


# WORLD HISTORY



## Chapter 20 Resources

### Mass Society and Democracy, 1870–1914

<b>VOCABULARY ACTIVITY 20</b>		<b>TIME LINE ACTIVITY 20</b>	
Mass Society and Democracy, 1870–1914	44	Mass Society and Democracy	55
<b>SKILLS REINFORCEMENT ACTIVITY 20</b>		<b>LINKING PAST AND PRESENT ACTIVITY 20</b>	
Detecting Bias	45	Social Darwinism and Human Rights	56
<b>CRITICAL THINKING SKILLS ACTIVITY 20</b>		<b>PEOPLE IN WORLD HISTORY ACTIVITY 20</b>	
Recognizing Ideologies	46	Profile 1: Andrew Carnegie (1835–1919)	57
<b>HISTORY AND GEOGRAPHY ACTIVITY 20</b>		Profile 2: Guglielmo Marconi (1874–1937)	58
From Convict Colony to Commonwealth	47	<b>PRIMARY SOURCE READING 20</b>	
<b>MAPPING HISTORY ACTIVITY 20</b>		“Advice to Nursing Students” and “ <i>The Difficulties of Trained Nurses</i> ”	59
The Economy of Austria-Hungary	49	<b>RETEACHING ACTIVITY 20</b>	
<b>HISTORICAL SIGNIFICANCE ACTIVITY 20</b>		Mass Society and Democracy	61
Seeing War at the Picture Show	50	<b>ENRICHMENT ACTIVITY 20</b>	
<b>COOPERATIVE LEARNING ACTIVITY 20</b>		Please Advise!	62
“Thoroughly Modern” Mass Culture Mural	51	<b>WORLD ART AND MUSIC ACTIVITY 20</b>	
<b>HISTORY SIMULATION ACTIVITY 20</b>		Edgar Degas	63
Pass It On!	53		

## Vocabulary Activity 20

### Mass Society and Democracy, 1870–1914

**DIRECTIONS:** Select and write the term that best completes each sentence.

1. Appalled at the horrible conditions in factories, Karl Marx and Friedrich Engels introduced their solution—a new social system eventually called \_\_\_\_\_ (capitalism/communism).
2. Oppressed, the \_\_\_\_\_ (proletariat/bourgeoisie), or working class, depended on the owners of the means of production.
3. Marx predicted that the proletariat would eventually form a \_\_\_\_\_ (plebiscite/dictatorship), and utilize absolute power to organize the means of production.
4. Marxists called \_\_\_\_\_ (revisionists/utilitarianists) rejected the revolutionary position and argued for working within democratic systems.
5. \_\_\_\_\_ (Liberalism/Feminism) sought equality for women based on the doctrine of natural rights.
6. Public education led to an increase in \_\_\_\_\_ (literacy/labor unions), or the ability to read.
7. In France a successful democracy required \_\_\_\_\_ (ministerial responsibility/partnership), where the prime minister is responsible to the popularly elected legislative body.
8. In 1905 Russian workers forced Nicholas II to create a legislative assembly known as the \_\_\_\_\_ (unicameral legislature/Duma).
9. Within industrialized countries, the movement of people from farms to cities resulted in \_\_\_\_\_ (urbanization/immigration).
10. In an effort to reach a patient's repressed thoughts, Sigmund Freud devised a method known as \_\_\_\_\_ (psychoanalysis/sectionalism) by which a therapist and patient could probe deeply into the patient's memory.
11. As a result of anti-Semitism in eastern Europe and Russia, Jews were forced to live in certain regions and often suffered persecutions and organized massacres called \_\_\_\_\_ (pogroms/apportions).
12. \_\_\_\_\_ (Romanticism/Modernism) describes the changes produced when many artists and writers departed from traditional styles that had dominated European cultural life since the Renaissance.
13. \_\_\_\_\_ (Impressionism/Postimpressionism) was a style in which painters moved out of the studio to capture the lights and colors of the real world.

## Skills Reinforcement Activity 20

### Detecting Bias

Detecting bias can help you assess the accuracy of information that you read, hear, or view. Suppose you watch a television interview featuring several candidates for

state or national office. By applying the skill of detecting bias, you can distinguish appeals for your support based on fact from appeals based on emotions.

**DIRECTIONS:** Read the following excerpt from American poet Walt Whitman's *Democratic Vistas*, published in 1871. Then answer the questions below in the space provided.

In business (this all-devouring modern word, business) the one sole object is, by any means, pecuniary [monetary] gain. The magician's serpent in the fable ate up all the other serpents; and money-making is our magician's serpent, remaining to-day sole master of the field. The best class we show, is but a mob of fashionably dress'd speculators and vulgarians. True, indeed, behind this fantastic farce, enacted on the visible stage of society, solid things and stupendous labors are to be discover'd, existing crudely and going on in the background, to advance and tell themselves in time. Yet the truths are none the less terrible. I say that our New World democracy, however great a success in uplifting the masses out of their sloughs, in materialistic development, products, and in a certain highly-deceptive superficial popular intellectuality, is, so far, an almost complete failure in its social aspects, and in really grand religious, moral, literary, and esthetic results. In vain do we march with unprecedented strides to empire so colossal, outvying the antique, beyond Alexander's, beyond the proudest sway of Rome. In vain have we annex'd Texas, California, Alaska, and reach north for Canada and south for Cuba. It is as if we were somehow being endow'd with a vast and more and more thoroughly-appointed body, and then left with little or no soul.

1. What point about American culture does Whitman make through his reference to the magician's snake?  
\_\_\_\_\_
2. What tone does Whitman create through phrases such as "fashionably dress'd speculators and vulgarians" and "uplifting the masses out of their sloughs"?  
\_\_\_\_\_  
\_\_\_\_\_
3. According to Whitman, how is American democracy both a success and a failure?  
\_\_\_\_\_  
\_\_\_\_\_
4. What bias about society is expressed in this excerpt?  
\_\_\_\_\_  
\_\_\_\_\_

**Critical Thinking Skills Activity 20**

**Recognizing Ideologies**

An ideology is a set of beliefs that guides a person or group of people. Recognizing an ideology can help you understand why

certain people act as they do. It can also help you predict how people are likely to react to different events or proposals.

**DIRECTIONS:** Read the passage from *The Battle with the Slum* (1902) by American social reformer Jacob Riis. Then answer the questions that follow to identify the ideology of the writer.

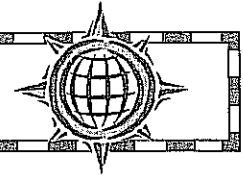
**G**overnment by the people must ever rest upon the people's ability to govern themselves, upon their intelligence and public spirit. The slum stands for ignorance, want, unfitness, for mob-rule in the day of wrath. This at one end. At the other, hard-heartedness, indifference, self-seeking, greed. It is human nature. We are brothers whether we own it or not, and when the brotherhood is denied in Mulberry Street we shall look vainly for the virtue of good citizenship on Fifth Avenue. When the slum flourishes unchallenged in the cities, their wharves may, indeed, be busy, their treasure-houses filled—wealth and want go so together,—but patriotism among their people is dead.

As long ago as the very beginning of our republic, its founders saw that the cities were danger-spots in their plan. In them was the peril of democratic government. At that time, scarce one in twenty-five of the people in the United States lived in a city. Now it is one in three. And to the selfishness of the trader has been added the threat of the slum. Ask yourself then how long before it would make an end of us, if let alone.

1. What, in Riis's opinion, is the effect of urban poverty on democracy?  
\_\_\_\_\_
2. To what does he attribute urban poverty?  
\_\_\_\_\_
3. Which of the following statements would Riis be most likely to accept? Explain your choice.
  - a. What's good for business is good for the country.
  - b. God helps those who help themselves.
  - c. People get the government they deserve.
  - d. The poor are always with us.\_\_\_\_\_
4. State, in your own words, what you believe Riis's ideology to be.  
\_\_\_\_\_
5. Read an editorial, column, or letter to the editor in today's newspaper. On the lines below, explain what the letter or editorial is about. Then describe the ideology of the writer.  
\_\_\_\_\_  
\_\_\_\_\_

CHAPTER 20

## HISTORY AND GEOGRAPHY ACTIVITY 20



### From Convict Colony to Commonwealth

Matthew Everingham stood nervously in a British courtroom awaiting his sentence for stealing two lawbooks in July 1784. Looking down at the 14-year-old boy, the judge ordered, "Transported for seven years!" Matthew was to be among the first 775 criminals sent to a new prison colony in Australia. How would these people fare in this mostly unknown, uncharted land?

British government officials did not seem to care. To relieve the overcrowded British prisons, the government was creating a prison colony in Australia—halfway around the world—where they hoped to rid themselves forever of people they considered troublesome lawbreakers.

The early convict-colonists faced difficult times, first enduring the grueling eight-month sea journey and later adjusting to the sweltering heat of the Australian summer and the thin, sandy Australian soil. Yet they also discovered that not far from their colony of New South Wales on Australia's eastern coast, there were rolling pastures excellent for raising sheep.

In search of more land to expand their successful sheep ranching, both the free settlers and the convicts working toward their freedom established new colonies called Victoria, Western Australia, South Australia, and Queensland. By the mid-1800s, poor British people were actually committing crimes in order to be sent to Australia! But, lured by the sale of cheap land, free settlers finally outnumbered the convict population by 1830.

The discovery of gold in New South Wales and Victoria in 1851 helped to triple Australia's population. Within a decade the total population of Australia jumped from 400,000 to more than a million people. Gold and the influx of immigrants led to indus-

trialization, as railroad and telegraph lines were built and cities grew. Australians also began to protest the continued use of their territory as a penal colony, and Great Britain landed the last convicts there in 1867.

By the end of the 1800s, Australia was becoming one of the world's leading industrialized areas. The former convict colony entered the 1900s as a British commonwealth noted for its economic and social strength.

#### Australia in the Past

*Give them a few acres of ground as soon as they arrive . . . with what assistance they may want to till them. Let it be here remarked that they cannot fly from the country, that they have no temptation to theft, and that they must work or starve.*

—British Lord Sydney, on the plan for Australian convicts

#### Old Botany Bay

*I was the conscript  
Sent to hell  
To make in the desert  
The living well;  
I bore the heat,  
I blazed the track—  
Furrowed and bloody  
Upon my back.  
I split the rock;  
I felled the tree:  
The nation was—  
Because of me!*

—Mary Gilmore in *Poetry in Australia*

## HISTORY AND GEOGRAPHY ACTIVITY 20 (continued)

Australia's development from a "dumping ground" for British criminals to a thriving British commonwealth illustrates how the relationship between regions can evolve over time. Originally, Australia's isolated geography attracted the attention of British government officials as an ideal location to send convicts. After people from Great Britain had settled in Australia, the two

regions became linked by human relationships and activities. Australia's natural resources—pastureland and gold—lured many free settlers. They established sheep ranches and cities, and they brought industrialization to their new home. These two factors—human (migration) and physical (resources)—created strong ties between these distant regions.

### APPLYING GEOGRAPHY TO HISTORY

**DIRECTIONS:** Answer the questions below in the space provided.

1. What two types of factors lead to a relationship between regions?  
\_\_\_\_\_
2. How did the British government originally use Australia? Why?  
\_\_\_\_\_  
\_\_\_\_\_
3. What factors caused people's attitudes about Australia to change?  
\_\_\_\_\_
4. Reread the poem "Old Botany Bay." Explain its meaning in your own words.  
\_\_\_\_\_  
\_\_\_\_\_

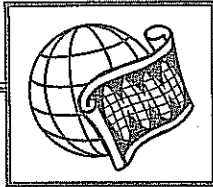
### Critical Thinking

5. **Determining Cause and Effect** How do you think their country's past as a convict colony affects the way Australians see themselves today? How do you think it affects their relationship with British people?  
\_\_\_\_\_  
\_\_\_\_\_

### Activity

6. The United States had its beginning as a group of British colonies. Compare the relationship between the United States and Great Britain with the relationship between Australia and Great Britain.

# Mapping History Activity 20

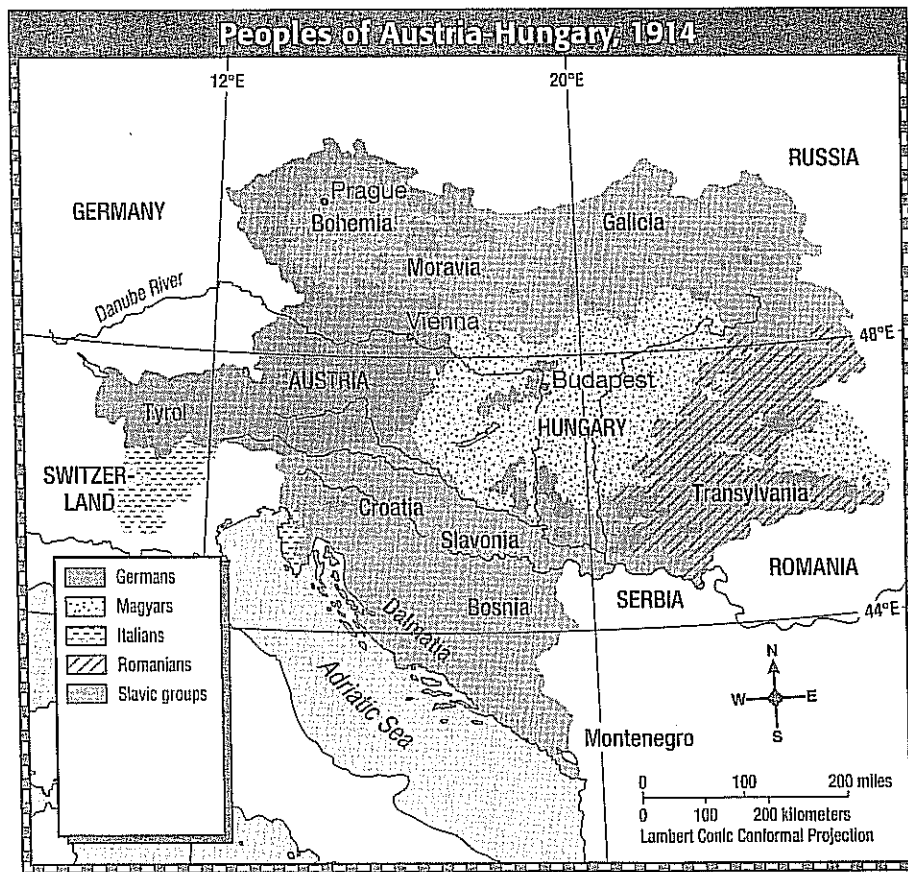


## The Economy of Austria-Hungary

The *Ausgleich*, or Compromise, of 1867 restored Hungary's independence and established a dual monarchy within Austria-Hungary. The two states were politically independent, but they depended on each other economically. Industrialized Austria provided manufactured goods, while agricultural Hungary provided food products. This was an arrangement that satisfied the German-Austrians and the Hungarian Magyars, who held power in the two states. Three-fifths of the people in the empire were Slavs, however, and they had no voice in the government.

**DIRECTIONS:** The map below shows the locations of the different peoples of Austria-Hungary. Use the map to answer the question and complete the activity that follow. Use a separate sheet of paper.

CHAPTER 20



Copyright © by The McGraw-Hill Companies, Inc.

1. Where did most of the Germans in Austria-Hungary live?
2. After the creation of the dual monarchy, Bohemia and Moravia produced machine tools, textiles, armaments, shoes, and chemicals while Hungary provided corn, wheat, and cattle. Add symbols for these products to the appropriate areas of the map key and the map.

## Historical Significance Activity 20



### Seeing War at the Picture Show

On April 12, 1898, shortly after the United States declared war on Spain, a short silent film entitled "Tearing Down the Spanish Flag" began playing in American movie houses to enthusiastic audiences. In the film, a Spanish flag is shown waving. Suddenly, a hand reaches up to tear down the flag and replace it with an American flag. Although a simple film, it represented one of the first moving-picture images of war abroad.

The Age of Imperialism brought with it many violent conflicts, and, by 1898, some of these conflicts were being recorded using the new technology of film. Noting the public's interest in battle footage, film companies sent reporters around the world.

Unlike today's hand-held video cameras, early silent film cameras were bulky, mounted on tripods, required plentiful lighting, and took time to set up. With all these complications it is surprising that any films were made. However, the warring factions were sometimes surprisingly accommodating to the struggling filmmakers. W. K. L. Dickson, filming the Anglo-Boer War in Africa, was given almost unlimited access to the battlefield, which even included secret plans for military engagements so he could have sufficient time to set up and film the event! During the Mexican Revolution, the Mutual Film Corporation signed a contract with Pancho Villa, agreeing to pay the rebel leader \$25,000 and a 50 percent royalty

of earnings from the films in exchange for Villa's guarantee not to let any other film company's employees on the field during battles. In addition, Villa agreed to try to stage battles during daylight hours and at times convenient for the cameraman!

Filming foreign wars was costly and time-consuming. Newspapers using telegraph communication could report on events much faster than film reels could travel back by boat from the battlefield. In many cases, film companies faked news footage and substituted dramatic reenactments for the real events. For "The Battle of Santiago Bay," the filmmakers re-created the event by floating photographed cutouts of American and Spanish warships in a tub of water. Three pinches of gunpowder and a combination of cigarette and cigar smoke helped create the battle effects.

Today, video and satellite technology allow for instant recording and transmission of war events. The evening the United States declared war on Iraq, American television stations were broadcasting live from Saudi Arabia and Americans were glued to their television sets. The coverage continued daily throughout the war. The U.S. government set up a "pool system" in which a group of selected reporters and photographers, accompanied by military escorts, were permitted to visit only specified areas. All written copy, photographs, and videotapes were subject to government censorship.

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

1. How has media technology changed since the first news films about war were made?
2. Often during war, heated debates arise regarding the flow of information. Journalists insist that the public has a right to know what is happening, but governments argue that they have a right to restrict information or give disinformation to the press in the interests of security. With which side do you agree? Explain your opinion.
3. Video coverage of the 1991 Persian Gulf War focused on the modern technologies of warfare. Some media critics argue this focus distracts viewers from the violent consequences of war. How do you think television affects people's feelings about war?



★ Cooperative Learning Activity 20 ★ 

**“Thoroughly Modern” Mass Culture Mural**

**BACKGROUND**

After 1870, new changes swept through the Western nations, introducing new technological breakthroughs and improving living standards for many people. Some historians call the period of the late 1800s and early 1900s the Second Industrial Revolution because much of the progress that the West enjoyed was driven by amazing growth in industrial capabilities and production. These innovations, in turn, changed many social structures and lifestyles. The decades leading up to World War I paved the way for what would become the mass culture of the West later in the twentieth century. You can understand more about how mass culture developed by creating a mural about “modern times” then and now.

**GROUP DIRECTIONS**

1. Use Chapter 20 and library resources or the Internet to learn about life and culture in the period from 1870 to 1914. Think about the effect that new inventions and social trends had on people in the West.
2. Using newspapers, books, magazines, or the Internet, find pictures or articles that illustrate scenes from daily life, or from the world of technology and industry, in the assigned period. Find others that show today’s comparable or related devices and lifestyles.
3. Use what you find to create a photo montage or sketch your own scenes showing daily life and mass culture in the West then and now. Combine the photos, illustrations, clippings, pictures, and so on into a “Thoroughly Modern: Then and Now” mural.
4. Think about how the emerging elements of “modern” times contributed to the consumer societies that would develop in the West later in the twentieth century. Some of the following ideas, inventions, and names may help you begin your search.

- |                                  |                     |
|----------------------------------|---------------------|
| electricity and electrical power | urban growth        |
| the internal-combustion engine   | middle class        |
| steel production                 | women’s rights      |
| Edison, Bell, and Marconi        | leisure             |
| Karl Marx and Friedrich Engels   | universal education |

**ORGANIZING THE GROUP**

1. **Decision Making** As a class, decide on a uniform length of shelf or butcher paper that each group will use for its mural banner. Using the suggestions listed in the box above—and any ideas of your own—decide which elements of mass culture your group will research.

### Cooperative Learning Activity 20 (continued)

2. **Individual Work** Do research to learn more about life and culture in the West during the period from 1870 to 1914, keeping record of the resources used. Note or download illustrations, graphics, newspaper headlines, and articles that contrast and compare then and now. Make sketches showing the people and everyday lifestyles that could be worked into your mural later.
3. **Group Work** Share your findings and creations with your group. Together, plan the overall organization of the mural and decide the location of individual sketches and visuals within the mural. Determine how you will demonstrate the 'then and now' aspects of your mural.
4. **Additional Group Work** As a group, make a colorful and interesting mural banner. You might use different colored markers, crayons, or watercolor paints to supplement and highlight the clippings and paste-on visuals you have collected.
5. **Group Sharing** Hang your mural banner on a classroom wall, along with the banners of other groups. The arrangement will make a giant wall mural that reflects daily life and culture in different parts of the "modern" Western world then and now. Invite other classes, teachers, and interested adults to view your class artwork.

#### GROUP PROCESS QUESTIONS

- What is the most important thing you learned about the rise and development of mass culture from this activity?
- What part of the project did you enjoy most?
- What problems did you have?
- How did you solve the problems?
- Was it easy to agree on the organization of your group mural banner?

#### Quick CHECK

1. Was the goal of the assignment clear at all times?  
\_\_\_\_\_
2. Did each group member contribute equally to the mural? How could individual contributions have been improved?  
\_\_\_\_\_
3. Were you satisfied with your work on this project? Why or why not?  
\_\_\_\_\_  
\_\_\_\_\_

# HISTORY SIMULATION ACTIVITY

## 20

### Pass It On!

The Second Industrial Revolution transformed forever the way people worked in factories. New ideas about how to improve efficiency, productivity, and profits abounded. Two of these new ideas were the division of labor and the assembly line.

#### TEACHER MATERIAL

**Learning Objective** To develop an understanding of division of labor and the assembly-line process and their effects on workers.

**Activity** In groups of five to nine, students will implement division of labor and the assembly-line process to produce memo pads. Groups will first meet to practice the tasks, determine who will complete each task, and establish a quota. All groups will then spend 10 minutes making memo pads. Within each group, each student will perform one task (see the task descriptions on the next page) and pass the material to the next worker. Finally, students will evaluate the experience in small-group and whole-class discussions.

**Teacher Preparation** Each group will need a supply of 8½" x 11" paper (you may want to use scrap paper that is clean on one side), one or more rulers, pencils, scissors, staplers, access to a clock with a second hand, and a whistle or bell. Gather these materials and make one copy of the handout on the next page for each student.

#### Activity Guidelines

1. Introduce the activity to students by explaining its objective and general steps. Briefly review the terms *division of labor* and *assembly line* and their importance in the 1800s and 1900s.
2. Organize students into groups of five to nine members for a 20-minute planning session. Give them the materials listed above. Distribute copies of the handout and briefly demonstrate each task on the form. Then instruct each group to read the task descriptions and try each of the first four tasks. Have them time one group member to see how many times he or she can repeat the task in 1 minute, working steadily and carefully. Then have students use the information to figure out about how many memo pads the group should be able to make in 10 minutes (remind students that they will lose a little time starting the process). Have students fill in the time and the total number of memo pads on the chart. Have students decide who will perform each task and write each student's name in the chart. Have them use the diagram to plan the group's seating arrangement.
3. Arrange for a 10-minute working session. When each group is prepared, direct the managers to start the production process.
4. Following the working session, have the small groups meet for a discussion. Ask the following questions: How did the process work? Did you meet your quota? Did each of you feel a sense of accomplishment? Why or why not? What other feelings did you have? Was the process more efficient than it might have been if each of you had performed all tasks, completely assembling one memo pad after another by yourself? Why or why not? Have groups discuss the questions, with one group member noting responses, which will then be reported to the class.
5. Finally, conduct a class discussion about the experience. Invite groups to share planning information and responses to the questions.

# HISTORY SIMULATION ACTIVITY 20

## HANDOUT MATERIAL

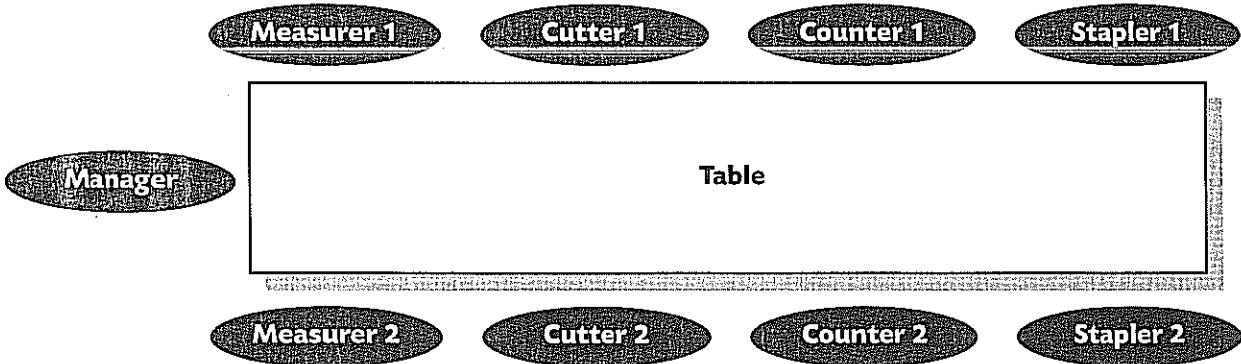
### Pass It On!—Worksheet

Planning Form/Group \_\_\_\_\_ Product: memo pads

CHAPTER 20

Tasks	Worker's name	Number of times task is repeated
1. <b>Measurer</b> With a ruler, measure and draw lines dividing a piece of paper into four equal parts. Pass the paper to the Cutter.		
2. <b>Cutter</b> Cut the paper along the lines. Pass the pieces to the Counter.		
3. <b>Counter</b> Count 20 sheets and stack them. Pass the stack to the Stapler.		
4. <b>Stapler</b> Straighten the stack and staple it twice at the top edge. Put the finished product on an empty desk beside you.		
5. <b>Manager</b> Signal starting and stopping times with a bell or whistle. Supervise workers, making sure they work steadily, carefully, and quietly. Occasionally inspect the finished memo pads. Periodically time a worker for 1 minute to see if he or she is meeting the specified quota for that task.		

My group should be able to produce about \_\_\_\_\_ memo pads in 10 minutes.

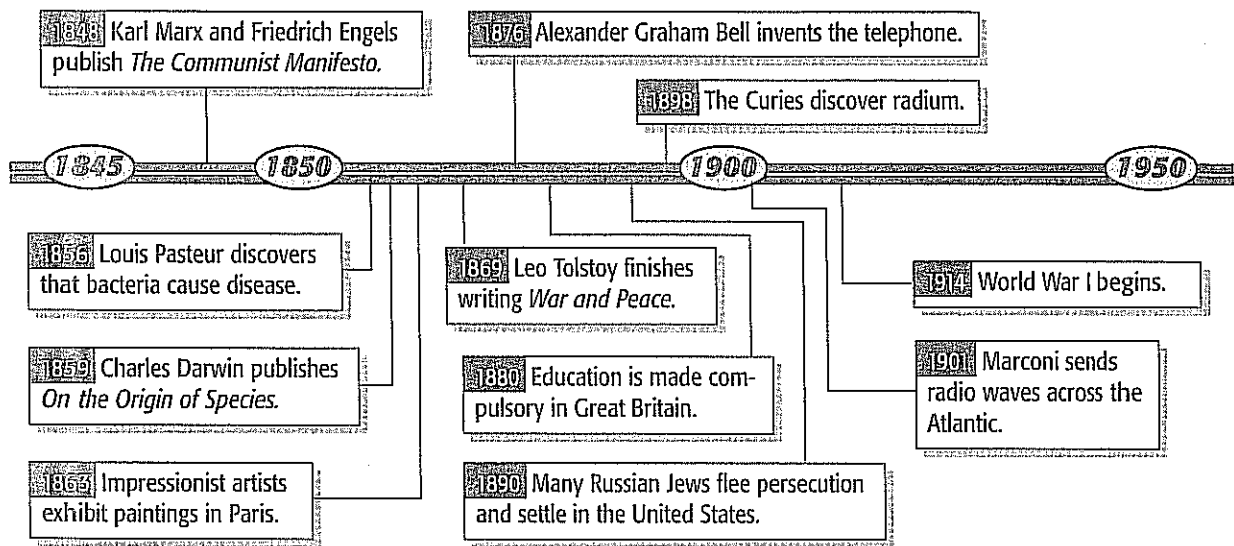


(If two or more workers are completing the same task, have them sit facing one another.)

## Time Line Activity 20

### Mass Society and Democracy

**DIRECTIONS:** The period between 1850 and 1914 was a time of change in many areas. Changes in the way people thought about science, economics, and art laid the groundwork for the modern era. New developments in technology profoundly affected the way that people worked, traveled, and ate. Some changes even affected how many people there were and where they lived. Read the time line below, then answer the questions that follow.



CHAPTER 20

1. How many years passed between Pasteur's discovery that bacteria cause disease and the discovery of radium?  
\_\_\_\_\_
2. Scientists formulated the cell theory in 1838. What do atomic theory, cell theory, and the discovery of bacteria have in common?  
\_\_\_\_\_
3. How did these theories change the way people in Europe and North America viewed the world?  
\_\_\_\_\_
4. How many years passed between the writing of *The Wealth of Nations* in 1776 and the writing of *The Communist Manifesto*?  
\_\_\_\_\_
5. Did the law making education compulsory in Great Britain reflect the philosophy of *The Wealth of Nations*, *The Communist Manifesto*, or some other influence? Explain.  
\_\_\_\_\_

## Linking Past and Present Activity 20

### Social Darwinism and Human Rights

**THEN** Charles Darwin revolutionized biology with his theory that a natural selection process in which the fittest reproduced and the unfit failed to have offspring drove evolution. The influence of Darwin's theory extended far beyond the boundaries of biology. Some social thinkers applied Darwin's theory to society—often mistakenly. English philosopher Herbert Spencer argued that the laws of natural selection applied to people as well as society; it was natural that the strong survived and the weak perished.

The implications of social Darwinism—the name given to Darwin's theory when applied to social issues—were profound. Some used the theory to justify laissez-faire capitalism. They believed that there was no reason for government to help care for the poor: The poor were weak and did not deserve to survive. The wealthy, however, were strong and their survival was a benefit to society. Some people used social Darwinism to justify the gross inequities in wealth that existed in society in the last decades of the nineteenth century. Certain business leaders used the theory to justify the rights of corporations over the rights of individuals.

In foreign policy, politicians and others used social Darwinism to support imperialism and racism. According to social Darwinist doctrine, colonial powers and the white race were strong; the rest of the world and non-white races were weak and inferior. The theory reached its full destructive potential when Hitler adopted it to justify the racial policies of the Nazis, which resulted in the Holocaust.

**NOW** After World War II there was increased awareness of and concern over human rights and the rights of the individual. Indeed, such rights were mentioned in the charter of the United Nations (UN) in 1945. The charter affirms "faith in human rights, in the dignity and worth of the human person, in the equal rights of men and women and of nations large and small."

In the Universal Declaration of Human Rights in 1948, the United Nations spelled out rights such as the right to own property; equality before the law; and freedom of speech, religion, and the press. The United Nations' stand on human rights helped to pressure South Africa to overturn apartheid.

In the 1970s, President Jimmy Carter adopted human rights as an important part of American foreign policy. Carter voiced his concerns over human rights to the governments of the Soviet Union and China, two communist countries where citizens had few rights.

In the 1980s and 1990s, American policy vacillated as presidents balanced concerns for human rights with trade and commercial interests. In President Clinton's administration, Congress debated whether to allow China into the World Trade Organization or to keep it out because of its human rights violations. Clinton argued that by increasing China's involvement in the world economy, China was more likely to make progress on human rights issues. Congress agreed, and China was voted into the World Trade Organization.

#### CRITICAL THINKING

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

- Making comparisons:** Compare how the philosophies of social Darwinism and human rights view society.
- Making inferences:** Why do you think social Darwinism was so popular in the last decades of the nineteenth century?
- Synthesizing information:** Developing countries frequently tell human rights

activists that they are not ready for a democratic society that guarantees human rights. Leaders claim that liberal democracy needs a strong middle class to work. Use library resources and the Internet to gather more information on this subject. Then write a brief essay in which you either support or refute the idea that every country should guarantee human rights for its citizens.

## People in World History Activity 20

## Profile 1

**Andrew Carnegie (1835–1919)**

The man who dies . . . rich dies disgraced.

From "Wealth" (1889) by Andrew Carnegie

Andrew Carnegie spearheaded the tremendous expansion of the steel industry in the late 1880s. As a result, he became very wealthy. A generous philanthropist, he gave more than \$300 million to many different schools, theaters, libraries, and foundations. His leadership and generosity affected the lives of people throughout the world, especially in the United States, England, and Scotland.

Carnegie was born in Dumferline, Scotland, the son of a weaver. His father was a leader in the movement to improve conditions for workers. These early experiences helped shape the young boy into a man who believed in working for one's success, not obtaining it simply by being born into a wealthy family.

The Carnegie family immigrated to America in 1848. Carnegie was only 12 when he started to work in a cotton factory for \$1.20 a week. He eagerly embraced American culture, teaching himself by going to school at night and reading every chance he had.

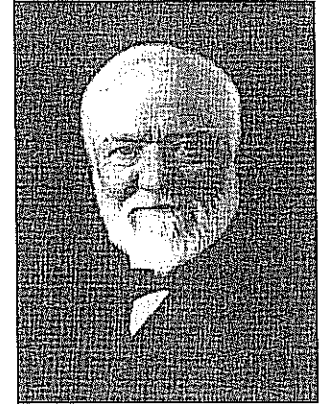
Two years later, Carnegie left the mill to work as a messenger in a telegraph office. Determined to be a success, the teenager worked as hard as he could, often doing more than was asked of him. At night, he practiced telegraphy and learned public

speaking. His enthusiasm, effort, intelligence, and achievement caught the attention of Thomas Scott, a superintendent of the Pennsylvania Railroad Company.

Scott hired Carnegie as his personal assistant and telegraph operator.

By 1859, six years later, Carnegie took over Scott's job as superintendent and made many wise investments with his salary. Anticipating the future demand for iron and steel, Carnegie turned his attention to these industries. In the 1870s, factories he owned were the first in the United States to use the new Bessemer steel-making process. In 1889, Carnegie combined his vast holdings into the Carnegie Steel Company, which came to control America's steel industry. In 1900, his profits were \$25 million a year. Although his business skills transformed the steel industry, his critics accused Carnegie of exploiting laborers and of unfair competitive practices.

In 1901, Carnegie sold his company and retired to devote himself to his philanthropic pursuits. By the time he died in 1919, he had spent more than half of his accumulated wealth to establish charitable trusts and endow libraries and universities.

**REVIEWING THE PROFILE**

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

1. Why is Andrew Carnegie famous?
2. Why did Thomas Scott hire Carnegie as his personal assistant and telegraph operator?
3. **Critical Thinking Determining Cause and Effect.** What qualities led to Carnegie's success?

**People in World History Activity 20** **Profile 2**

CHAPTER 20

## Guglielmo Marconi (1874–1937)

The world was shocked when Guglielmo Marconi received the Nobel Prize for physics in 1909. What had Marconi done to deserve this award?

On the surface, Marconi received the award for developing wireless telegraphy. More importantly, he had forced scientists to look at the world in a new way. Marconi had shown that electromagnetic waves could carry messages more than 2,000 miles—farther than anyone had imagined. Scientists could not even explain the truth of Marconi’s discovery for another 10 years!

As a child, Marconi was tutored at home on the family’s large Italian estate for several years, and then he attended a technical school. He failed his entrance examinations to both the University of Bologna and the Naval Academy. Denied formal higher education, Marconi read widely on one of his favorite subjects—radio waves.

He also spent hours with Augusto Righi, a university professor and neighbor, who let the eager Marconi audit university classes and do experiments in the labs. Working in the family attic, Marconi put together transmitters and by 1895 could use his devices to ring a bell a few yards away. To expand this distance, he moved his experiments outdoors. Soon, he was able to operate a Morse “inker” more than a mile away over a small hill. This was a major

invention and enough to convince the family that Marconi was developing something potentially important.

When his invention was rejected in Italy, Marconi traveled to Britain to try his luck. In 1896 he filed his first patent. A year later, when his invention was able to transmit signals nearly 10 miles, he formed the Wireless Telegraph and Signal Company. By 1900 Marconi developed a method allowing several stations to operate on different wavelengths without interference. However, Marconi’s greatest triumph was yet to come.

Many scientists believed that the curve of the earth would limit the possibilities of radio-wave communication over great distances. In 1901, however, Marconi proved them wrong when he transmitted messages across the Atlantic Ocean from England to Newfoundland. His achievement attracted enormous attention and proved to be the starting point for the radio communications, broadcasting, and navigation services that developed in the next half century.



### REVIEWING THE PROFILE

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

1. Why was Marconi awarded the Nobel Prize for physics in 1909?
2. How did Marconi learn about radio waves?
3. **Critical Thinking Evaluating Information.** Marconi was an indifferent student, yet his practical application of radio waves changed the world. How can you explain his success?





## PRIMARY SOURCE READING 20

### “Advice to Nursing Students” and “The Difficulties of Trained Nurses”

The years from 1850 to 1914 brought exciting new career opportunities to many groups. For example, the field of nursing opened to women, largely as a result of the efforts of the British nurse Florence Nightingale. Before Nightingale undertook her reforms, nurses were largely untrained; through her efforts, nursing was raised to a medical profession with high standards.

**Guided Reading** Read the following two articles about nursing to see how a new career developed during the 1800s.

#### “Advice to Nursing Students”

The world, more especially the Hospital world, is in such a hurry, is moving so fast, that it is too easy to slide into bad habits before we are aware. And it is easier still to let our year’s training slip away without forming any real plan of training ourselves.

For, after all, all that any training is to do for us is: to teach us how to train ourselves, how to observe for ourselves, how to think out things for ourselves. Don’t let us allow the first week, the second week, the third week to pass by—I will not say in idleness, but in bustle. Begin, for instance, at once making notes of your cases. From the first moment you see a case, you can observe it. Nay, it is one of the first things a Nurse is strictly called upon to do: to observe her sick. . . .

But give but one-quarter of an hour a *day* to jot down, even in words which no one can understand but yourself, the progress or change of two or three individual cases, not to forget or confuse them. . . . To those who have not much education, I am sure that our kind Home Sister, or the Special Probationer in the same Ward, or nearest in any way, will give help. The race is not always to the swift, nor the battle to the strong; and “line upon line”—*one* line every day—in the steady, observing, humble Nurse has often won the race over the smarter “genius” in what constitutes real Nursing. But few of us women seriously think of improving our own mind or character *every day*. And this is fatal to our improving in Nursing. . . .

A woman who takes a sentimental view of

Nursing (which she calls “ministering” as if she were an angel) is of course worse than useless. . . .

To be a Nurse *is* to be a Nurse: not to be a Nurse only when we are put to the work we like. If we can’t work when we are put to the work we don’t like—and Patients can’t always be fitted to Nurses—that is behaving like a spoilt child, like a naughty girl: not like a Nurse. If we can do the work we don’t like from a higher motive till we do like it, that is one test of being a real Nurse. . . . For the Patients want according to their wants, and not according to the Nurse’s likes or dislikes. If you wish to be trained to do *all* Nursing well, even what you do not like—trained to perfection in little things—that is Nursing for the sake of Nursing, for the sake of God and of your neighbour. And remember, in little things as in great—No Cross, no Crown.

Nursing is said, most truly said, to be a high calling, an honourable calling. But what does the honour lie in? In working hard during your training to learn and to do all things perfectly. The honour does not lie in putting on Nursing like your uniform, your dress. . . . Honour lies in loving perfection, consistency, and in working hard for it: in being ready to work patiently: ready to say not “How clever I am!” but “I am not yet worthy; and I will live to deserve and work to deserve to be called a Trained Nurse.”

#### “The Difficulties of Trained Nurses”

The wages of a probationer [trainee] at the Birmingham and Midland Counties’ Institution . . . are £12 for the first year and £20 for the remaining 2, with board, lodging, and uniform.



## PRIMARY SOURCE READING 20

Probationers must be between 25 and 35. These are the usual terms; but we do not ourselves expect to see nursing widely embraced among women—and especially among gentlewomen—until the terms are improved. A young woman who has to work must begin before 25; a nurse's life is so arduous that the usual computation allows them 12 years of work, after which time they are incapacitated. Is it a career likely to

tempt a woman of culture, to commence at 25 upon wages which an incompetent serving maid of 18 will not take, and to end her working life—while still in her prime—upon less wages than a head-nurse or a “plain cook” can demand and easily obtain? . . . Surely a well-trained sick-nurse—when we consider the needful qualifications—is worth more than a kitchen-maid.

### INTERPRETING THE READING

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

1. What advice did Florence Nightingale give in her article “Advice to Nursing Students”?

---



---

2. According to Florence Nightingale, where did the honor lie in nursing?

---



---

3. Under what circumstances did the author of “The Difficulties of Trained Nurses” expect many more women to become nurses?

---



---

4. Why did most nurses leave the profession after 12 years?

---



---

#### Critical Thinking

5. **Analyzing Information** What did Nightingale mean by “No Cross, no Crown”?

---



---

6. **Determining Cause and Effect** Why do you think the profession of nursing was so undervalued at this time?

---



---

**Reteaching Activity 20**

**Mass Society and Democracy**

The period between 1870 and 1914 saw many changes in the areas of economics, science, popular culture, and the arts. The outline below names major areas of change during this period.

**DIRECTIONS:** Fill in the outline with three examples for each area. Select the items from the following list.

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Albert Einstein publishes his special theory of relativity, which states that space and time are not absolute but are relative to the observer.</li> <li>• Based on the theory of Karl Marx, the formation of socialist political parties and trade unions improve the working and living conditions for industrial workers.</li> <li>• Charles Darwin's theories are applied to human society in a radical way by nationalists and racists.</li> <li>• Claude Monet paints pictures that capture the interplay of light, water and sky.</li> <li>• Emmeline Pankhurst founds The Women's Social and Political Union.</li> <li>• Igor Stravinsky's ballet <i>The Rite of Spring</i> is performed in Paris.</li> </ul> | <ul style="list-style-type: none"> <li>• Marie Curie discovers that an element called radium gives off energy, or radiation.</li> <li>• Pablo Picasso paints in a new style called cubism.</li> <li>• The industrial system gives people new times to indulge in leisure activities.</li> <li>• The Second Industrial Revolution, combined with the growth of transportation by steamship and railroad, fosters a true world economy.</li> <li>• Many countries shift from being agrarian to industrial nations.</li> <li>• Urban populations grow because of the lack of jobs and land in the country.</li> </ul> |
|--|--|

CHAPTER 20

**Cultural Revolution: 1870–1914**

**I. New Ideas in Economics**

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_

**II. The New Science**

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_

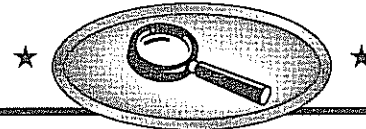
**III. Popular Culture**

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_

**IV. Revolution in the Arts**

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_

# ★ Enrichment Activity 20



## Please Advise!

During the 1800s and early 1900s, immigrants who came to American cities seeking a better life found new problems. Overcrowded housing, exploitive working conditions, and an unfamiliar language were perhaps the worst of these. Equally troubling, however, was the destruction of old patterns and rules for living. A newspaper

called the *Jewish Daily Forward* offered advice to Eastern European immigrants trying to create a new life in a new land. For example, in the old country, matchmakers and parents told young people whom to marry. In the new land, things were not so clear. Here is a letter that was written to the editor of the *Forward*.

I am a girl sixteen years old. I live together with my parents and two older sisters. Last year I met a young man. We love one another. He is a very respectable young man, and makes a fine living. My sisters have no fiancés. I know that should I marry they will never talk to me. My parents are also strongly against it since I am the youngest child. I do not want to lose my parents' love, and neither do I want to lose my [beloved] because this would break my heart. Give me some advice, dear Editor! What shall I do? Shall I leave my parents and marry my sweetheart, or shall I stay with my parents and lose the happiness of my life? Give me some advice, dear Editor!

—From *How We Lived: A Documentary History of Immigrant Jews in America* by Irving Howe and Kenneth Libo, copyright © 1979 by Irving Howe and Kenneth Libo.

**DIRECTIONS:** Answer the questions below in the space provided.

1. What does the writer offer as reasons why she should marry this young man? \_\_\_\_\_  
\_\_\_\_\_
2. What are the reasons why the writer feels she cannot marry this young man? \_\_\_\_\_  
\_\_\_\_\_
3. What advice would you offer? \_\_\_\_\_  
\_\_\_\_\_
4. Would a sixteen-year-old girl whose family had lived in the United States for several generations face a dilemma like this one today? Why or why not? \_\_\_\_\_  
\_\_\_\_\_
5. On a separate sheet of paper, write a letter describing a personal problem an American teenager might face today. Then, list two ways the problem described in your letter is similar to the problem in the letter above and two ways that it is different.

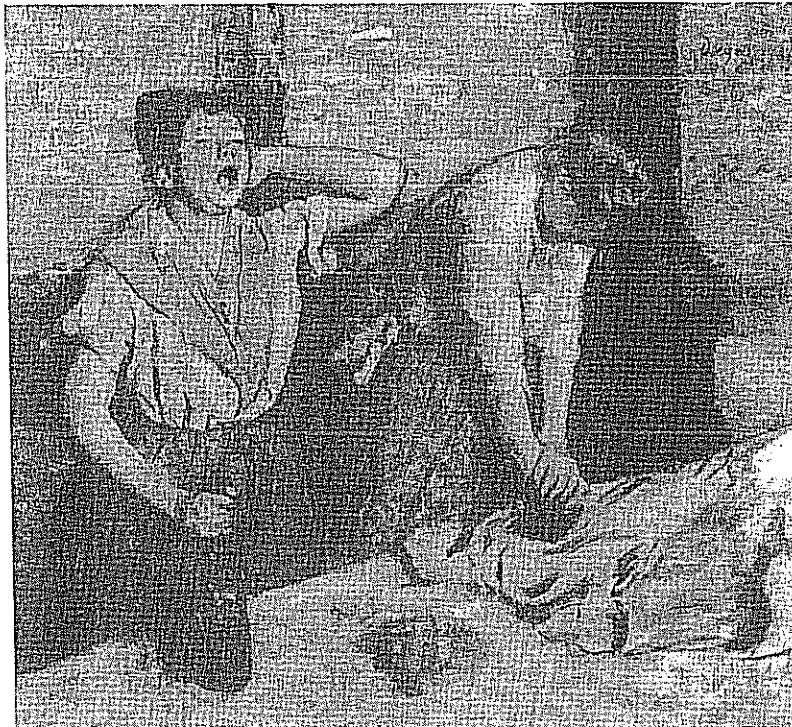
## World Art and Music Activity 20



## Edgar Degas

The Impressionist school of painting flourished in France in the late 1800s. Impressionists are named for their attempts to record fleeting visual impressions directly from nature, using pure, broken color to achieve brilliance. They rejected historical, biblical, and literary subjects, focusing instead on everyday events, such as Parisian street scenes. The most famous Impressionists include Claude Monet, Auguste Renoir, Paul Cézanne, Edouard Manet, and Degas.

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



Edgar Degas, *The Laundresses*

Edgar Degas (1834–1917) was born in Paris, the son of a wealthy banker. He intended to be a lawyer, but in 1855 he abandoned law for art, subsequently studying in Paris, Naples, and Rome. His first interest, which was to stay with him over his lifetime, was drawing—he wanted to show the line, form, and movement of the human body. He believed that technical mastery was vital and he was driven to

perfection. In his desire to understand the human form and how it moved, he made clay and wax models. Additionally, he studied Eadweard Muybridge's sequential photographs of people in motion to learn more about how movement progresses from one moment to the next.

Throughout his career, one of Degas's favorite media was pastel, a type of chalk crayon. The edge

(continued)

**World Art and Music Activity 20**



CHAPTER 20

produces strong lines, and, depending on how hard you press, the side of the crayon can create subtle tones and shadings or bright colors. The softer lines produced using pastels can easily give the “impression” of something in a way that a sharper line or photographic representation does not give.

Many Impressionists painted what they saw when they saw it. Degas, on the other hand, studied people and scenes, made notes and sketches, and later painted or drew the work in his studio. Degas shared with his fellow artists an interest in contemporary life. His favorite subjects were dancers, racetracks, women bathing or arranging their hair, shopkeepers, and women ironing and doing laundry.

There is a spontaneity in Degas’s work. Not only are the people caught in one moment in time, but

they are also part of a larger picture that we do not see. Even though they may not be part of the painting, we are made aware of the presence of other customers in the café or other dancers on the stage. Figures are often cut off or extended beyond the frame, perspective is unconventional, and poses are almost always candid. Since Degas’s subjects did not pose, there is an intimate sense of stealing a look at someone unaware of any other presence. Yet this seemingly casual style was actually carefully planned.

Degas preferred painting indoor subjects, because this allowed him to experiment with artificial and dramatic lighting. By manipulating the lighting, he created the shimmering colors that are his hallmark.

**Reviewing the Selection**

1. What is the meaning of the term *Impressionism*?

---



---

2. What kinds of subjects did Degas specialize in?

---



---

3. Describe Degas’s “research” before he sat down to paint.

---



---

**Critical Thinking**

4. **Determining Relevance** What information in the passage is not relevant to understanding and appreciating Degas’s art?

---



---

5. **Recognizing Ideologies** Reread the introduction about Impressionism. How does *The Laundresses* conform to the beliefs of this artistic movement?

---



---



---

Glencoe

# WORLD HISTORY



## Chapter 20 Section Resources

GUIDED READING ACTIVITY 20-1	66
GUIDED READING ACTIVITY 20-2	67
GUIDED READING ACTIVITY 20-3	68
GUIDED READING ACTIVITY 20-4	69

 **Guided Reading Activity 20-1**


### The Growth of Industrial Prosperity

**DIRECTIONS:** Answer the following questions as you read the section.

1. What commodities were a part of the Second Industrial Revolution?  
\_\_\_\_\_
2. Name the first major change in industry between 1870 and 1914.  
\_\_\_\_\_
3. Electricity could be converted into what other forms of energy?  
\_\_\_\_\_
4. Why could Europeans afford to buy more consumer products?  
\_\_\_\_\_
5. Which part of Europe remained largely agricultural and little industrialized?  
\_\_\_\_\_
6. What did industrial workers do to improve their working and living conditions?  
\_\_\_\_\_
7. Who wrote *The Communist Manifesto*?  
\_\_\_\_\_
8. According to Karl Marx, what two groups of society would grow more and more hostile toward one another?  
\_\_\_\_\_
9. What did the German Social Democratic Party become in 1912?  
\_\_\_\_\_
10. What did pure Marxists believe about capitalism?  
\_\_\_\_\_

SECTION 20-1



 **Guided Reading Activity 20-2**

### The Emergence of Mass Society

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

By the end of the nineteenth century, more and more people lived in  
(1) \_\_\_\_\_. The new industrial world led to the emergence of a  
(2) \_\_\_\_\_ society.

At the top of European society stood a wealthy (3) \_\_\_\_\_. This group made up only 5 percent of the population but controlled 30 to 40 percent of the (4) \_\_\_\_\_.

The (5) \_\_\_\_\_ classes consisted of lawyers, doctors, members of the civil service, business managers, engineers, architects, accountants, and chemists. The European middle classes believed in (6) \_\_\_\_\_, which was open to everyone and guaranteed to have positive results.

The working classes were (7) \_\_\_\_\_ peasants, farm laborers, and sharecroppers. (8) \_\_\_\_\_ labor was made up of day laborers and domestic servants who were mostly women.

The (9) \_\_\_\_\_ Industrial Revolution opened the door to new jobs for women. By the 1840s and 1850s, the movement for women's rights expanded as women called for equal (10) \_\_\_\_\_ rights.

Between 1870 and 1914, most Western governments began to set up state-financed (11) \_\_\_\_\_ schools which both boys and girls between the ages of 6 and 12 were required to attend. The most immediate result of public education was an increase in (12) \_\_\_\_\_. New forms of (13) \_\_\_\_\_ appeared in society. Leisure came to be viewed as what people do for (14) \_\_\_\_\_ after work.



## Guided Reading Activity 20-3

### The National State and Democracy

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

- I. By the late nineteenth century, major European states were establishing \_\_\_\_\_, \_\_\_\_\_, and individual \_\_\_\_\_.
  - A. In Great Britain, the \_\_\_\_\_ and \_\_\_\_\_ Parties alternated in power.
  - B. In 1875, the Third Republic in France gained a republican \_\_\_\_\_.
  - C. Constant turmoil between \_\_\_\_\_ and \_\_\_\_\_ weakened the social fabric of Italy.
- II. The \_\_\_\_\_ and \_\_\_\_\_ European nations pursued much different policies from their western counterparts.
  - A. In Germany, ministers of government were responsible not to parliament but to the \_\_\_\_\_.
  - B. Emperor Francis Joseph of Austria-Hungary largely \_\_\_\_\_ the parliament, issuing his own decrees and laws.
  - C. Nicholas II of Russia believed the \_\_\_\_\_ power of the \_\_\_\_\_ should be preserved.
- III. Four years of Civil War preserved American national \_\_\_\_\_.
  - A. By 1900, the United States had become the world's \_\_\_\_\_ nation.
  - B. America gained control over \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and the \_\_\_\_\_.
- IV. By 1871, the Dominion of Canada extended from the \_\_\_\_\_ to the \_\_\_\_\_.
- V. A series of crises in the \_\_\_\_\_ set the stage for World War I.
  - A. In 1908, Austria-Hungary took the step of \_\_\_\_\_ Bosnia and Herzegovina.
  - B. The Russians opposed this move and supported \_\_\_\_\_.
  - C. By 1914, these countries viewed each other with \_\_\_\_\_.



## Guided Reading Activity 20-4

### Toward the Modern Consciousness

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

1. Before 1914, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ were still important words to Europeans.
2. Science offered a certainty of belief in the \_\_\_\_\_ of nature.
3. The French scientist Marie Curie discovered that \_\_\_\_\_ gave off energy from within itself.
4. Albert Einstein published his theory of \_\_\_\_\_ which stated that space and time are not absolute but are relative to the observer.
5. According to Sigmund Freud, human behavior was strongly determined by \_\_\_\_\_ experiences and \_\_\_\_\_ forces.
6. \_\_\_\_\_, pioneered by Freud, developed into a major profession.
7. Social \_\_\_\_\_ was the theory that social progress came from "the struggle for survival" as the "fit" advanced and the "weak" declined.
8. In Germany and Austria-Hungary during the 1880s and 1890s, new parties arose that used \_\_\_\_\_ to win the votes of people who felt threatened by changing times.
9. The symbolists believed that objective knowledge of the world was \_\_\_\_\_.
10. Impressionists rejected the studios where artists had traditionally worked and went out into the \_\_\_\_\_ to paint nature directly.
11. For Postimpressionist Vincent Van Gogh, art was a \_\_\_\_\_ experience through which artists should paint what they \_\_\_\_\_.
12. Functionalism was the idea that buildings, like the products of machines, should be \_\_\_\_\_, or useful.