Revolutionary Art  Introduce the idea of Romanticism and the idea that society’s values changed during the Revolutionary period. Also mention that art reflects this change. The four images I show in class are as follows: Delacroix’s *Liberty Leading the People*, Goya’s *The Shooting on the Third of May 1808*, David’s *Napoleon Crossing the Alps*, and Leutze’s *Washington Crossing the Delaware*.

Have students use a graphic organizer such as a Venn diagram to compare and contrast how the artist’s point of view informs us of the revolution. Show them the first set of images (Delacroix and Goya) and compare and contrast the ideas of France. Show the next set of images (David and Leutze). Compare and contrast how the artists depicted the revolutionary leaders. Discuss points the artist may be attempting to make.

As an exit activity, have students answer the question: How does point of view affect the idea of revolution?
Dear World History Teacher,

As you begin to teach this unit, a number of important concepts stand out. The period of world history from 1815 to 1914 was marked by two chief developments: industrialization and Western domination. The growth of industry in the West transformed the economic, social, and political structure of Europe. Industrialization created the factory system of production, new social classes, a prosperity that enabled the industrial middle classes to acquire political power, new patterns of consumption, a mass society that led to improvements for the lower classes, and a new mass politics. Industrialization also created the technological means, especially the new weapons, by which the West achieved domination over much of the rest of the world.

Between 1870 and 1914, Western civilization expanded into the rest of the Americas and Australia while most of Africa and Asia was divided into European colonies or spheres of influence. Two major events explain this remarkable expansion: the migration of many Europeans to other parts of the world due to population growth and the revival of imperialism, which was made possible by the West’s technological advances. With imperialism, a global economy was established.

The new imperialism had a dramatic effect on Africa and Asia as European powers competed for control of these two continents. A major exception was Latin America, which was able to achieve political independence from its colonial rulers in the course of the nineteenth century and embark upon the building of new nations. Nevertheless, like the Ottoman Empire, Latin America still remained subject to commercial penetration by Western merchants.

Jackson J. Spielvogel
Senior Author
An Era of European Imperialism
1800–1914

Why It Matters
The period of world history from 1800 to 1914 was characterized by two major developments: the growth of industrialization and Western domination of the world. The Industrial Revolution became one of the major forces for change, leading Western civilization into the industrial era that has characterized the modern world. At the same time, the Industrial Revolution created the technological means, including new weapons, by which the West achieved domination over much of the rest of the world.

CHAPTER 12 Industrialization and Nationalism 1800–1870
CHAPTER 13 Mass Society and Democracy 1870–1914
CHAPTER 14 The Height of Imperialism 1800–1914
CHAPTER 15 East Asia Under Challenge 1800–1914

Team Teaching Activity

Literature This unit discusses Western imperialism and its impact on the colonized peoples and lands. Nowhere were the excesses of colonialism more evident than in Africa. King Leopold of Belgium, in spite of his claims of bringing civilization to Africa, exemplifies the worst treatment of African people. In conjunction with the English teacher, assign students to read Joseph Conrad’s Heart of Darkness. Students should research the geography of the Congo and the historical background of the period, especially King Leopold’s statements about the sacred mission of civilization at the Geographical Conference of 1876, to better understand Conrad’s irony and symbolism used to convey the atrocities of imperialism in the Congo.
Modern Times

Introducing Visual Literacy

Early British trains were powered by steam engines. The steam engine used wood or coal as fuel. In all likelihood, the train in the photograph used coal to create the pressurized steam that ultimately made the train move. By the time this photograph was taken, many of the steam engine’s early problems had been resolved. For example, in the United States many of the first steam driven trains burned wood. The problem with wood was that it sent out sparks that could set nearby fields on fire. Also, the passenger compartment on many of the early trains did not have a roof. In 1831, the sparks blew onto the assembled dignitaries riding in a passenger car, setting their umbrellas and clothes on fire. Fortunately, none were harmed and they arrived safely at the station. As time passed, the design of trains improved. Soon trains were running across most of Europe.

Skill Practice

Using Geography Skills The London Paddington Station opened in 1838. At that point in time, London already had an underground train system that stopped at Paddington Station. The station was also the terminus for the Great Western Railway as well. Ask: Based on the photograph, what do you think Paddington station was used for? Why would trains be an important part of the Industrial Revolution? (transportation of people and goods, which made it possible to have materials and workers for industrial production)

Visual Literacy Draw students’ attention to the caption of the photograph. Ask: What is the purpose of the caption? (The caption’s purpose is to inform the viewer about the contents of the image and to help the viewer understand the image.)

Teaching Tip Helping students become fluent readers often helps improve comprehension. Have students practice reading aloud the text. They may work in pairs or small groups.
### Resources

<table>
<thead>
<tr>
<th>Levels</th>
<th>Chapter Opener</th>
<th>Section 1</th>
<th>Section 2</th>
<th>Section 3</th>
<th>Section 4</th>
<th>Chapter Assess</th>
</tr>
</thead>
<tbody>
<tr>
<td>BL OL AL ELL</td>
<td>Daily Focus Skills Transparencies</td>
<td>12-1</td>
<td>12-2</td>
<td>12-3</td>
<td>12-4</td>
<td></td>
</tr>
</tbody>
</table>

#### FOCUS

- **BL OL AL ELL** Daily Focus Skills Transparencies

#### TEACH

<table>
<thead>
<tr>
<th>Levels</th>
<th>Resources</th>
<th>Section</th>
<th>Section</th>
<th>Section</th>
<th>Section</th>
<th>Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>OL AL</td>
<td>Economics and History Activity, URB</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>p. 5</td>
</tr>
<tr>
<td>AL</td>
<td>World Literature Reading, URB</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BL OL AL ELL</td>
<td>Reading Skills Activity, URB</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>p. 17</td>
</tr>
<tr>
<td>OL AL</td>
<td>Historical Skills Activity, URB</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BL OL AL ELL</td>
<td>Differentiated Instruction Activity, URB</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>p. 19</td>
</tr>
<tr>
<td>OL ELL</td>
<td>English Learner Activity, URB</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>p. 21</td>
</tr>
<tr>
<td>BL OL AL ELL</td>
<td>Content Vocabulary Activity, URB*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>p. 23</td>
</tr>
<tr>
<td>BL OL AL ELL</td>
<td>Academic Vocabulary Activity, URB*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>p. 25</td>
</tr>
<tr>
<td>BL OL AL ELL</td>
<td>Skills Reinforcement Activity, URB*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>p. 27</td>
</tr>
<tr>
<td>OL AL</td>
<td>Critical Thinking Skills Activity, URB</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>p. 28</td>
</tr>
<tr>
<td>OL AL</td>
<td>History and Geography Activity, URB</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>p. 29</td>
</tr>
<tr>
<td>OL AL</td>
<td>Mapping History Activity, URB</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>p. 31</td>
</tr>
<tr>
<td>BL OL AL</td>
<td>Historical Significance Activity, URB</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>p. 32</td>
</tr>
<tr>
<td>BL OL AL ELL</td>
<td>Cooperative Learning Activity, URB*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>p. 33</td>
</tr>
<tr>
<td>OL AL</td>
<td>History Simulation Activity, URB</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BL OL AL ELL</td>
<td>Time Line Activity, URB</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>p. 35</td>
</tr>
<tr>
<td>OL AL</td>
<td>Linking Past and Present Activity, URB</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>p. 37</td>
</tr>
<tr>
<td>BL OL AL</td>
<td>People in World History Activity, URB</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BL OL AL ELL</td>
<td>Primary Source Reading, URB</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>p. 41</td>
</tr>
<tr>
<td>OL AL</td>
<td>Enrichment Activity, URB</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BL OL AL ELL</td>
<td>World Art and Music Activity, URB*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>p. 46</td>
</tr>
<tr>
<td>BL OL ELL</td>
<td>Guided Reading Activities, URB*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>p. 43</td>
</tr>
<tr>
<td>BL OL ELL</td>
<td>Reading Essentials and Note-Taking Guide*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>p. 48</td>
</tr>
<tr>
<td>BL OL ELL</td>
<td>Differentiated Instruction for the World History Classroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>p. 49</td>
</tr>
<tr>
<td>BL OL AL ELL</td>
<td>Differentiated Instruction for the World History Classroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>p. 50</td>
</tr>
<tr>
<td>BL OL AL ELL</td>
<td>Differentiated Instruction for the World History Classroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>p. 51</td>
</tr>
<tr>
<td>BL OL AL ELL</td>
<td>Reading Essentials and Note-Taking Guide*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>p. 109</td>
</tr>
<tr>
<td>BL OL AL ELL</td>
<td>Differentiated Instruction for the World History Classroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>p. 112</td>
</tr>
<tr>
<td>BL OL AL ELL</td>
<td>Reading Essentials and Note-Taking Guide*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>p. 115</td>
</tr>
<tr>
<td>BL OL AL ELL</td>
<td>Differentiated Instruction for the World History Classroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>p. 118</td>
</tr>
</tbody>
</table>

**Note:** Please refer to the Unit Resource Book: An Era of European Imperialism for this chapter’s URB materials.

*Also available in Spanish*
### Planning Guide

**TeacherWorks Plus**

- Interactive Lesson Planner
- Interactive Teacher Edition
- Fully editable blackline masters
- Section Spotlight Videos Launch
- Differentiated Lesson Plans
- Printable reports of daily assignments
- Standards Tracking System

### Levels

<table>
<thead>
<tr>
<th>BL</th>
<th>OL</th>
<th>AL</th>
<th>ELL</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Teacher Resources</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Building Academic Vocabulary ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Reading Strategies and Activities for the Social Studies Classroom ✓ ✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Writer's Guidebook p. 27 ✓ ✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Foods Around the World p. 14 ✓ ✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Strategies for Success ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Outline Map Resource Book ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>PresentationPlus! with MindJogger CheckPoint ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>ASSESS</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Section Quizzes and Chapter Tests* p. 137 ✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Authentic Assessment With Rubrics p. 12 ✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Standardized Test Practice Workbook p. 23 ✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ExamView® Assessment Suite 12-1 12-2 12-3 12-4 Ch. 12 ✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>CLOSE</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Reteaching Activity, URB p. 45 ✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Reading and Study Skills Foldables™ p. 61 ✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Cause and Effect Transparencies, Strategies, and Activities ✓ ✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Unit Time Line Transparencies, Strategies, and Activities ✓ ✓ ✓ ✓ ✓ ✓</td>
</tr>
</tbody>
</table>

✓ Chapter- or unit-based activities applicable to all sections in this chapter
Teach With Technology

What Glencoe technology products improve students’ vocabulary?
Vocabulary eFlashcards, ePuzzles and Games, and Vocabulary PuzzleMaker all build students’ vocabulary and help students understand key words and concepts from the textbook.

How can these products help my students?
Vocabulary eFlashcards help students review and test their recall of content vocabulary, academic vocabulary, and people, places, and events for each chapter. ePuzzles and Games are an entertaining way for students to study the key facts, concepts, and vocabulary introduced in each chapter. The Vocabulary PuzzleMaker lets you quickly create word searches, crosswords, and jumbles that students can use to practice vocabulary from each chapter.

Visit glencoe.com and enter a student QuickPass™ code to go directly to Vocabulary eFlashcards and ePuzzles and Games. Enter a teacher code to go to Vocabulary PuzzleMaker.

History ONLINE
Visit glencoe.com and enter QuickPass™ code GWHMT0050c12T for Chapter 12 resources.

You can easily launch a wide range of digital products from your computer’s desktop with the McGraw-Hill Social Studies widget.

<table>
<thead>
<tr>
<th>Media Library</th>
<th>Student</th>
<th>Teacher</th>
<th>Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Section Audio</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>• Spanish Audio Summaries</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>• Section Spotlight Videos</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
</tbody>
</table>

Glencoe World History: Modern Times Online Learning Center (Web Site)

<table>
<thead>
<tr>
<th></th>
<th>Student</th>
<th>Teacher</th>
<th>Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>• StudentWorks™ Plus Online</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>• Multilingual Glossary</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>• Study-to-Go</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>• Chapter Overviews</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>• Self-Check Quizzes</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>• Student Web Activities</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>• ePuzzles and Games</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>• Vocabulary eFlashcards</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>• In Motion Animations</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>• Study Central™</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>• Web Activity Lesson Plans</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>• Vocabulary PuzzleMaker</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>• Beyond the Textbook</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
</tbody>
</table>
The following articles relate to this chapter:

- “Was Darwin Wrong?” by David Quammen, November 2004
- “In Focus: The West Bank,” by Andrew Cockburn, October 2002

National Geographic Society Products To order the following, call National Geographic at 1-800-368-2728:

- National Geographic Atlas of the World (Book)

Access National Geographic’s new, dynamic MapMachine Web site and other geography resources at:

- www.nationalgeographic.com
- www.nationalgeographic.com/maps

The following videotape programs are available from Glencoe as supplements to this chapter:

- Railroads That Tamed the West (ISBN 0-7670-0033-1)

To order, call Glencoe at 1-800-334-7344. To find classroom resources to accompany many of these videos, check the following home pages:

- A&E Television: www.aetv.com
- The History Channel: www.historychannel.com

Use this database to search more than 30,000 titles to create a customized reading list for your students.

- Reading lists can be organized by students’ reading level, author, genre, theme, or area of interest.
- The database provides Degrees of Reading Power™ (DRP) and Lexile™ readability scores for all selections.
- A brief summary of each selection is included.

Leveled reading suggestions for this chapter:

For students at a Grade 8 reading level:
- Sense and Sensibility, by Jane Austen

For students at a Grade 9 reading level:
- Kids at Work: Lewis Hine and the Crusade Against Child Labor, by Russell Freedman

For students at a Grade 10 reading level:
- Industrial Revolution, by John D. Clare

For students at a Grade 11 reading level:
- Utopian Thought in the Western World, by Frank E. Manuel and Fritzie P. Manuel

For students at a Grade 12 reading level:
- The Problem of Slavery in the Age of Revolution 1770–1823, by David Brion Davis
Focus

MAKING CONNECTIONS
How do events influence culture?
Activate students’ prior knowledge by having them list common concerns about the environment. (Answers may include excess waste, burning of fossil fuels, land clearing, and certain agricultural practices.) Then discuss how these concerns are reflected in today’s culture. Discuss examples that can be seen both in your community and elsewhere, such as recycling centers, environmentally friendly businesses, hybrid and alternative-fuel vehicles, wind farms, protected parks, and sustainable architecture and design.

Teach

The Big Ideas
As students study the chapter, remind them to consider the section-based Big Ideas included in each section’s Guide to Reading. The Essential Questions in the activities below tie in to the Big Ideas and help students think about and understand important chapter concepts. In addition, the Hands-On Chapter Projects with their culminating activities relate the content from each section to the Big Ideas. These activities build on each other as students progress through the chapter. Section activities culminate in the wrap-up activity on the Visual Summary page.

The Industrial Revolution
Essential Question: What were some of the effects of the Industrial Revolution? (Workers moved to cities. Manufacturing became a mainstay of the economy and a source of wealth for many. Large factories replaced cottage industries.) Point out that in Section 1 students will learn more about the causes of the Industrial Revolution and its global effects, both good and bad.

Reaction and Revolution
Essential Question: Why might growing nationalism have posed a threat to rulers of large territories? (Rulers would lose parts of their territory if nations demanded a separate identity and government.) Point out that in Section 2 students will learn more about the challenges facing the old social and political order and the results of those revolutions.
National Unification and Nationalism

Essential Question: Why might groups want self-rule? (People who share a culture and language and who feel pride in a common heritage might believe that they would be best served by their own government.) Point out that in Section 3 students will learn how the old political order gave way to new nations with their own goals and concerns.

Romanticism and Realism

Essential Question: What topics might a modern writer focus on in his or her work? (Students may say that modern writers might explore topics related to contemporary life in order to express relevant themes and reflect the concerns of his or her readers.) Point out that in Section 4 students will learn how art, literature, and music of the nineteenth century reflected the changes of this era.

More About the Photo

The Houses of Parliament are also known as Westminster Palace. The site served as the home of the royal family from the eleventh century until the early 1500s. After the 1834 fire, the new design incorporated the surviving medieval structures, including Westminster Hall. With a floor area of about 1,850 square yards, and supported only by buttresses, it is one of the largest halls in Europe. At the time of its completion, Victoria Tower (opposite Big Ben) was the tallest secular structure in the world.
The Industrial Revolution

During the late eighteenth century, the Industrial Revolution began in Great Britain. An agrarian revolution and industrialization caused a shift from an economy based on farming and handicrafts to an economy based on manufacturing by machines in factories.

The Industrial Revolution in Great Britain

With its plentiful natural resources, workers, wealth, and markets, Great Britain became the starting place of the Industrial Revolution.

HISTORY & YOU
Think about how computers are rapidly changing today’s world. Read to understand how the Industrial Revolution changed life in the nineteenth century.

The Industrial Revolution began in Great Britain in the 1780s and took several decades to spread to other Western nations. Several factors contributed to make Great Britain the starting place.

First, an agrarian revolution beginning in the 1700s changed agricultural practices. Expansion of farmland, good weather, improved transportation, and new crops such as the potato dramatically increased the food supply. More people could be fed at lower prices with less labor. Now even ordinary British families could use some of their income to buy manufactured goods.

Second, with the increased food supply, the population grew. When Parliament passed enclosure movement laws in the 1700s, landowners fenced off common lands. This forced many peasants to move to towns, creating a labor supply for factories. The remaining farms were larger, more efficient, with increased crop yields.

Third, Britain had a ready supply of money, or capital, to invest in new machines and factories. Entrepreneurs found new ways to make profits in a laissez-faire market economy, ruled by supply and demand with little government control of industry.

Fourth, Britain had plentiful natural resources. The country’s rivers provided water power for the new factories. These waterways provided a means for transporting raw materials and finished products. Britain also had abundant supplies of coal and iron ore, essential in manufacturing processes.

Finally, a supply of markets gave British manufacturers a ready outlet for their goods. Britain had a vast colonial empire, and British ships could transport goods anywhere in the world. Also, because of population growth and cheaper food at home, domestic markets increased. A growing demand for cotton cloth led British manufacturers to look for ways to increase production.
Presenting a Living Time Line

Small groups of students will present a living timeline of important events in history from the 1770s to the 1870s.

**Step 1: Creating a Backdrop**

**Essential Question:** Why might this period be called the Age of Revolution, Reform, and Reaction?

**Directions:** Write the Big Idea on the board. Tell students to use the information in this section to help them decide on images for a backdrop that represents important events, people, or ideas associated with this time period. Have students draw or paint these images on large pieces of paper taped together or an old fabric sheet. Tell them to reserve space to add graphics from later sections as well.

**Summarizing:** Allow time for groups to share what they learned about the Big Idea while planning and illustrating their backdrop.

(Chapter Project is continued in Section 2.)
C1 Critical Thinking

Predicting Consequences

Ask: How would the rapid increase in Britain's demand for raw cotton affect the countries that produced this resource? (In many of these countries, farmers had to switch from producing food crops to producing cotton. This decrease in food production could lead to food shortages and starvation.)

C2 Critical Thinking

Making Inferences

Ask: If present-day knowledge of environmental issues were known at the time, how might that have affected the growth of the iron industry? (Growth might have been slower as concerns about destruction of wildlife habitat, air and water quality, and other issues were taken into account.)

Reading Strategy

Questioning

Ask: Why did factory workers tolerate poor treatment by factory owners? (Answers may include that they needed the money and had nowhere else to go.)

Differentiated Instruction

Objective: Understand the effects of eighteenth-century inventions and innovations.

Focus: Have students read and discuss the introductory sentence.

Teach: Have students work in small groups to fill in the boxes.

Assess: Ask students to discuss the technological advances of the Industrial Revolution.

Close: Tell students that the Industrial Revolution helped shape the world as we know it today.

Differentiated Instruction Strategies

BL Provide individualized assistance as needed.

AL Have students write a paragraph explaining how the inventions listed here helped the spread of industrialization across Europe.

ELL Show images or describe the inventions or innovations as needed.
**Railroads**

In the eighteenth century, more efficient means of moving resources and goods were developed. Railroads were particularly important to the success of the Industrial Revolution.

Richard Trevithick, an English engineer, built the first steam locomotive. In 1804, Trevithick’s locomotive ran on an industrial rail-line in Britain. It pulled 10 tons (9 t) of ore and 70 people at 5 miles (8.05 km) per hour. Better locomotives soon followed. In 1813, George Stephenson built the *Blucher*, the first successful flanged-wheel locomotive. With its flanged wheels, the *Blucher* ran on top of the rails instead of in sunken tracks.

The success of Stockton & Darlington, the first true railroad, encouraged investors to link by rail the rich cotton-manufacturing town of *Manchester* with the thriving port of *Liverpool*, a distance of 32 miles (51.5 km). In 1829, the investors sponsored a competition to find the most suitable locomotive to do the job. They selected the *Rocket*.

---

**Social Changes of Industrialization**

**Before the Industrial Revolution**

- Agricultural work on farms and in homes predominated; cottage industry took place in homes.
- Most people lived in rural areas.
- Single workers or families produced an entire product.

**During and After the Industrial Revolution**

- Manufacturing predominated, with workers placed in factories; cottage industry declined or disappeared.
- Workers migrated to work in city factories, causing explosive growth, overcrowding, and filthy conditions.
- Factories practiced division of labor. Each worker performed one task in the production process. These tasks were often repetitive and boring.
- Factory work required long hours under harsh working conditions.
- Child labor occurred on a large scale. Women and children were usually paid lower wages.

---

**INDUSTRIALIZATION TRANSFORMS SOCIETY**

The new industrial workers included children as young as seven years old, as shown in this image of child workers carrying clay in a British brickyard.

---

**Document-Based Questions**

1. **Contrasting** How did factory tasks differ from traditional work?
2. **Making Inferences** How do you think industrialization affected people’s attitudes about work? What specific changes would workers have disliked?

---

**Answers:**

1. Factory workers performed just a small part of the production process. Traditional workers created an entire product.
2. Many were dissatisfied with the changes. Many moved to cities where living conditions were unpleasant. Children and women worked for lower wages, and many workers were forced to work longer hours under harsh conditions. Those who previously took pride in their work as they created an entire finished product were now assigned to one monotonous task in the production process. Skilled laborers also experienced loss of pride since their knowledge and skills were no longer put to use.

---

**Differentiated Instruction**

**Reading Skills Activity**

**Guided Reading Activity**

**Historical Significance Activity**

**Academic Vocabulary Activity**
Reading Strategy

Making Connections  Ask: What new technologies today have helped the economy of the United States to grow? (Answers may include the Internet, cell phones, and laptop computers.)

Answer: They were disciplined harshly. Children were sometimes beaten with rods or whips. Adults were fined or fired.

CRITICAL THINKING SKILLS

Answers: 1. Liverpool was a port. Efficient transportation to a port would enable manufacturers to ship their goods to market more quickly. 2. It led to other innovations, such as steam-powered locomotives and machines, which increased production and improved transportation.

The Spread of Industrialization

The pace of industrialization in Europe and the United States depended on many factors, including government policy.

HISTORY & YOU  Recall how the Enlightenment spread through Europe. Read about the factors that helped explain why nations adapt to change at different speeds.

The world’s first industrial nation, Great Britain, was also the richest nation by the mid-nineteenth century. It produced one-half of the world’s coal and manufactured goods. Its cotton industry alone in 1850 was equal in size to the industries of all other European countries combined.

Europe

The Industrial Revolution spread to the rest of Europe at different times and speeds. First to be industrialized in continental Europe was the United Kingdom. The Industrial Revolution had spread to the rest of Europe by 1850. Britain, was also the richest nation by the mid-nineteenth century. It produced one-half of the world’s coal and manufactured goods. Its cotton industry alone in 1850 was equal in size to the industries of all other European countries combined.

Modern Times

As the world became more urban, transportation became more important. Builders were looking for better ways to transport goods. They were particularly interested in the speed and efficiency of transportation. This drive led to new inventions. The Industrial Revolution led to great changes in transportation. More and more inventions were made that made travel faster and easier. The spread of the Industrial Revolution helped in the development of the railroads. France and Britain were the first countries to develop railroads.

Railroad Network

The railroad network grew rapidly. By 1870, the United States had a railroad network of 56,398 miles. This network enabled goods to be transported at an increased speed. Goods were moved from the place of production to the place of sale faster. This increase in speed meant that goods could reach their destination more quickly. This, in turn, led to increased production and increased profits for manufacturers. Railroads also improved the transportation of people. By the 1850s, many railroads were offering travel for passengers. Railroads were an important part of the Industrial Revolution. They helped to spread the wealth of the Industrial Revolution.

Activity: Collaborative Learning

Summarizing  Have small groups of students study advances in transportation that occurred during the Industrial Revolution. Make sure that they research railroads and steamships. Have each member of the group investigate an aspect related to these technological innovations, such as the method of operation, the economic impact, the environmental effects, and the most common uses. Have group members share the information they find and together create a summary that includes visual aids, such as graphs, drawings, or charts. Have groups present their summaries. Ask: In what ways did these advances in transportation change people’s lives? Which technological innovation had the greatest impact on the economy and progress? Why? Have students support their responses with facts from the presentations.
Europe were Belgium, France, and the German states. In these places, governments actively encouraged industrialization. For example, governments provided funds to build roads, canals, and railroads. By 1850, a network of iron rails spread across Europe.

North America

An Industrial Revolution also occurred in the United States. In 1800, 5 million people lived in the United States, and 6 out of every 7 American workers were farmers. No city had more than 100,000 people. By 1860, the population had grown to 30 million people. Many of those people moved into cities. Nine cities had populations over 100,000. Only 50 percent of American workers were farmers.

A large country, the United States needed a good transportation system to move goods across the nation. Thousands of miles of roads and canals were built to link east and west. Robert Fulton built the first paddle-wheel steamboat, the Clermont, in 1807. Steamboats made transportation easier on the waterways of the United States.

Most important in the development of an American transportation system was the railroad. It began with fewer than 100 miles (160.9 km) of track in 1830. By 1860, about 30,000 miles (48,270 km) of railroad track covered the United States. The country became a single massive market for the manufactured goods of the Northeast.

Labor for the growing number of factories in the Northeast came chiefly from the farm population. Women and girls made up a large majority of the workers in large textile (cotton and wool) factories.

Factory owners sometimes sought entire families, including children, to work in their factories. One advertisement in a newspaper in the town of Utica, New York, read: “Wanted: A few sober and industrious families of at least five children each, over the age of eight years, are wanted at the cotton factory in Whitestown. Widows with large families would do well to attend this notice.”

Social Impact in Europe

Industralization urbanized Europe and created new social classes, as well as the conditions for the rise of socialism.

HISTORY & YOU Do you know people who run their own businesses? Read to learn how early entrepreneurs contributed to the Industrial Revolution.

The Industrial Revolution drastically changed society. In the first half of the 1800s, cities grew and two new social classes—the industrial middle class and the industrial working class—emerged.

Population and Urban Growth

European population stood at an estimated 140 million in 1750. By 1850, the population had almost doubled to 266 million. The key to this growth was a decline in death rates. Wars and major epidemic diseases, such as smallpox and plague, became less frequent. Because of an increase in the food supply, people were better fed and more resistant to disease.

Famine and poverty were two factors in global migration and urbanization. Almost a million people died during the Irish potato famine, and poverty led a million more to migrate to the Americas. The enclosure laws and industrialization also spurred urbanization as large numbers of people migrated from the countryside to cities to work in factories.

In 1798, the economist Thomas Malthus published An Essay on the Principle of Population. According to his theory, population tends to grow at a faster rate than food supply over the long term, leading to famine, disease, and war. He did not anticipate that agricultural improvements would significantly increase the food supply. His predictions did not prove to be true.

In 1807, Robert Fulton built the first paddle-wheel steamboat, the Clermont, in 1807. Steamboats made transportation easier on the waterways of the United States.

In 1800, Great Britain had one major city, London, which had a population of about 1 million. London was the largest city in Europe. By 1860, London’s population had swelled to about 2.5 million. Nine cities had populations over 100,000, and 18 cities had populations between 50,000 and 100,000. Also, over 50 percent of the population lived in towns and cities.

Activity: Interdisciplinary Connection

Language Arts Explain that with the drastic growth in English cities came negative consequences for the working class residents, including overcrowding, unsanitary conditions, and disease. Have students research the circumstances in which factory workers lived in the first part of the 1800s in industrial centers. Suggest that they use reference works, electronic sources, nonfiction books, and even fiction such as some of Charles Dickens’s novels. Ask students to compose a photo essay that describes the lives of these members of society. Have students display their essays in the classroom.

Ask: What did the Industrial Revolution mean for working class members of society? Is progress always worth the cost it demands? What might have helped to alleviate these conditions for workers? Have students discuss their ideas.
The rapid growth of cities in the first half of the nineteenth century led to pitiful living conditions for many. These conditions prompted urban reformers to call on local governments to clean up their cities. Reform would be undertaken in the second half of the nineteenth century.

The Industrial Middle Class

The Middle Ages saw the rise of commercial capitalism, an economic system based on trade. Industrial capitalism, an economic system based on industrial production, rose during the Industrial Revolution and produced a new middle-class group—the industrial middle class.

In the Middle Ages, the bourgeoisie, or middle-class person, was the burgher or town dweller. The bourgeoisie were merchants, officials, artisans, lawyers, or intellectuals. Later, the term bourgeoisie came to include people involved in industry and banking, as well as professionals such as lawyers, teachers, or doctors.

The new industrial middle class was made up of the people who built the factories, bought the machines, and developed the markets. They had initiative, vision, ambition, and, often, greed. One said, “Getting of money … is the main business of the life of men.”

The Industrial Working Class

The Industrial Revolution also created a working class that faced wretched working conditions. Work hours ranged from 12 to 16 hours a day, 6 days a week. There was no security of employment and no minimum wage.

Conditions in the coal mines were harsh. Steam-powered engines lifted the coal from the mines to the top, but the men inside the mines dug out the coal. Dangerous conditions, including cave-ins, explosions, and gas fumes (called “bad air”), were a way of life. The cramped conditions in mines and their constant dampness led to workers’ deformed bodies and ruined lungs.

Answers:
1. The cartoon depicts a sharp contrast. In Ireland, people are homeless and starving. The cartoon shows people in the United States eating at a table in their home. The shovel suggests jobs are available. To the starving Irish, the United States offers hope for a better life.
2. The Irish resented the British government for failing to help during the famine. This bitterness helped fuel Irish nationalism.

Comparing and Contrasting
Organize the class into two groups and designate one group as the industrial middle class and the other as the industrial working class. Then ask students to identify who was included in their group. (Industrial middle class: merchants, factory owners, artisans, lawyers, bankers, teachers, doctors, government officials; industrial working class: factory workers, cotton mill workers, coal miners, many women and children) Ask: How do you think members of your group felt about the employment of children? (Answers may include: middle class: helpful, more easily trained, cheap labor; Working class: exploited, abused, dangerous and unhealthy conditions, bring in needed money)

Have each group of students prepare a chart listing this information. Invite them to share their charts with the class. Hold a class discussion on whether working conditions are better today than they were in the nineteenth century.
Early Socialism

The transition to factory work was not easy. Although workers’ lives eventually improved, they suffered terribly during the early period of industrialization. Their family life was disrupted, they were separated from the countryside, their hours were long, and their pay was low.

Some reformers opposed such a destructive capitalist system and advocated socialism. In this economic system, society—usually in the form of the government—owns and controls some means of production such as factories and utilities. This public ownership of the means of production, it was believed, would allow wealth to be distributed more equitably to everyone.

Early socialists wrote books about the ideal society that might be created. In this hypothetical society, workers could use their abilities and everyone’s needs would be met. Later socialists said these were impractical dreams. Karl Marx contemptuously labeled the earlier reformers utopian socialists. (He borrowed the term from Utopia, a work describing an ideal society by Sir Thomas More.) To this day we refer to the early socialists in this way.

Robert Owen, a British cotton manufacturer, was one utopian socialist. He believed that humans would show their natural goodness if they lived in a cooperative environment. Owen transformed the squalid factory town of New Lanark (Scotland) into a flourishing community. He created a similar community at New Harmony, Indiana, in the United States in the 1820s. New Harmony failed because not everyone was as committed to sharing as Owen was.

Reading Check

3. Everyone was as committed to sharing as Owen was.

4. London’s population: 1800: about 1 million; 1850: about 2.5 million; No. of cities with population over 100,000: 1800: 0; 1850: 9. No. of cities with population between 50,000 and 100,000: 1800: 6; 1850: 18

5. Shift to a manufacturing-based economy; creation of working and industrial middle classes, reduced famine, population growth, urbanization, factory conditions led some to oppose capitalism and support socialism

Answers

1. Definitions for the vocabulary words are found in the section and the Glossary.

2. Changes in agricultural practices plus expansion of farmland, good weather, improved transportation, and new crops made more food available at lower prices; population growth provided a plentiful supply of labor; ready supply of investment capital; plentiful natural resources

3. Some European governments encouraged industrialization by providing funds to build roads, canals, and railroads.

4. London’s population: 1800: about 1 million; 1850: about 2.5 million; No. of cities with population over 100,000: 1800: 0; 1850: 9. No. of cities with population between 50,000 and 100,000: 1800: 6; 1850: 18

5. Shift to a manufacturing-based economy; creation of working and industrial middle classes, reduced famine, population growth, urbanization, factory conditions led some to oppose capitalism and support socialism

6. Middle class: industrialization good—creating wealth (for them) and many products at reasonable prices; working class: industrialization bad—owners getting wealthy on backs of workers; working and living conditions terrible

7. To make people aware of the working conditions for children; images of sweatshops in developing countries

8. Answers should be consistent with material presented in this section.
Focus
Tell students that industrialization helped bring about Marxist theory, which sought to empower the proletariat (the working class). In addition, the role of government altered as the need to provide services and protection to workers was recognized.

Teach

Critical Thinking
Making Inferences Ask: Why were the women and children drawers in the mine? (They were smaller and could bend enough to move on their hands and feet. The men were needed as miners, work that required different physical attributes.)

Reading Strategy
Reading Primary Sources Ask: According to Engels, what is the effect of industrialization on people and towns? (It is ugly and destructive, obliterating all that is natural and reducing people to living side by side with refuse and toxins.)

Describing the Lives of Workers in the Early 1800s

What hardships did industrialization create for workers? Though it transformed the British economy, industrialization had a drastic social impact on the working people of England.

How did industrialization affect living conditions? The Industrial Revolution not only brought waves of new factories, it caused masses of workers to move to the cities to find jobs at these factories. Both developments had a profound impact on the lives of England’s workers.

The Industrial Revolution altered both the working and living conditions of Britain’s working class. Read the excerpts and study the illustration to learn more about how industrialization impacted the people of England during the first half of the nineteenth century.

**SOURCE 1**
Miner Betty Harris, 37, gave testimony to an 1842 Royal Commission investigating conditions in British mines.

I was married at 23, and went into a colliery\(^1\) when I was married. I . . . can neither read nor write. . . . I am a drawer\(^2\), and work from 6 in the morning to 6 at night. Stop about an hour at noon to eat my dinner; have bread and butter for dinner; I get no drink. . . .

I have a belt round my waist, and a chain passing between my legs, and I go on my hands and feet. The road is very steep, and we have to hold by a rope; and when there is no rope, by anything we can catch hold of. There are six women and about six boys and girls in the pit I work in; it is very hard work for a woman. The pit is very wet where I work, and the water comes over our clog-tops always, and I have seen it up to my thighs; it rains in at the roof terribly. My clothes are wet through almost all day long . . . .

My cousin looks after my children in the day time. I am very tired when I get home at night; I fall asleep sometimes before I get washed. . . . the belt and chain is worse when we are in the family way\(^3\). My feller (husband) has beaten me many a times for not being ready.

**SOURCE 2**

The first court below Ducie Bridge . . . was in such a state at the time of the cholera that the sanitary police ordered it evacuated, swept, and disinfected with chlorid of lime\(^4\). . . . At the bottom flows, or rather stagnates, the Irk, a narrow, coal-black, foul-smelling stream, full of debris and refuse, which it deposits on the shallower right bank . . . .

Above the bridge are tanneries\(^5\), bone mills\(^6\), and gasworks, from which all drains and refuse find their way into the Irk, which receives further the contents of all the neighboring sewers and privies\(^7\). . . . Below the bridge you look upon the piles of debris, the refuse, the filth, and offal from the courts on the steep left bank; here each house is packed close behind its neighbor and a piece of each is visible, all black, smoky, crumbling, ancient, with broken panes and window frames . . . .

Such is the Old Town of Manchester . . . [in] defiance of all considerations of cleanliness, ventilation, and health which characterize the construction of this single district, containing at least twenty to thirty thousand inhabitants.

---

1. colliery: coal mine and its connected buildings
2. drawer: worker who pulled coal tubs in a mine; tubs were attached to the drawer’s belt with a chain
3. in the family way: pregnant
4. chlorid of lime: bleaching powder
5. tanneries: buildings where skins and hides are tanned

Differentiated Instruction Strategies

**BL** Before students read, have them write three general statements about the first trains. Then have them verify or revise these generalizations after reading.

**AL** Have students find additional articles to support their generalizations about the first trains.

**ELL** Show images of the first trains to help students visualize them as they read.
SOURCE 3

A series of inventions in the late 1700s revolutionized the cotton industry in England. These new machines dramatically increased textile production and marked the end of the home-based system of textile production. By the early 1800s, textile workers had to work in factories where they operated large machines for long hours in hot temperatures.

The above print of a cotton mill appears in the book *History of the Cotton Manufacture in Great Britain* (London, 1835), by Edward Baines. The image shows the belts that connected the machines to a pulley system. A steam engine rotated the wheels on the shaft to power the machines. Note how close the female workers’ hands, hair, and clothing are to the rotating gears.

---

**Activity: Collaborative Learning**

**Discussing Industrialization** Ask: Who benefited from the Industrial Revolution? (Students will probably say that factory owners, industrialists of all sorts, merchants, and bankers benefited from industrialization.) Have students work in small groups. Ask them to find more information about the effects of industrialization on different sectors of society. They should look for primary or secondary sources describing the lives of factory owners, other industrialists, child laborers, and factory workers. Have each group prepare for a panel discussion. Each group member should use the research to represent the point of view of one sector of society, for example, child laborers. Build in time for students in the audience to ask questions. Draw some conclusions about the impact of industrialization on society in general.

**Additional Support**

**Charts** Show groups some cause-and-effect charts on the chalkboard. Encourage them to organize their notes in written and/or pictorial form in a cause-and-effect chart. Remind students that charts can help them have their facts ready for the panel discussion.
After the turmoil of the French revolutionary years, European rulers wanted to return to a conservative order and to keep a balance of power among nations. Liberals and nationalists, however, struggled to achieve more liberal governments and new nations. Their struggle led eventually to the revolutions that swept across much of Europe in 1848.

The Congress of Vienna

MAIN IDEA
After Napoleon’s defeat, the victors met and redrew the map of Europe to create a balance of power and to strengthen conservatism.

HISTORY & YOU
Does the United Nations intervene in international disputes? Read about decisions that the great powers made at the Congress of Vienna and their effect on Europe.

After the defeat of Napoleon, European rulers moved to restore the old order. This was the goal of the victors—Great Britain, Austria, Prussia, and Russia—when they met at the Congress of Vienna in September 1814 to arrange a final peace settlement.

The haughty Austrian foreign minister, Prince Klemens von Metternich (MEH•tuhr•nihk), was the most influential leader at that meeting in Vienna. Metternich claimed that the principle of legitimacy guided him. He meant that lawful monarchs from the royal families who had ruled before Napoleon would be restored to their positions of power. This, they believed, would ensure peace and stability in Europe. The victorious powers had already restored the Bourbon king to the French throne in 1814.

Balance of Power and Conservatism

Practical considerations of power were addressed at the Congress of Vienna. The great powers rearranged territories in Europe, believing that this would form a new balance of power. The powers at Vienna wanted to keep any one country from dominating Europe. This meant balancing political and military forces that guaranteed the independence of the great powers. To balance Russian territorial gains, for example, new territories were given to Prussia and Austria.

The arrangements worked out at the Congress of Vienna were a victory for rulers who wanted to contain the forces of change that the French Revolution had unleashed. These rulers, like Metternich, believed in the political philosophy known as conservatism.
Presenting a Living Time Line

**Step 2: Writing a Script** Groups of students continue developing the living time line that they began in Section 1.

**Directions:** Write the Big Idea on the board. Then ask groups to develop a script that tells the story of a major event in this section or that highlights the philosophies of nineteenth century liberals, conservatives, and nationalists. Each group member should have a speaking role and there should be a definite beginning and end to the story that is told. Encourage students to include stage directions, describing gestures or movements in their scripts. Groups may also wish to add images to their backdrops to represent important events from this section. They should continue to reserve space for later illustrations.

**Summarizing:** Have groups formally discuss the event they chose to portray and relate it to the section’s Big Idea. (Chapter Project is continued in Section 3.)
CHAPTER 12 • SECTION 2

Forces of Change

Liberalists and nationalists opposed the existing conservative political order.

HISTORY & YOU What do you have in common with other Americans? Learn how language, religion, and customs led people to form loyalty to a nation.

Between 1815 and 1830, conservative governments throughout Europe worked to maintain the old order. However, powerful forces for change—known as liberalism and nationalism—were also at work.

Liberalism

Liberalism is a political philosophy that grew out of the Enlightenment. Liberalism held that people should be as free as possible from government restraint.

Liberalism had a set of political beliefs, including the protection of civil liberties, or the basic rights of all people. These civil liberties included equality before the law and freedom of assembly, speech, and the press. Liberals believed that all these freedoms should be guaranteed by a written document such as the American Bill of Rights.

Many liberals favored a government ruled by a constitution—a concept called constitutionalism. For example, in a constitutional monarchy a king must follow the laws of the constitution. Liberals believed that written documents would help guarantee people’s rights.

Most liberals wanted religious toleration for all, as well as separation of church and state. Liberals also demanded the right of peaceful opposition to the government. They believed that a representative assembly (legislature) elected by qualified voters should make laws. These liberal ideals were similar to republicanism, the belief that a government’s power comes from the rule of law and the citizens who are allowed to vote.

Liberals did not believe in a democracy in which everyone had a right to vote. They thought that the right to vote and hold office should be open only to men of property. Liberalism was tied to middle-class men, especially industrial middle-class men, who wanted voting rights for themselves so they could share power with the landowning classes. The liberals feared mob rule and had little desire to let the lower classes share that power.

Nationalism

Nationalism was an even more powerful force for change in the nineteenth century than was liberalism. Nationalism arose when people began to identify themselves as part of a community defined by a distinctive language, common institution, and customs. This community is called a nation. In earlier centuries, people’s loyalty went to a king or to their town or region. In the nineteenth century, people began to feel that their chief loyalty was to the nation.

Nationalism did not become a popular force for change until the French Revolution. From then on, nationalists came to believe that each nationality should have its own government. Thus, the Germans, who were separated into many principalities, wanted national unity in a German nation-state with one central government. Subject peoples, such as the Hungarians, wanted the right to establish their own governments rather than be subject to the Austrian emperor.

Nationalism, then, was a threat to the existing political order. A united Germany, for example, would upset the balance of power set up at the Congress of Vienna in 1815. At the same time, an independent Hungarian state would mean the breakup of the Austrian Empire. Conservatives feared such change and thus tried hard to repress nationalism.

In the first half of the nineteenth century, nationalism found a strong ally in liberalism. Most liberals believed that freedom could only be possible in people who ruled themselves. Each group of people should have its own state. No state should attempt to dominate another state. The association with liberalism meant that nationalism had a wider scope.

Revolutionary Outbursts

Beginning in 1830, the forces of change—liberalism and nationalism—began to break through the conservative domination of
Europe. In France, liberals overthrew the Bourbon monarch Charles X in 1830 and established a constitutional monarchy. Political support for the new monarch, Louis Philippe, a cousin of Charles X, came from the upper-middle class. In the same year, 1830, three more revolutions occurred. Nationalism was the chief force in all of them. Belgium, which had been annexed to the former Dutch Republic in 1815, rebelled and created an independent state. In Poland and Italy, which were both ruled by foreign powers, efforts to break free were less successful. Russians crushed the Polish attempt to establish an independent Polish nation. Meanwhile Austrian troops marched south and put down revolts in a number of Italian states.

**Reading Check** Evaluating How did liberalism and nationalism present a challenge to the conservative domination of Europe in the early 1800s?

The Revolutions of 1848

**Main Idea** Beginning in 1848, the spirit of revolution spread quickly over Europe, but the uprisings were largely suppressed.

**HISTORY & YOU** Can you imagine living without the rights guaranteed in the Constitution? In 1848, popular uprisings in Europe hoped to win such rights.

The conservative order still dominated much of Europe as the midpoint of the nineteenth century approached. However, the forces of liberalism and nationalism continued to grow. These forces of change erupted once more in the revolutions of 1848.

**Another French Revolution**

Revolution in France once again sparked revolution in other countries. Severe economic problems beginning in 1846 brought untold hardship in France to the lower-middle class, workers, and peasants.

In the mid-1840s, many French people became increasingly frustrated over poor economic conditions, government corruption, and the fact that so few people could vote. Since political meetings were illegal, reformers were holding banquets to discuss issues. When King Louis Philippe canceled a banquet meeting on February 22, 1848, riots broke out and the royal palace was under threat. The king renounced the throne and fled to Great Britain.

This painting depicts the people burning the throne at the Place de la Bastille, 1848.

1. **Explaining** What was the purpose of the banquet to be held on February 22, 1848?
2. **Analyzing Visuals** How would you describe the symbolic meaning of this painting?

Answers:
1. to discuss electoral reform
2. The burning of the throne symbolized the end of the monarchy and the beginning of rule by the people.

Additional Support

**Reading Strategy**

**Activating Prior Knowledge**

Ask: In what ways might the revolutions of 1848 be considered a continuation of the French Revolution? (Workers are still demanding many of the same rights and are rebelling against the monarchy.)

**Answer:** In France, liberals overthrew Charles X and established a constitutional monarchy. Nationalism was the force of three revolutions in 1830. Belgium created an independent state, but revolts in Poland and Italy failed to free these lands of foreign domination.

**Extending the Content**

**Louis Philippe** In 1830, Louis Philippe was proclaimed “King of the French” in recognition of the system of popular monarchy, which linked the title to a people rather than a state. His reign marked the triumph of the bourgeoisie over the aristocracy. Initially, Louis Philippe tried to balance the demands of the monarchists and the socialists and republicans. His rule was marked by death threats and rebellions, however, resulting in his curtailing of civil liberties and elimination of opposition. Ask: What are some reasons that Louis Philippe stopped trying to balance the demands of the monarchists, socialists, and republicans? (Answers may include that he felt balance was not possible; he was worried that he might lose power.)
CHAPTER 12 • SECTION 2

Differentiated Instruction

Visual/Spatial Have students create advertisements for the national workshops that helped provide work for the unemployed. Tell students that the posters should reflect positively on the new provisional government.

Writing Support

Expository Writing Ask students to write a paragraph about the unification of nineteenth-century Germany from the viewpoint of a ruler of a small German state. (Answers should reflect an understanding that a unified Germany would mean a loss of power for individual rulers.)

Answers:
1. Magyar, Romanian, Slovak, German, Croat, Serb
2. Various ethnic groups dominated different regions.

Additional Support

Comparing and Contrasting Organize students into groups of three or four. Have each group brainstorm a list of countries and regions where nationalism has been an issue in recent years. Tell students to consider places where nationalist conflicts have been resolved peacefully, cases where attempts at a resolution have led to more conflict and tension, and instances where no attempts have been made to resolve nationalist issues. Have students use library or Internet resources to research the causes and effects of nationalism in each country or region and record their findings in a chart. Ask: In what ways were the causes and effects of nationalism in each location similar and different? What factors do you think had the greatest impact on the results? Have each group discuss their ideas and work together to write a brief essay that compares and contrasts the roles of nationalism in the countries or regions they researched. Select volunteers to read aloud each group’s essay. Discuss the common elements among the essays as a class.

Activity: Collaborative Learning

At the same time, members of the middle class clamored for the right to vote. The government of Louis Philippe refused to make changes, and opposition grew. The monarchy was finally overthrown in 1848. A group of moderate and radical republicans set up a provisional, or temporary, government. The republicans were people who wished France to be a republic—a government in which leaders are elected.

The provisional government called for the election of representatives to a Constituent Assembly that would draw up a new constitution. Election was to be by universal male suffrage, meaning all adult men could vote.

The provisional government also set up national workshops to provide work for the unemployed. From March to June, the number of unemployed enrolled in the national workshops rose from about 66,000 to almost 120,000. This emptied the treasury and frightened the moderates, who reacted by closing the workshops on June 21.

The workers refused to accept this decision and poured into the streets. In four days of bitter and bloody fighting, government forces crushed the working-class revolt. Thousands were killed and thousands more were sent to the French prison colony of Algeria in northern Africa.

The new constitution, ratified on November 4, 1848, set up a republic called the Second Republic. The Second Republic had a single legislature elected by universal male suffrage. A president, also chosen by universal male suffrage, served for four years. In the elections for the presidency held in December 1848, Charles Louis Napoleon Bonaparte (called Louis-Napoleon), the nephew of the famous French ruler, won a resounding victory.

Trouble in the German States

News of the 1848 revolution in France led to upheaval in other parts of Europe. The Congress of Vienna in 1815 had recognized the existence of 38 independent German states (called the German Confederation). Of these, Austria and Prussia were the two great powers. The other states varied in size.

In 1848, cries for change led many German rulers to promise constitutions, a free press, jury trials, and other liberal reforms. In May 1848, an all-German parliament, called the Frankfurt Assembly, was held to fulfill a liberal and nationalist dream—the preparation of a constitution for a new united Germany. The Frankfurt Assembly’s proposed constitution provided for a German state with a parliamentary government and a hereditary emperor ruling under a limited monarchy. The constitution also allowed for direct election of deputies to the parliament by universal male suffrage.

Ultimately, however, the Frankfurt Assembly failed to gain the support needed to achieve its goal. Frederick William IV of Prussia, to whom the throne was offered, refused to accept the crown from a popularly elected assembly. Thus, the assembly members had no real means of forcing the German rulers to accept their drafted constitution. German unification was not achieved.
Revolution in Central Europe

The Austrian Empire also had its problems. The empire was a multinational state—a collection of different peoples including Germans, Czechs, Magyars (Hungarians), Slovaks, Romanians, Slovenes, Poles, Croats, Serbians, Ruthenians (Ukrainians), and Italians. Only the German-speaking Hapsburg dynasty held the empire together. The Germans, though only a quarter of the population, played a leading role in governing the Austrian Empire.

In March 1848, demonstrations erupted in the major cities. To calm the demonstrators, the Hapsburg court dismissed Metternich, the Austrian foreign minister, who fled to England. In Vienna, revolutionary forces took control of the capital and demanded a liberal constitution. To appease the revolutionaries, the government gave Hungary its own legislature. In Bohemia, the Czechs clamored for their own government.

Austrian officials had made concessions to appease the revolutionaries but were determined to reestablish their control over the empire. In June 1848, Austrian military forces crushed the Czech rebels in Prague. By the end of October, the rebels in Vienna had been defeated as well. With the help of a Russian army of 140,000 men, the Hungarian revolutionaries were finally subdued in 1849. The revolutions in the Austrian Empire had failed.

Revolution in the Italian States

The Congress of Vienna had set up nine states in Italy, which were divided among the European powers. These states included the Kingdom of Piedmont in the north; the Two Sicilies (Naples and Sicily); the Papal States; a handful of small states; and the northern provinces of Lombardy and Venetia—now part of the Austrian Empire.

In 1848, a revolt broke out against the Austrians in Lombardy and Venetia. Revolutionaries in other Italian states also took up arms and sought to create liberal constitutions and a unified Italy. By 1849, however, the Austrians had reestablished complete control over Lombardy and Venetia. The old order also prevailed in the rest of Italy.

Throughout Europe in 1848, popular revolts started upheavals that had led to liberal constitutions and liberal governments. However, moderate liberals and more radical revolutionaries were soon divided over their goals, and so conservative rule was reestablished. Even with the reestablishment of conservative governments, however, the forces of nationalism and liberalism continued to influence political events.

Vocabulary

1. **Explain** the significance of: Congress of Vienna, Klemens von Metternich, Vienna, conservatism, principle of intervention, liberalism, Bill of Rights, constitution, radical, universal male suffrage, Louis-Napoleon, German Confederation, multinational state, Prague.

2. **Explain** how the Congress of Vienna achieved and maintained a balance of power.

3. **Summarize** the ideologies of conservatism, liberalism, and nationalism by using a chart like the one below.

<table>
<thead>
<tr>
<th>Conservatism</th>
<th>Liberalism</th>
<th>Nationalism</th>
</tr>
</thead>
</table>

4. List the different peoples living in the Austrian Empire.

Critical Thinking

5. **Analyzing** How did the social and economic changes from the Industrial Revolution contribute to the spread of liberalism?

6. **Hypothesizing** Why did Great Britain not join the revolutions that spread through Europe in 1848?

7. **Analyzing** Examine the painting on page 391. If you did not already know, how could you tell the social class of the revolutionaries by their dress?

Writing About History

8. **Expository Writing** Select one of the following ideologies: conservatism, liberalism, or nationalism. Write an essay in which you identify contemporary ideas influenced by that ideology.

Study Central provides summaries, interactive games, and online graphic organizers to help students review content.

Answer: France, German states, Austrian empire, Italian states

**Identifying** What countries experienced revolutions in 1848?

**Expository Writing**

Select one of the following ideologies: conservatism, liberalism, or nationalism. Write an essay in which you identify contemporary ideas influenced by that ideology.

**Critical Thinking**

**Analyzing** How did the social and economic changes from the Industrial Revolution contribute to the spread of liberalism?

**Hypothesizing** Why did Great Britain not join the revolutions that spread through Europe in 1848?

**Analyzing** Examine the painting on page 391. If you did not already know, how could you tell the social class of the revolutionaries by their dress?

**Writing About History**

Select one of the following ideologies: conservatism, liberalism, or nationalism. Write an essay in which you identify contemporary ideas influenced by that ideology.

Answers

1. Definitions for the vocabulary words are found in the section and the Glossary.

2. Divided territories and redrew borders; met at times to discuss peacekeeping; intervened in revolutions.

3. **Conservatism**: tradition, social stability, obedience to political authority; **Liberalism**: civil liberties, religious toleration, constitution; **Nationalism**: common traditions, language, customs

4. Germans, Czechs, Magyars (Hungarians), Slovaks, Romanians, Slovenes, Poles, Croats, Serbians, Italians

5. Industrial Revolution led to growth of industrial middle class. Liberalism was tied to middle-class men.

6. Answers may include that Great Britain already had a constitutional, or limited, monarchy with representatives for the people. Other than the Irish potato famine, food supplies were plentiful. Some work conditions at factories had already been addressed (Factory Act of 1833) if not completely resolved.

7. Yes, coats and ties: middle class; tunics: working class

8. Essays will identify influence on contemporary ideology.
National Unification and Nationalism

GUIDE TO READING

The Big Idea
Self-Determination In the mid-1800s, the Germans and Italians created their own nations. However, not all national groups were able to reach that goal.

Content Vocabulary
• militarism (p. 396)
• kaiser (p. 397)
• plebiscite (p. 399)

Academic Vocabulary
• unification (p. 395)
• regimen (p. 399)

People and Places
• Piedmont (p. 395)
• Giuseppe Garibaldi (p. 396)
• Otto von Bismarck (p. 396)
• Alia (p. 397)

Lorraine (p. 397)
Queen Victoria (p. 398)
Budapest (p. 398)
Czar Alexander II (p. 400)

Reading Strategy
Summarizing Information
As you read, use a table like the one below to list the changes that took place in the indicated countries during the nineteenth century.

<table>
<thead>
<tr>
<th>Great Britain</th>
<th>France</th>
<th>Austrian Empire</th>
<th>Russia</th>
</tr>
</thead>
</table>

HISTORY & YOU

What have you achieved as a member of a group that you could not have achieved on your own? Learn how determined leadership and strong military effort resulted in the unification of Italy and German states.

Toward National Unification

The rise of nationalism led to the unification of Italy and Germany.

Breakdown of the Concert of Europe

The Crimean War was the result of a long-term struggle between Russia and the Ottoman Empire. The Ottoman Empire, centered in what is now Turkey, had long controlled most of the Balkans in southeastern Europe. By 1800, however, the Ottoman Empire was in decline. Its authority over Balkan territories began to weaken.

Russia was a nation with little access to warm-water ports. It had always coveted territory in the Balkans. Having this territory would allow Russian ships to sail through the Dardanelles, the straits between the Black Sea and the Mediterranean. If Russia could achieve this goal, it would become the major power in eastern Europe and would even be able to challenge British naval control of the eastern Mediterranean. Other European nations feared Russian ambitions but also hoped to gain some territory if the Ottoman Empire collapsed.

In 1853, the Russians invaded the Turkish Balkan provinces of Moldavia and Walachia. In response, the Ottoman Turks declared war on Russia. Great Britain and France, fearful of Russian gains, declared war on Russia the following year. This conflict came to be called the Crimean War.

The Crimean War was named for the Russian peninsula in the Black Sea where important battles took place. The war was poorly planned and poorly fought. Eventually, heavy losses caused the Russians to seek peace. By the Treaty of Paris, signed in March 1856, Russia agreed to allow Moldavia and Walachia to be placed under the protection of all the great powers.
Italian Unification

In 1850, Austria was still the dominant power on the Italian Peninsula. After the failure of the revolution of 1848, people began to look to the northern Italian state of Piedmont for leadership in achieving the unification of Italy. The royal house of Savoy ruled the Kingdom of Piedmont. Included in the kingdom were Piedmont, the island of Sardinia, Nice, and Savoy. The ruler of the kingdom, beginning in 1849, was King Victor Emmanuel II.

The king named Camillo di Cavour his prime minister in 1852. Cavour was a dedicated political leader. As prime minister, he pursued a policy of economic expansion to increase government revenues and enable the kingdom to equip a large army. Cavour, however, knew that Piedmont’s army was not strong enough to defeat the Austrians. So, he made an alliance with the French emperor Louis-Napoleon. Cavour then provoked the Austrians into declaring war in 1859.

The effect of the Crimean War was to destroy the Concert of Europe. Austria and Russia, the chief powers maintaining the status quo before the 1850s, were now enemies. Austria, with its own interests in the Balkans, had refused to support Russia in the Crimean War. A defeated and humiliated Russia withdrew from European affairs for the next 20 years. Austria now had no friends among the great powers. This situation opened the door to the unification of Italy and Germany.

**Geography SKILLS**

1. **Regions** Describe the sequence of events in Italian unification.
2. **Location** What physical feature divided the North German Confederation from the southern German states?

Answers:
1. 1859: Lombardy added to Piedmont; 1860: Parma, Modena, Tuscany added to Piedmont; 1860: Garibaldi’s forces advance through Kingdom of Two Sicilies and Naples; 1866: Venetia added to Italy; 1870: Papal States added to Italy
2. the Main River

**Hands-On Chapter Project**

**Step 3**

**Developing Dramatic Monologues** Groups continue to assemble parts of the living time line they worked on in Sections 1 and 2.

**Directions:** Write the Big Idea on the board. Then ask students to look for information in the section about the following historical figures: Camillo di Cavour, Giuseppe Garibaldi, Otto von Bismarck, Queen Victoria, Napoleon III, and Czar Alexander II. Have group members each write a dramatic monologue from the point of view of one of these figures, revealing his or her attitudes toward nationalism and reform. Suggest that students share their monologues with each other before adding symbols of this era to their backdrop.

**Summarizing:** Have groups share their insights about the Big Idea, based on what they learned through their dramatic monologues.

(Chapter Project is continued in Section 4.)
Differentiated Instruction

Advanced Learners  Have students create a chart with the following column heads: King Victor Emmanuel II, Count Cavour, Giuseppe Garibaldi. The following topics should be included for rows: Goals and Ideals, Events and Dates, Impact on Unification. Ask students to use library or Internet sources to complete the chart.

Critical Thinking

Predicting Consequences

Ask: What might have happened if Garibaldi had not chosen to turn his conquests over to Piedmont? (Answers may include that Italian unification might not have occurred.)

Differentiated Instruction

English Language Learners  Explain to students that the terms strong, authoritarian, firm control, and militarism all imply that Prussia was a state that its neighbors may have feared. Tell students that authoritarian regimes are usually oppressive, as the people in control typically use their power in an unjust manner.

Additional Support

Teacher Tip

Collaborative Learning  Encourage students to assign roles to people in their group. In some cases, it may be helpful to have the group divide into pairs to efficiently research their topic.

Activity: Collaborative Learning

Analyzing Information  Have students find out more about the major wars in which Prussia was involved in the 1860s and 1870s with Denmark, Austria, and France. Have three groups of students research Germany’s position in each war and three groups investigate the stance of the opposing countries in each conflict. Groups should locate information regarding each country’s goals and motives, the strategies used by each, the major figures involved, and the significance of the outcome for each side. Then have pairs of rival groups work together to create a short oral presentation of the facts concerning each war. Encourage them to include visual aids. Have groups present their information chronologically. Ask: Why was Prussia able to achieve victory in each conflict? Have students discuss their insights.
In 1870, Prussia and France became embroiled in a dispute over the candidacy of a relative of the Prussian king for the throne of Spain. Taking advantage of the situation, Bismarck goaded the French into declaring war on Prussia on July 19, 1870. This conflict was called the Franco-Prussian War.

The French proved to be no match for the better led and better organized Prussian forces. The southern German states honored their military alliances with Prussia and joined the war effort against the French. Prussian armies advanced into France. At Sedan, on September 2, 1870, an entire French army and the French ruler, Napoleon III, were captured. Paris finally surrendered on January 28, 1871. An official peace treaty was signed in May. France had to pay 5 billion francs (about $1 billion) and give up the provinces of Alsace and Lorraine to the new German state. The loss of these territories left the French burning for revenge.

Even before the war had ended, the southern German states had agreed to enter the North German Confederation. On January 18, 1871, Bismarck and 600 German princes, nobles, and generals filled the Hall of Mirrors in the palace of Versailles, 12 miles outside Paris. William I of Prussia was proclaimed Kaiser, or emperor, of the Second German Empire (the first was the medieval Holy Roman Empire).

The Prussian monarchy and the Prussian army had achieved German unity. The authoritarian and militaristic values of Prussia were triumphant in the new German state. With its industrial resources and military might, the new state had become the strongest power on the European continent.

Bismarck—by “iron and blood”; that is, by military power pursued the path of unification.

Garibaldi turned over his conquests to Victor Emmanuel II. Quietly retiring to his native island of Caprera, he was called back into military service soon afterward and continued fighting until Italy was completely free. Why did Garibaldi turn over his conquests to Victor Emmanuel?

Answers:

- Russia and Austria became enemies. Russia withdrew from European affairs for 20 years. Italy and Germany pursued the path of unification. 

- Bismarck—by “iron and blood”; that is, by military power

- Garibaldi—Garibaldi had no political ambitions

**Critical Thinking**

**Analyzing Information** Ask: Do you think it was fair for Bismarck to use the dispute over the throne of Spain as way to provoke France into a war? (Students may mention that if Prussia knew it was going to war with France, it could have done so in a more direct manner.)

**Writing Support**

**Expository Writing** Have students write a paragraph discussing the idea that a country should only fight a war that it is sure it can win.

**Reading Check**

- Extending the Content

  **Giuseppe Garibaldi** Garibaldi’s successful guerrilla tactics (learned in South America), his personal charm and integrity, and his refusal to surrender his cause made him a hero of freedom to people around the globe. President Lincoln even asked him to command the Union troops in the Civil War. Ask: Why was Garibaldi’s popularity an asset in his struggle to unify Italy? (His popularity drew support for his cause and forced the government to accept his efforts on their behalf.)

  **Otto von Bismarck** Thanks to Bismarck, Germany was the first country in the world to implement an old-age social security plan. Although this seems paradoxical in view of his hatred of socialism, in fact, it was part of his strategy for averting worker rebellions, helping the economy, and trying to weaken the Social Democrats. Ask: What political effect did Bismarck hope social security would have? (He hoped that workers would switch their loyalty from the Social Democrats to the conservatives.) Discuss the differences in the unification tactics of Garibaldi and Bismarck. (Garibaldi garnered the people’s support in uniting Italy; Bismarck united the German states by force.)
Nationalism and Reform
in Europe

While Italy and Germany were being unified, other states in Europe were also changing.

HISTORY & YOU Have you ever been to Paris or seen it depicted in the movies? Read about why the wide boulevards and public squares were originally built.

After 1848, Great Britain became more liberal, while the governments of France, Austria, and Russia grew more authoritarian.

Great Britain

Great Britain managed to avoid the revolutionary upheavals of the first half of the nineteenth century. In 1815, aristocratic landowning classes, which dominated both houses of Parliament, governed Great Britain. In 1832, Parliament passed a bill that increased the number of male voters.

POLITICAL CARTOONS

The Reform Act of 1832 gave voting rights to many men of the industrial middle class, yet it excluded six out of seven adult males. Pressure to extend voting rights down the social ladder led to the Reform Act of 1867. In his book The English Constitution (1867), Walter Bagehot described the possible effects of the Reform Act of 1867:

"...The Reform Act of 1867 has, I think, unmistakably completed the effect which the Act of 1832 began, but left unfinished. The middle class element has gained greatly by the second change, and the aristocratic element has lost greatly. ...As a theoretical writer I can venture to say, what no elected member of Parliament, Conservative or Liberal, can venture to say, that I am exceedingly afraid of the ignorant multitude of the new constituencies. ..."

The figure on the horse represents Britain. In the background are Lord Derby and other members of Parliament.

This cartoon focuses on a comment by Lord Derby that the Reform Act of 1867 was “a leap in the dark.”

1. Explaining Why is Britain shielding her eyes in the cartoon?
2. Analyzing Primary Sources Why were many members of the ruling class uneasy about the new law?
France

In France, events after the revolution of 1848 moved toward the restoration of the monarchy. Four years after his election as president in 1848, Louis-Napoleon returned to the people to ask for the restoration of the empire. In this plebiscite, or popular vote, 97 percent responded with a yes vote. On December 2, 1852, Louis-Napoleon assumed the title of Napoleon III, Emperor of France. (The first Napoleon had named his son as his successor and had given him the title of Napoleon II. Napoleon II never ruled France, however.) The Second Empire had begun.

The government of Napoleon III was clearly authoritarian. As chief of state, Napoleon III controlled the armed forces, police, and civil service. Only he could introduce legislation and declare war. The Legislative Corps gave an appearance of representative government, because the members of the group were elected by universal male suffrage for six-year terms. However, they could neither initiate legislation nor affect the budget.

Napoleon III completely controlled the government and limited civil liberties. Nevertheless, the first five years of his reign were a spectacular success. To distract the public from their loss of political freedom, he focused on expanding the economy. Government subsidies helped foster the rapid construction of railroads, harbors, roads, and canals. Iron production tripled.

In the midst of this economic expansion, Napoleon III also carried out a vast rebuilding of the city of Paris. The old Paris of narrow streets and walls was replaced by a modern Paris of broad boulevards, spacious buildings, public squares, an underground sewage system, a new public water supply system, and gaslights. The new Paris served a military purpose as well. Broad streets made it more difficult for would-be rebels to throw up barricades and easier for troops to move rapidly through the city in the event of revolts.

In the 1860s, opposition to some of Napoleon’s economic and governmental policies arose. In response, Napoleon III began to liberalize his regime. For example, he gave the legislature more power. In a plebiscite held in 1870, the French people gave Napoleon another victory. This triumph was short-lived, however. After the French were defeated in the Franco-Prussian War in 1870, the Second Empire fell.

The Austrian Empire

Nationalism, a major force in nineteenth-century Europe, presented special problems for the Austrian Empire. That was because the empire contained so many different ethnic groups, and many were campaigning for independence. Yet the Austrian Empire had managed to frustrate their desires.

After the Hapsburg rulers crushed the revolutions of 1848 and 1849, they restored centralized, autocratic government to the empire. Austria’s defeat at the hands of the Prussians in 1866, however, forced the Austrians to make concessions to the fiercely nationalistic Hungarians.

The result of these concessions was the Compromise of 1867. This compromise created the dual monarchy of Austria-Hungary. Each of these two components of the empire now had its own constitution, its own legislature, its own government bureaucracy, and its own capital (Vienna for Austria and Budapest for Hungary). Holding the two states together were a single monarch (Francis Joseph was both emperor of Austria and king of Hungary) and a common army, foreign policy, and system of finances.

In domestic affairs, then, the Hungarians had become an independent nation. The compromise, of course, did not satisfy the other nationalities that made up the multinational Austro-Hungarian Empire.

Russia

At the beginning of the nineteenth century, Russia was overwhelmingly rural, agricultural, and autocratic. The Russian czar was still regarded as a divine-right monarch with unlimited power. However, the Russian government faced challenges.

Activity: Interdisciplinary Connection

Language Arts Tell students that Victor Hugo, the writer, was a staunch republican who went into exile when Napoleon III came into power. His book Les Misérables was written at this time and reflects the conditions of the poor under Napoleon’s authoritarian rule. Have students watch the movie or musical version of the novel, either as a class or in small groups. Discuss Hugo’s portrayal of society, focusing particularly on his opinion of the public perception of the poor in contrast to the reality that he sees. Then ask students to work together to choose clips from the video that help them to understand more about the significant political and social issues of this period, taking into account Hugo’s bias. Ask: What themes in this work transcend the particular setting and convey a universal message? As a class, discuss students’ answers to this question.

Differentiated Instruction

Visual/Spatial Have students create a two-column chart to identify the positive and negative aspects of Napoleon III’s regime. (positive: expanded the economy; built railroads, harbors, roads, canals; increased iron production; rebuilt Paris; negative: controlled armed forces, police, civil service: had sole power to make laws and declare war)

Writing Support Expository Writing Have students write a brief article for a British newspaper in which they analyze the success of the first five years of Napoleon III’s rule.

Critical Thinking Identifying Central Issues Tell students that feelings of nationalism bind groups with common goals to form an independent nation. Nationalism can bring many smaller states together into one nation or it can divide a larger nation into smaller states. Ask: Which of these situations occurred in the Austrian Empire? (A large empire was divided into two to form the dual monarchy of Austria-Hungary.)
It used soldiers, secret police, repression, and censorship to withstand the revolutionary fervor of the early 1800s. 

In 1856, however, as described earlier, the Russians suffered a humiliating defeat in the Crimean War. Even staunch conservatives realized that Russia was falling hopelessly behind the western European powers. **Czar Alexander II** decided to make some reforms.

Serfdom, the largest problem in czarist Russia, was not just a humanitarian issue, but a complicated one that affected the economic, social, and political future of Russia. On March 3, 1861, Alexander issued an **emancipation edict**, which freed the serfs. Peasants could now own property and marry as they chose. The government provided land for the peasants by buying it from the landlords.

The new land system, however, was not that helpful to the peasants. The landowners often kept the best lands for themselves.

The Russian peasants soon found that they did not have enough good land to support themselves. Emancipation, then, led not to a free, landowning peasantry but to an unhappy, land-starved peasantry that largely followed old ways of farming.

Alexander II attempted other reforms as well, but he could please no one. Reformers wanted more changes and at a faster pace. Conservatives thought that the czar was destroying the basic institutions of Russian society. A group of radicals assassinated Alexander II in 1881. His son, Alexander III, became the successor to the throne. Alexander III turned against reform and returned to the old methods of repression. He also began construction of the Trans-Siberian railway, a modernization project that improved communication and transportation throughout Russia.

**Reading Strategy**

Inferring  Ask students to discuss whether Alexander II would have freed the serfs if Russia had been victorious in the Crimean War. (Answers may include that Alexander probably would not have issued an emancipation edict freeing the serfs because a victory in the war would have implied that reform was not necessary in Russia.)

**Answers:**

1. nursing as a profession; nursing schools; principles of nursing and sanitary practices; American Red Cross

2. Answers may include that war produces massive casualties, prompting medical professionals to find new ways to cope with the overwhelming need.

**Reading Check**

Answer: their own constitution, legislature, government bureaucracy, and capital

---

**Extending the Content**

**Nursing and Public Health**  Explain to students that Florence Nightingale and Clara Barton helped advance women's rights while making contributions to public health in the United States, as well as in other countries around the world. Allow students to study the illustration of Florence Nightingale in the military hospital.

**Ask:** What might hospitals have been like during the Civil War and other nineteenth-century wars if it weren't for the help of volunteers such as Nightingale and Barton? (Answers may include that hospitals probably would have been unable to handle all of the people injured in the wars, resulting in deplorable conditions and many more deaths.)

Allow time to talk about health-related organizations such as the American Red Cross. Ask students what organizations, foundations, and charities they know of that help people who are in need.
The United States Constitution committed the nation to liberalism and nationalism. Yet unity did not come easily.

Two factions fought bitterly about the division of power in the new government. The Federalists favored a strong central government. The Republicans, fearing central power, wanted the federal government to be subordinate to the state governments. These divisions had ended with the War of 1812 against the British. This surge of national feeling served to cover up the nation’s divisions.

The slave trade had ended in 1808, but slavery continued. By the mid-1800s, slavery had become a threat to American unity. Four million enslaved African Americans were in the South by 1860, compared with one million in 1800.

The South’s economy was based on growing cotton on plantations, chiefly by slave labor. In 1793 Eli Whitney’s invention of the cotton gin—which removed cotton seeds very fast—increased the demand for slave labor. The South was determined to maintain the cotton economy and plantation-based slavery. Abolitionism, a movement to end slavery, arose in the North and challenged the Southern way of life. An escaped slave, Frederick Douglass became an abolitionist leader and advisor to President Lincoln.

As opinions over slavery grew more divided, compromise became less possible. Abraham Lincoln said in a speech in 1858 that “this government cannot endure permanently half slave and half free.” When Lincoln was elected president in November 1860, war became certain.

On December 20, 1860, South Carolina voted to secede, or withdraw, from the United States. In February 1861, six more Southern states did the same. A rival nation—the Confederate States of America—was formed. In April, fighting erupted between North and South—the Union and the Confederacy—and soon four more states seceded.

The American Civil War (1861–1865) was a bloody struggle. Lincoln’s Emancipation Proclamation declared most of the nation’s enslaved people “forever free.” The Confederate forces surrendered on April 9, 1865. The United States remained united, “one nation, indivisible.”
GUIDE TO READING

The BIG Idea
New Technologies Artistic movements are influenced by the society around them. Romanticism was in part a reaction to the Industrial Revolution, while advances in science contributed to a new movement called realism.

Content Vocabulary
romanticism (p. 403)
secularization (p. 405)
organic evolution (p. 406)
natural selection (p. 406)
realism (p. 407)

People and Places
Ludwig van Beethoven (p. 403)
Louis Pasteur (p. 405)
Charles Darwin (p. 405)
Charles Dickens (p. 407)

Reading Strategy
Summarizing Information
As you read, use a table like the one below to list popular literature from the romantic and realist movements.

Romanticism
Realism

Academic Vocabulary
individuality (p. 402)
approach (p. 405)

Romanticism

Romanticism and Realism

Romanticism was a reaction to the Enlightenment and to the Industrial Revolution. Romantics believed that emotions, rather than reason, should guide them. By the mid-nineteenth century, romanticism had given way to a new movement called realism. Realists focused on the everyday world and ordinary people.

Romanticism

HISTORY & YOU
Do you and your friends dress differently from your parents? Perhaps you are expressing your individuality, as the romantics did in their time. Read to learn what romanticism of the eighteenth century valued.

At the end of the 1700s, a new intellectual movement, known as romanticism, emerged as a reaction to the ideas of the Enlightenment. The Enlightenment had stressed reason as the chief means for discovering truth. The romantics emphasized feelings, emotion, and imagination as sources of knowing.

The romantics believed that emotion and sentiment were only understandable to the person experiencing them. In their novels, romantic writers created figures who were often misunderstood and rejected by society but who continued to believe in their own worth through their inner feelings.

Romantics also valued individualism, the belief in the uniqueness of each person. Many romantics rebelled against middle-class conventions. Male romantics grew long hair and beards and both men and women wore outrageous clothes to express their individuality.

Many romantics had a passionate interest in the past ages, especially the medieval era. They felt it had a mystery and interest in the soul that their own industrial age did not. Romantic architects revived medieval styles and built castles, cathedrals, city halls, parliamentary buildings, and even railway stations in a style called neo-Gothic. The British Houses of Parliament in London are a prime example of this architectural style.

Romanticism in Art and Music

Romantic artists shared at least two features. First, to them, all art was a reflection of the artist’s inner feelings. A painting should mirror the artist’s vision of the world and be the instrument of the artist’s own imagination. Second, romantic artists abandoned classical reason for warmth and emotion.
Eugène Delacroix (deh•luh•KWAH) was one of the most famous romantic painters from France. His paintings showed two chief characteristics: a fascination with the exotic and a passion for color. His works reflect his belief that “a painting should be a feast to the eye.”

Many of Delacroix’s paintings depicted scenes of uprisings against tyrants. His most influential work is perhaps *Liberty Leading the People*. In this painting, a woman holding a red banner is the symbol of liberty. She is leading revolutionaries forward during battle. After his travels to Spain and North Africa, Delacroix painted the animals he had seen there. *The Lion Hunt* is a good example of his later subjects.

In music, too, romantic trends dominated the first half of the nineteenth century. One of the most famous composers of this era was Ludwig van Beethoven. Some have called him a bridge between classical and romantic music. Others argue that he was such a rare genius he cannot be easily classified.

In 1816, English poet Lord Byron (1788–1824) visited the Castle of Chillon in Switzerland. The story of Swiss patriot François Bonivard, a political prisoner in its dungeon for four years (1532–1536), inspired Byron to pen the moving poem “The Prisoner of Chillon” (1820). Here is an excerpt.

"… They chain’d us each to a column stone, And we were three—yet, each alone, We could not move a single pace, We could not see each other’s face, But with that pale and livid light That made us strangers in our sight: And thus together—yet apart, Fetter’d in hand, but join’d in heart."

Eugène Delacroix painted the *Prisoner of Chillon* in 1834 in response to a poem by Byron.

1. **Interpreting** Describe the feelings you get from the poem and the painting.
2. **Making Connections** What might have inspired Byron and Delacroix to address the story of a long-ago prisoner?

**Answers:**
1. Answers may include feelings of despair, desperation, confusion, sorrow, and loneliness. Others might focus on the last line of the poem and offer emotions of camaraderie and hope.
2. Romantics favored emotional themes as well as subjects from a different time and place.

**Teach**

**Writing Support**

**Expository Writing** Have students use library or Internet sources to research the life of Delacroix or one of the other artists of the period and write a one-page biography. Tell students to include information on education, training, major works, and public acceptance of the artist. OL

**Hands-On Chapter Project**

**Step 4**

Groups of students complete the time lines that they worked on in Sections 1, 2, and 3.

**Directions:** Write the Big Idea on the board. Have students add quotations from the writers named in this section as well as representations of the scientific and artistic accomplishments to their backdrops. Then ask them to locate music by Beethoven or another composer from the period and create a soundtrack for their dramatic presentations. Discuss what students learned about the Big Idea as they completed their backdrops and soundtracks.

**Putting It Together:** Have groups present their living time lines. They should play their soundtracks as they briefly explain the events, people, and ideas represented on their backdrops and then perform their skits and monologues. OL

(Chapter Project is continued on the Visual Summary page.)
Beethoven’s early work fell largely within the classical form of the eighteenth century. However, his Third Symphony embodied the elements of romanticism with powerful melodies that created dramatic intensity.

In one way, Beethoven was definitely a romantic. He thought of himself as an artist, not a craftsman. He had an intense and difficult personality but was committed to writing music that reflected his deepest feelings. “I must write, for what weighs on my heart, I must express.”

Romanticism in Literature

Like the visual arts, the literary arts were deeply affected by romanticism and reflected a romantic interest in the past. Sir Walter Scott’s Ivanhoe, for example, a best-seller in the early 1800s, told of clashes between knights in medieval England. Many romantic writers chose medieval subjects and created stories that expressed their strong nationalisms.

An attraction to the exotic and unfamiliar gave rise to Gothic literature. Chilling examples are Mary Shelley’s Frankenstein

Answers:
1. Answers may include that Shelley described her monster as something unnatural and horrifying that should never have been brought to life.
2. Answers may include that Shelley was expressing a reaction against the scientific breakthroughs of her time, possibly seeing scientists as dangerously usurping the role of God.

Mary Shelley was the daughter of Mary Wollstonecraft, noted writer and feminist. Shelley’s 1818 novel reflects the romantics’ reaction to scientific advances. “Frightful must it be; for supremely frightful would be the effect of any human endeavour to mock the stupendous mechanism of the Creator of the world. His success would terrify the artist; he would rush away from his odious [disgusting] handy-work, horror-stricken. He would hope that left to itself, the slight spark of life which he had communicated would fade; that this thing, which had received such imperfect animation [life], would subside into dead matter; and he might sleep in the belief that the silence of the grave would quench for ever the transient [short] existence of the hideous corpse which he had looked upon as the cradle of life.”

—Mary Shelley, about her monster in her book Frankenstein

Activity: Collaborative Learning

Analyzing Primary Sources Have students work in small groups to perform a Reader’s Theater of a romantic work of poetry or prose. Students might choose passages from Mary Shelley’s Frankenstein, Emily Brontë’s Wuthering Heights, one of Edgar Allan Poe’s short stories, or poems by William Wordsworth, Samuel Coleridge, Percy Bysshe Shelley, John Keats, or Lord Byron. Encourage students to delegate roles to each member of the group. They might also wish to include a commentator, if necessary. Have members of each group work on conveying emotion and meaning through their tone of voice as well as their facial expressions. After each performance, allow time for students to discuss the following question: In what way do you think the work illustrates romantic characteristics?
in Britain and Edgar Allan Poe’s short stories of horror in the United States. Some romantics even sought the unusual in their own lives. They explored their dreams and nightmares and sought altered states of consciousness.

For the true romantic, poetry was the ideal art form. The romantics viewed poetry as the direct expression of the soul. Romantic poetry gave expression to one of the most important characteristics of romanticism—its love of nature. Romantics believed that nature served as a mirror into which humans could look to learn about themselves. This is especially evident in the poetry of William Wordsworth, the foremost English romantic poet of nature. Wordsworth’s experience of nature was almost mystical:

**Primary Source**

“One impulse from a vernal wood
May teach you more of man,
Of moral evil and of good,
Than all the sages can.”
—William Wordsworth

The worship of nature also caused Wordsworth and other romantic poets to be critical of eighteenth-century science, which, they believed, had reduced nature to a cold, cretive material existence of humans.

The human soul was a source of expression for William Blake, a poet and artist connected with romanticism. Blake’s *Songs of Innocence*, read in conjunction with his *Songs of Experience*, express what Blake called “the two contrary states of the human soul.”

Many romantics were convinced that industrialization would cause people to become alienated from their inner selves and from the natural world. This idea shows up in Mary Shelley’s novel *Frankenstein*: When science dares to try and conquer nature, a monster is created.

**Reading Check** Examine How did the popularity of *Ivanhoe* reflect the interests of the nineteenth century?

### New Age of Science

**Main Idea** Rapid advances in science and technology fueled industrial growth, made medical care more effective, and challenged religious faith.

**History & You** When you get sick, do you take antibiotics to kill the germs? Learn how discoveries, such as the existence of germs, changed society in the 1800s.

The Scientific Revolution had created a modern, rational approach to the study of the natural world. For a long time, only the educated elite understood its importance. With the Industrial Revolution, however, came a heightened interest in scientific research. By the 1830s, new discoveries in science had led to many practical benefits that affected all Europeans. Science came to have a greater and greater impact on people.

### New Discoveries

In biology, the Frenchman Louis Pasteur proposed the germ theory of disease, which was crucial to the development of modern scientific medical practices. In chemistry, the Russian Dmitry Mendeleev in the 1860s classified all the material elements then known on the basis of their atomic weights. In Great Britain, Michael Faraday put together a primitive generator that laid the foundation for the use of electric current.

Dramatic material benefits such as these led Europeans to have a growing faith in science. This faith, in turn, undermined the religious faith of many people. It is no accident that the nineteenth century was an age of increasing secularization, indifference to or rejection of religion in the affairs of the world. For many people, truth was now to be found in science and the concrete material existence of humans.

### Charles Darwin

More than anyone else, it was Charles Darwin who promoted the idea that humans are material beings who are part of the natural world. In 1859, Charles Darwin published his book *On the Origin of Species* by Means of Natural Selection.
Differentiated Instruction

Special Education Help students define what “survival of the fittest” means. Then ask them to tie it in to Darwin’s beliefs.  

Skill Practice Visual Literacy Ask: How would this painting be different if it were done by a romantic? (Answers should reflect an understanding of romantic art.)

**DOCUMENT-BASED QUESTIONS**

Answers:
1. Instead of heroic characters in exotic settings, he painted ordinary people of his time engaged in everyday activity.
2. Answers may include objectivity and accuracy.

**Reading Check**

Answer: It created a picture of human beings as part of the natural world, not above it. Many people felt that it turned life into a mere struggle for survival where moral values had no place.

The basic idea of this book was that each species, or kind, of plant and animal had evolved over a long period of time from earlier, simpler forms of life. Darwin called this principle organic evolution.

How did this natural process work? According to Darwin, in every species, “many more individuals of each species are born than can possibly survive.” This results in a “struggle for existence.” Darwin believed that some organisms are born with variations, or differences, that make them more adaptable to their environment than other organisms, a process that Darwin called natural selection.

Those organisms that are naturally selected for survival (“survival of the fittest”) reproduce and thrive. The unfit do not survive. The fit that survive pass on the variations that enabled them to survive until, according to Darwin, a new, separate species emerges. In The Descent of Man, published in 1871, Darwin argued that human beings had animal origins and were not an exception to the rule governing other species.

Darwin’s ideas raised a storm of controversy. Some people did not take his ideas seriously. Other people objected that Darwin’s theory made human beings ordinary products of nature rather than unique creations of God. Others were bothered by his idea of life as a mere struggle for survival. “Is there a place in the Darwinian world for moral values?” they asked. Some believers felt Darwin had not acknowledged God’s role in creation. Some detractors scorned Darwin and depicted him unfavorably in cartoons. Gradually, however, many scientists and other intellectuals came to accept Darwin’s theory. His theory changed thinking in countless fields from biology to anthropology.

**Differentiated Instruction Strategies**

**BL** Have pairs use a flow chart to outline Darwin’s findings on the Galápagos Islands.

**AL** Have students research what Darwin learned at each stop and record significant observations in a series of journal entries.

**ELL** With students, place callouts on the map, explaining one idea associated with each stop.
Reading Strategy

HISTORY & YOU Do you enjoy lifelike video games? What details make these games so realistic? Learn about the details that created realism in nineteenth-century art and literature.

The belief that the world should be viewed realistically, a view frequently expressed after 1850, was closely related to the scientific outlook. In politics, Bismarck had practiced the “politics of reality.” In the literary and visual arts, realism became a movement as well.

Realism in Literature

The literary realists of the mid-nineteenth century rejected romanticism. They wanted to write about ordinary characters from life, not romantic heroes in exotic settings. They also tried to avoid emotional language by using precise description. They preferred novels to poems.

Many literary realists combined their interest in everyday life with an examination of social issues. These artists expressed their social views through their characters.

The French author Gustave Flaubert, who was a leading novelist of the 1850s and 1860s, perfected the realist novel. His work Madame Bovary presents a critical description of small-town life in France.

In Great Britain, Charles Dickens became a huge success with novels that showed the realities of life for the poor in the early Industrial Age. Novels such as Oliver Twist and David Copperfield created a vivid picture of the brutal life of London’s poor, as well as of their humor and humanity. In fact, his characters were so sympathetic that they helped inspire social reform.

Realism in Art

In art, too, realism became a dominant after 1850. Realist artists sought to show the everyday life of ordinary people and the world of nature with photographic realism.

The French painter Gustave Courbet was the most famous artist of the realist school. He loved to portray scenes from everyday life. His subjects were factory workers and peasants. “I have never seen either angels or goddesses, so I am not interested in painting them,” Courbet once commented. There were those who objected to Courbet’s “cult of ugliness” and who found such scenes of human misery scandalous. To Courbet, however, no subject was too ordinary, too harsh, or too ugly.

Writing About History

8. Expository Writing Read poetry by two different poets of romanticism. Write a paper describing the elements of romanticism found in the poems. Be sure to include quotations.

Answers

1. Definitions for the vocabulary words are found in the section and the Glossary.
2. emphasis on feelings, imagination, individualism, rebellion, interest in past, exotic
3. Pasteur: germ theory of disease; Mendeleev: classified material elements on basis of their atomic weights; Faraday: primitive generator laid foundation for use of electricity; Darwin: organic evolution and natural selection
4. portrayed the brutal life of London’s poor
5. Romanticism: emphasized feelings and imagination; Enlightenment: used reason and logic
6. linked with realism, the belief that the world should be viewed realistically, replaced emotional language of romanticism
7. Answers may include that Delacroix dramatically portrayed a hero and Courbet objectively depicted commoners.
8. Papers should demonstrate an understanding of the poems and romanticism.

Vocabulary


Main Ideas

2. List the values of the romantics.
3. Summarize the discoveries that scientists made in the mid-nineteenth century by using a chart like the one below.

<table>
<thead>
<tr>
<th>Scientist</th>
<th>Discovery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pasteur</td>
<td></td>
</tr>
<tr>
<td>Mendeleev</td>
<td></td>
</tr>
<tr>
<td>Faraday</td>
<td></td>
</tr>
<tr>
<td>Darwin</td>
<td></td>
</tr>
</tbody>
</table>

4. Explain why Charles Dickens’s novels helped inspire social reform.

Critical Thinking

5. The BIG IDEA Comparing and Contrasting How did romanticism compare to the ideas of the Enlightenment?

6. Assessing How did scientific developments affect the cultural movements of the nineteenth century?

7. Analyzing Visuals Compare Delacroix’s Prisoner of Chillon on page 403 with The Stonebreakers on page 406. From the paintings, how would you explain why we say that Delacroix is a romantic, and Courbet is a realist?

Reading Check

Evaluating What factors helped to produce the movement known as realism?

Assess

History ONLINE

Study Central provides summaries, interactive games, and online graphic organizers to help students review content.

Close

Summarizing Ask: Which artistic movement stressed individualism and emotion? Which movement stressed reason and universalism? (realism; romanticism)
Focus

Introducing Social History
Explain that in a trade show vendors set up displays and give talks about their special products. Ask: Why might people attend trade shows? (to learn about the latest innovations in a particular field)
Then have volunteers take turns reading the text to find out more about the Great Exhibition of 1851.

Teach

C Critical Thinking
Making Inferences Ask: Why would the British want to host the Great Exhibition? (They were leaders in the Industrial Revolution and wanted to show their manufacturing achievements.) OL

W Writing Support
Descriptive Writing Have students find out more about the displays and exhibitors at the Great Exhibition. Ask them to write a letter from the perspective of a visitor to the event, describing what they saw, heard, and experienced. OL

Background

The Great Exhibition Initially, the British government was not enthusiastic about the idea of an exhibition, fearing the expenditure. Prince Albert, however, argued in support of the concept, believing that it would finance itself and would be “a new starting point from which all nations would be able to direct their further exertions.” By opening day, worries about money had been alleviated, with over £100,000 brought in before ticket sales had even begun. Visitors to the Crystal Palace were awestruck by the huge fountain in the middle, the tropical plants and trees, sculptures, and finally the exhibits themselves. The stability of the palace had been in question before the event, with some experts worrying that the vibrations of a large crowd might cause the construction to slip and collapse. To ensure its safety, 300 workmen walked back and forth and jumped up and down before an army corps of engineers was brought in to march in synchronization. The building lived up to the challenge, and the exhibition opened as planned.

A Showcase for Industry and Progress

On May 1, 1851, the Great Exhibition opened in London’s Hyde Park. The first international exhibition of its kind, the Great Exhibition displayed thousands of industrial innovations and manufactured goods from around the globe. This event displayed Great Britain’s influential position as the “workshop of the world.” Perhaps the crowning achievement of the Great Exhibition was the exhibition hall itself—the world’s first prefabricated building, constructed of iron and glass and called “the Crystal Palace.”

Over 6 million people of all classes, many from European cities, visited the Great Exhibition during the 141 days that it was open.

Thirty-two countries from Europe, America, Africa, and Asia took part in the exhibition. Fourteen thousand exhibitors displayed their products.

Much was written about the Great Exhibition and the Crystal Palace, including an opening-day ode by William Makepeace Thackeray that expressed the general public’s sense of awe at the sight of the exhibition hall and the products on display “from Mississippi and from Nile—from Baltic, Ganges, Bosporus.” Not everyone was impressed, however. Of the Crystal Palace, the artist Leigh Hunt wrote, “It was neither crystal nor a palace.” The art critic John Ruskin said it looked like “a huge greenhouse.”
**Critical Thinking**  
**Drawing Conclusions**  Ask:  
Why did Prince Albert stress the affordability of the goods?  (He wanted to make the point that the products on display were useful to the average citizen. His comments were meant to connect advances in manufacturing and industry directly to an improvement in the quality of people's lives.)  

**Assess/Close**  
**Identifying**  Have students use a web diagram to identify reasons why the Crystal Palace was an appropriate setting for the Great Exhibition.  

**Answers:**  
1. Answers may include that an exhibition today would definitely include electronic and computer products, highlighting advances in communications and data storage and dissemination.  
2. Answers may include Japan, China, or Korea, because these countries pioneer many of the advances in technology and produce a vast volume of the world's manufactured goods.

**Activity: Technology Connection**  
**Exhibiting a Technology Product**  Ask:  
What was the purpose of the Great Exhibition?  (to celebrate industry and progress and generate enthusiasm for further advances)  Have students work in pairs to choose a technology product that they would like to show at an exhibition. They might invent one or find an existing tool, instrument, or item that exemplifies the most advanced and current technology. Pairs should develop a demonstration and create some literature or a poster highlighting important features of their product. Remind students that they should take their audience into account as they create their demonstration. Images and text need to clearly explain the product, describe how it is used, and help the audience understand why it exemplifies a useful innovation. Have pairs set up their exhibit in the classroom and allow groups of students to view each other's demonstrations.
Summarizing  Point out that the Visual Summary highlights the main ideas of the chapter. Draw students’ attention to the three main heads for each bulleted list. Ask: What were the three main topics of this chapter? (industrialization transformed society; ideologies arising from the Industrial Revolution; cultural movements arising from the Industrial Revolution) Have students use the three main heads and the information in each bulleted list to write thesis statements for an essay on each main topic.  

Visual Literacy  Tell students to spend a few minutes studying each painting and brainstorming words and phrases to describe it. Then have them write three paragraphs explaining how each painting relates to the main ideas of the chapter.

INDUSTRIALIZATION Transformed Society

- The Industrial Revolution began in Great Britain and spread throughout Europe and the United States.
- New technologies improved the production and transportation of goods.
- Workers migrated to cities as economies shifted from being farm-based to factory-based.
- As cities grew, an industrial middle class and an industrial working class emerged.

CULTURAL MOVEMENTS Arising From the Industrial Revolution

- Romanticism emphasized emotions and individuality in response to the Enlightenment’s emphasis on reason.
- The Industrial Revolution heightened interest in scientific research.
- Growing confidence in science undermined religious faith, leading to increased secularization.
- Interest in science led to the realism movement, featuring ordinary people instead of romantic heroes.

IDEOLOGIES Arising From the Industrial Revolution

- Harsh conditions in factories made socialism attractive.
- Liberalism and nationalism threatened conservative governments, leading to the revolutions of 1830 and 1848.
- Liberal reforms helped Great Britain to avoid revolution, while France, Austria, and Russia grew more authoritarian.
- The Crimean War broke down the Concert of Europe, enabling nationalists to unify Germany and Italy.

Hands-On Chapter Project

Step 5: Wrap Up

Presenting a Living Time Line

Step 5: Categorizing Events  Students will synthesize what they have learned in Steps 1–4.

Directions: Write the Essential Question on the board. Then display a time line that extends from 1770 to 1870. The time line might have several parallel sections under each other to organize social, economic, political, artistic, and scientific events, or it might be all-inclusive. Have students review their backdrops and the events that they dramatized and volunteer the significant events of this age. Record them on the time line. Then have students use the details they have identified for the time line and what they have learned in the first four steps of their project to answer the Essential Question in their journals. Discuss their responses, drawing attention to which events might fall under the “revolution” label, which might be considered “reform,” and which might be classified as “reaction.”
7. D Remind students to choose the answer that makes sense in the context of the sentence. Labor for factories would not come from laborers already working in factories, eliminating A. Historically, Native Americans would be unlikely to work in factories. The South was mostly farmland with few large cities to provide labor. Therefore, the only sensible choice is the farm population.

8. B Remind students that workers moved from farmlands to towns or cities, where the factories were located, swelling the populations of those areas.

9. C Metternich, the Austrian foreign minister, took the lead at the Congress of Vienna. Charles X was the ruler of France, later deposed. Louis-Napoleon was elected as president of France in 1848.
10. B Both liberals and nationalists believed that freedom could only be possible in people who ruled themselves. These ideas were behind the 1830 revolutions.

11. C Realpolitik is the “politics of reality.” Bismarck believed that practicality should dictate political moves, not theory or ethics. His actions driven by these beliefs led to German unification.

12. D Russia’s defeat in the Crimean War led Alexander II to make some reforms. He abolished serfdom, which had slowed Russian progress, but the new land system did little to improve conditions for Russian peasants.

13. B The two possible choices include prose or poetry. Poetry is considered a higher form of expression, making it the correct choice.

Critical Thinking

15. D Based on the table, A is untrue. There were more than half a million casualties in the war. B and C are untrue because Confederates had fewer casualties than Union troops and fewer deaths in combat. The only statement that is proven true by the table is D.

16. A Overwhelming concern for the workers did not characterize the industrial age. Therefore, the only practical reason to have shifts was to increase productivity.
18. Why did the literary realists of the mid-nineteenth century prefer novels to poems?
A Gothic novels were far more popular than poetry.
B No one knew how to write poetry.
C They could express their social views through their characters.
D They wanted to convey emotions with as few words as possible.

19. How far south did the revolutions of 1848–1849 extend?
A Naples
B Buda
C Florence
D Palermo

20. What characteristic of romantic poetry is evident in Wordsworth’s poem?
21. What message is Wordsworth trying to convey?

Document-Based Questions
Directions: Analyze the document and answer the short-answer questions that follow the document.

William Wordsworth, the foremost English romantic poet of nature, wrote the Lyrical Ballads. Among those ballads is “The Tables Turned.” Read the following excerpt.

“One impulse from a vernal wood
May teach you more of man,
Of moral evil and of good,
Than all the sages can.
Sweet is the lore which Nature brings;
Our meddling intellect
Mis-shapes the beauteous forms of things:—
We murder to dissect.
Close up those barren leaves;
Come forth, and bring with you a heart
That watches and receives.”

22. Literature reflects the concerns that people have about their society. How did the political, economic, and social injustices that existed during the nineteenth century contribute to romanticism and realism?
23. How did the Industrial Revolution impact the formation of new economic and political systems in Europe? How did these systems compare with the absolutist and agricultural societies of the previous era?
24. What innovations and conditions existed in Great Britain that led to the Industrial Revolution?

Extended Response
22. Answers may include that romanticism offered an escape, emphasizing feelings, emotions, and imagination. Novelists like Scott fostered nationalism while offering escape into their country’s past. Realist artists portrayed the grim realities of lower-class life.
23. Students’ answers will vary but should discuss the formation of an industrial economy and the rise of the working and industrial middle classes. They should also discuss the rise of constitutionalism, nationalism, and democracy and how the rise of the middle class was important in the movement away from absolutism.
24. Agrarian revolution led to an increased food supply, so people could be fed by less labor; Parliament passed enclosure laws, which left people without land to farm and provided a new supply of labor for manufacturing; entrepreneurs had capital to invest in factories; Britain had the necessary natural resources for manufacturing; Britain had a large colonial empire, which served as a market for its goods; a number of inventions gave Great Britain a technological advantage.

Need Extra Help?
Have students refer to the pages listed if they miss any of the questions.