

# Mass Society and Democracy

1870–1914

**ESSENTIAL QUESTIONS** • *How can industrialization affect a country's economy?*  
• *How are political and social structures influenced by economic changes?*



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*There's More Online!* about mass society and democracy.

## CHAPTER 11

### Lesson 1

*The Growth of Industrial Prosperity*

### Lesson 2

*The Emergence of Mass Society*

### Lesson 3

*The National State and Democracy*

### Lesson 4

*Modern Ideas and Uncertainty*

## The Story Matters...

The industrialization that began transforming Europe in the late 1700s had largely matured by a century later. Starting around 1850, the Second Industrial Revolution produced goods on a much larger scale. It created largely urban societies and a growing working class. This phase of industrialization also saw new advances in communications technology. A key figure was physicist and inventor Guglielmo Marconi.

- ◀ By applying research in electromagnetic waves, Marconi invented the wireless telegraph. Marconi is shown here with his invention, which became the basis of modern radio.

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# Place and Time: Europe 1870–1914

In the late 1800s, the European population increased in industrial areas. Workers migrated from the countryside to find employment in coal mines, factories, domestic service, and offices. Working-class families crowded into urban areas, where they struggled with insufficient housing and services. Urbanization often caused poverty, unemployment, the spread of disease, and political unrest. Between 1870 and 1914, Great Britain, France, and Germany gradually responded to the needs of their growing populace.

## Step Into the Place

Read the quotes and look at the information presented on the map.

**DBQ Analyzing Historical Documents** What challenges did population growth and urbanization cause in Europe at the turn of the twentieth century?

**PRIMARY SOURCE**

“For the next three months I was nearer to starvation than any time since. I learned the bitterness of a hopeless search for work. . . . The best plan was to visit the wholesale firms in the City and get information about vacancies from the commercial travellers, and then journey as fast as the old horse buses allowed—perhaps right across London—only to find a queue of 150 to 200 applicants already there.”

—Margaret Bondfield, from *A Life's Work*, on her unemployment before becoming one of the first female members of Parliament in Britain



**PRIMARY SOURCE**

“It is like this in working-class families. The man, the one who after all has to work (*sic*), consumes the largest share of the available food. The children too have as much as possible. In most cases the mother is left out—she has to be satisfied with one or two mouthfuls if there is not enough to go round, and lives on bread, coffee, and potatoes. A working man's wife makes daily sacrifices for her family. She is happy if nobody shouts for more, even is [*sic*] she is still hungry herself.”

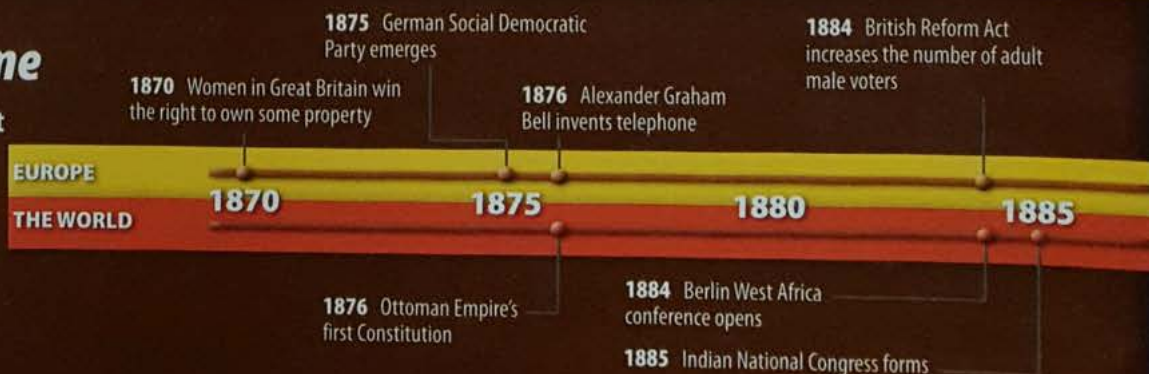
—from *Union of Construction Workers*, Hamburg, Germany, 1908

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## Step Into the Time

### Determining Cause and Effect

Choose an event from the time line and explain how it shows a consequence of the rise of mass society and democratic reforms.





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There's More Online!

- MAP** Explore the interactive version of this map on Networks.
- TIME LINE** Explore the interactive version of the time line on Networks.



## Population Density in Europe 1900

POPULATION	
Per sq. mi.	Per sq. km
100 and over	38 and over
50-99	19-37
20-49	8-18
Less than 20	Less than 8

0 400 miles  
0 400 km  
Lambert Azimuthal Equal-Area projection



**1890** Emperor William II fires Otto von Bismarck

**1894** Czar Nicholas II begins reign over Russian Empire

**1903** Emmeline Pankhurst and her daughters found the Women's Social and Political Union

**1912** Universal male suffrage begins in Italy

**1890**

**1895**

**1900**

**1905**

**1910**

**1914**

**1888** Abolition of slavery in Brazil

**1894** China and Japan go to war over Korea

**1899** South African War (Boer War) begins

**1900** Boxer Rebellion in China

**1908** Congo annexed by Belgium

**1910** Mexican revolution begins

**1912** African National Congress forms

**1914** Panama Canal opens



There's More Online!

- ✓ BIOGRAPHY Thomas Edison
- ✓ BIOGRAPHY The Wright Brothers
- ✓ IMAGE Ford Assembly Line
- ✓ IMAGE German Social Democratic Party Poster
- ✓ INTERACTIVE SELF-CHECK QUIZ
- ✓ MAP Industrialization in Europe by 1914
- ✓ PRIMARY SOURCE The Communist Manifesto
- ✓ SLIDE SHOW Inventions of the Second Industrial Revolution
- ✓ VIDEO The Growth of Industrial Prosperity



LESSON 1

The Growth of Industrial Prosperity

ESSENTIAL QUESTIONS

- How can industrialization affect a country's economy?
- How are political and social structures influenced by economic changes?

IT MATTERS BECAUSE

By the late 1800s, the Second Industrial Revolution transformed most of Europe into industrialized societies. However, the transition was not easy for workers. Many sought reform to improve their lives.

Reading HELPDESK



Academic Vocabulary

- transition

Content Vocabulary

- assembly line
- mass production
- bourgeoisie
- proletariat
- revisionists

TAKING NOTES:

Key Ideas and Details

**Identifying Cause and Effect** As you read, use the organizer to show the effects of each innovation.

Steel	»	
Electricity	»	
Internal-combustion engine	»	

The Second Industrial Revolution

**GUIDING QUESTION** What were the causes and effects of the Second Industrial Revolution in Western Europe?

The first Industrial Revolution had given rise to textiles, railroads, iron, and coal. In the Second Industrial Revolution, steel, chemicals, electricity, and petroleum led the way to new industrial frontiers.

New Products and Patterns

In 1855 Sir Henry Bessemer patented a new process for making high-quality steel efficiently and cheaply known as the Bessemer process. Steel soon replaced iron and was used in the building of lighter, smaller, and faster machines and engines. It was also used in railways, ships, and weapons. In 1860 Great Britain, France, Germany, and Belgium produced 125,000 tons (112,500 t) of steel. By 1913, the total was an astounding 32 million tons (29 million t).

Electricity was a valuable new form of energy. It was easily converted into other energy forms, such as heat, light, and motion, and moved easily through wires. In the 1870s, the first practical generators of electrical current were developed. By 1910, hydroelectric power stations and coal-fired steam-generating plants connected homes and factories to a common source of power.

Electricity gave birth to a series of inventions. Homes and cities began to have electric lights when Thomas Edison in the United States and Joseph Swan in Great Britain created the lightbulb. A revolution in communications also began. Alexander Graham Bell invented the telephone in 1876. Guglielmo Marconi sent the first radio waves across the Atlantic Ocean in 1901.



By the 1880s, streetcars and subways powered by electricity had appeared in major European cities. Electricity transformed the factory as well. Conveyor belts, cranes, and machines could all be powered by electricity. With electric lights, factories could remain open 24 hours a day.

The development of the internal-combustion engine, fired by oil and gasoline, provided a new source of power in transportation. This engine gave rise to ocean liners with oil-fired engines, as well as to the airplane and the automobile. In 1903 Orville and Wilbur Wright made the first flight in a fixed-wing plane at Kitty Hawk, North Carolina. In 1919 the first regular passenger air service was established.

Industrial production grew at a rapid pace because of greatly increased sales of manufactured goods. Europeans could afford to buy more consumer products for several reasons. Wages for workers increased after 1870. In addition, prices for manufactured goods were lower because of reduced transportation costs. One of the biggest reasons for more efficient production was the **assembly line**, a new manufacturing method pioneered by Henry Ford in 1913. The assembly line allowed a much more efficient **mass production** of goods.

In the cities, the first department stores began to sell a new range of consumer goods. These goods—clocks, bicycles, electric lights, and typewriters, for example—were made possible by the steel and electrical industries.

Not everyone benefited from the Second Industrial Revolution. By 1900, Europe was divided into two economic zones. Great Britain, Belgium, France, the Netherlands, Germany, the western part of the

**assembly line** pioneered by Henry Ford in 1913, a manufacturing method that allowed much more efficient mass production of goods

**mass production** production of goods in quantity usually by machinery

### GEOGRAPHY CONNECTION

- HUMAN SYSTEMS** What parts of Europe were the least industrialized?
- ENVIRONMENT AND SOCIETY** How do you think the environment was affected in areas of industrial concentration?







▲ Workers build Model T automobiles at a Ford assembly plant.

► **CRITICAL THINKING**

**Making Connections** How did the assembly line transform the car industry?

## Connections to TODAY

### Dependence on Raw Materials

Both the First and Second Industrial Revolution depended on vast imports of raw materials such as cotton (for textile manufacturing) and copper wire (for electricity). One legacy of the invention of the internal-combustion engine during the Second Industrial Revolution is today's dependence on a global trade in oil.

**transition** changeover; the move from one form, stage, or style to another

**bourgeoisie** the middle class, including merchants, industrialists, and professional people

**proletariat** the working class

Austro-Hungarian Empire, and northern Italy made up an advanced industrialized core. These nations had a high standard of living and adequate systems of transportation.

Another part of Europe to the south and east was still largely agricultural. It consisted of southern Italy, most of Austria-Hungary, Spain, Portugal, the Balkan kingdoms, and Russia. These countries provided food and raw materials for the industrial countries and had a much lower standard of living than the rest of Europe.

### Toward a World Economy

The Second Industrial Revolution, combined with the growth of transportation by steamship and railroad, fostered a true world economy. By 1900, Europeans were receiving beef and wool from Argentina and Australia, coffee from Brazil, iron ore from Algeria, and sugar from Java.

European capital was also invested abroad to develop railways, mines, electrical power plants, and banks. Of course, foreign countries also provided markets for Europe's manufactured goods. With its capital, industries, and military might, Europe dominated the world economy by 1900.

✓ **READING PROGRESS CHECK**

**Stating** How were the effects of industrialization uneven across Europe?

## Organizing the Working Classes

**GUIDING QUESTION** How was socialism a response to industrialization?

The **transition** to an industrialized society was very hard on workers. The desire to improve their working and living conditions led many industrial workers to form socialist political parties and socialist trade unions. The theory on which they were based had been developed by Karl Marx. One form of Marxist socialism was eventually called communism.

### Marx's Theory

In 1848 *The Communist Manifesto* was published. It was written by two Germans, Karl Marx and Friedrich Engels, who were appalled at the horrible conditions in the industrial factories. They blamed the system of industrial capitalism for these conditions.

Marx believed that all of world history was a "history of class struggles." According to Marx, oppressor and oppressed have always "stood in constant opposition to one another." One group—the oppressors—owned the means of production, such as land, raw materials, and money. They controlled government and society. The other group—the oppressed—owned nothing and depended on the owners of the means of production.

Marx believed he saw a society that was "more and more splitting up into two great hostile camps, into two great classes directly facing each other: Bourgeoisie and Proletariat." The **bourgeoisie**—the middle class—were the oppressors. The **proletariat** (PROH • luh • TEHR • ee • uht)—the working class—were the oppressed.



Marx predicted that the struggle between the two groups would finally lead to a revolution. The proletariat would violently overthrow the bourgeoisie. After their victory, the proletariat would form a dictatorship to organize the means of production. However, because the proletariat victory would essentially abolish the economic differences that create separate social classes, Marx believed that the final revolution would ultimately produce a classless society. The state itself, which had been a tool of the bourgeoisie, would wither away.

### Socialist Parties

In time, working-class leaders formed socialist parties based on Marx's ideas. Most important was the German Social Democratic Party (SPD), which emerged in 1875. Under the direction of its Marxist leaders, the SPD advocated revolution while organizing itself into a mass political party that competed in elections for the German parliament. When in parliament, SPD delegates worked to pass laws that would improve conditions for the working class. In spite of government efforts to destroy it, in 1912 the SPD became the largest single party in Germany.

Socialist parties also emerged in other European states. In 1889 leaders of the various socialist parties joined together and formed the Second International. This was an association of national socialist groups that would fight against capitalism worldwide.

Marxist parties were divided over their goals. Pure Marxists thought that capitalism could be defeated only by a violent revolution. Other Marxists, called **revisionists**, rejected the revolutionary approach. They argued that workers must continue to organize in mass political parties and even work with other parties to gain reforms. As workers received the vote, they could achieve their aims by working within democratic systems.

### Trade Unions

Another force working for evolutionary, rather than revolutionary, socialism was the trade union, or labor union. To improve their conditions, workers organized in a union. The right to strike was an important part of the trade union movement. In a strike, a union calls on its members to stop work in order to pressure employers to meet their demands for higher wages or improved factory safety. At first, laws were passed that made strikes illegal under any circumstances. In Great Britain, unions won the right to strike in the 1870s. By 1914, there were almost 4 million workers in British trade unions. In the rest of Europe, trade unions had varying degrees of success in helping workers achieve a better life.

#### READING PROGRESS CHECK

**Identifying** What issue divided pure Marxist socialists from revisionists?



▲ This German Social Democratic Party poster from 1904 proclaims "Proletarians of the World, Unite!"

#### CRITICAL THINKING

**Analyzing Visuals** What does the poster convey about Marx's ideas?

**revisionist** a Marxist who rejected the revolutionary approach, believing instead in evolution by democratic means to achieve the goal of socialism

## LESSON 1 REVIEW



### Reviewing Vocabulary

1. **Speculating** What social and economic effects did mass production and the assembly line have on the bourgeoisie?

### Using Your Notes

2. **Making Connections** Use your notes to write two paragraphs discussing the effects of technological breakthroughs on daily life and on world trade during the Second Industrial Revolution.

### Answering the Guiding Questions

3. **Identifying Causes and Effects** What were the causes and effects of the Second Industrial Revolution in Western Europe?

4. **Inferring** How was socialism a response to industrialization?

### Writing Activity

5. **INFORMATIVE/EXPLANATORY** Write a paragraph describing the obstacles that trade unions faced in their effort to improve labor conditions.



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### There's More Online!

- IMAGE** Amusement Park in England, 1900
- IMAGE** Emmeline Pankhurst
- IMAGE** Domestic Servants, 1886
- INTERACTIVE SELF-CHECK QUIZ**
- VIDEO** The Emergence of Mass Society



## LESSON 2

# The Emergence of Mass Society

### ESSENTIAL QUESTIONS

- How can industrialization affect a country's economy?
- How are political and social structures influenced by economic changes?

## IT MATTERS BECAUSE

By the end of the nineteenth century, the new industrial world had led to the emergence of a mass society in which the lower classes were demanding some governmental attention. Governments worked to improve public health and sanitation services in the cities. Women began to advocate for their rights, and many Western governments financed public education.

## The New Urban Environment

**GUIDING QUESTION** Why did European cities grow so quickly in the nineteenth century?

With the emergence of a mass society, governments now had to consider how to appeal to the masses, rather than just to the wealthier citizens. Housing and public sanitation in the cities were two areas of great concern.

With few jobs available in the countryside, people from rural areas migrated to cities to find work in the factories. As a result, more and more people lived in cities. In the 1850s, urban dwellers made up about 40 percent of the English population, 15 percent in France, 10 percent in Prussia (Prussia was the largest German state), and 5 percent in Russia. By 1890, urban dwellers had increased to about 60 percent in England, 25 percent in France, 30 percent in Prussia, and 10 percent in Russia. In industrialized nations, cities grew tremendously. Between 1800 and 1900, the population in London grew from 960,000 to 6,500,000.

Cities also grew faster in the second half of the nineteenth century because of improvements in public health and sanitation. Improvements came in the 1840s after a number of urban reformers urged local governments to do something about the filthy living conditions that caused deadly epidemic diseases in the cities. Cholera (KAH • luh • ruh), for example, had ravaged Europe in the early 1830s and 1840s.

On the advice of reformers, city governments created boards of health to improve housing quality. City medical officers and

### Reading HELPDESK



#### Academic Vocabulary

- **advocate**

#### Content Vocabulary

- **feminism** • **suffrage**

#### TAKING NOTES:

##### Key Ideas and Details

**Summarizing** Use the graphic organizer to track the changes in each social class discussed in the lesson.

New Elite	Middle Class	Working Class



building inspectors were authorized to inspect dwellings for public health hazards. Regulations required running water and internal drainage systems for new buildings.

Clean water and an effective sewage system were critical to public health. The need for freshwater was met by a system of dams and reservoirs that stored the water. Aqueducts and tunnels then carried water from the countryside to the city and into homes. Gas and electric heaters made regular hot baths possible. The treatment of sewage was improved by building underground pipes that carried raw sewage far from the city for disposal. A public campaign in Frankfurt, Germany, featured the slogan “from the toilet to the river in half an hour.”

#### ✓ READING PROGRESS CHECK

**Theorizing** Present three reasons for the growth of European cities in order of importance. Explain your answer.

## Social Structure of Mass Society

**GUIDING QUESTION** How did class divisions in Europe change during the nineteenth century?

After 1871, most people enjoyed a higher standard of living. Still, great poverty remained in Western society. Between the few who were rich and the many who were poor existed several middle-class groups.

### The New Elite

At the top of European society stood a wealthy elite. This group made up only 5 percent of the population but controlled from 30 to 40 percent of the wealth. During the 1800s, the most successful industrialists, bankers, and merchants—the wealthy upper-middle class—had joined with the landed aristocracy—the upper class—to form this new elite. Whether aristocratic or upper-middle class in background, members of the elite became leaders in the government and military.

### The Diverse Middle Classes

While some members of the upper-middle class became part of the new elite, the rest of the middle class consisted of several groups at varying economic and social levels. Below the upper-middle class was a middle group that included lawyers, doctors, members of the civil service, business managers, engineers, architects, accountants, and chemists. Beneath this solid and comfortable middle group was a lower-middle class of small shopkeepers, traders, and prosperous farmers.

The Second Industrial Revolution produced a new group of white-collar workers between the lower-middle class and the lower classes. This group included traveling salespeople, bookkeepers, telephone operators, department store salespeople, and secretaries. Although not highly paid, these white-collar workers were often committed to middle-class ideals.

The middle classes shared a certain lifestyle with values that dominated much of nineteenth-century society. The European middle classes believed in hard work, which was open to everyone and guaranteed positive results. Outward appearances were also very important to the middle classes. The etiquette book *The Habits of Good Society* was a best seller.

### The Working Classes

Below the middle classes on the social scale were the working classes—also referred to as the lower classes—which made up almost 80 percent of the



▲ These women and girls were domestic servants in a British home in 1886.

#### ► CRITICAL THINKING

**Drawing Conclusions** To which social class did these women belong? What was the social class of their employer?



European population. These classes included landholding peasants, farm laborers, and sharecroppers.

The urban working class consisted of many different groups. They might be skilled artisans or semiskilled laborers, but many were unskilled day laborers or domestic servants. In Britain in 1900, one out of every seven employed persons was a domestic servant. Most servants were women.

After 1870, urban workers began to live more comfortably. Reforms created better living conditions in cities. In addition, a rise in wages, along with a decline in many consumer costs, made it possible for workers to buy extra clothes or pay to entertain themselves in their few leisure hours. In organizing and conducting strikes, workers had won the 10-hour workday with a Saturday afternoon off.

#### **READING PROGRESS CHECK**

**Categorizing** Discuss the major social changes that occurred during the Second Industrial Revolution.

## Women's Experiences

**GUIDING QUESTION** *How did the Second Industrial Revolution influence women's roles in society?*

In 1800 women were mainly defined by their families and household roles. In the nineteenth century, women struggled to change their status.

### New Job Opportunities

During much of the nineteenth century, working-class groups maintained the belief that women should remain at home to bear and nurture children and should not be allowed in the industrial workforce.

The Second Industrial Revolution opened the door to new jobs for women. There were not enough men to fill the relatively low-paid, white-collar jobs being created. Both industrial plants and retail shops hired women as clerks, typists, secretaries, and salesclerks.

The expansion of government services also created job opportunities for women. Women took jobs in education, health, and social services. Middle-class women held these jobs, but they were mainly filled by the working class.

### Marriage and the Family

As the chief family wage earners, men worked outside the home. Women were left to care for the family. Throughout the 1800s, marriage remained almost the only honorable and available career for most women. The number of children born to the average woman began to decline—the most significant development in the modern family. This decline was tied to improved economic conditions and increased use of birth control.

The family was the central institution of middle-class life. With fewer children in the family, mothers could devote more time to child care and domestic leisure. The middle-class family fostered an ideal of togetherness. The Victorians in Britain created the family Christmas with its Yule log, tree, songs, and exchange of gifts.

The lives of working-class women were different from those of their middle-class counterparts. Most working-class women had to earn money to help support their families. Their contributions made a big difference in the economic survival of their families. For the children of the working classes, childhood was over by the age of 9 or 10. By this age, children often became apprentices or were employed in odd jobs.

Between 1890 and 1914, family patterns among the working class began to change. Higher-paying jobs in heavy industry and improvements in the

## Analyzing PRIMARY SOURCES

### Emmeline Pankhurst on Militancy

“Be militant in your own way. Those of you who can express your militancy by going to the House of Commons and refusing to leave without satisfaction, as we did in the early days—do so. . . . Those of you who can express your militancy by joining us in our anti-Government by-election policy—do so. Those of you who can break windows—do so (great applause) . . .”

—Emmeline Pankhurst, from a speech on October 17, 1912

### **DRAWING CONCLUSIONS**

What do the different types of militancy outlined by Pankhurst show about her approach to the struggle for women's rights?



standard of living made it possible for working-class families to depend on the income of husbands alone. By the early twentieth century, some working-class mothers could afford to stay at home, following the pattern of middle-class women. At the same time, working-class families aspired to buy new consumer products such as sewing machines and cast-iron stoves.

### Women's Rights

Modern **feminism**, or the movement for women's rights, had its beginnings during the Enlightenment. At this time, some women **advocated** equality for women based on the doctrine of natural rights.

In the 1830s, a number of women in the United States and Europe argued for the right of women to own property. By law, a husband had almost total control over his wife's property. These early efforts were not very successful, however. Married women did not win the right to own some property until 1870 in Great Britain, 1900 in Germany, and 1907 in France.

The fight for property rights was only the beginning of the women's movement. Some middle- and upper-middle-class women fought for and gained access to universities. Others sought entry into occupations dominated by men. Although training to become doctors was largely closed to women, some entered the medical field by becoming nurses. The efforts of the British nurse Florence Nightingale, combined with those of Clara Barton in the U.S. Civil War, transformed nursing into a profession of trained, middle-class "women in white."

By the 1840s and 1850s, the movement for women's rights expanded as women called for equal political rights. They believed that **suffrage**, the right to vote, was the key to improving their overall position. Members of the women's movement, called suffragists, had one basic aim: the right of women to full citizenship in the nation-state.

The British women's movement was the most active in Europe. The Women's Social and Political Union, founded in 1903 by Emmeline Pankhurst and her daughters, used unusual publicity stunts to call attention to its demands. Its members pelted government officials with eggs, chained themselves to lampposts, and smashed department store windows. British police answered with arrests and brutal treatment of leading activists.

**feminism** the movement for women's rights

**advocate** to support; to speak in favor of

**suffrage** the right to vote

PHOTO: © JEFFREY COBBIS



- ◀ Emmeline Pankhurst and her daughters try to enter Buckingham Palace to present a petition for women's rights to the King of England.

#### ► CRITICAL THINKING

**Drawing Conclusions** Why did British police prevent the Pankhursts from entering Buckingham Palace?



Before 1914, women had the right to vote in only a few nations, such as Norway and Finland, along with some American states. It took the upheaval of World War I to make governments give in on this basic issue.

**READING PROGRESS CHECK**

**Distinguishing** How did the working-class family change in the late 1800s?

## Education and Leisure

**GUIDING QUESTION** How did society change as a result of urbanization and industrialization?

Universal education was a product of the mass society of the late nineteenth and early twentieth centuries. Before that time, education was reserved mostly for the elite and the wealthier middle class. Between 1870 and 1914, most Western governments began to finance a system of primary education. Boys and girls between the ages of 6 and 12 were required to attend these schools.

Why did Western nations make this commitment to public education? One reason was industrialization. In the first Industrial Revolution, workers without training or experience were able to meet factory needs. The new firms of the Second Industrial Revolution needed trained, skilled workers.

The chief motive for public education was political. Giving more people the right to vote created a need for better-educated voters. Even more importantly, primary schools instilled patriotism.

Compulsory elementary education created a demand for teachers, and most of them were women. Many men saw teaching as a part of women's "natural role" as nurturers of children. Women were also paid lower salaries than men, which in itself was a strong incentive for states to set up teacher-training schools for women.

The Second Industrial Revolution allowed people to pursue new forms of leisure. Popular mass leisure both entertained large crowds and distracted them from the realities of work lives. Leisure came to be viewed as what people do for fun after work. The industrial system gave people new times—evening hours, weekends, and a week or two in the summer—to indulge in leisure activities. Amusement parks, dance halls, and organized team sports became enjoyable ways for people to spend their leisure hours.

**READING PROGRESS CHECK**

**Explaining** What were some reasons governments promoted public education?

▼ At the turn of the twentieth century, Europeans enjoyed beaches and amusement parks such as this one at Blackpool on the Irish Sea in Lancashire, England.

**CRITICAL THINKING**

**Comparing and Contrasting** Compare and contrast the amusement park at Blackpool with those of today.



PHOTO: The Granger Collection, NYC

### LESSON 2 REVIEW



#### Reviewing Vocabulary

1. **Determining Importance** Why did members of the women's rights movement believe that suffrage was the key to improving the position of women in society?

#### Using Your Notes

2. **Comparing** Use your notes to write a paragraph detailing the changes in social structure that happened during the emergence of mass society.

#### Answering the Guiding Questions

3. **Identifying Cause and Effect** Why did European cities grow so quickly in the nineteenth century?

4. **Identifying** How did class divisions in Europe change during the nineteenth century?

5. **Making Generalizations** How did the Second Industrial Revolution influence women's roles in society?

6. **Drawing Conclusions** How did society change as a result of industrialization?

#### Writing Activity

7. **NARRATIVE** Assume the identity of a male member of the European middle class living in a big city in the year 1900. Write a diary entry in which you describe your day at work and what you looked forward to at home at the end of the day.



## networks

### There's More Online!

- BIOGRAPHY** Czar Nicholas II
- IMAGE** New York City, 1873
- IMAGE** William II Fires Bismarck
- INTERACTIVE SELF-CHECK QUIZ**
- MAP** Europe, 1871
- PRIMARY SOURCE** Labour Party Speech Before the House of Commons
- PRIMARY SOURCE** Liberal Party Speech Before the House of Commons
- VIDEO** The National State and Democracy



## LESSON 3

# The National State and Democracy

### ESSENTIAL QUESTION

*How are political and social structures influenced by economic changes?*

## IT MATTERS BECAUSE

*During the late 1800s and early 1900s, democracy expanded in Western Europe, while the old order preserved authoritarianism in central and eastern Europe. During this time, the United States recovered from the Civil War and became the world's richest nation. Meanwhile, international rivalries began to set the stage for World War I.*

## Western Europe: Political Democracy

**GUIDING QUESTION** *What happened with democracy in Western Europe in the late nineteenth century?*

By the late nineteenth century there were many signs that political democracy was expanding in Western Europe. First, universal male suffrage laws were passed. Second, the prime minister was responsible to the popularly elected legislative body, not to a king or president. This principle is called **ministerial responsibility** and is crucial for democracy. Third, mass political parties formed.

Great Britain had long had a working two-party parliamentary system. In a parliamentary system, the party with the greatest representation in parliament forms the government, the leader of which is the prime minister. The two parties—the Liberals and Conservatives—competed to pass laws that expanded the right to vote. Reform acts in 1867 and 1884 increased the number of adult male voters. By 1918, males over 21 and women over 30 could vote.

At the beginning of the twentieth century, then, political democracy was becoming well established in Britain. Social reforms for the working class soon followed. In 1900, a new Labour Party emerged and dedicated itself to the interests of workers. To retain the workers' support, the Liberals voted for social reforms, such as unemployment benefits and old-age pensions.

In France, the collapse of Louis-Napoleon's Second Empire left the country in confusion. Finally, in 1875, the Third Republic gained a republican constitution. The new government had a president and a two-house legislature. The upper house, or Senate, was elected by

## Reading HELPDESK



### Academic Vocabulary

- insecure • controversy

### Content Vocabulary

- ministerial responsibility
- Duma

### TAKING NOTES:

#### Key Ideas and Details

**Identifying** As you read, use a table like the one below to list the different forms of European governments.

Nation	Form of Government
Great Britain	
France	
Germany	
Austria-Hungary	
Russia	





## Europe 1871



### GEOGRAPHY CONNECTION

In 1871 Europe was mostly controlled by large empires.

- 1 THE WORLD IN SPATIAL TERMS** Which empires had territory on more than one continent?
- 2 HUMAN SYSTEMS** What do the country names tell you about democracy in Europe in 1871?

**ministerial responsibility** the idea that the prime minister is responsible to the popularly elected legislative body and not to the king or president

high-ranking officials. All adult males voted for members of the lower house, the Chamber of Deputies. A premier (or prime minister), who led the government, was responsible to the Chamber of Deputies.

France failed to develop a strong parliamentary system. The existence of a dozen political parties forced the premier to depend on a coalition of parties to stay in power. Nevertheless, by 1914, the Third Republic had the loyalty of most voters.

Italy had emerged by 1870 as a united state. However, there was little national unity because of the gulf between the poverty-stricken south and the industrialized north. Turmoil between labor and industry weakened the social fabric of the nation. Even universal male suffrage, granted in 1912, did little to halt the widespread government corruption and weakness.

### READING PROGRESS CHECK

**Comparing** How did Italy's government in the 1870s compare to Great Britain's?

## Central and Eastern Europe: The Old Order

**GUIDING QUESTION** What political developments did Central and Eastern Europe experience in the late nineteenth century?

Central and eastern Europe had more conservative governments than did Western Europe. In Germany, the Austro-Hungarian Empire, and Russia the old ruling groups continued to dominate politics.

The constitution of the new imperial Germany that Otto von Bismarck began in 1871 set up a two-house legislature. The lower house, the Reichstag, was elected on the basis of universal male suffrage. Ministers



of government, however, were responsible not to the parliament but to the emperor, who controlled the armed forces, foreign policy, and the bureaucracy. As chancellor (prime minister), Bismarck worked to keep Germany from becoming a democracy.

By the reign of William II, kaiser from 1888 to 1918, Germany had become the strongest military and industrial power in Europe. With the expansion of industry and cities came demands for democracy.

Conservative forces—especially the nobility and big industrialists—tried to thwart the movement for democracy by supporting a strong foreign policy. They believed that expansion abroad would increase their profits and would also divert people from pursuing democratic reforms.

After the creation of the dual monarchy of Austria-Hungary in 1867, Austria adopted a constitution that, in theory, set up a parliamentary system with ministerial responsibility. In reality, the emperor, Francis Joseph, largely ignored this system. He appointed and dismissed his own ministers and issued decrees when the parliament was not in session.

The empire remained troubled by conflicts among its ethnic groups. A German minority governed Austria but felt increasingly threatened by Czechs, Poles, and other Slavic groups within the empire. Representatives of these groups in the parliament agitated for their freedom, which encouraged the emperor to ignore the parliament and govern by imperial decrees.

Unlike Austria, Hungary had a parliament that worked. It was controlled by landowners who dominated the peasants and ethnic groups.

In Russia, Nicholas II began his rule in 1894 believing that the absolute power of the czars should be preserved. Conditions were changing, however. By 1900, Russia had become the fourth-largest producer of steel. With industrialization came factories, an industrial working class, and pitiful working—and living conditions. Socialist parties developed, but government repression forced them underground.

Growing discontent and opposition to the czarist regime finally exploded. On January 22, 1905, a massive procession of workers went to the Winter Palace in St. Petersburg to present a petition of grievances to the czar. Troops opened fire on the peaceful demonstration, killing hundreds. This “Bloody Sunday” caused workers throughout Russia to strike.

Nicholas II was eventually forced to grant civil liberties and to create a legislative assembly, the **Duma**. By 1907, the czar curtailed the power of the Duma and again used the army and bureaucracy to rule Russia.

### READING PROGRESS CHECK

**Identifying Central Issues** Did the government of Germany, Austria-Hungary, or Russia adhere to the principle of ministerial responsibility?

## The United States

**GUIDING QUESTION** How did the Second Industrial Revolution affect the United States?

Four years of civil war had preserved the American nation, but the old South had been destroyed. In 1865 the Thirteenth Amendment to the Constitution was passed, abolishing slavery. Later, the Fourteenth and Fifteenth Amendments gave citizenship to African Americans and the right to vote to African American males. New state laws in the South, however, soon stripped African Americans of the right to vote. By 1880, supporters of white supremacy were back in power everywhere in the South.

Between 1860 and 1914, the United States shifted from a farm-based economy to an industrial economy. American steel and iron

**Duma** the Russian legislative assembly

▼ At the beginning of his rule, Czar Nicholas II said, “I shall maintain the principle of autocracy just as firmly and unflinchingly as did my unforgettable father.”

### ► CRITICAL THINKING

**Drawing Conclusions** What changes in Russia challenged the autocracy of the czar?





**insecure** uncertain, shaky; not adequately covered or sustained

production was the best in the world in 1900. Industrialization led to urbanization. By 1900, the United States had three cities with populations of more than 1 million, with New York reaching 4 million.

In 1900 the United States was the world's richest nation, but the richest 9 percent of Americans owned 71 percent of the wealth. Many workers labored in unsafe factories, and devastating cycles of unemployment made them **insecure**. Many tried to organize unions, but the American Federation of Labor represented only 8.4 percent of the labor force.

In the late 1800s, the United States began to expand abroad. The Samoan Islands in the Pacific were the first important U.S. colony. By 1887, Americans controlled the sugar industry on the Hawaiian Islands. As more Americans settled in Hawaii, they wanted political power. When Queen Liliuokalani (lih • LEE • uh • woh • kuh • LAH • nee) tried to strengthen the monarchy to keep the islands under her people's control, the United States sent military forces to the islands. The queen was deposed and the United States annexed Hawaii in 1898. In 1898 the United States defeated Spain in the Spanish-American War. As a result, the United States acquired the former Spanish possessions of Puerto Rico, Guam, and the Philippines.

### READING PROGRESS CHECK

**Analyzing** How did the U.S. Civil War affect African Americans?

## International Rivalries

**GUIDING QUESTION** How did international rivalries push Europe close to war?

Otto von Bismarck realized that Germany's emergence in 1871 as the most powerful state in continental Europe had upset the balance of power established at Vienna in 1815. Fearing that France intended to create an anti-German alliance, Bismarck made a defensive alliance with Austria-Hungary in 1879. In 1882 Italy joined this alliance.

This Triple Alliance thus united the powers of Germany, Austria-Hungary, and Italy in a defensive alliance against France. At the same time, Bismarck maintained a separate treaty with Russia.

### New Directions: William II

In 1890 Kaiser William II fired Bismarck and took control of Germany's foreign policy. The kaiser embarked on an activist policy dedicated to enhancing German power. He wanted, as he put it, to find Germany's

rightful "place in the sun."

One of the changes William made in foreign policy was to drop the treaty with Russia. Almost immediately, in 1894, France formed an alliance with Russia. Germany thus had a hostile power on her western border and on her eastern border—exactly the situation Bismarck had feared!

Over the next decade, German policies caused the British to draw closer to

### POLITICAL CARTOON

### WILLIAM II FIRES BISMARCK

In this political cartoon, Emperor William II (seated) dismisses Otto von Bismarck (standing), while Germany, represented by the figure in the background, looks on.

#### CRITICAL THINKING

- Analyzing Visuals** Of what is William II's throne constructed?
- Determining Cause and Effect** According to the cartoonist, what consequences might result from the firing of Bismarck?





France. By 1907, an alliance of Great Britain, France, and Russia—the Triple Entente—stood opposed to the Triple Alliance. Europe was now dangerously divided into two opposing camps unwilling to compromise.

### Crises in the Balkans

In the 1800s, the Ottoman Empire began to fall apart. Most of its Balkan provinces gained their freedom. As this was happening, two Great Powers saw their chance to gain influence in the Balkans: Austria-Hungary and Russia. Their rivalry over the Balkans was one of the causes of World War I.

By 1878, Greece, Serbia, Romania, and Montenegro had become independent. Bulgaria was not independent but was allowed to operate autonomously under Russian protection. The Balkan territories of Bosnia and Herzegovina were placed under the protection of Austria-Hungary.

In 1908 Austria-Hungary took the drastic step of annexing Bosnia and Herzegovina. Serbia was outraged. The annexation of Bosnia and Herzegovina, two Slavic-speaking territories, led to an international **controversy** and dashed the Serbians' hopes of creating a large Serbian kingdom that would include most of the southern Slavs.

The Russians, self-appointed protectors of their fellow Slavs, supported the Serbs and opposed the annexation. Backed by the Russians, the Serbs prepared for war against Austria-Hungary. At this point, Emperor William II of Germany demanded that the Russians accept Austria-Hungary's annexation of Bosnia and Herzegovina or face war with Germany.

Weakened from their defeat in the Russo-Japanese War in 1905, the Russians backed down but vowed revenge. Two wars between Balkan states in 1912 and 1913 further embittered the inhabitants and created more tensions among the Great Powers.

The Serbs blamed Austria-Hungary for their failure to create a large Serbian kingdom. Austria-Hungary was convinced that Serbia and Serbian nationalism were mortal threats to its empire and must be crushed.

As Serbia's chief supporters, the Russians were angry and determined not to back down again in the event of another confrontation with Austria-Hungary or Germany in the Balkans. Finally, the allies of Austria-Hungary and Russia were determined to support their respective allies more strongly in another crisis. By the beginning of 1914, these countries viewed each other with suspicion. Europe was on the verge of war.

#### READING PROGRESS CHECK

**Sequencing** Describe the events in the Balkans up through 1914.

#### Triple Alliance, 1882

- Germany
- Austria-Hungary
- Italy

#### Triple Entente, 1907

- Great Britain
- France
- Russia

#### CRITICAL THINKING

- 1 Transferring Knowledge** Create a political map that shows the Triple Alliance and the Triple Entente.
- 2 Interpreting Significance** How did these alliances help create a crisis in the Balkans?

**controversy** a dispute or quarrel

## LESSON 3 REVIEW



### Reviewing Vocabulary

- 1. Identifying** What is ministerial responsibility, and why is it important?

### Using Your Notes

- 2. Summarizing** Using the information in your notes, list the forms of government in Great Britain, France, Germany, Austria-Hungary, and Russia.

### Answering the Guiding Questions

- 3. Making Generalizations** What happened with democracy in Western Europe in the late nineteenth century?

- 4. Drawing Conclusions** What political developments did Central and Eastern Europe experience in the late nineteenth century?

- 5. Explaining** How did the Second Industrial Revolution affect the United States?

- 6. Making Connections** How did international rivalries push Europe close to war?

### Writing Activity

- 7. INFORMATIVE/EXPLANATORY** Write a short paragraph about the impact of labor issues in Great Britain and Russia.



## networks

### There's More Online!

- ✓ BIOGRAPHY Marie Curie
- ✓ BIOGRAPHY Albert Einstein
- ✓ BIOGRAPHY Sigmund Freud
- ✓ IMAGE Id, Ego, and Superego
- ✓ INFOGRAPHIC Advancements in Chemistry and Physics
- ✓ INTERACTIVE SELF-CHECK QUIZ
- ✓ PRIMARY SOURCE J'accuse
- ✓ SLIDE SHOW Modern Painting and Architecture
- ✓ VIDEO Modern Ideas and Uncertainty



## LESSON 4

# Modern Ideas and Uncertainty

**ESSENTIAL QUESTION** *How are political and social structures influenced by economic changes?*

## IT MATTERS BECAUSE

*During the late nineteenth and early twentieth centuries, people moved toward a modern consciousness. Their changing worldview was expressed in new art movements, while developments in the sciences also changed how people saw themselves and their world.*

## The Culture of Modernity

**GUIDING QUESTION** *How did innovation change literature, the visual arts, and music in the late 1800s and early 1900s?*

Between 1870 and 1914, many writers and artists rebelled against the traditional literary and artistic styles that had dominated European cultural life since the Renaissance. The changes they produced have since been called **modernism**.

### Literature

Western novelists and poets who followed the naturalist style believed that literature should be realistic and address social problems. Henrik Ibsen and Émile Zola, for example, explored the role of women in society, alcoholism, and urban slums in their work.

The symbolist writers had a different idea about what was real. They believed the external world, including art, was only a collection of symbols reflecting the true reality—the human mind. Art, the symbolists believed, should function for its own sake, not criticize or seek to understand society.

### Painting and Architecture

Since the Renaissance, Western artists had tried to represent reality as accurately as possible. By the late 1800s, artists were seeking new forms of expression to reflect their changing worldviews. Impressionism was a movement that began in France in the 1870s, when a group of artists rejected indoor studios and went to the countryside to paint nature directly. One important impressionist was Claude Monet (moh • NAY), who painted pictures that captured the interplay of light, water, and sky.

## Reading HELPDESK



### Academic Vocabulary

- abstract
- intensity

### Content Vocabulary

- modernism
- psychoanalysis
- Social Darwinism
- pogroms
- Zionism

### TAKING NOTES:

#### Key Ideas and Details

**Organizing** Use the following graphic organizer to name an artist and a characteristic of the art movement indicated.

Movement	Artist	Characteristic
Impressionist		
Post-Impressionist		
Cubist		
Abstract		



In the 1880s, a new movement, known as postimpressionism, arose in France and soon spread. For Vincent van Gogh, art was a spiritual experience. He was especially interested in color and believed that it could act as its own form of language. Van Gogh maintained that artists should paint what they feel.

By the early 1900s, artists were no longer convinced that their main goal was to represent reality. This was especially true in the visual arts. One reason for the decline of realism in painting was photography, which became popular after George Eastman created the Kodak camera in 1888.

Artists tended to focus less on mirroring reality, which the camera could do, and more on creating reality. Painters and sculptors, like the symbolist writers of the time, looked for meaning in individual consciousness. Between 1905 and 1914, this search for expression created modern art.

By 1905, Pablo Picasso, an important figure in modern art, was beginning his career. Picasso created a new artistic style—cubism. Cubism used geometric designs to re-create reality in the viewer's mind.

**Abstract** painting emerged around 1910. Wassily Kandinsky, a Russian, was one of the first to use an abstract style. Kandinsky sought to avoid visual reality altogether. He believed that art should speak directly to the soul. To do so, it must use only line and color.

Modernism in the arts revolutionized architecture and gave rise to functionalism. Functionalism was the idea that buildings, like the products of machines, should be functional, or useful. All unnecessary ornamentation should be stripped away. Architects, led by Louis H. Sullivan, used reinforced concrete, steel frames, and electric elevators to build skyscrapers virtually free of ornamentation.

**modernism** a movement in which writers and artists between 1870 and 1914 rebelled against the traditional literary and artistic styles that had dominated European cultural life since the Renaissance

**abstract** a style of art, emerging around 1910, that spoke directly to the soul and avoided visual reality by using only lines and color

## ANALYZING PRIMARY SOURCES



▲ Claude Monet, *Haystacks*, 1891



▲ Pablo Picasso, *Houses on the Hill*, 1909

### Impressionism and Cubism: Monet and Picasso

Contrast these two landscape paintings by impressionist Claude Monet (left) and cubist Pablo Picasso (right). Impressionists presented their impression of a scene at a specific moment in time. In *Haystacks*, Monet captures the constantly shifting light and color of the natural world. Cubist painters built on the abstraction of impressionist art and took it considerably further. In *Houses on the Hill*, Picasso distills a landscape scene into its underlying geometric shapes.

### DBQ Analyzing Historical Documents

- 1 Examining** What techniques does Monet use to convey this rural landscape? Consider features of the painting such as Monet's brushstrokes as well as his choices of color, shape, and composition.
- 2 Comparing and Contrasting** In what ways are Impressionism and Cubism similar? In what ways are they different? Refer to these two paintings to defend your claims.



## Music

At the beginning of the twentieth century, developments in music paralleled those in painting. The music of the Russian composer Igor Stravinsky exploited expressive sounds and bold rhythms.

Stravinsky's ballet *The Rite of Spring* revolutionized music. When it was performed in Paris in 1913, the sounds and rhythms of the music and dance caused a near riot by an outraged audience.

### READING PROGRESS CHECK

**Explaining** Why did modern artists turn away from realism?

## Uncertainty Grows

**GUIDING QUESTION** How did scientific discoveries in the late 1800s impact the way people saw themselves and their world?

Science was one of the chief pillars supporting the worldview of many Westerners in the nineteenth century. Many believed that by applying scientific laws, humans could understand the physical world and reality.

### Curie and the Atom

Throughout much of the 1800s, Westerners believed in a mechanical conception of the universe that was based on the ideas of Isaac Newton. The universe was viewed as a giant machine. Time, space, and matter were objective realities existing independently of those observing them. Matter was thought to be made of solid material bodies called atoms.

These views were seriously questioned at the end of the nineteenth century. The French scientist Marie Curie discovered that an element called radium gave off energy, or radiation, that apparently came from within the atom itself. Atoms were not just material bodies but small, active worlds.

### Einstein and Relativity

In the early twentieth century, Albert Einstein, a German-born scientist, provided a new view of the universe. His special theory of relativity stated that space and time are not absolute but are relative to the observer.

According to this theory, neither space nor time has an existence independent of human experience. Moreover, matter and energy reflect the relativity of time and space. Einstein concluded that matter is just another form of energy. The vast energies contained within the atom were explained. To some, however, a relative universe was one without certainty.

### Freud and Psychoanalysis

Sigmund Freud (FROYD), a doctor from Vienna, proposed theories regarding the nature of the human mind. His major theories were published in 1900 in *The Interpretation of Dreams*.

According to Freud, human behavior was strongly determined by past experiences and internal forces of which people were largely unaware. Repression of such experiences began in childhood, so he devised a method—known as **psychoanalysis**—by which a therapist could probe deeply into the patient's memory. In this way, they could retrace the repressed thoughts all the way back to their childhood origins. If the patient's conscious mind could be made aware of the unconscious and its repressed contents, the patient could be healed.

### READING PROGRESS CHECK

**Explaining** According to Freud, what determines much of human behavior?



▲ Marie Curie was the first woman to win a Nobel Prize. With her husband, she was awarded half the Nobel Prize for Physics in 1903 for their study in radiation.

### CRITICAL THINKING

**Contrasting** How was the practice of science different at the turn of the twentieth century than it is today?

**psychoanalysis** a method by which a therapist and patient probe deeply into the patient's memory; by making the patient's conscious mind aware of repressed thoughts, healing can take place



# Extreme Nationalism

**GUIDING QUESTION** What role did nationalism play in the late 1800s?

Nationalism became more intense in many countries in the late 1800s.

**Social Darwinism** was the radical belief that Darwin's theory of natural selection could be applied to modern human societies. A British philosopher, Herbert Spencer, argued that social progress came from "the survival of the fittest"—that is, the strong advanced while the weak declined. This kind of thinking allowed some people to reject the idea that they should take care of the less fortunate.

Extreme nationalists also used Social Darwinism. They said that nations, too, were engaged in a "struggle for existence" in which only the fittest nations would survive. This idea was also used to justify racism, or the belief that some peoples were superior to others.

The growth of extreme nationalism and racism also led to the growth of anti-Semitism, or hostility toward and discrimination against Jews. The **intensity** of anti-Semitism was evident from the Dreyfus affair in France. In 1894, a military court found Alfred Dreyfus, a Jewish captain in the French general staff, guilty of selling army secrets. After the trial, evidence emerged that proved Dreyfus innocent. A wave of public outcry finally forced the government to pardon Dreyfus in 1899.

The worst treatment of Jews at the turn of the century occurred in Russia. Persecutions and **pogroms**, or organized massacres, were widespread. Hundreds of thousands of Jews decided to emigrate to escape the persecution. Some Jews, probably about 25,000, immigrated to Palestine, which became home for a Jewish nationalist movement called **Zionism**.

For many Jews, Palestine, the land of ancient Israel, had long been the land of their dreams. A key figure in the growth of political Zionism was Theodor Herzl, who stated in his book *The Jewish State* (1896), "The Jews who wish it will have their state." Settlement in Palestine was difficult, however, because it was then part of the Ottoman Empire, which was opposed to Jewish immigration. Although 3,000 Jews went annually to Palestine between 1904 and 1914, the Zionist desire for a homeland in Palestine remained only a dream on the eve of World War I.

## **READING PROGRESS CHECK**

*Analyzing* How did the Dreyfus affair illustrate anti-Semitism in France?

**Social Darwinism** theory used by Western nations in the late nineteenth century to justify their dominance; it was based on Charles Darwin's theory of natural selection, "the survival of the fittest," and applied to modern human activities

**intensity** extreme degree of strength, force, energy, or feeling

**pogrom** the organized massacre of a minority group, especially Jews

**Zionism** an international movement originally for the establishment of a Jewish national homeland in Palestine, where ancient Israel was located, and later for the support of modern Israel

## LESSON 4 REVIEW



### Reviewing Vocabulary

1. **Synthesizing** Write a paragraph on European nationalism and persecution in the late nineteenth and early twentieth centuries in which you define the terms *pogrom* and *Zionism*.

### Using Your Notes

2. **Identifying** Use your notes to name four artists and identify characteristics of the art movements in which they participated.

### Answering the Guiding Questions

3. **Evaluating** How did innovation change literature, the visual arts, and music in the late 1800s?

4. **Identifying Central Issues** How did scientific discoveries in the late 1800s impact the way people saw themselves and their world?

5. **Drawing Conclusions** What role did nationalism play in the late 1800s?

### Writing Activity

6. **INFORMATIVE/EXPLANATORY** Write a paragraph in which you explore how modern artistic and scientific ideas could lead to an understanding of the world as less certain than was previously believed but also, perhaps, as more exciting. Discuss at least one example of an artist and one example of a scientist.



# CHAPTER 11 Assessment



Directions: On a separate sheet of paper, answer the questions below. Make sure you read carefully and answer all parts of the questions.

## Lesson Review

### Lesson 1

- 1 **COMPARING AND CONTRASTING** What did the first and second Industrial Revolutions have in common? In what ways did they differ?
- 2 **SUMMARIZING** What qualities of socialism appealed to working-class people?

### Lesson 2

- 3 **EXPLORING ISSUES** What problems were created by the rapid population growth in cities?
- 4 **MAKING INFERENCES** When did public education become widespread and why had it not happened earlier?

### Lesson 3

- 5 **EXPLAINING** How did ministerial responsibility relate to how power was distributed in Central Europe?
- 6 **IDENTIFYING CENTRAL ISSUES** How was wealth distributed among U.S. citizens?

### Lesson 4

- 7 **CLASSIFYING** Describe two painting styles that became popular in the late nineteenth or early twentieth century.
- 8 **SPECULATING** How might extreme nationalists' perception of themselves lead them to believe in Social Darwinism?

## 21st Century Skills

- 9 **ECONOMICS** Why did some parts of Europe not share in the economic boom of the early twentieth century?
- 10 **UNDERSTANDING RELATIONSHIPS AMONG EVENTS** What were some of the signs that democracy was expanding in the late nineteenth century? What were some reasons for that expansion?

## Exploring the Essential Questions

- 11 **SYNTHESIZING** Create a word web with *Industrialization* in the center. Draw arrows to two circles, labeled *Strong Economy* and *Weak Economy*. Draw arrows from them to circles showing which political and social structures were influenced by economic changes in 1870–1914. Explain each of the connections.

## DBQ Analyzing Historical Documents

Use the document to answer the following questions.

Emmeline Pankhurst explained in a 1913 speech why it was so important for women to have a voice in their government.

### PRIMARY SOURCE

“I wonder that women have the courage to take upon themselves the responsibilities of marriage and motherhood when I see how little protection the law of my country affords them. I wonder that a woman will face the ordeal of childbirth with the knowledge that after she has risked her life to bring a child into the world she has absolutely no parental rights over the future of that child.”

—quoted in *Sources of the Western Tradition, Volume II: From the Renaissance to the Present*

- 12 **ANALYZING** What personality trait is Pankhurst amazed that women have? Why do they need that trait?
- 13 **DRAWING CONCLUSIONS** How does Pankhurst's description of women's lack of rights fit with the Lesson 2 discussion of women's experiences?

## Extended-Response Question

- 14 **INFORMATIVE/EXPLANATORY** How do the living conditions of the masses of people affect how a nation is ruled? How does a move toward democracy affect the living conditions of the masses?

## Need Extra Help?

If You've Missed Question	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Go to page	204	206	208	212	213	216	218	221	206	213	204	222	222	208