

Period 5: Industrialization and Global Integration – c. 1750 CE to c.1914 CE

Period 5 Highlights

Scientific Revolution	Napoleon
Enlightenment	Congress of Vienna
Atlantic Revolutions	Meiji Restoration
Nationalism	New Imperialism
Industrial Revolution	End of Slavery
2 nd Industrial Revolution	global indentured Servitude
capitalism	Berlin Conference
liberalism	Taiping and Boxer Rebellion
Opium Wars	transportation revolution
socialism and Marxism	

Key Concept Themes and Focus Questions

Key Concept 5.1: Industrialization and Global Capitalism

- What combination of factors (geographical, political, scientific, economic) caused the Industrial Revolution?

A variety of factors led to the rise of industrial production: Europe's location on the Atlantic ocean; the geographical distribution of coal, iron, and timber; European demographic changes; urbanization; improved agricultural productivity; legal protection of private property; an abundance of rivers and canals; access to foreign resources; and the accumulation of capital.

- What “fueled” (both literally and metaphorically) the Industrial Revolution?

The development of machines, including steam engines and the internal combustion engine, made it possible to exploit vast new resources of energy stored in fossil fuels, specifically coal and oil. The “fossil fuels” revolution greatly increased the energy available to human societies.

- How did factories change the nature of labor itself?

The development of the factory system concentrated labor in a single location and led to an increasing degree of specialization of labor

- Where did factories start, and where/how did the factory system spread?

As the new methods of industrial production became more common in parts of northwestern Europe, they spread to other parts of Europe and the United States, Russia and Japan.

- What was the “2nd Industrial Revolution?”

The “second industrial revolution” led to new methods in the production of steel, chemicals, electricity and precision machinery during the second half of the nineteenth century.

- What raw materials were commonly exported to industrialized areas?

The need for raw materials for the factories and increased food supplies for growing population in urban centers led to the growth of export economies around the world that specialized in mass producing single natural resources. (such as cotton, rubber, palm oil, sugar, wheat, meat or guano) The profits from these raw materials were used to purchase finished goods.

- What financial institutions facilitated industrial production?

Financial instruments expanded. (such as stock markets, insurance, the gold standard or limited liability corporations)

- How did factory manufacturing of textiles in Britain harm cotton producers like India and Egypt?

It did not allow India or Egypt to jumpstart their own economies, always leaving them behind in advancement.

- In what ways did Qing China go from controlling their trade through the Canton System to having their “trade door opened” by Europeans and Americans in a dominating fashion? What effects did this have on Chinese society?

The main cause was the Opium Wars, where China lost pitifully due to the Qing idea of n Westernization. The end result was a new, far more advanced China in the near future.

- Explain how the following transportation and communication innovations impacted history?

-railroads

Allowed for quicker land transportation across far distances

-steamships

Allowed for quicker water transportation across far distances

-canals

Saved time, labor, fuel, and all costs by shortening the routes between countries

-telegraph

Allowed for quicker communication across far distances

- What are the basics of Marxist theory?

Marxism emphasizes the idea that social life is based upon "conflicts of interest"

- What arguments did critics of industrial capitalism use to attack the system?

One criticism is that all of their theories were based on a capitalist society and left no room for anything else. Everything was based around class and money-

- Give specific government policies that were used by governments to alleviate these concerns about capitalism.

In a small number of states, governments promoted their own state-sponsored visions of industrialization. (such as the economic reforms of Meiji Japan, the development of factories and railroads in Tsarist Russia, China's Self-Strengthening program or Muhammad Ali's development of a cotton textile industry in Egypt)

- How did the Industrial Revolution affect social classes in industrialized countries?

New social classes, including the middle class and the industrial working class, developed. Family dynamics, gender roles and demographics changed in response to industrialization. Rapid urbanization that accompanied global capitalism often led to unsanitary conditions, as well as to new forms of community.

Key Concept 5.2: Imperialism and Nation-State Formation

- How did the New Imperialism differ from the imperialism (colonialism) that appeared after Columbus?

Old imperialism refers to European colonial expansion from 1600-1800, while new imperialism refers to expansion since then. Old imperialism was motivated by 'gold, glory and gospel'

New imperialism is a growing interest in gaining and holding imperial territories in the late 19th century. As states industrialized during this period, they also expanded existing overseas colonies and established new types of colonies and transoceanic empires. Regional warfare and diplomacy both resulted in and were affected by this process of modern empire-building.

- How did imperialism affect Europe's influence around the world?

The process was led mostly by Europe, although not all states were affected equally, which led to an increase of European influence around the world. The United States and Japan also participated in this process. The growth of new empires challenged the power of existing land-based empires of Eurasia. New ideas about nationalism, race, gender, class and culture also developed that both facilitated the spread of transoceanic empires and new states, as well as justifying anti-imperial resistance and the formation of new national identities.

- Which states increased their influence and control over their pre-existing colonies, and which saw their influence decrease?

States with existing colonies (such as the British in India or the Dutch in Indonesia) strengthened their control over those colonies. European states (such as the British, the Dutch, the French, the Germans or the Russians) as well as the Americans and the Japanese established empires in throughout Asia and the Pacific, while Spanish and Portuguese influence declined.

- What methods and tactics did industrialized states use to establish and expand their empires?

Many European states used both warfare and diplomacy to establish empires in Africa (such as Britain in West Africa or Belgium in the Congo) In some parts of their empires, Europeans established settler colonies. (such as the British in southern Africa, Australia and New Zealand, or the French in Algeria)

- How did imperialism help, hurt, or change various states?

The expansion of U.S. and European influence over Tokugawa Japan led to the emergence of Meiji Japan. The United States, Russia and Qing China emulated European transoceanic imperialism by expanding their land borders and conquering neighboring territories.

•How did anti-imperialism affect the Ottoman Empire’s territories?

Anti-imperial resistance led to the contraction of the Ottoman Empire. (such as the establishment of independent states in the Balkans, semi-independence in Egypt. French and Italian colonies in North Africa or later British influence in Egypt)

•What were the effects of nationalism on various peoples and regions?

New states (such as the Cherokee nation, Siam, Hawai'i or the Zulu kingdom) developed on the edges of empire. The development and spread of nationalism as an ideology fostered new communal identities. (such as the German nation, Filipino nationalism or Liberian nationalism)

•How did imperialists justify imperialism?

New racial ideologies, especially Social Darwinism, facilitated and justified Imperialism.

•Which regions or places had European settler colonies?

Americas, Africa, Asia

•How was “free-trade imperialism” in Latin America different from what was happening in Africa and Southeast Asia?

Free-trade imperialism required Latin America to have to be forcefully imperialized with military force, , unlike most imperialism

•How and why did nationalism manifest itself in the nineteenth century? How did it affect German unity?

It became popular due to Fascism. It eventually lead Germany to form the Nazi party, and eventually, the Holocaust occurred.

Key Concept 5.3: Nationalism, Revolution, and Reform

•In what ways did science inspire Enlightenment thinkers and how did they view politics and economics?

The rise and diffusion of Enlightenment thought that questioned established traditions in all areas of life often preceded the evolutions and rebellions against existing governments.

•Identify causes and consequences for the Atlantic Revolutions (include dates of Revolutions next to them):

	American	French	Haiti	Latin America
Causes	<ol style="list-style-type: none"> 1. Enlightenment 2. Taxation without Representation 3. Salutary Neglect 	<ol style="list-style-type: none"> 1. Enlightenment 2. National bankruptcy 3. Absolutism 	<ol style="list-style-type: none"> 1. Enlightenment 2. Slaves desire freedom 3. Napoleonic Wars 	<ol style="list-style-type: none"> 1. Enlightenment 2. Bourbon Reforms 3. American Haitian and French Rev

Consequences	<ol style="list-style-type: none"> 1. Independence/Constitutional 2. Enlightenment 3. Government 	<ol style="list-style-type: none"> 1. End of Absolutism 2. End of Kings and Napoleon's Rise 	<ol style="list-style-type: none"> 1. Salves take over 	<ol style="list-style-type: none"> 1. Independence for Spanish America
Leaders	<ol style="list-style-type: none"> 1. Thomas Jefferson 2. Thomas Paine 	<ol style="list-style-type: none"> 1. Locke 	<ol style="list-style-type: none"> 1. Simón Bolívar 	<ol style="list-style-type: none"> 1. Simón Bolívar

•In what ways was feminism expressed in this period from the Enlightenment through the nineteenth century?

Demands for women's suffrage and an emergent feminism challenged political and gender hierarchies. (such as Mary Wollstonecraft's "A Vindication of the Rights of Women," Olympe de Gouges' "Declaration of the Rights of Women and the Female Citizen" or the resolutions passed at the Seneca Falls Conference in 1848)

•How did the Enlightenment evaluate the role of religion in public life?

Religion was more predominant as people who didn't comprehend science turned to religion

•How did slaves' resistance affect existing authorities in the Americas?

Slave resistance (such as the establishment of Maroon societies) challenged existing authorities in the Americas.

•What was the relationship between nationalism and anti-colonialism?

Increasing questions about political authority and growing nationalism contributed to anti-colonial movements. (such as the Indian Revolt of 1857 or the Boxer Rebellion)

•How did religion influence nationalism?

Some of the rebellions were influenced by religious ideas and millenarianism,. (such as the Taiping Rebellion, the Ghost Dance or the Xhosa cattle killing).

•How did imperial governments react to nationalistic rebellions?

Responses to increasingly frequent rebellions led to reforms in imperial policies. (such as the Tanzimat movement or the Self Strengthening Movement)

Key Concept 5.4: Global Migration

•What factors caused the global population to grow during this period?

Migration in many cases was influenced by changes in demography in both industrialized and unindustrialized societies that presented challenges to existing patterns of living.

•What factors allowed for easier migrations during this period?

Many individuals (such as manual laborers or specialized professionals) chose freely to relocate, often in search of work.

•What types of migration were voluntary vs. involuntary?

The new global capitalist economy continued to rely on coerced and semi-coerced labor migration, including slavery, Chinese and Indian indentured servitude and convict labor

•Explain how indentured servitude came to prominence by the end of the nineteenth century? What areas supplied the most indentured servants? Where did they end up? How were they treated? Which were most likely to stay and which were more likely to return home?

Indentured Servitude reappeared due to Sugar trade in the Americas and the use of slaves in South America. The treatment was severe, with not many benefits for the reward. Whites were more likely to run away than Blacks.

•What were the social consequences and reactions to 19th century migrations?

The large scale nature of migration, especially in the nineteenth century, produced a variety of consequences and reactions to the increasingly diverse societies on the part of migrants and the existing populations.

•How were gender roles affected by migration?

Due to the physical nature of the labor in demand, migrants tended to be male, leaving women to take on new roles in the home society that had been formerly occupied by men.

•How did migrants preserve and transplant their culture in their new homes?

Migrants often created ethnic enclaves, (such as concentrations of Chinese and Indians in different parts of the world) which helped transplant their culture into new environments and facilitated the development of migrant support networks.

•How did receiving societies react to the new presence of foreign migrants?

Receiving societies did not always embrace immigrants, as seen in various degrees of ethnic and racial prejudice and the ways states attempted to regulate the increased flow of people across their borders. (such as the Chinese Exclusion Act or the White Australia Policy)

Practice Multiple Choice Questions

1. The concept of the Europeans balance of power, as it emerged by the end of the eighteenth and the beginning of the nineteenth centuries, had which of the following as its most fundamental aim?
 - a) the elimination of war as an instrument of international relations
 - b) the prevention of the emergence of one power in Europe**
 - c) an approximate balance between the land and the sea powers
 - d) the division of Europe into two groups of states, both approximately equal in potential military power
 - e) a group of monarchs who ruled jointly over multiple countries

2. Which phase of the French Revolution is William Wordsworth describing in the quote below?

“The Mother from the Cradle of her Babe,
The Warrior from the Field, all perished, all,
Friends, enemies, of all parties, ages, ranks
Head after head, and never heads enough
For those that bade them fall.”

- a) during the crisis that forced Louis XVI to call together the Estate General
- b) at the time of the storming of the Bastille
- c) at the time when the first Constitution was accepted
- d) during the coup of Napoleon
- e) **during the Reign of Terror**

3. Which of the following best describes the role of western European countries in the world between 1750 and 1914?

- a) Western European nations gained world power during the era, but they still were not as powerful as were the Ottomans and the Chinese by 1914
- b) **Western European nations solidified power gained between 1450 and 1750, so that they dominated world politics between 1750 and 1914**
- c) Western European nations gained a great deal of power, especially since no countries/empires in Eastern Europe increased their power during the era
- d) Though still powerful in 1914, western European nations did not have as much world power as they had in 1750
- e) Western Europeans were decentralized and lacking in maritime technology

4. The 1869 completion of which of the following vastly increased the geopolitical importance of Egypt?

- a) **the Suez Canal**
- b) the Aswan Dam
- c) the Panama Canal
- d) the Alexandria Dockyards
- e) the Grand Canal

5. Which of the following was the most significant factor that influenced the Spanish and Portuguese colonies in the Americas to declare independence?

- a) Creole elites lost confidence in the Crowns' ability to administer their distant colonies
- b) Christian beliefs and colonialism were incompatible
- c) The Spanish and Portuguese kings encouraged independence since they could no longer afford to support their American colonies
- d) **When Napoleon invaded Spain and Portugal, the resulting political confusion in Europe encouraged Creoles to declare independence**
- e) They were worried about the emancipation of their slaves

Questions 6 and 7 refer to the following poem:

“ Take up the White Man’s Burden –
Send forth the best ye breed-
Go bind your sons to exile
To serve your captives’ need;
To wait in heavy harness,
On fluttered folk and wild –
Your new-caught sullen peoples,
Half-devil and half-child.”

Rudyard Kipling

6. What does Kipling mean by the “White Man’s Burden?”
 - a) **the responsibility to civilize people in non-industrialized areas**
 - b) the disadvantages that industrialization brings to the lower classes of European nations
 - c) the health and financial risks that Europeans take when they travel to foreign lands
 - d) the right to seize property and power from non-industrialized areas
 - e) the need to adopt children from colonized countries to give them a better life

7. What does the poem reflect about Kipling’s attitudes toward imperialism?
 - a) Imperialism is the responsibility of European nations, but should not be practiced by the United States
 - b) The evils of imperialism are disguised by false beliefs that white men are just trying to help the people that they conquer
 - c) **Imperialists have the responsibility to civilize the people in conquered nations, despite the fact that they will encounter resistance and resentment**
 - d) Imperialism helps European nations more than it helps conquered lands
 - e) Colonized people like imperialism

8. According to the released AP World History regions map, in what region of the world would you find the Belgium Congo?
 - a) North Africa
 - b) West Africa
 - c) East Africa
 - d) **Central Africa**
 - e) Southern Africa

9. According to the released AP World History regions map, in what region is Malacca located?
 - a) South Asia
 - b) **Southeast Asia**
 - c) Middle East
 - d) East Africa
 - e) West Africa

10. According to the released AP World History regions map, in what region is the city of Canton located?
 - a) Middle East
 - b) South Asia
 - c) **East Asia**
 - d) Southeast Asia
 - e) East Africa

11. In the nineteenth century, women's use of bound feet (China), white face paint (Japan), and corsets (Western Europe) are examples of which of the following?

- a) **practices that inhibit female activities**
- b) practices associated with peasants only
- c) fashions that spread world-wide
- d) women's participation in the workforce
- e) religious duties for women

12. What was the first major trade to be fully power-driven and industrialized?

- a) the canning of food
- b) **the textile industry**
- c) the production of rubber
- d) the manufacture of glass
- e) the leatherworking trade



13. The nineteenth-century French painting above showcases which sentiment?

- a) **nationalism**
- b) socialism
- c) anarchism
- d) communism
- e) fundamentalism

14. The primary goal of the Boxer Rebellion was to

- a) foster communism.
- b) industrialize China.
- c) overthrow the Qing Dynasty.
- d) create an empire.
- e) **destroy foreigners.**

15. Which colony is incorrectly matched with its imperial colonizer?
- a) Algeria—France
 - b) Philippines—United States
 - c) **Congo—Germany**
 - d) India—Britain
 - e) Indonesia—Netherlands
16. Western European states conquered so many places in the nineteenth century that one history labeled them “the Mongols of the Sea.” Which of the following factors was most responsible for their power?
- a) nationalism
 - b) **industrialization**
 - c) religion
 - d) intelligence
 - e) unity
17. Karl Marx predicted that laissez-faire capitalism would result in
- a) a return to manorialism
 - b) **a revolution led by the proletariat**
 - c) fewer government regulations
 - d) an equal distribution of wealth and income
 - e) less imperialism
18. For Karl Marx, all of human history has been marked by a continuous struggle between
- a) Christians and atheists
 - b) industrial states and non-industrial states
 - c) **social classes**
 - d) rulers and their subjects
 - e) industrial workers and agriculturalists



19. The above image shows
- a) a Qing Emperor.
 - b) Mao Zedong.
 - c) an early nineteenth-century Japanese samurai
 - d) **a Meiji Emperor.**
 - e) a Tokugawa Shogun

Death of Children Mine Workers in Britain in 1838

Cause of Death	Under age 13	age 13-18	age 18-21	TOTAL
collapses/rockslides	15	14	72	101
gas explosions	13	18	49	80
falling down shaft	14	16	36	66
drowning in mines	3	4	15	22
crushed by tram	4	5	12	21
gas suffocation	0	2	6	8
drawn into pulley	3	0	3	6
other	6	5	36	47
TOTAL	58	64	229	351

20. Based on the data in the above table, which danger is least likely to occur?
- a) crushed by a tram.
 - b) falling down the shaft.
 - c) **being drawn into the pulley.**
 - d) a gas explosion.
 - e) drowning.
21. Why was there never a successful communist revolution in Britain or France during the Industrial Revolution?
- a) Western Europeans did not understand communist theory.
 - b) **Their governments made laws to reduce problems like child labor, unsafe conditions, and unfair wages**
 - c) All of their communist had been exiled to Eastern Europe.
 - d) British and French workers were tougher people and did not mind poor conditions in the work place
 - e) Their governments gave communist writers the death penalty for producing communist literature

Outline Map for Review/Labeling

