Name_____**Pd**_____**Date**_____

BIG IDEA! Technological advances impact individual way of life and society.

Your task for today is to create a t-shirt "advertising" the impact of one of the inventions in transportation or the textile industry during the Industrial Revolution. You will complete this task in small groups. Creativity is encouraged, but your t-shirt must include the following:

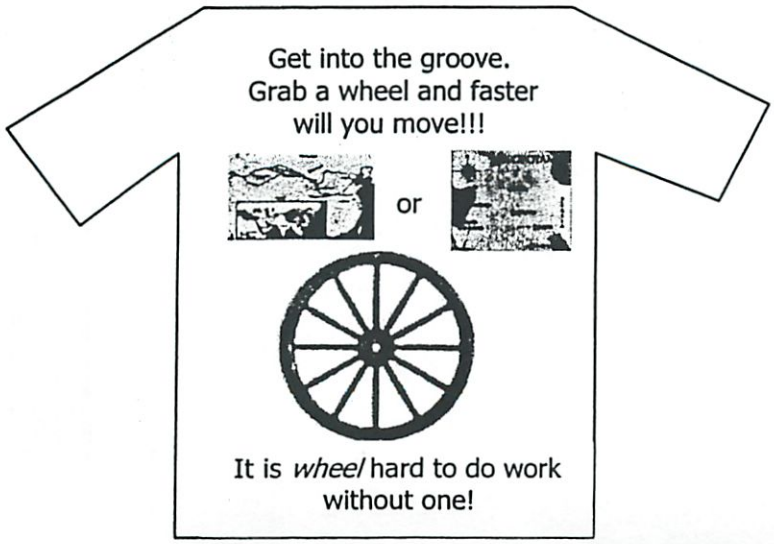
1. A picture of the invention or a drawing that symbolizes what the invention does
2. Name or picture or both of the person who invented it
3. Year it was invented
4. Country in which it was invented
5. Explanation of why the invention was a necessity
6. Description of the impact the invention had on life in England

For each of the requirements, do not simply write out a few sentences addressing each point. Use slogans, symbols, phrases, or cartoons to make your point.

Your teacher will assign you an invention from the following list: ***Flying Shuttle, Spinning Jenny, Water Frame, Spinning Mule, Cotton Gin, Steam Engine, Steamboat, Macadam Roads, Locomotive.*** Use the old and new textbooks as well as your notes to help you complete the assignment. When you complete your t-shirt, you will present your invention to the class. Your presentation should include not only a discussion of the information that you listed on your shirt, but also an analysis of the impact the invention had on society.

Point Distribution

Information is accurate and complete and includes…	
picture of the invention	/3
the inventor	/3
country and year	/3
explanation of why it was necessary	/7
description of impact	/7
T-shirt makes use of symbols/phrases/etc.	/4
T-shirt is neat and well-organized	/3
Presentation	/5
Total	**/35**



Macadam Road

John McAdam
Scotfish engineer
early 1800s

2 layers road bed w/ large layers of stone for drainage
carefully smoothed layer of crushed rock

not as muddy or dusty as old ones

Heavy wagons could travel even in bad weather

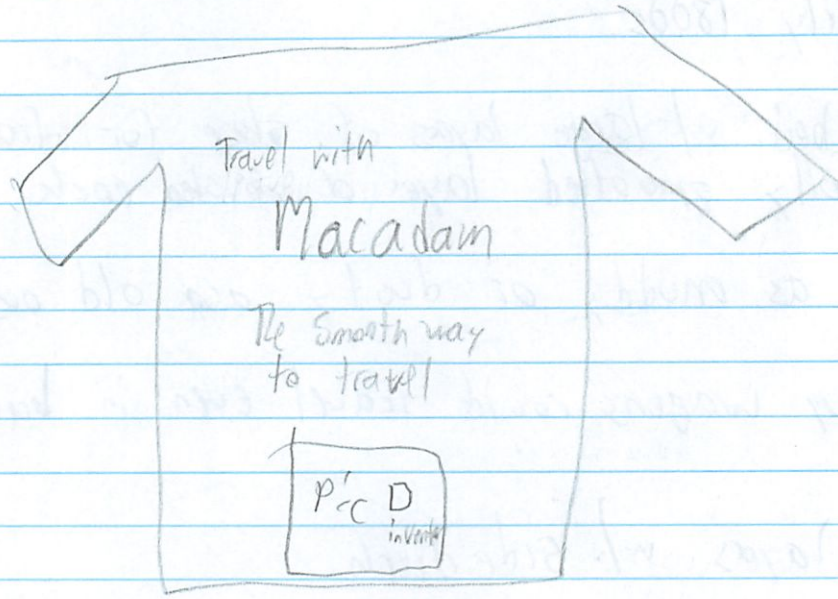
3 layers w/ side ditch

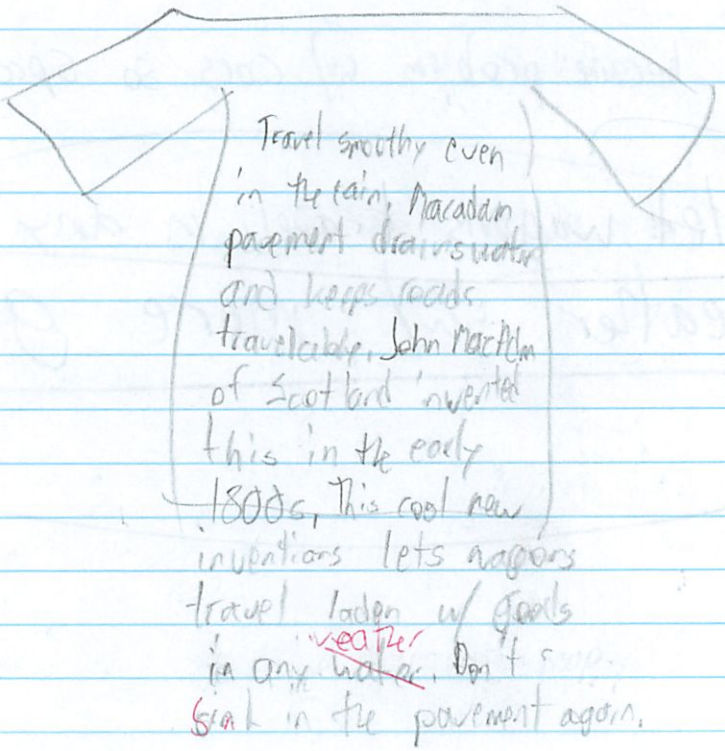
heavy rolar compacted

much manuel labor to build

dust became problem w/ cars so sprayed tar asphalt

* let wagons travel in any weather w/ more goods


Travel with
Macadam
The Smooth way
to travel
P C D
invente


Travel smoothy even
in the rain, Macadam
pavement drains water
and keeps roads
travelable. John Macadam
of Scotland invented
this in the early
1800s, This cool new
inventions lets wagons
travel laden w/ goods
in any weather. Don't
sink in the pavement again.

Inventions Presentation
T-Shirt

1/30/06

extile
Race
inners vs.
Weavers

Flying Shuttle
weaving machine (2nd Part)
Inventented by John Kay, Britian, 1733
Made workers more deperable + could work 2x fast and get 2x done
First powered by hand
Cloth production increased + it's price decreased

Spinning Jenny
- Invented by James Hargreaves, Britan in 1764 ← cottage industry
- Spinning Machine (1st part)
- let spinners catch up
- hand powered

Water Frame
- Invented by Richard Arkwright, Britan, 1769
- helped spinners catch up w/ weavers using Flying Shuttle
- Inspired idea of spinning mule
* too big, had to be put in factories near running water
- ended cottage industry
- makes stronger thread

Spinning Mule
- Invented by Samuel Crompton, Britan, 1778
- Made spinning much faster
- made stronger, finer cloth
- was combo of Spinning Jenny + Water Frame
- had to be in factory, near running water
- power loom was it's sibling for weaving

Power Loom
Cartwright
brother to Spinning Mule, but helped w/ Weaving

Cotton Gin
Eli Whitney, America 1793
made cotton production catch up w/ power loom + spinning mule
took seeds out of cotton
greatly increased cotton production (therefore clothes d
let more cotton be picked then before

all part of textile finished

Steam Engin
James Watt, Scotland, 1765
released factories from being near water
ran faster then other engins
was cheaper to use
Used coal to run (greatly increased that production)
let people get alot more power from burning coal
improved transportation - trains + steamboat

- Steamboat
Robert Fulton, America, 1807
increased speed of travel on trade on rivers
increased the amount of goods that could be car
not reliant on wind (sailboat)
- Macadam - ours see paper
Steam Locomotive
created by Richard Trevithick in 1804, but improved by George Stephenson, Britan
made transportation quicker - people could live in Sub
added jobs - population increase

Name _____ Date _____

Section 1

PRIMARY SOURCE

from "The Opening of the Liverpool to Manchester Railway"

by Frances Ann Kemble

The railway connecting the port of Liverpool with the city of Manchester was the first for which high-speed locomotives were designed. This excerpt, from Frances Ann Kemble's* Some Recollections of a Girlhood, *is an eyewitness account of the opening of the Liverpool-Manchester Railway on September 15, 1830. What were her impressions of this historic train ride?

We started on Wednesday last, to the number of about eight hundred people, in carriages. The most intense curiosity and excitement prevailed, and, though the weather was uncertain, enormous masses of densely packed people lined the road, shouting and waving hats and handkerchiefs as we flew by them. What with the sight and sound of these cheering multitudes and the tremendous velocity with which we were borne past them, my spirits rose to the true champagne height, and I never enjoyed anything so much as the first hour of our progress. I had been unluckily separated from my mother in the first distribution of places, but by an exchange of seats which she was enabled to make she rejoined me when I was at the height of my ecstasy, which was considerably damped by finding that she was frightened to death. . . . While I was chewing the cud of this disappointment . . . a man flew by us, calling out through a speaking-trumpet to stop the engine, for that somebody in the directors' carriage had sustained an injury. We were all stopped accordingly, and presently a hundred voices were heard exclaiming that Mr. Huskisson was killed; the confusion that ensued is indescribable; the calling out from carriage to carriage to ascertain the truth, the contrary reports which were sent back to us, the hundred questions eagerly uttered at once, and the repeated and urgent demands for surgical assistance, created a sudden turmoil that was quite sickening. At last we distinctly ascertained that the unfortunate man's thigh was broken. From Lady Wilton, who was in the Duke's carriage, and within three yards of the spot where the accident happened, I had the following details, the horror of witnessing which we were spared through our situation behind the great carriage. The engine had stopped to take in a supply of water, and several of the gentlemen in the directors' carriage had jumped out to look about them. Lord Wilton, Count Batthyany, Count Matuscenitz, and Mr. Huskisson among the rest were standing talking in the middle of the road, when an engine on the other line, which was parading up and down merely to show its speed, was seen coming down upon them like lightning. The most active of those in peril sprang back into their seats; Lord Wilton saved his life only by rushing behind the Duke's carriage, and Count Matuscenitz had but just leaped into it, with the engine all but touching his heels as he did so; while poor Mr. Huskisson, less active from the effects of age and ill-health, bewildered, too, by the frantic cries of 'Stop the engine! Clear the track!' that resounded on all sides, completely lost his head, looked helplessly to the right and left, and was instantaneously prostrated by the fatal machine, which dashed down like a thunderbolt upon him, and passed over his leg, smashing and mangling it in the most horrible way. (Lady Wilton said she distinctly heard the crushing of the bone.) So terrible was the effect of the appalling accident that, except that ghastly 'crushing' and poor Mrs. Huskisson's piercing shriek, not a sound was heard or a word uttered among the immediate spectators of the catastrophe.

from Frances Ann Kemble, *Some Recollections of a Girlhood* (1878). Reprinted in John Carey, ed., *Eyewitness to History* (New York: Avon Books, 1987), 304–305.

Discussion Questions

Recognizing Facts and Details

1. How many people rode on the first train ride on the Liverpool-Manchester Railway?
2. What happened to William Huskisson?
3. ***Making Inferences*** Based on your reading of this excerpt, how do you know that the Liverpool–Manchester Railway was an important improvement in transportation during the Industrial Revolution?

Textile Industry

Michael Plasmeier

Don't know textile machines

Cotton - cheaper, lighter, + cooler than wool
- could be painted or printed w/ bright designs

1st to be industrialized

2 different processes in Competion
- Spinning
- weaving

_ James Hargreaves E

_ Samuel Crompton H

_ Richard Arkwright A

_ Eli Whitney D

_ John Kay F

_ Jethro Tull B

_ Edmund Cartwright G

_ Robert Bakewell I

_ Charles "Turnip" Townshend C

A. Water frame

B. seed drill

C. crop rotation

D. cotton gin

E. spinning jenny

F. flying shuttle

G. power loom

H. spinning mule

I. better livestock

Power
hand → water → steam

9.2 Chapter
The New Manchester

1/24/06

8 Descriptions of Manchester

- dirty
- smelly
- smoggy
- crowded
- dangerous
- unhealthy
- dark
- vulgar

Problems from Industrilazation

cities grew too crowed
- dirty
- smelly

Bad living conditions
- No sanitary or building codes
  - dirty shelters overcrowded
  - heaps of trash on street
- sickness widespread

Bad Working conditions
- adu workers - 14 hrs a day/6 days a week
- same work all year
- machines dangerous
- Mines dirty w/ coal dust

Name _____
Class _____

THE BRITISH CLASS SYSTEM

The Industrial Revolution caused major changes in Britain's social classes, creating both a prosperous middle class and a new class of urban workers. These newspaper cartoons depict the three classes as they existed in mid-eighteenth century London.

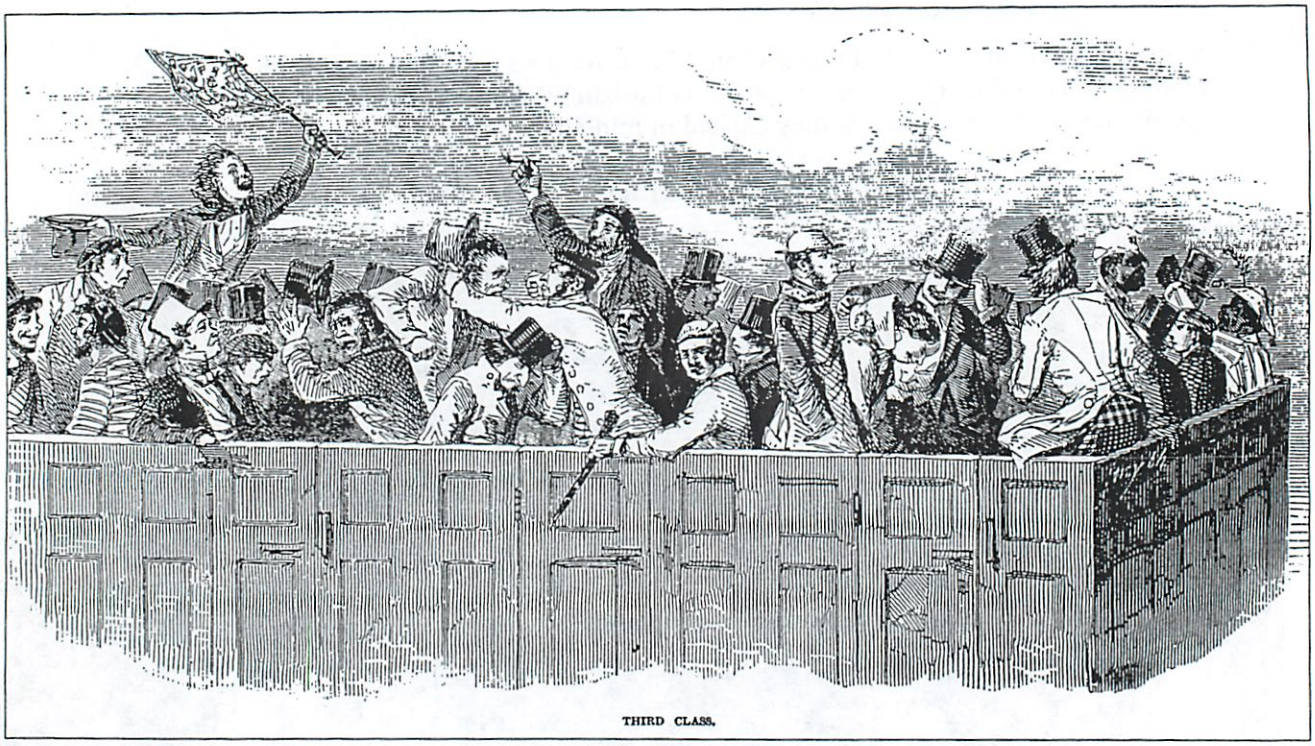
GOING TO THE EPSOM RACE BY TRAIN

FIRST CLASS.

SECOND CLASS.

(Continued)

Name _____
Class _____



THIRD CLASS.

1. What kind of vehicle is pictured in all three segments of the cartoon?

a train or railway car

2. What is the destination of each vehicle?

Epsom Horse Races

3. What does the cartoon reveal about the differences in clothing, comfort, and attitudes of the three classes?

Clothing - First class they have 3-4 layers on + are holding a coat.
2nd Class - 2 - 3 layers seen
3rd - Only one layer seen
Crowding 1st - Not crowded, 2nd - very crowed but inside (w/ seats?)
3rd class outside just thrown together
Attudies - 1st - refined + subdued (not in a frown) 2nd - hectic, 3rd - crazy, shouting
Comfort goes progressively down

Name _____ Date _____

CHAPTER 9

Section 2

GEOGRAPHY APPLICATION: MOVEMENT

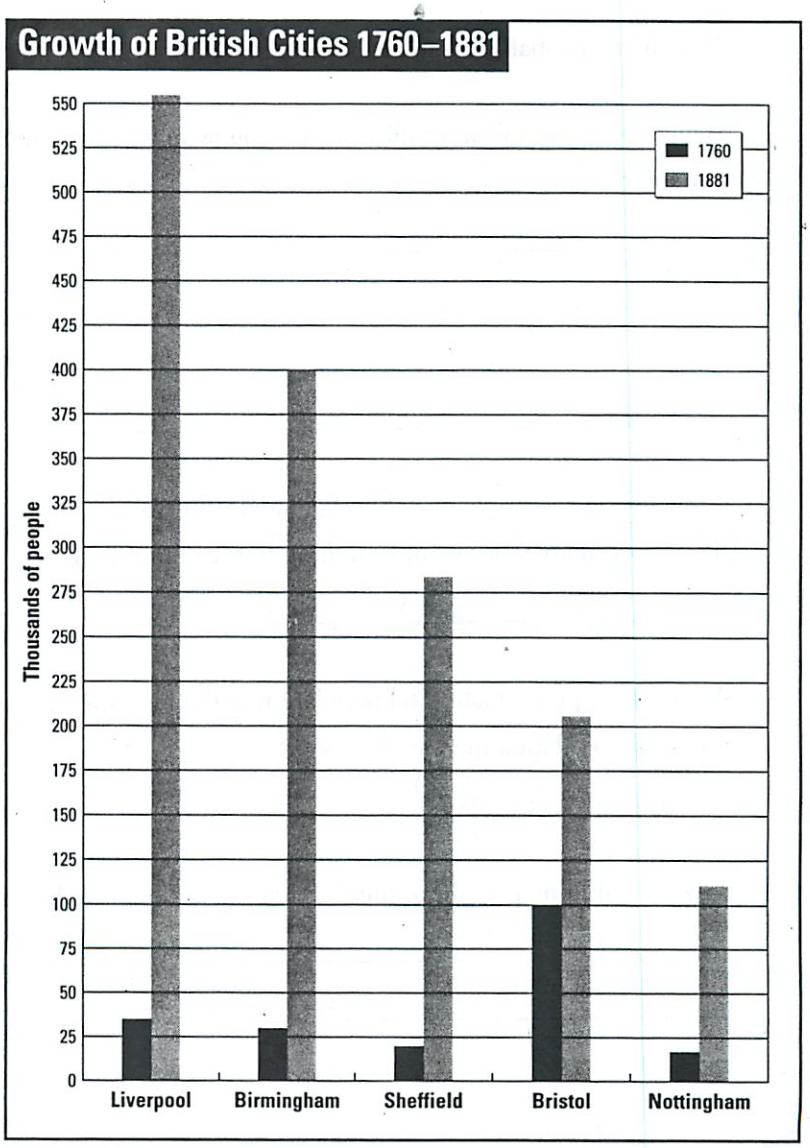
British Population Moves to the Cities

Directions: Read the paragraphs below and study the maps and graph carefully. Then answer the questions that follow.

Britain's richest coal fields are in the central and northern regions of the country. This geographic fact caused a major shift in Britain's population between 1750 and 1850.

Coal was found to be the most efficient way to power the new steam engine. As a result, many new industries and factories moved to be near the sources of energy. Soon, coal-fired steam engines powered the iron foundries, textile factories, and railroads of northern Britain.

Industrialization also required a large labor force. The enclosure movement, in which wealthy landowners bought out small farms and forced these people out of their livelihood, provided a ready supply of workers. As a result, masses of people moved to the industrial cities to find jobs.



Interpreting Text and Visuals

1. Of the cities shown on the bar graph, which one had the largest population increase between 1760 and 1881? the smallest? Liverpool had the largest and Nottingham had the smallest

2. What mode of transportation did all English companies have to have in order to transport their goods to Europe? They needed a ship to cross the English Channel

3. Which two cities appear to have missed out on the Industrial Revolution in England? Plymouth + Bristol, Norwich

   Which one probably even lost population between 1750 and 1850? Plymouth

4. Where was most of the English population living in 1750? in 1850? What caused this major population shift? In 1750, the population was more spread out and had people in the South and west. In 1850, everyone moved to the east and center of England because that was where the coal was, and therefore the factories

   Enclosure movement

5. If you are a factory owner in Sheffield and your workers have just completed an order of clothes, about how many miles would you have to travel to sell them in London? about 150 miles

6. What is the approximate total population of the five cities on the chart in 1760? How much did that total population increase by 1881? about 205 thousand people in 1760 + about 1550 thousand people in 1881, so an increase of about 1355 thousand people

7. Why do you think it is important for factories and mills to be near their sources of energy? Water Power: Factories need to be next to water or Coal: It cost more $ to transport coal so you want to be near it to cut transport expenses

   Wheel man: Turn, can't port that one

Michael Mosmier

Pos/Neg IR

2/1/06

Positive Effects

created jobs — new middle class
contributed to wealth of nation
fostered tech. progress + invention
increased production of goods
raised standard of living
* Most important * provided hope of improvements in people's lives
healthier diets
better housing
cheaper mass produced clothing
expanded edu. opportunities
- demand for engineers + clerks

middle + upper class prospered immediately
workers it took longer
labor eventually won higher wages, shorter hours, better conditions

long term effects still evident
- most people in industrial nations can afford goods that were once luxuries 50 years ago
- living + working conditions are much improved

Negitive Effects

caused immense human suffering
bad living conditions
urbanization
widespread sickness
long hours at work
low pay
dangerous machines + working conditions
class tensions
environmental damage - air + water pollution

Chart on Life in Cities and Working Conditions

Life In Cities	Working Conditions
• no plans	• average workweek = 14 hours 6 days a week
• no sanitary codes	• factories = neither clean or well-lit
• no building codes	• machines often injured workers
• lacked adequate housing, education, and police protection	• no aid for injured workers
• unpaved streets	• miners often breathed coal dust
• no drains	• damp conditions
• collected heaps of garbage	• low pay
• dark, dirty streets	• workers had to keep pace with the machines
• dirty shelters	• discipline was harsh and severe
• widespread sickness	• low pay
• small life span of 17 years (for workers in class city)	• did not change with the seasons
• foul smelling	• eventually - higher wages, shorter hours, better working conditions
• no indoor plumbing	
• no running water	
• rich lived in suburbs	

Jeff Hall
Mr. Smith
West. Civ. 4A
2/1/06

Urbanization - the growth of cities and the movement of people to cities

Examples of cities that urbanized, industry present there.

Birmingham • Sheffield iron - smelting
Clyde river valley - coal industry
Leeds + Manchester textile manufacturing
Manchester + Liverpool cotton industry

Jobs Pyramid

Upper Class - aristocrats, born into wealth, Landowners
Upper - Middle Class - Factory owners (managers), entrepreneurs (government employees), merchants, doctors, lawyers, manager
Lower - Middle Class - factory overseers, toolmakers, printers, mechs, drafters (Skilled workers)
Working Class - Factory workers, laborers, unskilled workers, miners

new group

4 Effects of Railroads

1) Encourages further industrial growth 2) New jobs
3) Progress in agriculture 4) Influenced ordinary people about travel

Luddites
Ned Ludd
against modernization
smashed things

Working Conditions

• Indust. new jobs for workers • Keep up with machines
dangerous machinery harsh discipline

Michael Plasmeier
Smith
Western Civ 9H
31 January 2006

Revision: C
1/31/2006

Letter from the Editor - Industrialization and Imperialism

Good
15/15

The recent rise in global inequality concerns me. Britain continues to develop new technologies to make more goods faster and cheaper. These advances lower the cost of goods and make them accessible to British citizens. However their giant manufacturing engine uses many natural resources. A large percentage of these resources don't come from Britain. They must be imported from other countries. However, Britain is now going too far with trying to streamline their supply line. They are starting to take over nations in order to easily steal their resources from them. They find a country that has what they need, and they rip that out of them. They do not care for the health or safety of the inhabitants of the colony. They do not care about our quality of life. They do not bother wondering if we want to be taken over.

Once they have stolen a country, they put the poor inhabitants of the foreign colonies hard to work with little or no pay to extract what they need. They then load our natural resources onto British ships owned by wealthy British businessmen relaxing in a British resort on the British coast. The materials are then processed in factories on British soil, again owned by wealthy British businessmen. Some of these goods are then sold in Britain to British citizens. However, a large portion of these goods are put back onto merchant ships and shipped back to the original colonies that supplied the raw materials.

I can not see the need to have these goods shipped back and forth to Britain. I believe that they do this because they want to make us reliant on Britain, so that we dare not revolt for our independence. We are not allowed to produce anything for ourselves.

This system takes money from the colonies and brings it to mainland Britain. This is just not fair to us. Britain should be helping its colonies become self sufficient by giving us factory machines, or at least informing us how to build them. Industrial power should be spread around to everyone, and all people should benefit from it. I believe that Imperialism is bad for us island inhabitants. The benefits of Industrialization should be shared with us directly. We MUST NOT LET Britain get away with all of our money and resources before it is too late.

Imperialism

From Wikipedia, the free encyclopedia.

Imperialism is a policy of extending control or authority over foreign entities as a means of acquisition and/or maintenance of empires, either through direct territorial conquest or through indirect methods of exerting control on the politics and/or economy of other countries. The term is often used to describe the policy of a country in maintaining colonies and dominance over distant lands, regardless of whether the country calls itself an empire.

Insofar as 'imperialism' might be used to refer to an intellectual position, it would imply the belief that the acquisition and maintenance of empires is a positive good, probably combined with an assumption of cultural or other such superiority inherent to imperial power (see The White Man's Burden).

Imperialism draws heavy criticism on the grounds that historically it has been frequently employed for economic exploitation in which the imperialist power makes use of other countries as sources of raw materials and cheap labor, shaping their economies to suit its own interests, and keeping their people in poverty. When imperialism is accompanied by overt military conquest, it is also seen as a violation of freedom and human rights.

In recent years, there has also been a trend to criticize imperialism not at an economic or political level, but at a simply cultural level, particularly the widespread global influence of American culture - see cultural imperialism. Some dispute this extension, however, on the grounds that it is highly subjective (to differentiate between mutual interaction and undue influence) and also applied selectively (hamburgers being imperialist and black tea not). The debate continues.

Contents

Etymology

The term *imperialism* was a new word in the mid-19th century. According to the Oxford English Dictionary, it dates back to 1858. The Latin root is *imperium* (command or supreme power).

According to the Oxford English Dictionary(OED), *imperialism* was generally used only to describe English policies. Read *Things Fall Apart* by Chinua Achebe, (There is a Roots album with the same title) for a wider perspective of descriptions of English Policies.

The term **imperialism** was used to describe the American war supporters in the Spanish American War by the now defunct Anti-imperialists. Many historians, such as Stuart Creighton Miller, author of *"Benevolent Assimilation: The American Conquest of the Philippines, 1899-1903"*, use the term imperialist and anti-imperialist to describe the two rival factions.

In the 20th century, the term has often been used to refer to the actions of Nazi Germany and the Empire of Japan during the 1930s and World War II. Later, during the Cold War, it was also used in reference to the policies of both

Upper Class
after the IR Journal 2/1/06

The Industrial + Agricultural Revolution have caused massive problems in Britain. Land is no longer the ticket to money. These entrapnons or whatever they called are building these big dirty factories belching black smoke over the air. They are finding ways to make money from that awful smoke. People are moving from the country to the new cities. Miles and miles of wooden houses. Not a living tree in sight anywhere. The only good thing is that these people are vacating their farms letting people like me buy land. Then I can have it. → The Agricultural Revolution was good. I can now plant more crops on the same amount of land. Now I make more money. Also these new urbanites buy my crops. Good. See there is some good

Jeff's Editorial + Journal

2/7

Questions

- lower-middle class man says business world is vulgar
  - that would be something the aristocracy says
- dependent on oil?

Noticed things

- watch for global inequality rising
- based off new transport methods

Class Discussion

Industrialization ⇔ Imperialism

- greed
- widening gap between rich + poor
  - entitlement
- culture
- need/necessity for raw materials
- new markets
- Conflict/war (over colonies/markets/raw materials)

Journal

- new upper middle class
- slow change for poor workers → Luddites
- fear of sickness/safety

Name _____ Date _____

Section 2

PRIMARY SOURCE

Testimony on Child Labor in Britain

During the 1800s there were few laws in Britain regulating the employment of children. Elizabeth Bentley testified before a parliamentary committee investigating conditions among child laborers in Britain's textile industry. As you read this portion of her testimony, think about the hardships she describes.

COMMITTEE: What age are you?
BENTLEY: Twenty-three.
C: Where do you live?
B: At Leeds.
C: What time did you begin work at the factory?
B: When I was six years old.
C: At whose factory did you work?
B: Mr Burk's.
C: What kind of mill is it?
B: Flax mill.
C: What was your business in that mill?
B: I was a little doffer.
C: What were your hours of labour in that mill?
B: From 5 in the morning till 9 at night, when they were thronged.
C: For how long a time together have you worked that excessive length of time?
B: For about a year.
C: What were the usual hours of labour when you were not so thronged?
B: From six in the morning till 7 at night.
C: What time was allowed for meals?
B: Forty minutes at noon.
C: Had you any time to get your breakfast or drinking?
B: No, we had to get it as we could.
C: Do you consider doffing a laborious employment?
B: Yes.
C: Explain what you had to do.
B: When the frames are full, they have to stop the frames, and take the flyers off, and take the full bobbins off, and carry them to the roller, and then put empty ones on, and set the frame going again.
C: Does that keep you constantly on your feet?
B: Yes, there are so many frames and they run so quick. . . .
C: You are considerably deformed in person as a consequence of this labour?
B: Yes I am.
C: And what time did it come on?
B: I was about 13 years old when it began coming, and it has got worse since; it is five years since my mother died, and my mother was never able to get me a good pair of stays to hold me up, and when my mother died I had to do for myself, and got me a pair.
C: Were you perfectly straight and healthy before you worked at a mill?
B: Yes, I was as straight a little girl as ever went up and down town.
C: Were you straight till you were 13?
B: Yes, I was.
C: Did your deformity come upon you with much pain and weariness?
B: Yes, I cannot express the pain all the time it was coming.
C: Do you know of anybody that has been similarly injured in their health?
B: Yes, in their health, but not many deformed as I am.
C: It is very common to have weak ankles and crooked knees?
B: Yes, very common indeed.
C: This is brought on by stopping the spindle?
B: Yes.
C: Where are you now?
B: In the poorhouse.

Elizabeth Bentley in *Report of Parliamentary Committee on the Bill to Regulate the Labour of Children in Mills and Factories* (1832). Reprinted in John Carey, ed., *Eyewitness to History* (New York: Avon Books, 1987), 295–298.

Activity Options

1. ***Recognizing Point of View*** Imagine that you are a child who works in a textile mill. Write a diary entry in which you describe your work life and then share it with classmates.
2. ***Writing for a Specific Purpose*** Imagine yourself as a member of the parliamentary committee investigating child labor in the textile industry. Write a list of questions that you might want to ask witnesses like Elizabeth Bentley.

How much were you paid for your labours?
Why did you work in the mill?
Where did your family work?
Are they deformed too?
How much were you compensated for your injuries.
How much should be paid for injuries
Who do you live with in this poor house?
What will you do next?
What are the conditions of the poorhouse

Michael Plasmeier
Smith
Western Civ 9H
3 Feb 2006

Chap 9.4
Questions

2/3

1. Identify the following terms + names:

laissez faire - an economic policy similar to capitalism which supported "letting owners of industry and business set working conditions without interference" from government

Adam Smith - a professor at the University of Glasgow, Scotland who defended the idea of a free market economy in the 1776 book The Wealth of Nations. He believed that if the government did not interfere in the economy (like if it enabled reforms) then economic progress would be guaranteed.

Capitalism - "an economic policy in which money is invested in business ventures with the goal of making a profit"

Utilitarianism - an economic policy invented by Jeremy Bentham where the government should do what is best for the most number of people. Ideas, institutions and actions should be based on their utility or usefullness.

Socialism - a economic policy where "the factors of production are owned by the public and operate for the welfare for all."

Karl Marx - a poor German journalist who invented the radical socialism-based economic policy of communism.

→

Communism - an economic policy and an extream form of socialism where all property and wealth is owned by the goverment and distrubated equally to all citizens.

(trade) union - a voluntary group of laborers who promise to stick together to demand better working conditions and higher pay

collective bargaining - when a union haggles with the employer in order to make a deal for its members

strike - a refusal to work, usually ordered by a union when its demands are not met

2. Compare/Contrast Capitalism/Marxism

Capitalism	Marxism
progress happens when people follow their own intrests	progress is a result of economic class struggle
	benifited poor
govement should not interfear w/ economy	gov. should run economy
its the have nots fault they are poor	the haves make the have nots poor
benifited middle class	economic forces alone dominate society
the production of wealth is paramount	all people should have = economic status

Both

the consumer is the driving force (buys stuff or will revolt)
systems still used today
the poor will continue to be poor (unless revolt)
believed their system is best

2cont. Captialism and Marxism have many similarities and differences. Both systems are still in use today but one is much more prefered and successful by Great Powers today. In both, the consumer is the driving force. In captalism all changes are made to get the consumer to spend money. In Marxism the consumers or poorer people will revolt, totally changing society. Marxism differs from captialism by providing for the poor and working class not the middle class factory workers.

Marxism is used interchangably w/ communism

Then there are the obvious differences. Captialism is the belive that the free market and dog-eat-dog world is best. Marixm tries to remove all class and social differences by believing that all factors of production should be shared by the people. Lastly they all believed that their system was best.

3. What were problems faced by Unions in the 1800s

Unions faced many problems in the 1800. Employers did not like them because unions made them lose money and make 1st step production improvements. They pressured the governments to outlaw unions in 1799 and 1800. Only in 1825 did the British allow unions. Mr. Smith said that unskilled workers were not allowed to join unions supposedly because they could be replace unlike skilled workers. Unions overcame their problems by persisting even if they were thrown in jail or fired.

Review Questions p274

19. What were the two warring classes in the Communist Manifesto?

The two warring classes were the middle class, employe bourgeoisie or the "haves" and the poor workers o proletariat or the "have not"

20. Name 2 ways that women fought for a change during IR

Women fought for a change by forming inc in areas which they dominated and holdin a meeting of the International Council for Women in 1899 attracting 27 countries

Child Labour Laws

2/7

- Committee on child labour

- Factory Act of 1833
  - illegal to hire children under 9
  - children 9-12 could not work more then 8 hrs.
  - children 13-17 could not work more then 12 hrs

- Mine Act of 1837
  - women + children can not work underground

- Ten Hours Act
  - 10 hr days for women + children in factories

Capitalism People

2/8

1. Adam Smith
   - believed in captialism
   - laissez-faire
     - nature → economy should be left alone

   3 Natural Laws of Captialism
   1. Law of Self-Intrest - People do things to make $
   2. Law of competition (forces a buiness to make a better product)
   3. Law of Supply + demand

2. Thomas Malthus
   - supported Smith's basic ideas
   - wrote Essay on the Principles of Population (1798)
     population increased faster then food supply
   - w/o wars + diseases too many people would be poor + miserable
   - theory seemed to come true in 1890, but not over time

3. David Ricardo
   - supported Smith's basic ideas
   - took Malthus ideas further
   - wrote Principles of Political Economy + Taxation (1817)
   - a permanent underclass would always be poor
   - if there are many workers resourses prices would decrease
   - as pop increased labor prices would go down

all opposed gov helping poor workers
didn't believe in min. wage laws + better working conditions for workers

Name _____ Date _____

Section 4

PRIMARY SOURCE *from* *The Wealth of Nations*
by Adam Smith

The Scottish philosopher and economist Adam Smith (1723–1790) defended the idea of a free-market economy, or the production and exchange of goods and services without interference from the government, and laid the foundation for modern capitalism. The following excerpt is from Smith's well-known book* The Wealth of Nations. *According to Smith, what were the effects of the division of labor?

Of the Division of Labour

The greatest improvement in the productive powers of labour, and the greater part of the skill, dexterity, and judgment with which it is anywhere directed, or applied, seem to have been the effects of the division of labour.

The effects of the division of labour, in the general business of society, will be more easily understood, by considering in what manner it operates in some particular manufactures. It is commonly supposed to be carried furthest in some very trifling ones. . . .

To take an example, therefore, from a very trifling manufacture; but one in which the division of labour has been very often taken notice of, the trade of the pin maker; a workman not educated to this business (which the division of labour has rendered a distinct trade), nor acquainted with the use of the machinery employed in it (to the invention of which the same division of labour has probably given occasion), could scarce, perhaps, with his utmost industry, make one pin in a day, and certainly could not make twenty. But in the way in which this business is now carried on, not only the whole work is a peculiar trade, but it is divided into a number of branches, of which the greater part are likewise peculiar trades. One man draws out the wire, another straightens it, a third cuts it, a fourth points it, a fifth grinds it at the top for receiving the head; to make the head requires two or three distinct operations; to put it on, is a peculiar business, to whiten the pins is another; it is even a trade by itself to put them into the paper; and the important business of making a pin is, in this manner, divided into about eighteen distinct operations, which, in some manufactories, are all performed by distinct hands, though in others the same man will sometimes perform two or three of them. I have seen a small manufactory of this kind where ten men only were employed, and where some of them consequently performed two or three distinct operations. But though they were very poor, and therefore but indifferently accommodated with the necessary machinery, they could, when they exerted themselves, make among them about twelve pounds of pins in a day. There are in a pound upwards of four thousand pins in a middling size. Those ten persons, therefore, could make among them upwards of forty-eight thousand pins in a day. Each person, therefore, making a tenth part of forty-eight hundred pins in a day. But if they had all wrought separately and independently, and without any of them having been educated to this peculiar business, they certainly could not each of them have made twenty, perhaps not one pin in a day; that is, certainly not the two hundred and fortieth, perhaps not the four thousand eight hundredth part of what they are at present capable of performing, in consequence of a proper division and combination of their different operations.

from Adam Smith, *The Wealth of Nations* (1776). Reprinted in Robert L. Heilbroner, ed., *The Essential Adam Smith* (New York: W.W. Norton, 1986), 161–162.

Discussion Questions

1. ***Recognizing Facts and Details*** What type of manufacturing business did Smith use to illustrate the effects of the division of labor?
2. ***Making Inferences*** What did Smith think were the advantages of the division of labor?
3. ***Drawing Conclusions*** Based on your reading of this excerpt, do you think Adam Smith supported industrialization? Why or why not?

Socialism

2/4

Utilitarism - the greatest good for the greatest # of people
- judge laws based on usefulness
- Jeremy Bentham - thought of
- John Stewart Mill - put into pratice + wanted reforms in lead
* captialism is Ok, but needs some regulation, peasant education

Utopian - perfect society
- Robert Owen
- tried to correct problems in his factory village

Economic Ideas + Reforms
Review

2/15

167 in Textbook

Capitalism - Thomas Malthus + David Ricardo

Laissez-faire economics - Adam Smith

Utilitarianism - Jeremy Bentham + John Stuart Mill

Utopian ideas - Robert Owen

Socialism - Charles Fourier + Saint-Simon

Communism - Karl Marx + Fredrich Engels

7/7

Name Michael Plamondon
Class _____

THE *COMMUNIST MANIFESTO*

In 1847, Karl Marx and Friedrich Engels published the *Communist Manifesto* as a platform for the Communist League, a small German workers' party. In the excerpt below, they present their view of "bourgeois society."

The history of all hitherto existing society is the history of class struggles. Freeman and slave, patrician and plebeian, lord and serf, guildmaster and journeyman, in a word, oppressor and oppressed, stood in constant opposition to one another, carried on an uninterrupted, now hidden, now open fight, a fight that each time ended, either in a revolutionary reconstitution of society at large, or in the common ruin of the contending classes. . . .

The modern bourgeois society that has sprouted from the ruins of feudal society, has not done away with class antagonisms. It has but established new classes, new conditions of oppression, new forms of struggle in place of the old ones.

Our epoch, the epoch of the bourgeoisie, possesses, however, this distinctive feature: It has simplified the class antagonisms. Society as a whole is more and more splitting up into two hostile camps, into two classes directly facing each other—bourgeoisie and proletariat. . . .

The bourgeoisie, wherever it has got the upper hand, has put an end to all feudal, patriarchal, idyllic relations. It has pitilessly torn asunder the motley feudal ties that bound man to his "natural superiors," and has left no other bond between man and man than naked self-interest, than callous "cash payment." It has drowned the most heavenly ecstasies of religious fervor, of chivalrous enthusiasm, of philistine sentimentalism, in the icy water of egotistical calculation. It has resolved personal worth into exchange value, and in place of the numberless indefeasible [incapable of being annulled] chartered freedoms, has set up that single, unconscionable freedom—Free Trade. In one word, for exploitation, veiled by religious and political illusions, it has substituted naked, shameless direct, brutal exploitation.

The bourgeoisie has stripped of its halo every occupation hitherto honored and looked up to with reverent awe. It has converted the physician, the lawyer, the priest, the poet, the man of science into its paid wage-laborers.

1. According to Marx and Engels, on what struggle is the history of society based? The class struggle between master and slave

2. Who is the oppressed in each of the following relationships? (a) patrician and plebeian (b) guildmaster and journeyman (c) bourgeoisie and proletariat
a) plebenian b) journeyman c) proletariat

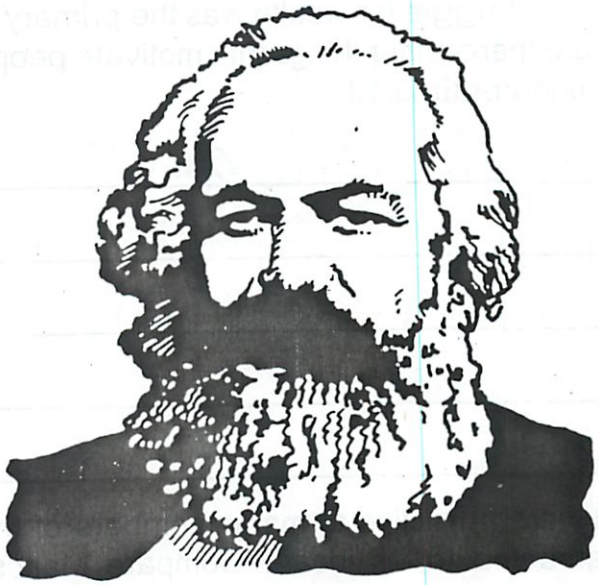
3. According to Marx and Engels, there has always been oppression. Why, then, do they feel that their epoch is worse than previous epochs?
Because the hostility has been simplified

4. (a) According to Marx and Engels, what ties bound the lord to his serfs?
The old feudal ties of "natural superiors"

(b) What ties now bind the bourgeoisie to the proletariat?
"Cash payment"

(c) Why do Marx and Engels believe that the ties between a lord and his serfs were more acceptable than those between the bourgeoisie and proletariat?
Because they found the old feudal ties more natural then the self-intrest shallow "cash payment" ties

RL MARX AND THE BIRTH OF SOCIALISM



Karl Marx

Laissez-faire economics caused the gap etween the wealthy and poor to widen. As compa-es grew, workers became more alienated from eir employers and came to resent the fact that eir labor was enriching factory owners while they, e workers, struggled to survive. National and cal governments of the era provided little or no elief. Often the working classes were viewed with istaste and fear by the governing elite. It is not urprising that the working classes viewed laissez-ire economics with suspicion. The values of indi-dualism preached by the wealthy were of small omfort to those born in poverty.

Karl Marx was among those who proposed different ideology. Marx was not the first socialist r even the best known of his time, but his ideas became the foundation of communist theory in e decades following his death. In 1847 he worked with Friedrich Engels to write *The Communist lanifesto.* In it Marx stated that man lived in a state of nature that forced him to struggle for survival. ceed in this struggle, men formed relationships with those who had similar interests, ting in the formation of classes. Marx felt that control of wealth was the most important aspect a group's position in society. He saw all of history as the story of struggles between different asses for the control of wealth.

The Industrial Revolution had changed the class structure of society. Marx saw two new asses as the most important in the struggle. Marx described the conflicting groups as the urgeoisie (factory owners and the middle class) and the proletariat (factory workers). Marx was mpathetic toward the proletariat. Marx saw that the changes brought about by the Industrial evolution had alienated the workers. Rather than having the pride of skilled craftsmen, they erformed repetitive, unskilled tasks at their machines. In Marx's opinion, the proletariat were the brant, creative class that powered the economy while the bourgeoisie acted as parasites.

Marx believed that conflict between the proletariat and bourgeoisie would grow and that entually the proletariat would violently overthrow the bourgeoisie. He wrote, "the proletarians ave nothing to lose but their chains. They have the world to win. Working men of the world, unite!" ter the revolution, he believed that all people would work together toward the common good. All ople would contribute their labor, and all would take what they needed. National boundaries uld disappear, and different classes would cease to exist because everyone would be equal. ese socialist ideas were quite attractive to the working class. Some workers did not accept arx's ideas of revolution, but they did see the value of banding together to negotiate for better nditions. Others accepted his ideas about a coming revolution and worked toward that goal. arx became recognized as the philosophical father of communism.

Communist revolutions took place in several countries. Russia, China, Vietnam, and other nations have had communist governments in the twentieth century, but the world olution and classless society that Marx envisioned has not occurred. With its failure in Russia, ould appear that communism's days as a viable philosophy have ended.

Name_____ Date_____

POINTS TO PONDER

1. Marx felt that the struggle for wealth was the primary motivation of all men. Do you agree with this analysis, or are there other things that motivate people? List other things that motivate us that Marx may have underestimated.

The textbook states that "Marx was wrong. Religion, nationalism, ethnic loyalties and a desire for economic reform, may be as strong an influence on history as economic forces." I agree with the (politically correct) textbook.

2. Marx's ideas were attractive to many members of the working class. Why do you think that workers were attracted to his ideas? Compare Marx's beliefs with those of the laissez-faire economists. Do Marx's ideas give workers more hope?

Marx's ideas were more attractive to the middle class because his ideas were good for them and bad for the rich (almost the opposite of capitalism). Therefore they hope more for the good ideas.

Also, the poor were desperate

3. Marx envisioned a classless society after the revolution. Communist revolutions occurred in several countries, but economic equality was never obtained. Rather than working for the common good of all, most workers became frustrated and disillusioned in communist countries. Was Marx's goal unrealistic? Does human nature demand that we be directly rewarded for our work?

Yes, in my opinion, (most) humans are selfish and will take advantage of situations. Most people are only out for their own good. We will take what we are owed and then some. This idea can never work on a large scale (more than 100 people)

need motivation

looks good on paper

Name _____ Date _____

CHAPTER 9

Section 4

CONNECTIONS ACROSS TIME AND CULTURES

Enlightenment Ideals in an Industrial Age

THEMATIC CONNECTION: ECONOMICS

Enlightenment thinking produced long-term effects that profoundly shaped Western civilization. In Chapter 23, you read how Enlightenment ideals inspired the revolutionary movements of the 1800s. How did Enlightenment ideals affect the economic thinking of the Industrial Age? To find out, answer the questions that follow.

1. Enlightenment thinkers believed that natural laws were just and reasonable. Just as there were natural laws of motion, so were there natural laws of politics, government, and economics. How did Adam Smith and other philosophers of industrialization view natural laws? They believed that there were natural laws related to the economy.

2. Enlightenment philosophers believed in the importance of the individual in society. Government was created by individuals to promote their welfare and self-interest. How are these ideals reflected in the philosophy of Adam Smith? The individual was everything in his society, the always looked out for his own welfare. A government should protect his rights

3. An important concept of the Enlightenment was that society would progress. How did the economic philosophers view progress? Progress was making money and inventions and make people buy their goods

4. Enlightenment philosophers and reformers criticized the great inequalities that existed in society and believed that through reason, a better society was possible. They called for social equality, abolition of slavery, prison reform, and improvements in education. What changes did reformers advocate to correct the faults of an industrialized society? ? The above ones?

5. The ideas of Enlightenment philosophers John Locke and Jean-Jacques Rousseau laid the foundations for modern Western democratic governments. What reforms expanded democracy in newly industrialized societies? As more people gained the right to vote through the suffrage movement more people had a say in government and reforms inspired other reforms

Name _____ Date _____

CHAPTER 9

Section 4

SKILLBUILDER PRACTICE

Developing Historical Perspective

When you view events and people from a historical perspective, you view them in the context of their times. You consider the conditions that existed and the attitudes that were commonly accepted at a certain time in history. You do not judge the past solely by the standards and values of today.

As you have read, the middle class rose in status and wealth as a result of the Industrial Revolution. The excerpt below is from a book published in 1842 counseling middle-class women on their proper role in society. Use historical perspective as you read the passage. Then answer the questions that follow. (See Skillbuilder Handbook.)

Domestic life is the chief source of her influence; and the greatest debt society can owe to her is domestic comfort: for happiness is almost an element of virtue; and nothing conduces more to improve the character of men than domestic peace. A woman may make a man's home delightful, and may thus increase his motives for virtuous exertion. . . .

Perhaps one of the first secrets of her influence is adaptation to the tastes, and sympathy in the feelings, of those around her. . . . It is for woman, not for man, to make the sacrifice, especially in indifferent matters. She must, in a certain degree, be plastic herself if she would mould others. . . .

Nothing is so likely to [win over] the affections of the other sex as a feeling that woman looks to them for support and guidance. In proportion as men are themselves superior, they are accessible to this appeal. On the contrary, they never feel interested in one who seems disposed rather to offer than to ask assistance. There is, indeed, something unfeminine in independence. It is contrary to nature, and therefore it offends.

from Elizabeth Poole Sandford, *Woman in Her Social and Domestic Character* (Boston: Otis, Broaders, 1842).

1. According to the writer, what is the primary role of a middle-class woman? To support and be their for men and support them.

2. How do the writer's images of middle-class men and women reflect the attitudes and values of an expanding industrial society? The society was still men dominated. Women should do what is above in #1

3. The writer advises women to be dependent and ask assistance. How might such advice be viewed in today's society? Women today should be equal to men (supposedly) Today women should be independent. Some women would not like this advice.

Name _____ Date _____

TELESCOPING THE TIMES

The Industrial Revolution, 1700–1900

Summary

CHAPTER OVERVIEW ***Britain fueled an Industrial Revolution, which changed society. Workers benefited eventually, but at first they suffered bad working and living conditions. Other nations followed Britain's example and industrialized. Thinkers reacted to these changes by developing new views of society. Reformers pushed for changes to make society better.***

❶ The Beginnings of Industrialization

KEY IDEA *The Industrial Revolution started in Great Britain and soon spread elsewhere.*

In the early 1700s, large landowners in Britain bought much of the land that had been owned by poorer farmers. They introduced new ways of farming. One technique was to use a seed drill. This machine planted seeds in well-spaced rows. Before this, seeds were scattered by hand over the ground. As a result, more seeds sprouted. Another technique was to rotate crops annually. Those who raised livestock used new methods to increase the size of their animals. As a result of these improvements, farm output increased. More food was available, and people enjoyed healthier diets. The population of Britain grew. The agricultural revolution helped produce the Industrial Revolution.

For several reasons, Britain was the first country to have an economy based on industry. It had 1) coal and water to power machines, 2) iron ore to make machines and tools, 3) rivers to move people and goods, and 4) good harbors for shipping goods to other lands. Britain also had a system of banks that could fund new businesses. Finally, the British government was stable, which gave the country a positive attitude.

The Industrial Revolution began in the textile industry. Several new inventions helped businesses produce cloth and clothing more quickly. Business owners built huge buildings—factories—that housed large machines powered by water.

The invention of the steam engine in 1705 brought in a new source of power. The steam engine used fire to heat water and produce steam, which was used to drive the engine. Eventually steam-driven machines were used to run factories.

At the same time, improvements were being made in transportation. An American invented the first steam-driven boat. This allowed people to send goods more quickly over rivers and canals. The British also built better roads that included layers of stone and rock to prevent wagons from being stuck in the mud.

Starting in the 1820s, steam fueled a new burst of industrial growth. At that time, a British engineer set up the world's first railroad line. It used a steam-driven locomotive. Soon, railroads were being built all over Britain. The railroad boom helped business owners move their goods to market more quickly. The boom in railroad building created thousands of new jobs in several different industries. The railroad had a deep effect on British society. For instance, people who lived in the country moved to cities.

❷ Patterns of Change: Industrialization

KEY IDEA *The factory system changed the way people lived and worked, introducing new problems.*

The change to an industrial economy brought many benefits to British people. They used coal to heat their homes, ate better food, and wore better clothing. Many people also suffered, however. Industrialization caused many changes.

One change was a rise in the proportion of people who lived in cities. For centuries, most people in Europe had lived in the country. Now more and more lived in cities. The number of cities with more than 100,000 people doubled between 1800 and 1850. Because they grew quickly, cities were not ideal places to live. People could not find good housing, schools, or police protection. The cities were filthy with garbage, and sickness swept through slum areas. The average life span of a person living in a city was 17 years—compared to 38 years in the countryside.

Working conditions were harsh as well. The average worker spent 14 hours a day on the job, 6 days a week. Factories were dark, and the powerful

machines were dangerous. Many workers were killed or seriously injured in accidents. Some rioted against the poor living and working conditions.

Some people improved their lives in the new economy. The middle class—made up of skilled workers, professionals, business people, and wealthy farmers—did well. They enjoyed comfortable lives in pleasant homes. This class began to grow in size, and some people grew wealthier than the nobles who had dominated society for many centuries. Still, nobles looked down on the people who gained their wealth from business. They, in turn, looked down on the poor workers.

Overall, the Industrial Revolution had many good effects. It increased the amount of goods and services a nation could produce and added to its wealth. It created jobs for workers and over time helped them live better lives. It produced better diets, better housing, and cheaper, better clothing. Many of these benefits were far in the future, however.

The English city of Manchester showed how industrialization changed society. Rapid growth made the city crowded and filthy. The factory owners risked their money and worked long hours to make their businesses grow. In return, they enjoyed huge profits and built huge houses. The workers also worked long hours, but had few benefits. Many of these workers were children, some only six years old. Not until 1819 did the British government put limits on using children as workers. With so much industry in one place, Manchester suffered in another way. Coal smoke and cloth dyes polluted the air and water.

❸ Industrialization Spreads

***KEY IDEA** The industrialization that began in Great Britain spread to other parts of the world.*

Other countries followed the example of Britain and began to change their economies to an industrial base. The United States was one of the first. Like Britain, it had water power, sources of coal and iron, and a ready supply of workers. The United States also benefited from conflict with Britain. During the War of 1812, Britain stopped shipping goods to the United States. As a result, American industries had a chance to supply the goods that Americans wanted.

The switch to an industrial economy began in the United States in the textile industry. In 1789, based on memory and a partial design, a British worker brought the secret of Britain's textile machines to North America. He built a machine to spin thread. In 1813, a group of Massachusetts investors built a complex of factories that made cloth. Just a few years later they built an even larger complex in the town of Lowell. Thousands of workers, mostly young girls, came to these towns to work in the factories.

In the United States, industry grew first in the northeast. In the last decades of the 1800s, a rapid burst of industrial growth took place that was more widespread. This boom was fueled by large supplies of coal, oil, and iron. Helping, too, was the appearance of a number of new inventions, including the electric light. As in Britain, a railroad building was also a big part of this industrial growth.

Businesses needed huge sums of money to take on big projects. To raise money, companies sold shares of ownership, called stock. All those who held stock were part owners of the company. This form of organizing a business is called a corporation.

Industrial growth spread to Europe as well. Belgium was the first to adopt British ways. It was rich in iron and coal and had good waterways. It had the resources needed.

Germany was politically divided until the late 1800s. As a result, it could not develop a wide industrial economy. However, west-central Germany was rich in coal and did become a leading industrial site.

Across Europe, small areas began to change to the new industries. Industrial growth did not occur in France until after 1850. Then the government began to build a large network of railroads. Some countries—such as Austria-Hungary and Spain—had problems that stopped them from building new industries.

The Industrial Revolution changed the world. Countries that had adopted an industrial economy enjoyed more wealth and power than those that had not. The countries of Europe soon began to take advantage of lands in Africa and Asia. They used these lands as sources of raw materials needed for their factories. They saw the people only as markets for the goods they made. They took control of these lands, a practice called imperialism.

❹ An Age of Reforms

***KEY IDEA** The Industrial Revolution led to economic, social, and political reforms.*

The new industrial economy led to new ways of thinking about society. Some economists

thought that the government should leave business owners alone. Their view was called laissez-faire, from a French phrase meaning "let people do as they please." Adam Smith argued that putting no limits on business or on trade would help a nation's economy grow the most. He and other writers supported a system called capitalism. In a capitalist economy, people invest their money in businesses to make a profit. Over time, society as a whole would benefit, said Smith and the others. These people warned the government not to make laws trying to protect workers. Such laws would upset the workings of the economy, they said.

Other writers challenged these ideas. One group was called the Utilitarians. They thought that an idea or practice was good only as it proved useful. They thought it was unfair that workers should work so hard for such little pay and live in such poor conditions. They thought the government should do away with great differences in wealth among people.

Some thinkers went farther and urged that businesses should be owned by society as a whole, not by individuals. Then a few people would not grow wealthy at the expense of many. Instead, all would enjoy the benefits of increased production. This view—called socialism—grew out of a belief in progress and a concern for justice and fairness.

A German thinker named Karl Marx wrote about a radical form of socialism called Marxism. He said that factory owners and workers were bound to oppose one another in the struggle for power. Over time, he said, the capitalist system would destroy itself. The great mass of workers would rebel against the wealthy few. Marx wrote *The Communist Manifesto* in which he described communism, a form of complete socialism in which all production is owned by the people. Private property would not exist. In the early 1900s, these ideas would inspire revolution.

While thinkers discussed these different ideas, workers took action to try to improve their lives. Many formed into unions that tried to bargain with business owners for better pay and better working conditions. When business owners resisted these efforts, the workers went on strike, or refused to work. The struggle to win the right to form unions was long and hard for workers in Britain and the United States. Still, by the late 1800s, workers in both countries had made some progress.

The British Parliament and reformers in the United States also took steps to try to fix some of the worst features of industrialism. Britain passed laws that put limits on how much women and children could work. Groups in the United States pushed for similar laws.

Another major reform movement of the 1800s was the drive to end slavery. The British Parliament took the first step by ending the slave trade in 1807. It abolished slavery completely in 1833. Slavery was finally ended in the United States in 1865, after the Civil War. Spain ended slavery in Puerto Rico in 1873 and in Cuba in 1886. Brazil became the last country to ban slavery, which it did in 1888.

Women were active in these and other reform movements. As they fought for the end of slavery, many women launched an effort to win equal rights for women. The movement for equality began in the United States in 1848. In 1888, women from around the world formed a group dedicated to this cause.

Reformers took on other projects as well. Some pushed for—and won—improved education. Others hoped to improve conditions in prisons.

Review

1. ***Perceiving Cause and Effect*** Why did the Industrial Revolution begin in Britain?

Recognizing Facts and Details

2. What was the impact of the railroad?
3. What reforms were popular in the 1800s?
4. ***Perceiving Cause and Effect*** What effects did industrialization have on society?
5. ***Recognizing Main Ideas*** How did industrialization spread in the United States?

-3

87/90

Great job

97%

Western Civilization
Freshmenators

Name Michael Pleasant
Block 4 A Day/Smith
Chapter 9 Test

The Industrial Revolution 1700-1900

I. **Multiple Choice**. Choose the letter of the best answer.

____1. What was the Industrial Revolution?
A. increased purchases of land by wealthy landowners to cultivate larger fields
B. an increase in machine-made goods beginning in England during the 1700s
C. widespread use of teenagers as factory laborers who worked long hours
D. increased populations of urban areas during the 1800s

____2. How did landowners and aristocrats view wealthy members of the middle class?
A. regarded highly
B. looked down upon
C. saw as equals
D. saw as outcasts

____3. By the late 1700s, the best place to find a water frame and a spinning mule was in
A. a barn
B. a factory
C. a farm house
D. an urban home

____4. How did the Industrial Revolution affect cities?
A. It created technology to clean them
B. It made them lose valuable sources of food
C. It made the population grow faster than the housing supply
D. It made the crime rate drop

____5. The Factory Act of 1833 established laws for
A. importing goods
B. child labor
C. clean air and water
D. foreign workers

____6. Most of the coal and iron that the British used in their factories came from
A. America
B. France
C. Britain
D. Spain

____7. The advantages of the steam engine included all of the following **EXCEPT**
A. a constant supply of power
B. a power supply able to run heavy machines
C. a power supply that could be located anywhere
D. a power supply that could be sent over wires to other locations

____8. The first area to undergo major industrialization was
A. banking
B. railroads
C. coal mining
D. textile production

M.C.
-2
for 1 problem

_____9. The free-market system of capitalism was defended in the book *The Wealth of Nations* by

A. Adam Smith
B. John Stuart Mill
C. Jeremy Bentham
D. William Wilberforce

____10. Utilitarianism held that government policies should promote

A. wars and epidemics to kill off excess people
B. public ownership of the means of production
C. the complete independence of each individual
D. the greatest good for the greatest number of people

____11. Nineteenth-century socialists argued that government should

A. leave the economy alone
B. actively plan the economy
C. destroy the economy
D. allow the economy to be controlled by the bourgeoisie

_____12. A famous "club" for the exchange of ideas in Britain was called

A. Laguna Beach
B. Royal Society
C. Thinking Society
D. Rocafella Club

_____13. The phrase laissez faire means

A. "yield to the will of the people"
B. "spirit of laws"
C. "state of nature"
D. "leave alone"

____14. To improve systems of transportation during the Industrial Revolution, the British made all of the following developments **EXCEPT**

A. using horses to pull river barges
B. applying steam engine technology to railroads
C. building more than 4,000 miles of inland waterways
D. improving the technology of road surfacing

____15. Adam Smith supported all of the following ideas **EXCEPT**

A. government regulations interfere with the production of wealth
B. economic activities are governed by natural laws
C. people act in the interests of others
D. competition forces people to make a better product

____16. In Britain, people moved to cities because
A. factories with jobs were located in the cities
B. agriculture became less important
C. cities offered better living conditions
D. the size of rural areas decreased

____17. The railroad engineer who built Rocket for the world's first railroad line was named
A. Richard Trevithick
B. Moses Brown
C. Samuel Slater
D. George Stephenson

____18. According to the law of supply and demand, if the supply of bread exceeded the demand for bread,
A. the price of bread would decrease
B. bread shortages would result
C. the price of bread would increase
D. bakers would make greater profits

____19. The **MAIN** advantage of crop rotation was that it
A. produced larger crops
B. restored soil fertility ← part advantage that leads to
C. provided an adequate food supply
D. enclosed fields for the landowner

____20. Persons who organize and take on the risk of a business are called
A. Entrepreneurs
B. Breeders
C. inventors
D. unionists

____21. Methods for producing more and better-quality meat and wool were developed in the 1700's in England by
A. Joseph Pease
B. Robert Bakewell
C. Jethro Tull
D. Charles Townshend

____22. Which of the following did **NOT** increase as an early result of the Industrial Revolution?
A. urbanization
B. the size of the middle class
C. the length of the average work day
D. the life expectancy of the average worker

____23. Karl Marx is most closely associated with
A. socialism
B. communism
C. utilitarianism
D. trade unionism

____24. Which of the following is an example of a reform movement?
A. abolition of slavery
B. women's rights
C. public education
D. all of the above

____25. Who was the inventor of the flying shuttle?
a. James Watt
b. John Kay
c. Samuel Crompton
d. Friedrich Engels

____26. To drive spinning wheels by power, Richard Arkwright invented a machine called the
A. steam engine
B. cotton gin
C. water-frame
D. spinning jenny

____27. The kind of power that replaced water power as a source of energy in Britain in the mid-1700's was
A. energy from petroleum
B. electricity
C. solar energy
D. steam power

II. Fill in the Blank

28. In *An Essay on the Principle of Population,* written in 1798, Thomas Malthus argued that population tended to increase more rapidly than the food supply. Without wars and epidemics to kill off the extra people, most were destined to be poor and miserable.

29. Inclosure movement / ~~Agricultural Revolution~~ was the process by which wealthy landowners in the 1700's bought up the land once worked by village farmers.

30. The production of cloth in the private homes of peasants was called the cottage industry.

31. Captialism is an economic system in which money is invested in business ventures with the goal of making a profit.

III. Short Answer and Completion. Please complete the following questions with as much detail and explanation that you can provide.

32. Identify two problems in Manchester caused by the city's rapid growth.

a.) dirty, crowded living conditions → why

b.) polluted air + rivers → why?

-1

-1

33. In the chart below, list **2 members** of each of the social classes in Britain.

Upper Class	aristocrats - large land owners
Upper Middle Class	entrepreneurs - factory owners
Lower Middle Class	factory managers - skilled artisans
Working Class	factory workers - miners

34. Provide **5 reasons** why Britain was the first country to industrialize. Make sure that you **explain each of your reasons in as much detail as you can and that they are different reasons!!!**

resources

Reasons why Britain was the first to Industrialize (5 advantages)
A.) plentiful natural ~~resources~~ spelling - coal and iron ore was needed to power machines + build machines/factories (respectufully)
B.) good banking system - inventors could get loans and entrepreneurs were rewarded for their risks.
C.) political stability - unlike Europe, no wars and French Revolution/Napoleon mess took place in foreign battlefields
D.) favorable climate for new ideas - entrepreneurs could meet with inventors to work together for great profit (were rewarded)
E.) good geography/climate - lots of navagatble rivers to transport goods and no mountains to stop ~~railroads~~ spelling railroads

Good

35. Provide **two reasons** why industrialization was slow to spread to other parts of the world.

Why Industrialization was slow to spread
A.) bad geography - mountains blocked tracks in spain and lack of rivers set transport back
B.) too natural resourse dependent - no coal to run steam engine and no running water to power water frame set regions back

36. **List** and **explain** **<u>three effects</u>** industrialization had on the world.

Good

- imperialism - industrial countries controled colonies to get resourses, and sell products
- gap between industral/non industrial countries widen - the industrialized countries control less industrial countries and the rich get richer while the poor get poorer
- reform movements - reforms lead to reforms which lead to

-0

More reforms:

1. No child labor
2. rights for poor people to vote
3. democracy
4. woman's suffrage
5. education
6. prison reforms
7. abolition of slavery

et. al.

Michael Plasmeier

Western Civilization
Freshmenators

Nationalism Shakes Aging Empires

Directions: To help you understand the three aging empires and their collapse, fill out the chart below. Write in the name of the empire, cultural groups under its control, why it collapsed, and when.

Empire	Culture Groups	Why it collapsed?	When collapsed?
Austro-Hungarian	Hungarians Germans Czechs Slovaks Croats Pols Serbs, Slavs Italians	Prussia defeated Austrian in 1866, Prussia got Germany Hungarians said Austria had to split (but kept same leader)	1866 started WWI fell apart
Russian	Russians Ukrainians Pols Lituanians Latvians Estonians Finns Jews Romanian Georgians Armenians Turks	Romanov dynasty imposed Russian culture on entire nation WWI + communism pressured czar	1917 - czar lost power
Ottoman	Turks Greeks Slavs Arabs Bulgarians Armenians	Brit and France made Ottomans give equal citizenship to all. This angered conservative Turks. They masacred people to put down nationalism.	1856 - started WWI - fell apart

2/24

nationalism - most powerful ideal of 1800s
fueled efforts to build nation-states

nation-state - an independent nation of people having a common culture + identy

Bonds Needed for Nationalism

- history
- culture - dress, clothes, music
- world view
- language
- religon
- territory

Chap 8.2

Terms + Names #1

2/22

1. Conservatives - wealthy property owners or nobility that want to preserve the traditionals. They believed in monarchies and some even in constitutional monarchies

2. Liberals - middle class citizens that wanted to give power to parliaments but only educated and landowners could vote

3. Raticals - usually poorer people who believe in drastic changes to democracy and power to all. This was still a ratical idea 30 years after French Revolution

4. nationalism - the belief that peoples loyalty lies with people like them by culture and history not the boundries or ruler.

5. nation-state - a nation that has its own independent government

6. The Balkans - a reigon controled by the Ottoman Empire that includes all or part of present-day Greece, Albania, Bulgaria, Romania and Turkey and former Yugoslavia.

7. Louis-Napoleon - also Emperor Napoleon III, the nephew of Napoleon Bonaparte, who won the presidential election of France in December 1848. He was a strong ruler who industrialized and improved France

→

8. Alexander II - Nicholas's son and the ruler of Russia. He also industrialized and improved Russia to compete after his defeat in the Crimean Wars.

Michael Plasmeier

Chap 8.2 #2 9/10

Reforms + Nationalism

2/21

2. Revolts against the old order
   - 1821
     - Greeks revolting against Turks
     - Ottomans controled the Balkans (Greece, Albania, Romania, Turkey and Yugoslavia)
     - Greeks motivated by nationlism (culture + religion)
     - inspired - Russians (conected to greek orthodox church)
       - Educated Europeans + Americans who loved its ancient culture
     - British poet Lord Byron helped cause
     - Britan, France, Russia united in 1827 at battle of Navarino against turks
     - In 1880, Greece was independent

   1830
     - return of old order (re arranged at Congress of Vienna) breaking apart
     - liberals + middle class + nationalist fighting conservatives
     - were waves of failed revelutions
       - in Nov 1830 Beligans declared independence from Dutch
       - In Italy they wanted to unite independent states
       - Poland people staged revolt vs Russians
         - Russians took a year to quash
     - by mid 1830's old order had restored itself

France threw out Charles X

Metternich sent troops b/c nationlism would hurt his empire

   1848
     - ethnic uprisings erupted throughout europe
     - Louis Kossuth called for a parliament and self governence in Hungary for Budapest
     - In Prague, Czech leaders demanded Bohemian independence
     - unruly mob in Vienna clashed w/ police
     - Metternich resigned + german uprisings started
     - but politics still seesawed
     - by 1849, all revolutions faild

missed events in France

These revolts were inspired by the wish for freedom and democracy. Also the new middle class was a big part of it. They wanted more representation and power for them instead of everything going to the monarchs and old land owning aristocracy which looked down upon them. Also other people wanted power and control. They wanted representation for their problems.

France 1848.

Louis-Phillipe lost favor
Paris mob overturned him + started republic
almost immeditly it started to split
Alphonse de Lamartine wanted only polital reforms
Louis Blanc wanted political + social reforms

then
moderate constitution called for parlament
+ strong leader (Louis-Napoleon III)

Chap 8.2

#4
Cultural Interaction

2/27

I am a ratical and I hear that revolts have just broken out in 1848. Write a letter to friend about my position + feelings about uprisings. Ten what are my thoughts about the future of Europe.

Dear Jean-Jocques,

Revolution is upon is now! It will work this time. We will succede in our quest to bring democracy to all. It will work; I know it. All people will now have the right to vote and be free from the absolute control of monarchs!

In Budapest, my good friend Lois Kossuth is leading the fight for self-governing rights and a parlament from Hungary. In Vienna people are starting to see what is right. They are taking to the streets in protest. That evil Metternich even had to resign. Yes, don't you relize my friend that this is very good news! The people also relize it and are celebrating in the streets.

Lois-Philipe has fallen from power in France. Now is our chance to create a republic. We must not let our differences split us apart like last time.

Hold on to the power, my friend -Plaz

Chap 8

Cause + Effect

2/24

Cause 1 - French citzens' armies win their revolution for liberty and equality

Cause 2 Greeks revolt against Ottoman Turks
Major powers weaken Ottoman Empire
Fight for nationlism + independent nation-states
City states concept starts inspiring other countries

3 Nationlist groups in Budapest, Prage and Vienna determin independence and self-governance
The fail and consertives regain power
Still it was a base to future problems
Metternich resigned causing German uprisings

4 Charles X tries to set up absolute Monarcy in France
riots started that made him flee and Louis-Phillipe became king, possibly causing 2

5 Paris mobs overthrow Louis-Phillipe
unsuccessful bid as revolution fails due to internal fracting

Chap 8.2
Political Cartoon

Remove for
portfolio

Romanticism vs Realism

2/28

Romanticism -

- an artistic + intellectual movement in reaction to the orderly, rational approach of the enlightenment
- emphasized immagination, emotion, + passion
- began in early 1800s
- strongly linked to nationalism
- affected politics, lititure, art, music
- Characteristics
  - heavy emphsis on emotion + passion
  - stress feeling over thinking
  - the individual is the hero
  - celebration of nature
  - * glorified the good ol' days
    - many romantic paintings are historic scene.
- Romanticism reflected society's values
  - very poupler during French Revolution
  - many people were passionate about social change
  - people looked to heros for inspiration
  - *was closely tied to nationalism*

Realism

- paintings portrayed everyday life and ordinary people
- realist artists only painted things they could see w/ their Ownerys
- famous realist: Gustave Courbet was asked if he would paint an angle. He responded: "I have never seen an angle. Show me one and I will paint one"
- late 1800s
- goes with realpolitik
- Realism reflected society's values
  - people saw + recognized problems caused by industrialization
  - realists painted the "dark" reality
  - often people were offended by this "vulgar" art

MAP EXERCISE: THE UNIFICATION OF ITALY

As the map below shows, Italy was divided into numerous states and kingdoms in the early 1800's. The government of Austria controlled the states of Venetia and Lombardy in northern Italy. Austrian princes ruled Parma, Modena, and Tuscany. Spain governed the Kingdom of the Two Sicilies. Each of the other states and kingdoms had its own Italian leader.

The existence of so many political divisions within the country made unification seem nearly impossible. But Italian nationalists were determined to bring the country together under one government. They were inspired by the ideals of the French Revolution -- liberty, equality, and fraternity. They hoped to return the country to the glorious days of the ancient Roman Empire.

It took nearly forty years for the nationalists to achieve unification. The struggle was led by Giuseppe Mazzini, Camillo di Cavour, and Giuseppe Garibaldi. By 1870, Italy had taken its place alongside the other nation-states of Europe.

Map Directions

The timeline below summarizes the steps which brought about the unification of Italy. Begin by reading event number 1. Do the mapwork described at the end of the paragraph. Continue in the same way with events 2 through 6.

(1) 1832-1852: In 1832, a nationalist named Giuseppe Mazzini organized "Young Italy," a group of Italian patriots dedicated to making Italy a free and independent country. In 1849, Victor Emmanuel, the ruler of Sardinia, was given the title "King of Italy." Three years later, Camillo di Cavour became prime minister of Sardinia and pledged to drive out the Austrians and unite Italy. Lightly shade the KINGDOM OF SARDINIA on the map.

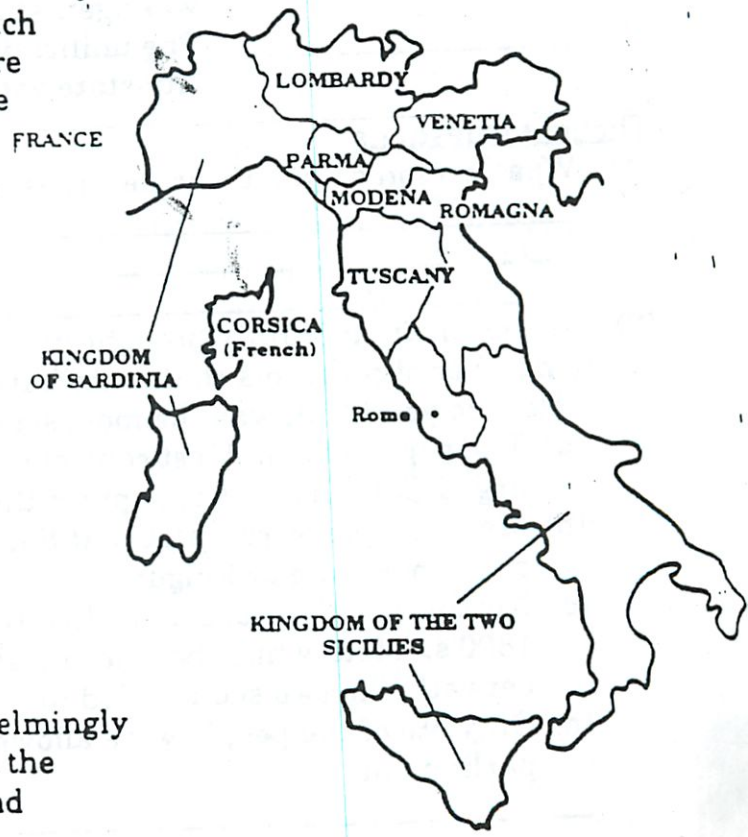
(2) 1858-1859: Napoleon III of France agreed to help Camillo di Cavour defeat the Austrians in return for two small Italian territories, Nice and Savoy. When Austria attacked Sardinia, the French came to Sardinia's aid. The Austrians were forced to give up Lombardy. Lightly shade LOMBARDY on the map.

(3) 1860: The people of PARMA, MODENA, TUSCANY, and ROMAGNA voted to unite with Sardinia. Shade these areas on the map.

(4) 1860: Giuseppe Garibaldi and his "Red Shirts" overthrew the ruler of the Kingdom of the Two Sicilies. Soon afterwards, the people decided to join Sardinia. Shade the KINGDOM OF THE TWO SICILIES.

(5) 1866: Prussia waged war against Austria. For helping Prussia defeat Austria, Italy received Venetia. Shade VENETIA on the map.

(6) 1870: The citizens of Rome voted overwhelmingly to become a part of Italy. This completed the unification of Italy. Lightly shade the land region that includes the city of Rome.



Directions: Use the information on page one to answer the following questions.

Completion

(1) Venetia — Before the unification movement began, Austria controlled Lombardy and what other state?

(2) ? Modence — Princes of three Italian states regarded Austria as a friend. Th[illegible] princes and the Austrian emperor opposed unification. They feared that they would lose power if one government was established for all of Italy. Parma, Tuscany, and which other state were allies of Austria?

(3) ~~Little~~ Young Italy — What patriotic group was formed in the early days of the unification movement?

(4) Giuseppe Mazzini — Who was the first nationalist to support freedom and independence for Italy?

(5) Sardinia — Which kingdom led the way in creating a strong Italian nation-state?

(6) Camillo Cavour — Who was the prime minister of Sardinia who vowed to drive out the Austrians?

(7) France. — What country helped Sardinia against Austria in return for Nice and Savoy?

(8) ~~Napoleon III~~ Cavor — What person was responsible for Austrian-held Lombardy being given to Sardinia?

(9) ~~5~~ 4 — How many states united with Sardinia in 1860?

(10) Giuseppe Garibaldi — Whose "Red Shirts" fought to free the people of the Kingdom of the Two Sicilies?

(11) Victor Emmanuel — Who became the first king of Italy?

(12) ~~Nice + Savoy~~ Venitia — What state did Italy receive in return for helping Prussia win a war against Austria?

(13) Rome — The unification movement was completed when the citizens of what city-state voted to become part of Italy?

Thought Questions

(1) What person do you think deserves the most credit for unifying Italy? Why?

I think Camillo Cavor. From how the textbook puts it, it looks like he has his hands in everything, and was behind most of the long-term successful campaigns.

(2) The unification of Italy brought great excitement to the Italian people. But it also created a number of problems that contributed to political and social unrest. Which problem listed below do you think was the most serious threat to future stability? Why?

(a) The pope, who had lost control of Rome and the Papal States because of unification, urged Catholics not to support the new government of Italy.

(b) Many people were upset that Sardinia had more influence over the government than any other state or kingdom.

(c) Northern Italy prospered when the Industrial Revolution spread there during the late 1800's. Meanwhile, Southern Italy remained a poor farming region. These differences between the two sections led to economic and social inequality.

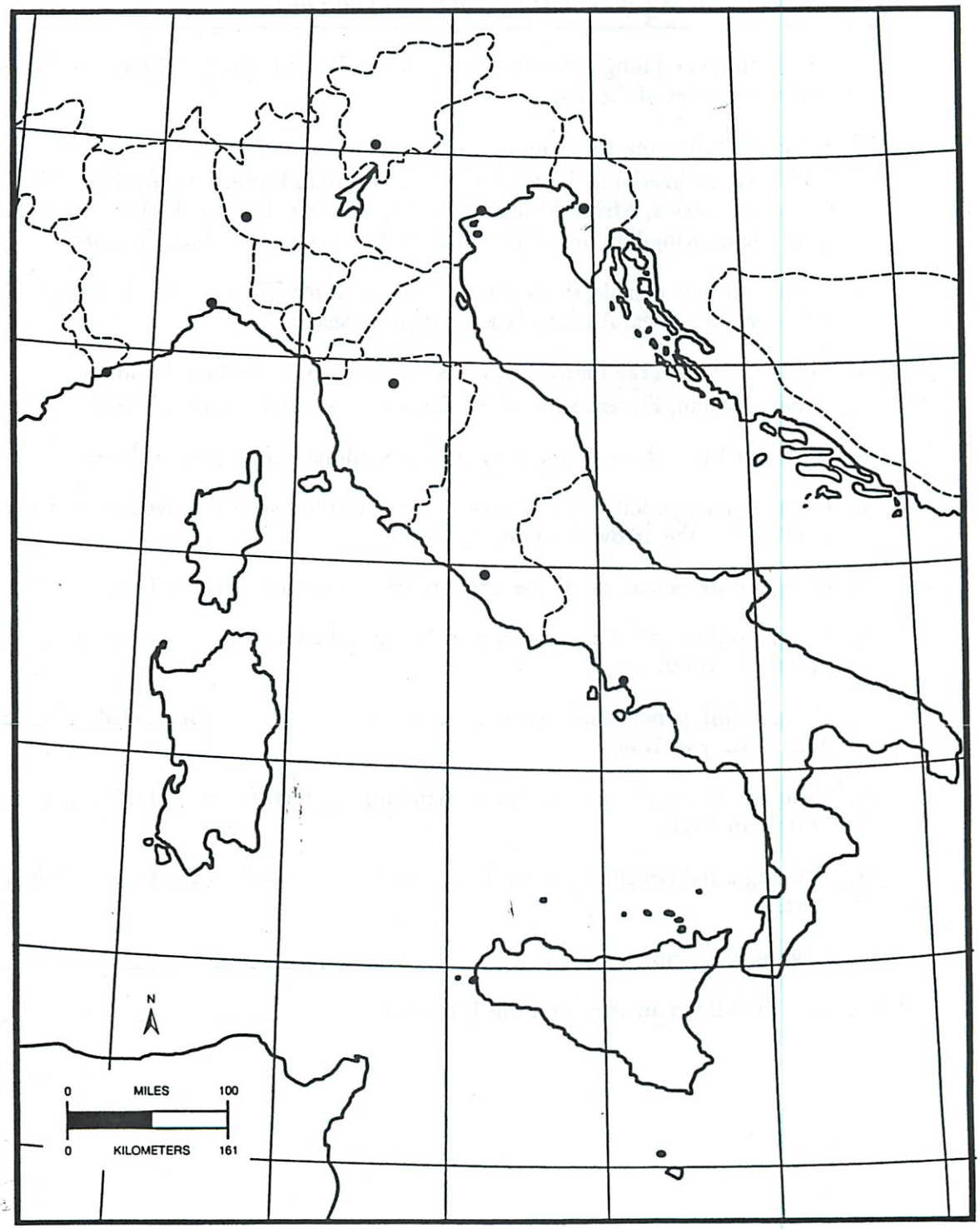
(d) Only 3% of the people were allowed to vote for the members of the lawmaking parliament.

The textbook talked about this. This made the country fight and Italy was poor coming into the 20th Century

Name _____

Date _____

Reunification of Italy



Name _____

Date _____

Reunification of Italy

Read all directions before starting work. Print all labels neatly.

1. The latitude and longitude lines are drawn at 2° intervals. Label these on the west and north sides of the map.

2. Label the following countries or areas on your map:
   France, Switzerland, Austrian Empire, Ottoman Empire, Savoy, Nice, Piedmont, Corsica, Africa, Malta, Sicily, Papal States, Lombardy, Venetia, Parma, Modena, Kingdom of the Two Sicilies, Kingdom of Sardinia, Tuscany

3. With light blue pencils, shade these bodies of water. Then label them in dark blue. Mediterranean Sea, Adriatic Sea, Tyrrhenian Sea

4. Locate and label the following points on the map. Underline the labels.
   Nice, Milan, Florence, Trent, Venice, Genoa, Rome, Naples, Trieste

5. With a red pencil, shade the Kingdom of Sardinia before 1859 solid red.

6. Using a green pencil, draw arrows pointing to the two parts given to France in 1860. Label the arrow "to France, 1860."

7. Using a pink pencil, shade the territory gained from Austria in 1859.

8. Using a red pencil, shade with vertical stripes the territory added to the Kingdom of Italy in 1860.

9. Using a pink pencil, shade with horizontal stripes the territory added to the Kingdom of Italy in 1866.

10. Using a red pencil, shade with crosshatching the territory added to the Kingdom of Italy in 1870.

11. **Using a red pencil, shade with dots the "unredeemed" Italian areas (*Italia Irredenta*).

12. Cavour was prime minister of _____.

13. *Garibaldi led an attack on this kingdom: _____.

Michael Plasmeier

UNIFICATION

5/5

Missing some here

Germany

Bismarck
Wanted Austria Out
Nationalism
Garibaldi
Seven Weeks War
Blood + Iron
Two Border Provinces
King William I
Catholics vs. Protestants
Provoked war w/ Denmark
Provoked war w/ Austria
France - Prussian War

Italy

Careful Diplomacy
Nationalism
Nice and Savoy
Cavour
Two Border Provincens
Won Respect
Allied (temp.) with France
Well chosen Alliances
Assisted Nationalist Rebels
Wanted to avoid war w/ France

- Bismarck
- Wanted Austria Out
- Careful Diplomacy
- Nationalism
- Garibaldi
- Nice and Savoy
- Seven Weeks War
- Cavour
- Blood and Iron
- Two Border Provinces
- Won Respect
- King William I
- Allied with France
- Catholics v. Protestants
- Provoked War with Denmark
- Maintained Alliance w/ Great Powers ?
- Well-chosen Alliances
- Assisted Nationalist Rebels
- Provoked War with Austria
- Franco-Prussian War
- Wanted to Avoid War with France

THE UNIFICATION OF GERMANY

Germany was slow to develop into a unified nation-state. In the mid-1800's, it was made up of 39 separate states, each with its own ruler and government. Kings and princes ruled with a firm hand. There was no constitution to guarantee citizens their basic rights.

Efforts by liberals and nationalists to unite the country prior to the 1860's had failed. But in the 10-year period between 1861 and 1871, unity was finally achieved. The statements below summarize the important steps in the movement that brought about German unification.

(A) William I became the king of Prussia in 1861. He made German unification one of his goals. Prussia was the leading German state at the time.

(B) King William appointed Otto von Bismarck prime minister and secretary of foreign affairs for Prussia.

(C) Bismarck was convinced that the German states could only be united through the use of military force.

(D) Prussia and Austria, both members of the German Confederation, declared war on Denmark. The cause of the war was a dispute over who should rule Schleswig and Holstein, two provinces with mostly German populations. Prussia and Austria defeated Denmark.

(E) Prussia and Austria then fought another war -- this one with each other -- to settle their differences over what should be done with Schleswig and Holstein. Prussia surprisingly won this Seven Weeks' War and annexed the two provinces.

(F) Austria, which had previously blocked attempts to unify Germany, was ousted from the German Confederation. As a result, Austria could no longer oppose the unification of the 39 German states. Austria knew that unification would mean the creation of a powerful German nation-state.

(G) Bismarck organized the North German Confederation which included Prussia and 21 other German states. Bismarck had invited the states to join Prussia in a new German union.

(H) Prussia dominated the internal and foreign affairs of the North German Confederation. But other states did not resent Prussia's leadership. They knew that German unification would only be realized if Prussia and Bismarck were allowed to lead.

(I) Only the Catholic states in southern Germany remained outside of the Confederation. They feared a union with Protestant Prussia might threaten their religious freedom. But in the Franco-Prussian War of 1870-1871, the Catholic states came to Prussia's aid in a show of German nationalism. After helping to defeat the French armies of Napoleon III, the Catholic states joined with Prussia and the other states to form the German Empire. William I became the "kaiser," or emperor. German unification was complete.

Questions

(1) Number the following events in the order in which they occurred.

(a) 3 Prussia annexed Schleswig and Holstein after the Seven Weeks' War.
(b) 2 Otto von Bismarck became prime minister and secretary of foreign affairs.
(c) 6 Kaiser William I ruled over a unified German nation-state.
(d) 4 Prussia and 21 other states joined the North German Confederation.
(e) 1 William I became the king of Prussia. He supported unification.
(f) 5 The Catholic states in southern Germany joined the Confederation.

(2) What had prevented German unification before the mid-1800's?

The Austrian Empire and lack of advantage (Industrial) for Prussia.

(3) Otto von Bismarck, the man most responsible for uniting Germany, once said, "The great questions of the day are not decided by speeches and majority votes, but by blood and iron." What do you think he meant by this?

He ment that Romanticism would not cut it. You needed to be rooted in reality and fight for what you want.

(4) From the beginning of the unification movement, Bismarck aimed to create a united Germany dominated by Prussia. He wanted King William I of Prussia to become emperor. And, although there would be an elected parliament, Bismarck made sure that power would be in the hands of the king. By the end of the unification movement, Bismarck had achieved all of his goals. Kaiser William and his supporters controlled the armed forces and the lawmaking process. Freedom-loving liberals, who preferred a strong parliament and a weak king, nevertheless backed Bismarck and Kaiser William. Their philosophy was "nationalism first, liberalism second." What do you think they meant by this, and why do you suppose they felt this way?

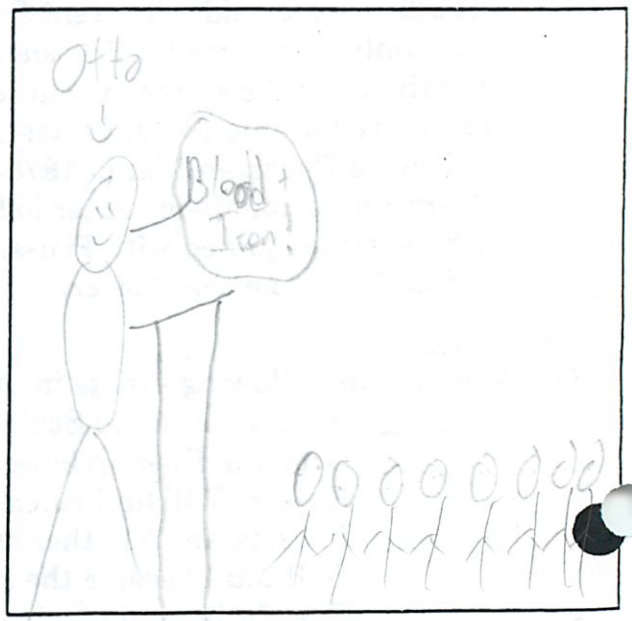
They wanted unification to be their first proirty, then after that they could get rid of the king. They might have felt this

(5) The German nation-state that came into being in 1871 was the most powerful country in Europe. It soon set its sights on gaining a colonial empire. Germany knew that having colonies would mean trade and wealth. What consequences might Germany's desire for territory have for the other countries of the world?

There is only so much land to have as Territories. Germany will need to take some from other countries making them loose land.

(6) Most newspapers regularly include a political cartoon about a newsworthy event. The cartoon is often accompanied by a "caption" -- a few words or a sentence telling something about the picture. The cartoon and caption might give information on how an event occurred, why it occurred, or how the event will affect the future.

Assume that you were a newspaper cartoonist at the time of German unification. Make a sketch in the box to the right which represents an important event or some other aspect of the unification movement. Write a caption for your cartoon.



Otto von Bismarck tells off Parlament

Germany

Western Civilization
B4/Freshmenators

Unification Project

BIG IDEA: Nationalism can influence the social, economic, and political direction of a society.

Goal: To use knowledge about the Unification of Italy/Germany, nationalism, romanticism, and realism to creatively explain the unification process through the personal testimonies of Camillo di Cavour ~~and~~ or Otto van Bismarck.

Objective: To create a timeline with key events from the unification of Italy ~~and~~ or Germany. Each event will have a journal entry from the perspective of a major participant in the process.

Content: * Chapter 8 Section 2-4 (pg)
* Unification of Italy and Germany worksheets
* Supplemental textbook pages from World History: Perspectives on the Past textbook

Due Date: March 9, 2006 (B Day)
March 10, 2006 (A Day)

Finished project: Will contain:

- 6-8 events
- Each event will have 2 paragraphs: (a.) One (minimum of 5 sentence) paragraph describing the event and its role in the unification process (b.) The second paragraph will also be a (minimum of 5 sentences) and will come from the perspective of a main character in the unification process. Each entry should reflect Cavour's or Bismarck's view on the corresponding event and thoughts they have about the unification process up to that point.
- Incorporate required vocabulary
- At the end of the timeline, there should be a 2 paragraph entry answering the following question(s): **How did nationalism impact the unification of Italy?** or **Germany?** ---answer the question that applies to your nation-state
- 2 maps: one of Italy ~~and~~ or Germany (worksheets provided in class)
- 2 pictures with captions

Important Information:

- Unification topics will be selected in class
- Make sure that paragraphs are well developed, are in your own words, include important detail, and are proofread for spelling and grammar errors

Characters: Italy- Camillo di Cavour
Germany – Otto van Bismarck

Required Vocabulary:

Unification of Italy	Unification of Germany
Congress of Vienna	Congress of Vienna
Giuseppe Mazzini	Metternich
Napoleon	German Confederation
Napoleon III	Federal Diet
Young Italy	Austria
Austria	Prussia
Metternich	Realpolitik
Romanticism	Nationalism
Kingdom of Sardinia	Wilhelm I
Victor Emmanuel II	Junkers
Alliance	Blood and Iron
Giuseppe Garibaldi	Seven Week's War
Red Shirts	Franco-Prussian War
Nice and Savoy	Napoleon III
Nationalism	Second Reich

Grading:

Map of your nation-state w/ required information 25 points
Required number of events 15 points
Accuracy of information 15 points
Creativity/quality of journal entries 15 points
Required number of sentences in each paragraph 10 points
Required vocabulary included 15 points
Answer to nationalism question 15 points
Pictures w/ captions 5 points
Summary of event 30 points
Voice of Cavour/Bismarck is clear in journal entry 15 points
Conventions (spelling, grammar) 10 points
Presentation 5 points

Total: 175 points

German Unification Timeline

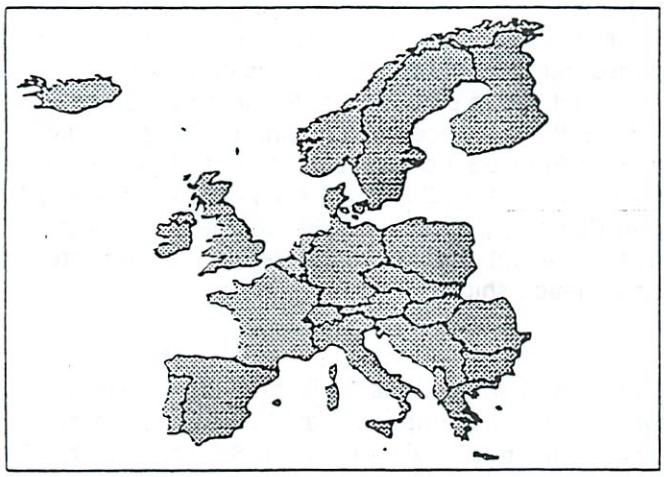
Graded Copy

In portfolio

Unification in Europe

Issue One [redacted] [redacted]

As NATIONALISM grew in strength, it destroyed the balance of power that Metternich had so carefully set up in 1815. In France, Napoleon III wanted to return France to it's earlier glory. Germany and Italy were determined to form united nation-states, while Austria wanted to preserve its empire. These conflicting goals touched off five wars among the Great Powers between 1854 and 1871,



The Unification of Italy

- Congress of Vienna – Italy was divided, under foreign control
- 1848: Revolts Broke Out – The revolts failed; nationalist leaders sent into exile
- Kingdom of Sardinia – largest, most powerful of the Italian states (turned to for help)
- King Victor Emmanual II – appointed Camillo di Cavour prime minister (1852)

CAMILLO di CAVOUR was a wealthy aristocrat and moderate nationalist who made uniting Italy his highest priority.

GOAL: to unite Italy

POLITICAL BELIEF: careful diplomacy and well-chosen alliances were more useful than grand proclamations and romantic rebellions

The greatest roadblock to Italian unity was Austria, therefore, Cavour allied with France against Austria. For his part in driving the Austrians out of Italy, Napoleon was promised Nice and Savoy but was motivated more by his desire to make France Europe's greatest power. Cavour provoked war with Austria. A combined French-Sardinia army won two quick victories against the Austrians, uniting Italy.

Although a united Italy was not what Napoleon III had expected, he was deterred from retaliating against Italy because Cavour had been careful to maintain good relations with the other Great Powers, isolating France. As a consolation prize, Cavour kept his promise and gave France Nice and Savoy.

While Cavour was helping to unite northern Italy, he was also helping the nationalist rebels in southern Italy. There leader was Giuesppe Garibaldi. Everywhere he went, he was greeted as a liberator. He spoke of freeing the rest of Italy, including his birthplace, Nice. Cavour, knowing that a war against France would lead to disaster, arranged for King Emmanuel II to meet with Garibaldi. Garibaldi agreed to step aside and let the King rule over a united Italy.

Problems in Unified Italy

The greatest tension arose be- tween the industrial north and the agricultural south: their lifestyles as well as their Italian dialects differed tremendously.

Following Cavour's death, there was a lack of strong national leadership.

Italy also faced severe economic problems (revolts, riots, migration)

Unification of Germany

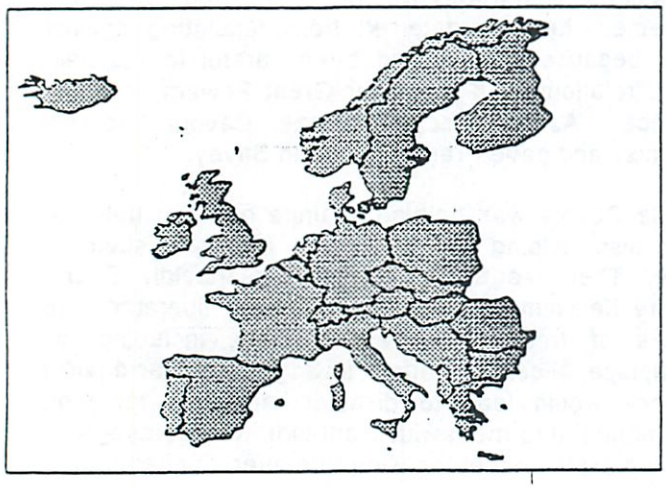
- Congress of Vienna -- German Confederation was formed, Prussia and Austria dominated

- Austria (Hapsburg) -- everything to lose by nationalism; lacked industrial development

- Prussia (Hohenzollern) -- everything to gain by nationalism, most industrial of the German states, most powerful army

- King William I of Prussia -- appointed Otto van Bismarck prime minister (1862)

OTTO van BISMARCK was a staunch conservative who saw Austria as Prussia's major rival. "Germany," he said, "is clearly too small for both of us."



GOAL: to unite the Confederate States of Germany

POLITICAL BELIEF: "The great questions of our day cannot be solved by speeches and majority votes--that was the great mistake of 1848 and 1849--but by blood and iron."

In 1864, Bismarck took the first step tow rd increasing Prussian power: he led Prussia to war against Denmark in order to win two border provinces. The quick victories increased national pride and won new respect for the Prussians from other Germans.

In 1666, Bismarck deliberately provoked Austria into declaring war on Prussia. Due to Prussia's superior railroad system, Prussians generals were able to move their troops to the battlefield more quickly than Austrian leaders. Once there, the Prussians used their superior training and equipment to win one smashing victory after another. Austria was humiliated:

1) it lost lands to Prussia
2) it lost lands to Italy, and
3) it was forced to withdraw from the Ge an Confederation, leaving Prussia as the sole domir . . g power. This was known as the **SEVEN WEEKS WAR.**

Although, northern, eastern and western parts of the Confederations were united. Religion separated the southern part of the German Confederation from the rest. Because most people in southern Germany were Catholics, they did not want to be dominated by Prussia, which was mostly Protestant. In order to win their support, Bismarck, deliberately provoked a war with France He leaked misleading information to German newspapers. Soon public opinion in both countries demanded war. France was crushed:

1) it had to pay Prussia 5 billion francs and
2) it lost Alsace and Lorraine to Prussia, which contained France's richest coal and iron deposits. In addition, the FRANCO-PRUSSIAN WAR was the final step in German unification. The peoples of southern Germany caught the nationalist fever and accepted Prussian leadership.

January 18, 1871 -- King William I of Prussia was crowned **Kaiser** (emperor) of the newly formed German Empire, also known as the **Second Reich** to the German people.

Unlike Italy, Germany had a solid economic foundation and would soon surpass Great Britain as a producer of manufactured goods.

As a result of the unification of Italy and Germany, the balance of power, that was established by the Congress of Vienna, collapsed. In 1815, each of the Great Powers had been relatively equally. By 1871, Great Britain and Germany emerged as the strongest, economically, industrially and militarily.

Name Michael Plummer Date

Section 3

PRIMARY SOURCE

Proclamation of 1860
by Giuseppe Garibaldi

5/5

Giuseppe Garibaldi, an Italian nationalist, issued this proclamation before he left on a successful military expedition in May 1860 to liberate Sicily, the first step toward unifying southern Italy. How did Garibaldi try to persuade Italians to fight for Italy's independence?

The Sicilians are fighting against the enemies of Italy, and for Italy. To furnish them with money and with arms, and to bring them the aid of his strong right arm, such is the duty of every Italian. The spirit of discord and the indifference of any one province to the fate of her neighbour are the things that have been at the bottom of the misfortunes of Italy.

The salvation of Italy began on the day on which the sons of the same soil rushed forward to defend their brothers when in danger.

If we abandon these brave children of Sicily and leave them to their fate, they will have to fight against the mercenaries of the Bourbon, plus those of Austria and those of the priest who reigns in Rome.

Let the people of the liberated provinces lift high their voices in championing the cause of their brothers who are fighting! Send your generous youth where the battle is for the Motherland!

Let the Marches, and Umbria, and Sabina, and the Roman Campania, and the land of Naples rise, so as to bring division into the forces of our enemy!

Unite against enemies

If the towns do not offer sufficient support to the insurrection, let the more determined of you range the country in bands.

A brave man can always find arms! In the name of God, do not listen to the cowards who parade before their richly laden tables!

Let us arm! Let us fight for our brothers! Tomorrow, we shall fight for ourselves.

A little band of brave men who follow me on the country's battlefields are marching to the rescue along with me. Italy knows them: they appear whenever the tocsin of danger sounds. Noble and generous comrades! they have consecrated their lives to their country. They will give to her their last drop of blood, seeking no other reward save that of having done their duty, and that a clear conscience may abide with them.

"Italy and Victor Emmanuel!" This, our battle-cry when crossing the Ticino, will echo to the fiery rocks of [AE]tna. To this cry, prophetic of combat, and borne along by Italy's lofty mountains as far as the Tarpeian rock, the tottering throne of tyranny will crash. All, then, will rise as one man!

To arms! At one blow, let us end the sufferings of centuries. Let us prove to the world that it was indeed in this land that the sturdy race of ancient Romans once lived.

from Alexandre Dumas, ed., *The Memoirs of Garibaldi* (New York: D. Appleton and Company, 1931), 359.

Discussion Questions

Recognizing Facts and Details

1. According to Garibaldi, what did the embattled Sicilians need to fight Italy's enemies?
2. Why did Garibaldi think Italians should volunteer to help the Sicilians?
3. ***Recognizing Propaganda*** Propaganda is the use of slanted information to further one's own cause or damage an opponent's cause. What are two examples of propaganda in Garibaldi's proclamation?

Over →

1. Sicilians needed to fight their enemys, according to Goribaldi, because otherwise they might attack and prevent the unification of Italy.

2. Goribaldi thought the Italians to help the Sicilians for many reasons. People should act like the ancient Romans who use to live in Italy. It is also the duty of every Italian suppodly to help. Also when all of the people help they are acting as a unified Italy making it eaiser to join to become one country. Goribaldi also did not want the Sicilians to lose terrtory. Also people ignoring their neighbors has caused troubles for Italians in the past.

3. Two examples of propaganda in this speech are "the tottering throne of tyranny will crash down" and "The salvation of Italy began on the day which the

Lord Byron, a leading romantic poet, posed for this portrait dressed as a Greek nationalist.

independence was popular with many Europeans whose education had given them tremendous respect for ancient Greek culture. "Fair Greece! Sad relic of departed worth!" lamented Lord Byron, a British poet. "Immortal, though no more; though fallen, great!" Byron went to Greece as a volunteer soldier and died there in 1824.

Eventually, the Great Powers took the side of the Greeks. In 1827, a joint British, French, and Russian fleet destroyed an Ottoman fleet at the Battle of Navarino. In 1830, a treaty granted Greece full independence. This success encouraged other nationalities to seek independence.

Mazzini sparked Italian nationalism.

The situation in Italy was much more complicated than that in Greece. Italy was divided into many different states. Some parts were ruled by Austria. Others were fiercely independent, in the traditions of the Renaissance city-states. Part of Italy was ruled by the pope. Unity was the great ambition of Italian nationalists.

Modern Italian nationalism began with Napoleon. In 1805, he combined the many separate Italian states into a single French-controlled Kingdom of Italy. The Congress of Vienna restored most of the old divisions. Yet the idea of a united Italy survived.

Among Italy's early nationalists was Giuseppe Mazzini (maht-TSEE-nee). "A people destined to achieve great things," argued Mazzini, "must one day or other form a nation-state. Italy therefore will be one. Her geographical conditions, her language, her literature, and the desires of her people all point to this aim."

In 1831, the 26-year-old Mazzini formed a nationalist group called Young Italy, which no one older than 40 was allowed to join. At its peak during the 1830's, Young Italy claimed 60,000 members. Most were of middle-class backgrounds. Unfortunately for Mazzini, the idea of nationalism won little support from the Italian masses. Deep cultural differences divided northern and southern Italy. An urban worker in Milan had little in common with a peasant farmer in Sicily.

Austria proved an even bigger obstacle to Italian unity. The Austrian emperor ruled Lombardy and Venetia in northern Italy. Several of his Hapsburg relatives ruled other Italian states. Metternich saw Italian nationalism as a serious threat to Austria, so he made every effort to suppress such groups as Young Italy. Austrian officials arrested Mazzini many times.

In Italy, as in other European countries, nationalism was closely connected to liberalism. Both ideas appealed to people who were educated and eager to govern their countries. In most cases, both nationalists and liberals came from the middle class. Teachers, lawyers, and business people often led the struggle for more liberal government and the formation of nation-states.

Germany was disunited.

As in Italy, there was tremendous interest in nationalism in the German states during the early 1800's. However, unity seemed far away in 1815. The area where most Germans lived was divided into 39 separate countries. The Congress of Vienna had set up a loose union known as the German Confederation.

Every year, each German state sent representatives to Frankfurt to attend a Federal Diet. The diet was a kind of all-German parliament that discussed the problems of member states. The German Federal Diet was almost powerless. It had no all-German army to enforce its decisions. It could make no laws unless all 39 states approved. Such agreement was almost impossible because the two largest states—Austria and Prussia—rarely agreed on anything.

Nevertheless, the German Confederation was an important first step toward a German nation. The Federal Diet became a rallying point for liberals and nationalists who wanted unity.

The largest and most powerful member of the German Confederation in 1815 was the Austrian empire. Its Hapsburg emperors ruled peoples of a dozen different nationalities.

The dominant national group within the empire was German. The Hapsburgs themselves were German. So were most of the empire's political and military leaders. Most Germans in the empire lived in and around the city of Vienna. Elsewhere in the empire, there were millions of Hungarians, Czechs, Serbs, Poles, Italians, Romanians, and other peoples.

Metternich was well aware that nationalism posed an enormous threat to the Austrian empire. Throughout his long tenure as Austrian foreign minister, he used censorship and arrests to stop the spread of nationalist ideas. While such tactics slowed nationalism, they did not wipe it out. The result was a constant buildup of pressure as the various peoples moved closer and closer to rebellion against the Hapsburgs.

Romanticism rejected reason.

Nationalism was strongly linked to a second great intellectual movement that began around 1800. That second movement was **romanticism,** which was a reaction against the Enlightenment. Romantics were in part rebelling against the orderly, rational approach of writers such as Voltaire and musicians such as Mozart. Romanticism affected politics as well as literature, art, and music. Many romantics were also nationalists. Lord Byron, who died fighting for Greek freedom, was a leading romantic poet.

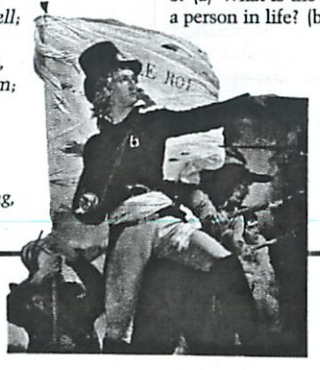
Romanticism was marked by four distinctive characteristics. One was its heavy emphasis on emotion and passion. The romantics stressed feeling over thinking. As the German novelist Johann Wolfgang von Goethe wrote, "What I know, anyone can know, but my heart is my own, peculiar to itself."

Voice from the Past | Poetry and Patriotism

Britain's most popular romantic novelist and poet was Sir Walter Scott (1771–1832). Many of Scott's writings told heroic stories of the Middle Ages. This poem shows the link between romanticism and nationalism.

Breathes there a man with soul so dead,
Who never to himself hath said,
'This is my own, my native land!'
Whose heart hath ne'er within him burn'd
As home his footsteps he hath turn'd
From wandering on a foreign strand!
If such there breathe, go, mark him well;
For him no Minstrel raptures swell;
High though his titles, proud his name,
Boundless his wealth as wish can claim;
Despite those titles, power, and pelf,
The wretch, concentred all in self,
Living, shall forfeit fair renown,
And, doubly dying, shall go down
To the vile dust from whence he sprung,
Unwept, unhonor'd, and unsung.

1. According to Scott, what sort of man is dead in his soul?
2. What do you think the phrase "concentred all in self" means?
3. (a) What is the fate of such a person in life? (b) In death?



(b) What groups were still denied the vote?

6. What new themes did art and literature begin to portray in the mid-1800's?

Critical Thinking

7. How might each of the following people have reacted to one socialist's statement, "Property is theft"? (a) Robert Owen (b) Karl Marx (c) a trade unionist (d) a stockholder in a business
8. How was the change in socialist ideas from Owen to Marx similar to the change in literary styles during this period?

Italy and Germany formed nations. 3

Many early nationalists had been romantics like Byron and Mazzini. In politics as in art, however, realism was replacing romanticism. During the late 1800's, a new group of national leaders practiced what they called **realpolitik.** This German term meant "the politics of reality." People used the word to describe tough, calculating politics in which idealism played no part.

As nationalism grew in strength, it destroyed the balance of power that Metternich had so carefully set up in 1815. In France, Napoleon III was bent on reviving French glory. In Germany and Italy, people were determined to form united nation-states. Austria wanted to preserve its empire. These conflicting goals touched off five wars among the Great Powers between 1854 and 1871.

Cavour united Italy.

The Congress of Vienna left Italy divided and almost entirely under foreign control. In the north, Austria ruled Venetia and Lombardy and also dominated the small states of Tuscany, Modena, Parma, and Lucca. In the south, Spain ruled the Kingdom of the Two Sicilies (map, page 556).

During the fateful year of 1848, revolts broke out in eight separate states on the Italian peninsula. Giuseppe Mazzini, the early leader of Italian nationalism (page 532), briefly headed a republican government at Rome. However, the 1848 rebellions failed in Italy just as they did elsewhere in Europe. Within months, the former rulers of the Italian states returned and drove Mazzini and other nationalist leaders into exile.

After 1848, Italian nationalists looked to the Kingdom of Sardinia for leadership. Sardinia was the only Italian state ruled by an Italian dynasty. This kingdom included the Piedmont, Nice, and Savoy as well as the island of Sardinia. It was the largest and most powerful of the Italian states and had the most liberal government.

In 1852, Sardinia's King Victor Emmanuel II named Count Camillo di Cavour (kuh-VOOR) his prime minister. Cavour (1810–1861) was a wealthy aristocrat and a moderate nationalist. He made uniting Italy his highest priority.

Cavour considered Mazzini and the earlier nationalists vague and impractical. He believed that careful diplomacy and well-chosen alliances were more useful than grand proclamations and romantic rebellions. In turn, nationalists such as Mazzini called Cavour a "pale ghost of Machiavelli." They feared his main goal was not to unite Italy but to broaden the power of Sardinia.

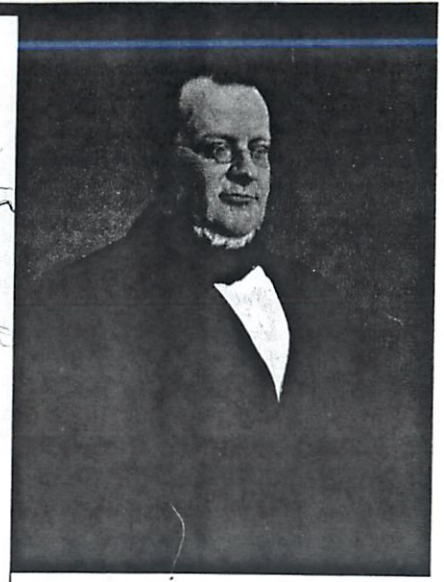
***An alliance with* Napoleon III** The greatest roadblock to Italian unity was Austria. Cavour knew that Sardinia was going to need help from another Great Power to drive Austria out of northern Italy.

Cavour found an ally in France. Napoleon III hoped to make France Europe's greatest power, as it had been under his uncle, Napoleon I. However, Napoleon III lacked his uncle's brilliance, and most of his schemes backfired.

Napoleon III believed that France could dominate Italy if Austria were out of the way. In 1858, the French emperor and Cavour had a secret meeting at which Napoleon agreed to help drive Austria out of Lombardy and Venetia. In return, Cavour promised to give France the border regions of Nice and Savoy.

Cavour soon provoked a war with Austria. A combined French-Sardinian army won two quick victories against the Austrians. Meanwhile, Italian nationalists staged revolts against Austria all across northern Italy. They demanded that Sardinia take over their lands.

A strong, united Italy was not what Napoleon III had expected. For a time, he considered going to war against Sardinia. However, Cavour had been careful to maintain good relations with the other Great Powers so that France was isolated.



Map Study

By skillful maneuvers, Cavour (above) led Italy to national unity. What border territories did he give up in 1860? What territory was the last to be added to Italy?

Napoleon backed down, accepting Nice and Savoy as Cavour had promised. In 1860, Sardinia annexed all of northern Italy except Venetia.

Garibaldi and the Red Shirts While Cavour was uniting the north, he was also secretly helping nationalist rebels in southern Italy. In May 1860, a small army of about 1,100 Italian nationalists sailed from Genoa to Sicily. They were led by a bold and romantic soldier, Giuseppe Garibaldi (GAR-uh-BAHL-dee). In battle, Garibaldi always wore a bright red shirt. Since his followers imitated him, they became known as the "Red Shirts."

Garibaldi was victorious in Sicily and began marching north. Volunteers flocked to his banner. Everywhere he was greeted as a liberator. Garibaldi spoke excitedly of freeing the rest of Italy, especially his beloved birthplace, Nice.

Now it was Cavour's turn to feel that his schemes had backfired. He had given Nice to France as a consolation prize, and he did not want to provoke Napoleon III again. "Garibaldi has become intoxicated with success," Cavour complained to an adviser. "He is planning the wildest schemes."

Knowing that war against France would lead to disaster, Cavour arranged for King Victor Emmanuel II to meet Garibaldi in Naples. "The Red One" willingly agreed to step aside and let the Sardinian king rule the areas he conquered.

In March 1861, an Italian parliament met at Turin and declared Victor Emmanuel II king of Italy. The new nation thus had a government headed by a constitutional monarch and an elected parliament.

A united Italy faced problems.

Worn out by years of work, Cavour died shortly after Victor Emmanuel II became king. He never saw his country fully united. Venetia did not become part of the new nation until 1866. In 1871, Italy took over the Papal States. Rome became the national capital of a united Italy.

(According to a treaty called the Law of Guarantees, the pope kept the section of Rome known as Vatican City.)

The movement of the capital to Rome was a triumphant moment for Italian nationalists. However, unification did not cure all the country's problems. Many centuries had passed since the peninsula had last been united, and fierce rivalries flared between different provinces. The greatest tension arose between the industrialized north and the agricultural south. The people of these two regions had very different ways of living. They scarcely understood each other's versions of the Italian language.

After Cavour's death, Italy lacked strong national leadership. Garibaldi tried to head a government, but he lacked the political skill. Within the Italian parliament, there were no well-organized parties with clear-cut policies. As a result, prime ministers and cabinets changed frequently.

Italy also faced severe economic problems. There were bloody peasant revolts in the south and strikes and riots in the northern cities. One result of Italy's problems was massive emigration, particularly from the south. Between 1860 and 1910, 4 million Italians moved to the United States and another 1 million went to Argentina. "I had hoped to evoke the soul of Italy," wrote the old patriot Mazzini shortly before his death in 1872, "but all I can see is a corpse."

Austria and Prussia were rivals.

Like Italy, Germany finally achieved unity in the mid-1800's. Since 1815, 39 German states had formed a German Confederation. The two largest states, Austria and Prussia, dominated this loose grouping.

Austria, earlier the home of the Holy Roman emperor, was still considered the natural leader of Germany. Vienna, Austria's capital, was an important cultural center for German music, art, and literature. However, Austria faced serious problems. Most of the people in the Austrian empire were non-Germans who yearned to break away. Austria also lagged behind Prussia in industrial development.

Prussia, on the other hand, had everything to gain from nationalism. It had a mainly German population. As early as 1834, Prussia had taken the lead by forming the Zollverein (TSOHL-vur-eyn), a free-trade area that included all the major German states except Austria. Prussia was also the most industrial of the German states. Moreover, Prussia's army was by far the most powerful in central Europe.

Prussia was a conservative state. Although most adult men could vote, the Prussian parliament had little control over policies. The king, William I of the Hohenzollern family, had almost unlimited power. His ministers and army officers all came from Prussia's wealthy landlord class, the junkers. Prussia's middle class, although wealthy, had little political influence.

In 1862, William I chose as his prime minister a junker and a staunch conservative named Otto von Bismarck (1815–1898). A master of realpolitik, Bismarck set out to make Prussia the head of a united Germany. He saw Austria as Prussia's major rival. "Germany," he said, "is clearly too small for us both."

Bismarck had only contempt for the liberals who had led the movement for German unity in 1848. In his first speech as prime minister, he told the Prussian parliament, "The great questions of our day cannot be solved by speeches and majority votes—that was the great mistake of 1848 and 1849—but by blood and iron."

Bismarck united Germany by blood and iron.

In 1864, Bismarck took the first step toward increasing Prussian power. He led Prussia into war against Denmark to win two border provinces, Schleswig and Holstein. The quick victory increased national pride among Prussians and won Prussia new respect from other Germans.

The Seven Weeks' War In 1866, Bismarck purposely provoked Austria into declaring war on Prussia. This conflict was known as the Seven Weeks' War. As the name suggests, the war was quickly over. Thanks to Prussia's efficient railroad network, Prussian generals could move their troops to the battlefield more quickly than Austrian leaders could. Once there, the Prussians used their superior training and equipment to win one smashing victory after another.

Austria was humiliated. It lost some German lands to Prussia. It also lost Venetia to Italy, which had fought alongside Prussia. Worst of all,

Austria was forced to withdraw from the German Confederation.

Prussia now took control of northern Germany. For the first time, the eastern and western parts of the Prussian kingdom were joined. In 1867, the remaining states in the north joined the North German Confederation, which Prussia dominated completely.

Reeling from this defeat, the Austrian empire set out to rebuild its strength. The empire's biggest problem was the discontent of the many nationalities it ruled. The Hungarians, who had rebelled in 1848, were the largest of these groups. They wanted more independence.

In 1867, Austria agreed to a *dual monarchy*. Austria and Hungary became two independent and equal states with one ruler. Each state had its own parliament and officials. The two states still had a united army, however, and they acted as one in foreign policy. The new empire was known as Austria-Hungary.

The Franco-Prussian War By 1867, only a few southern German states remained independent of Prussia. Because most people in southern Germany were Catholics, they did not want to be dominated by Prussia, which was largely Protestant. However, Bismarck felt certain he could win their support if they faced a threat from outside Germany. He believed his best chance was to provoke a war with France.

Napoleon III of France, whose clumsy diplomacy had helped Cavour unite Italy, soon gave Bismarck a chance to win southern Germany. In 1868, Spanish revolutionaries overthrew Spain's Queen Isabella II and offered the throne to Leopold of Hohenzollern, a distant cousin of Prussia's William I. Napoleon III protested, as he did not want France surrounded by Hohenzollern rulers. The Prussian prince turned down the Spanish offer, but tensions remained high.

During this crisis, the French ambassador met with the Prussian king. Bismarck deliberately gave German newspapers a misleading account of the two men's conversation. Bismarck made it sound as if the king and the ambassador had insulted each other.

As Bismarck hoped, this news story caused an uproar. Soon public opinion in both countries demanded war. On July 19, 1870, France declared war on Prussia.

The Prussian army struck at once. Before most French soldiers had even left their hometowns, Prussian troops poured into northern France. In September 1870, the Prussian army surrounded the main French force at Sedan. Among the 100,000 French prisoners was Napoleon III himself, a beaten and broken man.

Only the city of Paris held out against the Germans. For four months, Parisians withstood a German siege. Finally, hunger forced them to surrender.

France was crushed. It had to pay Prussia the huge sum of 5 billion francs. As an even greater blow to French pride, France had to give Prussia the two border provinces of Alsace and Lorraine, which contained France's richest coal and iron deposits.

The Franco-Prussian War was the final step in German unification. Now people in southern Germany as well as those in the north were caught up in nationalistic fever. Despite their earlier doubts, they accepted Prussian leadership.

The Second Reich On January 18, 1871, at the conquered French palace of Versailles, King William I of Prussia was crowned **kaiser** (KYE-zuhr), or emperor, of the newly formed German empire. To Germans, the empire was known as the Second Reich (ryke). (They considered the Holy Roman Empire the First Reich.) Bismarck became the new nation's first prime minister.

The new German nation had a solid economic foundation. By 1870, Germany was the world's third biggest producer of manufactured goods, after Britain and the United States. After unification, German industry grew even faster. Soon it overtook Britain.

Footnote to History

Food was so scarce in besieged Paris that people ate sawdust, leather, and rats. Even the animals in the Paris zoo were slaughtered for food by starving Parisians.

France formed the Third Republic.

In the aftermath of the Franco-Prussian War, France went through a series of crises. After being released by Prussia, Napoleon III spent his last years in exile in Britain. France's National Assembly met to decide on a new government.

Name Michael Plasmeier Date

CHAPTER 8

Section 3

GEOGRAPHY APPLICATION: MOVEMENT

Languages Fuel Nationalism

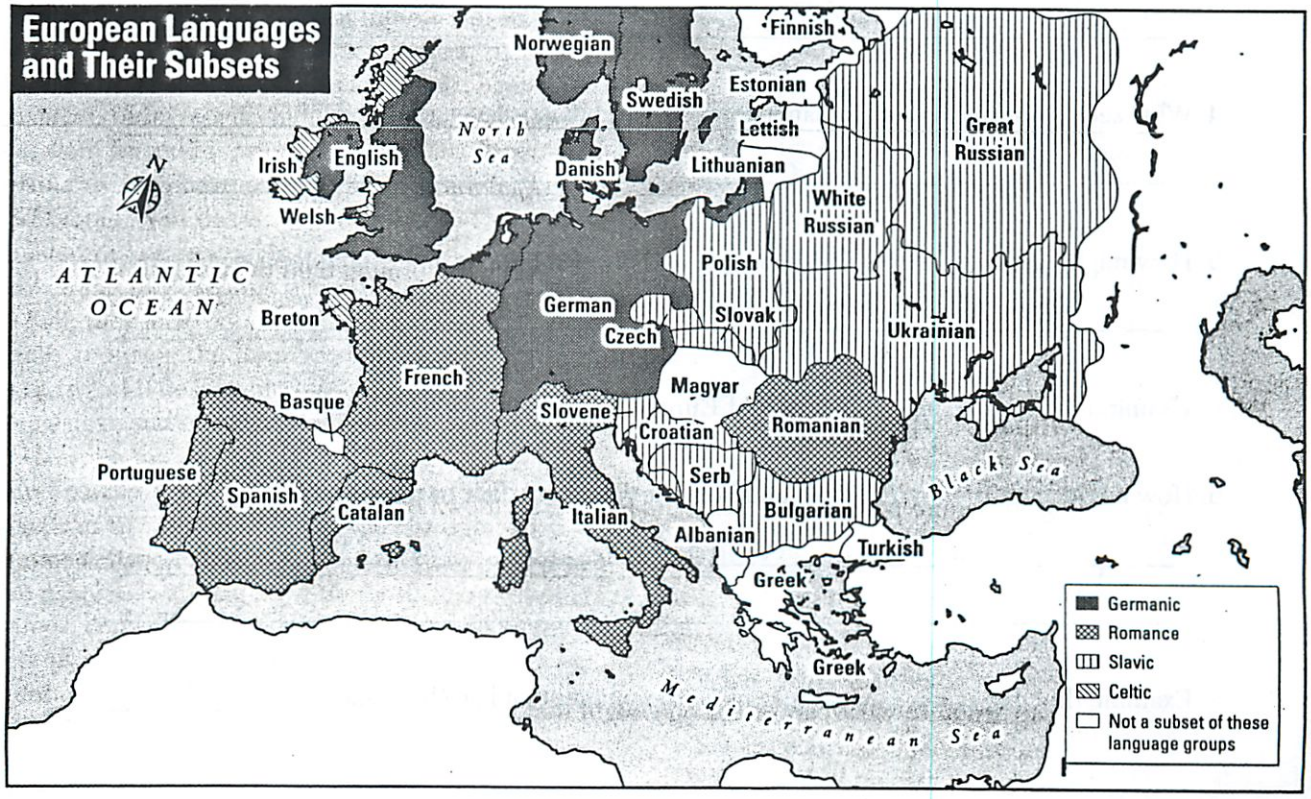
Directions: Read the paragraphs below and study the map carefully. Then answer the questions that follow.

The languages of Europe are divided into four main families—Celtic, Germanic, Romance, and Slavic. Nationalists, people who believed that people of a common ancestry should unite under a single government, often used common language as a tool to achieve their goal.

In central Europe, the idea of a national language sparked ideas of forming one nation. The German people, though divided into many different states and principalities, became obsessed with national unity. Jakob and Wilhelm Grimm, famous for *Grimm's Fairy Tales,* traveled throughout Germany studying dialects and collecting folk tales in the hopes of creating a sense of German identity.

In southeastern Europe, Slavic patriots began a movement to preserve their cultures and foster national identities. These patriots collected folk tales, studied languages, compiled dictionaries, and wrote books in their native tongues. For example, in a region that was to become Romania, a man named George Lazar began teaching the history of Romania in Romanian—much to the surprise of the upper class, who still spoke Greek. In addition, a Serb patriot, Vuk Karajich, published *Popular Songs and Epics of the Serbs*, formed a Serb alphabet, and translated the New Testament into Serbian.

However, the efforts of these nationalists to help create a sense of national unity sometimes had mixed results. Germany benefited from the unifying elements of language, as the German people formed one country in 1871. On the other hand, the multitude of languages and dialects of the Slavic peoples in southeastern Europe have probably helped keep these peoples divided.



Interpreting Text and Visuals

1. Name the four major language families in Europe. Germanic + Romance, Slavic, Celtic

In what part of Europe is each of the language families found? Romance; South West Germanic; North West - Slavic; North East Celtic; Ireland

2. To what major language family does English belong? Germanic

3. What part of Europe—eastern or western—has the greater number of languages in the smallest geographic area? Easten Europe

To what family do most of these languages belong? Slavic

Name five of these languages. Great Russian, White Russian, Ukrainian, Polish, Slovak, Czech ...

4. What seems unusual about Romania being in the romance language family? It is located away from the others

5. How might language help to divide people and prevent them from forming their own country? If people speak different dilects or languages,

Examine the map again. In what part of Europe might that have happened? North Eastern (Russia)

6. How might language unite people and help them to form their own country? If they speak the same language they would want to join together

Examine the map again. In what part of Europe might that have happened? Germany + Italy

Western Civilization
Block 4 Honors

Name:_____

Midterm Review

Format: 70-80 multiple choice, one essay
Topics/Units:

1.) Map of Europe: Know countries and capitals, as well as location. Possible choices include-
a.) France, Great Britain, Norway, Sweden, Finland, Denmark, Austria, Belgium, Italy, Russia, and Bosnia and Herzegovina

2.) Government Terms: Multiple choice, used in essay.
a.) Absolute monarchy, constitutional monarchy, democracy-characteristics (direct and indirect), dictatorship, autocracy-characteristics, government

proper terms

3.) Enlightenment:
a.) philosophe, Locke, Hobbes, Rousseau, Montesquieu, Wollstonecraft, Voltaire, Beccaria, 5 Big Ideas (Reason, Happiness, Nature, Progress, Liberty), salon, Geoffrin, separation of powers, social contract, Impact of Enlightenment, Diderot (*Encyclopedia*), How Enlightenment ideas spread, enlightened despots (characteristics of enlightened despots), Catherine, Frederick, Joseph II, Impact of Enlightenment ideas on – American Revolution, Declaration of Independence, and Constitution.

Criminal justic

Corvee - taxes paid w/ work

b.) Scientific Revolution: heliocentric theory, Galileo, Newton, Copernicus, scientific method, Kepler

lycee - French public school

4.) French Revolution:
a.) estates, Old Regime, King Louis XVI, Marie Antoinette, members of each estate, Estates-General (old or new rules?), Tennis Court Oath, Abbe Sieyes, National Assembly, Storming of Bastille (Bastille Day), Great Fear, March on Versailles, *Declaration of the Rights of Man and Citizen,* Legislative Assembly (where factions sat and why---radicals, moderates, conservatives), Emigres, sans-culottes, war with Austria and Prussia, National Convention, guillotine, execution of Louis, Jacobin Club, First Coalition, Maximilien Robespierre, Committee of Public Safety, Reign of Terror, Danton, Marat, Charlotte Corday, Directory

5.) Rise and Fall of Napoleon:
a.) How Napoleon rose to power in France, plebiscite, coup d'etat, lycees, Napoleon Brings Order After the Revolution (Economy, Government & Society, Religion), concordat, Napoleonic Code, Battle of Trafalgar, Third Coalition, Battle of Austerlitz, Horatio Nelson, Continental System, Peninsular War (guerrillas, nationalism), Invasion of Russia (Czar Alexander I, scorched earth policy, Moscow), Battle of Leipzig, Elba, Hundred Days, Battle of Waterloo, Duke of Wellington, Grand Coalition

Battles + Coalitions

6.) Congress of Vienna:
a.) Metternich, balance of power, encirclement of France, legitimacy, conservatives, Holy Alliance, Concert of Europe, legacy of Congress 200 years

Study

7.) Nationalism/Unification:
a.) nationalism, nation-state, birth of modern nationalism, Greeks winning self-rule in the Balkans, revolutions of 1830 and 1848 (liberalism, nationalism, radicalism, Louis-Philippe, Louis Blanc, Alphonse de Lamartine, Louis-Napoleon (Napoleon III), bonds that create a nation-state, nationalism as a force of unity/disunity, romanticism (characteristics), realism (characteristics), realpolitik, Unification of Italy/Germany, balance of power after unification -1871 - Britain + Germany ahead

8.) Industrial Revolution:
a.) agricultural revolution, scientific farming, enclosure, Jethro Tull (seed drill), crop rotation, better livestock, 5 advantages that allowed Great Britain to be the first in Europe to industrialize, textile industry, flying shuttle, cottage industry, spinning jenny, water frame, spinning mule, power loom, cotton gin, factories, entrepreneur, improvements in water and road transportation, advantages of railroad, George Stephenson-Rocket, urbanization, positives and negative effects of IR, middle class, spread of Industrialism, Adam Smith, capitalism (laissez-faire, Ricardo, Malthus), socialism (utilitarianism, Bentham, Mill, utopian ideas, Owen, Fourier,) Karl Marx, communism, rise of unions, reform movements (slavery, child labor, education, prison reform)

inventors

ideas

Possible Essay Topics: Respond to the following prompts.

1. Dissatisfaction with the current structure of society can lead to political, social or economic change.

philosophes

→ Why each estate upset w/ Old Regime
→ Effect of Enlightenment Ideas
→ Old Regime leading to French Revolution

↳ Revolutions of 1830/1848

↳ Agricultural Rev. → Industrial Rev
↳ Changes of French Rev.

2. Technological advances impact individual way of life and society.

Textile industry

→ Factories/changes in transportation leading to growth of cities
→ Impact of industrialization + urbanization on labor force
→ Industrialization + effect on social structure of society

Global effects of industrialization

Effect on unification

Midterm Topics

3/16
3/21

foundation
- map of Europe (5-6 countries + capitals)
- goverment terms
- Enlightement - (Sci Rev + American Rev)
- French Rev
- Napoleon's Rise + Fall
- Congress of Vienna - (Metternich)
- ~~Nationalism + Liberalism~~ (1830 - 1848) Unification Italy + German
- ~~New Balance of Power~~ - Mid term

Industrialization
Militant Prussia

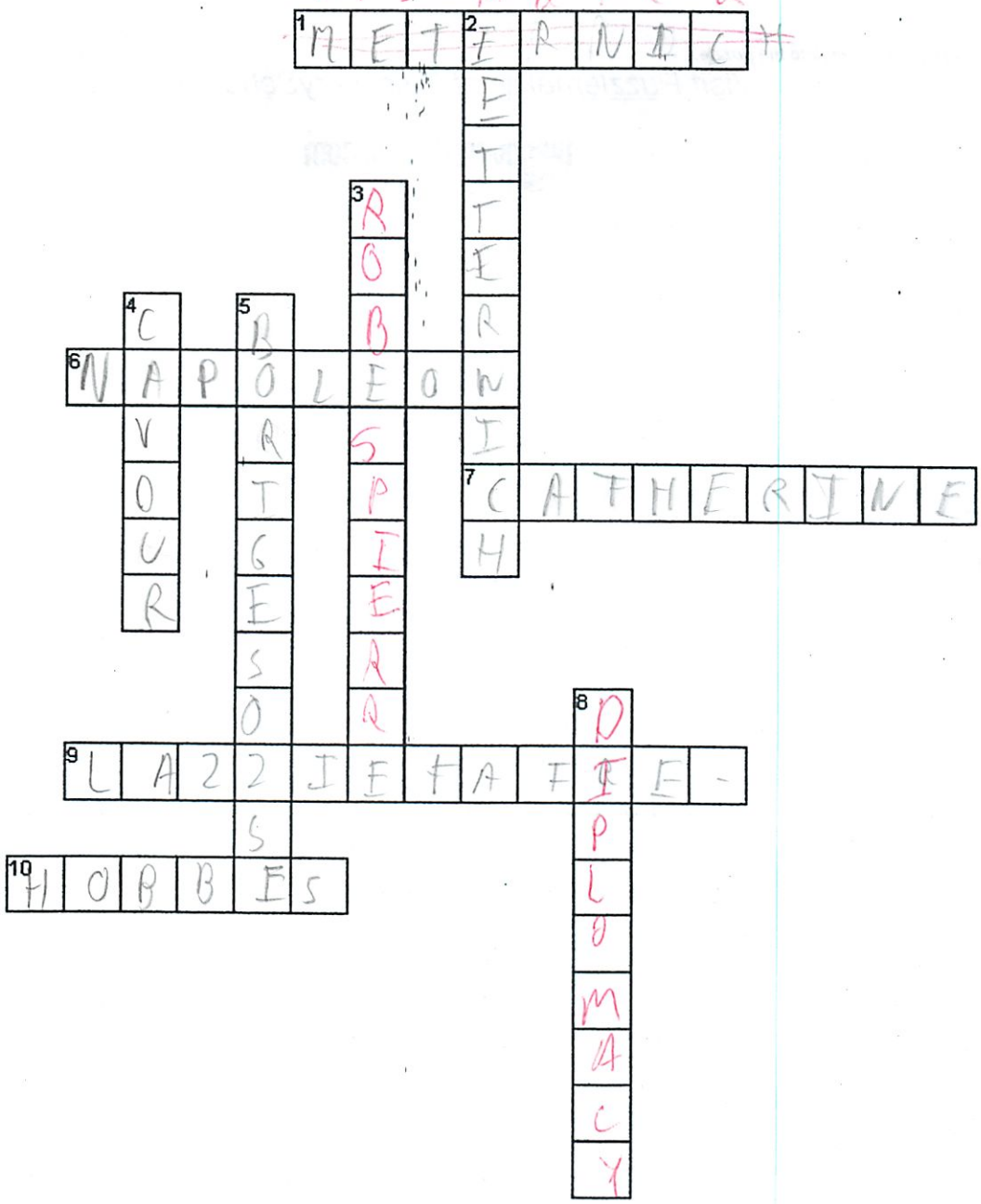
GB + Germany (b/c industrilization)

Imperialism
- WW I
- WW II
-

Study: Look at Bold face vocab words + people

Midterm Review

Bismarck



Across
1. prime minister who united Germany
6. became emperor of French Republic
7. enlightened despot of Russia
9. "leave alone"
10. Leviathan, people are evil

Bismarck not Metternich

[redacted]

DOWN

2. called himself citizen of Europe
3. Reign of Terror, Incorruptible Robespierre didn't know
4. prime minister who united Italy
5. factory owning middle class
8. making of agreements for peace Diplomacy - bad clue

10 of 10 words were placed into the puzzle.

Visit Puzzlemaker at DiscoverySchool.com

DiscoverySchool.com

Western Civilization

Enlightenment Mid-Term Review

_____ 1. The Enlightenment scientist who discovered gravity as a physical law of the universe was named
- a. Rene Descartes
- b. Galileo
- c. Voltaire
- d. Isaac Newton

_____ 2. What three countries participated in the partition of Poland?
- A. Prussia, Australia, France
- B. Britain, France, Russia
- C. Austria, France, Ethiopia
- D. Russia, Prussia, Austria

after WWI

_____ 3. The phrase laissez faire means
- a. "yield to the will of the people."
- b. "spirit of laws."
- c. "state of nature."
- d. "leave alone."

_____ 4. Montesquieu believed that the best way to protect people's liberties was
- a. to give all political power to one person
- b. to separate the powers of government among three branches
- c. to allow all the people to choose their leaders
- d. to give political power to the executive branch of government

only one wrong →

Sep. of powers

_____ 5. The Russian ruler who was known as an enlightened despot was
- a. Peter the Great
- b. Frederick II
- c. Peter III
- d. Catherine the Great

_____ 6. Catherine ~~II~~ the Great dropped many of her plans for reform after
- a. a German army invaded her country
- b. a peasant revolt was ruthlessly suppressed
- c. the nobles threatened to overthrow her
- d. efforts to frame a constitution failed

_____ 7. Which of the following enlightened policies did Frederick II actually accomplish?
- a. allowing freedom of the press
- b. granting religious freedom to Catholics, Protestants, and Jews
- c. ending serfdom
- d. abolishing the use of torture

only

admited it was wrong, didn't end it

not Jews

reduced but not abolished

Michael Plasmeier
Smith
Western Civ 9H
22 March 2006

Mid-Term
Jeopardy Review

3/22

Europe Map

1. Oslo - What is the captial of Norway?
2. Spain - What is the country which Madrid is the catial of?

Goverment

3. The Abilty to make others do what they would not normally do - What is power
4. A format of goverment wher 1 or a few people have total power - What is an autocracy

Enlightement

5. Reason, Nature, Happiness, Progress, Liberty - What are the 5 General thoughts of the enlightement
6. The Leviathan - What is the book Thomas Hobbes wrote

French Rev

7. Bourgeoise, Urban Workers, Pesants - What is the 3rd Estate
8. Maximilien Robespieer - Who is the person who led the reign of terror

Napoleon

9. Trafelgar - What is the navel battle Napoleon lost
10. Peninsular War - What is one of Napoleon's 3 big mistakes.

Congress of Vienna

11. Metternich - Who is the leader of the convention.
12. Legitmacy - What is the policy of returning the royal families to the throne.

Industrilization

13. Factory Act of 1819 - What is the first law in Britan to protect children
14. Textile Industry - What is the the first industry to under go major industrilization

Unification

15. Bismarck - Who is the leader of the German unification
16. Cavour - Who is the leader of the Italian unification

Write the missing word or words in the space provided.

wrong

1) Townshend's method of keeping more land in production instead of lying fallow was called ~~enclosures~~ crop rotation.

Tull's invention that boosted Britain's crop yields after 1721 was was the Seed drill.

3) Members of the urban working class, distinguished by their poorer-quality clothes, were known as the Sans-collats.

4) The practice of combining small, private farms into large landholdings worked by tenant farmers was called enclosure movement.

5) Shares of ownership in a company are called stocks.

6) According to Marx, human societies have always been divided into two classes--the bourgisause (have) and proliterat (have-nots).

7) The unpopular queen of France at the outbreak of the French Revolution, who was insensitive to the poverty of her people, was named Marie Antoinette (forgot name).

8) The branch of government that interprets and applies the laws of the state is the judicial branch.

9) An election in which all citizens vote yes or no on an issue is called a plebiscite.

10) The period in the French Revolution when Maximilien Robespierre controlled events was called the Reign of Terror.

11) The revolutionary book in which Marx presented the historical basis for scientific socialism was entitled The Communist Manifesto.

12) Napoleon's final defeat took place at the Battle of Waterloo.

13) Social gatherings at the homes of wealthy patrons for the purpose of intellectual discussion were known as Salons.

4. In 1831 Giuseppe Mazzini formed a nationalist group called ~~little~~ Young Italy.

14) An organization that represented the interests of workers in a particular trade or industry was called a Union .

15) The group of writers and thinkers who developed the ideas of the Enlightenment were known as the philosoples.

16) The country that was most successful in opposing Napoleon was Britian .

17) The movement of people out of a country is called ex emagration .

18) The name of Denis Diderot's book that brought together Enlightenment thinking about technology, science, mathematics, music, art, medicine, government, law, and geography was The Encyclopedia.

19) In the Legislative Assembly, the people who sat on the left of the hall and wanted sweeping changes were called the raticals.

20) Buildings housing the new machines and production methods were called factories.

21) In the reaction against the Reign of Terror, Robespierre was executed and the radical phase of the French Revolution ended.

3 branches; sep. of powers

22) According to Montesquieu's On the Spirit of Laws, the king and his ministers, who carry out the laws of the state, are members of the excetive branch of government.

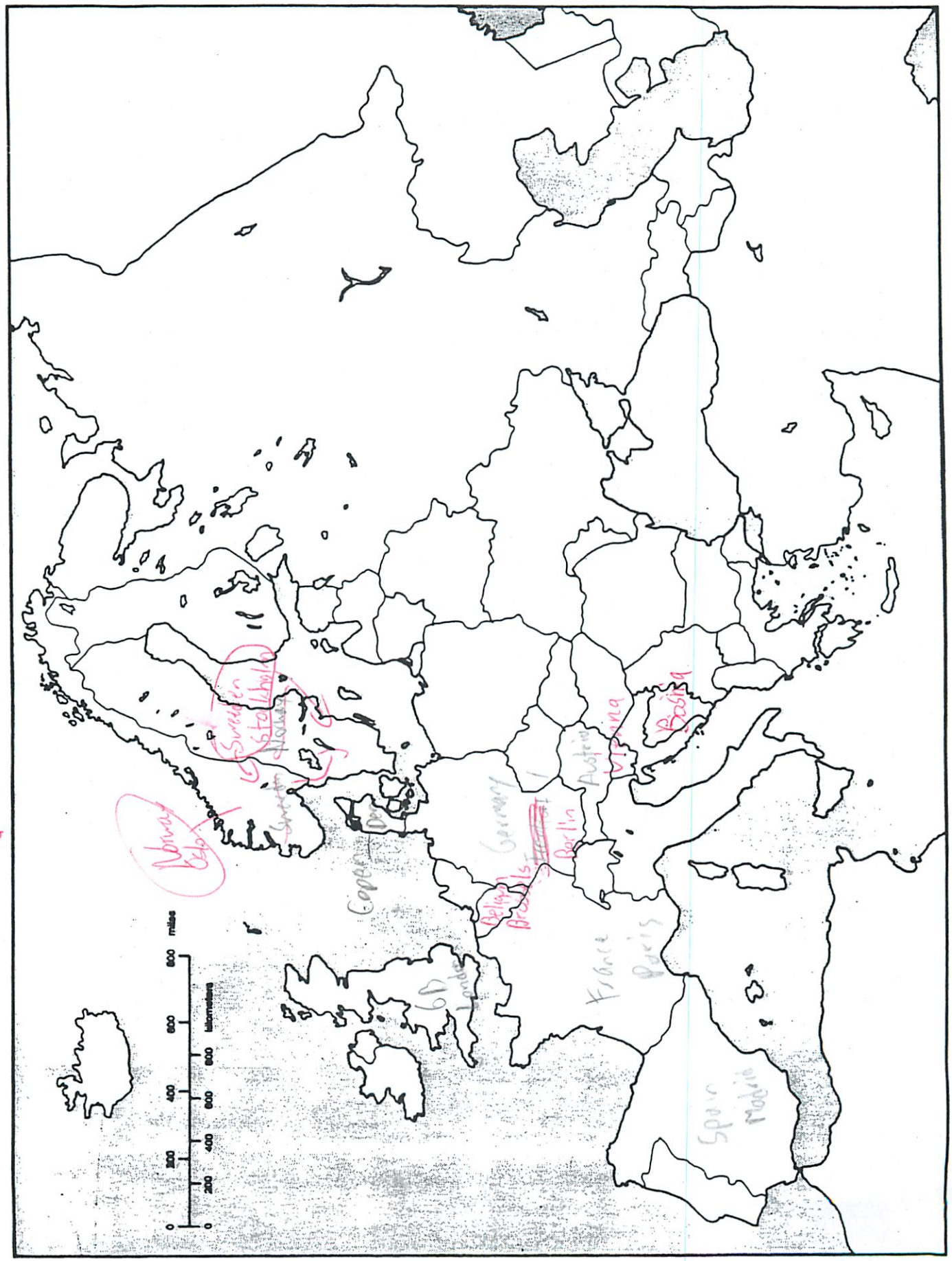
25) In French society, the Roman Catholic clergy were members of the social class known as the 1st Estate.

26) Napoleon's campaign in Iberia against Spanish guerrillas was known as the Peninsular War.

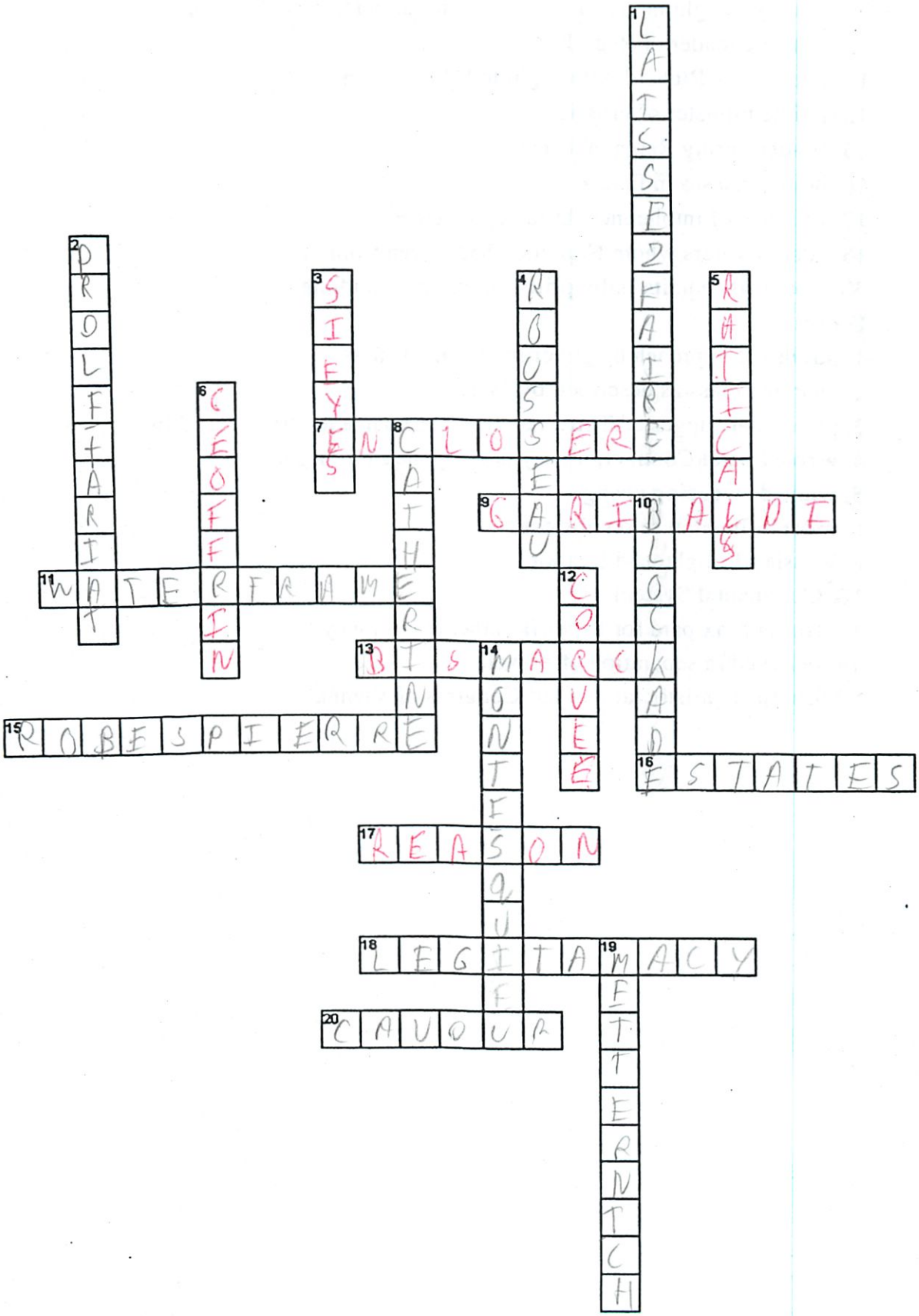
27) In the riot of 1789, Parisians attacked the Bastille to get gunpowder to defend Paris and the National Assembly from the king's Swiss troops.

28) The period in the French Revolution when Maximilien Robespierre controlled events was called the Reign of Terror

EUROPE


Mid Term Review
Norway
Oslo
Sweden
Stockholm
Denmark
Copenhagen
Ireland
Dublin
Belgium
Brussels
Germany
Berlin
Austria
Vienna
Bosnia
Sarajevo
France
Paris
Spain
Madrid
Portugal
Lisbon
Great Britain
London
0 200 400 600 800 miles
0 200 400 600 800 kilometers

Midterm Review



Across

7. wealthy bought land and sold pieces to farmers; scien. farming Bad Qu
9. romantic leader of Red Shirts Forgot
11. created by Richard Arkwright to help spinners
13. prime minister of Prussia Bad Qu.
15. leader during Reign of Terror
16. social classes in France
17. absence of intolerance, bigotry, prejudice Bad Qu
18. restore rulers whom Napoleon had driven from thrones
20. goal was to unite Italy; prime minister of Sardinia

Down

1. hands off approach by government on business
2. working class as described by Marx didn't know spelling
3. priest that suggested Third Estate change name to Nat. Assembly forgot / Bad Qu
4. wrote Social Contract; liberty is everyone's birthright
5. wanted sweeping change Bad Qu
6. most influential salon hostess didn't know
8. Russia's Enlightened Despot
10. Continental System Bad Qu.
12. form of tax paid for by work rather than money didn't know
14. believed in separation of powers
19. European aristocrat that led Congress of Vienna

Name Michael Ploeger Date

SECTION QUIZ

The Scientific Revolution

Section 1

A. Terms and Names Write the letter of the name that matches the description. Not all names will be used.

a. Galen
b. Aristotle
c. Tycho Brahe
d. Robert Boyle
e. Isaac Newton
f. Francis Bacon
g. Edward Jenner
h. Galileo Galilei
i. Anders Celsius
j. René Descartes
k. Johannes Kepler
l. Nicolaus Copernicus

Study

k 1. This brilliant mathematician used the data of Tycho Brahe to prove the accuracy of Copernicus's basic ideas about the motion of the planets.

e 2. This great mathematician and physicist brought together some of the theories and discoveries of Copernicus, Kepler, and Galileo under a single theory of motion known as the law of universal gravitation.

d 3. This pioneer of the use of the scientific method in chemistry is considered the father of modern chemistry. He is best known for the discovery of a law that helps to explain characteristics of gases.

F 4. This English politician and writer had a passionate interest in science. In his writings, he criticized the techniques of the ancient and medieval scholars. He argued forcefully for the adoption of new scientific techniques such as the experimental method.

L 5. After studying planetary movements for many years, this astronomer reasoned that the stars and planets revolved around the sun, an idea that became known as the heliocentric theory. Fearing ridicule or persecution, he didn't publish his findings until 1543, the year of his death.

J 6. This mathematician developed analytical geometry, which links algebra and geometry. Of his own existence, he was sure; everything else was doubtful until proved by reason. In his writings, he urged scientists to rely on mathematics and logic to reach fundamental truths about the natural world.

h 7. Among his many scientific discoveries are the law of the pendulum and the fact that falling objects accelerate at fixed and predictable rates. Despite his genius, he lived the last years of his life under house arrest because his scientific findings did not go along with the Church authorities' interpretation of the Bible.

B. Extended Response Briefly answer the following question on the back of this paper.

What was so revolutionary about the Scientific Revolution? In your answer, be sure to discuss the scientific method.

Name _____ Date _____

CHAPTER 6

Section 3

SECTION QUIZ

The Spread of Enlightenment Ideas

A. Terms and Names Write the letter of the name or group of names that matches the description. A name or group of names may be used more than once or not at all.

a. Joseph II
b. Denis Diderot
c. Frederick the Great
d. Catherine the Great
e. Marie-Thérèse Geoffrin
f. Elisabeth-Louise Vigée-Le Brun
g. Samuel Richardson, Henry Fielding, and Daniel Defoe
h. Franz Joseph Haydn, Wolfgang Amadeus Mozart, and Ludwig van Beethoven

a 1. abolished serfdom.

h 2. composed classical music.

d 3. ruled Russia as an enlightened despot.

a 4. ruled Prussia as an enlightened despot.

c 5. ruled Austria as an enlightened despot.

b 6. edited and published the *Encyclopedia*.

d 7. brutally crushed a massive uprising of serfs.

d 8. gave the nobility absolute power over the serfs.

g 9. developed many of the features of the modern novel.

e 10. ran the most influential of Paris salons during the Enlightenment.

B. Extended Response Briefly answer the following question on the back of this paper.

What are some of the ways that western culture changed in response to Enlightenment ideas? Be sure to mention the baroque, neoclassical, and classical styles.

Enlightenment
Chap 6 Review Worksheet 3/23

Sect 1 - Sci Revolution

The Scientific Revolution was so revolutionary because it changed the way we thought about the world. Before people just believed what Aristotle and the Bible told them. The Scientific Revolution changed that, it was a new way of thinking about the natural world. This way was based on careful observations and a willingness to question accepted beliefs. ((big part of this was the Scientific Method. Instead of just noticing things, scientists ask questions and then perform experiments. The Sci Rev. also led the path to the enlightenment, a new way of thinking about gov.

Section 3- Spread of Enlightenment

The Enlightenment changed the world in a lot of ways. It espocally changed art and litature styles. Out when the grand baroque style of kings and in came neo classical, a simple and elegant style based of ancient Greek and Rome, In music this new style is called classical. Haydn, Mozart, and Beethaven are famous from the time. Novels also began to get poupbr after the Enlightenment.

Chap 11 Imperialism
Interact w/ History
p 364

3/16

Yes I believe that a technologically advanced nation have a responsibility to share its advances with others. We still do this today. We still ship or sell (some given away as "aid") products or technology to 3rd world nations. However we don't try to force our culture on them. D'id they ask for the aid?

Should we? Yes they have not achieved any where near what we have achieved and their ways and practices seem barbaric. Science is what runs this world and through technology gives power. They had a chance to put this power on us, but they didn't unluck. Social darwinism is correct. You should need to fight for your rights to continue, not just given to you. Each person should return. Capitalism is like this. However this system does not protect things like the environment (laws should be made to protect this) There will always be an underclass, they were unlucky.

not tech advanced
"They are still people"

So, what is the price of a life
I currently think the price of a life is overinflated currently.

The resources of a place belong to thoes who control it - the country it is in. You can take over a country - So you get thoes resources.

Yes you can have too much power (making people do what they would not normally do) but is this for the better of the world? If so, its good.

Board Problems

* → African nations are struggling - people are poor. With our culture - we can help - but people will always be on the bottom. We should support them but as long as they follow our rules. The Giver society is like this - everyone is happy.

The Giver - a world w/o feelings

Tech can hurt, but it can help greatly for progress and progress for progress's sake must not be discouraged. People will always be here and below - but if they don't know that... The Giver

What is sucess?

I would not like it if someone forced their culture on me, but I would find a way around this and change my situation. Social Darwinism!

The people with the tech. will take over the inhabitants of other countries, no matter what - Sorry.

Too much power is bad because it can be abused by some - No one can ever always be happy. But I gov - that speaks from 1 voice w/ 1 idea that is best for the majority of people or is right. But who will decide what is right and best for all. That is the difficult part. Who leads it? ↗ And nothing will please everyone. People will always rise above others. Communism is bad - no point of individual pride and no point of advancement.

Name _____ Date _____

CHAPTER 11

GUIDED READING *Imperialists Divide Africa*

Section 1 Why Europeans were not in Africa | Powerful armies contained for 400 years; could not navigate river with rapids; Africans contained source + trade routes

A. ***Recognizing Main Ideas*** As you read about the European colonization of Africa, fill out the chart by writing notes in the appropriate spaces.

The Forces of Imperialism	
1. Note three motives behind the European race for colonies.	industrilization; made them search for new market to sell goods; raw materials for factories; economic; wanted colonies for national greatness and pride; social racism that Europeans were better and needed to spread their culture to other nations
2. Note two technological advantages Europeans had over the Africans.	the Maxim machine gun; railroads + steamships to travel in land + communication
3. Note two internal factors that made Africa vulnerable to European conquest.	Variety of cultures + language tore African groups apart; low level of technology + weapons

The Colonization of Africa	
4. Note two outcomes of the Berlin Conference in 1884 and 1885.	Europeans could claim land by notifying nations + showing they controlled; By 1914 - only Liberia + Ethiopia remained free; no Africans attended - but really shaped Africa
5. Note three groups that clashed over territory and resources in South Africa.	African groups (ex Zulu); Dutch (Boers); British
6. Note one outcome of the Boer War.	First total war; the Boer's territory joined British South Africa

B. ***Perceiving Cause and Effect*** On the back of this paper, explain the concepts of **racism** and **Social Darwinism** and how they relate to the policy of **imperialism.**

Europeans felt they were better than everyone else. This belief was racism, one race is better than another. They felt that those who were fittest for survival enjoyed wealth and sucess and were superior to others. These thoughts were called social Darwinism after Charles Dawwin's evolution theory. Europeans felt that they had the right to bring their progress and culture to those less fortunite. Those without technology were of a lower class and were below others. Anglo-Saxons were the best race in the world and needed to rule and control everywhere

Michael Plasmeier

Chap 11.1 9/10

Questions

3/28

p309 #3. What were the Europens attitude tword the Africans at Berlin Conference
The Europeans did not care at all about the Africans. Even though the Conference divided up Africa and really changed the continent, no Africans attended the conment.

#4 Timeline - What were some of the motives?

Should only be for South Africa. What about the Zulus? Boers first landing? Great Trek?

Early-mid 1800 - Africa split up among many ethnic groups + idependent tribes + vilages - Europeans had only 10% of land
1850 - European trading w/ Afria well establisho
1867 - Diamonds Discovered S.A. → 1871 - Henry Stanley finds Dr. Livingstone - makes headlines
1858 - Britan establishes direct role over India
1869 - Suez Canal Opens → 1882 - king Leopold II of Beligum lets companies exploit Africans for profit
1882 - French get North Bank of Congo River
Europeans interested now + join in
1884-1885 Berlin Conference
All European countries now have their part
1888 - Maxim Machine Gun invented
1898 US gets Philippens and Hawaii
1899 Boer War Begins - 1st modern total war
1902 - Boers join South Africa, GB
1914 - Only Liboria + Ethopia free

The fight for land caused most of these events. This drive was caused by economic, political, religous, exploratory and ideological resons. See Motives Page

p 308 Think Through Effects

D. Recognize Effects – What sort of problems might result from combining or spliting groups of people?

Hello! Natiolism! Just look at the nationlism chapter, joining unlike people tears them apart because of the unlike culture and belifs. Europeans and Africans don't mix well. Spliting like people might want them to join together and get rid of the captors.

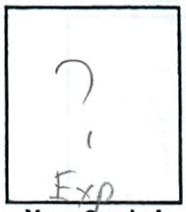
Smith Qu. What similarities might Americans have seen between the Boer and American War for independence?

In both cases colonists were escaping from Europe and moved to new land, pushing out the orignal occupents that lived there for a really long time. After living there for about 100 years and then the British came in and tried to fight for away from England. However the British won in the Boer War but not the Revolutionary War

Analyzing Imperial Motives

Your Symbol

ECONOMIC motives included the desire to **make money,** to expand and control foreign **trade,** to create **new markets** for products, to acquire **raw materials** and cheap **labor,** to compete for **investments** and resources, and to **export** industrial **technology** and transportation methods.

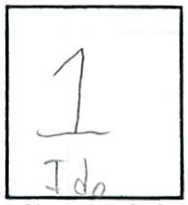


Your Symbol

EXPLORATORY motives were based on the desire to **explore "unknown"** or uncharted territory, to conduct **scientific research,** to conduct **medical searches** for the causes and treatment of diseases, to go on an **adventure,** and to **investigate "unknown"** lands and **cultures.**

Your Symbol

POLITICAL motives were based on a nation's desire to **gain power,** to **compete** with other European countries, to **expand territory,** to exercise **military force,** to gain **prestige** by **winning colonies,** and to boost **national pride** and **security.**



Your Symbol

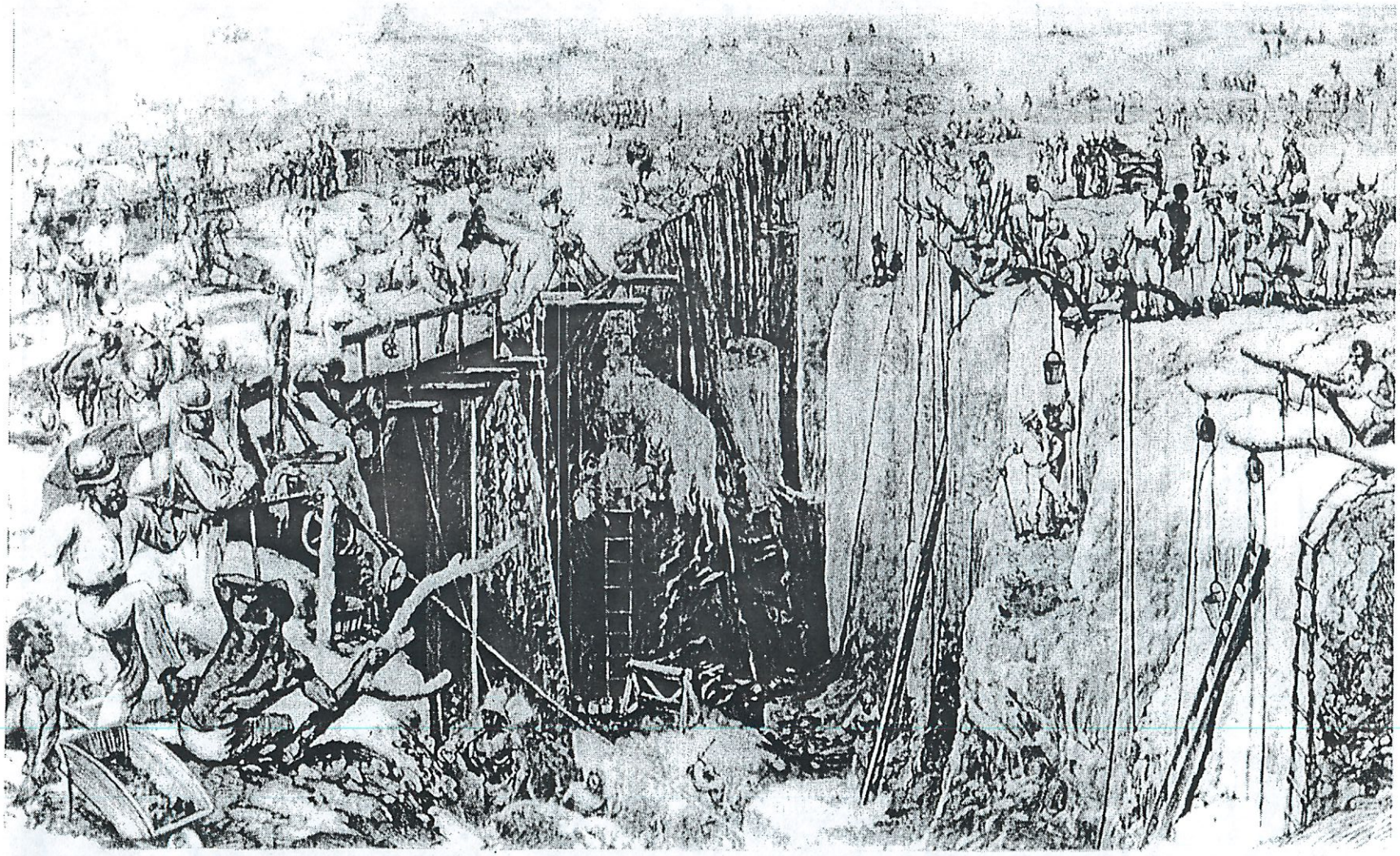
IDEOLOGICAL motives were based on **cultural values** such as the belief that the **white** race was **superior, other** cultures were **"primitive,"** Europeans **should "civilize"** peoples in other parts of the world, great **nations** should **have empires,** and only the **strongest** nations will **survive.**

Your Symbol

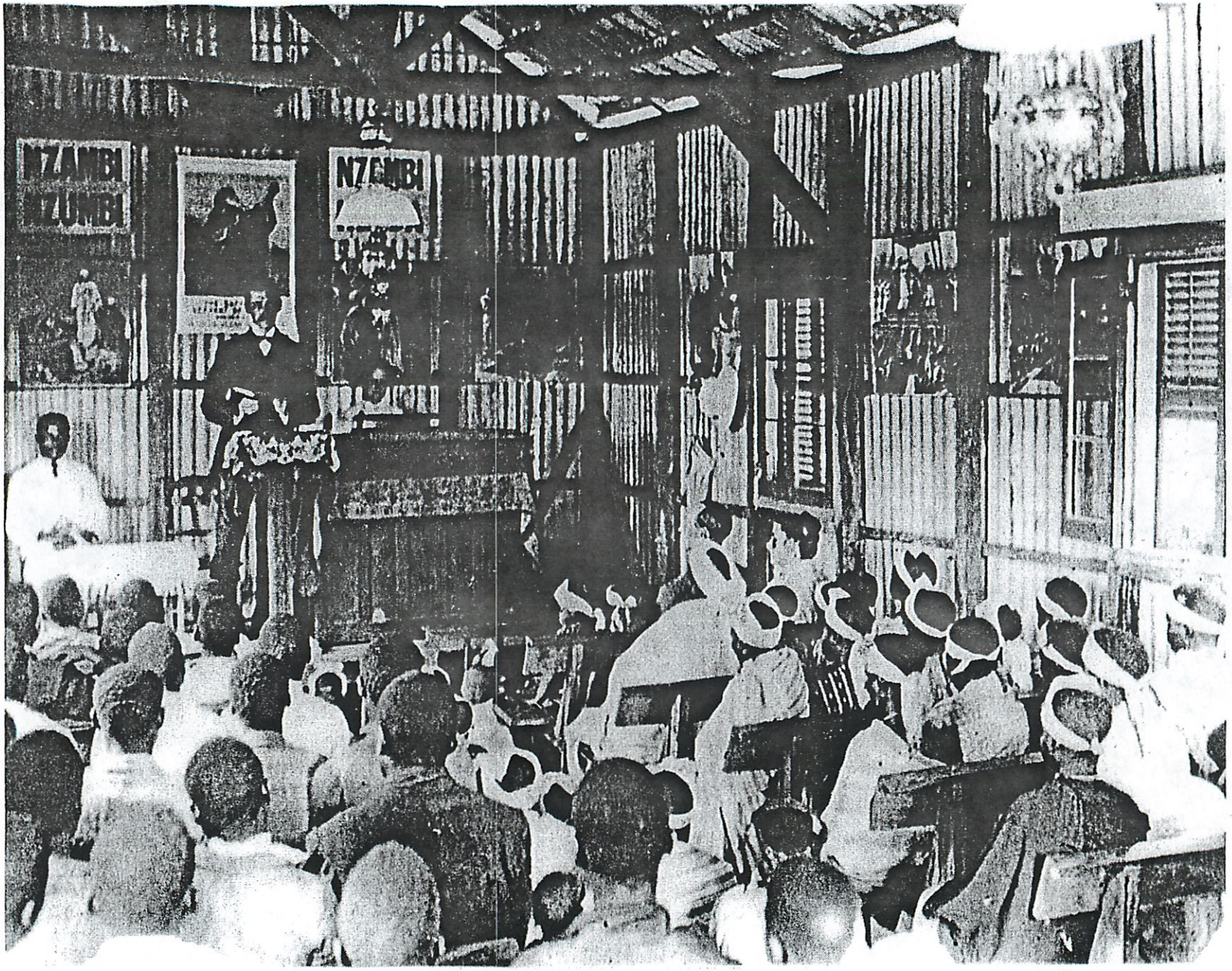
RELIGIOUS motives included the desire to **spread Christianity,** to **protect** European missionaries in other lands, to **spread** European **values** and **moral beliefs,** to **educate** peoples of other cultures, and to **end slave trade** in Africa.

Placard	Describe What You See	Symbol of Motive(s)		Why You Chose This Motive(s)
A	Africans working, digging ditch with buckets Kimberly Diamond Mines Europeans supervising	Eco	Ido	Eco: Making money from diamonds/gold Ido: Afrians working while Europeans supervise inferior
B	Africans sitting in class while white teacher/minister talks	Ido	Rel	Rel: Converting Afrians → Christianity Ido: Europeans teaching Afrians probably by force
C	Flag being raised with European guards	Pol	Ido	Pol: Flag being raised shows political superiority Ido: Europeans standing at attention over Afrians

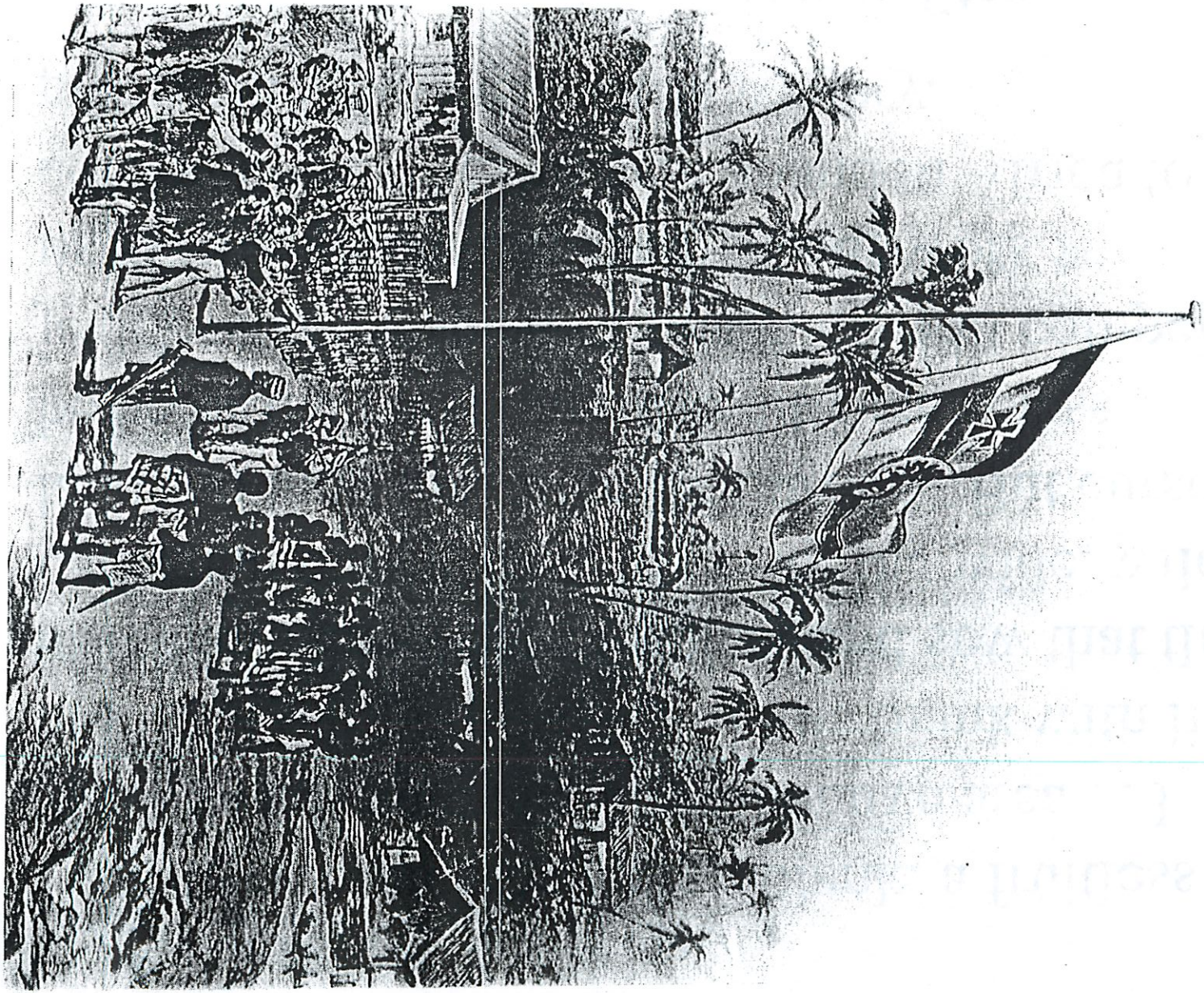
Placard	Describe What You See	Symbol of Motive(s)	Why You Chose This Motive(s)
D	Para - 1882: Congo region blank + unproductive - we should redeem the waste don't make us leave it back to how it was	1 Ide	Ide: Europeans are superior and help the Congo really become productive not desolate
E			
F			
G			
H			
I			



Placard 3.2B



Placard 3.2C



As yet the Congo basin is a blank, a fruitless waste, a desolate and unproductive area.... It has been our purpose to fill this blank with life, to redeem this waste, to plant and sow that the dark man may gather, to vivify the wide, wild lands so long forgotten by Europe. But cursed be he or they who, animated by causeless jealousy and a spirit of mischief, will compel us to fire our station, destroy our work so conspicuously begun, and abandon Africa to its pristine helplessness and savagery.

–Henry Stanley, 1882

Imperialism
Notes + Review

4/3

Imperialism - the policy of extending one countries borders over many lands

colonizer → colony
empire → colony
big country → small country

Motives/Reasons
- religous - converts, minispories
- ideological - social darwinism - superiority - racism
- political - power - where do you stand - nationism - military
- economic - natural resources - cheap labour - new markets
- exploratory - curiosity, newspapers, novels, books, medical research, science

Factors

Internal	External
- many language - ethnic battles (no nationism)	- guns / maxim gun - steam ships - railroads - quinne tater vaciere

Name _____
Class _____

Chapter 25 The Age of Imperialism

THE ANTHEM OF IMPERIALISM ◆ Section 1 (pages 569–571)

Rudyard Kipling (1865–1936) wrote this poem in 1899, at the height of the imperialist age. It was directed specifically at the United States, but it expresses an attitude shared by many in the West at that time.

The White Man's Burden

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: – rel, ido

Take up the White Man's burden—
In patience to abide,
To veil the threat of terror
And check the show of pride; – pol, hat
By open speech and simple,
An hundred times made plain,
To seek another's profit,
And work another's gain. – eco

Take up the White Man's burden—
The savage wars of peace—
Fill full the mouth of Famine
And bid the sickness cease;

And when your goal is nearest
The end for others sought,
Watch Sloth and heathen Folly
Bring all your hope to nought.

Take up the White Man's burden—
And reap his old reward:
The blame of those ye better,
The hate of those ye guard—
The cry of hosts ye humour
(Ah, slowly!) toward the light:—
'Why brought ye us from bondage,
'Our loved Egyptian night?'

Take up the White Man's burden—
Ye dare not stoop to less—
Nor call too loud on Freedom
To cloak your weariness;
By all ye cry or whisper,
By all ye leave or do,
The silent, sullen peoples
Shall weigh your Gods and you. – rel

– is he liberating them

1. (a) What benefits does Kipling say Westerners bring to non-Europeans?
(b) Does Kipling believe that non-Europeans are grateful for these benefits?

A) ? Open speech, no threat of terror, make profit (stanza 2)
B) ? no; not really – the blame, better hate guard

(3) get rid of + sickness + famine

2. Kipling paints a vivid, unflattering portrait of non-Europeans in this poem. What are some of the phrases he uses to convey this characterization?

Son; to exile to serve captives, half devil and half child
famine

3. Kipling warns his audience not to "call too loud on Freedom." How might the argument of freedom be used against his views?

colonizers might distroy it

? black people won't get freedom
? before saying white man should have all freedoms

4 - What motives did you see?
motives of him writting this? - ideological
of superiority - People taught they are best all 5

Name _____ Date _____

CHAPTER 11

Section 1

LITERATURE SELECTION

"The Burial"

by Rudyard Kipling

Rudyard Kipling (1865–1936), a British poet, novelist, and short-story writer, lived in India during the time of British imperial rule. He believed that imperialism brought important benefits to the people of Asia and Africa. In his writings, Kipling expressed the belief that the work of the British government was noble and honorable. His elegy for British financier and colonizer Cecil Rhodes, "The Burial," echoes these sentiments. Rhodes chose for his burial site the Matoppos—or Matopo Hills—in present-day Zimbabwe (formerly Rhodesia), a colony Rhodes founded. Why does Kipling admire Rhodes?

(C. J. Rhodes, buried in the Matoppos, April 10, 1902)

When that great Kings return to clay,
  Or Emperors in their pride,
Grief of a day shall fill a day,
  Because its creature died.
But we—we reckon not with those
  Whom the mere Fates ordain,
This Power that wrought on us and goes
  Back to the power again.

Dreamer devout, by vision led
  Beyond our guess or reach,
The travail of his spirit bred
  Cities in place of speech.
So huge the all-mastering thought that drove—
  So brief the terms allowed—
Nations, not words, he linked to prove
  His faith before the crowd.
It is his will that he look forth
  Across the world he won—
The granite of the ancient North—
  Great spaces washed with sun.

There shall he patient take his seat
  (As when the Death he dared),
And there await a people's feet
  In the paths that he prepared.
There, till the vision he foresaw
  Splendid and whole arise,

And unimagined Empires draw
  To council'neath the skies,
The immense and brooding Spirit still
  Shall quicken and control.
Living he was the land, and dead,
  His soul shall be her soul!

Research Options

1. ***Using Research in Writing*** Find out more about Cecil Rhodes. Then write a brief biographical sketch and share it with the class. Discuss with your classmates whether you agree with Kipling's assessment of Rhodes in "The Burial."
2. ***Determining Word Meaning*** Use a dictionary, an encyclopedia, or a handbook of literary terms to find a definition of *elegy*. Then discuss with your classmates whether it was appropriate for Kipling to write an elegy about Cecil Rhodes.

Guns, Germs, and Steel Movie Notes

04/05/06

Episode 3 - Into the Tropics

Europe build railroads to have incontient
Europe took other continents before
First settlers 1600s - farmed

New Guinea - only had few domestic plants + no animals
Europe had many → + gave them advantage

Cape Horn + Europe lie at same lat - have same climate tweaked
Europe could bring crops

Coysen lived there before Europeans

Africans died of lots of germs + infection (small pox)
Europe lived near animals + became resistant of germs

In 1830's - Dutch setters moved inland (like American pioneers)
Boer

Boers had guns + knew how to use them
Europ. learned how to make them from agriculture advantage

Africans fough Boers by suprise - men, woman + children
- The Zulus - different than Coysen - they were organized

Boers gathered 16 Dec 1838 - 3,500 Zulus attacked
- Boers now prepared + fought back - all Zulus died
- Battle of Blood River - only 3 Boers injured

Railroades were key - lots of supplies + distance
IR - during

The Maxim Gun was key - could fire 500 shots a min
- replaced 100 men w/ single shot rifles

Matibile Conflict - 1893 - Africans were moved down

As moved farther inland - Geography started being problems
- climate hotter + dryer
- crops won't grow - oxen died

Settlers moving North Tropics

Settlers became ill w/ fever
Africans doing good now

only 2 seasons - dry + wet
wheat + barley don't grow

All languages of Africa - all similar - from Bantu
from Tropical W. Africa 500 years ago
- Africans had cities of 5,000 before Europeans
- had a complex trade network all the way to India

Tropical Africans also were immune mostly from small pox - they had tropical cattle - had a sort of restance + had medicine

Europeans + Europe cattle - risk for Malaria
Africans had antibodies + settled So they won't get it
civilization set up for it

Africa had mounds of natural resources
- Bronze, Diamonds, Gold

Belgium people put Africans to work

+ distroyed their civilization

railroads built to transport natural resources out

Nowdays in Zambia - 45% of infants in outpatient hospital infected w/ malaria - #1 killer of Africans under 5yr old

Africans once lived in small camps - now in high density city - antibodies are wearing off

malaria is mutating + kill lots of people

Summary/Closing

* inequality in world based of Geography - Europeans were very lucky to have good agriculture - were advanced enough to take over rest of world + get guns + steel

Singapore / Hong Kong - in tropics but tried to get over it by getting rid of Malaria + transforming economy from 50 years ago

Reflection

Gun, Germs, and Steel is the title of the guy's book and thesis. He is wondering about why the Europeans were able to take over Africa. Yes they had technology, but where did they get that from. He states that Europe has a special climate and good plants and animals evolved from there. This agricultural head start let them think about other things →

~~We~~ like the arts or building a stable government (Greek & Romans) Latter on technologies came out from that during IR. Thus let workers get better. Part of it must have been luck too.

We also goes on to how Africa can recognize its problems or why it is different.

Imperialism had a big effect. Africa got our technologies and progressed. What would it be like w/o Imperialism. ~~The~~ It would't be like it always was. They would have picked up our technologys from us anyway.

But we wouldn't have taken so much advantage from them. They might not have been so poor. But their crops wouldn't feed as many people. Our society would have been worse off. Less money given to us. We should pay them back

Say how can advance

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Revision: D
4/4/2006

Chap 11.2 – Imperialism and Nigerian Case Study Notes and Outline

1. In the Berlin Conference, the Europeans split up Africa with no regard to historical political boundaries or ethnic or language groupings. The thing that was on the European's minds was the ability to control the land, its people, and their resources.
2. **Colonial Control Takes Many Forms**
   a. This imperialism was different then empire building of 15th and 16th centuries
   b. Europeans had a substantial influence over the economic, political, and social lives
   c. The Europeans wanted to control the African's lives to benefit them, unlike the more laid back empire building
   d. Also they made the Africans accept European culture and saw them as barbaric.
   e. **Forms of Colonial Control**
      i. **Colony** – A country or region governed internally by a foreign power. Ex: Somaliland was a colony of France
      ii. **Protectorate** – A country or territory with its own internal government, but under the control of an outside power. Ex: Britain established a protectorate over Niger River delta.
      iii. **Sphere of Influence** – An area in which an outside power clams exclusive investment or trading power. Ex: Liberia was under a sphere of influence from the United States.
      iv. **Economic Imperialism** – Independent but less developed nations controlled by private business interests rather then other governments. Ex: The Dole Fruit company practiced Economic Imperialism in Hawaii.
3. **Patterns of Imperialism Management**
   a. In addition to the external control of colonies, a day to day management style was needed. Britain and the US preferred a more in-direct control, while France and other European nations practiced a more direct control. Later, when an independent government was formed, the new government was often similar to the old one.
   b. **Indirect Control**
      i. Relied on existing leaders, who handed the day to day activities.
      ii. *Based of former African style of Government*
      iii. In addition, the colonial governor nominated a legislative council to look after the merchants and professionals.
      iv. The idea or *goal* was that the council learned the British way and began to govern itself. This happened in South Africa and Canada.

v. The local government still had to answer to the colonizing country which set the policy the local leaders should follow, and decided big issues.
vi. Examples: British colonies such as Nigeria, India, Burma; and US colonies on the Pacific Islands

c. **Direct Control** – Europeans thought of **paternalism**. They thought the Africans were unable to govern, like they were too stupid.
   i. The Europeans brought in their own bureaucrats and *did not teach the colonies to govern themselves.*
   ii. They also wanted **assimilation**, which is they hoped that over time the local population would become absorbed in (French) customs.
      1. All local schools, courts, and businesses were patterned off the French.
      2. *No regard given to old African style of government.*
      3. In actually, they practiced "association" by recognizing African culture, but regarding it as inferior.
   iii. Examples: French colonies such as Somaliland and Vietnam; German colonies in Tanganyika; and Portuguese colonies in Angola

4. Nigeria: A British Colony

a. The British gained land by setting the African groups against each other.
b. In 1807, Britain outlawed the slave trade and freed slaves on the western cost to overcome other enemies
c. They persuaded the wining groups to join Britain ***?***
d. Royal Niger Company gained control along Niger River to get control of palm-oil trade.
e. In 1884-85, the Berlin Conference gave Britain a protectorate over the Niger River area.
f. In 1914, they claimed all of Nigeria as their territory. *In order to claim a territory, they had to govern the people living there.*
g. Nigeria is diverse. 250 different groups live in that region.
h. The Three Largest groups:
   i. Hausa-Fulani in the North, Yoruba in the southwest, and the Igbo in the southeast
i. Britain didn't have enough troops, so they set up an indirect rule in the area

5. **African Resistance**

a. All over Africa, Europeans encountered resistance
b. It wasn't equal, because Africans did have a lot of guns and technology
c. Africa did make deals with Europeans to get their enemies, but the Europeans turned on their allies.
d. Ultimate, the resistance movement was only successful in Ethiopia.
   i. Algeria resisted French for 50 years
   ii. <u>Samori Toure</u> led resistance against French in West Africa for 16 years.
   iii. In German East Africa, natives put their beliefs in spiritual defense

1. Africans refused to make room for cotton, a cash crop, and not grow as much food for their families.
2. In 1905, they believed that (maji-maji) or magic water sprinkled over them would turn the German's bullets into water.
3. More then 26,000 died in this silly defense. More then doubled died in the famine afterwards.

iv. Ethiopia: Success Story
1. Only nation to resist Europe
2. Due to one man, **Menelik II**, emperor of Ethiopia in 1889.
3. He played Italians, the French, and the British against each other to stop them from getting Ethiopia in their Sphere of Influence
4. Purchased modern weapons from the French and Russians
5. He discovered a small difference in a treaty he was signing with Italy. Italy claimed all of Ethiopia.
6. He held them back in the **Battle of Adowa** and kept his nation independent.

6. **Impact of Colonial Rule**
   a. Imperialism forever altered African's lives. Much of it was negative, but some of it was positive.
   b. **Positive**
      i. Reduced local warfare
      ii. Humanitarian efforts increased sanitation and brought hospitals and schools
         1. life spans and literacy rates increased
      iii. Economic expansion
         1. African goods valued in World market
         2. Railroads, dams, telephones, and telegraph lines were built
   c. **Negatives**
      i. Lost their land and independence
      ii. Died of new diseases like smallpox
      iii. Killed many people by resisting Europeans
      iv. Farms changed to cash crops, not food
      v. Traditional culture was lost
         1. caused identity problems for Africans
         2. men had to move away from village to find work
      vi. Traditional authority figures replaced
      vii. Homes and property transferred without regard to owners
      viii. Haphazard dividing of political boundaries
         1. rival groups joined or close-knit groups separated
         2. caused nationalism problems
         3. continue to this day

Concept Map
Instructions

4/18

- Definition + Time Period of Imperialism (What + When)
- Colonizers + Colonized (who)
- motives/reasons for imperialism (why)
- forces that enable (how to conquer)
  - internal + external
- forms of colonial control (how to control - external)
  - once it's conquered
- imperialist management (how to control - internal)
  - day to day
- Guns, Germs + Steel movie
- Pos/Neg African Imperialism

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4/19

Imperialism (In Africa)

- the policy of extending one's countries borders over many lands
- 1850 - 1914 (textbooks' dates)

15/15

Who

Colonizers
- Beligum
- France
- German Empire
- Great Britain
- The Netherlands
- Italy
- Portugal
- Spain
- USA

Colonized
- South Africa
- Angola
- Congo
- Sudan
- etc
- Zulu
- Somaliland
- Hawaii
- All of Africa except Ethopia + Liberia

Why

Motives

Economic - make money through trade, gain natural resources + cheap labour, export + market goods

Political - gain power, show superiority, gain prestiege

Religious - spread Christianity, convert people, end slave trade
- share values and core beliefs

Exploratory - explore unknow land, scientific research, search for medical advances, go on adventures

Idelogical - white race superior, other cultures primitive need to civilize Africans

Forces that Enable

External
- European motives (see above)
- Maxim Gun
- railroads and steamships to travel inland
- quinine - the cure for Malaria

(over)

Internal Forces that Enable Imperialism

- variety of African languages + cultures
- low levels of technology
- Ethnic strife

Forms of Control

Colony - A country or region governed internally by a foreign power.

Protectorate - A country or territory with its own internal government, but under the control of an outside power.

Sphere of Influence - An area in which an outside power claims exclusive investment or trading powers

Economic Imperialism - Independent but less developed nations controlled by private business interests rather then governments.

Imperialism Managment

Indirect Control - a day to day managment style that relied on existing leaders and Afrian style of government. The goal was that a legeslative council learns the host countries way of doing things and governed itself. US + Britian favored this method. They still had to answer to the big country

Direct Control - a day to day managment style that brought in a European government style and thought Africans were too stupid to govern themselves. (Paternalism) The goal was assimilation, Africans would use European customs. France and other European nations used this method.

(next)

Guns, Germs, + Steel Movie

The inequality of why Africa is poorer and was imperialised is because of geography. Europeans were very lucky to have a good climate and wide range of natural plants, This advantage let them focus on other areas like technology, This superiorty let them steamroll and force Africans into serving them.

Life is harder in the tropics - less foods grow. However Hong Kong and Sinapore were very poor about 50 years ago. They got rid of the Malaria and invited in trade and commerce. Today they are World hubs, which European Imperialism has helped. Possibly this can happen in Africa.

Impact

Positive

- reduced local warfare
- humanitarian efforts increased sanitation + hospitals + schools
  - life span and literacy rates increased
- Economic expansion
  - African goods valued in world market
  - railroads, dams, telephone, and telegraph lines built

Negitive

- Africans lost their land and independence
- died of new diseases like smallpox

(over)

Negitive Impacts

- Africans slaughtered by resisting Europeans
- Farms changed to cash crops, not food
- Traditional culture lost
  - caused identity problems
  - men moved away from village to work
- Traditional authory figures replaced
- Homes and properties transfered w/o regard to owners
- Haphazard dividing of political boundries
  - rival groups joined or close-knit groups separated
  - caused nationalism problems
  - continues to this day

END

Imperialism (In Africa)
Concept Outline

4/14

11.3 Questions p 328

3. How was the reaction of African and Muslim rulers to imperialism similar and different?

The Muslim rulers tried to modernize their entire society, not just the military (or thats the impression of the textbook) Also the Muslims were assisted by the European nations to not let others take over their land. This happened to a lesser extent in Africa. Also the Ottoman empire fell slowly not in one military loss. Both nations/reigons suffered from a lack of technology. Both were eventually taken over by Europeans

9. Why did European imperialist powers want to take over the Ottoman Empire.

I wonder... Besides the 5 reasons of imperialism mentioned before - Geopolitics (taking land for its strategic location or products) The Ottomans controlled trade to the Mediterian, Land locked countries needed to go through them for exports (like Russia) Also oil discovered around 1900 made countries greedy.

p. 316

Different Perspectives

	J.A. Hobson	Jules Ferry	Dadabhi Naroji
Pos/ Neg Effects	neg mostly	Supports it	have Pos + Neg
	- we don't take wisdome from Asia - which has lots of it	(in French assembly)	(in Paralment)
	- rule only for Europes gain	- nations become great only with what they do - not by peace	morally great
	- we say we rule Africa to civilize + spiritual life	- must show rightful influence on destiny	politically peacful
	- "brutal manner of giving"	- should propagate our wisdome everywhere we can	but impoverished
		"her language, her customs, her flag, her arms, her genus"	"Sakarki Churi" - knife of sugar
			- smooth + sweet - but a knife
			- Brition doesn't know their wants
			- if they did, British would do justice (? buttering them up)
			- genus respirit of British is fair play + justice

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Revision: A
4/20/2006

Ottoman Empire Acrostic Poem – Chap 11.3

O ttomans once ruled from Hungary to Algeria in the Middle East; their empire spanned vast portions of the Balkans, Middle East, and northern Africa.

T Hen, around the 1600, the Ottomans had difficulties adjusting as fast as their European neighbors; they soon fell behind.

T hey could not modernize because after Suleiman I, their last great sultan, died in 1566, many poor and weak successors quailed and split into rival factions; trouble was mounting as European nations smelled blood.

O nly geopolitics could not save them; oil discoveries had nations fighting to get a part, while Russia desperately needed access to the Black Sea for trade.

M any Ottoman regions, like Greece and Serbia, felt nationalist feelings and wanted to split from the Ottoman Empire.

A Crimean War was fought against Russia, who needed easy access to the Black Sea for trade; the British and the French helped the Ottomans defeat Russia in 1856.

N ot did the Ottomans recover; the war showed their military weakness, and they continued to lose land despite the help from the British and the French; by the start of World War I they only had a portion of their former size.

Decline of Ottoman Empire

4/26

1. Why did OE decline?

- bad rulers
  - broke up
  - factions
  - corrupt
- not modanizing
- rival factions
- devalued coinage
- fell behind
- ex soldiers battling

2. Why did Europeans want OE land?

Resources
Geopolitics (location + products/resources)
- access to Black Sea (russia) for trade
- oil discovery around 1900

3. Effects of Crimean War

Ottoman defeated Russia (w/ help from British + French)
showed OE's weakness russia needed to get better
- women became involved

4. What did Egypt do to resist Egyptian control?

Muhamanad Ali led
tried to modorize
- told people to plant cash crops
- spent lots of $ on irragation + communication
  ↑ brought Egypt in debt - had to sell canal

5. Suez Canal importance - saved 2 weeks + 4000 miles
Could bypass Africa - increase in global trade
British could get to India much easier

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Chap 11.4

Questions p328

4/26

1. Identify:

- sepoy - Indian soldiers who served in a British army

- "jewel in the crown" - a term the British used to describe India as their most valuable colony

- Sepoy Muting - a muting in 1857 caused by the Indian soldiers (sepoys) beleving that there bullets were sealed in cow fat (which violated their religon) This led to a year of fighting and to Raj

Raj - direct British rule in India from 1757 to 1947
A cabinet member in London while the British in India carried out the orders.
* Sometimes a hand ful of British officals were the only British over a million Indians

2.

Cause + Effect	Cause	Effect
Decline of Mughal Empire		different religons weak rulers Small states spliting away
Colonial policies		British ruled all Indians made Indians work + plant cash crops even though hands off - missionaries, racism restricted Indian textile industry
Sepoy Muting		Raj direct goverment - more control increased distrust - Indians + English

The different religons split them up. The racism had Sepoys thinking that British were trying to convert them to christanity.

3. How Imperialism contribute to nationalism in India?

The nationalism movements were mostly about modenizing at first. Also westernizing. They wanted to get rid of rigid caste system and widow burning. However all this could not happen if they weren't influence by the British. However they might have been able to remain seperate and still learn. They needed the bad things of imperialism to make them want to modenize

4. How did the economic imperialism turn to colony?

Brition became dependent on what it got (raw materials + market + labor) that when something disturbed what they were used to (Sepoy Mutiny) they needed to make sure it would never happen again. Tighter controls also seemed easier to get. And why turn down (more) power?

causing them to loose money + production

Sect 4

Why did British want India?
How did they control economy

4/27

- Why did Britian want India?
  - natural resources + agriculture (cash crops) - raw materials
    - jute
    - wheat
    - oilseed
    - tea
    - cotton
    - hides + skin
    - indigo
    - opium
  - large potential market of British goods
    - 300 million people
    - "Britian was the world's workshop"

- How could they control the economy?
  - set up restrictions that prevented economy from operating own its own
    - India needed to produce materials for Britian
    - Indian needed to buy British goods
  - British East India company
  - limits on Indian textile system
  - Indian competition with British finished goods prohibitive
  - (British) cheap clothes + cloth flooded market driving out locals

Sect 4 British impact on Imperialism

Pos	Neg
- 3rd largest rail network	- controled political + economic powers
- economy modernized	- restricted Indian industry
- road networks	- loss of farming land for food
- telephone / telegraph networks	- famine
- dams + bridges built	- racial hatrid
- irrigation canals	- "hands off policy" not followed
- sanation (improved)	- threated aigndl culture
- raised public heath	
- built schools + colleges	
- litercy rate increase +	
- ended local warfare	
- cleared out bandits	

Sect 4 Sepoy Mutiny

Cause	Effect
economic problems	resentment + nationalism
bullet cart. rumor	sepoys captured Delhi
Sepoys Rev.	temp. loss of British control
Hindus favor British rule	Hindus + Muslims split further
Sepoy Mutiny	Britian got direct control

Sect 4

Nationalism in India

History + Causes

Sepoys used Nationalism in Sepoy mutiny
Indians didn't like British class system
- made them 2nd class citizens
- paid them 20x less than British doing same job
- couldn't get top jobs

Indian National Congress 1885
Muslim Legue 1906

nationalism grew in 1905 partition of Bengal
- Hindus + Muslims seperated

British didn't have Indian's wants in mind

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Imperialism Panel

4/30

Rank Britian's Imperialism in India in the following categories:

Agreed upon answers

a - technological assistance - 8 - The British brought lots of technologies to India, telegram/telephone lines, dams, railroads benifited them directly as well as all of the other European methods, However these improvements did not help Indians directly

7.5

b - improvements in health and social welfare - 9 - The British stopped local warfare and built hospitals and schools. Litercy rates improved while sickness did not. Indians had to work real sd hard.

6.5

c - respect for native culture - 8 - The British offically had a hands off policy, However it was not followed well. Most British were racist againts the Indians - Misinary - Own personal slave

3

d - economic fairness - 4 - The British imposed restrictions in letting the economy operate on its own. They also put the cloth market out of business by flooding the market with cheap goods. They also forced the raw materials to be sold and kept the money themselves

4

e - attitude towards native people - 3 - The British we very racist againts the Indians. They paid Indians 20 times less for the same work

3

f - use of military force - 7 - They only used it when nessecary to maintain their position and land. Indian soldiers were given jobs - No large standing army

7

(WWI)

Chap 13 - Interact w/ History p362

5/1

Would you support your ally?

That is a tough question. I would most likely try and find a way around it. Also, I would ask the nations to try and talk it out. I might deploy troops to keep the peace, but that would probably spur on the war, not prevent it. Maybe I would get a plan ready and build up supplies for war.

Should you always be loyal to a friend?

Loyalty is a good thing. You want to be loyal to build trust and have the other person support you. But when you are building loyalty, the other person might duck out. I would probably think is this a good thing for me. If not, I would probably duck out, but thats not good, and I am not being loyal. I should be loyal + thats a good thing no matter what my situation, but I am to much out for my own interests.

Causes of World War I

Militarism - Glorification of armed strenght
- 1840's on → needed a powerful military to be great
- Great Powers had large standing armies + plans for war (except Great Britian)
- arms race for best position
- Germany built large navy

Alliance - agreement (between countries) to fight together
- Triple Alliance - Germany, Austria-Hungary, Italy
- Triple Entente - Britian, France, Russia
- one event could bring the world to war (so won't fight again, not necessarily protect)

Imperialism/Industrilization - countries were rapidly adapting new technology
- extend countries borders
- "The sun never sets on British Empire"
- "Germany wants their day in the sun"
- Germany wanted to be like Britian
- Germany tried to get Morocco from France
- All the countries were in Africa + Asia
- Austria-Hungary - annexing Serbia

Nationalism - Countries were proud of themselves, culture and prior military victories
- Ottoman Empire was in rapid decline
- Austria-Hungary wanted Slavic nation
- Russia + themselves wanted to remain independent as Serbia

BEFORE

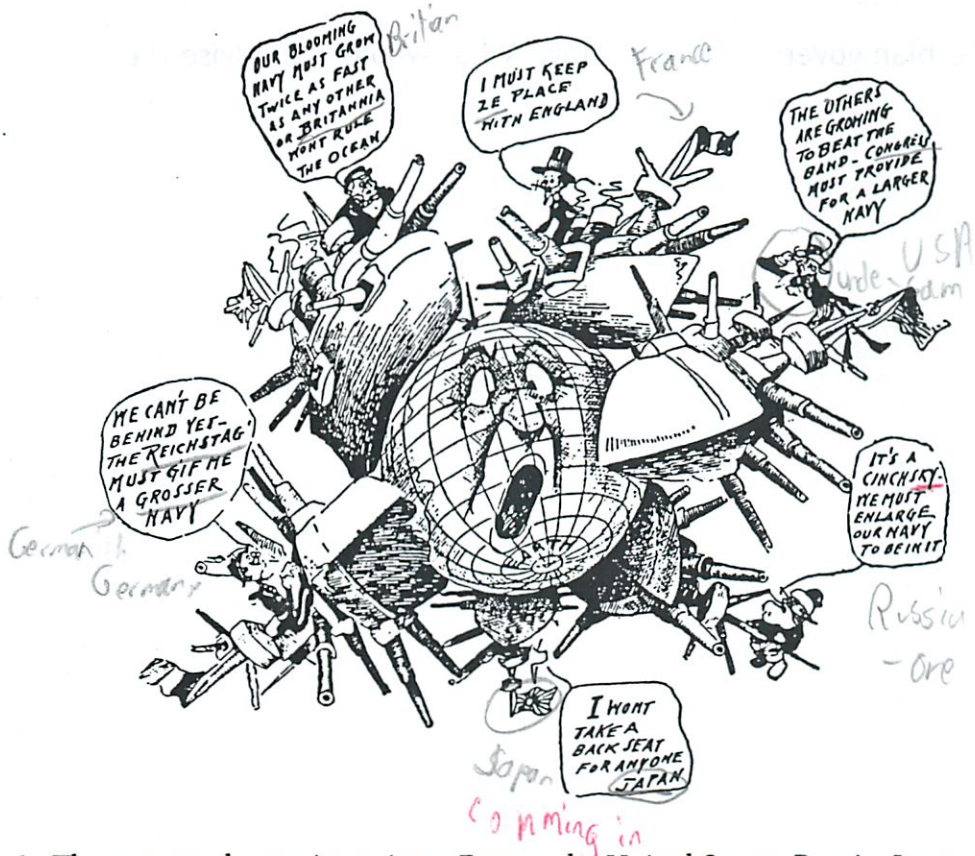
- Triple Entente
- Triple Alliance

Name Michael Plasmeier
Class

Chapter 27 World War I

MILITARISM ◆ Section 1 (pages 621–624)

In the early years of the twentieth century, industrialized nations engaged in a frantic arms race. The cartoon below appeared in the *Detroit News* in 1904.



notice size of ships - it relates

1. The cartoon shows six nations: France, the United States, Russia, Japan, Germany, and Great Britain. On a separate sheet of paper, describe the clues that identify each nation.

2. Is the cartoon concerned with the army or navy? navy - duh!

3. Which nation fears losing its position as the leader? Britian

4. (a) Why did the cartoonist draw the ships so large in proportion to Earth?
to show how they were taking over the world

(b) How does Earth appear in the cartoon?
distressed, small, over run

Western Civilization Name:_____

What Would You Do?

Directions: In pairs, respond to the following scenario about World War I.

Scenario: Imagine that you are advisors to the Austrian Emperor, Franz Josef. His nephew, Archduke Franz Ferdinand, has just been assassinated. The assassin, Princip, belonged to the Black Hand, a terrorist group based in Serbia. They suspect that the Black Hand is supported by leading members of the Serbian government and army. What would you advise the Emperor to do?

Your decision:

Name Michael Plasreier Date 5/3

CHAPTER 13

SECTION QUIZ **The Stage Is Set for War**

Section 1

-0 18/18

A. Terms and Names Write the letter of the nation or territory that answers the question. A nation may be used more than once or not at all. Where noted, there is more than one answer.

a. Italy
b. Serbia
c. Russia
d. France
e. Greece
f. Germany
g. Great Britain
h. Austria-Hungary

g, d, c 1. Which THREE nations belonged to the Triple Entente?

f, h, a 2. Which THREE nations belonged to the Triple Alliance?

h 3. Which nation annexed Bosnia and Herzegovina in 1908?

h, c 4. Which TWO non-Balkan nations competed for dominance of the Balkans?

d 5. Which nation greatly regretted its loss of Alsace-Lorraine to Germany in 1870?

h 6. Which nation's heir to the throne was assassinated in 1914 by a Serbian nationalist?

f 7. Which nation was unified by Otto von Bismarck and later ruled by Kaiser Wilhelm II?

h 8. Which nation was the first to declare war in what would come to be called the Great War?

g, f 9. Which TWO nations competed for industrial dominance of Europe during the early 1900s?

d 10. Which nation did Otto von Bismarck believe was the greatest threat to peace in Europe?

B. Extended Response Briefly answer the following question on the back of this paper.

In your opinion, which was most important influence in setting the stage for World War I—nationalism, imperialism, militarism, or the alliance system? Explain.

Without the alliance system, the entire continent would not have gone to war. It would have only been 2 nations involved, and probably would have been over quickly. Not as many people would have died and it would not be called World War I. March 30, 1973

Balkan Blunders

The bumbled assassination of Archduke Franz Ferdinand in all its pathetic glory

The terrorists who took world history in their hands in the summer of 1914 were basically a bunch of meddling kids. These seven conspirators were upset that the Austrian Empire had annexed Bosnia-Herzegovina in 1908. What better and more constructive way to air their grievances than to kill the heir to the Hapsburg throne, Archduke Franz Ferdinand and his innocent wife, Sophie Chotek? The rowdy chaps ranged in age from 17 to 27, and as many boys are, were members of a secret club -- in this case, The Black Hand. Had Cracker-Jacks already been invented, these erstwhile revolutionaries might well have kept their plans secret with those nifty plastic decoder rings; but as it was, the Serbian government found out. This presented the Serbs with a bit of a sticky wicket. No real friend of the Austrians, Serbia wouldn't mind if the whole Hapsburg family met with some sort of grim demise. But facts are facts: the Austrians would crush the whole of country if they found out it knew about the assassination. The unenviable task of messenger was given to the Serbian Minister to Vienna, Jovan Jovanovic.

Jovan was no hero in Vienna. His pan-Serb views had earned him plenty of enemies at the Austrian Foreign Ministry. But he had to tell someone. Cornering the Austrian Finance Minister, a Dr. Leon von Bilinski, he tried to play it coy. Perhaps the Archduke should not carry out his planned visit to Sarajevo, Jovan suggested, "as some young Serb might put a live rather than a blank cartridge in his gun and fire it." Finance ministers are not, in general, masters of diplomatic doublespeak. Dr. Leon missed the point completely, answering with a nervous "Let us hope nothing does happen." Smile and nod, Dr. Leon, smile and nod. Jovan returned to Serbia no doubt planning a great "I told you so" speech for the day after the assassination.

All that remained was the killing itself. In a move no doubt mimicked in today's sitcom writing sessions, the six Serbian chaps decided to round themselves out with a more politically correct mix by adding the Moslem son of a down and out Bosnian noble, one Mehmed Mehmedbasic. The morning of June 28th, 1914, found these rabble-rousers along the Archduke's planned parade route. Much like the token minority in aforementioned sitcoms, Mehmed did not add much to the mix: as first along the route, he chickened out. He got away only to be arrested in nearby Montenegro after bragging about his part in the assassination. The next candidate for fame was a young tyke named Vaso Cubrilovic. At the tender age of seventeen, the most rebellious thing he had done to date was to walk out of the Hapsburg anthem during high school. Afraid of hurting the Archduke's wife by accident, Vaso couldn't find the stomach either. In an interesting turn, Vaso was not eligible for the death penalty as a juvenile and after a sixteen-year prison term became a history teacher. The next would-be assassin claimed his eyesight gave out and he never saw the Archduke coming. Named Cvetko Popovic, this 18-year old student went on, after his short prison term, to become a museum curator. The fourth in line, Nedelko Cabrinovic, managed to get his nerve up and lob a bomb at the Archduke's car. Sadly, he had no aim and hit a neighboring car, injuring several in the crowd quite badly but not harming the Archduke at all.

Nedelko quickly swallowed a cyanide capsule and jumped in a nearby canal. Had Nedelko done a few calculations beforehand, it would have saved a great deal of embarrassment. The poison had long since expired and the river was only ankle deep. An angry crowd pulled the vomiting Cabrinovic from his chosen gutter. Hearing the bomb, the last three conspirators all assumed that their target had been killed and wandered off to a local pub for celebration.

Furious, Franz Ferdinand confronted the mayor of Sarajevo at City Hall saying, "Mr. Mayor, one comes here for a visit and is received by bombs! It is outrageous!" The mayor looked around frantically and burst into his prepared speech: "Your Royal and Imperial Highness!...Our hearts are full of happiness..." Smile and nod, Mr. Mayor, smile and nod. Later in the afternoon, the Archduke decided to go visit the victims of the morning's bomb in the hospital. His confused driver, however, took a wrong turn and drove right past Schiller's -- the pub in which the other conspirators were celebrating.

Gavrilo Princip, a young revolutionary once turned down by the Serbian Army for being too "small and weak" raised his pistol, shot twice and killed the Archduke and his wife. Blood streaming from his mouth, the Archduke's last words were "Sophie! Sophie! Stay alive for the children!" Had Gavrilo not stayed and dawdled at the pub talking to a friend, the Archduke could very well have completed his stay in Sarajevo without further event. Whether this would have delayed World War I would be something the seven conspirators would contemplate for the rest of their lives.

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Western Civilization **Name:** Michael Plasmeier

[redacted]

Why Did the Great Powers go to war?

Directions: In the boxes below, explain why each country entered WWI, and what side they fought on.

Name of Country	Central Power or Allied Power	Why they entered war?
Austria Hungary	Central	Archduke assinated Serbs rebelling + wanting independence Serbia did not follow ultimatum
Germany	Central	Really tightly alligned with Austria-Hungary "blank check" Russia mobilized against them
Russia	Allied	Wanted Slavics to be free Said they supported Serbia mobilized troops when Austria declared war
France	Allied	Russia's ally Germany decared war on them, before France even said it would help Russia
Great Britain	Allied	Outraged that Germany wanted to go through Belgium to attack France Beligum Neautrality (treaty)
Italy	Allied	Believed Triple Alliance was a defensive measure, didn't want to fight, switched side Allied promised them land from Austria-Hungaria

Michael Plasmeier

pg. 620

Why was a crowd gathered in Sarajevo on ***June 28, 1914?***

The Austrian Hungary heir to the throne was visiting

In this crowd was scattered a group of young Serbian nationalists. What did they want for Serbia?

Assinate the archduke to make Bosnia + Serbia free from Austrian-Hungarian rule

Who is **Gavrilo Princip**?

A member of Black Hand group

What is the **Black Hand**?

rebble group wanting to S

What did Gavrilo Princip do?

kill archduke

Bismarck shaped European alliances . p. 622

From 1871 to 1890 Bismarck worked: for European peace

Bismarck saw France as the greatest threat to peace, because:

France was still mad they lost Franco-Prussian war

Therefore, Bismarck's first goal was:

to isolate France

To do this he formed an alliance between Germany and Austria-Hungary.

Along with Italy these three countries formed the Triple Alliance.

In 1887, Bismarck took yet another ally away from France by:

making a treaty with russia

Shifting alliances threatened peace p. 622

Bismarck was forced to retire by Kaiser Willelm II the new German kaiser.

What happened to the friendship between Russia and Germany under the new Kaiser?

The treaty lapsed + friendship fell apart

In 1894: Britian alied with France This was a mistake for Germany because:

Russia would later join and this would make the world go to war,

How did the Kaiser intensify the relationship between Germany and Great Britain?

Germany started building alot of ships

As a result of the Kaiser's actions, Britain signed treaties with France and Russia.

Define ***entente.*** did not guarentee they would help each other in war - but they wouldn't fight against each other

List the members of the **Triple Alliance** vs. **Triple Entente**

Triple Alliance	Triple Entente
1. Germany	1. Britian
2. Austria-Hungary	2. France
3. Italy	3. Russia

The Balkans were a powder keg. *p. 623*

By the early 1900's: the Ottoman Empire was in rapid decline

Why was nationalism a powerful force in the Balkans?

there was a large population of slavic people

While Austria-Hungary felt threatened by nationalism in the Balkans,

Russia was delighted. ?

Define **annex.** - made a part of their country, - added land

Austria annexed Bosnia and Herzegovina in 1908.

Why did Russia and Austria almost go to war?

Russia wanted Slavic independence

Austria-Hungary wanted Slavic people in their country (Serbia)

A warlike mood spread in Europe. *p. 624*

There were some leaders in every country who thought: war was inevitable

As a result,: they had large standing armies and detailed plans

Define **militarism.** Glorification of armed strenght

Opening Activity -

Group Activity- "Austria's Options"

Directions: Discuss and then respond to the follwoing questions about Austria's involvement in World War 1. Then, read the actions Austria could have taken, add at least one more, and then for each option, write a possible response.

1. What was the time and place of the assassination of the Archduke Franz Ferdinand? Motive for murder?(why it was done) Which country do you think Austria blamed?

June 28, 1914 - Saragova, Bosnia
Upset that Austria-Hungaria anexed Bosnia-Herzegovia
Serbia

A. Read the following actions Austria could have taken, add at least one more, and suggest reactions for each action. Which action did Austria take?

- ***Action:** Austria could have ignored Serbia and said the murder was the work of independent terrorists.*
  ***Possible Reaction:** War would been averted for a bit
  Serbian gov off hook
  Might be more "independent" terrorists,*
- ***Action:** Austria could have sent an army to wipe out the Serbian "underground"(groups of extremists) in Bosnia.*
  ***Possible Reaction:** Serbia would be upset at army entering
  Most likely would have called Russia declared war*
- ***Action:** Austria could have demanded that Serbia find those who were in on the plot and try them.*
  actual →
  ***Possible Reaction:** Serbia might pretend to find them
  actual: Austria didn't wait for Serbia to do that*
- ***Action:** Austria could have issued an ultimatum to Serbia with extreme terms that would have been difficult for Serbia to accept. This could have been used as an excuse for war against Serbia.*
  actual →
  ***Possible Reaction:** Serbia couldn't do these demands - wanted to negotiate demands
  A-H would go to war and start WWI*
- ***Group's suggestion(s)*:***
  Body guard killed instead
  A-H might still have gotten mad, as above or
  See Action 1

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1 May 2006

Plaz | M

Revision: A
5/1/2006

Chap 13.1 – World War I without the assassination of Archduke Franz Ferdinand

I believe that World War I would have started even without the assassination of Archduke Franz Ferdinand of Austria-Hungary. Europe was on the brink of war. If you look at the "MAIN" reasons you gave us in class, the assassination was only the sparking point. It seems as if a conflict could not be avoided. I believe that even without the assassination, in another three years or less, another even would have happened to start the war. I do not know what that event might be, because history changes with every decision. It is impossible to know what would have started the war.

However, it is easy to know causes of the war. The first one of the "MAIN" reasons was militarism. Countries were setting up their armies to prepare for battle. They made detailed plans for war and were constantly ready. The generals, arguably, wanted to put those plans to use. Also, Kaiser Wilhelm II of Germany wanted to put those plans in action.

This also leads into nationalism. Countries were very proud of their culture and prior military victories. They wanted this to continue and see their country grow even stronger. They wanted control of the map. Also, the Ottoman Empire was declining in the Balkan region. The Slavic nations, mainly Serbia, wanted to join together all of the Slavic people. Austria-Hungary, did not want to lose land. This lead to the instability that started the WWI. In general, European nations wanted to expand their land boundaries outward. Countries were eyeing pieces of land nearby, and were willing to fight for it.

They also were expanding their nations control in Africa and around the world through imperialism. However, other nations were doing the same thing. They often clashed about who would get what land. However, these conflicts were never too serious, but they stirred up trouble.

Rapid industrialization and new technologies gave countries advantages in war. However, these advantages were quickly countered by the other side. This lead to long stalemates once the war started. Also, Germany wanted to, and was becoming, a major world power and trader in industrialization. Germany strived to be like Great Britain.

The many countries in Europe also created many alliances and treaties among themselves. Otto von Bismark started this round of treaties by trying to surround France. The other nations then joined in a separate alliance. However, Wilhelm II did not preserve his treaty with Russia, leading to war. Also, these treaties insured that a fight between two nations was a fight throughout all of Europe.

All of these reasons point to the fact that war in Europe was inevitable.

Name _____ Date _____

Section 1

HISTORYMAKERS

Wilhelm II

Erratic Kaiser

read!

"The sovereign who ruled over [the German people] was busy and dynamic like them, but more restless than thorough. He was into everything and alert to everything, sometimes with useful results."—Historian Barbara Tuchman

Energetic, ambitious, and sometimes childish, Wilhelm II had no overall plan for governing his country. In fact, he helped lead Germany into a disastrous world war. His country's defeat saw him lose both his power and his throne.

In 1859, Wilhelm II was born to Frederick III, heir to the throne of the German Empire, and Victoria, daughter of Great Britain's queen. At military school, Wilhelm learned to prize the soldier's life. He remained attracted to the army throughout his life and frequently dressed in military uniform. In 1888, when Wilhelm became emperor, his first speech was to his troops. He and the army, he told them, were "born for each other."

Wilhelm also became accustomed to getting his own way. In school, fellow students fed him with constant praise and obedience. When he ruled, he believed himself to be supreme. "There is only one master in the [the German Empire] and that is I; I shall tolerate no other," he said. He once told some young soldiers: "If your emperor commands you to do so, you must fire on your father and mother."

Wilhelm's mother taught him to believe in the liberal politics of her British upbringing. He flirted with such policies soon after taking the throne and briefly offered a plan aimed at improving the lives of workers. However, when wealthy conservatives voiced their opposition, he quickly dropped the idea.

Kaiser Wilhelm was mainly concerned with Germany's military might. For example, he once heard that a circus had an efficient method for unloading equipment and animals from trains. He sent aides to study the process. Soon, the circus's methods were adopted by the army. Similarly, when the kaiser wanted to increase Germany's influence, he chose military means. For instance, he launched an ambitious program of shipbuilding aimed at challenging the British navy.

The kaiser saw Germany—and himself—as the major power in Europe. "There is no power in Europe but me—me and my twenty-five army corps," he once said. However, his efforts to assert German authority in world affairs failed. In 1905, he caused trouble for France in its colony of Morocco, but the international conference that resolved the dispute opposed him. In 1911, trouble again arose over Morocco, and the kaiser had to meekly avoid war with France. His changeable nature showed in foreign policy too. At various times he tried to win both Britain and Russia as allies. At other times, though, he drove them away. The result was that both those nations allied themselves with France and against Germany.

Between 1905 and 1911, Wilhelm's power at home faded. He made a gross error of diplomacy in 1908, when he told a British newspaper that many Germans were anti-English. Wilhelm's chancellor—the head of the government—was forced to apologize for the kaiser. There was even talk that he should resign the throne.

In 1914, Wilhelm forced Austria-Hungary to take a hard line against Serbia after the Austrian archduke had been assassinated there. As war neared, the kaiser became frightened and tried to urge peace. However, it was too late, and Europe plunged into World War I. France and England portrayed Wilhelm as the guiding force in German aggression. In truth, the generals took control of the war, and the kaiser had less influence as the war continued. In 1918, he saw disaster coming. He tried to rally Germany with promises of democratic reforms, but the offer came too late. On November 9, 1918, he was forced off the throne and left for exile in Holland. He lived there another 23 years.

Questions

1. ***Evaluating Judgments*** Do you agree with Tuchman that Wilhelm was "more restless than thorough"? Explain.
2. ***Making Generalizations*** Do you think Wilhelm was a good ruler? Why or why not?
3. ***Making Inferences*** How did Wilhelm's character and his statements before the war contribute to France and England seeing him as the supreme leader of Germany during the war?

1. Yes, Kaisor Wilhelm II was very impulsive. He went with whatever he thought he wanted. He was always somewhere else. This did not let him make good decisions. He couldn't think it through and then stick with his plan. He did whatever he felt.

2. No I don't think he was all that good. He was too impulsive. He couldn't make a good plan and stick to it well. He voiced too much. Also he did things just for his ego (which was too big)

3. He made lots of bold statements and said there could no other leader but him. Also, that might have just been propaganda.

Michael Plasmeier 13.2

His Notes
WWI

Dates: 1914 - 1918

Involved Parties

Central Powers	Allied Powers
Austria-Hungary	Great Britain (1915)
Germany	France
Bulgaria	Russia (dropped out 1917)
Ottoman Em.	Italy
	United States (1917)
	Serbia

Schlieffen Plan
- how Germany delt with the two-front war
  - France - Western Front; Russia on eastern front
- attack France through Belgium (aligned w/ GB) then rush to Russia as they are slow to mobilize

+1

14/13

Western Civilization

Name: Michael Klosneier

Reading Quiz: 5/9/06

1.) List two weapons that were used during WWI and discussed in Chapter 13 Section 2 (last section we read).

A. airplanes c) tanks U-boats

B. Gas (poisonous) machine guns

2.) What were the two sides (groups of countries) of the war called? (not the Triple Alliance and Triple Entente)

A. Allied Powers

B. Central Powers

Schlieffen Plan

3.) Describe the plan that Germany created to deal with war on two fronts. (France on one side, Russia on the other) Name the plan for extra credit.

+1 spelling but I knew it

Sheafan Plan - named after general who made it up

Invade France through Beligum quickly then rush to Russia (because Russians couldn't mobilize quickly)

4.) What are holes that soldiers dug in the ground to protect themselves from enemy fire called? Trenches!

5.) Why did the following countries enter World War One?

A. Austria-Hungary:

wanted serbian/sbvic lands
future leader assinated
started war

B. Russia:

supported Serbia - (who was attacked by Austria-Hungary)

C. Great Britain:

Germany snuck through Beligum to attack France
GB alinged with Beligum and became angry
tried to stop Germans

Name _____ Date _____

CHAPTER 13

Section 2

GUIDED READING *War Consumes Europe*

A. ***Perceiving Cause and Effect*** As you read this section, note the effects of each of the actions or situations (causes) listed below.

Causes	Effects
1. Russia mobilizes along the German border.	Germany scared, declared war on Russia + France - Schiffen Plan in action
2. Germany invades Belgium to get to France.	GB gets mad enters war to help French Stop Germany
3. The Allies defeat the Germans in the Battle of the Marne.	Germany loses momentum, and war digs down into trenches and stalemates
4. Machine guns, tanks, poison gas, and airplanes are used in battles along the Western Front.	More people die then ever w/ less land gain then ever
5. Russian forces attack both Austria and Germany.	Germany faces 2 front war, must also fight Russia, but Russia loses ground
6. The Allies are unable to ship war supplies to Russia's ports.	Russia can't get good suplies + technology, slowly loses Allies try Gallipoli War - lose 250,000 men

B. ***Recognizing Facts and Details*** On the back of this paper, identify each of the following:

Schlieffen Plan	**Central Powers**	**Allies**
Western Front	**trench warfare**	**Eastern Front**

Name _____ Date _____

Section 2

LITERATURE SELECTION

"The Soldier"
by Rupert Brooke
"Dulce et Decorum Est"
by Wilfred Owen

"The Soldier" is one of a sequence of sonnets titled 1914 by English poet Rupert Brooke, who died of blood poisoning in 1915 on his way to Gallipoli. "Dulce et Decorum Est" is a well-known poem by English poet Wilfred Owen, who served as an officer in the British infantry and was killed in combat. What impressions of World War I do these poems convey?

The Soldier

If I should die, think only this of me:
That there's some corner of a foreign field
That is for ever England. There shall be
In that rich earth a richer dust concealed;
A dust whom England bore, shaped, made aware,
Gave, once, her flowers to love, her ways to roam,
A body of England's, breathing English air,
Washed by the rivers, blest by suns of home.

And think, this heart, all evil shed away,
A pulse in the eternal mind, no less
Gives somewhere back the thoughts by England given;
Her sights and sounds; dreams happy as her day;
And laughter, learnt of friends; and gentleness,
In hearts at peace, under an English heaven.

Rupert Brooke "The Soldier" from *The Collected Poems of Rupert Brooke* (New York: Dodd, Mead, 1915), 115.

Dulce et Decorum Est

Bent double, like old beggars under sacks,
Knock-kneed, coughing like hags, we cursed through sludge,
Till on the haunting flares we turned our backs
And towards our distant rest began to trudge.
Men marched asleep. Many had lost their boots
But limped on, blood-shod. All went lame; all blind;
Drunk with fatigue; deaf even to the hoots
Of tired, outstripped Five-Nines [gas shells] that dropped behind.
Gas! Gas! Quick, boys!—An ecstasy of fumbling,
Fitting the clumsy helmets just in time;
But someone still was yelling out and stumbling
And flound'ring like a man in fire or lime. . .
Dim, through the misty panes and thick green light,
As under a green sea, I saw him drowning.
In all my dreams, before my helpless sight,
He plunges at me, guttering, choking, drowning.

If in some smothering dreams you too could pace
Behind the wagon that we flung him in,
And watch the white eyes writhing in his face,
His hanging face, like a devil's sick of sin;
If you could hear, at every jolt, the blood
Come gargling from the froth-corrupted lungs,
Obscene as cancer, bitter as the cud
Of vile, incurable sores on innocent tongues,—
My friend, you would not tell with such high zest
To children ardent for some desperate glory,
The old Lie: Dulce et decorum est
Pro patria mori [It is sweet and fitting to die for one's country].

Wilfred Owen "Dulce et Decorum Est" from *The Collected Poems of Wilfred Owen* (Chatto and Windus, Ltd., 1946). Reprinted in X.J. Kennedy, *An Introduction to Poetry* (Boston: Little, Brown, 1966), 26–27.

Research Option

Writing Expository Paragraphs Research the life of either Wilfred Owen or Rupert Brooke. Then write a biographical sketch of the poet for an anthology of poetry about World War I.

Name _____ Date _____

Section 2

PRIMARY SOURCE Poison Gas
by William Pressey

During World War I, the Germans introduced the use of poison gases—chlorine, phosgene, and mustard gas—in warfare. William Pressey, a British bombardier or noncommissioned artillery officer, was gassed by the Germans at Messines Ridge on June 7, 1917. According to this excerpt from his eyewitness account, what were the effects of phosgene gas?

We had been shooting most of the night and the Germans had been hitting back with shrapnel, high explosive and gas shells. With the terrific noise and blinding flashes of gunfire, if a lull occurred for only a few minutes and you were leaning against something, you had just to close your eyes and you were asleep. Nearing daylight we were told to rest. We dived into the dugout, I pulled off my tunic [a type of military jacket] and boots and was asleep in no time at all.

I was awakened by a terrific crash. The roof came down on my chest and legs and I couldn't move anything but my head. I thought, 'So this is it, then.' I found I could hardly breathe. Then I heard voices. Other fellows with gas helmets on, looking very frightening in the half-light, were lifting timber off me and one was forcing a gas helmet on me. Even when you were all right, to wear a gas helmet was uncomfortable, your nose pinched, sucking air through a canister of chemicals. As I was already choking I remember fighting against having this helmet on.

The next thing I knew [I] was being carried on a stretcher past our officers and some distance from the guns. I heard someone ask, 'Who's that?' 'Bombardier Pressey, sir.' 'Bloody hell.' I was put into an ambulance and taken to the base, where we were placed on the stretchers side by side on the floor of a marquee [a large tent with open sides], with about twelve inches between. I suppose I resembled a kind of fish with my mouth open gasping for air. It seemed as if my lungs were gradually shutting up and my heart pounded away in my ears like the beat of a drum. On looking at the chap next to me I felt sick, for green stuff was oozing from the side of his mouth.

To get air into my lungs was real agony and the less I got the less the pain. I dozed off for short periods but seemed to wake in a sort of panic. To ease the pain in my chest I may subconsciously have stopped breathing, until the pounding of my heart woke me up. I was always surprised when I found myself awake, for I felt sure that I would die in my sleep. So little was known about treatment for various gases, that I never had treatment for phosgene, the type I was supposed to have had. And I'm sure that the gas some of the other poor fellows had swallowed was worse than phosgene. Now and then orderlies would carry out a stretcher.

from William Pressey in Michael Moynihan, ed., *People at War 1914–1918* (David & Charles, 1973). Reprinted in John Carey, ed., *Eyewitness to History* (New York: Avon, 1987), 473–474.

Research Option

Writing Expository Paragraphs

Find out more about the use of poison gas by both the Germans and the Allies during World War I. What were the effects of different types of poison gas? How did soldiers avoid being gassed? How were victims treated? Has chemical warfare been practiced in other modern wars besides World War I? Share your findings by writing a column for a health newsletter.

Name _____ Date _____

CHAPTER 13

Section 2

SCIENCE & TECHNOLOGY

Industrial Technology Creates Poison Gas

Many new technologies introduced during World War I were developed with military uses in mind. However, some new weapons were developed from peacetime industrial discoveries.

Poison gas in Germany during World War I was manufactured using a variation of the process that had originally been developed to produce fertilizer for farmers. Fritz Haber, a German chemist, invented this method of using nitrogen from the air in 1909. He was awarded the Nobel Prize for Chemistry in 1918 for this discovery.

Nitrogen makes up over 78 percent of our atmosphere and is the basis of fertilizers. Prior to the 20th century, nitrogen to make fertilizers had been taken from either minerals or other materials. However, there was not enough nitrogen available from these sources to satisfy the increasing demand from farms and factories.

Haber thought of tapping the virtually endless supply of nitrogen in the air. His idea was to capture it as a gas by combining it with hydrogen to form ammonia. Three parts hydrogen would combine with one part nitrogen (NH_3). The problem he came across was that high temperatures, around 1200 degrees Fahrenheit, were needed to make this process work. Unfortunately, these high temperatures slowed down the production of the ammonia he was attempting to manufacture.

The solution to Haber's problem was to use a catalyst. A catalyst is a substance that speeds up a chemical reaction but is not part of the reaction itself. The hydrogen and nitrogen were combined at high pressure, more than 200 times normal atmospheric pressure. This mixture of gases was placed in contact with a catalyst, mainly composed of iron, which then produced ammonia gas in large quantities. Nitrogen, in the form of ammonia, could then be combined with other chemicals to produce fertilizer and other materials.

During World War I, Germany was cut off from its mineral supplies of nitrogen, making this discovery extremely important to its war effort. Carl Bosch, another German chemist, refined Haber's process to make it easier to manage on an industrial scale. The Haber-Bosch process was used by Germany to manufacture both fertilizers and, with alterations, poison gas. The Haber-Bosch process underlies the method of production in almost every ammonia factory in the world today.

Archive Photos.

Chemical warfare was used by both sides during World War I. Here, two British soldiers advance during a German poison gas attack.

Questions

1. ***Recognizing Facts and Details*** What process did Fritz Haber invent? A way to make ammonia from the air to make fertilizer
2. ***Perceiving Cause and Effect*** What impact did a catalyst have on Haber's creation? let him get rid of the high temp needed, so more could be produced
3. ***Drawing Conclusions*** Why was the Haber-Bosch process so important to Germany's war effort?

It let them use poisonous gas to kill the other side and still produce fertilizer, even when cut off

Michael Plasmeier
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Western Civ 9H
15 May 2006

Plaz | M

Revision: A
5/15/2006

German Troop Journal

Dear Diary,

I am a German soldier stationed on the Western Front. We Germans planned to sneak through Belgium to quickly defeat France, who was still mad at us taking Alsace-Lorraine. However, when we snuck through Belgium, we got Great Britain mad at us. Great Britain is now helping the French fight against us. But that didn't seem to matter until the Battle of the Marne.

We were winning almost every battle until the Battle of the Marne. We were on a roll, we were unstoppable. That is, until the Battle of the Marne. 40 miles outside of the French capital, Paris, we met the French and the British on September 5, 1914. We lost that battle for some reason. I later found out that the British had kidnapped one of our soldiers and gotten our battle plans from him.

That battle, unfortunately, ended our winning streak. After the battle, we started to build trenches. Once the other side built a trench too, we didn't seem to move much. It was a stalemate. Every time we tried to advance, we were mowed down by machine gun fire. It soon developed in to a stalemate.

This warfare was called trench warfare. It put our Schlieffen Plan into ruins. We could not score a quick victory here at the Western Front and then run over to the Eastern Front as Russia was still mobilizing for war. We don't think they have good technology, but we sort of underestimated them. They quickly advanced into Germany, until we arrived to drive them back.

PS. We were the Central Powers, and we were fighting the Allies.

Michael Plasmeier
Smith
Western Civ 9H
10 May 2006

Plaz | M

Revision: B
5/10/2006

freshmenators

15/15
Good

Chap 13.3 Outline – The World At War - WWI

1. Intro - The War Expands
    a. By 1915, it appeared that a swift victory had eluded the warring, European nations
    b. The war was going to be a long, grim, drawn-out affair.
    c. Both sides looked for new allies to help them win.
    d. Also, they looked for new fronts to gain an advantage.
2. Italy joined on the side of the Allies in April 1915
3. The Ottoman Empire
    a. Gallipoli campaign
        i. The Allies wanted to attack an Ottoman region known as the Dardanelles, so they could:
            1. take Constantinople
            2. defeat the Turks
            3. open a supply line to Russia
            4. possibly- get into Austria through the Danube River
        ii. This front started in Feb. 1915
        iii. Known as the Gallipoli campaign
        iv. British, Australian, New Zealand, and French troops attacked Gallipoli Peninsula World war
        v. Bulgaria + Ottoman Turkish Troops, some commanded by German officials, defended
        vi. Soon turned into another stalemate with trenches
        vii. In December 1915, Allies left after 250,000 casualties.
    b. Still, Allies determined to topple Ottoman Empire
    c. In southwest Asia, British helped Arab nationalist rise up against Turkish rulers
        i. On solider that helped a lot was T.E. Lawrence aka. Lawrence of Arabia
        ii. Led guerilla raids against Turks
    d. With help of Arabs, Allies got Baghdad, Jerusalem, and Damascus
4. In parts of Asia and Africa, Germany's colonies were threatened
    a. Japan quickly took Germany's positions in China and the Pacific Islands.
    b. English and French troops attacked German's colonies in Africa and got three.
5. In Asia and Africa, British and French got help for the Allies. Help (troops and labors: brought supplies to the lines) came from:
        i. India
        ii. South Africa
        iii. Senegal
        iv. Egypt
        v. Algeria
        vi. Indonesia

nationalism thoughts + revolutions

b. Many volunteered because they hoped their services would be repaid with independence.
   i. In India: Mohandas Gandhi supported the war and helped Britain in their "Hour of need"

6. United States Enters
   a. In 1917, Germans intensified submarine warfare
   b. Failed crops and British blockades made it hard on Germans
   c. In Jan. 1917 Germans announced **unrestricted submarine warfare**, or that they would attack any ship for any reason
      i. On May 7, 1915 a u-boat sunk British passenger ship *Lusitania* that was carrying 1,198 passengers including 128 Americans.
      ii. The Germans claimed it was carrying ammunition (It was)
      iii. America was outraged
      iv. President Woodrow Wilson sent strong letter to Germans
      v. After two more attacks, Germans backed down
      vi. However, in 1917, they started again because they hoped they could get the US involved in the war.
      vii. They though the blockade would hurt Britain before the USA could mobilize
      viii. Ignoring warnings, Germans sank three US ships
   d. Zimmermann Note
      i. In Feb. 1917 the British intercepted a telegram from Germans to Mexicans promising Mexico would get its land back (Texas, New Mexico, Arizona) that it lost to the US before.
      ii. This sparked the war
   e. Common Ties
      i. Also, before this, many Americans supported the British due to its common language and law system
      ii. Also their were reports (both true and false) of German war atrocities
      iii. Our economic ties were stronger with Allies then Central Powers
   f. On April 2, 1917 the US joined the war on the Allied side

7. **Total War**
   a. In the 3 years before the US joined, the war was turning into a Total War; or a war which the countries involved change all aspects of their society to support the war
   b. Mostly Britain, Germany, Austria, Russia, and France
   c. The wartime gov. took control of economy
      i. Factories were told how much and of what to produce
         1. Bike factories turned into munitions and tank factories, etc.
      ii. Almost every citizen was put to work
         1. Almost no unemployment
         2. Foreign workers sought
   d. **Rationing** started – people could only buy certain amounts of items needed for war
   e. Anti-war activities were suppressed

i. Sometimes even forcibly and even in democratic countries
ii. **Propaganda** (one-sided information) posters were turned out

f. Woman were needed
i. Thousands of woman replaced men in factories and offices
ii. Kept troops supplied
iii. Although most woman left the work force after the war, it changed the idea of what woman could do

8. Allies Win!
a. When the US joined, the balance shifted, but before, Russia was weakening and would pull out
b. Russia Withdraws
i. Russia did not have the infrastructure to support war.
1. They were mostly kept alive due to the vast amounts of soldiers they could send out to die
ii. By March 1917, civil unrest in Russia hit home.
iii. Czar Nicholas's government was on the brink of collapse, when he quit on March 15, 1917.
iv. A provincial government was put up in it's place
1. They vowed to continue fighting
2. But by 1917, 5.5 million Russians had been killed, wounded, or taken hostage
3. The Russian army wouldn't fight any longer.
v. In November 1917, Communist Vladimir Iiyich Lenin sized power through a revolution
1. He wanted to end the war
2. He offered Germany a truce
3. In March 1918, the **Treaty of Brest-Litovsk** ended the war, but forced Russia to give up:
a. Finland
b. Poland
c. Ukraine
d. Estonia
e. Latvia
f. Lithuania
4. After the war, the treaty was invalidated, but these countries became independent.
c. Russia's withdraw let Germany send all of its troops to the Western Front
i. They made one strong push in March 1918
1. More then 6000 cannons attacked France at once
2. Germans crushed everything in their path, and made massive advances.
3. By late May 1918, they were back to the Marne River, 40 miles from Paris
4. But the Germans were weakened
ii. The Allies, with the help of fresh American troops could launch a counter attack with Marshal Ferdinand Foch

1. The US soldiers sere inexperienced, but strong, and ready to fight - unlike the exhausted, meek French (the strong ones were mostly dead)

iii. In July 1918, at the Second Battle of the Marne, 350 Allied tanks and 2 million Americans pushed the Germans back

d. The Central Powers begin to crumble

i. First Bulgarians, then the Ottoman Empire surrendered

ii. In October 1918, a revolution in Austria-Hungary ended that empire.

iii. In Germany, soldiers mutinied and the public turned on Kaiser

iv. On November 9, 1918, Kaiser Wilhelm II stepped down and Germany became a republic

v. On November 11, 1918, representatives from the new German government met with Marshal Foch in a railcar to sign an **armistice** or agreement to stop fighting

9. Leaders then gathered in Paris to make a shaky peace, that left countries feeling bitter and betrayed

Name _____ Date _____

CHAPTER 13 Section 3

GUIDED READING *War Affects the World*

A. ***Using Sequential Order*** As you read about the effects of the war on countries throughout the world, make notes to answer questions related to the time line.

Feb. 1915	**Gallipoli campaign begins.** ← Italy + Japan Enter war	1. What was the purpose of the Gallipoli campaign? to defeate Ottomans + get supplies to Russia
Jan. 1917	**Germany announces a policy of unrestricted submarine warfare.**	2. Why did the United States enter the war? Zimmerman Note/Telegram our ships being sunk by German U-Boats Lusitania Economic Interest
Feb. 1917	**British intercept the Zimmermann note.** See warmup 5/11	
April 1917	**United States enters the war.**	3. Why did the czar's government collapse? heavy war losses Civilans uprising
Nov. 1917	**Lenin seizes power in Russia.** Germany helps him Lenin didn't want to fight	4. What were the terms of this treaty? Russia lost a lot of land Cease Fire
March 1918	**Germany and Russia sign Treaty of Brest-Litovsk.**	5. What was the significance of this battle? Allies stop German's 2nd big push Americans come in + start to push back Germany.
July 1918	**Allies and Germans fight Second Battle of the Marne.**	6. What events signaled the final defeat of the Central Powers? loss of 2nd Battle of Marne Bulgarians + Ottoman Empire Fell German soldiers mutined
Nov. 1918	**World War I ends.**	

warmup 5/15

B. ***Recognizing Facts and Details*** On the back of this paper, define or explain:

unrestricted submarine warfare **total war** **rationing** **propaganda** **armistice**

(quick) agreement to stop fighting

H10

Big Ideas

- start of draft
- new roles of women
- rationing (conservation)
- propaganda
- world, total war
- Liberty/war Bonds
- flawed peace for WWII
- creation of Income tax (?)

start w/ this

Reading Guide -- Chapter 13, Section 4 Name Michael Plourde

"PEACE STOOD ON SHAKY FOUNDATIONS"

B 4

- Woodrow Wilson USA
- Georges Clemenceau - France
- David Lloyd George - Great Britain
- Vittorio Orlando - Italy

NO Russia or Germany

Why did the leaders of the Allied Powers meet in January, 1919?

- to work out terms of peace
- each Allied power had its own reasons too

Why, according to Woodrow Wilson, did the United States enter World War I?

"to make the world safe for democracy"
- not for selfish reason

What are the Fourteen Points? List the first five points.

Fourteen Points:

1) end to secret treaties
2) freedom of the seas
3) free trade
4) reduced national armies + navy
5) adjustment of colonial claims w/ view towards people

What was the purpose of points six through thirteen?

Specific suggestions for changing borders + creating new nations

What is self-determination?

allowing people to decide what government they wanted

What did the fourteenth point propose? Why was this the most important point to Wilson?

Creation of a general association of nations that would protect large and small states - he wanted to solve problems through negotiation for peace

Who accepted Wilson's proposal as the basis for peace negotiations?

not Britain + France at first, but might have given in

When Wilson arrived in Paris for negotiation, he was faced with conflicting ambitions. Explain.

* former parts of the Austrian-Hungary and Ottoman Empires:
  wanted to be free + independent, but ended up as mandates
* France and Britain:
  wanted to punish Germany
* Italy:
  wanted its land reward it was promised

- many groups wanted that land

Who "hammered" out the major decisions of the conference?

the big 4

Where was Russia?

not there, fixing things in their homeland

4

Who were the Big ~~Three~~?

See back

What part did the defeated countries play in the discussions?

Zip or very little - heard the verdict

What was the German reaction to the terms of the Versailles Treaty?

My long term mad - wanted revenge (Think WWII) - Short Term - mad, but had to sign

Where and when did the final signing ceremony take place?

Hall of Mirrors at Versailles - 5 years after assanation - June 28 1919

Describe the terms given concerning the following items:

a) TERRITORIAL LOSS/GAIN: lost 13% land + 10% population to France, Poland, Belgium, and Denmark
Alsace-Lorraine + Saar Basin salt mines for 15 yrs
territories in Asia + Africa into mandates

b) MILITARY RESTRICTIONS:
army size limited - couldn't manufacture metals - no subs or airplanes
no troops in Rhineland

c) WAR GUILT:
all guilt on germans
reparations of $31 billion over 30 years

d) LEAGUE OF NATIONS:
US, Britian, France, Italy, Japan - Executive Council
General assembly w/ 42 nations

What is a mandate? Describe the new lands created or recognized from the following:

a) THE TURKISH TREATY: Ottomans must give up almost all lands
Only had Turky
land now mandates

b) BREAK-UP OF AUSTRIA-HUNGARY:
Austria + Hungary independent
other countries got land

c) THE BULGARIAN TREATY:
Bulgaria gave land to Romania, Yugoslavia + Greece
1/2 billion $ in reparations

d) RUSSIAN LOSSES:
lost lots of land but not as much as treaty of Brest Litovsk

Why did many Americans object to the Treaty of Versailles and the League of Nations?

thought w/ shouldn't meddle w/ Europe
Congress should keep control

What was the response of the United States Senate?

reject both - made separate treaty

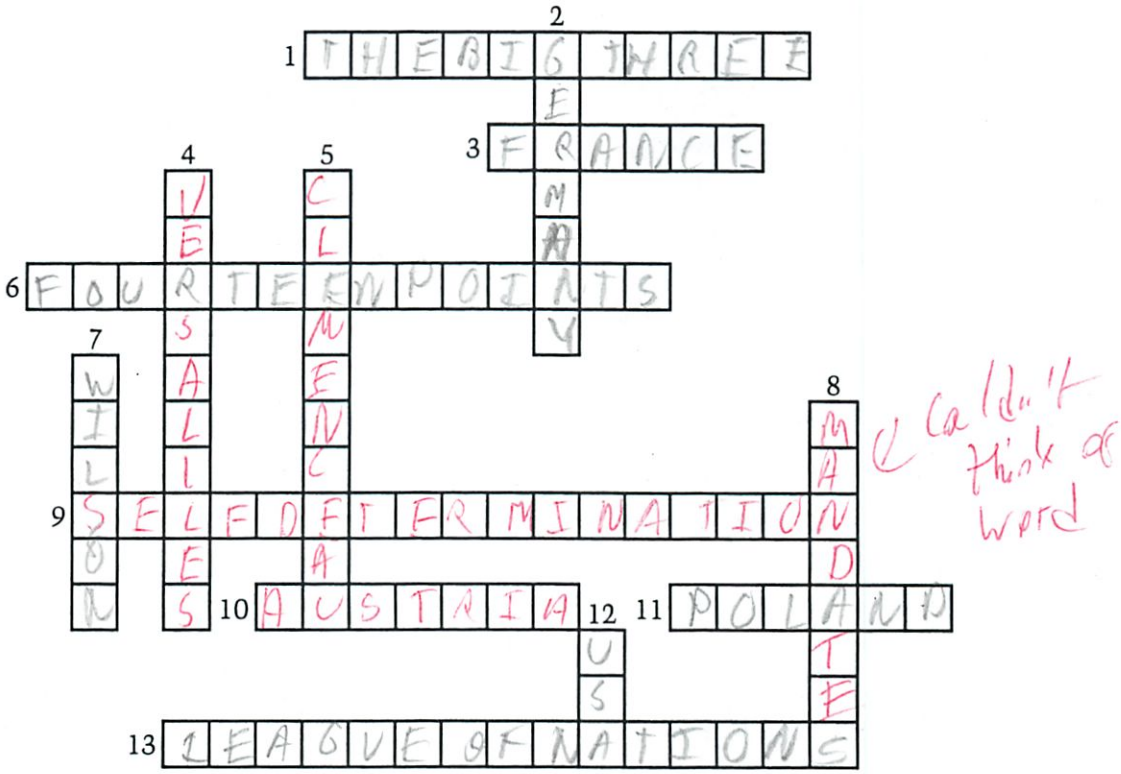
What was the actual legacy of the Treaty of Versailles?

"a peace built on quicksand"
bitterness + hatred

Name _____
Class _____
Date _____

Independent Practice Worksheet 13[redacted].4

Peace stood on shaky foundations.
(pages 634–637)



I couldn't think of word

ACROSS

1. Wilson, Clemenceau, and George (3 words)
3. Regained Alsace-Lorraine
6. Wilson's peace plan (2 words)
9. Allowing people to decide for themselves under what government they wish to live
10. A nation carved from the Austro-Hungarian empire
11. Became an independent nation for the first time since the 1790's
13. An association of nations formed after World War I

DOWN

2. Lost 13 percent of its land
4. Where the peace treaty was signed
5. France's representative at the peace conference
7. The United States' representative at the peace conference
8. Territories administered on behalf of the League of Nations
12. The initials of the nation that rejected the treaty

Chapter 13- Review Sheet

1.) Identify and explain the causes of WW1. Provide examples for each cause from the chapter.

M- militarism - Countries started to believe a strong military was necessary (Germany building navy)

A- Alliances - Countries entered into all of these alliances saying that if one goes to war all do

I- imperialism - Countries were fight for colonies in Africa, etc

Industrialization - brought new tech. to war. harder to win

N- nationalism - felt their country was best (fueled militarism + imperialism)

2.) Why did each country get involved (**Germany, France, Russia, Austria-Hungary, Great Britain, US**)

Germany- aligned with A-H

Austria-Hungary- future leader assinated

France- Allied w/ Russia - Germany declared war

Russia- alinged w/ Serbia w/ AH attacked

Great Britain- Germany violated Beligum nutrality

United States- Germany sunk our ships - Zimmerman Telegram

Italy- Thought Central Alliance was defencive only
* Allies promised land

3.) What role did women play in the war effort? List two things they did to assist the cause. took up slack from men leaving - supplied troops - worked in factories

4.) What was the **role of propaganda** in the war? Provide examples of how it was used. insuring support of citizans - telling us good, join war effort, enlist, emeny bad, also censoring information (bad news)

5.) List the **major fronts** the war was fought on. What countries fought on each front and explain the significance of the battles of **Somme, Verdun, Gallipoli,** and **Tannenberg**, and both battles of the **Marne.**

Russia turning point
General killed himself
Eastern Front

German turning point
Western Front
British/Allies won near paris
Germans advance stopped
1
Broke Shefflin Plan
taxies rode out

Verdun
very deadly
trench war
little gains
2
Road to defeat
German's big push stop

Gallipoli
defeate Ottomans
Feb 1915 - Dec 1915
German commandos
big losses - pulled out

wanted long lasting peace

6.) Explain the **Fourteen points** proposed by Wilson(Do not have to know each one). What was the **League of Nations**? What were some of the terms of the **Treaty of Versailles?** 1 place where stuff could be settled diplomaticly

1 big losses (land + reperations) for Germany + allies

7.) What was **the Schlieffen Plan** for the German army? Why did it fail?

2 front war: France 1st (through Belgium) then Russia (slow mobilling) - Russia mobilizing - couldn't de

8.) What events were occurring in Russia that caused them to drop out of WWI? France fast (1st Marne)

not good tech - civil unrest

9.) What are some **effects** of WWI?

broken, shakey peace, many dead (8.5 million) $338 billion lost generation

Vocabulary-Define and Identify

Alliances	Treaty of Versailles
Imperialism	drafted
Militarism	trench warfare
Entente	Balkans
Annex	nationalism
Ultimatum	fronts
Mobilize	Treaty of Brest Litovsk
Neutrality	Gavrilo Princip - member of black hand - killed
Aggressor	Black Hand - Serbia independence group (radical) kill
Total war	Archduke Franz Ferdinand
Rationing	Serbia
Propaganda	Triple Alliance(IAG)
Abdicate	Triple Entente
Mandate	Central Powers
Reparations	Allies
Zimmerman telegram	dog fight
Trenches	no-man's land
Battle of Tannenberg	Battle of Amiens - last battle

Germans lost it + the war

Western Civilization +8 Name: Michael Plasmeier

[redacted]

Identification Terms of Chapter 13

Directions: Identify the following terms using information from the chapter. Complete the terms and turn the day of the test.

1.) entente- promised only not to fight againt

2.) annex- added area

3.) militarism- thought a good army was needed

4.) Sarajevo- capital of Bosnia + Hergovia Not Serbia

what happened here?

5.) Franz Ferdinand- A-H arch duke-future leader-killed

6.) Triple Alliance- Germany, A-H, Italy

7.) William II- ruler of Germany - self-important, militaristic

8.) Triple Entente- Britian, France, Russia

9.) Ultimatum- set of demands that must be met, A-H gave to Serbia

10.) mobilize- getting ready for war

11.) neutrality- not on 1 side

12.) aggressor- someone that starts conflicts

13.) Schlieffen Plan- Germany's plan for a 2-front war

14.) Central Powers- Germany, A-H, ~~Bosnia~~ Bulgaria, OE

15.) Allies- Britian, USA, France, Italy

16.) Western Front- Fight w/ Britan + France v. Germany trenches + stalemates

17.) Battle of Marne-
Turning point for Germans - both times they ran out of steam

18.) No-man's land-
area between trenches

19.) U-boat-
German subs

20.) Total war-
war where every area of gov, economy + society in with war effort

21.) Rationing-
limiting supplies to help war

22.) Propaganda-
1 sided info to help war

23.) Abdicate-
to give throne (to formally give up high office or responsibility)

24.) Armistice-
agreement to stop fighting

25.) Woodrow Wilson-
US president wanted peace - 14 points

26.) Luisitania-
British passenger ship sunk by British

27.) Treaty of Brest Litovsk-
devastating treaty that made Russia loose lots of land - revoked at end of war

28.) Self-determination-
people should be able to choose what gov they have

29.) Mandate-
Germany landed ruled by League of Nations till it can be free

30.) Reparations-
money Germany should pay to Allies for losing war + damages

31.) Fourteen Points-
Wilson's plan for peace

32.) League of Nations-
place where conflicts could be resolved diplomatically

33.) Big Three-
nations that wrote Treaty of Versailles mostly

Name _____ Date _____

CHAPTER 13
Section 4

CONNECTIONS ACROSS TIME AND CULTURES

Planning for Peace: Vienna and Versailles

THEMATIC CONNECTION: POWER AND AUTHORITY

At the end of World War I, delegates from 32 countries met in the Paris Peace Conference at the Palace of Versailles to draw up the terms of the peace. Some 100 years earlier, European heads of government had met in Vienna to restore order and establish long-lasting peace following the Napoleonic wars. How do these two peace conferences compare? Use the information in Chapter 23 and in Chapter 29 to fill in the chart below and answer the final question.

	Congress of Vienna	Paris Peace Conference
1. Decision-makers	Representatives of five "great powers"—Prussia, Russia, Austria, Britain, and France—but primarily Metternich of Austria	Big 4- Britian, France, USA, Napoleon
2. Goals	Prevent future French aggression, restore balance of power, restore royal families to European thrones	Punish Germany 14 points - peace
3. War guilt/reparations	Fearing revenge, the victorious nations were easy on France. It worked	not caring about revenge, hard on Germany (started WW II) $33 billion
4. Military restrictions	France was allowed to keep a standing army.	Small army No weapons, subs or planes
5. Territorial changes	To contain France, the weaker countries around France were strengthened; independent Switzerland, United Kingdom of Netherlands, and German Confederation were created.	land added to nations Lots of independent nations in Baltic and Former Russia
6. Legacy	Created an age of peace in Europe; diminished power of France but increased power of Britain and Prussia	Set the stage for WWII

What lessons might future world leaders learn by comparing the two peace settlements?

Be easy on defeated nations, to make them want revenge

-2 104/106 98% Superb!

Western Civilization Name: Michael Plasmeier

5/22/06

Chapter 13 Test: World War One

I. Matching

C 1. friendly understanding between countries

E 2. glorification of armed strength

F 3. to prepare an army for war

K 4. set of demands that if not met could lead to war

I 5. to control the amount of goods that people can buy

H 6. one-sided information

D 7. to resign as a ruler

J 8. money paid to compensate for the cost of war

A. annex
B. armistice
C. entente
D. abdicate
E. militarism
F. mobilize
G. neutrality
H. propaganda
I. ration
J. reparations
K. ultimatum

II. Multiple Choice

____9. Between what years was World War One fought?
A. 1900-1910 C. 1910-1918 E. 1918-1922
B. 1910-1915 D. 1914-1918

____10. The former member of the Allies that did not attend the Paris Peace Conference was
A. Italy C. Belgium
B. Russia D. Sweden

____11. What country supported the struggle for independence of the Slavik people on the Balkan Peninsula?
A. Austria-Hungary C. Germany E. Russia
B. France D. Italy

M.C. -0 → Great

-0

____12. Which of the following countries was **NOT** a member of the Triple Alliance of 1907?

A. Austria-Hungary
B. Germany
C. Italy
D. Russia

____13. What region was referred to as the "powder keg" of Europe?

A. the Middle-East
B. Alsace-Lorraine
C. Austria-Hungary
D. the Balkan Peninsula

____14. Who led Germany during the last decade of the 1800s and most of World War One?

A. Otto von Bismark
B. Adolf Hitler
C. Kaiser Wilhelm II
D. George Clemenceau

____15. Who was forced to assume sole responsibility for the war under the Treaty of Versailles?

A. Germany
B. Austria-Hungary
C. Russia
D. Italy

____16. What event caused Italy to refuse to support its ally Germany?

A. Treaty of Brest-Litovsk
B. German invasion of Belgium
C. United States entry into the war
D. Schlieffen Plan

____17. As the war on the Western front became a stalemate, the fighting was characterized by

A. rapid troop movements
B. trench warfare
C. encircling strategies
D. bombing airplanes

____18. The Treaty of Brest Litovsk ended the fighting between

A. Germany and Russia
B. Italy and Austria
C. Austria and Russia
D. France and Italy

____19. The armies of World War One differed from those of earlier wars in that most WWI soldiers were

A. military professionals
B. draftees
C. mercenaries
D. cavalry soldiers

____20. A turning point in the war on the Western Front that favored the cause of the Allies was

A. the Battle of the Marne
B. the German army's encirclement of Paris
C. the success of the Schlieffen Plan in Belgium
D. the rapid mobilization of the Russian armies

partially

____21. During the war, the role of women changed as women
A. enlisted in the army
B. fought as guerrillas
C. became air raid wardens
D. filled men's jobs

____22. Which of the following was **NOT** a goal of the Allies' Gallipoli campaign?
A. to gain access to Africa
B. to topple the Ottoman Empire
C. to secure the Dardanelles strait
D. to establish a supply line to Russia

____23. Although Russian armies were weakened after Tannenberg, they aided the Allied cause by
A. threatening Berlin
B. invading Austria
C. keeping German troops on the Eastern Front
D. supporting Serbia

____24. Kaiser Wilhelm II's policies had all of the following consequences **EXCEPT**
A. Russia and France formed a military alliance
B. Germany had allies on its eastern and western borders not true - don't
C. Germany entered a naval arms race with Great Britain - not a consequence [realty]
D. Britain, Russia, and France formed the Triple Entente

____25. What was the American public's opinion about joining the League of Nations?
A. the public thought that America should lead the League of Nations
B. the public generally supported the idea but wanted to play a smaller role
C. it supported the president and actively took part in the League of Nations
D. it believed that the United States should stay out of European affairs

____26. Which statement summarizes the Schlieffen Plan that Germany created to prepare for a two-front war?
A. Attack France first, then Russia
B. Attack Russia first, then France
C. Send half of the army to France and half to Russia
D. Ally with Russia to fight France

III. Short Answer. Answer all questions as completely as you can, with plenty of detail.
27. **LIST** and **EXPLAIN** the 4 MAIN causes of WWI.

A.) iliteism - glorification of armed strenght. Through natialism, countries felt they had to have a strong military and have it ready to go. Ex. Germany building a naval fleet to rival Britain

B.) Illiances - countries entered into alliances one after the other causing all of Europe to go to war during one conflict. Ex. triple Allience + Triple Entente

M

A

-0

I

N

C.) nDustrilisation - made many more deadly weapons to keep war going longer (in trenches)

D.) atiolism - countries thought they had to be together + strong as well as join like people together
Ex. Serbia wanting Slavic people
Ex. (during war) propaganda used to help shape minds of citizens glorifing themselves

mperialism - Countries were fighting for land in Asia + Africa. These fights made them madder at certain rivals.

24. List 4 new weapons used during World War One

A. Poison Gas
B. Airplanes
C. Machine Guns
D. Tanks

25. List the members of the

Allied Powers

1. Britian
2. France
3. Italy
4. Russia
5. USA

Central Powers

1. Germany
2. Austria Hungary
3. Bulgaria
4. Ottoman Empire

26. What was the League of Nations?

Orgization set up by Woodrow Wilson as the 14th point of his plan where nations could settle conflicts diplomaticly, suffered because countries did not want to give up power to join this. Russia + Germany excluded

27. What complaints did various countries have about the Treaty of Versailles? Be specific. (Discuss **AT LEAST** two countries)

USA - didn't want to join League of Nations + give up power
Woodrow Wilson thought it was too harsh + wouldn't sign it
negoitated seperatly

Germany - too harsh on them - had to pay $33 billion and couldn't have army, etc. - They were mad and a certain man named Adolf Hitler wanted revenge - Peace did not last long.

-0

choose a better word(s)... be specific here

28.Describe how the governments of the warring nations fought a total war. Make sure you first explain what a total war is and then how it applied to WWI.

total war - where all aspects of society are involved in war
- factories made stuff (materials) for war, not what they usually made
- citizans were drafted to army
- propaganda posters put up (to say enemy = bad, make PSA + have people support war)
- bad news censored to help war
- woman had jobs in factories
- rationing food + supplies sp.

29. Where was the Western Front? Describe life on this front. Include two major battles and describe them in as much detail as you can.

life in trenches - bad - dirty, muddy, crowded, dangerous, etc.

Western Front - Brittan + France vs. Germany
- mostly in France near German border
- characterized by trench warfare + stalmates

Battle of Somme - trench warfare - heavy losses - not much gains <5 miles

1st Battle of Marne - turning point for Germany - stopped German momentum
left Schlieffen Plan in ruins - near Paris ~300 - taxies brought new soldiers

30. Why did the United States enter World War One, and what effect did its entry have on the war? (Make sure you provide all the reasons for the entry of the US)

-2

- Sinking of British passenger ship Lusitania with 128 US citizans abard - was carring ammunition
- Several of our ships sunk by German U-boats (unrestricted submarine warfare)
- economic + social ties with Allies
  - traded a lot with Britian + Allies more than w/ Germany
  - Shared language with + were once a colony of Britian
- reading of Zimmerman Telegram where Russia promised Mexico some of our land they lost a while ago

what is this policy called that was used by the Germans?

Germany

doh! How could I miss that?

We provide fresh, trained, strong professional soldiers to "fill in gaps" in French lines
We provided fresh spirits to motivate Allies
We provided money and supplies

-2

in the end we sunk the last nail in Germany's Coffin

They were losing anyway, but we helped defeat them in the 2nd Battle of the Rome and end the war

Russian Revolution Project: "Teacher for a Day"

Big Ideas: (a.) Decisions made by leaders determine their cycle of power.
(b.) Dissatisfaction with the current structure of society can lead to political, social, and economic change.
(c.) Leaders hold world views that can influence the social, political, and economic direction of a society.

relate

Objective: In groups, teach a lesson on the major themes and events leading to, during, and after the Russian Revolution.

What each group will do: Each group will be assigned a topic to research, synthesize, and eventually present to the class. All groups will:

(a.) Instruct the class for 10 minutes about your topic

(b.) Create a 2 - 2 ½ page outline to be distributed to the class on the presentation day.

(c.) Each group will create a practice worksheet with questions for the class to complete after the instructional time. All questions should be included in the material presented to the class and the outline.

(d.) Create a lesson plan diagramming and explaining the main ideas, activities, and roles for each group member during the presentation/lesson.

(e.) Have an additional method of presenting the information to the class outside of lecture. Groups can lecture as a method during the presentation, but must also utilize another approach (PowerPoint, Trifold/Poster w/ big writing, music, skit, video, or other ideas with pre-approval by Mr. Smith first). If your group uses PowerPoint, it cannot be the only method of teaching you use during your presentation. It can only be PART of the presentation.

(f.) All group members must be involved an equal amount of time. All members must also know the material so that they are not reading. Make it interesting!!!

Work time/Due Date: Work Days: **5/24/06** and **5/26/06.**
Presentations: **5/31/06**

Dan
Jamie
DJ
Plan
Cathy

Topics and Page Numbers:

(a.) Life Before the Revolution

- Hand out from the old textbook (packet) p. 641-645
- New textbook p.389-390 up to and not including "The Revolutionary Movement Grows"

(b.) Revolutionary Conditions, Groups, and 4 Mistakes of Czar Nicholas II

- Hand out from the old textbook (packet) p. 646- 648 up to and not including "A nation in chaos"
- New textbook p.390-391 up to and not including "The March Revolution"

(c.) March Revolution, Czar Nicholas II abdicates, Lenin and the Bolsheviks

- Hand out from old textbook (packet) p. 640-641 up to and not including "Russia struggled to reform", p. 648-652 up to and not including "Civil war divided Russia"
- New textbook p.391 beginning with "March Revolution" up to and not including "Civil War Rages in Russia" on page 393

(d.) Civil War in Russia, Lenin Restores Order, and Totalitarianism in Russia: Joseph Stalin

- Hand out from old textbook (packet) p. 652-657
- New textbook p. 394-398

Other Important Information: Make sure you let me know if you need to use a stereo, Power Point, overhead projector or any other device the class period BEFORE your presentation. This is your opportunity to be a teacher for a day...so make it interesting!!! Make sure your group covers all of the important information in your section, if you have any questions please ask!!!!

5 min hist short - look for one → 1. Skit or Movie

2. Powerpoint / Outline

Get Stalin Propaganda Posters

I'm doing Stalin part
Cathy doing before part

Practice Worksheet - Jamie

DJ - Pictures

Cathy - Write Lesson Plan

Millionaire game - Dan create
everyone 3 qu max

Scoring Guide for Russian Revolution Project

A. Presentation (50 points)

- meets time requirement
- all members involved equally
- members know their information
- Theme and significance of your topic is explained and presented to class (Why is your section important to the Russian Revolution?)
- Connect to the "Big Ideas" for this project
- information is presented so the class can hear and understand
- Ready to present on due date

B. Outline/Worksheet (20 points)

- All required information from the section included
- Free from spelling and grammar errors
- Questions are original questions created by the group
- Typed
- The questions/activities are in different forms (multiple choice, fill in, short answer, etc.) and are thoughtful (cause class to think)
- Turned in on time

C. Accuracy of Information (20 points)

- Information is correct and presented clearly to the class

D. Creativity (10 points)

- Group has used a unique method to present the information to the class
- More than one teaching method is used

E. Lesson Plan (15 points)

- Diagrams and explains the main ideas
- Activities and roles for each student are explained
- Typed
- At least one page, maximum 2 pages
- Turned in one time

TOTAL: 115 Points

Dan W, DJ, Plaz, Kathy, Jamie

Scoring Guide for Russian Revolution Project

A. Presentation (50 points)

47/50

- meets time requirement ✓
- all members involved equally ✓ → took turns
- members know their information
- Theme and significance of your topic is explained and presented to class (Why is your section important to the Russian Revolution?) → ?
- Connect to the "Big Ideas" for this project → missing
- information is presented so the class can hear and understand ✓
- Ready to present on due date ✓ → everyone alternated

• Started out w/ short video
• was on the civil war
• Other on Lenin + this New Economic Policy
→ Kathy → overview of civil war + NEP
→ Plaz did Powerpoint
→ Kathy got in
→ Dan talked about religious persecution
→ DJ talked about a police state
→ Jamie talked about Great Purge
→ Plaz → Command Economy
→ Kathy → 5 year plan
→ DJ → Collective Farms
→ Dan → revolt of Kulaks
→ Jamie → success of plan
→ Outline
→ Jamie
→ Played game, "Who wants to be a Kissanaire"

B. Outline/Worksheet (20 points)

20/20

Outline is put together very well!

- All required information from the section included
- Free from spelling and grammar errors
- Questions are original questions created by the group
- Typed
- The questions/activities are in different forms (multiple choice, fill in, short answer, etc.) and are thoughtful (cause class to think)
- Turned in on time

#10 was a good question

C. Accuracy of Information (20 points)

20/20

- Information is correct and presented clearly to the class

D. Creativity (10 points)

10/10

- Group has used a unique method to present the information to the class
- More than one teaching method is used

* The game was creative + fun
* The short videos were helpful

E. Lesson Plan (15 points)

13/15

- Diagrams and explains the main ideas
- Activities and roles for each student are explained → what will each group member do? → missing
- Typed ✓
- At least one page, maximum 2 pages ✓
- Turned in one time ✓

110/115

TOTAL: 115 Points

Overall, Great effort + work! Next time be sure to check the rubric to include all required info.

Add explanation about how each aspect of the lesson will happen + who will do it

Lenin was pleased. "The dissolution of the Constituent Assembly," he bluntly told Trotsky, "means a complete and frank liquidation of the idea of democracy by the idea of dictatorship. It will serve as a good lesson."

Many Russians objected to the Bolsheviks and their policies. There was widespread unrest. Discontent increased when Russians learned about the Treaty of Brest Litovsk, which the Bolshevik government signed with Germany in March 1918. In the treaty, the Bolsheviks surrendered one fourth of Russia's European territory to Germany. They also gave up many of the country's mines and factories. Many patriotic Russians were outraged.

Lenin was unconcerned about the lost lands. He was certain that the socialist revolution soon would spread to Germany and the treaty would be set aside. (He was half right. Russia got most of its territory back later in 1918. However, the land was returned because the Allies defeated Germany, not because of a revolution.)

Civil war divided Russia.

By summer, the Bolsheviks' opponents formed several "White" armies, so-called to distinguish them from the Bolshevik Red Army. Several Western nations, including the United States, sent small armies to Russia to help the Whites, a fact that the Bolsheviks later recalled bitterly.

Russia's civil war between the Whites and the Reds proved more deadly than any of the earlier revolutions. It lasted from 1918 to 1920, leaving an estimated 15 million Russians dead. Many died of hunger. Others were killed in the fighting. Still others fell victim to a worldwide flu epidemic that began in 1918. Several thousand were shot by the Bolsheviks as suspected enemies of the new regime. Among the dead were the former czar, the czarina, and their five children. They were shot by the Bolsheviks in July 1918.

Victory eventually went to the Red Army, capably led and organized by Trotsky. The Whites might have won if they had not been deeply divided among themselves. They also lost support among peasants and workers because they threatened to restore farms and factories to their former owners.

In the aftermath of the civil war, Lenin and the Bolsheviks faced overwhelming problems. War and revolution had left the Russian economy in ruins. Trade was at a standstill. In the upheaval, factories had been destroyed. Many of the people who knew how to run those factories had been killed or imprisoned. Other skilled workers returned to farming just to survive.

Lenin restored order.

The socialist order of Lenin's plans seemed to be coming apart. Unrest spread. The Cheka, the Bolshevik secret police, became more and more ruthless toward "enemies of the revolution." Even some former Bolshevik supporters now turned against the new government.

The Kronstadt revolt In March 1921, the sailors at Kronstadt, a major naval base on the outskirts of Petrograd, staged a revolt. In 1917, the sailors had been strong Bolshevik supporters. They had played a key role in overthrowing the czar. Now their complaints were almost the same as in 1917. They demanded free elections, freedom of speech, and the abolition of the secret police.

The Bolsheviks ignored the sailors' demands. Lenin and his colleagues brutally crushed the Kronstadt uprising. A former Lenin supporter was distressed. "What can I do now in this life?" he asked. "I cannot live outside this Russia of ours, and I cannot breathe within it."

The New Economic Policy Even Lenin realized that changes were needed. Late in 1921, he launched the New Economic Policy (NEP). It called for a temporary compromise with capitalism. Farmers were allowed to sell their surplus instead of having it taken by the government. Individuals were permitted to buy and sell goods for profit. The government even allowed private ownership of some small businesses. Lenin also tried to encourage foreign investment.

A new name and a new party Lenin began some political reforms as well. Acknowledging the many different national groups within the country, Lenin created a number of self-governing republics. In 1922, the Bolsheviks gave Russia a new name—the Union of Soviet Socialist Republics (USSR), or the Soviet Union.

By 1922, the USSR had a new capital as well. During the civil war, Lenin had moved the capital from Petrograd (today back to its original name, St. Petersburg) to Moscow, mainly because the inland city was safer from foreign invasion.

The Bolsheviks also gave their group a new name—the Communist party. The name came from the writings of Karl Marx. He used the word *communism* to describe the economic system based on centralized planning by the state that would exist after workers had seized power.

Thanks partly to the new policies and to the peace that followed the civil war, the USSR slowly recovered. By 1928, the country's farms and factories were producing as much as they had before World War I. After a decade of turmoil, life seemed to have returned to normal for most people in the Soviet Union.

Two men struggled to succeed Lenin.

Lenin did not live to see this recovery. He died in 1924 after spending the last two years of his life as a semi-invalid owing to a series of strokes. In the year before Lenin's death, a quiet struggle took place within the Communist party to determine who would succeed Lenin.

Trotsky The most obvious candidate was Lev Davidovich Bronstein (1879–1940). He was better known as Leon Trotsky, the name he had used in the Bolshevik underground. Trotsky had been an important figure in the revolutionary movement since the revolution of 1905. He was the organizer of the 1917 takeover, founder of the Red Army, and a capable, popular leader.

Trotsky, however, had many enemies within the party. Some feared that he would become a dictator. Therefore, more and more party members gave their support to Joseph Stalin, secretary of the Communist party.

Stalin Stalin was a quiet man who rarely received much public notice. He had been born in 1879 in Georgia, the mountainous region on the southern border of the Russian empire. During his early days as a Bolshevik, he changed his name from Djugashvili (joo-guhsh-VEE-lee) to Stalin. It was an appropriate choice, since *Stalin* means "man of steel" in Russian. Joseph Djugashvili was certainly that: cold, hard, and impersonal. One Communist who worked with him during this period described him as "just a gray blur, looming up now and then darkly."

Stalin worked behind the scenes. As party secretary, he was responsible for hundreds of important appointments. By 1924, he had placed many of his supporters in key positions.

Cause and Effect
THE RUSSIAN REVOLUTION

Long-Term Causes

Oppression of serfs
Class inequalities
Autocracy of czars
Defeat in Crimean War
Rise of Marxism

Immediate Causes

Defeat in Russo-Japanese War
Bloody Sunday
Losses in World War I
Indecision of Nicholas II
Strikes and riots

REVOLUTION

Abdication of Nicholas II
Failure of provisional government
Growing power of soviets
Return of Lenin to Russia
Bolshevik takeover under Lenin

Immediate Effects

Civil war
Peace with Germany under harsh treaty
Bolshevik control of government
Russian economy in ruins

Long-Term Effects

Establishment of Communist state
Victory of Red Army in civil war
New Economic Policy
Formation of USSR
Dictatorship under Communist party

As he lay dying, Lenin realized that Stalin, not Trotsky, was the more dangerous man. "Comrade Stalin has concentrated enormous power in his hands," wrote Lenin in a secret document that was not published until long after his death, "and I am not sure that he always knows how to use that power with sufficient caution."

Other Communist leaders did not see the danger. After Lenin's death, most allied themselves with Stalin against Trotsky. Indeed, Trotsky was expelled and forced to leave the USSR in 1929.

Having disposed of Trotsky, Stalin turned against his recent allies. He used his enormous power within the party to isolate them one by one. By 1928, Stalin stood alone, as totally in command of the party—and therefore the government—as Lenin had been.

Section REVIEW 3

Define: (a) dictatorship of the proletariat, (b) communism

Identify: (a) Lavr Kornilov, (b) Treaty of Brest Litovsk, (c) White Army, (d) Red Army, (e) Kronstadt revolt, (f) New Economic Policy, (g) Union of Soviet Socialist Republics, (h) Communist party, (i) Leon Trotsky, (j) Joseph Stalin

Answer:

1. (a) What disadvantages did the Bolsheviks face in trying to take power in 1917? (b) What advantages did they have?
2. How did Kornilov's attempted coup help the Bolsheviks?
3. How did the Bolsheviks actually take control of the government?
4. What policies did the new government follow in each of these areas? (a) land, (b) industry, (c) democratic government, (d) the war against Germany
5. What were the results of Russia's civil war?
6. (a) How did Lenin deal with political discontent after the civil war? (b) How did he deal with the country's economic problems?
7. How did Stalin rise to power in the 1920's?

Critical Thinking

8. Why did Lenin's slogan of "Peace, Land, and Bread" win wide support? To what group or groups did each word appeal?

Stalin became dictator. 4

Although Trotsky and Stalin had much in common, their political views differed in one important way. Like Lenin, Trotsky was dedicated to the idea of *world* revolution. To him, the Russian Revolution was merely the first act in a worldwide uprising of the proletariat. Stalin, on the other hand, was not as concerned with developments outside the Soviet Union. He coined the phrase "socialism in one country" to describe his aims. To Stalin, the Soviet Union was the revolution, and it was up to the Soviet people to fashion a perfect Communist state. The rest of the world could wait. Stalin was, however, committed to centralized planning.

Stalin blended Marxism with old-fashioned Russian nationalism. He was convinced that someday foreign enemies would attack the Soviet Union. In the past, "Russia was ceaselessly beaten for her backwardness . . . because to beat her was profitable and went unpunished." Stalin was determined to keep history from repeating itself. Thus, he set out to make his country powerful enough to withstand an attack. "We are 50 or 100 years behind the advanced countries," he said. "We must make good this lag in 10 years. Either we do it, or they crush us."

Stalin launched two new revolutions.

In 1928, Stalin broke with the policies of Lenin to create what were in effect two new Soviet revolutions—in industry and in agriculture.

An industrial revolution In 1928, Stalin outlined a Five-Year Plan for the development of the USSR's economy. The plan called for a **command economy,** one in which all economic decisions were made by the government. It sought industrial growth throughout the country, especially in resource-rich Siberia. Stalin also set specific production targets for each industry. The rapid industrialization under Stalin's Five-Year Plans was achieved in part by limiting production of consumer goods. Instead, investment was made in state-owned mines, heavy industry, railroads, and energy resources.

The targets were deliberately set high. Many economists, including some in the USSR, were convinced that Stalin's goals were impossible to achieve. However, Stalin was determined to make the Soviet Union a great industrial power quickly.

From the start, the government decided who worked, where they worked, and for how long. It controlled every aspect of the worker's life. The secret police were ready to imprison or execute those who did not contribute.

Stalin's grim methods produced fantastic results. Although most of the targets of the first Five-Year Plan were not met, the Soviets made impressive gains. A second plan, launched in 1933, proved equally successful. Between 1928 and 1938, the electricity generated each year increased by nearly 800 percent, and steel production increased from 4 million tons to 18 million tons annually. By 1938, the USSR was becoming a major industrial power.

An agricultural revolution Stalin's agricultural revolution—also based on centralized planning—

Voice from the Past | Applause for Comrade Stalin

In the following source, Alexander Solzhenitsyn, exiled Soviet writer and Nobel prizewinner, retells this story of life in the Soviet Union during the Stalin years.

A district party conference was under way in Moscow Province. . . . At the conclusion of the conference, a tribute to Comrade Stalin was called for. Of course, everyone stood up. . . . The small hall echoed with "stormy applause, rising to an ovation." For three minutes, four minutes, five minutes, the . . . ovation . . . continued. But palms were getting sore and raised arms were already aching. And the older people were panting from exhaustion. It was becoming insufferably silly even to those who really adored Stalin. However, who would dare be the first to stop! The secretary of the District Party Committee could have done it. . . . [I]t was he who had called for the ovation. But he was a newcomer. He had taken the place of a man who'd been arrested. He was afraid! After all, NKVD men were standing in the hall applauding and watching to see who would quit first! . . . [T]he applause went on—six, seven, eight minutes! They were done for! . . . The director of the local paper factory, an independent and strong-minded man, stood with the presidium. Aware of all the falsity and all the impossibility of the situation, he still kept on applauding! Nine minutes! Ten! . . . Insanity! To the last man! . . . Then, after eleven minutes, the director of the paper factory assumed a businesslike expression and sat down in his seat. . . . To a man, everyone else stopped dead and sat down. They had been saved! . . .

That, however, was how they discovered who the independent people were. And that was how they went about eliminating them. That same night the factory director was arrested. They easily pasted ten years on him on the pretext of something quite different. But . . . his interrogator reminded him: "Don't ever be the first to stop applauding!"

1. (a) What was the original reason for the clapping? (b) What became the reason?
2. Why did the NKVD want to know who would stop first?
3. What does this selection show about totalitarianism?

Joseph Stalin

was as complete and far more brutal than his industrial revolution. There were more than 25 million small farms in the USSR in 1928. That year, the government announced that these privately owned farms would be abolished. They would be replaced by **collective farms,** large units worked by hundreds of families. The government expected that these large farms, equipped with modern machinery, would produce more food with fewer workers.

The peasants, many of whom had only recently won their own land, resisted fiercely. For centuries, they had struggled against the nobles. Now they were being forced to submit to yet another landlord, the Soviet government.

Stalin showed no mercy. Between 5 million and 10 million peasants died. Millions more were shipped to Siberia. Many farmers destroyed their crops and livestock in protest against collectivization. The government confiscated what remained of the harvest to feed city workers. Thus, for the peasants, the winters of 1931 and 1932 brought terrible famines.

Eventually, Stalin got his way. By 1938, more than 90 percent of all peasants lived on collective farms. Agricultural production was recovering. That year the country produced about as much wheat as it had in 1928, before collectivization.

The human cost of these forced changes was enormous. A British writer traveling in the country during this period met a secret-police colonel who had taken part in forcing peasants onto collective farms. The colonel told him:

I am an old Bolshevik. I worked in the underground against the czar, and then I fought in the civil war. Did I do all that in order that I should now surround villages with machine guns and order my men to fire indiscriminately into crowds of peasants? Oh, no, no!

The USSR *became a totalitarian state.*

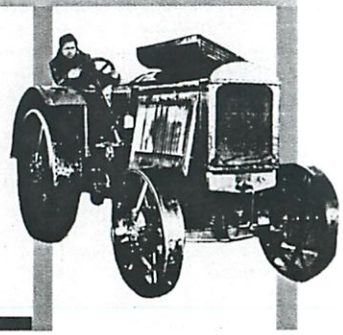
If Stalin's government was this brutal, how did he stay in power? Why was there no rebellion? One answer is that people were afraid to speak out. The Soviet Union in the 1930's had become a **totalitarian** state—a country in which a dictator or a small group controls every part of the lives of its citizens. Not even the slightest dissent was tolerated by the government.

Joseph Stalin was an absolute dictator, more powerful than the most autocratic czar. He crushed his enemies and anyone who he thought might become an enemy. The secret police arrested and executed millions of suspected traitors.

One of Stalin's first targets was religion. The Bolsheviks had tried but failed to repress religion in 1921. In 1929, the government again struck at religion. Many churches, synagogues, and mosques were closed or put to other uses. Schools, which had been ordered to ignore religion, were now required to teach lessons presenting religion as backward and harmful. Yet many people in the Soviet Union remained devoutly religious.

ECONOMICS IN DAILY ▸ Tractors and Politics

Tractors came to play both an economic and a political role in the USSR under Stalin. In 1928, there were only 7,000 tractors in the entire Soviet Union, even though most of the country's 150 million people were farmers. Tractors were far too expensive for individual peasant families. One of Stalin's goals in setting up large, state-run farms was to mechanize Soviet farming. By 1931, the need for tractors was even more serious. Angry peasants had killed about half the plow horses in the country as a desperate protest against Stalin's policy. During the 1930's, the government set up Machine-Tractor Stations throughout the countryside. They were more than equipment centers. They were also the rural political headquarters of the Communist party.



ОРУЖИЕМ МЫ ДОБИЛИ ВРАГА
ТРУДОМ МЫ ДОБУДЕМ ХЛЕБ
ВСЕ ЗА РАБОТУ, ТОВАРИЩИ!

Much Soviet art in the Stalinist era celebrated the importance of working men and women. This poster urges, "Let's all get to work, comrades."

In 1934, Stalin even turned against members of the Communist party itself. During the late 1930's, thousands of old Bolsheviks were brought to trial and executed for "crimes against the Soviet state." Most of the accused had been longtime Communists who had fought in the revolution and the civil war. Indeed, many had helped Stalin become the party's leader. Among the accused were *all* the Bolsheviks who had held positions in Lenin's first government except Stalin himself.

People were arrested for having friends in foreign countries, for practicing their religion, for casual remarks overheard by police informers. Factory and farm managers who failed to meet their targets were in particular danger. Even the director of the Moscow Zoo was arrested because his monkeys got tuberculosis. The police themselves were not safe, especially if they didn't discover enough criminals.

Every family came to fear the knock on the door in the early hours of the morning. Such a visit might mean a son, father, mother, or daughter taken prisoner and not heard from again for months or years—or ever.

Only once during his long career did Stalin show any hesitancy. In 1932, after a bitter argument over the brutality of his campaign against the peasants, his wife Nadia killed herself. Grief-stricken, Stalin offered to resign. The party's leaders sat in shocked silence. No one wanted to be the first to agree that Stalin should step down. Finally, they asked him to stay in office. Never again did he offer to resign.

For almost 25 years, Joseph Stalin kept a firm grip on the USSR's destiny. More than any other individual, he was responsible for the Soviet Union's rise to a position as a great world power. Without his forced industrialization, the USSR might not have been able to stand up to Germany in World War II.

During Stalin's years in power, the Soviet Union became a modern state. Its people saw their standard of living rise. They became better educated and mastered the ever-changing world of science and technology.

The Soviet people paid a heavy price for the progress they made in the 1930's. In writing his autobiography, Soviet novelist Boris Pasternak refused to go any further than 1930. "To continue it would be immeasurably difficult," he said. "One would have to talk in a manner that would grip the heart and make the hair stand on end." In the end, the people of the USSR were less free in the 1930's than in the era of the czars.

Section REVIEW 4

Define: (a) command economy, (b) collective farm, (c) totalitarian
Identify: Five-Year Plan
Answer:
1. How did Stalin's ideas on communism differ from Trotsky's?
2. (a) How did Stalin revolutionize Soviet industry? (b) What were his policies to reorganize agriculture?
3. What are the features of a totalitarian state?
4. What steps did Stalin take in the 1930's to stamp out all possible dissent?

Critical Thinking

5. What features of Stalin's government were similar to czarist government?

Plaz, Dan, DJ, Cathy, and Jamie Smith
Western Civ 9H
30 May 2006

Revision: A
5/30/2006

Russian Revolution Lesson Plan

Lesson Plan

Today, students will learn about:

✓ Causes and effects of the civil war in Russia

✓ V.I. Lenin and his actions to restore order

✓ Lenin's successor: Joseph Stalin

✓ Totalitarianism

✓Stalin's economic and agricultural revolutions and the resistance towards them

✓The overall effect, both positive and negative, Joseph Stalin had on Russia and the USSR, as well as the world

Opening Activity:

☐ 2 Historical Short Films about Russia's Civil War and Lenin's actions to restore the country

- 1- Civil War in Russia - http://theplaz.com/static/Russian%20Revolution%20Lesson%20Group%20Project/1-%20Civil%20War%20in%20Russia.wmv
- 2- Lenin's Return to Order - http://theplaz.com/static/Russian%20Revolution%20Lesson%20Group%20Project/2-%20Lenin's%20Return%20to%20Order.wmv

Guided Instruction:

☐ PowerPoint Presentation on Joseph Stalin and his rule in Russia, as well as the effects of Stalin - http://theplaz.com/wiki/images/Stalin_Section_SlideShow.ppt

Independent Practice:

☐ Worksheet containing questions and answer based from the lesson – http://theplaz.com/wiki/index.php?title=Russian_Revolution_Lesson_Group_Project#Quiz_.28Jamie.29

Closure:

☐ Activity/Game- Who wants to be a "Kissenair?"; based off the widely popular television game show "Who Wants to be a Millionaire"

☐ Conversation with class to connect back to main ideas:

(a.) Decisions made by leaders determine their cycle of power.
(b.) Dissatisfaction with the current structure of society can lead to political, social, and economic change.
(c.) Leaders hold world views that can influence the social, political, and economic direction of a society.

2nd Draft
Full Long version Power point

1 Totalitarianism in Russia with Stalin as their "fearless leader"
Chap 14.2
Russian Revolution Lesson Group Project

2 Background
- Russian Communist leader V. I. Lenin died in 1924 causing a power struggle to see who would be the best leader
  - Leon Trotsky and Joseph Stalin were the two rivals competing for the top position.
  - They both helped in the revolution and in creating a Soviet state
  - The winner in this struggle was **Joseph Stalin**

3 Joseph Stalin
- ~~Stalin was a quiet man who didn't receive much public notice beforehand.~~
- His former name was Dzhugashivili, but he changed it to Stalin which meant Man of Steel
- ~~This name fit him well as he was cold and ruthless~~.

4 Trotsky was Exiled
- Leon Trotsky was exiled in 1829
- Later killed by Stalin's secret police
- Stalin was now a dictator with absolute power

5 Global Issues
- Stalin was focused on Russia, unlike Lenin and Trotsky who focused on a worldwide Communist Revolution
- He aimed to perfect "Socialism in one country"
- Therefore, Stalin turned the Soviet Union in to a *totalitarian* state

6 <u>Totalitarianism</u>

7 Totalitarianism
- Where the government takes complete, central control over every aspect of public and private life
- Leaders such a Stalin appear to provide a sense of security and direction for the future
- It challenges the basic values of democratic states and the thoughts of the Enlightenment
  - reason, freedom, human dignity, and the worth of the individual

8

9 Global View 2
- Stalin's tough rise to power and totalitarianism inspired other leaders
  - Hitler in Germany
  - Mussolini in Italy

- Mao Zedong in China
- Kim Il Sung in North Korea

10 Police State

- Not even the slightest bit of dissent was allowed, before the secret police arrested you
  - Like George Orwell's *1984*
- You could be arrested for anything, at anytime.
- If there was even the slightest suspicion you were planning to overthrow the government Bye, Bye!
- The zoo keeper was arrested for letting his monkey get sick
- If you failed to meet your quota, Bye, bye
- Ironically, Stalin became more powerful any of the previous Russia czars

11 Great Purge

- Stalin arrested almost every Bolsheviks who participated in the revolution as well as almost every leader in Stalin's government for "crimes against the Soviet state"
- These killings were called the **Great Purge**
- By now Stalin had complete control of the USSR
- However, at the cost of 8 to 13 million deaths

12 Propaganda

- Stalin (and totalitarian governments) used Propaganda to spread their ideas
- Peasants were taught the ideals of communism
- Youth-groups "brainwashed" kids
- Sponsored **socialist realism** art
  - Smiling workers doing their part
- Total Censorship of Media

13 Religious Persecution

- State encouraged (um, demanded) atheism
- Museums showing fallacy of religion
- Police destroyed churches and synagogues
- Persecuted religious leaders
- But people still clung to their faiths
- Russian Orthodox Church = major religion

14 Harsh Changes in the Economy

15 Command Economy

- Stalin changed Lenin's NEP to an economy where the state had complete control
- Political leaders identified economic needs and found ways to fulfilled them
- Stalin also wanted to catch up to Great Britain and Germany, as well as the rest of Europe, in industrialization
- Unlike democratic economic change, Stalin pushed this along at great costs to individuals

16 ## First Five Year Plan

- In 1928, Stalin outlined the first Five -Year Plan
- The government would take drastic steps promote rapid industrial growth and strengthen military defenses (remember just lost WWI)
- "Either we shall do it or be crushed" –Stalin
- Set impossibly high quotas (or numeric goals) for the output of steel, coal, oil, and electricity
- To reach goals, Russia had to limit the production of consumer goods – thus hurting the population

17 ## Workers Poor Lives

- The government controlled every aspect of worker's lives
  - Government chose the jobs, the hours you worked
  - You had to get permission from them to move
- The Secret Police enforced all there rules
  - Ready to imprison anyone for breaking them
  - This forced labor had a toll on Soviet families

18 ## Russia's Forced Industrial Revolution

- Although the quotas for the first Five Year Plan was not met, Russia made great strides
- Stalin soon started another Five Year Plan
- Even though the quotas were impossible, they were used as motivational tools to the Russian people

19 ## The Agriculture Revolution

- The Agriculture Revolution was very successful, but far more brutal
- In 1928, Stalin began to seize 25 million private farms and combine them into huge **collective farms**. Peasants worked on these farms.

20 ## The Agriculture Revolution Revolution

- The Peasants were angry because they had just won their land from the nobles.
- They revolted fiercely by destroying crops and livestock
- Stalin struck back with his secret police sending peasants to work at the threat of death
- Between 5 and 10 million peasants were killed with millions more sent to Siberia.
- The **kulaks**, wealthy peasants also revolted and their entire class was sent to death or work camps

21 ## Success!

- By 1938, 90% of peasants were now working on collective farms.
- In 10 years:
  - Wheat production was doubled due to collective farming
  - Electricity production was up 800%
  - Steel production increased from 4 to 18 million metric tons
  - The USSR was becoming a major industrial power

22 ## In the Long Run

- Stalin responsible for Russia's industrialization
- Russia was able to stand up to Germany in WWII
- Standards of living ultimately rose; people embraced science and technology
- Stalin changed Russia from an agricultural backwater into a world-power industrial giant
- But the people paid the price for these gains

Actual PowerPoint (shortened) (a lot)

1 # Totalitarianism in Russia with Stalin as their "fearless leader"

Chap 14.2

Russian Revolution Lesson Group Project

2 ## Trotsky v. Stalin

- Leon Trotsky and Joseph Stalin were the two rivals competing for the top position.
- The winner in this struggle was **Joseph Stalin**
- Stalin turned the Soviet Union in to a *totalitarian* state

3 ## Totalitarianism

- Government takes complete, central control over every aspect of public and private life
- It challenges the values of democratic states of the Enlightenment
  - reason, freedom, human dignity, and the worth of the individual

(Please refer to page 396 for a chart on Totalitarianism)

4 ## Police State

- Not even the slightest bit of dissent was allowed, before the secret police arrested you
- If there was even the slightest suspicion you were planning to overthrow the government or failed to meet your quota…Bye, Bye!
- Stalin became more powerful than any of the previous Russia czars

5 ## Religious Persecution

- State encouraged (no…demanded) atheism
- Police destroyed churches and synagogues
- Persecuted religious leaders
- But people still clung to their faiths

6 ## Great Purge

- Stalin arrested many Bolsheviks who participated in the revolution & almost every leader in Stalin's government for "crimes against the Soviet state"
- These killings were called the **Great Purge**
- 8 to 13 million deaths occurred

7 ## Command Economy

- Stalin changed Lenin's NEP to an economy controlled by the government
- Wanted to catch up to Great Britain and Germany, as well as the rest of Europe, in industrialization

8 ## First Five Year Plan and Worker's Lives

- 1928: Stalin outlined Five-Year Plan
- The government take drastic steps to promote rapid industrial growth and strengthen military defenses (remember just lost WWI)
- Set impossibly high quotas for the output of steel, coal, oil, and electricity
- To reach goals, Russia limited the production of consumer goods – thus hurting the population
- Government controlled every aspect of a worker's life-who, where and when they work

9 ## The Agriculture Revolution

- The Agriculture Revolution was very successful, but far more brutal
- In 1928, Stalin began to seize 25 million private farms and combine them into huge **collective farms**. Peasants worked on these farms.

10 ## The Agriculture Revolution

- The Peasants were angry-they revolted by destroying crops and livestock
- Stalin struck back with the secret police, sending peasants to work at the threat of death
- Between 5-10 million peasants were killed with millions more sent to Siberia.
- The **kulaks**, wealthy peasants, revolted and their entire class was sent to death or work camps

11 ## Success!

- In 10 years:
  - Wheat production was doubled due to collective farming
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  - <u>The USSR was becoming a major industrial power</u>

12 ## In the Long Run

- Stalin responsible for Russia's industrialization
- Russia was able to stand up to Germany in WWII
- Stalin changed Russia from an agricultural backwater into a world-power industrial giant
- But the people paid the price for these gains

Outline handed to class

Civil War in Russia, Lenin Restores Order, and Totalitarianism in Russia: Joseph Stalin

1. Civil War in Russia (1918-1820)
   a. Bolsheviks and the **Red Army** (Lead by Leon Trotsky) v. Russia and the **White Army** (with help from the United States and Western Nations)
   b. *15 Million soldiers died* from fighting, hunger and flu epidemics
   c. The Red Army ended up winning
   d. **Russia's economy destroyed**: trade stopped, factories were destroyed, skilled workers fled country or turned into farmers

2. Lenin's New Economic Policy (**NEP**) - (Launched March 1921)
   a. Allowed a small version of capitalism
   b. Peasants were allowed to grow and sell excess crops instead of giving it all to the government; allowed small factories, businesses and farms to operate themselves under private ownership
   c. Government still took control of major industries, banks, communication
   d. Encouraged Foreign Investment in addition
3. Lenin's Political Reforms
   a. Organized into self-governing republics under a central government
   b. 1922: *named* the **Union of Soviet Socialist Republics (USSR)**
   c. Capital moved to Moscow
   d. Bolsheviks renamed themselves the ***Communist Party*** (from Karl Marx's ideas)
4. **Leader V.I. Lenin died in 1924 launching power struggle to see who would be the next leader**
   a. Leon Trotsky and Joseph Stalin were the two rivals competing for the top position.
   b. Both had helped in the revolution and in creating a Soviet state
   c. The winner in this struggle was **Joseph Stalin** – was cold and ruthless
   d. Stalin exiled Leon Trotsky in 1829
   e. Stalin was now a dictator with **absolute power**

5. Global Focus
   a. Stalin was focused on Russia, unlike Lenin and Trotsky who focused on a worldwide Communist Revolution
   b. Stalin aimed to perfect "**Socialism in one country**" and turned it into a *totalitarian* state
6. ***Totalitarianism***
   a. *Where the government takes complete, central control over every aspect of public and private life*
   b. Leaders such a Stalin appear to provide a sense of security and direction for the future
   c. It challenges the basic values of democratic states and the thoughts of the Enlightenment -reason, freedom, human dignity, and the worth of the individual
7. Police State
   a. Not even the slightest bit of dissent was allowed, before the secret police arrested you
   b. You could be arrested for anything, at anytime.

   c. If there was even the slightest suspicion you were planning to overthrow the government-Gone!
   d. If you or your factory failed to meet your quota, Bye, bye
   e. If you were a police man and didn't arrest enough criminals, you should be afraid of the knock on your door
8. Stalin arrested almost every Bolsheviks who participated in the revolution as well as almost every leader in Stalin's government for "crimes against the Soviet state" - **Great Purge**
9. By now Stalin had *complete control* of the USSR
   a. However, at the cost of 8 to 13 million deaths
   b. Stalin became more powerful any of the previous Russia czars
10. Propaganda
   a. Stalin (and totalitarian governments) used Propaganda to spread their ideas
   b. Peasants were taught the ideals of communism
   c. Youth-groups "brainwashed" kids
   d. Sponsored **socialist realism** art
      i. Smiling workers doing their part
   e. Total Censorship of Media

11. Religious Persecution
   a. State encouraged (um, demanded) **atheism**
   b. Museums showing fallacy of religion
   c. Police destroyed churches and synagogues
   d. Persecuted religious leaders
   e. But people still clung to their faiths
   f. Russian Orthodox Church = major religion
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   a. Stalin changed Lenin's NEP to an economy where the state had complete control
      i. Political leaders identified economic needs and found ways to fulfilled them
   b. Stalin also wanted to catch up to Great Britain and Germany, as well as the rest of Europe, in industrialization
   c. Unlike democratic economic change, Stalin pushed this along at great costs to individuals
13. First **Five Year Plan** - 1928
   a. The government would take drastic steps promote rapid industrial growth and strengthen military defenses (remember just lost WWI)
   b. Set impossibly high quotas (or numeric goals) for the output of steel, coal, oil, and electricity
14. Workers Poor Lives
   a. The government controlled *every aspect of worker's lives*
   b. Government chose the jobs, the hours you worked
   c. Food and supply shortages from rapid industrialization
   d. The Secret Police enforced all there rules
      i. Ready to imprison anyone for breaking them
   e. This forced labor had a gigantic toll on Soviet families and lives

15. The Agriculture Revolution
   a. The Agriculture Revolution was very successful, but far more brutal

b. In 1928, Stalin began to seize 25 million private farms and combine them into huge **collective farms**. Peasants worked on these farms.

16. The Agriculture Revolution - Revolution
    a. The Peasants were angry because they had just won their land from the nobles.
    b. They revolted fiercely by destroying crops and livestock
    c. Stalin struck back with his secret police sending peasants to work at the threat of death
    d. Between *5 and 10 million peasants were killed with millions more sent to Siberia.*
    e. The **kulaks**, wealthy peasants also revolted and their entire class was sent to death or work camps
    f. Success! - By 1938, 90% of peasants were now working on collective farms.

17. In 10 years:
    a. Wheat production was doubled due to collective farming
    b. Electricity production was up 800%
    c. Steel production increased from 4 to 18 million metric tons
    d. <u>The USSR was becoming a major industrial power</u>

18. <u>In the Long Run</u>
    a. Stalin responsible for Russia's **industrialization**
    b. Russia was able to **stand up** to Germany in WWII
    c. *Standards of living ultimately rose*; people embraced science and technology
    d. Stalin changed Russia from an <u>agricultural backwater</u> into a <u>world-power industrial giant</u>
    e. *But the people paid the price for these gains*

Plaz, Dan, DJ, Cathy, and Jamie
Smith
Western Civ 9H
30 May 2006

Revision: B
5/30/2006

Russian Revolution Quiz

1. When was Lenin's New Economic Policy launched, and what did it entail?

2. What did Lenin rename Russia in 1922?
   a) United States of Russia
   b) Union of Soviet Socialist Republics
   c) Russian Union
   d) Russian Soviets United

3. Who was the leader after Lenin died?
   a) Leon Trotsky
   b) Joseph Stalin

4. When the government takes complete, central control over every aspect of public and private life, it is called _____.

5. The police went easy on the people, and minor crimes were ignored. T or F

6. Why do you think Russia strongly discouraged religion?

7. What did the First Five Year Plan aim to promote?

8. The _____ _____ was very successful but much more brutal than the industrial revolution.

9. What were the huge, government-created farms called?
   a) Collective farms
   b) Agricultural farms
   c) Cotton Gins
   d) Independent Farms

10. Do you think the successful results of Stalin's actions were worth the hardships to the people?

Start of actual notes

Graph

Life before the Revolution

What were some reasons for early revolutions?

Serfs agricultural society
poor autocracy

In what year was Czar Alexander II assassinated?

1881

Define an **autocracy**

1 ruler - inherented position

List two measures Czar Alexander III took to prevent revolutions

secret police reports from teachers
watched foreigners

Define **Pogroms**

laws permitting violence against Jews

Who was Sergey Witte and what did he do for Russian industry/economy?

invested in Russia's industry
- organized railroads

What year was the Trans-Siberian Railway completed, about how long was it, and what cities did it connect?

1904 - Moscow to Vladivostok 25,800 miles

This ruler was similar to King Louis XVI in the sense that he spent a lot of money on his own extravagancies, ex: golden eggs for family members.

a. Alexander III b. Nicholas II

c. Alexander II d. Sergey Witte

Group 1

Jeff, Beau, Gabbi, Alyssa, Tom

Smith

5/31/06

Life Before The Russian Revolution

I. Most Russians lived as serfs

A. In the early 1800's, more than 90 % of all Russians depended on farming for their livelihood

B. A few owned large estates and more than 80% were Serfs

1. Men, women, and children worked as serfs

2. Serfs permanently bound to estate

3. Nobles had almost absolute over the serfs

C. This system developed in Russia during the Middle Ages

D. By the 1820's, Russia wanted it to end

1. It was Morrally wrong

2. The empire's economy was going backward

E. Freeing the serfs was the first step to progress and Modernization

1. All it would take is help from the Czar

2. Czar Alexander I played with setting them free but didn't because _____ was in the pocket of nobles _____

II. The Decembrists revolted

A. After Czar Alexander I's death, army officers revolted in December - Decembrists

1. While away fighting in Europe, they learned of many light moves/democratic

2. Wanted a democracy for Russia

3. Confusion as to who would rule next

4. Then Czar Nicolas I, Alexander's brother, crushes the rebels with troops

III. Nicholas I resisted change

A. He was determined to stop any rebellion

B. He refused to free the Serfs

1. He agreed serfdom was Wrong

2. He needed the support of the nobles

C. Crushed at least 500 peasant revolts

D. Limited education in order to control censorship

1. Censored books, newspapers, and pamphlets

E. Set up a secret police

F. Crimean War

1. Russia fought with Britan, Turkey, France

IV. Alexander II freed the serfs

A. Nicholas I died in 1855

B. March 3, 1861 Alexander issued a decree freeing the serfs

1. Nobles received ½ of the farmland and the serfs got the rest (½)

2. Serfs had to pay the gov who then paid the nobles

3. Nobles benefited from the money and not having to shelter the serfs

4. Serfs were part of communities and were still bound to them

C. Public trials and lawyers were formed and education was expanded

V. Reforms encouraged unrest

A. Peasants still paid a tax and could receive the death penalty

B. Peasant riots were caused by increased population and not enough money

C. Censorship caused educated Russians to discuss ideas in secret

D. Many became nihilists- didn't want goverment

E. Narodniki were students who wanted to spread revolution

1. Hundreds were arrested

2. Their goal was to assinate czars

F. Alexander II was killed by a bomb on March 13, 1881

-Nationality
-Ortadoxy
-Autocracy

VI. Alexander III held up the autocracy

A. He completely rejected the reforms

B. Secret police oversaw education in schools and requested reports from teachers

C. His goals were to strengthen autocracy + religon

D. Those who Outsiders + foreigners were watched

E. Jews were denied formal education and experienced constant persacution

F. Pogroms- Citizens raiding = killing Jews happened and no one tried to stop it

VII. Nicholas II Resists Change — golden egg man

A. Vows to uphold Russian autocracy

B. New ideas amongst students spread, great Russian novelist and composers were discovered which boosted their culture

C. Between 1861 and 1870, population increased 45%

D. The number of factories doubled between 1863 and 1900

E. In the 1890's, Sergey Witte pulled money to build of Russia's industry

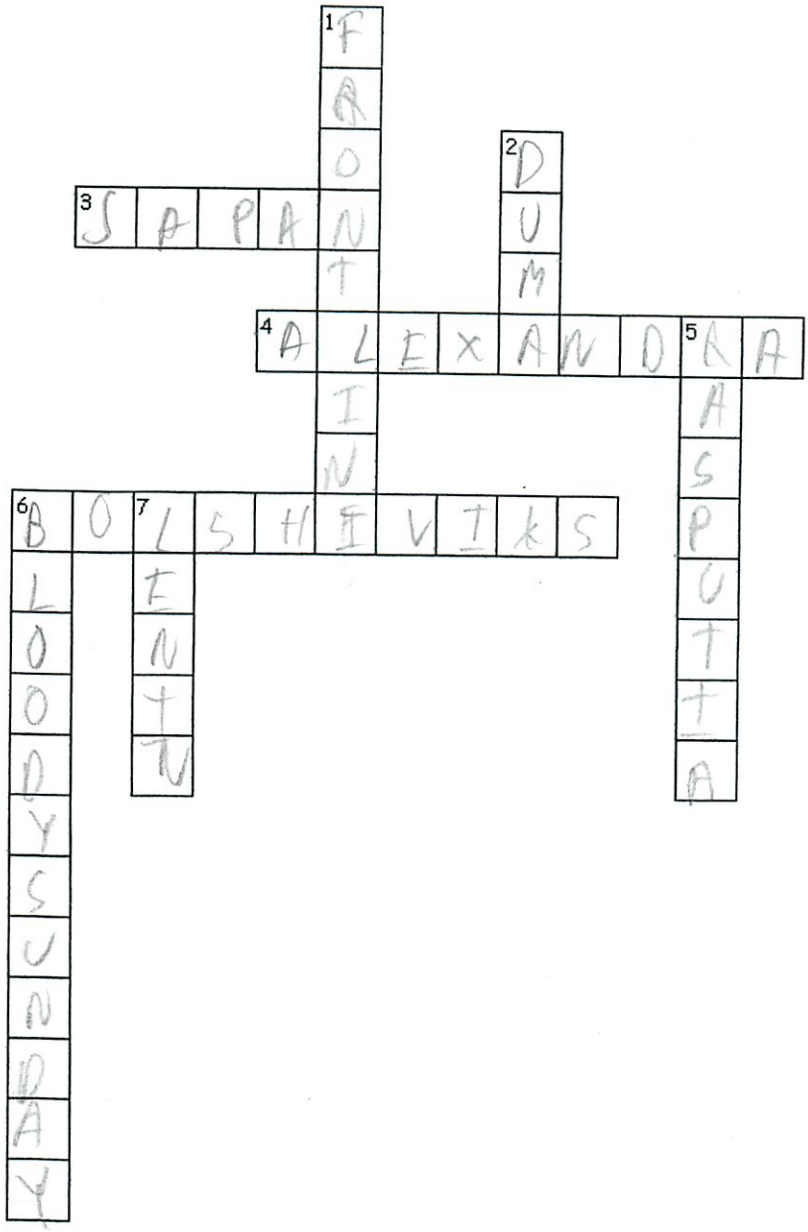
F. Completed the Trans-Siberian Railroad in 1904 (world's largest then)

G. Beginnings of an industrial economy began in Western Russia

Gov situation resembls France during French Revolution

Group 7

Chapter 14 390-391 Crossword



Across

3. Went to war with Russia after territory and other disputes (Russias neighbor)
4. Czar Nicholas' wife
6. Willing to sacrifice everything for radical change

Down

1. Czar Nicholas' mistake of moving his headquarters here
2. Russia's First parliment that was suppose to help Czar Nicholas out in
5. Mysterious Holy man that influenced Alexandra's decisions
6. (2 words) A day of massive killings after a strike at Czars palace

Group 7

The person is Lenin

This is what I found out about them:

- bolshivick yes
- leader
- influenced revolution
- Marks ideas
-
-
-
-
-
-

The person is Rasputin

This is what I found out about them:

- No - bolshivick
- not against gov
- No
-
-
-
-
-
-

The person is ~~Sergey Witte~~ Czar Nicolas

This is what I found out about them:

- No - bolshivick
- leader
- trans-siberian builder
- supported WW I
-
-
-
-
-

Group 2

Revolutionary Conditions, Groups, and 4 Mistakes of Czar Nicolas II

Russia Moves Towards Revolution

- 20th century Russia was an autocracy
- Many groups of people wanted change
- Constitutional Democrats were moderates who hoped to limit the czars power and create a constitutional monarchy (like Britain)
- Others wanted revolution instead of reforms
- They had middle class backgrounds and secretly worked for revolution

The Revolutionaries were Divided

- There were two different groups of radicals
    - Social revolutionaries (SRs) and Social Democrats (SDs)
- Social Revolutionaries believed revolution would begin with the peasants
- Social Revolutionaries also believed the Russia would develop rural socialism (distributing land among the peasants)
- They also wanted an elected government

Focus: Peasants

Rural

The Social Democrats

- Social Democrats were influenced by Karl Marx
- They believed that the urban working class would lead future revolutions
- A man called Lenin hoped to start a Marxest Revolution
- He suggested that after they overthrow the czar, they cold establish a dictatorship of the proletariat until they could take charge themselves
- Lenin's followers called themselves Bolsheviks
- Lenin's opponents called themselves Mensheviks

Focus: Workers

Urban

now

Communism

wait till industrialized

Economic Growth and It's Impact

- Factories doubled between 1863-1900
- Sergey Witte was the czar's most capable minister
- Higher taxes and foreign investments made a build up of Russian Industries
- Boosted the growth of heavy industry, mostly steel
- In 1900, Russia became 4th ranked producer of steel
- Witte pushed for the building of the Trans Siberian Railway
- In 1904, the Trans- Siberian Railway was completed.

The Revolutionary Movement Grows

- The Growth of factories brought problems;
- The growth of working conditions
- Miserably low wages
- Child Labors
- Trade and Union were outlawed

Czar Nicolas II's mistakes

Czar's First Mistake

- Russia and Japan were competing for control of Korea
- Czar Nicholas thought that a win would get rid of the attention that were directed towards the countries problems
- To Russia's surprise, they were beaten badly, and it led to the Revolution of 1905

The 2nd Mistake of Czar Nicolas

- January 22, 1905, about 200,000 workers and their families went to the Czar's Winter Palace in St. Petersburg
- The people carried petitions that asked for better working conditions, more personal freedom, and an elected national legislature.
- Nicholas II was not present, but the guards and police were there, and were ordered to fire
- Between 500 and 1000 unarmed people were killed
- Lennon called it their "dress rehearsal"
- October 1905 Nicholas promised freedom and created the Duma (Russia's 1st Parliament)
- The 1st Duma meeting met in May 1906, and the leaders wanted Russia to become a Constitutional Monarchy not much power
- The Czar decided the Duma was a bad idea because he did not want to share his power
- The Czar dissolved the Duma after 10 weeks didn't happen
- Russian people were angered
-

Czar's 3rd Mistake

- Czar Nicholas decided to enter World War I, because they were feuding with Austria-Hungary
- Russia was poorly equipped , and were plowed by the German Army
- 4 million Russians were wounded, captured, or killed, before 1914 was over

Czar's 4th Mistake

- After many defeats, Czar moved his headquarters up to the front line so he could inspire his troops
- The government was then left in the hands of his wife Alexandra, who was strongly influenced by Rasputin
- After Rasputin cured Czar's and Alexandra's only son, she confided in him for ideas
- Rasputin idea's were not in the best interest of the country, even though Alexandra continued to listen to him. His bad idea's angered many people

Group 3

Dijana Ilic, Lauren Schmeer, Naomi Davidoff, Emma Masloff, Chelsea Maguire
Mr. Smith
Western Civ
5/29/06

Chapter 14 Outline

I. The March Revolution
   a. In March 1917, women textile workers revolted in Petrograd.
      1. Riots started over shortages of bread and fuel.
      2. 200,000 people stormed the city.
      3. At first, soldiers fired on the rioters. Later, they sided with the rioters and fired on their own officers.
      4. Crowds shouted, "Down with the autocracy!"

II. The Czar Steps Down
   a. The March Revolution forced Czar Nicholas II to abdicate his throne.
      1. A year later, revolutionaries executed Nicholas and his family.
      2. The Czarist rule of the Romanovs had finally been brought to an end.
   b. Leaders of the Duma (Russia's first parliament) created a **provisional government**, or a temporary government.
      1. Headed by Alexander Kerensky.
      2. Kerensky wished to stay in World War I, so he lost the support of civilians and soldiers.
      3. Conditions in Russia worsened:
         - City workers grew more radical
         - Angry peasants demanded better working conditions
      4. Social revolutionaries competing for power formed **soviets**, or local councils consisting of workers, peasants, and soldiers.
      5. Soviets sometimes had more power than the provisional government.

III. Lenin Returns to Russia
   a. The Germans arranged Lenin's return to Russia.
      - They believed Lenin would hurt the Russian war effort.
      - Lenin arrived in Petrograd in April 1917.

IV. The Bolshevik Revolution
   a. Lenin and the Bolsheviks gained control of many soviets, including the Petrograd soviet.
   b. Lenin's slogan, "Peace, Land, and Bread", gained widespread.

V. The Provisional Government Topples

a. In November 1917, Bolshevik Red Guards (armed factory workers) stormed the Winter Palace in Petrograd.
    - They took over government offices and arrested the leaders of the temporary government.
    - The Revolution was over in a few hours and Kelensky and his colleagues disappeared.

VI. Bolsheviks in Power

a. Lenin ordered that all farmland be distributed between the peasants.
b. Control of the factories was given to the workers.
c. In March of 1918, Russia and Germany signed the Treaty of Brest-Litovsk to stop fighting the war.
d. Russia lost many territories to Germany and its allies.
e. Many Russians were humiliated and angered; they objected to the Bolsheviks.

Group 3

Name: Michael plasrier
Date:

Ch. 14 Quiz

Multiple Choice # 1-5

1. When did the women textile workers revolt in Petrograd ?
   A. March 1917 B. July 1917
   C. September 1917 C. May 1917
2. How many people left the city of Petrograd ?
   A. 500,000 B. 300,000
   C. 200,000 D. 100,000
3. What revolution forced Czar Nicholas II to abdicate ?
   A. The Bolshevik B. The March
   C. The American D. The Petrograd
4. Kerensky wished to stay in World War I. He therefore lost what ?
   A. Goods B. Their economy
   C. Support of civilians and soldiers C. Their government
   could also be right
5. Lenin arrived in Petrograd in what year ?
   A. 1917 B.1918
   C. 1916 D. 1919

Short Answer # 6-

6. Why did the Germans arrange Lenin to return the Russia ?
   To try and cause Revolution in Russia so they would drop out of war

7. What did Lenin and the Bolsheviks gain control of ?
   ~~Government~~ not yet
   Small soviets (including Petrograd)

8. What was Lenin's slogan ?
   Peace Land + Bread

9. In November 1917, Bolshevik Red Guards attacked what place ?
   Czar's Winter Palace in Petrograd

10. What did they than take over ?
   ~~Nov 1917~~ not when
   gov office

11. Who did the Bolshevik Red Guards arrest ?

Kelenoky + Colouges

12. Who ended up disappearing after the Revolution ?

?

13. What did Lenin order ?

farmland distributed among all peseants

14. What treaty did Russia and Germany sign ?

Brest - Litovsk

15. Russia lost many what to Germany and its Allies ?

land + people

?

$\frac{1}{4}$ of country

Civil War in Russia, Lenin Restores Order, and Totalitarianism in Russia: Joseph Stalin

1. Civil War in Russia (1918-1820)
   a. Bolsheviks and the **Red Army** (Lead by Leon Trotsky) v. Russia and the **White Army** (with help from the United States and Western Nations)
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   c. Capital moved to Moscow
   d. Bolsheviks renamed themselves the ***Communist Party*** (from Karl Marx's ideas)
4. **Leader V.I. Lenin died in 1924 launching power struggle to see who would be the next leader**
   a. Leon Trotsky and Joseph Stalin were the two rivals competing for the top position.
   b. Both had helped in the revolution and in creating a Soviet state
   c. The winner in this struggle was **Joseph Stalin** – was cold and ruthless
   d. Stalin exiled Leon Trotsky in 1829
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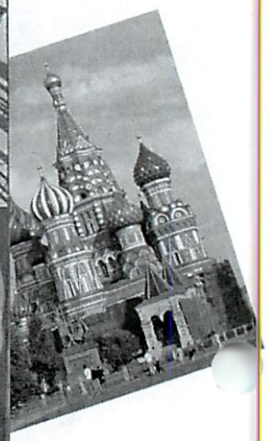
   d. Sponsored **socialist realism** art
      i. Smiling workers doing their part
   e. Total Censorship of Media



11. Religious Persecution
   a. State encouraged (um, demanded) **atheism**
   b. Museums showing fallacy of religion
   c. Police destroyed churches and synagogues
   d. Persecuted religious leaders
   e. But people still clung to their faiths
   f. Russian Orthodox Church = major religion
12. Command Economy
   a. Stalin changed Lenin's NEP to an economy where the state had complete control
      i. Political leaders identified economic needs and found ways to fulfilled them
   b. Stalin also wanted to catch up to Great Britain and Germany, as well as the rest of Europe, in industrialization
   c. Unlike democratic economic change, Stalin pushed this along at great costs to individuals
13. First **Five Year Plan** - 1928
   a. The government would take drastic steps promote rapid industrial growth and strengthen military defenses (remember just lost WWI)
   b. Set impossibly high quotas (or numeric goals) for the output of steel, coal, oil, and electricity
14. Workers Poor Lives
   a. The government controlled *every aspect of worker's lives*
   b. Government chose the jobs, the hours you worked
   c. Food and supply shortages from rapid industrialization
   d. The Secret Police enforced all there rules
      i. Ready to imprison anyone for breaking them
   e. This forced labor had a gigantic toll on Soviet families and lives

15. The Agriculture Revolution
   a. The Agriculture Revolution was very successful, but far more brutal

b. In 1928, Stalin began to seize 25 million private farms and combine them into huge **collective farms**. Peasants worked on these farms.

16. The Agriculture Revolution - Revolution
    a. The Peasants were angry because they had just won their land from the nobles.
    b. They revolted fiercely by destroying crops and livestock
    c. Stalin struck back with his secret police sending peasants to work at the threat of death
    d. Between *5 and 10 million peasants were killed with millions more sent to Siberia.*
    e. The **kulaks**, wealthy peasants also revolted and their entire class was sent to death or work camps
    f. Success! - By 1938, 90% of peasants were now working on collective farms.

17. In 10 years:
    a. Wheat production was doubled due to collective farming
    b. Electricity production was up 800%
    c. Steel production increased from 4 to 18 million metric tons
    d. <u>The USSR was becoming a major industrial power</u>

18. <u>In the Long Run</u>
    a. Stalin responsible for Russia's **industrialization**
    b. Russia was able to **stand up** to Germany in WWII
    c. *Standards of living ultimately rose*; people embraced science and technology
    d. Stalin changed Russia from an <u>agricultural backwater</u> into a <u>world-power industrial giant</u>
    e. *But the people paid the price for these gains*

Plaz, Dan, DJ, Cathy, and Jamie Smith
Western Civ 9H
6 June 2006

Revision: B
6/6/2006

Russian Revolution Quiz

1. When was Lenin's New Economic Policy launched, and what did it entail?

2. What did Lenin rename Russia in 1922?
   a) United States of Russia
   b) Union of Soviet Socialist Republics
   c) Russian Union
   d) Russian Soviets United

3. Who was the leader after Lenin died?
   a) Leon Trotsky
   b) Joseph Stalin

4. When the government takes complete, central control over every aspect of public and private life, it is called _____.

5. The police went easy on the people, and minor crimes were ignored. T or F

6. Why do you think Russia strongly discouraged religion?

7. What did the First Five Year Plan aim to promote?

8. The _____ _____ was very successful but much more brutal than the industrial revolution.

9. What were the huge, government-created farms called?
   a) Collective farms
   b) Agricultural farms
   c) Cotton Gins
   d) Independent Farms

10. Do you think the successful results of Stalin's actions were worth the hardships to the people?

Study Group 2

Western Civilization **Name:**_____

Classwork- [redacted]

1.) The Social Revolutionaries believed that in Russia the revolution would begin with the

proliteriat (workers or peasants).

2.) Lenin's eagerness to establish the dictatorship of the proletariat caused the split among Social Democrats into Social Revolutionaris and the

Social Demorats (workers, urbary Lenin.

3.) On Bloody Sunday, the soldiers were ordered to fire on unarmed workers gathered to petition for reforms.

Sharp pencil

4.) Elected workers' councils are known as Soviets.

5.) The name given to Russia by the Bolsheviks in 1922 was the Soviet Union, or

USSR- Union of Social Soviet Republic.

_____6.) Which Russian leader used the slogan "Peace, Land, and Bread"?

A. Kerensky C. Nicholas II E. Trotsky

B. Lenin D. Stalin

7.) The Civil War in Russia was between the White army (Bolshevik opponents) and the Red army(Bolsheviks).

Alex 2 → Alex 3 → Nicholas II
reform harsh pogom

Western Civilization **Name:**_____

Chapter 28 Test - Russian Revolution

I. Matching

B 1. Ruler with unlimited power
I 2. Family that held power in Russia for 300 years
E 3. Czar Nicholas II's wife
H 4. Elected worker's council
F 5. Capital of Russia before Lenin came to power
D 6. Bleak region of northeastern Russia that lies in Asia where Russian citizen were exiled to for punishment
C 7. Leader of the provisional government

A. abdicate
B. autocrat
C. Kerensky
D. Siberia
E. Alexandra
F. St. Petersburg
G. Hapsburg
H. soviet
I. Romanov

II. Multiple Choice

_____ 8. What was the name of the czar at the time of the Russian Revolution?
A. Alexander II B. Kerensky C. Nicholas II D. Rasputin E. Stalin

_____ 9. The main goal of the 1825 Decembrists' revolt was
A. a written constitution for Russia
B. the abolition of serfdom
C. land reform for peasants
D. freedom of speech and of the press

(Alex II)

_____ 10. The pogroms that occurred during the reign of Alexander III represented
A. attempts to control the serfs
B. regulations for the nobility
C. persecution of the Jews
D. efforts to control the middle class

Chpt. [redacted] 15 Sec. [redacted] 2

EUROPE TRIES TO RECOVER AFTER WWI

Reasons New Democracies were weak / unstable	Reasons German Republic was weak
- people in Germany, Austria, Hungary had no experience with democracy - too many political parties in some countries - too hard to get majority - might form coalition + work together to get majority (coalition government) - don't work well together - don't last long - don't help long-term problems	Weimar Republic - parliamentary democracy - Coalition government problems (too many political parties) ← see - Signed Treaty of Versailles - very unpopular - Germans did not trust it - Germany had economic problems - had to pay back war debts - Currency became worthless over →

Germany tries to recover with American's help

Dawes plan - provided $200 million loans from American banks

Went into effect 1924

worked very well, attracted many Americans to invest in Germany

After WWI
Before WWII

6/8

- US + Japan in better position
- US lended money to everyone
- economic downturn in USA
  - Scientific farmeaming hurt farmers
  - couldn't pay back loans
  - Banks called in international loans
  - in USA increasing gap between rich + poor
- Great Depression + Black Tue.
- German mark worthless
- Britian + France weakey from war

Compare / Contrast
Extremist Groups

Topic: Fascism		Topic: Communism
Different	**Similiar**	**Different**
action oriented	important glorious leader, almost dictator	marxist-leninist ideas
hatiolist	authoritarian / totatarian	international ideas
racist (Natism)	State more important then individual	workers + pesants
middle class, industrial, military	One party rule	Collective Ownership
private property control by state	Censorship, indoctrin,	Centralized state planning
Italy, Spain, Germany	State control of economy	USSR
no clearly defined theory	denied individual rights	no class-less society
Classed society	both had a "color"	tried to avoide war
nations must struggle	leaders held great speeches	internally focused
extornally focused		Red
black (Italy)		
brown (Germany)		

Chpt. 15 Sec. 3 8/10

Western Civilization **Name:** Michael Plasmeier

COMPARING MUSSOLINI AND HITLER

	MUSSOLINI	HITLER
Attitude toward Versailles Treaty	?? wanted more land	Denounced it, hated it
Handling of Economic Crisis	Outlawed uniens + strikes — aligned w/ large land owners	gov. authority of business + labor large public works
Method of Taking Power Mussolini took power by force	took legally through elections — (some) people hated him elected when economy turned downward —	
Style of Leadership	facism (dictators) appeared strong (speeches) censored + propaganda	
Enemies examples?	banished w/ secret police + force other political parties outlawed —	
Goals specific	land gains revive economy	hurt Jews + blacks promote "master race"

Honors
Block 4 A/B
L. Smith
2006

Western Civilization Review Sheet for Final Exam

Chapters and Sections Covered:

- Chapter 11 Section 1: "Imperialists Divide Africa" p. 305-309
- Chapter 11 Section 2: "Imperialism, Case Study: Nigeria" p. 310-315
- Chapter 11 Section 3: "Muslim Lands Fall to Imperialist Demands" p. 317-319 (up to "Persia Pressured to Change")
- Chapter 11 Section 4: "British Imperialism in India" p. 321-325
- Chapter 13 Section 1: "The Stage Is Set for War" p. 363-366
- Chapter 13 Section 2: "War Consumes Europe" p. 367-371
- Chapter 13 Section 3: "War Affects the World" p. 373-377
- Chapter 13 Section 4: "A Flawed Peace" p. 380-383
- Chapter 14 Section 1: "Revolutions in Russia" p. 389-394
- Chapter 14 Section 2: "Totalitarianism, Case Study: Stalinist Russia" p. 395-400
- Just a few questions from Chapter 15 Section 3: "Fascism Rises in Europe" p. 427-430

Format:

- Multiple Choice
- One Essay

Tips:

- Review old tests/quizzes, as well as warm-ups, worksheets, homework, and class notes
- Make note cards for key terms, people, and events (usually in bold or we emphasized it in class)
- Make sure you also review the new material (Chapter 14 and 15) since we have not been tested on it
- Attend review sessions, work on practice sheets passed out in class

Name _____ Date _____

CHAPTER 11

SECTION QUIZ

Imperialists Divide Africa

Section 1

Finds Rieur

A. Terms and Names If the statement is true, write "true" on the line. If it is false, change the underlined word or words to make it true.

Example: In 1871, American reporter Henry Stanley found Scottish minister David Livingstone on the shores of Lake Tanganyika. true

Example: In 1882, Henry Stanley signed treaties with local chiefs of the Congo River valley that gave Britain control over these lands. Belgium

Dutch

1. Belgian settlers in South Africa were known as Boers. False

2. Racism is the name for the belief that one race is superior to others and the actions that result from that belief. True

European

3. In 1884 and 1885, 14 African nations met at the Berlin Conference to discuss the future of Africa. F

support

4. The theory of Social Darwinism was used to attack the actions and beliefs of European imperialists. F

Mineral

5. The major source of wealth in Africa was the continent's agricultural resources. F

6. The Boer War, which involved guerrilla warfare tactics and the use of concentration camps, was fought between the Zulu and the Boers. false British

Europeans

7. Shaka was a Zulu chief who used highly disciplined warriors and good military organization to create a large centralized state in southern Africa. True?

Boers

8. The Great Trek was undertaken by the French in an attempt to escape the British but led them into conflict with the Zulu and other Africans. Fran

B. Extended Response Briefly answer the following question on the back of this paper.

What motivated European imperialism, and why were European imperialists so successful in Africa?

nationalism

exploitation economic

wealth

political

ideological

religous

Get 5 reasons

_____13. The British improved India in all of the following ways **EXCEPT**
A. building a network of railroads and telegraph lines
B. offering social equality to educated Indians
C. irrigating to bring new lands under cultivation
D. establishing public works programs

____14. Muhammad Ali instituted a series of reforms in the military and in the economy of
A. Egypt
B. Persia
C. Herzegovina
D. The Ottoman Empire

11.3
Study

____15. The Suez Canal saved sailors a trip around the continent of
a.) Africa c.) Asia e.) Australia
b.) Europe d.) South America

____16. According to Ram Mohun Roy, in order to successfully move towards independence, Indians had to
A. convert to Christianity
B. hold firmly to traditional ideas
C. take up arms against their British rulers
D. change some of their cultural and religious practices

no widow burning

direct control

____17. How did Europeans use paternalism to govern people in colonies?
A. They allowed them to assimilate into European society
B. They provided for colonial peoples' needs but did not give them full rights
C. They trained colonial peoples to govern themselves
D. They trained them in advanced European farming and mining techniques

III. Fill in the Blank/Short Answer

18. The opposition of Dutch settlers to British policy in South Africa turned violent during the Boer War.

19. The idea that one race is superior to others is called racism.

20. Invented in 1889, it was the world's first automatic machine gun maxim gun

21. Give two examples of negative effects European rule had on the people of Africa. Make sure they are different and explained completely.

a. covered up Africa's culture + forced Peoples - ended culture, food, clothing disapproved

b. lots of Africans killed by resistance - explain

Get more

Name _____ Date _____

CHAPTER 14

SECTION QUIZ

Revolutions in Russia

Section 1

Findle Rowlee

A. Terms and Names Write the letter of the term or name that matches the description. A term may be used once or not at all.

a. soviet
b. Duma
c. pogrom
d. Rasputin
e. Karl Marx
f. V. I. Lenin
g. Nicholas II
h. Bolsheviks
i. Mensheviks
j. Sergey Witte
k. World War I
l. Alexander III
m. Bloody Sunday
n. Russo-Japanese War
o. Trans-Siberian Railway
p. provisional government
q. March Revolution (1917)
r. New Economic Policy (NEP)

b 1. This was Russia's first parliament.

g 2. He was the last Romanov czar of Russia.

f 3. He was the major leader of the Bolsheviks.

m 4. This is an event during the Revolution of 1905.

p 5. This was overthrown by the Bolshevik Revolution.

Dolshvick Red army inadde provintal gov

h 6. This group masterminded the revolution in November 1917.

c 7. This type of organized violence against Jews was encouraged by Alexander III.

d 8. This man's influence on Czarina Alexandra led a group of Russian nobles to murder him.

j 9. This minister of Nicholas II promoted Russian industrialization and construction of the Trans-Siberian Railway.

k 10. For Russia, this ended with the signing of the Treaty of Brest-Litovsk, which cost Russia a large chunk of territory.

a 11. This was the influential local council of workers, peasants, and soldiers, formed by revolutionaries in cities such as Petrograd.

l 12. After the assassination of this man's reform-minded father by revolutionaries, he determined to strengthen "autocracy, orthodoxy, and nationality" in Russia.

B. Extended Response Briefly answer the following question on the back of this paper.

Why did the Bolshevik Revolution succeed after earlier revolutions had failed?

didn't want to fight
Got support of peasants
independent soviets
strong militory

Quizzo, Rd. 1

1) Leader of Russia when the Revolution started (1917, WWI)

Answer → Czar Nicholas II

2) Area was a stretch of battlefield along the German + Russian border. Here, Russians + Serbs battled Germans, Austrians, + Turks. A lot of movement.

Answer → Eastern Front

3) The East India Company was the leading power in this country. This company had its own army led by British officers + staffed by members of the country.

Answer → India

4) A secret society committed to ridding Bosnia of Austrian rule. Gavrilo Princip was a member of this group.

Answer → Black Hand

5) Germany, A-H, Bulgaria, + Ottoman Empire were ~~called~~ known as this ___ because of their location in the heart of Europe.

Answer → Central Powers

6) Siberian peasant, self-described "holy man." He claimed to have magical healing powers. Influenced Czarina Alexandra.

Answer → Rasputin

7) Leader of the Bolsheviks. Famous slogan was, "Peace, Land, Bread." Lead Bolshevik takeover in 1917 (over provisional gov.)

Answer → Lenin

8.) Signed in March 1918, Russia + Germany signed this which stopped the fighting between them in WWI. Russia surrendered a large chunk of its territory to Germany + its allies. The humiliating terms of this treaty triggered widespread anger among many Russians.

Answer → Treaty of Brest-Litovsk

9.) Government control over every aspect of public + private life. Usually has a dictatorship, one-party rule, dynamic leader, state controls all sectors of society & individual, there is violence.

Answer → totalitarianism

10.) Stalin (1934) turned against members of the Communist Party. He launched this _____, which was a campaign of terror. It was directed at eliminating anyone who threatened his power. Thousand of old Bolsheviks who helped stage the Revolution in 1917 stood trial. They were executed for "crimes against the Soviet state"

Answer → Great Purge

Quizzo → Rd. 2

1) A series of proposals drawn up by President Woodrow Wilson of the United States. They outlined a plan for achieving a just + lasting peace after WWI.

Answer → 14 Points

2) The limiting of the amounts of goods people can buy – often imposed by governments during wartime, when goods are in short supply.

answer → rationing

3) One of the local representative councils formed in Russia after the downfall of Czar Nicholas II. Consisted of workers, peasants, + soldiers. In many cities, especially Petrograd, these councils had more influence than the provisional government.

Answer → soviet

4) Started in 1857 when gossip spread among the Indian soldiers, that the cartridges of their new Enfield rifles were sealed w/ beef and pork fat. To use the cartridges, soldiers had to bite off the seal. Offened Hindus + Muslims.

Answer → Sepoy Mutiny

5) The French + other European powers preferred a more direct control of their colonies. They viewed the people as children unable to handle the complex business of running a country. Based on this belief, Europeans developed this _____ policy, where Europeans governed people in a fatherly way by providing for their needs but not giving them right.

Answer → paternalism

6) List 5 motives of imperialism.

Answer → Political, religious, ideological, exploratory, + economic

7) List two positive effects of imperialism in India.

Answer → Laying of world's third largest railroad network

→ Enabled India to develop a modern economy + brought unity to the connected regions

→ modern road network, telegraph lines + telephone, dams, bridges, + irrigation canals enabled India to modernize

→ sanitation + public health improved

→ schools + colleges were founded, literacy increased

→ cleared central India of bandits + put an end to local warfare among competing local rulers

8) One-sided information designed to persuade - to keep morale and support for the war

Answer → propaganda

9.) Revolutionary group that believed that the force to overthrow the Czar would come from Russia's workers.

Answer → Social Democrats

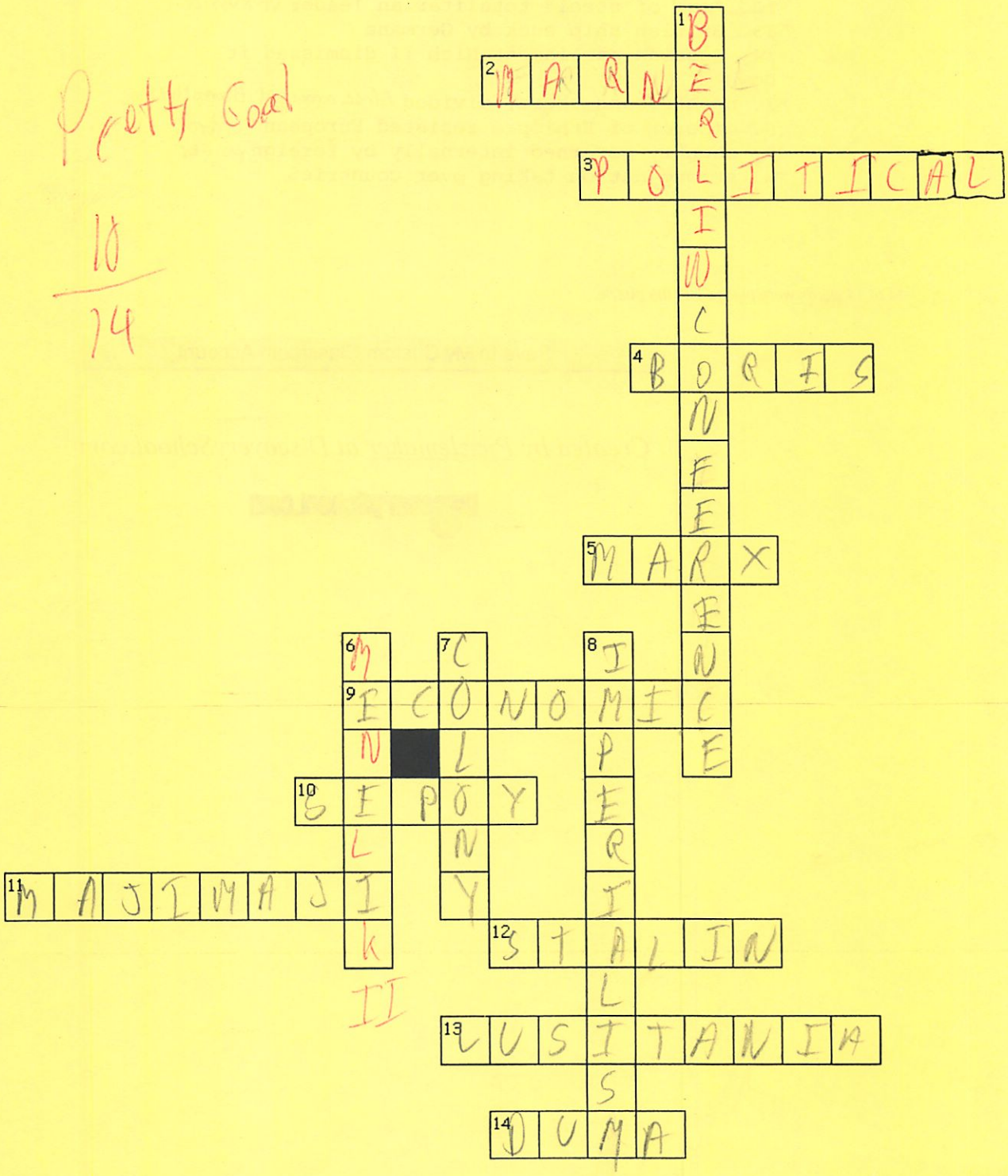
10.) Capital of Russia in 1917, where the March Revolution took place. Women textile workers led a citywide strike. Riots flared up over shortages of bread + fuel. Nearly 200,000 workers swarmed the streets. "Down w/ the autocracy" "Down w/ the war". The czar abdicated.

Answer → Petrograd

Final Exam Review!!!

Pretty Good

10/14



Battle II

Across

2. Western front, ruined Schlieffen plan

3. power, national pride
4. Dutch farmers in Cape Colony of Africa
5. wrote Communist Manifesto
9. gaining resources, new markets
10. Indian soldier
11. magic water to protect from bullets
12. "man of steel" totalitarian leader of Russia
13. British ship sunk by Germans
14. Russian parliament Nich II dismissed it

Down

1. no Africans there, divided Africa amongst themselves
6. emperor of Ethiopia resisted European control
7. country governed internally by foreign power
8. strong nation taking over countries

14 of 14 words were placed into the puzzle.

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