

# Mr. Portteus' Social Studies Classes

Hello All:

In this packet of awesomeness you will find work for roughly about two weeks of work. This time around you will not be graded on yeah I did it! You will be graded for accuracy. The goal of the work is to be done a little at a time. You should be spending roughly 25-30 mins a day on the work here. This is not meant for you to stay up late like you are binge watching episodes of **"The Witcher"** You need to work on this a little at a time!

This time around for some of the classes you will find notes printed and attached with it is a worksheet that you must complete! You will be required to read the notes and write test questions. If you find that in your assignment follow the directions given. If you can attend the weekly check-ins we will discuss the material as needed.

I will be holding office hours from 1-3 pm every day in addition to the weekly check-ins. As always you can email me at [William.Portteus@leonagroup.com](mailto:William.Portteus@leonagroup.com)

Please stay safe and work diligently as you can. I know this is a very difficult situation and that these are trying times but as Winston Churchill once said *"A pessimist sees the difficulty in every opportunity, an optimist sees the opportunity in every difficulty."*

Take care all and as always if you have questions, comments and concerns please let me know.

Name: \_\_\_\_\_ period: \_\_\_\_\_

# Notes Assignment

**Directions:** Since I cannot direct teach you over the duration of the stay at home order, your job is to look at the slides attached and write possible test questions. You will write the question and when we start our class meetings, we will discuss them as a class. I will also ask you questions to check for understanding. All of this is for a grade!! So, take your time on the assignment! This assignment should be spread over the duration of the extension. This activity should take no less than an hour. **Please make sure you include the answer to the question! You will be asking them on the calls!!**

Modern World History: you need to write a total of 25 questions

American History: You need to write a total of 25 questions

Intro to Law: you will need to write a total of 30 questions.

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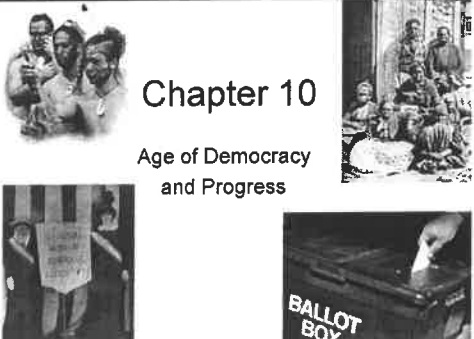
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## Chapter 10

### Age of Democracy and Progress




## Not Everyone was equal

- > Long-standing laws prevented many people from voting.
  - Catholics and Non-Anglican Protestants
  - Nor could they serve in Parliament
- > In the 1820's reformers passed laws to end this restriction.
  - Fight was not over!
- > A greater battle erupted over Parliamentary representation
  - During the I.R. population shifted to larger urban cities
    - Some rural towns lost so many people they had no votes
    - Yet local landowners in these rotten boroughs still sent people to Parliament
- > Growing cities such as Manchester and Birmingham had no seats.
  - Due to growing late




## 10.1 Democratic Reform

- > Early 1800's Britain was a Constitutional Monarchy.
- > A Parliament existed including the House of Lords and House of Commons
- > Only about 5% of British population could vote.
  - Must be male and own substantial amount of property
  - Women could not vote at all.




## British Reforms

- > The Reform Bill of 1832: wealthy middle class protested for suffrage: the right to vote, this bill eased property requirements so the middle class could vote.
  - Pushed by the Whig Party
- > Chartist Movement: called for suffrage for all men as well as:
  - A Secret ballot
  - An end to property requirements to be in Parliament.
  - Parliament to be a paid government position
  - By 1900 almost all the chartist demands had been met
    - After three attempts they organized a march to get it done!



## Victorian Age (1837-1890)

- > Queen Victoria has the longest reign in British History
- > Victoria embodied the values of the age:
  - Duty
  - Thrifty
  - Honesty
  - Hard work
  - Respectability
- > Married a German Prince Albert (married young)
- > During this reign the middle class grew.
  - Felt great confidence in the future
    - Grew as they expanded the Empire



## Victory's Family



### The Sun never Sets on the British Empire

- > Victoria was named the Empress of India
  - Ruled 300 million subjects around the world
- > During her reign she witnessed the growing agitation for Social Reforms
  - Victoria advocated for reforms to help the lower class
- > Britain would reach height of its power.



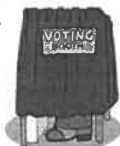
### A Change in Politics Mum



- > Political power shifted from the Queen to the Parliament.
- > Monarchy takes on a ceremonial role with true political power with the Prime Minister.
- > In the 1860's the political parties regrouped
  - Benjamin Disraeli lead the Conservative Party
  - William Gladstone lead the Liberal Party
  - Both will be named alternate as Prime Minister
- > Reform Bill of 1867 allowed many factory workers to vote
- > 1880's Gladstone helped expand voting rights to farmers.
  - By the end of the century all men could vote!
- > England goes from Constitutional Monarchy to Parliamentary Democracy

### Women gain suffrage

- In the 1800's women in Great Britain and the United States fought for the right to vote, suffrage.
- Emmeline Pankhurst forms the Women's Social and Political Union to draw attention to the cause of suffrage
  - Hunger strikes
  - Suffrage was not granted to all women in US and Britain until after WWI.



### Limiting the House of Lords

- > By the early 1900's many bills cleared the House of Commons only to die in the House of Lords
- > In 1911 rules were passed by the Liberal Government.
  - Restricted their power to tax and veto legislation
    - The Lord's resisted until the Liberal Government threatened to add more seats to get it done.
    - They backed off
- > People hailed it a victory!
  - The House of Lords will eventually become symbolic and all law came out of the Commons



### British Social and Economic Reforms

- > In the early and mid-1800's Parliament passed a wide variety of important new laws.
  - The most controversial was Free Trade
    - Trade between countries without quota's, tariffs, or other restrictions
- > Like other nations Britain taxed foreign imports.
  - The goal was to prompt buying local
- > Free traders argued laissez faire would create a demand for goods and lower prices
  - Would increase the pool as more people could sell.
- > Most tariffs were repealed in 1820's
  - Corn law's caused issues as many people wanted them repealed.
    - Crop failure in 1846 caused them to be repealed
    - Liberal Party felt a success



### Abolition of Slavery

- > During the Enlightenment people highlighted the evils of Slavery.
- > The abolition movement when people from the U.S., France and Britain began a global campaign to end the trade.
- > 1807 England became the first nation to abolish slave trade
  - Did not end slavery itself
- > The Congress of Vienna spoke out against it as did the Liberal Party
  - Formally ends in 1833 when Parliament passes a law ending it in all parts of the British Empire



### Crime and Punishment

- > Other reforms were aimed at the criminal justice system.
- > 1800's over 200 crimes= death sentence
  - included murder, shoplifting, sheep stealing, impersonating a vet.
- > Most juries did not convict as the punishment was so severe
  - Executions were public and drew crowds
- > 1850 capital punishment was saved for severe crimes
  - Murder, arson and treason
  - Many petty criminals were sent to live on Penal Colonies such as Australia and New Zealand
- > Public hangings end in 1868



### Working Class Victories



- > In 1905, Liberal Party member David Lloyd George stated "Four Ghosts haunt the poor: Old Age, Accident, Sickness, and Unemployment."
  - Goes on to say they plan on expelling them from England.
  - Parliament will go on to pass laws focusing on social reforms
- > 1842: mine owners could not employ children under 10 and women.
  - Result of the working conditions
- > 1847: women and children limited to 10hr day
- > Later in the 1800's the government began to regulate:
  - Sent inspectors to check on conditions and hours met
  - Eventually minm wage laws and max hours passed

### The Growth of Unions

- > Early during the I.R. labor unions were outlawed
- > Under pressure the government lifted the ban.
  - Trade Unions became legal in 1825.
  - It was illegal to strike until the turn of the century
- > Between 1890-1914 Union membership soared .
  - Beside pressuring for higher wages and better conditions, they pressured for shorter hours and better laws to improve working conditions



### Later Reforms

- > In the late 1800's and early 1900's both political parties enacted social reforms.
  - All to benefit the working class
  - Disraeli: sponsored laws to improve public health and housing
  - Gladstone: an education act calling for free elementary schooling. Government jobs based on merit not wealth.
- > Another source of reform was the Fabian Society.
  - Promoted gradual change through legal means not violence
  - Though small had big influence.
- > 1900 a new political party was born.
  - Formed by socialists and union members called the Labor Party
  - Will grow and pass the Liberal Party as the second party
- > 1800 passed laws for social welfare
  - Accident, health and unemployment insurance
  - Modeled after Bismarck's reforms in Germany



### Ireland's Problems

- > Through the duration of the 1600's Britain faced the "Irish Question"
  - England conquered them in the 1100's
  - 1600's the English and the Scottish took the best farmland
- > The Irish never accepted English rule.
  - Resented absentee landlords who ruled estates and were not present.
- > The Irish lived for the most part lived in poverty and fith
  - While paying high rents to landlords
  - They had to pay tithes to the Church of England
- > Irish Nationalists campaigned for freedom
  - Lead by Daniel O'Connell who organized the Irish Catholic League.
    - "My first object is to get Ireland for the Irish"
  - Managed to get the Catholic Emancipation Act
    - Allowed Irish Catholics to vote and hold office
    - Did not solve all of the problems



### The Struggle for Home Rule

- > The Irish Potato Famine left a legacy of bitterness and distrust.
  - Most of the crop land was dedicated to exports.
  - The result was all the potatoes that were grown went bad.
- > 1850's some Irish Militants organized the Fenian Brotherhood.
  - Goal was to liberate Ireland by force
- > 1870's the Irish Nationalist found an ally in Charles Stewart Parnell.
  - He rallied Irish members of Parliament to advocate home rule.
- > Prime minister Gladstone pushed for reforms in Ireland.
  - Ended the tith money
  - Eased the hardships of the tenant farmers
    - Ended high rent and gave them rights to the land
- > Irish get home rule in 1914... WWI breaks out



## France and Democracy

- > France averaged a new government almost once per year from 1871-1914
- > 1875 France's National Assembly creates the Third Republic: A democracy which will last nearly 60 years.



## France under Napoleon III

- > After the Revolution of 1848, Napoleon III nephew of Napoleon Bonaparte rose to power.
  - Set up the Second Empire
- > His appeal cut across lines of class and ideology.
  - The bourgeoisie saw him as a strong leader who would restore order
  - Promised to end poverty which appealed to the lower class
- > Unlike his uncle he would not bring France glory nor an empire.



## First it was Liberty



- > On the surface the Second Empire looked like a Constitutional Monarchy
- > Napoleon III ruled like a dictator
  - Had power to appoint his cabinet, the upper house of the legislature and officials
  - The assembly had universal male suffrage
    - Appointed officials "managed" elections so supporters of Napoleon III won
  - Debate and newspapers censored
- > The 1860's Napoleon III lifted some censorship and gave the legislature more power.
  - Eventually gave a new constitution that extended democratic rights

## Economic Growth

- > Like much of Europe France prospered.
- > Napoleon III promoted
  - Investment in industry
  - Large scale ventures
    - Railroad
  - Urban renewal of Paris
- > French entrepreneur Ferdinand de Lesseps organized the building of the Suez Canal
  - The goal was to build it in Egypt and link the Mediterranean Sea with Red Sea and Indian Ocean
- > Workers enjoyed prosperity:
  - Labor unions legalized
  - Public education for all
  - Public health programs



## Foreign Mishaps



- > Napoleon III's worst failures was foreign affairs.
- > 1860 attempted to place Maximilian an Austria Hapsburg prince on the throne of Mexico.
  - Goal was to turn it into a French Satellite state.
  - The result was a failure
    - Too much troops and Mexico fought back
- > Napoleon helped Italian nationalists fight Austria.
  - In return Nice and Savoy became French Colonies
  - Victory backfired as a united Italy emerged as a rival on the French boarder
- > France assisted Britain in the Crimean War
  - Only gained a small portion of the Middle East
    - Afghanistan

## War with Prussia

- > France began to have fear with Prussia's rise to power.
- > Otto von Bismarck baited Napoleon into a war.
  - France loses as the Prussian troops surround Paris and starve them to surrender
    - Forced to catch rats and eat circus animals to survive
  - Napoleon III is captured by the Prussians





### Third Republic Challenges



- > After the capture of Napoleon III, republicans in Paris declared an end to the Second Empire.
  - Had to setup a provisional government
- > The French third Republic began in 1871.
  - > The new national assemble excepted a harsh peace with Prussia.
    - Large payments to Berlin
    - Surrender of Alsace and Lorraine
      - France was eager for vengeance

### Paris Commune

- > 1871 an uprising broke out in Paris.
- > Rebels setup the Paris Commune
  - Their goal was to save the Republic from royalists
- > Communards included workers and socialists.
  - Resented the treaty signed and dreamed of creating a new social order
- > The National Assembly ordered them to disband.
  - The government sent troops to Paris to make them disband.
  - Cities respect to war
- > The rebels:
  - Set fire to gov buildings
  - Topped monuments to Napoleon I
  - Slaughtered hostages
- > The French Third Republic ended it with the death of 20,000 Communards.
  - Would leave bitter division for years to come



### Government Structure



- > Had a two house legislature.
  - Chamber of Deputies elected by universal male suffrage.
    - With the Senate it elected the President of France
- > The president was a figure head as all the power was with the premier
  - Prime Minister
- > Unlike England's two party system, France had a multi-party system:
  - With so many parties France had to operate under making coalitions.
    - Once formed picked a president and made a cabinet
  - Very common around Europe but very unstable.
    - Allows people to vote with people who are exactly like them

### Political Scandal

- > Despite frequent changes in gov.
  - 50 in 10 years
- > France did make economic progress.
  - Expanded over seas and paid Prussia back in full.
- > A series of political scandals shook the faith of the Third Republic.
  - Gen. George Boulanger rallied royalists and ultranationalists eager for revenge on Prussia.
    - Accused of plotting to overthrow the gov and ran to Belgium
  - A nephew of the president was caught selling nominations for Legion of Honor
    - The president resigned



### Dreyfus affair

- > Anti-Semitism: prejudice against Jews plays a major role in this scandal.
- > Captain Alfred Dreyfus (Jewish officer) accused of selling military secrets to Germany and sentenced to life in prison.
  - New evidence emerges showing that Dreyfus was framed but many refused to reopen the case.
  - Emile Zola publishes letter defending Dreyfus in J'accuse and is sentenced to one year in prison but eventually Dreyfus is released



### Images of anti Semitism



### Zionism

- Long history of persecution convinced many Jews to work for a separate Jewish homeland in Palestine.
- Zionism was developed to pursue the goal of a Jewish homeland and was led by Theodor Herzl.



### French Reforms

- France passed laws regulating wages, hours and safety.
- Setup a system of free public schools all over France.
  - Goal was to reduce the influence of the Catholic Church as it controlled education.
- France began to repress church involvement in government.
  - Republicans saw the church as a conservative opposition to progressive policies.
  - The government closed Church schools along with convents and monasteries.
- 1805 passed a law separating church and state.
  - Stopped paying clergy salaries
  - Also allowed freedom of worship
- 1896 France allows women to earn a living and keep it
  - End of the Napoleonic Code on some things
- 1906 Jeanne – Elizabeth Schmahl advocated for Women Suffrage
  - Founded French Union for Women Suffrage
  - Favored legal protests.
  - Liberal men feared women would side with the Catholic Church
- Women do not vote until the end of WWII



### 10.3 War and Expansion in the U.S.

- Americans Move West
  - Jefferson buys Louisiana from Napoleon
  - Manifest Destiny: the idea that the US has the right to rule North America from ocean to ocean.
    - Justified removal of Native Americans, Cherokee forced to march 800 miles from Georgia to Oklahoma
    - Journey known as the Trail of Tears



### Texas and Mexico

- Land west of Louisiana territory belonged to Mexico, but many American settlers moved into the land.
- 1836 Texas revolted against Mexico and won independence and was annexed by US in 1845.
- War between US and Mexico results in a quick US victory in which they gained the Mexican Cession including California and much of the Southwest.



### Civil War

- Northern economy included farms and industry depending on free workers.
- Southern economy relied on agriculture which relied on slave labor.
- Issues boiled over to States rights vs. the federal government.
- 1860 Abraham Lincoln is elected president who had promised to stop spread of slavery.



### Secession

- > Southern states began to secede, withdraw from the Union to form the Confederate states of America.
- > 1861 Confederate forces fired at Ft. Sumter in SC starting the Civil War.



### Emancipation Proclamation

- > 1863 Lincoln issues Emancipation proclamation stating the war was about Slavery.
  - He announced all slaves in Confederate States were free but freed no slaves
  - Political move to keep European Nations from aiding the Confederacy.
  - These nations did not send money and supplies to the south as they had hoped.



### End of the Civil War

- > South Surrenders and three Amendments are passed.
  - 13<sup>th</sup> abolished Slavery in the U.S.
  - 14 and 15 extend citizenship and the right to vote to all African Americans.
  - Union Troops occupied the South from 1865-1877



### Reconstruction

- When Federal Troops left the South, laws were passed to limit African American's rights and make it difficult for them to vote.
- Segregation or separation of the races in the South became common and discrimination against African Americans continued in the North as well as the South.



### Post War Economy

- > Industrial Expansion in the US reached record levels.
  - Immigrants from Europe and Asia arrived and settled in Northern cities and took on many industrial jobs.
  - Transcontinental Railroad was completed in 1869 linking East to West coast.
    - Railroads linked farms to cities and boosted trade and helped make the U.S. an economic world leader.

CHAPTER

9

SECTION 1

Section Summary

THE INDUSTRIAL REVOLUTION SPREADS

During the early Industrial Revolution, Britain was the world's industrial giant. Later, two new industrial powers emerged—Germany and the United States. These nations had more abundant supplies of coal, iron, and other resources than Britain. This helped them become the new industrial leaders. These nations also had the advantage of being able to follow Britain's lead, borrowing its experts and technology. The demands of an industrial society brought about many social, economic, and political changes.

Technology sparked industrial and economic growth. **Henry Bessemer** patented the process for making steel from iron. Steel became so important that industrialized countries measured their success in steel output. **Alfred Nobel** earned enough money from his invention of dynamite to fund today's Nobel prizes. Electricity replaced steam as the dominant industrial energy source. **Michael Faraday** created the first simple electric motor, as well as the first **dynamo**. In the 1870s, **Thomas Edison** made the first electric light bulb. Soon, electricity lit entire cities, the pace of city life quickened, and factories continued to operate after dark. **Interchangeable parts** and the **assembly line** made production faster and cheaper.

Technology also transformed transportation and communication. Steamships replaced sailing ships. Railroads connected cities, seaports, and industrial centers. The invention of the internal combustion engine sparked the automobile age. In the early 1900s, Henry Ford developed an assembly line to produce cars, making the United States a leader in the automobile industry. The air age began when **Orville and Wilbur Wright** flew their plane for a few seconds in 1904. Communication advances included the telegraph and telephone. **Guglielmo Marconi's** radio became the cornerstone of today's global communication network.

New technologies needed investments of large amounts of money. To get the money, owners sold **stock** to investors, growing businesses into giant **corporations**. By the late 1800s, what we call "big business" came to dominate industry. Corporations formed **cartels** to control markets.

Review Questions

1. What advantages did the new industrial powers have?

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2. How did the development of electricity change life in cities?

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READING CHECK

What two new industrial powers emerged in the mid-1800s?

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VOCABULARY STRATEGY

What does the word *dominate* mean in the underlined sentence? It comes from a Latin word that means "lord" or "master." Use this information about the word's origin to help you figure out what *dominate* means.

READING SKILL

**Identify Main Ideas** How was transportation transformed during the Industrial Revolution?

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## CHAPTER

## 9

## SECTION 2

## Section Summary

## THE RISE OF THE CITIES

Between 1800 and 1900, the population of Europe more than doubled. Advances in medicine slowed death rates and caused a population explosion. In the fight against disease, scientists speculated about a **germ theory**. They believed that certain germs might cause specific diseases. In 1870, French chemist **Louis Pasteur** showed that this link is real. Ten years later, German doctor **Robert Koch** identified the bacteria that causes tuberculosis, a deadly respiratory disease. As people began to understand how germs cause diseases, they practiced better hygiene. This helped decrease the number of deaths from disease. Better hygiene also led to improvements in hospital care. British nurse and reformer **Florence Nightingale** introduced sanitary measures in hospitals. The English surgeon **Joseph Lister** discovered how antiseptics prevent infection.

As industrialization progressed, city life underwent dramatic changes in Europe and the United States. The most extensive **urban renewal** took place in Paris in the 1850s. Wide boulevards, paved streets, and splendid public buildings replaced old streets full of tenement housing. Architects used steel to build soaring buildings called skyscrapers. Electric streetlights illuminated the night, increasing safety. Massive new sewage systems in London and Paris provided cleaner water and better sanitation, sharply cutting death rates from disease.

Despite these efforts, urban life remained difficult for the poor. In the worst tenements, whole families were often crammed into a single room. Slums remained a fact of city life. Still, millions of people were attracted to cities because of the promise of work, entertainment, and educational opportunities.

However, industrialization and urban improvements did not improve conditions for workers. Most experienced low wages, long hours, unsafe environments, and the constant threat of unemployment. Workers protested these terrible conditions. They formed **mutual-aid societies** and organized unions. Pressured by unions, reformers, and working-class voters, governments passed laws to regulate working conditions. Wages varied, but overall, the **standard of living** for most workers did rise.

## Review Questions

1. How did advances in medicine cause a population explosion?

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2. What two changes in the 1800s made city life safer and healthier?

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## READING CHECK

What did Louis Pasteur do in 1870?

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## VOCABULARY STRATEGY

What does the word *illuminated* mean in the underlined sentence? The root of this word is from *lumen*, which is Latin for "light." How can you use the root of *illuminated* to help you figure out its meaning?

## READING SKILL

**Identify Supporting Details** In what ways were working conditions difficult for most industrial workers?

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CHAPTER

9

SECTION 3

Section Summary

CHANGING ATTITUDES AND VALUES

In the late 1800s, the social order in the Western world slowly changed. Instead of nobles and peasants, a more complex social structure emerged, made up of three classes. The new upper class included very rich business families. Below this tiny elite were a growing middle class and a struggling lower middle class. Workers and peasants were at the bottom of the social ladder.

The middle class developed its own values and way of life, which included a strict code of rules that dictated behavior for every occasion. A **cult of domesticity** also emerged that idealized women and the home.

Demands for women's rights also challenged the traditional social order. Across Europe and the United States, many women campaigned for fairness in marriage, divorce, and property laws. Many women's groups also supported the **temperance movement**. In the United States, reformers such as **Elizabeth Cady Stanton** and **Sojourner Truth** were dedicated to achieving **women's suffrage**.

Industrialized societies recognized the need for a literate workforce. Reformers persuaded many governments to require basic education for all children and to set up public schools. More and more children attended school, and public education improved.

At the same time, new ideas in science challenged long-held beliefs. **John Dalton** developed the modern atomic theory. The most controversial new idea, however, came from the British naturalist **Charles Darwin**. His ideas upset those who debated the validity of his conclusions. Darwin argued that all forms of life had evolved over millions of years. His theory of natural selection explained the long, slow process of evolution. In natural selection, members of each species compete to survive. Unfortunately, some people applied Darwin's theory of natural selection to encourage **racism**. Others applied his ideas to economic competition.

Religion continued to be a major force in Western society. The grim realities of industrial life stirred feelings of compassion and charity. For example, the **social gospel** urged Christians to push for reforms in housing, healthcare, and education.

Review Questions

1. How did the social structure change in the late 1800s?

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2. For what rights did women in Europe and the United States campaign?

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READING CHECK

What new scientific theory did Charles Darwin promote to explain evolution?

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VOCABULARY STRATEGY

What does the word *controversial* mean in the underlined sentence? Use context clues, or surrounding words and sentences, to figure out what *controversial* means.

READING SKILL

**Identify Supporting Details**  
What changes in education were brought about by the Industrial Revolution?

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## CHAPTER

## 9

## SECTION 4

## Section Summary

## ARTS IN THE INDUSTRIAL AGE

From about 1750 to 1850, a cultural movement called **romanticism** emerged in Western art and literature. The movement was a reaction against the rationality and restraint of the Enlightenment. Romanticism emphasized imagination, freedom, and emotion. In contrast to Enlightenment literature, the works of romantic writers included direct language, intense feelings, and a glorification of nature.

Poets **William Wordsworth**, **William Blake**, and **Lord Byron** were among the major figures of the romantic movement. Romantic novelists, such as **Victor Hugo**, were inspired by history, legend, and folklore. Romantic composers also tried to stir deep emotions. The passionate music of **Ludwig van Beethoven** combined classical forms with a stirring range of sound. Painters, too, broke free from the formal styles of the Enlightenment. They sought to capture the beauty and power of nature with bold brush strokes and colors.

By the mid-1800s, another new artistic movement, **realism**, took hold in the West. Realists sought to represent the world as it was, without romantic sentiment. Their works made people aware of the grim conditions of the Industrial Age. Many realists wanted to improve the lives of those they depicted. **Charles Dickens**, for example, vividly portrayed in his novels the lives of slum dwellers and factory workers. Some of his novels shocked middle-class readers with images of poverty, mistreatment of children, and urban crime. Painters such as **Gustave Courbet** also portrayed the realities of the time.

By the 1840s, a new art form, photography, emerged. **Louis Daguerre** produced some of the first successful photographs. Some artists questioned the effectiveness of realism when a camera could make such exact images. By the 1870s, one group had started a new art movement, **impressionism**. Impressionists, such as **Claude Monet**, sought to capture the first fleeting impression made by a scene or object on the viewer's eye. By concentrating on visual impressions, rather than realism, artists created a fresh view of familiar subjects. Later painters, called postimpressionists, developed a variety of styles. **Vincent van Gogh**, for example, experimented with sharp brush lines and bright colors.

### Review Questions

1. How did the romantic movement differ from the Enlightenment?

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2. What was the goal of the impressionist artists?

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### READING CHECK

Against what was the romantic movement a reaction?

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### VOCABULARY STRATEGY

What does the word *intense* mean in the underlined sentence? What clues can you find in the surrounding words, phrases, or sentences that might have a similar meaning? Use these context clues to help you learn what *intense* means.

### READING SKILL

**Identify Supporting-Details**  
Identify two supporting details for the following main idea: The artists of the realism movement made people more aware of the harsh conditions of life in the Industrial Age.

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**CHAPTER**  
**10**  
**SECTION 1**

**Section Summary**

**BUILDING A GERMAN NATION**

In the early 1800s, German-speaking people lived in a number of German states. Many also lived in Prussia and the Austrian empire. There was no unified German nation. However, events unfolded in the mid-nineteenth century that eventually led to the formation of one Germany. Between 1806 and 1812, Napoleon invaded these lands. He organized a number of German states into the Rhine Confederation. After Napoleon's defeat, the Congress of Vienna created the German Confederation. This was a weak alliance of German states headed by Austria. In the 1830s, Prussia created an economic union called the *Zollverein*. This union removed tariff barriers between many German states, yet they remained politically fragmented.

**Otto von Bismarck**, the chancellor of Prussia, led the drive to unite the German states—but under Prussian rule. Bismarck was a master of **Realpolitik**, or realistic politics based on the needs of the state. After creating a powerful military, he was ready to pursue an aggressive foreign policy. Over the next decade, Bismarck led Prussia into three wars. Each war increased Prussian power and paved the way for German unity.

In 1866, Bismarck created an excuse to attack Austria. The Austro-Prussian War lasted only seven weeks. Afterwards, Prussia **annexed** several north German states. In France, the Prussian victory angered Napoleon III. A growing rivalry between the two nations led to the Franco-Prussian War of 1870. Bismarck worsened the crisis by rewriting and releasing to the press a telegram that reported on a meeting between William I of Prussia and the French ambassador. Bismarck's editing of the telegram made it seem that William I had insulted the Frenchman. Furious, Napoleon III declared war on Prussia, as Bismarck had hoped. The Prussian army quickly defeated the French.

Delighted by the victory, German princes persuaded William I to take the title **kaiser** of Germany. In January 1871, German nationalists celebrated the birth of the Second **Reich**. Bismarck drafted a constitution that created a two-house legislature. Even so, the real power was in the hands of the kaiser and Bismarck.

**Review Questions**

1. What events occurred in the early 1800s that helped promote German unity?  
\_\_\_\_\_  
\_\_\_\_\_
2. How did Bismarck use war to create a united Germany under Prussian rule?  
\_\_\_\_\_  
\_\_\_\_\_

**READING CHECK**

What was Realpolitik?  
\_\_\_\_\_  
\_\_\_\_\_

**VOCABULARY STRATEGY**

What does the word *editing* mean in the underlined sentence? Circle the context clues in the paragraph that could help you figure out what *editing* means.

**READING SKILL**

**Recognize Sequence** What events led Napoleon III to declare war on Prussia?  
\_\_\_\_\_  
\_\_\_\_\_



CHAPTER  
**10**  
SECTION 2

**Section Summary**  
GERMANY STRENGTHENS

After unification in 1871, the new German empire emerged as an industrial giant. Several factors made industrialization in Germany possible, such as ample iron and coal resources. These are the basic ingredients for industrial development. A disciplined and educated workforce also helped the economy grow. The German middle class created a productive and efficient society that prided itself on its sense of responsibility. Additionally, a growing population provided a huge home market for goods and a large supply of industrial workers.

German industrialists recognized the value of applied science in developing new products, such as synthetic chemicals and dyes. Both industrialists and the government supported scientific research and development. The government also promoted economic development. It issued a single form of currency for Germany and reorganized the banking system. The leaders of the new empire were determined to maintain economic strength as well as military power.

Bismarck pursued several foreign-policy goals. He wanted to keep France weak and build strong links with Austria and Russia. On the domestic front, Bismarck, called "the Iron Chancellor," targeted the Catholic Church and the Socialists. He believed these groups posed a threat to the new German state. He thought Catholics would be more loyal to the Church than to Germany. He also worried that Socialists would undermine the loyalty of workers and turn them toward revolution. Bismarck tried to repress both groups, but his efforts failed. For example, the *Kulturkampf* was a set of laws intended to weaken the role of the Church. Instead, the faithful rallied to support the Church. When repressing the Socialists failed to work, Bismarck changed course and pioneered social reform.

In 1888, William II became the kaiser. He believed that his right to rule came from God, and he shocked Europe by asking Bismarck to resign. Not surprisingly, William II resisted efforts to introduce democratic reforms. However, his government provided many social welfare programs to help certain groups of people. The government also provided services such as cheap transportation and electricity.

**Review Questions**

1. What did the German government do to promote economic development?  
\_\_\_\_\_
2. Why did Bismarck believe Catholics posed a threat to the new German state?  
\_\_\_\_\_

**READING CHECK**

What two ingredients are basic for industrial development?

\_\_\_\_\_

\_\_\_\_\_

**VOCABULARY STRATEGY**

What does the word *synthetic* mean in the underlined sentence? Notice that these chemicals and dyes did not appear in nature, but were developed. Using this clue, write a definition for *synthetic*.

**READING SKILL**

**Recognize Sequence** Correctly number the following events:

- \_\_\_\_\_ William II becomes Kaiser.
- \_\_\_\_\_ Germany unifies in 1871.
- \_\_\_\_\_ Government reorganizes the banking system.
- \_\_\_\_\_ Bismarck is asked to resign.

CHAPTER  
**10**  
SECTION 3

**Section Summary**  
UNIFYING ITALY

The peoples of the Italian peninsula had not been unified since Roman times. By the early 1800s, however, patriots were determined to build a new, united Italy. As in Germany, Napoleon's invasions had sparked dreams of nationalism.

In the 1830s, the nationalist leader Giuseppe Mazzini founded Young Italy. The goal of this secret society was "to constitute Italy, one, free, independent, republican nation." To nationalists like Mazzini, establishing a unified Italy made sense because of geography and a common language and history. It also made economic sense because it would end trade barriers among Italian states. Unification would stimulate industry, too.

Victor Emmanuel II, the constitutional monarch of Sardinia, hoped to join other states with his own and increase his power. In 1852, he made Count **Camillo Cavour** his prime minister. Cavour's long-term goal was to end Austrian power in Italy. With help from France, Sardinia defeated Austria and annexed Lombardy. Meanwhile, nationalist groups overthrew Austrian-backed leaders in other northern Italian states. In the south, **Giuseppe Garibaldi** had recruited a force of 1,000 red-shirted volunteers. He and his "Red Shirts" quickly won control of Sicily. Then they crossed to the mainland and marched triumphantly to Naples. Garibaldi turned over both regions to Victor Emmanuel. In 1861, Victor Emmanuel II was crowned king of Italy. Only Rome and Venetia remained outside the nation. However, Italy formed an alliance with Bismarck during the Austro-Prussian War and won the province of Venetia. Then, during the Franco-Prussian War, France was forced to withdraw its troops from Rome. For the first time since the fall of the Roman Empire, Italy was a united land.

However, Italy faced many problems as **anarchists** and radicals struggled against the conservative government. Tensions grew between the north and south. The north was richer and had more cities. The south was poor and rural. Still, Italy developed economically and the population grew. For many, however, **emigration** offered a chance to improve their lives. Large numbers of Italians left for the United States, Canada, and Latin America.

**Review Questions**

1. Why did nationalists feel that a unified Italy made sense?

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2. Why did tensions between the north and south grow after unification?

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**READING CHECK**

What was Camillo Cavour's long-term goal as prime minister?

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**VOCABULARY STRATEGY**

What does the word *constitute* mean in the first underlined sentence? Note that the word is a verb, which means it describes an action. Read the second underlined sentence to find out what action the nationalists wanted to take. Use this information to help you figure out what *constitute* means.

**READING SKILL**

**Recognize Sequence** What events took place between Garibaldi's recruitment of the "Red Shirts" and Victor Emmanuel II's crowning as king of Italy?

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CHAPTER  
**10**  
SECTION 4

## Section Summary

### NATIONALISM THREATENS OLD EMPIRES

In 1800, the Hapsburgs of Austria, the oldest ruling house in Europe, presided over a multinational empire. The emperor, Francis I, upheld conservative goals against growing liberal forces. He could not, however, hold back the changes that were happening throughout Europe. By the 1840s, Austria was facing the problems of industrial life, including growth of cities, worker discontent, and socialism. Nationalists were threatening the old order. The Hapsburgs ignored these demands for change and crushed revolts. Amid the turmoil, 18-year-old **Francis Joseph** inherited the Hapsburg throne. He granted some limited reforms, such as adopting a constitution. The reforms, however, satisfied only the German-speaking Austrians, but none of the other ethnic groups.

Austria's defeat in the 1866 war with Prussia brought even more pressure for change, especially from Hungarians within the empire. **Ferenc Deák** helped work out a compromise known as the **Dual Monarchy** of Austria-Hungary. Under this agreement, Austria and Hungary became separate states. Each had its own constitution, but Francis Joseph ruled both—as emperor of Austria and king of Hungary. However, other groups within the empire resented this arrangement. Restlessness increased among various Slavic groups. Some nationalist leaders called on Slavs to unite in “fraternal solidarity.” By the early 1900s, nationalist unrest left the government paralyzed in the face of pressing political and social problems.

Like the Hapsburgs, the Ottomans ruled a multinational empire. It stretched from Eastern Europe and the Balkans to the Middle East and North Africa. As in Austria, nationalist demands tore at the fabric of the Ottoman empire. During the 1800s, various peoples revolted, hoping to set up their own independent states. With the empire weakened, European powers scrambled to divide up Ottoman lands. A complex web of competing interests led to a series of crises and wars in the Balkans. Russia fought several wars against the Ottomans. France and Britain sometimes joined the Russians, and sometimes the Ottomans. By the early 1900s, observers were referring to the region as the “Balkan powder keg.” The “explosion” came in 1914 and helped set off World War I.

### Review Questions

1. What problems threatened the Hapsburg empire in the 1840s?

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2. What effect did nationalist unrest have on the Ottoman empire?

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### READING CHECK

What new political entity did Ferenc Deák help create?

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### VOCABULARY STRATEGY

What does the word *fraternal* mean in the underlined sentence? The word derives from the Latin word *frater*, which means “brother.” Use this information about the word’s origin to help you figure out what *fraternal* means.

### READING SKILL

**Recognize Sequence** What are two events that led to the decline of the Austrian empire in the late 1800s?

1. \_\_\_\_\_

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2. \_\_\_\_\_

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**CHAPTER**  
**10**  
**SECTION 5**

**Section Summary**

**RUSSIA: REFORM AND REACTION**

By 1815, Russia was the largest, most populous nation in Europe. The Russian **colossus** had immense natural resources. Reformers hoped to free Russia from autocratic rule, economic backwardness, and social injustice. One of the obstacles to progress was the rigid social structure. Another was that, for centuries, tsars had ruled with absolute power, while the majority of Russians were poor serfs.

**Alexander II** became tsar in 1855 during the **Crimean War**. Events in his reign represent the pattern of reform and repression of previous tsars. The war, which ended in a Russian defeat, revealed the country's backwardness and inefficient bureaucracy. People demanded changes, so Alexander II agreed to some reforms. He ordered the **emancipation** of the serfs. He also set up a system of local, elected assemblies called **zemstvos**. Then he introduced legal reforms, such as trial by jury. These reforms, however, failed to satisfy many Russians. Radicals pressed for even greater changes and more reforms. The tsar then backed away from reform and moved toward repression. This sparked anger among radicals and, in 1881, terrorists assassinated Alexander II. In response to his father's death, Alexander III revived harsh, repressive policies. He also suppressed the cultures of non-Russian peoples, which led to their persecution. Official persecution encouraged **pogroms**, or violent mob attacks on Jewish people. Many left Russia and became **refugees**.

Russia began to industrialize under Alexander III and his son Nicholas II. However, this just increased political and social problems because nobles and peasants feared the changes industrialization brought. News of military disasters added to the unrest. On Sunday, January 22, 1905, a peaceful protest calling for reforms turned deadly when the tsar's troops killed and wounded hundreds of people. In the months that followed this "Bloody Sunday," discontent exploded across Russia. Nicholas was forced to make sweeping reforms. He agreed to summon a **Duma**. He then appointed a new prime minister, **Peter Stolypin**. Stolypin soon realized Russia needed reform, not just repression. Unfortunately, the changes he introduced were too limited. By 1914, Russia was still an autocracy, but the nation was simmering with discontent.

**Review Questions**

1. What effect did the Crimean War have on Russia?

\_\_\_\_\_

\_\_\_\_\_

2. What happened on January 22, 1905?

\_\_\_\_\_

\_\_\_\_\_

**READING CHECK**

What were zemstvos?

\_\_\_\_\_

\_\_\_\_\_

**VOCABULARY STRATEGY**

What does the word *radicals* mean in the underlined sentence? Think about why these people were dissatisfied with Alexander II's reforms. Circle the words in the underlined sentence that help you figure out what *radical* means.

**READING SKILL**

**Recognize Sequence** What happened between Alexander II's becoming tsar and his assassination in 1881?

\_\_\_\_\_

\_\_\_\_\_



CHAPTER  
**11**  
SECTION 1

**Section Summary**  
DEMOCRATIC REFORM IN BRITAIN

In 1815, Britain was governed by a constitutional monarchy with a Parliament and two political parties. However, it was far from democratic. The House of Commons, although elected, was controlled by wealthy nobles and squires. The House of Lords could veto any bill passed by the House of Commons. Catholics and non-Church of England Protestants could not vote. **Rotten boroughs**, rural towns that had lost most of their voters during the Industrial Revolution, still sent members to Parliament. At the same time, new industrial cities had no seats allocated in Parliament.

The Great Reform Act of 1832 redistributed seats in the House of Commons, giving representation to new cities and eliminating rotten boroughs. It enlarged the **electorate** but kept a property requirement for voting. Protesters known as the Chartists demanded universal male suffrage, annual parliamentary elections, salaries for members of Parliament, and a **secret ballot**. In time, most of the reforms they proposed were passed by Parliament.

From 1837 to 1901, the great symbol in British life was **Queen Victoria**. She set the tone for the Victorian age that was named for her. She embodied the values of duty, thrift, honesty, hard work, and respectability. Under Victoria, the middle class felt confident. That confidence grew as the British empire expanded.

In the 1860s, a new era dawned in British politics. **Benjamin Disraeli** forged the Tories into the modern Conservative Party. The Whigs, led by **William Gladstone**, evolved into the Liberal Party. Disraeli and Gladstone alternated as prime minister and fought for important reforms. The Conservative Party pushed through the Reform Bill of 1867, which gave the vote to many working-class men. In the 1880s, the Liberals got the vote extended to farm workers and most other men.

By century's end, Britain had truly transformed from a constitutional monarchy to a **parliamentary democracy**. In this form of government, executive leaders are chosen by and responsible to the parliament, and they are members of it. In 1911, measures were passed that restricted the power of the House of Lords, and it eventually became a largely ceremonial body.

**Review Questions**

1. What was the result of the Great Reform Act of 1832?  
\_\_\_\_\_  
\_\_\_\_\_
2. How is a parliamentary democracy organized?  
\_\_\_\_\_  
\_\_\_\_\_

**READING CHECK**

What are rotten boroughs?  
\_\_\_\_\_  
\_\_\_\_\_

**VOCABULARY STRATEGY**

What does the word *allocated* mean in the underlined sentence? Note that the Great Reform Act of 1832 corrected the problem described in this sentence by "redistributing" seats in the House of Commons. Use this context clue to help you understand the meaning of the word *allocated*.

**READING SKILL**

**Identify Main Ideas** What is the main idea in the first paragraph of the Summary?  
\_\_\_\_\_  
\_\_\_\_\_

## CHAPTER

## 11

## SECTION 2

## Section Summary

## SOCIAL AND ECONOMIC REFORM IN BRITAIN

During the 1800s, the British Parliament passed important laws. One issue was **free trade**, or trade without restrictions between countries. The Corn Laws caused fierce debate. These laws imposed high tariffs on imported grain. Farmers and landowners benefited, but the tariffs made bread more expensive. In 1846, Parliament **repealed** the Corn Laws. Another important reform, brought about by the **abolition movement**, was the end of the slave trade in 1807. By 1833, Parliament had banned slavery in all British colonies. Other reforms reduced the number of **capital offenses**, or crimes punishable by death. Instead of being put to death, many petty criminals were transported to **penal colonies** in Australia and New Zealand.

Working conditions in the industrial age were grim and often dangerous. Gradually, Parliament passed laws to regulate conditions in factories and mines. Other laws set minimum wages and maximum hours of work. Trade unions became legal in 1825 and worked to improve the lives of their members. Both the Liberal and Conservative parties enacted reforms to benefit workers, including free elementary education. The Labour Party, formed in 1900, soon became one of Britain's major parties. In the early 1900s, Parliament passed laws to protect workers with old-age pensions and accident, health, and unemployment insurance.

During this time, women struggled for the right to vote. When mass meetings and other peaceful efforts brought no results, Emmeline Pankhurst and other suffragists turned to more drastic, violent protest. They smashed windows, burned buildings, and went on hunger strikes. Not until 1918 did Parliament finally grant suffrage to women over 30.

Throughout the 1800s, Britain faced the "Irish Question." The Irish resented British rule. Many Irish peasants lived in poverty while paying high rents to **absentee landlords** living in England. Irish Catholics also had to pay tithes to the Church of England. The potato famine made problems worse. Charles Stewart Parnell and other Irish leaders argued for **home rule**, or self-government, but this was debated for decades. Under Gladstone, the government finally ended the use of Irish tithes to support the Church of England and passed laws to protect the rights of Irish tenant farmers.

## Review Questions

1. Why did the Corn Laws cause fierce debate in Britain?

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2. How did the government under Gladstone help improve conditions in Ireland?

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## READING CHECK

What are capital offenses?

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## VOCABULARY STRATEGY

What does the word *drastic* mean in the underlined sentence? Note that the suffragists first tried "peaceful efforts" before turning to "more *drastic*, violent protest." The next sentence describes this. Use these context clues to help you understand what *drastic* means.

## READING SKILL

**Categorize** Sort the laws that were passed to help workers into three categories.

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CHAPTER

11

SECTION 3

Section Summary

DIVISION AND DEMOCRACY IN FRANCE

After the revolution of 1848, **Napoleon III** established the Second Empire in France. At first, he ruled like a dictator. In the 1860s, however, he lifted some censorship and gave the legislature more power. He promoted investment in industry and ventures such as railroad building. During this period, a French entrepreneur organized the building of the **Suez Canal** in Egypt.

However, Napoleon III had major failures in foreign affairs. He tried to put the Austrian archduke Maximilian on the throne of Mexico, but Maximilian was overthrown and killed. France and Britain won the Crimean War, but France suffered terrible losses and few gains. The Franco-Prussian War was a disaster, and the Prussians captured Napoleon. He died a few years later in England.

Following Napoleon's capture, republicans established a **provisional**, or temporary, government. In 1871, an uprising broke out in Paris, and rebels set up the Paris Commune. Its goal was to save the Republic from royalists. When the rebels did not disband, the government sent troops and 20,000 rebels were killed.

The provisional government soon became the Third Republic. Although the legislature elected a president, the **premier** had the real power. There were many political parties, and none could take control. Because of this, parties had to form **coalitions**, or alliances, to rule. Coalition governments are often unstable, and France had 50 different coalition governments in the first 10 years of the Third Republic.

A series of political scandals in the 1880s and 1890s shook public trust in the government. The most divisive scandal was the **Dreyfus affair**. Alfred Dreyfus was a Jewish army officer wrongly accused of spying for Germany. Author Émile Zola was convicted of **libel** when he charged the army and government with suppressing the truth. The affair revealed strong anti-Semitic feelings in France and led Theodor Herzl to launch modern **Zionism**.

France achieved serious reforms in the early 1900s, however. It passed labor laws regulating wages, hours, and safety conditions. Free public elementary schools were established. France tried to repress Church involvement in government. In 1905, it passed a law to separate church and state. Women made some gains, but they did not win the right to vote until after World War II.

Review Questions

1. What failures in foreign affairs took place under Napoleon III?

\_\_\_\_\_

\_\_\_\_\_

2. Why did French governments have to form coalitions to rule?

\_\_\_\_\_

\_\_\_\_\_

READING CHECK

What did the Dreyfus affair reveal about France?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

VOCABULARY STRATEGY

What does the word *repress* mean in the underlined sentence? Reread the sentence after the underlined sentence. What did France do to *repress* Church involvement in government? Use this context clue to help you understand the meaning of *repress*.

READING SKILL

**Recognize Sequence** List, in chronological order, the three French governments described in this section.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## CHAPTER

## 11

## SECTION 4

## Section Summary

## EXPANSION OF THE UNITED STATES

In the 1800s, the United States followed a policy of **expansionism**, or extending the nation's boundaries. In 1803, the **Louisiana Purchase** nearly doubled the size of the country. More territory was soon added in the West and South. Americans believed in **Manifest Destiny**, or the idea that their nation was destined to spread across the entire continent.

Voting, slavery, and women's rights were important issues at this time. In 1800, only white men who owned property could vote. By the 1830s, most white men had the right to vote. William Lloyd Garrison, Frederick Douglass, and other abolitionists called for an end to slavery. Lucretia Mott, Elizabeth Cady Stanton, Susan B. Anthony, and others began to seek equality.

Economic differences, as well as slavery, divided the country into the North and the South. When Abraham Lincoln was elected in 1860, most Southern states **seceded**, or withdrew, from the Union. The American Civil War soon began. Southerners fought fiercely, but the North had more people, more industry, and more resources. The South finally surrendered in 1865.

During the war, Lincoln issued the Emancipation Proclamation, which declared that the slaves in the South were free. After the war, slavery was banned throughout the nation, and African Americans were granted some political rights. However, African Americans still faced restrictions, including **segregation**, or legal separation, in public places. Some state laws prevented African Americans from voting.

After the Civil War, the United States became the world leader in industrial and agricultural production. By 1900, giant monopolies controlled whole industries. For example, John D. Rockefeller's Standard Oil Company dominated the world's petroleum industry. Big business enjoyed huge profits, but not everyone shared in the prosperity. Reformers tried to address this problem. Unions sought better wages and working conditions for factory workers. Farmers and city workers formed the Populist Party to seek changes. Progressives sought to ban child labor, limit working hours, regulate monopolies, and give voters more power. Progressives also worked to get women the right to vote, which they did in 1920.

## Review Questions

1. Why did the North win the Civil War?

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2. How were African Americans deprived of equality after the Civil War?

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### READING CHECK

What is Manifest Destiny?

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### VOCABULARY STRATEGY

What does the word *dominated* mean in the underlined sentence? Reread the sentence that precedes the underlined sentence. The Standard Oil Company was an example of the giant monopolies that "controlled" whole industries. Use this context clue to help you understand the meaning of the word *dominated*.

### READING SKILL

**Categorize** Categorize the reforms discussed in this Summary by the group that did or would benefit from them.

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