

WORLD HISTORY

Chapter 19 Resources

Industrialization and Nationalism, 1800–1870

VOCABULARY ACTIVITY 19		TIME LINE ACTIVITY 19	
Industrialization and Nationalism, 1800–1870	16	Industrialization and Nationalism	27
SKILLS REINFORCEMENT ACTIVITY 19		LINKING PAST AND PRESENT ACTIVITY 19	
Identifying an Argument	17	Nationalism	28
CRITICAL THINKING SKILLS ACTIVITY 19		PEOPLE IN WORLD HISTORY ACTIVITY 19	
Expressing Problems Clearly	18	Profile 1: Frederic Chopin (c. 1810–1849)	29
HISTORY AND GEOGRAPHY ACTIVITY 19		Profile 2: Dorothea Lynde Dix (1802–1887)	30
A Big Ditch or a Grand Canal?	19	PRIMARY SOURCE READING 19	
MAPPING HISTORY ACTIVITY 19		Riding the Liverpool-Manchester Railway, 1830	31
The Voyage of the <i>Beagle</i>	21	RETEACHING ACTIVITY 19	
HISTORICAL SIGNIFICANCE ACTIVITY 19		Industrialization and Nationalism	33
Costs and Benefits of Industrialization	22	ENRICHMENT ACTIVITY 19	
COOPERATIVE LEARNING ACTIVITY 19		Textile Workers and Managers in Fall River	34
Industrial Revolution Flow Charts	23	WORLD ART AND MUSIC ACTIVITY 19	
HISTORY SIMULATION ACTIVITY 19		Honoré Daumier	35
Through the Eyes of Artists	25		

**Vocabulary Activity 19****Industrialization and Nationalism, 1800–1870****DIRECTIONS:** Select and write the term that best completes each sentence.

1. Agricultural practices, population growth, and a ready supply of _____ (coal/capital) fueled Great Britain's industrialization.
2. Many wealthy British people were _____ (entrepreneurs/aristocrats), interested in finding new business opportunities and new ways to make profits.
3. In the eighteenth century, cotton spinners and weavers manufactured cotton cloth in their rural homes—known as _____ (cottage industry/division of labor).
4. _____ (Collective bargaining/Industrial capitalism) was an economic system based on industrial production and produced a new middle-class group—the industrial middle class.
5. The _____ (bourgeois/entrepreneur), or middle-class person, included those involved in industry and banking, as well as professionals, such as lawyers, teachers, doctors, and government officials.
6. People who advocated _____ (socialism/laissez-faire economics) said that natural resources and factories should be owned and controlled by society.
7. The Congress of Vienna produced a victory for rulers who believed in _____ (liberalism/conservatism), a political orientation advocating the preservation of the best in society and opposing radical changes.
8. In France a powerful force of change overthrew the Bourbon monarch Charles X in 1830 in hopes of spreading _____ (nationalism/liberalism), a political philosophy based on Enlightenment thinking that celebrated individual freedoms.
9. With William I of Prussia as _____ (proletariat/kaiser), the Second German Empire became the strongest power in Europe.
10. Seeking the restoration of the empire, Louis-Napoleon won a _____ (plebiscite/coup d'état) and assumed the title of Napoleon III, Emperor of France.
11. In the United States, the South's use of slave labor was challenged by a movement in the North to end slavery called _____ (emancipation/abolitionism).
12. _____ (Conservatism/Romanticism) was a movement in which artists emphasized emotion and imagination over reason.
13. _____ (Realism/Romanticism) was a movement in which artists attempted to portray life as it was, not to escape from it.

Skills Reinforcement Activity 19

Identifying an Argument

An argument is the presentation of an opinion. The main idea, or thesis, of an argument is the writer's or speaker's basic position or viewpoint. To evaluate

an argument, consider its strengths and weaknesses. Does the writer or speaker support the thesis with facts and examples?

DIRECTIONS: Read the statement below from Robert Owen, a utopian socialist. Then answer the questions below in the space provided.

"By my own experience and reflection I had ascertained that human nature is radically good, and is capable of being trained, educated and placed from birth in such manner, that all ultimately (that is as soon as the gross errors and corruptions of the present false and wicked system are overcome and destroyed) must become united, good, wise, wealthy and happy. And I felt that to attain this glorious result, the sacrifices of the character, fortune and life of an individual was not deserving a moment's consideration. And my decision was made to overcome all opposition and to succeed or die in the attempt."

1. What is Owen's thesis?

2. What reasons does Owen give to support his thesis?

3. Evaluate the thesis. What are its strengths and weaknesses?

4. Find a biography of another leader during the period of industrialization and nationalism (1800–1870). Find a quotation from that person that states an argument about a political, social, or historical issue. Identify the thesis of the argument and the reasons and evidence supporting it. Decide whether you accept or reject this argument, and explain why.

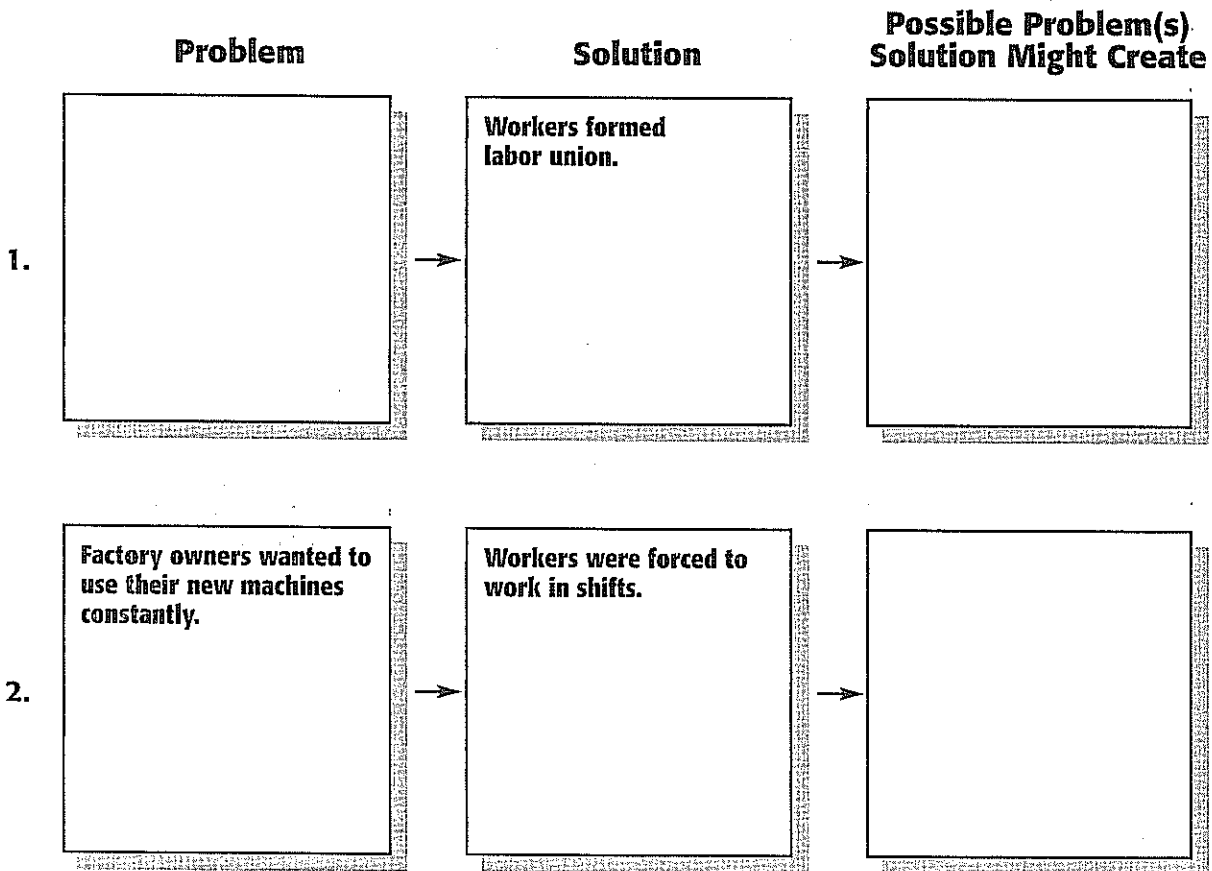
Critical Thinking Skills Activity 19 **Expressing Problems Clearly**

As you read about historical events, it is important to evaluate people's actions in light of the need they were trying to meet or the problem that they were trying to solve through their actions. For example, in the 1700s, entrepreneurs in Great Britain

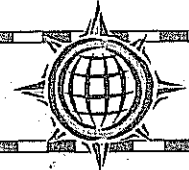
established factories in order to meet the demand for cotton cloth. Establishing textile and other factories solved some problems but created new ones—the social conflicts that you read about in Section 1.

DIRECTIONS: For each solution described below, complete the graphic organizer by expressing the problem and predicting what new problem or problems the solution might create.

CHAPTER 19



HISTORY AND GEOGRAPHY ACTIVITY 19



A Big Ditch or a Grand Canal?

President Thomas Jefferson thought the idea was crazy, and in 1809 he refused to fund the project with federal money. Attempting to carve the Erie Canal through the New York wilderness was "little short of madness," Jefferson fumed. But New York governor De Witt Clinton refused to let the plan die. He remained determined to construct the canal—making water travel from the Great Lakes to the Atlantic Ocean a reality. How would Governor Clinton carry out his plan?

Clinton called on his fellow New Yorkers to fund a \$7 million canal that would link Buffalo to New York City via Albany and the Hudson River. Engineers who had studied Great Britain's canals developed the plans, and construction began in 1817. More than 3,000 workers cleared trees, leveled ground, and dug the ditch for the canal, which would cover 350 miles (563 km) and raise and lower boats nearly 600 feet (183 m) during their journey.

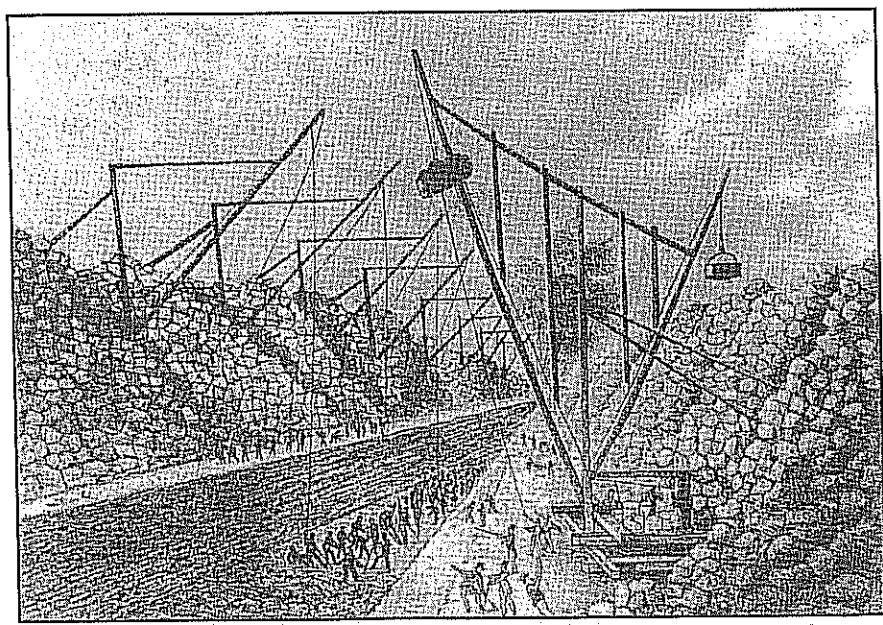
When construction ended in 1825, the canal was an immediate success. The cost of shipping grain from Lake Erie to the Atlantic dropped from \$100 to \$20 a ton, and the time in transit was cut from 20 to 8 days. The Erie Canal carried such a volume that it repaid its initial cost within 12 years.

Digging the Big Ditch

*"We are digging the Ditch through the mire;
Through the mud and the slime and the mire, by heck!
And the mud is our principal hire;
Up our pants, in our shirts, down our neck, by heck!
We are digging the Ditch through the gravel,
So the people and freight can travel."
—Erie Canal work song*

CHAPTER 19

Erie Canal workers excavate a deep cut. Dug in rough, sparsely settled wilderness, the canal progressed about a mile a week. Since the elevation of Lake Erie was 565 feet (172 m) higher than the Hudson River at Albany, the Erie Canal had 83 locks with lifts that raised and lowered the boats as they traveled the waterway. The locks became the marvels of their day.



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HISTORY AND GEOGRAPHY ACTIVITY 19 (continued)

It also helped New York City develop into the nation's financial center. No longer known as Clinton's "Big Ditch," the new waterway was soon billed as America's "Grand Canal."

Through imagination, technology, and hard work, people have been able to alter their environments to suit their needs. Different cultures tend to approach the environment in different ways. Whereas Native Americans felt at one with the environment, European settlers regarded it as something to use or tame. In the United

States, Americans have dramatically transformed their environment, tunneling railroad passages through the Sierra Nevada and diverting water from the Colorado River to desert regions.

Projects such as the Erie Canal linked waterways, easing transportation and spurring industrial development. The model of the British canal system enabled Americans to envision and build a canal in an area where Native Americans had used the existing waterways for hundreds of years.

CHAPTER 19

APPLYING GEOGRAPHY TO HISTORY

DIRECTIONS: Answer the questions below in the space provided.

1. What approach did European settlers in America often take toward their physical environment?

2. What was the goal of the Erie Canal project?

3. What effect do you think the Erie Canal had on the development of industry in New York State? On other canal projects in the United States?

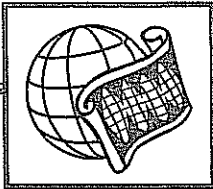
Critical Thinking

4. **Formulating Questions** Why would the canal developers have studied the British canal system before they designed the Erie Canal? Write four questions the developers might have asked during their studies.

Activity

5. Read the local newspaper and look for an ongoing project in which people are altering their environment. Identify the project's goal. Does everyone in the area agree with the project and its goals? What are some objections? Do you think the project will be successful? Why or why not?

Mapping History Activity 19

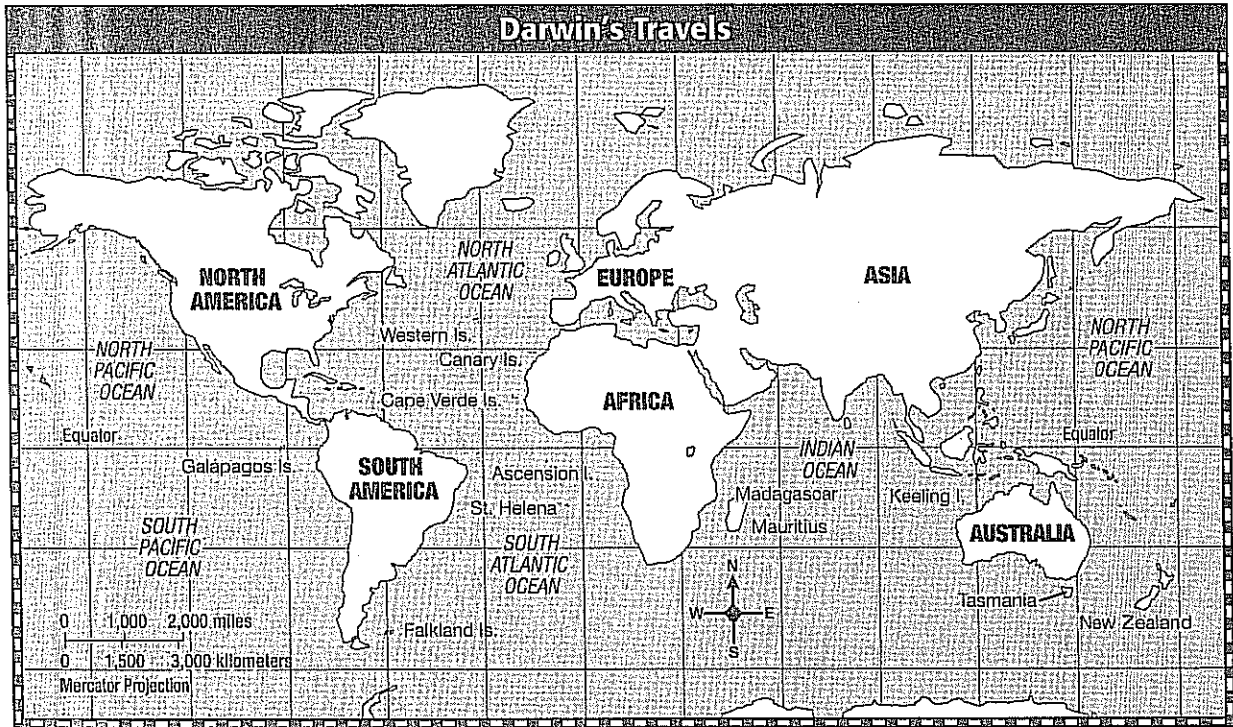


The Voyage of the *Beagle*

When Charles Darwin left England on the *Beagle* in 1831, he expected to be gone for two years. Instead, the voyage took five years. The HMS *Beagle* was a surveying vessel for the British Navy. Darwin had been hired to be the ship's naturalist, and at each stop on the voyage, he collected all kinds of specimens, many of which he dissected or stuffed. He took numerous notes on his observations.

The most important—and famous—stop on Darwin's trip was the Galápagos Islands. The observations he made there would later launch his theory of evolution.

DIRECTIONS: Use the map below to complete the activities that follow.



1. Use the map scale to estimate the distance of the Galápagos Islands from the mainland.
2. Using the information below, plot the course of the *Beagle* on the map above.

After leaving England, the *Beagle* traveled first to the Canary Islands, then to the Cape Verde Islands, and on to the east coast of South America. It traveled around Cape Horn, up the west coast of South America, and out to the Galápagos Islands. From

there it traveled west to New Zealand and Australia, through the Indian Ocean, and around the Cape of Good Hope to Ascension Island. It then headed back to Cape Verde, the Western Isles, and home.

Historical Significance Activity 19



Costs and Benefits of Industrialization

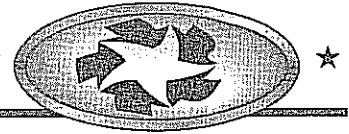
The Irwell River became badly polluted during Manchester's transformation from a rural trade center into a large, industrial city. Pollution remains a side effect of industrialization. Today, as in the past, analysts discuss and debate whether the benefits of

industrialization justify its costs. Some of the advantages and disadvantages that characterize present-day advanced industrial societies, such as those in western Europe and North America, are listed in the table below.

Advanced Industrial Societies	
Advantages	Disadvantages
Creation and mass production of many useful, affordable products	Dependence on nonrenewable resources, such as fossil fuels and metals
High average agricultural productivity per person from industrialized agriculture (more food per person)	Large amount of energy used per person for manufacturing, agriculture, transportation, lighting, heating, and cooling
Good health, population control, education, average income, and old-age security	Dependence on synthetic materials, which are not readily broken down and recycled by natural processes but break down slowly and often pollute the environment

DIRECTIONS: Use the information in the table to write a paragraph answering the question, "Do the advantages of industrialization outweigh the disadvantages?" Be sure to support your position.

★ Cooperative Learning Activity 19★



Industrial Revolution Flow Charts

BACKGROUND

The Industrial Revolution in Europe was marked by the development of numerous inventions that came about in response to emerging needs and that had major effects on society. By constructing a flow chart, you will demonstrate the cause and effect relationships begun by those inventions and the resulting and ongoing changes that occurred in business and industry, economics, politics, settlement patterns, religious thought, cultural achievements, human relationships, world events, and other areas.

GROUP DIRECTIONS

1. You and your group should pick one of the inventions listed below (or present another idea to your teacher for approval).
2. Use Chapter 19 and library or Internet resources to learn more about the invention and its impact on society.
3. Use what you learn to create flow charts—electronic or hard-copy poster-sized—to demonstrate the invention's direct and/or indirect impact on different aspects of life or society. If you have access to the necessary tools, create an actual Web site to post your flow chart diagram.
4. Consider the following inventions from which to make your choice. Note that some of these inventions were responsible for the creation of others on the same list. For example, the steamboat was a direct extension and application of Watt's first steam engine.

1764	James Hargreaves's spinning jenny
1780s	Henry Cort's puddling process
1782	James Watt's steam engine
1800s	rise of factories
1804	first steam-powered locomotive
1807	first steamboats

ORGANIZING THE GROUP

1. **Decision Making** As a group, choose one invention from the list. Each group should select a different invention. Appoint a recorder to take notes of the group's ideas. Share ideas about what the invention did and brainstorm why it was invented. List the benefits and any possible disadvantages the invention might have caused.
2. **Individual Work** Do research to find out as much as possible about this invention. Learn what created the need for the invention; why it was a breakthrough; how it was used, applied, and improved. As you conduct your research, consider such questions as: How were the invention's original intended uses extended? What advantages did the invention offer to those who used it?

Cooperative Learning Activity 19 (continued)

What aspects of society might it have changed or influenced for better or for worse? Sketch diagrams to help explain the various effects. Think about how the information might be organized into a flow chart or some other graphic representation of cause-effect flow and sequence.

- 3. Group Work/Decision Making** Share your research with your group. Together, decide what information to include in your diagram or flow chart and how to organize it. Divide up responsibility for drawing the diagram's or flow chart's "arms" or branches among members of the group. Alternately, assign an artist to design the flow chart as directed by the various group members.
- 4. Additional Group Work** Present your information to the class and post your flow chart for others to view and study. Invite comments on how and why the visual devices used were effective or not.

GROUP PROCESS QUESTIONS

- What is the most important thing you learned about the impact of inventions developed during the Industrial Revolution from this activity?
- What part of the project did you enjoy most?
- What problems did you have? Is there some better way to visually (or tangibly) show the cause-effect relationships and impacts?
- How did you solve any problems related to designing the visuals or determining the cause-effects sequences?

Quick CHECK

1. Was the goal of the assignment clear at all times?

2. How was creating a flow chart or cause-effect diagram or some other type of visual different from other types of projects?

3. Were you satisfied with your work on this project? Why or why not?

HISTORY SIMULATION ACTIVITY

19

Through the Eyes of Artists

The transformation of the Western world during the 1800s sparked new developments in all parts of society.

TEACHER MATERIAL

Learning Objective To develop an understanding of some of the major artistic movements that occurred during the 1800s and their impact.

Activity Students will work in five groups representing each of the following artistic movements from the 1800s to the 1900s: romanticism, realism, symbolism, Impressionism, and Postimpressionism. Groups will review the styles and philosophy of their specific art movements. Then they will consider how artists of that movement would react to some of the issues of the era and how they would convey their feelings and attitudes in their art. They will then form smaller groups of two to four to cooperate in creating essays, poems, short stories, plays, posters, murals, or other forms of art in the style of their movements. Following group work, students will meet as a class to share their projects.

Teacher Preparation Bring in supplemental reference books and magazine articles for background information on the art movements involved. Have poster board, paper for murals, and colored markers on hand. Make one copy of the form on the next page for each student.

Activity Guidelines

1. Introduce the activity by explaining its objective and guidelines. See Chapters 19 and 20 to learn about the five movements. Emphasize that artists in each movement had a definite point of view regarding the issues of the period and expressed their views in their art. Cite Charles Dickens's handling of the plight of the lower classes in his novels and his views of conditions in debtors' prisons, factories, and hospitals. Distribute the

worksheet, which will help students organize their planning for this activity.

2. Have students form five groups, one for each movement, and meet for 20 to 25 minutes to discuss the point of view that members of their movement might bring to specific political and social issues studied in this chapter. Possible issues include city life and working conditions, child labor, socialism, nationalism, individualism, the Scientific Revolution, and secularization. They should discuss the artistic style their artists would use to portray specific issues.
3. Organize the five groups into subgroups of two to four students according to modes of expression, such as poetry, posters, murals, essays, short stories, or other art forms. Urge subgroups to brainstorm possible topics and select one. Give students 15 minutes to plan their projects. Emphasize that their work should be in the style of the movement they represent. Most students will need to complete their projects at home.
4. In the next class period, have each group identify the movement it represents and read or display its project. Have students respond to what they see in the different projects.
5. Then ask students to compare the representation of society and politics by the different art movements. How do they think the artistic rendering of these themes may have affected the public's attitudes? Do they think the art movements grew out of the events of the period, or did the movements shape events?

HISTORY
SIMULATION
ACTIVITY **19**

HANDOUT MATERIAL

Through the Eyes of Artists—Worksheet

Movement (check one):

- Romanticism Realism Symbolism Impressionism Postimpressionism

CHAPTER 19

1. Objective of the movement:

2. Artistic style of the movement:

3. Attitude toward society, culture, politics:

4. Subject or themes for exploration:

Choose the mode for exploring your topic:

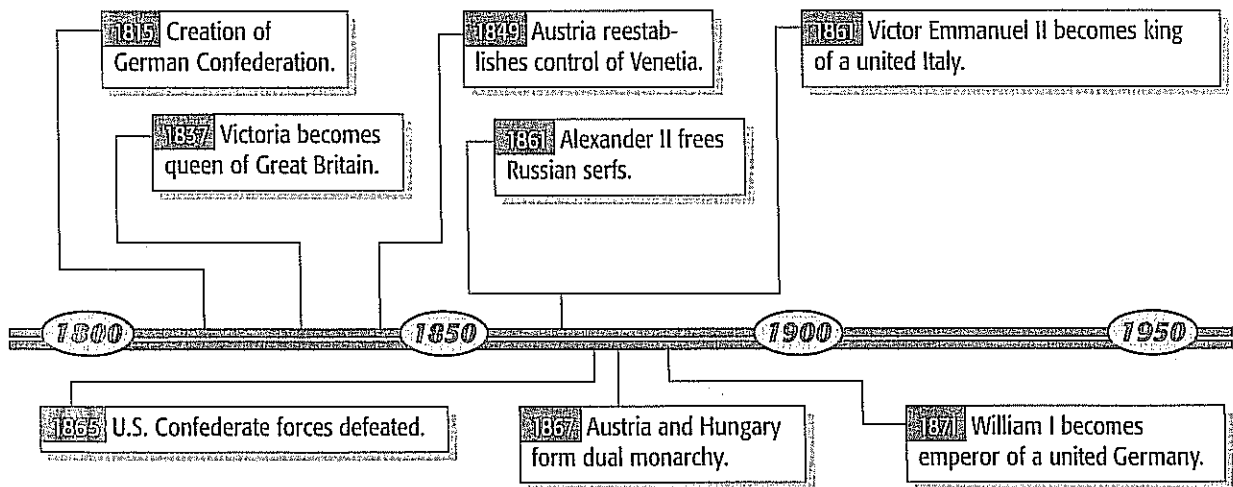
- Mural
- Short story
- Play
- Poster
- Essay
- Poetry
- Other _____

Time Line Activity 19

Industrialization and Nationalism

Background Can an idea be more powerful than a king or an emperor? Nationalism is an idea that has driven out kings and toppled empires. Between 1800 and 1870, nationalism changed the map of Europe. Two countries—Italy and Germany—emerged from collections of independent states. The empire of Austria-Hungary came apart as the idea of nationalism inspired people to demand independence. In related movements, people throughout Europe demanded freedom of the press, freedom of speech, freedom to elect representatives, and relief from feudal systems of labor and taxes. Of course, none of the rulers of the kingdoms and empires threatened by these movements gave up power easily. The forces of nationalism and reform were often met with reactions opposing their progress.

DIRECTIONS: Read the time line below. Then decide if the events on the line express the success of movements demanding change *or* reactions to those movements. List events in the appropriate column of the chart below. Some items may be included in both columns.



Forces of change	
Nationalism/Reform	Reaction

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CHAPTER 19

Linking Past and Present Activity 19

Nationalism

CHAPTER 19

THEN Nationalism was an important historical force in the nineteenth century. People in North and South America, Europe, and Asia identified strongly with the countries in which they lived. Millions risked their lives in wars and revolutions to win independence or to advance the cause of freedom in their nations.

In the United States, Manifest Destiny drove brave pioneers across the continent to settle a wilderness. Nationalism motivated both Union and Confederate forces to fight a long and costly civil war. In Great Britain, people took pride in saying that “the sun never sets on the British Empire.” (At its height, the British Empire encompassed so much land around the world that the sun was always shining on a part of it.) It was nationalism as well as a desire for liberal reform that inspired the revolutionaries of 1848 in France, Germany, Austria, and Hungary. Nationalism, again, drove the people of Germany and Italy to form nation-states.

In 1821, Mexican nationalists first won their freedom from Spain. In 1867, Mexican nationalists would again be victorious, driving out French invaders and capturing the emperor Maximilian. In Latin America, nationalists led by Simón Bolívar drove Spain out of South America and formed the nation-states that still exist today. In Canada, it was nationalists who pushed for a form of independence from Great Britain.

Nationalism also had a strong effect on events in Asia. Chinese nationalists fought against European colonialists. In the Philippines, nationalist groups fought first against Spain and then against the United States in a bid for independence.

NOW Nationalism is still a powerful force throughout the world. On every continent, ethnic groups are fighting for recognition and the right of self-determination.

In Kosovo, ethnic Albanians—who make up the majority of the population—have been fighting the Serbs in order to gain independence. In the Middle East, Palestinians and Israelis continue to fight for control of the land conquered by Israel in 1967. Also in the Middle East, the Kurdish people have been fighting both Turkey and Iraq in an effort to win their freedom and to form a nation of their own.

In North America, the forces of nationalism can be found in Mexico and Canada. Indigenous people living in the state of Chiapas in southern Mexico have been seeking civil and political rights. Calling themselves *zapatistas*—after the Mexican revolutionary Emiliano Zapata—they have staged guerrilla raids against the Mexican government. In Canada, French Canadians in the province of Quebec voted in 1995 whether to leave Canada to form their own country. The resolution lost by a narrow margin. Another vote on the same issue will most likely take place.

Feelings of nationalism are equally strong in Asia. In the country of Sri Lanka, the Tamil Tigers have been fighting a long, bloody civil war to win their freedom from the ruling Singhalese people.

In Europe, two nations have been the victims of terrorist activity from insurgent groups fighting for what they see as their rights. In Spain, the Basque people have been fighting against the Spanish government for autonomy. In Northern Ireland, Catholics and Protestants have been fighting for over 30 years over rights and political power.

CRITICAL THINKING

Directions: Answer the following questions on a separate sheet of paper.

1. **Making comparisons:** Compare and contrast the nation-building activities of nineteenth-century nationalists with the struggles of nationalists today. How are their methods alike? How are they different?
2. **Making inferences:** Many of today’s nationalist struggles are between different ethnic groups. How does the United States,

- with its cultural diversity, avoid ethnic strife? What could be done to improve ethnic and racial tensions in this country?
3. **Extending prior knowledge:** Use information you have already learned to explain the history of the struggle between Israelis and Palestinians. Then use library resources and the Internet to gather facts on the current situation and present scenarios for a likely outcome of the situation.

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People in World History Activity 19

Profile 1

Frederic Chopin (c. 1810–1849)

The nineteenth-century Western artistic movement called romanticism began in literature. Many believe, however, that music is the art form most suited to romantic artistic ideals. Romanticism emphasizes expressing deep human emotions, especially while trying to express through imagination the experience of perfect beauty. Music would be the art form most suited to romanticism because of its ability to directly stir our emotions and because unlike words or pictures, sounds do not refer to anything factual.

For many, no musician achieved romantic expressiveness more than the Polish-born Frederic Chopin. His chosen instrument was the piano, and in only 39 years he revolutionized how people composed for, played and heard the piano.

Chopin was a child prodigy who had his first composition printed when he was seven. He performed his first public concert at eight, and played before the Russian czar at 11. By his early twenties, Chopin's genius as a composer and player had spread throughout Europe. Yet his sensitive nature was such that he performed only 39 concerts in his life. The experience drained him completely.

Chopin never married, but he did have a love affair with the famous French author Aurore Dudevant, who first adopted the

male name *George Sand* to help her books get published and be taken seriously. When Chopin was 29, he went with Sand to the island of Majorca in order to compose.

He fell ill, and he and Sand were evicted from their villa and forced to live with little food in a damp, cold monastery. Thus began Chopin's decade long battle with tuberculosis, from which he died at 39.

Chopin's meteoric life was short, but his music will last. He used new fingerings and harmonies to produce dazzling effects on the piano. He changed how pianists struck the keyboard and used the pedals in ways no one had before. He set a standard for solo piano composition that many feel will never be surpassed. His gifts for aching melody, poetic feeling, delicate ornamentation, swaying grace, intense passion, insight into the heart's secret places, and singing tone will forever soothe, haunt, and inspire the human spirit. In his romantic search for perfection in sensuous beauty, Chopin created a music of longing that wraps the listener in sublime moods and imaginative visions.

**REVIEWING THE PROFILE**

Directions: Answer the following questions on a separate sheet of paper.

1. What is the artistic ideal of romanticism?
2. Why did the author Aurore Dudevant write under the name *George Sand*?
3. What is the proof that Chopin was a child prodigy?
4. **Critical Thinking Making Comparisons.** Listen to some of Chopin's *Nocturnes*. The name refers to nighttime. Compare the music to the quiet of the night and how it makes you feel. Does Chopin express emotions about the night that fit with your experience of it?

People in World History Activity 19

Profile 2

Dorothea Lynde Dix (1802–1887)

There's no question in my mind but that rights are never won unless people are willing to fight for them.

Eleanor Smeal, former president of NOW
(National Organization for Women)

Today, most of us take it for granted that mentally ill people and prisoners are entitled to fair treatment and humane conditions. However, it took the courage and determination of Dorothea Dix to make that assumption a reality. This social reformer campaigned for better conditions and treatment for both the mentally ill and prisoners during most of her lifetime. Her achievements are impressive: she succeeded in creating or enlarging 32 mental hospitals in numerous states, as well as in Canada, Europe, and Japan. She also brought attention to the plight of the mentally ill and prisoners and helped change public attitudes toward them.

Dorothea Dix was born on April 4, 1802, in Hampden, Maine. When she was 14 years old, Dix took a teaching job. Five years later, she opened her own school for girls in Boston, Massachusetts. Besides teaching, Dix wrote many children's books. She left the school in 1835 because of poor health.

Six years later, Dix began teaching a class in the house of correction located in East Cambridge, Massachusetts. She was shocked by the terrible conditions in the prison, and

concerned that the mentally ill were imprisoned in the same facilities as dangerous criminals. She decided to take action to improve the situation.



Dix visited all the prisons, poorhouses, and mental institutions in Massachusetts to see for herself if conditions were as bad throughout the system. The situation was even worse than she had imagined. In 1843, she delivered her conclusions in a document called "Memorial to the Legislature of Massachusetts." As a result of her work, the worst abuses in the mental institutions at Worcester were corrected. Knowing that many other social injustices still needed to be improved, Dix traveled throughout the country to raise support for her cause. She won the support of many wealthy and influential people.

In 1848, Dix traveled to Washington, D.C., to convince the government to set aside land to house and support the mentally ill. Congress approved the bill, but President Franklin Pierce vetoed it in 1854. Although disappointed, Dix continued her work to improve conditions for those who could not speak for themselves.

REVIEWING THE PROFILE

Directions: Answer the following questions on a separate sheet of paper.

1. How did Dix first become aware of the poor conditions in Massachusetts prisons?
2. What did Dorothea Dix accomplish during her life?
3. **Critical Thinking Analyzing Information.** In 1881, Dix retired to live at the New Jersey State Hospital, the first mental hospital built as a direct result of her efforts. What statement did this send to people?



PRIMARY SOURCE READING 19

Riding the Liverpool-Manchester Railway, 1830

The openings of the first railways in England were exciting occasions for the public, who organized holiday outings to watch the trial runs of the tiny engines and coaches. Only a privileged few—mostly financial backers and their friends—actually had the chance to ride the experimental trains; these rides were both risky and thrilling. In 1830 the Kembles, a well-known English theatrical family of actors, managers, and playwrights, were in Liverpool when George Stephenson made a trial run of the Liverpool-Manchester line. Fanny Kemble, an actress and author who was 21 at the time, made the trip as Stephenson's guest and described it in letters that she later included in her memoirs.

Guided Reading *In this selection, read to learn how the first trains looked and functioned.*

While we were acting at Liverpool an experimental trip was proposed upon the line of railway which was being constructed between Liverpool and Manchester, the first mesh of that amazing iron net which now covers the whole surface of England and all the civilized portions of the earth. . . . My father knew several of the gentlemen most deeply interested in the undertaking, and [George] Stephenson having proposed a trial trip as far as the fifteen-mile viaduct, they . . . invited him and permitted me to accompany them; allowing me, moreover, the place which I felt to be one of supreme honor, by the side of Stephenson. . . . He was a rather stern-featured man, with a dark and deeply marked countenance; his speech was strongly inflected with his native Northumbrian accent. . . . He was wonderfully condescending and kind in answering all the questions of my eager ignorance, and I listened . . . as he told me of all his alternations of hope and fear, of his many trials and disappointments, related with fine scorn how the "Parliament men" had badgered and baffled him with their book-knowledge. . . . [The government had refused to finance Stephenson's plan.]

. . . And now I will give you an account of my yesterday's excursion. A party of sixteen persons was ushered into a large court-yard, where . . . stood several carriages of a peculiar construction, one of which was prepared for our reception. It was a long-bodied vehicle with seats placed across it, back to back; the one we were in had six of these benches. . . . The wheels

were placed upon two iron bands, which formed the road, and to which they are fitted, being so constructed as to slide along without any danger of hitching or becoming displaced, on the same principle as a thing sliding on a concave groove. The carriage was set in motion by a mere push, and . . . rolled with us down an inclined plane into a tunnel, which forms the entrance to the railroad. This tunnel is four hundred yards long (I believe) and will be lighted by gas. . . .

. . . We were introduced to the little engine which was to drag us along the rails. She (for they make these curious little fire-horses all mares) consisted of a boiler, a stove, a small platform, a bench, and behind the bench a barrel containing enough water to prevent her being thirsty. . . .—the whole machine not bigger than a common fire-engine. She goes upon two wheels, which are her feet, and are moved by bright steel legs called pistons; these are propelled by steam, and in proportion as more steam is applied to the upper extremities . . . of these pistons, the faster they move the wheels; and when it is desirable to diminish the speed, the steam (which unless suffered to escape would burst the boiler) evaporates through a safety-valve into the air. The reins, bit, and bridle of this wonderful beast is a small steel handle, which applies or withdraws the steam from its legs or pistons, so that a child might manage it. . . .

There is a chimney to the stove, but as they burn coke [fuel] there is none of the dreadful black smoke which accompanies the progress of



PRIMARY SOURCE READING 19

CHAPTER 19

a steam vessel [ship]. This snorting little animal, which I felt rather inclined to pat, was then harnessed to our carriage, and, Mr. Stephenson having taken me on the bench of the engine with him, we started at about ten miles an hour. The steam-horse being ill adapted for going up and down hill, the road was kept at a certain level, and appeared sometimes to sink below the surface of the earth, and sometimes to rise above it. Almost at starting it was cut through the solid rock, which formed a wall on either side of it, about sixty feet high. You can't imagine how strange it seemed to be journeying on thus, without any visible cause of progress other than the magical machine, with its flying white breath and rhythmical, unvarying pace, between these rocky walls. . . .

. . . We had now come fifteen miles, and stopped where the road traversed a wide and

deep valley. Stephenson made me alight and led me down to the bottom of this ravine, over which, in order to keep his road level, he has thrown a magnificent viaduct of nine arches, the middle one of which is seventy feet high, through which we saw the whole of this beautiful little valley. . . . We then rejoined the rest of the party, and the engine having received its supply of water, the carriage was placed behind it, for it cannot turn, and was set off at its utmost speed, thirty-five miles an hour, swifter than a bird flies (for they tried the experiment with a snipe). You cannot conceive what that sensation of cutting the air was; the motion is as smooth as possible, too. . . . When I closed my eyes this sensation of flying was quite delightful, and strange beyond description; yet, strange as it was, I had a perfect sense of security, and not the slightest fear.

INTERPRETING THE READING

Directions Use information from the readings to answer the following questions. If necessary, use a separate sheet of paper.

1. Railroads were often called "iron horses," and in several spots the author speaks about the locomotive as if it were a horse. Give examples of this from the selection and explain why people made this comparison.

2. How was the speed of the locomotive controlled?

3. What was Fanny Kemble's attitude toward George Stephenson?

4. To start his railroad, Stephenson engineered and built much more than just the locomotive and carriages. Cite some examples from the selection of his other engineering feats.

Critical Thinking

5. **Making Inferences** What does the opening sentence of this selection tell you about the spread of the Industrial Revolution?

Reteaching Activity 19

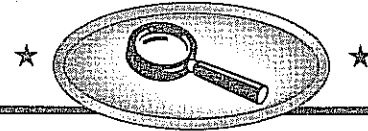
Industrialization and Nationalism

The Industrial Revolution dramatically changed Europe and North America in the 1800s. Industry flourished as technological advances occurred.

DIRECTIONS: Use the chart below to review some of the inventions of the Industrial Revolution. In the second column, write the name of the inventor and a brief description of each invention. In the last column, describe the impact or result of each invention. Some information is provided.

Significant Inventions during Industrial Revolution		
Invention	Description/Inventor	Impact or Result
spinning jenny		
water-powered loom		Weavers could keep pace with the surplus of yarn produced by new spinning machines.
steam engine		
railroad	a steam locomotive that ran on rails	
paddle-wheel steamboat		

★ Enrichment Activity 19



Textile Workers and Managers in Fall River

Section 1 of Chapter 19 describes the bleak conditions suffered by British and American textile workers during the 1800s. Relations between textile workers and managers, generally characterized by hostility, were particularly strained in the factories of

Fall River, Massachusetts. The statements below were made by factory officers in Fall River to the Massachusetts Bureau of Statistics of Labor after persistent labor troubles in the mills prompted a state investigation in the 1880s.

[One] treasurer said further, "The discontent among the Fall River operatives [factory workers] is the outgrowth of the abnormal increase of the mills in 1871. We have the scum of the English and Irish in our midst; they brought their antagonistic notions with them. We never employ a man who belongs to a trades union if we know it; we root them out whenever we find them." . . . Another treasurer said, "there are plenty of complaints all the time. Last August the spinners protested against the 'twist' we insisted should be given the yarn, as it somewhat reduced their wages, and their cry was, 'Take out the drag.' They are never content unless they are complaining; now they complain because we have a 'sampler' who examines each bale of cotton we purchase in order to ascertain if it is like the sample."

—From *Fall River, Lowell, and Lawrence: From the Thirteenth Annual Report of the Massachusetts Bureau of Statistics of Labor* by Carroll D. Wright, published 1882 by Rand, Avery and Co.

DIRECTIONS: Answer the questions below in the space provided.

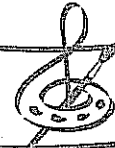
1. To what does the first treasurer attribute the labor problems in the Fall River factories?

2. What do you think is the meaning and significance of the "twist" and "sampler"?

3. What do you think the workers meant by "Take out the drag"?

4. Write a likely statement given by a factory worker in response to one of the treasurers' testimonies.

World Art and Music Activity 19



Honoré Daumier

French caricaturist Honoré Daumier produced countless lithographs over his long career. Collections of his cartoons are still popular, and his jokes about lawyers and doctors are as fresh today as they were more than a century ago.

DIRECTIONS: Read the passage below about this French artist. Then answer the questions in the space provided.

Honoré Daumier was born in Marseilles, France, in 1808. He grew up in Paris, where he worked as an errand boy and a bookstore clerk before he began to study art. He learned the technique of lithography, newly invented at the end of the eighteenth century. In lithography, the artist draws directly on a special stone (often limestone). The drawing is fixed in place by an acid wash, dampened, inked, and then transferred to paper with pressure. Because this process allows the reproduction of an unlimited number of prints from one drawing or design, it was widely used in commercial printing, publishing, and journalism.

It was in these industries that Daumier earned his living. He mastered the techniques of lithography by his early twenties and contributed thousands of cartoons, such as the one shown here, to the publications *La Silhouette*, *La Caricature*, and *Le Charivari*. Daumier's cartoons were as satirical as the journals that published them; he lampooned lawyers, doctors, politicians, and the bourgeoisie. He paid a price for his political criticism, however; an 1832 caricature of King Louis Philippe earned him a six-month prison sentence.

Because his figures are roughly and freely drawn, with less attention paid to correct anatomical detail than to the emotional impact of his subjects, Daumier has been called the ancestor of the expressionist movement in art, which developed in the early 1900s. Expressionism is characterized by distortion of color, line, and shape to emphasize the artist's personal view of objective reality. The expressionist character of Daumier's work was probably a direct result of



Honoré Daumier *Les Beaux Jours De La Vie*, The Neighbors Before the Justice of the Peace. The caption reads: "So there! I have won my case all the same, and you can't be so haughty now, Madame Pimbèche, because the Justice of the Peace has sentenced you to return to your home—right next door to mine!"

being a cartoonist, because exaggeration is traditional in cartoons. For example, in the drawing above, the quarrel between the two women is emphasized by the distortion of their features and expressions. No unnecessary details are included—the judge's desk is indicated by a few straight lines, the rest of the

(continued)

World Art and Music Activity 19



courtroom is left to the viewer's imagination. Daumier draws attention to the drama of the confrontation by leaving out the nonessentials.

In addition to his cartoons, Daumier produced a series of lithographs illustrating Miguel de Cervantes's novel *Don Quixote* (1605–1615). After 1848 he attempted to establish himself as a serious painter, portraying scenes of ordinary urban life. *The Third-Class Carriage* (c. 1862) shows a crowd of

poor passengers in a train, and *The Washerwoman* (1863) portrays a laundress with her child on her way to work. As in his lithographs, Daumier concentrated on illustrating human drama.

All the years of work as a lithographer took its toll on Daumier's eyesight. He was nearly blind by the time he died in 1879. He had little financial success in his lifetime, despite the tremendous number of works he produced.

Reviewing the Selection

1. Why was lithography an appropriate medium for the publishing industry?

2. What does Daumier's work have in common with that of the expressionist movement of the twentieth century?

Critical Thinking

3. **Recognizing Ideologies** From the cartoon above and from Daumier's general reputation, what can you conclude about his political beliefs?

Glencoe

WORLD HISTORY



Chapter 19 Section Resources

GUIDED READING ACTIVITY 19-1	38
GUIDED READING ACTIVITY 19-2	39
GUIDED READING ACTIVITY 19-3	40
GUIDED READING ACTIVITY 19-4	41



Guided Reading Activity 19-1

The Industrial Revolution

DIRECTIONS: Answer the following questions as you read Section 1.

1. When and where did the Industrial Revolution begin?

2. What five factors contributed to the start of the Industrial Revolution?

3. What four inventions advanced the production of cotton cloth?

4. What effect did the steam engine have on the coal and iron industry?

5. What was the *Rocket*?

6. Why did factories begin to require workers to work in shifts?

7. What three countries were the first to be industrialized in continental Europe?

8. What change took place in the American labor force between 1800 and 1860?

9. What two classes of people emerged in the European society of the Industrial Revolution?

Guided Reading Activity 19-2

Reaction and Revolution

DIRECTIONS: Fill in the blanks below as you read Section 2.


After the defeat of (1) _____, European rulers moved to restore the old order with (2) _____, (3) _____, (4) _____, and (5) _____ in power. This goal was addressed at the Congress of (6) _____ in September 1814.

The arrangements made at this Congress were a victory for rulers who wanted to contain the forces of (7) _____ unleashed by the French Revolution. Their political philosophy, based on tradition and social stability, is known as (8) _____. The great powers assumed the right of intervention whereby they could send armies into countries where there were revolutions in order to restore legitimate (9) _____ to their thrones.

Liberals believed in the protection of (10) _____ liberties, or the basic rights of all people. Many favored government ruled by a (11) _____ which regulates the monarchy. They thought that the right to vote and hold office should be open only to men of (12) _____. Liberals had no desire for the (13) _____ classes to share in power.

(14) _____ in the nineteenth century arose out of people's awareness of being part of a community with common institutions. After the French Revolution, nationalists came to believe that each (15) _____ should have its own government. (16) _____ feared the implications of such thinking and tried to repress nationalism.

Nationalistic/liberal thinking led to (17) _____ in the countries of Europe. The (18) _____ of France was finally overthrown in 1848. Cries for change led many German rulers to promise (19) _____, a free press, and jury trials. In Vienna, Austria, revolutionary forces took control of the (20) _____ and demanded a liberal constitution.

 **Guided Reading Activity 19-3**

National Unification and the National State

DIRECTIONS: Fill in the blanks below as you read Section 3.

- I. The Crimean War was the result of a struggle between _____ and the _____.
 - A. Russia was interested in expanding its power into the _____.
 - B. Fearful of Russian power, _____ and _____ declared war on Russia.
 - C. The Crimean War destroyed the _____ of Europe.
- II. On March 17, 1861, King Victor _____ II proclaimed a new kingdom of Italy.
- III. Under Bismarck, Prussia organized the Northern German states into a _____.
 - A. In 1870, _____ armies defeated an entire French army and the French ruler.
 - B. The southern German states agreed to enter the _____ German Confederation.
- IV. By giving the _____ class a voice in rule, Britain avoided revolution in 1848.
- V. The French were defeated in the _____ and the Second Napoleonic Empire fell.
- VI. The _____ of 1867 created dual monarchies in Austria and Hungary.
- VII. The _____ of Alexander II in 1881 returned Russia to the old methods of repression.
- VIII. The end of the American Civil War meant that the United States would be "one nation, _____."
- IX. In 1840, the British Parliament formally joined Upper and Lower Canada into the United _____ of Canada.

SECTION 19-3

 **Guided Reading Activity 19-4**

Culture: Romanticism and Realism

DIRECTIONS: Fill in the blanks below as you read Section 4.

1. The _____ emphasized feelings, emotion, and imagination as sources of knowing.
2. Romantics also valued _____, the belief in the uniqueness of each person.
3. Many romantics had a passionate interest in the _____.
4. The exotic and _____ also attracted many romantics.
5. Chilling examples of romantic literature are Mary Shelley's _____ in Britain and Edgar Allen Poe's short stories of horror in the United States.
6. _____ and other romantic poets believed science had reduced nature to a cold object of study.
7. Romantic artists believed art was a reflection of the artist's inner _____.
8. To many romantics, _____ was the most romantic of the arts.
9. _____ said, "I must write, for what weighs on my heart, I must express!"
10. In biology, Frenchman Louis Pasteur proposed the _____ theory of disease.
11. In Great Britain, Michael Faraday put together a primitive generator that laid the foundation for the use of _____ current.
12. Charles Darwin published *On the Origin of Species by Means of Natural Selection*, a theory that each kind of plant and animal had _____ over a long period of time.
13. Darwin's ideas raised a storm of controversy, with many people condemning Darwin for denying God's role in _____.
14. Literary realists wanted to write about _____ characters from actual life rather than romantic heroes in exotic settings.