> <li>• Setting minimum wages</li> <li>• Providing for accident and unemployment insurance</li> </ul>
Toward improved education	<b>1870:</b> Education Act set up local elementary schools run by elected school boards.  <b>1902:</b> Law created a system of state-aided secondary schools. Industrial cities, such as London and Manchester, set up public universities.

**HIGHLIGHT – UNDERLINE - CIRCLE VOCABULARY – CHUNKING – \*ASTERISKS / STARS\* – QUESTION MARKS???**

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES



List the important events of the Economic and Social Revolutions. Record them in the order they occurred.

B. Reform Legislation

1. Early 1830s, British lawmaker Michael Sadler
  - i. The Sadler Report led to the Factories Regulations Act of 1833
    1. Prohibited children under 9 from being employed in textile mills.
    2. Limited the working hours of children under 18

## V. Education and the Arts

A. Advances in Education

1. Gov't set up public schools and require basic education for all children by the late 1800s.
  - i. Reading, writing, and mathematics
  - ii. Encouraged obedience to authority and punctuality

B. Romanticism

1. 1750-1850
2. Appealed to emotion rather than to reason
  - i. a rebellion against the ideas of the Enlightenment
  - ii. a reaction against the impersonal nature of industrial society.

C. Realism

1. Realists sought to show the world as it was.
2. Looked at harsh side of life, showing poverty and cruel working conditions
  - i. Charles Dickens was critical of the abuses of industrial society and hoped to contribute to ending it.

## VI. Global Impact of Industrialization

A. Global Migration

1. A wave of Migrations 1845-early 1900s
  - Polish nationalists fled Poland for Western Europe and the U.S. after the Russian army crushed the revolt of 1830.
  - Several thousand Germans moved to cities in the U.S. after the failed revolutions of 1848
  - Russian Jews, escaping pogroms, left Eastern Europe
  - Italian farmers, seeing economic opportunity, also traveled to the Americas.

**Compare the ways in which the Neolithic Revolution, the Industrial Revolution, and the Computer Revolution changed Human Life.**

## 2. Mass Starvation in Ireland

- Under British Rule
- Wheat and oats, sent to England
- Potato main food crop in Ireland
  1. 1845 disease destroyed crop
  2. Other crop not affected( shipped to England)
  3. One million died of starvation or disease
- Millions of others moved to the U.S. and Canada


## B. Movement Toward a Global Economy

1. Mid-1800s, Industrial Revolution moved beyond Great Britain
2. New powers were emerging
3. Manufacturers traded with other countries for resources they needed
4. Steamships and railroads, and then automobiles and airplanes, made global trade easier and quicker
5. Markets expanded around the world
6. A new imperialism

## OVERALL:

In the mid-1700s, the Agrarian Revolution in Europe contributed to an increase in population. The Agrarian Revolution led to the Industrial Revolution, which began in Great Britain and then spread to other countries. Economic and social conditions around the world changed dramatically as a result of the Industrial Revolution. Many new ideas about how to deal with the problems of industrialization developed, and reforms were enacted. Eventually, industrialization led to mass migration and increased global trade.



CORNELL NOTES 	<b>Topic/Objective:</b> UNIT 5 Section 5 Economic and Social Revolutions	<b>Name:</b>
		<b>Class/Period:</b>
		<b>Date:</b>

**ESSENTIAL QUESTION:**

**Questions/Main Ideas/Annotations:**      **ANSWER THE FOLLOWING QUESTIONS USING YOUR STUDY GUIDE AND/OR MATERIALS FROM CLASS**

**CHANGE**

1. What changes occurred during the Agrarian Revolution?

**SCIENCE and TECHNOLOGY**

2. What role did technology play in the Industrial Revolution?

**ECONOMIC SYSTEMS**

3. What economic and social developments occurred as part of the Industrial Revolution?

**POLITICAL SYSTEMS**

4. What parliamentary reforms came about as a result of the Industrial Revolution?

10-24-7 METHOD: HOW DO I KNOW YOU ARE STUDYING THESE NOTES? (EVIDENCE)

UNIT 5 Section 5	DEFINE THE FOLLOWING VOCABULARY
5. Agrarian Revolution	A change in farming methods that allowed for a greater production of food. This revolution was fueled by the use of new farming technology such as the seed drill and improved fertilizers. The result of this revolution was a population explosion due to the higher availability of food. It was one of the causes of the Industrial Revolution.
6. Enclosure	During the Industrial Revolution, it was the consolidation of many small farms into one large farm, which created a labor force as many people lost their homes.
7. Industrial Revolution	
8. Factories	
9. Laissez Faire	This was an economic philosophy begun by Adam Smith in his book, <i>Wealth of Nations</i> , that stated that business and the economy would run best with no interference from the government. This economic system dominated most of the Industrial Revolution.
10. Adam Smith	
11. Capitalism	An economic system based on the private ownership of the means of production and distribution of goods. Also promotes a free market regulated by supply and demand.
12. Supply and Demand	
13. Thomas Malthus	
14. Social Darwinism	A social theory which states that the level a person rises to in society and wealth is determined by their genetic background. (Survival of the fittest)
15. Robert Owen	
16. Socialism	A political system where the means of production are controlled by the workers and all things are shared evenly. Socialist policies provide for government funding of many basic needs such as food, shelter, and medical care.
17. Karl Marx	
18. Suffrage	The right to vote in elections.

HIGHLIGHT – UNDERLINE - CIRCLE VOCABULARY – CHUNKING – \*ASTERISKS / STARS\* – QUESTION MARKS???

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

<b>Topic/Objective: Unit 5 Section 5</b>  <b>Economic and Social Revolutions Quiz</b>	<b>Name:</b>
	<b>Class/Period:</b>
	<b>Date:</b>

**DIRECTIONS:** Read each question carefully before you select your final response. Double check test when complete.

**MULTIPLE CHOICE:** (80 pts)

1. **An important result of the Industrial Revolution was the**
  - a. concentration of workers in urban areas.
  - b. increased desire of the wealthy class to share its power.
  - c. formation of powerful craft guilds.
  - d. control of agricultural production by governments.
  
2. **According to Karl Marx, the course of history is determined by**
  - a. religious wars    b. nationalistic uprisings    c. economic class struggle    d. political domination
  
3. **The Industrial Revolution started in this nation because it had many natural resources (i.e.- coal, iron, tin, lead, waterways) that are necessary to produce and transport goods.**
  - a. United States    b. France    c. Russia    d. England
  
4. **This was the economic system that was used during the Industrial Revolution (and that is still used in most of the world today). It was based on the ideas that government should not interfere.**
  - a. Laissez Faire    b. Socialism    c. Utopia    d. Nationalism
  
5. **In 1859, this British naturalist caused an uproar by saying that humans had evolved over millions of years. This theory of evolution, stirred conflicts between religion and science. "Survival of the fittest."**
  - a. Charles Darwin    b. Karl Marx    c. Thomas Malthus    d. John Locke
  
6. **The belief that government should intervene with business to improve people's lives is called**
  - a. Social Reformism    b. Social Darwinism    c. Nationalism    d. Social Contract
  
7. **Which development caused the other three?**
  - a. Increased rural to urban migration
  - b. Introduction of the factory system
  - c. Increased productivity of industrial workers
  - d. Unsafe working conditions
  
8. **A long-term effect of the Industrial Revolution was the**
  - a. Increased availability of a large number of craftspeople
  - b. Development of labor reforms and labor unions
  - c. Failure of communities to provide schools
  - d. Disappearance of the middle class

**HIGHLIGHT – UNDERLINE - CIRCLE VOCABULARY – CHUNKING – \*ASTERISKS / STARS\* – QUESTION MARKS???**

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

10-24-7 METHOD: HOW DO I KNOW YOU ARE STUDYING THESE NOTES? (EVIDENCE)

9. "It was a town of red brick, or of brick that would have been red if the smoke and ashes had allowed it; but as matters stood it was a town of unnatural red and black like the painted face of a savage. It was a town of machinery and tall chimneys, out of which interminable serpents of smoke trailed themselves for ever and ever, and never got uncoiled. It had a black canal in it, and a river that ran purple with ill-smelling dye..."

Which problem of the Industrial Revolution is the subject of this passage?

- a. Economic inequality
- b. Urban pollution
- c. Lack of child labor laws
- d. Poor transportation systems

Use the chart below to answer question #10.

Town	1801	1861	1891
Birmingham	74,000	296,000	523,000
Leeds	53,000	207,000	429,000
Liverpool	80,000	444,000	704,000
Manchester	90,000	339,000	645,000

Source: B.R. Mitchell, *International Historical Statistics: Europe, 1750–1988*, Stockton Press, Third Edition (adapted)

10. Which event caused this population shift in Great Britain?

- a. The bubonic plague
- b. Immigration to the Americas
- c. The Industrial Revolution
- d. Rebellions in Ireland

**CONSTRUCTIVE RESPONSE QUESTION:** (20 pts) Complete on separate sheet of paper

Compare the ways in which the Neolithic Revolution, the Industrial Revolution, and the Computer Revolution changed human life.

HIGHLIGHT – UNDERLINE – CIRCLE VOCABULARY – CHUNKING – \*ASTERISKS / STARS\* – QUESTION MARKS???

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

## SECTION 6 U5: Japan and the Meiji Restoration

### Section overview

The Meiji Restoration brought great change to Japan in the last half of the 1800s.

- Japan ended its policy of isolation
- Japan began a period of modernization and industrialization
- Japan became a global imperial power.

### I. The Opening of Japan

1853, the United States sailed into Edo(Tokyo) Bay, ending more than 200 years of Japanese isolation.

#### A. Tokugawa Isolation

1. European traders first arrived in the 1500s.
2. 1600s, Tokugawa shoguns gained control of Japan.
  - i. Brought stability to Japan
  - ii. Banned almost all contact with the outside world.
  - iii. Limited trade was allowed only with the Dutch at Nagasaki.

#### B. Commodore Matthew Perry

1. 1854, American warships sailed to Japan
2. Letter from President asking Japan to open its ports to trade.
3. Europeans and Americans were offended by the isolation
  - i. Could not resupply or repair ships
4. Impressed by the American show of strength, the shoguns agreed to a treaty. The first of many treaties to come with foreigners.

#### C. The Treaty of Kanagawa: the shogun agreed to open two ports. The U.S. soon won other trading rights; in time Great Britain, France, and Russia would follow.

1. Some Japanese felt shogun had shown weakness
2. Some felt they needed to modernize in order to compete with the industrialized West.
3. A rebellion overthrew the shogun, restored the emperor to power, and launched Japan on the road to modernization and industrialization.

What effects did the visit of Commodore Perry and the Treaty of Kanagawa have on Japan's development?

Why did the Industrial revolution occur earlier in Japan than in Africa and other Asian nations?

## II. Modernization and Industrialization

1867, daimyo and samurai led a rebellion that removed the Tokugawa from power. 1868, the emperor was established. Meiji Restoration (1868-1912) This is the period in Japanese history when Japan was ruled by Emperor Meiji. *Meiji* means “enlightened rule.”

**NOTE:** During this period, Japan began a rapid (fast) program of reforms (modernization and westernization) that changed Japan forever.

### A. Borrowing from the West

1. Modernization- Japan industrialized (built factories, machines, roads, and communications).
2. Westernization- Japan adopted the customs and techniques of Western countries (i.e.- Europe and the United States). Japan changed its government, economics, military, education system, technology, and customs to make it more like those of Europe and the United States.

### B. Economic Development

1. Gov’t used western methods and machinery to develop an industrial economy
2. Built factories and sold them to wealthy families
  - i. Zaibatsu: became powerful in banking and industry
3. Gov’t developed a banking and postal system
4. Built railroads and improved ports
5. Urbanization developed
6. Imports and exports grew at amazing speed

### C. Strong Central Gov’t

1. Choose gov’t of Germany as their model
2. Constitution gave emperor autocratic power and created a two-house legislature
  - i. One house was elected, suffrage was limited.



D. Military Power

1. 1890s, modern army and navy.
  - i. All men entered the military
    1. Samurai were only warriors previously
  - ii. 1894, Japan defeats China over Korea
  - iii. Japan defeats Russia in Manchuria
    1. First time in modern history Asian power defeats European power

E. Social Change

1. Established public education and set up universities
  - i. Western instructors to teach modern technology
2. Class distinctions still existed
  - i. Meiji reformers took away some political and legal rights that women had previously won

### III. Japan as a Global Power

A. Japanese Imperialism

1. Now that Japan had factories, it needed natural resources/raw materials (like coal, tin, iron, and lead) to make products.
2. Since Japan had very few natural resources of its own, Japan took over Korea and part of China to gain these resources.

B. Sino-Japanese War

1. 1894, Japan's ambitions in Korea led to war with China
2. Conflict lasted 1894-1895
3. Japan gained Formosa (Taiwan) and treaty ports in China
4. Korea became a Japanese protectorate

C. Russo-Japanese War

1. 1904-1905
2. Conflicts over interests in Korea
3. Japan's modern military defeated Russian troops and crushed Russia's navy
4. 1910, Japan had complete control of Korea as well as parts of Manchuria

D. Dependence on a World Market

1. Few natural resources in Japan
2. Relied on raw materials from outside the country
3. Japan continued its policy of imperialism

**NOTE:** As result of the changes made during the Meiji Period, Japan became a powerful and modern industrial country. Instead of being taken over by Europeans or the United States (the way India, China, and Africa were), Japan actually started to take over (imperialize) other countries

**OVERALL:**


In the mid-1800s, Japan ended its long policy of isolation. The Meiji government that took power in 1868 used western ideas to begin a program of modernization that quickly turned Japan into a major industrial power. In the 1890's and 1900s, Japan used its modern military to become a global imperial power.

**Opening Ceremony of Imperial Parliament**



**HIGHLIGHT – UNDERLINE – CIRCLE VOCABULARY – CHUNKING – \*ASTERISKS / STARS\* – QUESTION MARKS???**

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

CORNELL NOTES  	<b>Topic/Objective:</b>  UNIT 5 Section 6  Japan and the Meiji Restoration	<b>Name:</b>  <hr/>
		<b>Class/Period:</b>  <hr/>
		<b>Date:</b>  <hr/>

**ESSENTIAL QUESTION:**

<b>Questions/Main Ideas/Annotations:</b>	<b>ANSWER THE FOLLOWING QUESTIONS USING YOUR STUDY GUIDE AND/OR MATERIALS FROM CLASS</b>
<p style="text-align: center;"><b>CHANGE</b></p> <p>1. What political, social, and economic changes occurred in Japan in the late 1800s?</p>	
<p style="text-align: center;"><b>INTERDEPENDENCE</b></p> <p>2. How did Japan use western ideas to modernize and industrialize?</p>	
<p style="text-align: center;"><b>POWER</b></p> <p>3. How did Japan become a global power by the early 1900s?</p>	
<p style="text-align: center;"><b>GEOGRAPHY</b></p> <p>4. How did Japan's location affect its decision to follow a policy of imperialism?</p>	

**HIGHLIGHT – UNDERLINE – CIRCLE VOCABULARY – CHUNKING – \*ASTERISKS / STARS\* – QUESTION MARKS???**

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

UNIT 5 Section 6	DEFINE THE FOLLOWING VOCABULARY
5. Matthew Perry	
6. Treaty of Kanagawa	
7. Meiji Restoration	
8. Zaibatsu	
9. Sino-Japanese War	
10. Russo-Japanese War	

**HIGHLIGHT** – **UNDERLINE** – **CIRCLE VOCABULARY** – **CHUNKING** – **\*ASTERISKS / STARS\*** – **QUESTION MARKS???**

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

<b>Topic/Objective: Unit 5 Section 6</b>  <b>Japan and the Meiji Restoration Quiz</b>	<b>Name:</b>
	<b>Class/Period:</b>
	<b>Date:</b>

**DIRECTIONS:** Read each question carefully before you select your final response. Double check test when complete.

**MULTIPLE CHOICE:** (80 pts)

1. **In Japan, the period of the Meiji Restoration was primarily characterized by**
  - a. strict isolation.
  - b. feudal government.
  - c. religious revival.
  - d. reform and modernization.
  
2. **In Japan, between 1602 and 1868, the most notable action taken by the Tokugawa Shogunate was the**
  - a. military conquest of China.
  - b. development of extensive trade with the Americas.
  - c. formation of cultural links with the Americas.
  - d. virtual isolation of the country from the outside world.
  
3. **The arrival of Commodore Matthew Perry in Japan in 1853 signaled the end of Japanese**
  - a. cultural contacts with the west.
  - b. militarism in Southeast Asia.
  - c. policies of isolationism.
  - d. trade relations with the United States.
  
4. **This Treaty between the United States and Japan agreed to open two ports.**
  - a. The Treaty of Kanagawa
  - b. The Treaty of Nagasaki
  - c. The Treaty of Hong Kong
  - d. The Treaty of Japan
  
5. **1894, Japan’s ambitions in Korea led to this war with China, Japan won Taiwan and Korea became a Japanese protectorate.**
  - a. Russo-Japanese War
  - b. Sino-Japanese War
  - c. Korean -Japanese War
  - d. Chino-Japanese War
  
6. **The First time in modern history that an Asian power defeats a European power.**
  - a. Russo-Japanese War
  - b. Sino-Japanese War
  - c. Korean -Japanese War
  - d. Chino-Japanese War

**CONSTRUCTIVE RESPONSE QUESTION:** (20 pts) Complete on separate sheet of paper

**Why did the Industrial Revolution occur earlier in Japan than in African and other Asian nations?**

**HIGHLIGHT – UNDERLINE – CIRCLE VOCABULARY – CHUNKING – \*ASTERISKS / STARS\* – QUESTION MARKS???**

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

## SECTION 7 U5: Imperialism (1800s-1914)

### Section overview

The imperialism that emerged in the mid-1800s had a lasting impact on the world.

- Powerful industrialized nations sought to gain power and economic might by building empires.
- Through economic and military power, Great Britain colonized and dominated India.
- European nations divided up the continent of Africa.
- Western powers and Japan established spheres of influence in China.
- Imperialism has had short-term and long-term effects on various regions of the world.

### I. The New Imperialism

Imperialism (also called colonization) is when a strong country conquers and takes over a weaker country. The area that is taken over is known as a colony.

- Old Imperialism
  - 1500-1800
  - European nations established colonies in the Americas, India, and Southeast Asia
  - Gained territories on the coasts of Africa and China
  - European power was limited
- New Imperialism
  - 1870-1914
  - Nationalism produced strong, centrally governed nation-states
  - Industrial Revolution made economies stronger
  - Japan, the U.S., and the industrialized nations of Europe became more aggressive in expanding into other lands
  - Focused mainly on Asia and Africa
    - Declining empires and local wars left many states vulnerable
    - The slave trade left many African nations weak

Take up the White Man's burden—

Send forth the best ye breed—

Go send your sons to exile

To serve your captives' need

To wait in heavy harness

On fluttered folk and wild—

Your new-caught, sullen peoples,

Half devil and half child

Take up the White Man's burden

In patience to abide

To veil the threat of terror

And check the show of pride;

By open speech and simple

An hundred times made plain

To seek another's profit

And work another's gain

Take up the White Man's burden—

And reap his old reward:

The blame of those ye better

The hate of those ye guard—

The cry of hosts ye humour

(Ah slowly) to the light:

"Why brought ye us from bondage,

"Our loved Egyptian night?"

Take up the White Man's burden-

Have done with childish days-

The lightly proffered laurel,

The easy, ungrudged praise.

Comes now, to search your manhood

Through all the thankless years,

Cold-edged with dear-bought wisdom,

The judgment of your peers!

**How did the Industrial revolution lead to imperialism?**

A. Causes of Imperialism

**Causes of the New Imperialism**

<b>Economy</b>	<b>Politics and the Military</b>	<b>Society</b>	<b>Science and Invention</b>
<ul style="list-style-type: none"> <li>• Need for natural resources</li> <li>• Need for new markets</li> <li>• Place for growing population to settle</li> <li>• Place to invest profits</li> </ul>	<ul style="list-style-type: none"> <li>• Bases for trade and navy ships</li> <li>• Power and security of global empire</li> <li>• Spirit of nationalism</li> </ul>	<ul style="list-style-type: none"> <li>• Wish to spread Christianity</li> <li>• Wish to share western civilization</li> <li>• Belief that western ways are best</li> </ul>	<ul style="list-style-type: none"> <li>• New weapons</li> <li>• New medicines</li> <li>• Improved ships</li> </ul>

1. Nationalism and Social Darwinism

- i. Nationalism promoted the idea of national superiority
- ii. Social Darwinism was the idea that it was natural for strong countries (like the European nations) to take over weaker countries (like nations in Africa and Asia).

2. Military Motives

- i. Linked to nationalism, military power was a way to promote a nation’s goals.
- ii. Colonies were important as bases for resupply of ships.
- iii. A nation with many colonies had power and security.

3. Economic Motives

- i. Imperialists needed raw materials to supply their factories
- ii. Needed foreign markets to sell their products
- iii. Needed places to invest their profits

4. “White Man’s Burden”

- i. This was a racist poem (Rudyard Kipling) that encouraged Europeans to civilize (help improve) the people that they took over by teaching them European customs and religious beliefs (like Christianity). The poem referred to the people of Asia and Africa as “half devil” and “half child.”

**NOTE:** During the 19th century (1800s), many European nations (also called Western nations) such as Great Britain, France, Germany, and Italy took over lands throughout Africa and Asia.

## II. British in India

### A. British East India Company

1. Early 1600s, established trading rights in India
2. Mid-1800s, with the decline of the Mughal empire and defeat of French rivals, this company controlled three fifths of India.
  - i. Employed Indian soldiers called sepoy

### B. The Sepoy Mutiny

1. 1857, Rebellion in which India tried (but failed) to gain independence from Great Britain (England).
  - i. Hindus and Muslims united, angered that British asked them to follow rules that went against their beliefs.
2. British crushed the revolt
  - i. 1858, Parliament ended rule of East India Company
  - ii. British gov't took direct control

### The Effects of British Rule in India

GOOD EFFECTS	BAD EFFECTS
• New roads and railroads link parts of India	• Indian resources go to Great Britain
• Telegraph and postal systems unite people	• British-made goods replace local goods
• Irrigation systems improve farming	• Farms grow cash crops rather than food crops; Indians go hungry
• New laws means justice for all classes.	• Top jobs go to the British
• British schools offer education	• Indians are treated as inferiors
• Customs that threaten human rights are ended	• Great Britain tries to replace Indian culture with western ways

**NOTE:** India was taken over by Great Britain (England) and ruled for almost 200 years.



### III. The Scramble for Africa

1870s, King Leopold of Belgium sent a mission to the interior of Africa to establish trade agreements leaders in the Congo River basin. The Belgian presence in the Congo set off a scramble among other European powers to establish their presence in Africa. Over 90% of Africa was taken over by European countries that scrambled (raced) to take over the continent.

#### A. The Berlin Conference

1. 1884, In order to avoid conflict, European nations met in Berlin, Germany, to set up rules for colonizing Africa.
2. Little regard for the Africans
3. 1850, most of Africa had been free. 70 years later, most of the continent was under European rule.

#### B. Battle for Southern Africa

##### 1. The Zulu Empire

- i. Early 1800s, African leader Shaka organized Zulu warriors into a fighting force. United the Zulu nation.
- ii. Fought against slave traders and ivory hunters
- iii. Military Formation
  1. The formation most generally used was crescent-shaped. A number of regiments extending several ranks deep formed a dense body known as the chest (isifuba), while on each side a regiment moved forward forming the horns. As the horns curved inward around the enemy, the main body would advance killing all those who could not break through the encompassing lines.

##### 2. Arrival of Europeans

- i. Mid 1600s, Dutch farmers called Boers had settled in southern Africa.
- ii. Cape Town was the supply station
- iii. 1700s, Dutch herders and ivory hunters began to move north, fought Zulus.
- iv. Early 1800s, British acquired the Cape Colony from the Dutch.

*Annex- v. to take control of a country or area next to your own, especially by using force*

### 3. Zulu Resistance

- i. Boers, resenting British rule migrated north during the 1830s, coming into conflict with the Zulus.
- ii. Zulus experienced victory over British in 1879
- iii. Later, superior weaponry of the British crushed the Zulu resistance.
- iv. Other nations resisted imperialism, including groups in Ethiopia and West Africa.

### 4. The Boer War

- i. 1890, Cecil Rhodes became prime minister of Cape Colony.
- ii. Great Britain expanded its control of southern Africa.
- iii. Late 1800s, British decided to annex the boer republics.
- iv. War broke out from 1899-1902, British won.
- v. British combined the Boer republics with the Cape Colony to form the Union of South Africa.
- vi. Left legacy of distrust and hatred.

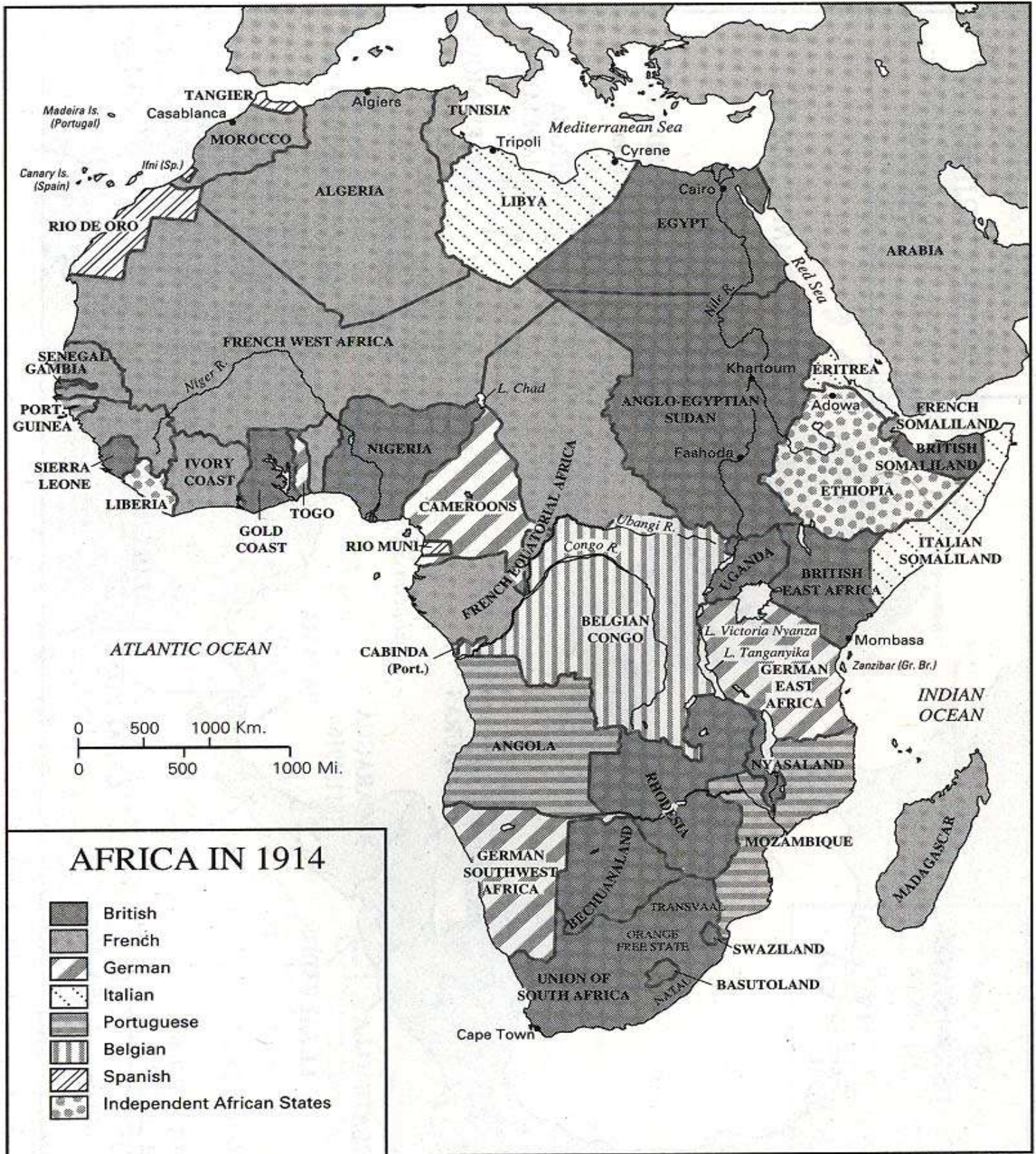
### 5. Anti-Slave Trade Legislation

- i. Most European powers abolished the slave trade before the scramble for Africa.
- ii. 1803, Denmark passed legislation
- iii. 1807, Great Britain passed laws
- iv. 1818, France passed laws
- v. Illegal slave trade still continued throughout the 1800s.



**HIGHLIGHT – UNDERLINE – CIRCLE VOCABULARY – CHUNKING – \*ASTERISKS / STARS\* – QUESTION MARKS???**

**NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES**



HIGHLIGHT - UNDERLINE - CIRCLE VOCABULARY - CHUNKING - \*ASTERISKS / STARS\* - QUESTION MARKS???

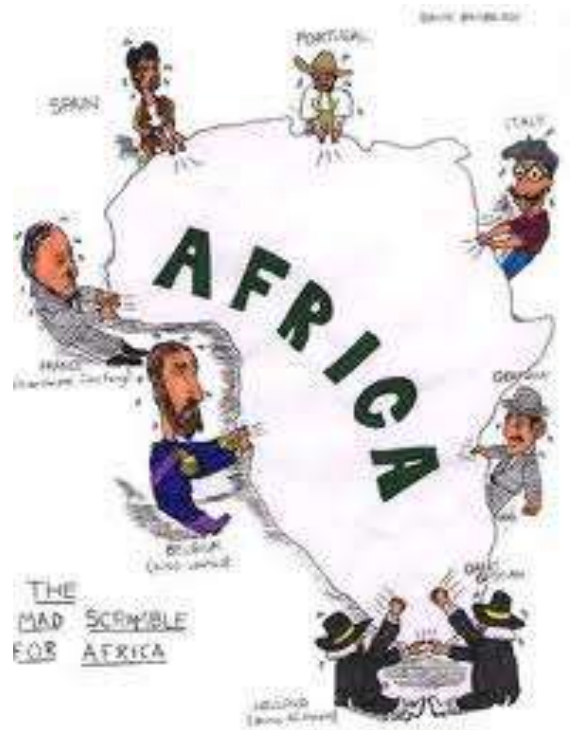
NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

What were the causes of the Opium War?

What were the effects of the Opium War?



*The Rhodes Colossus*, an 1892 caricature of Cecil Rhodes after announcing plans for a telegraph line from Cape Town to Cairo.



#### IV. Imperialism in China

Since 1644, rulers of the Qing dynasty had refused to adopt western ways. As a result, the economic, political, and military strength of European Imperialists was able to challenge China’s Middle Kingdom.

##### A. The Opium War and the Treaty of Nanjing

1. Late 1700s, After the British began smuggling opium (an addictive drug) into China, the Chinese fought back in the famous Opium Wars. After being defeated, China was carved up into spheres of influence (areas where trade was controlled by different European nations).
2. 1842, Great Britain forced China to agree to harsh terms of treaty
  - i. China had to pay for Great Britain’s war costs, open ports to British trade, give Great Britain the island of Hong Kong.
  - ii. China had to grant British citizens extraterritoriality, the right to live under their own laws and be tried in their own courts.

**How did imperialism contribute to the rise of nationalistic feelings in China?**

**Compare Japanese and Chinese responses to western industrial power and western imperialism.**

## B. Chinese Reaction to Imperialism

### 1. The Taiping Rebellion

- i. 1850-1864, Chinese peasants, angry at their poverty and at corrupt Qing officials revolted. Millions died and weakened China.

### 2. The Boxer Rebellion

- i. Rebellion in which China tried (but failed) to gain independence from the various European (Western) nations that controlled them.

### 3. Sun Yixian (Sun Yat-sen) and the Chinese Revolution

- i. Early 1900s, Chinese nationalism blossomed
- ii. Led movement to replace Qing dynasty.
- iii. 1911, named president of the Chinese Republic
- iv. He had 3 goals:
  1. End foreign domination
  2. Form a representative gov't
  3. Create economic security for the Chinese people

## V. Impact of Imperialism: Multiple Perspectives

### A. Short-Term Effects

- Large numbers of Asians and Africans came under foreign rule
- Local economies became dependent on industrialized powers
- Some nations introduced changes to meet imperialist challenges
- Individuals and groups resisted European Domination
- Western culture spread to new regions
- Traditional political units were disrupted or destroyed
- Famines occurred in lands where farmers grew export crops for imperialist nations in place of food for local use

### B. Long-Term Effects

- Western culture continued to influence much of the world
- Transportation, education, and medical care were improved
- Resistance to imperial rule evolved into nationalistic movements
- Many economies became dependent on single cash crops grown for exports

*Concession*- n. something that you allow someone to have in order to end an argument or a disagreement.

List “3” arguments that were used by imperialist powers to justify imperialism.

List “3” motives people of Africa and Asia had to oppose imperialism.

C. Effects on Europe and the World

- The West discovered new crops, food, and other products
- Westerners were introduced to new cultural influences
- Competition for empires created and increased conflict between imperial powers. These conflicts sometimes led to war.
- The industrial nations controlled a new global economy

**NOTE:** The people of Africa and Asia did not like being ruled by European nations. As a result, they fought many wars to kick out the Europeans (also called Westerners) and gain independence (self-government):

**Spheres of Influence in China**



**OVERALL:**


In the 800s, industrialized powers greatly expanded their empires. Great Britain took control of India, and European nations occupied much of Africa. Imperial powers also forced China to grant trading concessions. This led to the growth of nationalism in China. Other effects of imperialism included the emergence of a global economy, the spread of western culture, and conflict between imperial powers.

Spheres of Influence in China until 1914



HIGHLIGHT - UNDERLINE - CIRCLE VOCABULARY - CHUNKING - \*ASTERISKS / STARS\* - QUESTION MARKS???

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

CORNELL NOTES  	<b>Topic/Objective:</b>  UNIT 5 Section 7  Imperialism	<b>Name:</b>  <hr/>
		<b>Class/Period:</b>  <hr/>
		<b>Date:</b>  <hr/>

**ESSENTIAL QUESTION:**

<b>Questions/Main Ideas/Annotations:</b>	<b>ANSWER THE FOLLOWING QUESTIONS USING YOUR STUDY GUIDE AND/OR MATERIALS FROM CLASS</b>
<b>IMPERIALISM</b>  1. What factors led to the new imperialism of the 1800s?	
<b>POWER</b>  2. How did imperialistic countries gain power over the peoples of Africa and Asia?	
<b>CHANGE</b>  3. What were the effects of imperialism?	
<b>NATIONALISM</b>  4. How did imperialism lead to nationalistic feelings in China and other nations of Asia and Africa?	

**HIGHLIGHT – UNDERLINE - CIRCLE VOCABULARY – CHUNKING – \*ASTERISKS / STARS\* – QUESTION MARKS???**

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES



10-24-7 METHOD: HOW DO I KNOW YOU ARE STUDYING THESE NOTES? (EVIDENCE)

UNIT 5 Section 7	DEFINE THE FOLLOWING VOCABULARY
5. Imperialism	
6. "White Man's Burden"	
7. Sepoy Mutiny	
8. Boer War	
9. Opium War	
10. Treaty of Nanjing	
11. Spheres of Influence	An area of one country under the control of another. In China, these areas guaranteed specific trading privileges to each imperialist nation within its respective sphere.
12. Taiping Rebellion	
13. Boxer Rebellion	
14. Sun Yixian	

**HIGHLIGHT** – **UNDERLINE** - **CIRCLE VOCABULARY** – **CHUNKING** – **\*ASTERISKS / STARS\*** – **QUESTION MARKS???**

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

<b>Topic/Objective: Unit 5 Section 7</b>  <b>Imperialism Quiz</b>	<b>Name:</b>
	<b>Class/Period:</b>
	<b>Date:</b>

**DIRECTIONS:** Read each question carefully before you select your final response. Double check test when complete.

**MULTIPLE CHOICE:** (80 pts)

1. **Which statement best expresses the motive for 19<sup>th</sup> century European imperialism?**
  - a. European leaders believed imperialism was an effective method of reducing the number of wars
  - b. European nations would benefit from some aspects of the conquered nation’s culture
  - c. Imperialism would benefit the economies of the colonial powers
  - d. African and Asian countries were becoming a military threat to European countries
  
2. **Which statement best expresses the Western perspective regarding Rudyard Kipling’s “white man’s burden”?**
  - a. Europeans should preserve traditional cultures in Africa and Asia
  - b. Europeans had a duty to introduce the benefits of their civilization to non-European peoples
  - c. Europeans must protect existing African and Asian economies
  - d. Europeans suffered great hardships in exploring new trade routes to Asia
  
3. **Which statement about the European partitioning (dividing) of Africa during the Berlin Conference is most accurate?**
  - a. Europeans drew colonial borders based on African tribal boundaries
  - b. The African continent was divided equally among the colonial powers
  - c. European control did much to improve the economies of most tribal groups
  - d. African cultural and ethnic traditions were often ignored by colonial governments
  
4. **Which phrase best expresses the ideas of nineteenth century British foreign policy?**
  - a. “blood and iron”
  - b. “white man's burden”
  - c. “liberty, equality, fraternity”
  - d. “peace, land, and bread”
  
5. **Which was a major effect of European rule in Africa?**
  - a. decreased dependence of African nations on imports
  - b. development of subsistence agriculture
  - c. improved transportation and communication systems
  - d. increased use of barter

**HIGHLIGHT – UNDERLINE - CIRCLE VOCABULARY – CHUNKING – \*ASTERISKS / STARS\* – QUESTION MARKS???**

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

6. Which was the characteristic of Western European nations that most enabled them to establish colonies in Asia and Africa?
  - a. rigid social class structures
  - b. self-sufficiency in natural resources
  - c. frequent political revolutions
  - d. advanced technology
  
7. Which situation led to the defeat of China in the Opium War (1839–1842)?
  - a. a civil war on the Sino-Tibetan border
  - b. the technological advances of European powers
  - c. a famine that weakened the Chinese military
  - d. the lack of support for the Manchu government from Chinese scholars
  
8. Russia in the 1700s and Japan in the 1800s were similar in that both countries
  - a. began the process of modernization after a long period of isolationism.
  - b. developed democratic governments after years under absolute monarchies.
  - c. refused to accept western technological ideas.
  - d. adopted socialist economic systems after capitalism failed.
  
9. European imperialism promoted the development of nationalism in Asian and African countries by
  - a. unintentionally uniting people to oppose foreign domination.
  - b. promoting free trade associations among the colonies.
  - c. establishing Christianity as the common religion.
  - d. discouraging patriotic feelings toward the mother country.

**CONSTRUCTIVE RESPONSE QUESTION:** (20 pts) Complete on separate sheet of paper

**Explain three arguments that were used by imperialist powers to justify imperialism.**