

## THE MODERN ERA

# UNITS 5 & 6: REVOLUTIONS & CONSEQUENCES OF INDUSTRIALIZATION, c. 1750 – c. 1900

**READINGS:** You will have selected readings assigned from the following texts – available online):

- **AMSCO:** Chapter 21 [Enlightenment & Revolutions], Chapter 22 [Industrial Revolution], Chapter 23 [Turkey, China, Japan, & the West], Chapter 24 [Global Links & Imperialism].
- **Strayer Online:** Chapters 15-19

UNIT 5 Revolutions c. 1750 to c. 1900			
UNIT AT A GLANCE			
Thematic Focus	Topic	Reasoning Process	Suggested Skill
CDI, SIO	5.1 The Enlightenment	Continuity and Change	1A Identify and describe a claim and/or argument in a text-based or non-text-based source.
GOV	5.2 Nationalism and Revolutions in the Period from 1750 to 1900	Causation	1C Compare the arguments or main ideas of two sources.
ENV	5.3 Industrial Revolution Begins	Causation	1A Explain a historical concept, development, or process.
TEC	5.4 Industrialization Spreads in the Period from 1750 to 1900	Continuity and Change	1A Identify patterns among or connections between historical developments and processes.
	5.5 Technology of the Industrial Age	Causation	1A Explain a historical concept, development, or process.
GOV	5.6 Industrialization: Government's Role from 1750 to 1900	Causation	1A Identify patterns among or connections between historical developments and processes.
ECN	5.7 Economic Developments and Innovations in the Industrial Age	Continuity and Change	1A Explain how a historical development or process relates to another historical development or process.
	5.8 Reactions to the Industrial Economy from 1750 to 1900	Causation	1B Explain the point of view, purpose, historical situation, and/or audience of a source.
SIO	5.9 Society and the Industrial Age	Continuity and Change	1A Explain how a specific historical development or process is situated within a broader historical context.
	5.10 Continuity and Change in the Industrial Age	Continuity and Change	1C Use historical reasoning to explain relationships among pieces of historical evidence.

UNIT 6 Consequences of Industrialization c. 1750 to c. 1900			
UNIT AT A GLANCE			
Thematic Focus	Topic	Reasoning Process	Suggested Skill
CDI	6.1 Rationales for Imperialism from 1750 to 1900	Causation	1A Explain how a specific historical development or process is situated within a broader historical context.
	6.2 State Expansion from 1750 to 1900	Comparison	1A Explain how a specific historical development or process is situated within a broader historical context.
GOV	6.3 Indigenous Responses to State Expansion from 1750 to 1900	Causation	1B Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.
ENV	6.4 Global Economic Development from 1750 to 1900	Continuity and Change	1B Explain the point of view, purpose, historical situation, and/or audience of a source might affect its interpretation.
	6.5 Economic Imperialism from 1750 to 1900	Causation	1A Explain how a specific historical development or process is situated within a broader historical context.
ENV, ECN	6.6 Causes of Migration in an Interconnected World	Causation	1B Explain how a historical development or process relates to another historical development or process.
	6.7 Effects of Migration	Causation	1A Explain how a historical development or process relates to another historical development or process.
SIO	6.8 Causation in the Imperial Age	Causation	1C Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might: <ul style="list-style-type: none"> <li>• Explain nuance of an issue by analyzing multiple variables.</li> <li>• Explain relevant and insightful connections within and across periods.</li> <li>• Explain the relative historical significance of a source's credibility and limitations.</li> <li>• Explain how or why a historical claim or argument is or is not effective.</li> </ul>

\*\*\* Listed below are the Historical Developments [formerly known as Key Concepts] discussed in Units 5-6 (c. 1750-1900). \*\*\*

### HISTORICAL DEVELOPMENTS #1: ECONOMICS & INDUSTRIAL REVOLUTION — The

development of industrial capitalism led to increased standards of living for some, and to continued improvement in manufacturing methods that increased the availability, affordability, and variety of consumer goods.

- A variety of **factors contributed to the growth of industrial production** and eventually resulted in the Industrial Revolution, including:
  - Proximity to waterways; access to rivers and canals
  - Geographical distribution of coal, iron, and timber
  - Urbanization
  - Improved agricultural productivity

- Legal protection of private property
- Access to foreign resources
- Accumulation of capital
- The development of machines, including **steam engines** and the **internal combustion engine**, made it possible to take advantage of both existing and vast newly discovered resources of energy stored in fossil fuels, specifically **coal and oil**. The **fossil fuels** revolution greatly increased the energy available to human societies.
- The development of the **factory system** concentrated production in a single location and led to an increasing degree of specialization of labor.
- As the **new methods of industrial production** became more common in parts of northwestern **Europe**, they **spread** to other parts of Europe and the **United States, Russia, and Japan**.
- The “**second industrial revolution**” led to new methods in the production of **steel, chemicals, electricity, and precision machinery** during the second half of the 19th century.
- The **need for raw materials for factories and increased food supplies** for the growing population in urban centers **led to the growth of export economies around the world** that specialized in commercial extraction of natural resources and the production of food and industrial crops. The **profits from these raw materials were used to purchase finished goods**.
- The rapid development of steam-powered industrial production in **European countries and the U.S.** contributed to the **increase** in these regions’ share of global manufacturing during the first Industrial Revolution. While **Middle Eastern and Asian countries** continued to produce manufactured goods; these regions’ share in global manufacturing **declined**.
  - ILLUSTRATIVE EXAMPLES, DECLINE OF MIDDLE EASTERN & ASIAN SHARE IN GLOBAL MANUFACTURING: *Shipbuilding in India and Southeast Asia; Iron works in India; Textile production in India and Egypt*
- **Trade in some commodities** was organized in a way that gave merchants and companies based in **Europe and the U.S. a distinct economic advantage**.
- Western European countries began abandoning mercantilism and adopting free trade policies, partly in response to the growing acceptance of **Adam Smith’s theories of laissez-faire capitalism and free markets**.
- The **global nature of trade and production** contributed to the proliferation of largescale **transnational businesses** that relied on **new practices in banking and finance**.
  - ILLUSTRATIVE EXAMPLES, TRANSNATIONAL BUSINESSES: *Hong Kong and Shanghai Banking Corporation (HSBC); Unilever based in England and the Netherlands and operating in British West Africa and the Belgian Congo*
  - ILLUSTRATIVE EXAMPLES, FINANCIAL INSTRUMENTS: *Stock markets; Limited-liability corporations*
- **Railroads, steamships, and the telegraph** made exploration, development, and communication possible in interior regions globally, which **led to increased trade and migration**.
- In industrialized states, many workers organized themselves, often in **labor unions**, to improve working conditions, limit hours, and gain higher wages. Workers’ movements and political parties emerged in different areas, promoting alternative visions of society.
- In response to the expansion of industrializing states, some governments in Asia and Africa, including the **Ottoman Empire and Qing China, sought to reform and modernize their economies and militaries**. Reform efforts were **often resisted by some members of government or established elite groups**.
- As the influence of the Industrial Revolution grew, a small number of states and governments promoted their own state sponsored visions of industrialization.
  - ILLUSTRATIVE EXAMPLE, STATE SPONSORED INDUSTRIALIZATION: *Muhammad Ali’s development of a cotton textile industry in Egypt*
- In response to the social and economic changes brought about by **industrial capitalism**, some governments, organizations, and individuals **promoted various types of political, social, educational, and urban reforms**.
- **New social classes, including the middle class and the industrial working class**, developed.
- While **women and often children in working class families** typically held wage-earning jobs to supplement their families’ income, **middle-class women** who did not have the same economic demands to satisfy were increasingly limited to roles in the household or roles focused on child development.

- The **rapid urbanization** that accompanied global capitalism at times led to a variety of challenges, including **pollution, poverty, increased crime, public health crises, housing shortages, and insufficient infrastructure** to accommodate urban growth.

**HISTORICAL DEVELOPMENTS #2: GOVERNANCE & IMPERIALISM** — As states industrialized, they also expanded existing overseas empires and established new colonies and transoceanic relationships.

- Some states with existing colonies strengthened their control over those colonies and in some cases assumed **direct control over colonies** previously held by nonstate entities.
- **European states, as well as the United States and Japan, acquired territories** throughout Asia and the Pacific, while **Spanish and Portuguese influence declined**.
- Many European states **used both warfare and diplomacy to expand their empires in Africa**.
- Europeans established **settler colonies** in some parts of their empires.
- Industrialized states and businesses within those states practiced **economic imperialism** primarily in Asia and Latin America.
- The expansion of U.S. and European influence in Asia led to **internal reform in Japan that supported industrialization** and led to the growing regional power of Japan in **the Meiji Era**.
- The **United States, Russia, and Japan expanded their land holdings** by conquering and settling neighboring territories.
- **Anti-imperial resistance** took various forms, including direct resistance within empires and the creation of new states on the peripheries.
- A range of cultural, religious, and racial ideologies were used to justify imperialism, including **Social Darwinism, nationalism**, the concept of the **civilizing mission**, and the desire to religiously convert indigenous populations.

**HISTORICAL DEVELOPMENTS #3: GOVERNANCE & REVOLUTIONS** — The 18th century marked the beginning of an intense period of revolution and rebellion against existing governments, leading to the establishment of new nation-states around the world.

- The rise and diffusion of **Enlightenment** thought that questioned established traditions in all areas of life often preceded **revolutions** and rebellions against existing governments.
  - **Enlightenment philosophies** applied new ways of understanding and empiricist approaches to both the natural world and human relationships; they also reexamined the role that religion played in public life and emphasized the **importance of reason**. Philosophers developed new political ideas about the individual, natural rights, and the social contract.
  - The ideas of Enlightenment philosophers, as **reflected in revolutionary documents**—including the American Declaration of Independence during the American Revolution, the French “Declaration of the Rights of Man and of the Citizen” during the French Revolution, and Bolívar’s “Letter from Jamaica” on the eve of the Latin American revolutions—**influenced resistance to existing political authority, often in pursuit of independence and democratic ideals**.
  - Enlightenment ideas and religious ideals **influenced various reform movements**. These reform movements contributed to the expansion of rights, as seen in **expanded suffrage, the abolition of slavery, and the end of serfdom**.
- **Nationalism** also became a major force shaping the historical development of states and empires.
- People around the world developed a new sense of **commonality based on language, religion, social customs, and territory**. This was sometimes harnessed by governments to foster a sense of unity.
- Newly imagined national communities often **linked this new national identity with borders of the state**, and in some cases, nationalists challenged boundaries or sought unification of fragmented regions.
  - **ILLUSTRATIVE EXAMPLES, CALL FOR UNIFICATION OR LIBERATION:** *Propaganda Movement in the Philippines; Maori nationalism and the New Zealand wars in New Zealand; Puerto Rico—writings of Lola Rodríguez de Tió; German and Italian unifications; Balkan nationalisms; Ottomanism*

- Colonial subjects in the Americas led a series of rebellions inspired by democratic ideals. The **American Revolution**, and its successful establishment of a republic, the United States of America, was a model and inspiration for a number of the revolutions that followed. The American Revolution, **the Haitian Revolution**, and the **Latin American independence movements** facilitated the emergence of independent states in the Americas.
- **Resistance by enslaved persons** challenged existing authorities in the Americas.
- Increasing questions about political authority and **growing nationalism contributed to anticolonial movements**.
- Increasing discontent with imperial rule led to **rebellions**, some of which were **influenced by religious ideas**.
- Discontent with monarchist and imperial rule encouraged the development of systems of government and various ideologies, including **democracy and 19th-century liberalism**.
- Discontent with established power structures encouraged the development of various ideologies, including those espoused by **Karl Marx, and the ideas of socialism and communism**.
- Demands for **women's suffrage** and an **emergent feminism** challenged political and gender hierarchies.
  - ILLUSTRATIVE EXAMPLES, DEMANDS: *Mary Wollstonecraft's A Vindication of the Rights of Woman*; *Olympe de Gouges's Declaration of the Rights of Woman and of the Female Citizen*; *Seneca Falls Conference (1848) organized by Elizabeth Cady Stanton and Lucretia Mott*

**HISTORICAL DEVELOPMENTS #4: MIGRATIONS** — As a result of the emergence of transoceanic empires and a global capitalist economy, migration patterns changed dramatically, and the numbers of migrants increased significantly.

- **Migration** in many cases was influenced by changes in demographics in both industrialized and unindustrialized societies that presented challenges to existing patterns of living.
  - Because of the nature of new modes of transportation, both internal and external **migrants increasingly relocated to cities**. This pattern contributed to the significant global urbanization of the 19th century. The new methods of transportation also allowed for many migrants to return, periodically or permanently, to their home societies.
- Many individuals chose freely to relocate, often in search of work.
- The new **global capitalist economy** continued to rely on **coerced and semi-coerced labor migration, including enslavement, Chinese and Indian indentured servitude, and convict labor**.
- Migrants tended to be male, leaving women to take on new roles in the home society that had been formerly occupied by men.
- Migrants often created **ethnic enclaves** in different parts of the world that helped transplant their culture into new environments.
- Receiving societies did not always embrace immigrants, as seen in the **various degrees of ethnic and racial prejudice** and the ways states attempted to regulate the increased flow of people across their borders.

**\*\*\* NOTES \*\*\*:**

1) Illustrative Examples are just that – examples of what I will use to teach the Content/Concept/Skill/Reasoning Process. I may use ALL, SOME, or SOMETHING ELSE. Illustrative examples are NOT specifically tested on the AP Exam, but can be used as evidence to support an argument & respond to multiple-choice, short answer, and essay questions.

2) Keep this handout in the 1750-1900 section of your binder. You will refer to it often & when we begin reviewing for the AP Exam in the spring.

3) TEST CORRECTION TUTORIALS: You will use this handout during test correction tutorials (*to earn back ½ credit by correcting missed questions*)