

An Age of Democracy and Progress, 1815–1914

Previewing Main Ideas

EMPIRE BUILDING During the 1800s, Great Britain gradually allowed three of its colonies—Canada, Australia, and New Zealand—greater self-rule. However, Britain maintained tight control over Ireland.

Geography *According to the map, what Western democracies existed in North America and Western Europe in 1900?*

POWER AND AUTHORITY The United States expanded across the continent during the 1800s and added new states to its territory to become a great power.

Geography *What geographical factors might have helped to make the United States a great power?*

SCIENCE AND TECHNOLOGY The transcontinental railroad helped to link the United States from the Atlantic Ocean to the Pacific Ocean. It was a triumph of 19th-century technology.

Geography *How might a technological achievement such as the transcontinental railroad have contributed to American prosperity?*

INTEGRATED TECHNOLOGY

eEdition

- Interactive Maps
- Interactive Visuals
- Interactive Primary Sources



INTERNET RESOURCES

- Go to classzone.com for:
- Research Links
 - Internet Activities
 - Primary Sources
 - Chapter Quiz
 - Maps
 - Test Practice
 - Current Events

EUROPE

1815



1837
◀ Queen Victoria comes to power in Great Britain.

1845
Ireland is struck by famine.

1859
Darwin publishes theory of evolution.

1850

WORLD

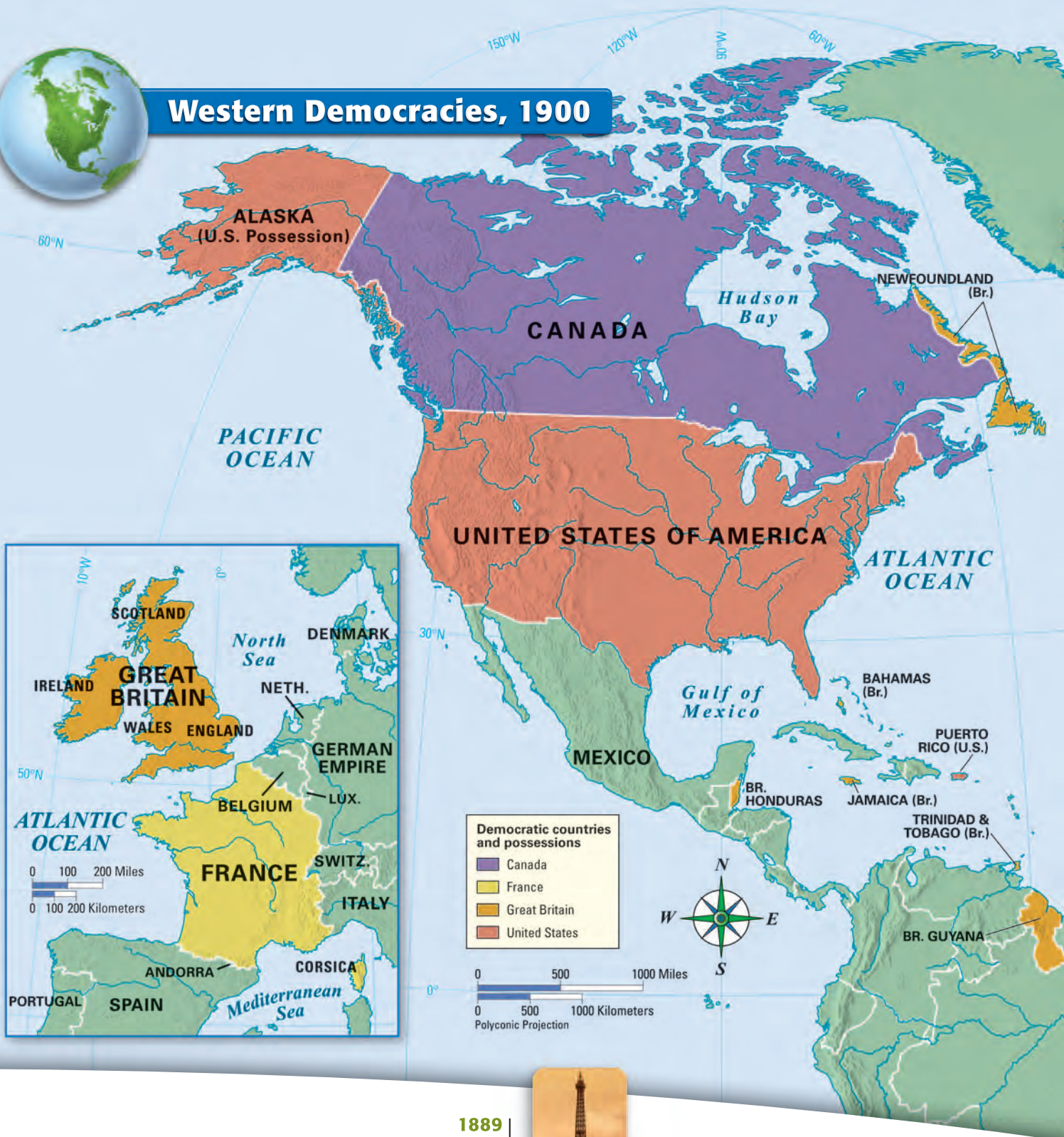
1821
Mexico wins independence from Spain.



1857
◀ Sepoy Mutiny challenges British rule in India. (native troops in Britain's East India Company)



Western Democracies, 1900



Democratic countries and possessions	
	Canada
	France
	Great Britain
	United States



1889
Eiffel Tower is completed in Paris. ▶

1880

1915

1871
Franco-Prussian War ends.

1867
Dominion of Canada is formed.

1869
Suez Canal opens.

1893
New Zealand becomes first nation to allow women to vote.



1914
◀ Panama Canal opens.

What ideals might be worth fighting and dying for?

You are living in Paris in 1871. France is in a state of political upheaval following the Franco-Prussian War. When workers in Paris set up their own government, called the Paris Commune, French soldiers quickly stamp out the movement. Most of the Communards (the supporters of the Commune) are either killed or imprisoned. When your good friend Philippe dies in the fighting, you wonder whether self-government is worth dying for.



▲ Communards lie massacred in this painting titled *A Street in Paris in May 1871*, by Maximilien Luce.

EXAMINING *the* ISSUES

- **What might lead you to join a group seeking self-government?**
- **What ideals would you choose to help shape a new government?**

As a class, discuss these questions. During the discussion, think about some of the ideals that inspired American and French revolutionaries. As you read this chapter, consider the ideals that moved people to action. Also consider how people tried to change government to better reflect their ideals.



Democratic Reform and Activism

MAIN IDEA

POWER AND AUTHORITY

Spurred by the demands of the people, Great Britain and France underwent democratic reforms.

WHY IT MATTERS NOW

During this period, Britain and France were transformed into the democracies they are today.

TERMS & NAMES

- suffrage
- Chartist movement
- Queen Victoria
- Third Republic
- Dreyfus affair
- anti-Semitism
- Zionism

SETTING THE STAGE Urbanization and industrialization brought sweeping changes to Western nations. People looking for solutions to the problems created by these developments began to demand reforms. They wanted to improve conditions for workers and the poor. Many people also began to call for political reforms. They demanded that more people be given a greater voice in government. Many different groups, including the middle class, workers, and women, argued that the right to vote be extended to groups that were excluded.

Britain Enacts Reforms

As Chapter 5 explained, Britain became a constitutional monarchy in the late 1600s. Under this system of government, the monarch serves as the head of state, but Parliament holds the real power. The British Parliament consists of a House of Lords and a House of Commons. Traditionally, members of the House of Lords either inherited their seats or were appointed. However, this changed in 1999, when legislation was passed that abolished the right of hereditary peers to inherit a seat in the House of Lords. Members of the House of Commons are elected by the British people.

In the early 1800s, the method of selecting the British government was not a true democracy. Only about five percent of the population had the right to elect the members of the House of Commons. Voting was limited to men who owned a substantial amount of land. Women could not vote at all. As a result, the upper classes ran the government.

The Reform Bill of 1832 The first group to demand a greater voice in politics was the wealthy middle class—factory owners, bankers, and merchants. Beginning in 1830, protests took place around England in favor of a bill in Parliament that would extend **suffrage**, or the right to vote. The Revolution of 1830 in France frightened parliamentary leaders. They feared that revolutionary violence would spread to Britain. Thus, Parliament passed the Reform Bill of 1832. This law eased the property requirements so that well-to-do men in the middle class could vote. The Reform Bill also modernized the districts for electing members of Parliament and gave the thriving new industrial cities more representation.

Chartist Movement Although the Reform Bill increased the number of British voters, only a small percentage of men were eligible to vote. A popular movement

CALIFORNIA STANDARDS

10.2.4 Explain how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic empire.

10.3.4 Trace the evolution of work and labor, including the demise of the slave trade and the effects of immigration, mining and manufacturing, division of labor, and the union movement.

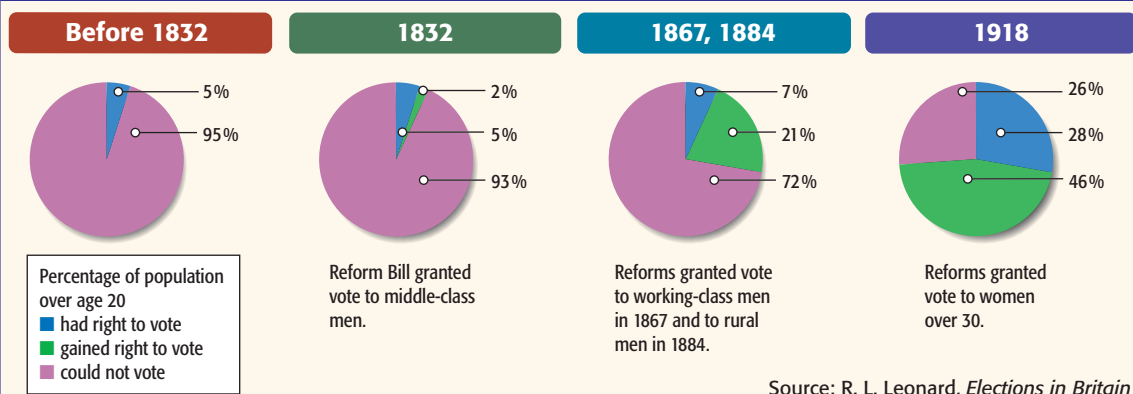
CST 2 Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.

TAKING NOTES

Evaluating Courses of Action Use a chart to list and evaluate events in this section according to whether they expanded (+) or impeded (-) democracy.

Event	Evaluation

Expansion of Suffrage in Britain



SKILLBUILDER: Interpreting Graphs

- Clarifying** What percentage of the adults in Britain could vote in 1832?
- Comparing** By how much did the percentage of voters increase after the reforms of 1867 and 1884?

arose among the workers and other groups who still could not vote to press for more rights. It was called the **Chartist movement** because the group first presented its demands to Parliament in a petition called The People's Charter of 1838.

The People's Charter called for suffrage for all men and annual Parliamentary elections. It also proposed to reform Parliament in other ways. In Britain at the time, eligible men voted openly. Since their vote was not secret, they could feel pressure to vote in a certain way. Members of Parliament had to own land and received no salary, so they needed to be wealthy. The Chartists wanted to make Parliament responsive to the lower classes. To do this, they demanded a secret ballot, an end to property requirements for serving in Parliament, and pay for members of Parliament.

Parliament rejected the Chartists' demands. However, their protests convinced many people that the workers had valid complaints. Over the years, workers continued to press for political reform, and Parliament responded. It gave the vote to working-class men in 1867 and to male rural workers in 1884. After 1884, most adult males in Britain had the right to vote. By the early 1900s, all the demands of the Chartists, except for annual elections, became law. **A**

The Victorian Age The figure who presided over all this historic change was **Queen Victoria**. Victoria came to the throne in 1837 at the age of 18. She was queen for nearly 64 years. During the Victorian Age, the British Empire reached the height of its wealth and power. Victoria was popular with her subjects, and she performed her duties capably. However, she was forced to accept a less powerful role for the monarchy.

The kings who preceded Victoria in the 1700s and 1800s had exercised great influence over Parliament. The spread of democracy in the 1800s shifted political power almost completely to Parliament, and especially to the elected House of Commons. Now the government was completely run by the prime minister and the cabinet.

MAIN IDEA

Making Inferences

A Why do you think the Chartists demanded a secret ballot rather than public voting?

History Makers



Queen Victoria and Prince Albert

About two years after her coronation, Queen Victoria (1819–1901) fell in love with her cousin Albert (1819–1861), a German prince. She proposed to him and they were married in 1840. Together they had nine children. Prince Albert established a tone of politeness and correct behavior at court, and the royal couple presented a picture of loving family life that became a British ideal.

After Albert died in 1861, the queen wore black silk for the rest of her life in mourning. She once said of Albert, "Without him everything loses its interest."

Women Get the Vote

By 1890, several industrial countries had universal male suffrage (the right of all men to vote). No country, however, allowed women to vote. As more men gained suffrage, more women demanded the same.

Organization and Resistance During the 1800s, women in both Great Britain and the United States worked to gain the right to vote. British women organized reform societies and protested unfair laws and customs. As women became more vocal, however, resistance to their demands grew. Many people, both men and women, thought that woman suffrage was too radical a break with tradition. Some claimed that women lacked the ability to take part in politics.

Militant Protests After decades of peaceful efforts to win the right to vote, some women took more drastic steps. In Britain, Emmeline Pankhurst formed the Women's Social and Political Union (WSPU) in 1903. The WSPU became the most militant organization for women's rights. Its goal was to draw attention to the cause of woman suffrage. When asked about why her group chose militant means to gain women's rights, Pankhurst replied:

PRIMARY SOURCE

I want to say here and now that the only justification for violence, the only justification for damage to property, the only justification for risk to the comfort of other human beings is the fact that you have tried all other available means and have failed to secure justice.

EMMELINE PANKHURST, *Why We Are Militant*

Global Impact

The Women's Movement

By the 1880s, women were working internationally to win more rights. In 1888, women activists from the United States, Canada, and Europe met in Washington, D.C., for the International Council of Women. In 1893, delegates and observers from many countries attended a large congress of women in Chicago. They came from lands as far apart as New Zealand, Argentina, Iceland, Persia, and China.

The first countries to grant suffrage to women were New Zealand (1893) and Australia (1902). Only in two European countries—Finland (1906, then part of the Russian Empire) and Norway (1913)—did women gain voting rights before World War I. In the United States, the territory of Wyoming allowed women to vote in 1869. Several other Western states followed suit.

MAIN IDEA

Analyzing Motives

B Was the use of militant action effective in achieving the goal of woman suffrage? Explain.

Emmeline Pankhurst, her daughters Christabel and Sylvia, and other WSPU members were arrested and imprisoned many times. When they were jailed, the Pankhursts led hunger strikes to keep their cause in the public eye. British officials force-fed Sylvia and other activists to keep them alive.

Though the woman suffrage movement gained attention between 1880 and 1914, its successes were gradual. Women did not gain the right to vote in national elections in Great Britain and the United States until after World War I. **B**

France and Democracy

While Great Britain moved toward greater democracy in the late 1800s, democracy finally took hold in France.

The Third Republic In the aftermath of the Franco-Prussian War, France went through a series of crises. Between 1871 and 1914, France averaged a change of government almost yearly. A dozen political parties competed for power. Not until 1875 could the National Assembly agree on a new government. Eventually, the members voted to set up a republic. The **Third Republic** lasted over 60 years. However, France remained divided.

The Dreyfus Affair During the 1880s and 1890s, the Third Republic was threatened by monarchists, aristocrats, clergy, and army leaders. These groups wanted a monarchy or military rule. A controversy known as the **Dreyfus affair** became a battleground for these opposing forces. Widespread feelings of **anti-Semitism**, or prejudice against Jews, also played a role in this scandal.



▲ *Zola Under Attack*, painted in 1898 by Henry de Groux, shows Émile Zola surrounded by an anti-Semitic mob.

In 1894, Captain Alfred Dreyfus, one of the few Jewish officers in the French army, was accused of selling military secrets to Germany. A court found him guilty, based on false evidence, and sentenced him to life in prison. In a few years, new evidence showed that Dreyfus had been framed by other army officers.

Public opinion was sharply divided over the scandal. Many army leaders, nationalists, leaders in the clergy, and anti-Jewish groups refused to let the case be reopened. They feared sudden action would cast doubt on the honor of the army.

Dreyfus's defenders insisted that

justice was more important. In 1898, the writer Émile Zola published an open letter titled *J'accuse!* (I accuse) in a popular French newspaper. In the letter, Zola denounced the army for covering up a scandal. Zola was sentenced to a year in prison for his views, but his letter gave strength to Dreyfus's cause. Eventually, the French government declared his innocence.

The Rise of Zionism The Dreyfus case showed the strength of anti-Semitism in France and other parts of Western Europe. However, persecution of Jews was even more severe in Eastern Europe. Russian officials permitted pogroms (puh•GRAHMS), organized campaigns of violence against Jews. From the late 1880s on, thousands of Jews fled Eastern Europe. Many headed for the United States.

For many Jews, the long history of exile and persecution convinced them to work for a homeland in Palestine. In the 1890s, a movement known as **Zionism** developed to pursue this goal. Its leader was Theodor Herzl (HEHRT•suhl), a writer in Vienna. It took many years, however, before the state of Israel was established.

SECTION **1** ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- suffrage
- Chartist movement
- Queen Victoria
- Third Republic
- Dreyfus affair
- anti-Semitism
- Zionism

USING YOUR NOTES

2. Which of these events most expanded democracy, and why? (10.2.4)

Event	Evaluation

MAIN IDEAS

3. What were some effects of the Reform Bill of 1832? (10.3.4)
4. What was the goal of the WSPU in Britain? (10.3.4)
5. What was the Dreyfus affair? (10.2.4)

CRITICAL THINKING & WRITING

6. **COMPARING** Why was the road to democracy more difficult for France than for England? (10.2.4)
7. **SYNTHESIZING** Look again at the primary source on page 315. What is Pankhurst demanding? (CST 2)
8. **RECOGNIZING EFFECTS** What was the connection between anti-Semitism and Zionism? (CST 2)
9. **WRITING ACTIVITY** **POWER AND AUTHORITY** Among the Chartists' demands was pay for members of Parliament. Write a **letter to the editor** that supports or criticizes a pay raise for your legislators. (Writing 2.5.c)

CONNECT TO TODAY CREATING A POSTER

Find information on issues in today's world that involve a call for social justice. Then make a **poster** in which you illustrate what you regard as the most compelling example of a current social injustice. (10.3.4)



Self-Rule for British Colonies

MAIN IDEA

EMPIRE BUILDING Britain allowed self-rule in Canada, Australia, and New Zealand but delayed it for Ireland.

WHY IT MATTERS NOW

Canada, Australia, and New Zealand are strong democracies today, while Ireland is divided.

TERMS & NAMES

- dominion
- Maori
- Aborigine
- penal colony
- home rule
- Irish Republican Army

SETTING THE STAGE By 1800, Great Britain had colonies around the world. These included outposts in Africa and Asia. In these areas, the British managed trade with the local peoples, but they had little influence over the population at large. In the colonies of Canada, Australia, and New Zealand, on the other hand, European colonists dominated the native populations. As Britain industrialized and prospered in the 1800s, so did these colonies. Some were becoming strong enough to stand on their own.

Canada Struggles for Self-Rule

Canada was originally home to many Native American peoples. The first European country to colonize Canada was France. The earliest French colonists, in the 1600s and 1700s, had included many fur trappers and missionaries. They tended to live among the Native Americans. Some French intermarried with Native Americans.

Great Britain took possession of the country in 1763 after it defeated France in the French and Indian War. The French who remained lived mostly in the lower St. Lawrence Valley. Many English-speaking colonists arrived in Canada after it came under British rule. Some came from Great Britain, and others were Americans who had stayed loyal to Britain after the American Revolution. They settled separately from the French along the Atlantic seaboard and the Great Lakes.

French and English Canada Religious and cultural differences between the mostly Roman Catholic French and the mainly Protestant English-speaking colonists caused conflict in Canada. Both groups pressed Britain for a greater voice in governing their own affairs. In 1791 the British Parliament tried to resolve both issues by creating two new Canadian provinces. Upper Canada (now Ontario) had an English-speaking majority. Lower Canada (now Quebec) had a French-speaking majority. Each province had its own elected assembly.

The Durham Report The division of Upper and Lower Canada temporarily eased tensions. In both colonies, the royal governor and a small group of wealthy British held most of the power. But during the early 1800s, middle-class professionals in both colonies began to demand political and economic reforms. In Lower Canada, these demands were also fueled by French resentment toward British rule. In the late 1830s, rebellions broke out in both Upper and Lower

CALIFORNIA STANDARDS

10.4.2 Discuss the locations of the colonial rule of such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States.

CST 1 Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.

CST 4 Students relate current events to the physical and human characteristics of places and regions.

REP 2 Students identify bias and prejudice in historical interpretations.

REP 3 Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.

TAKING NOTES

Comparing Use a chart to compare progress toward self-rule by recording significant events.

Country	Political Events
Canada	
Australia	
New Zealand	
Ireland	

History *in* Depth



Acadians to Cajuns

Colonists from France founded the colony of Acadia on the eastern coast of what is now Canada in 1604. Tensions flared between these settlers and later arrivals from England and Scotland.

In 1713, the British gained control of Acadia and renamed it Nova Scotia (New Scotland). They expelled thousands of descendants of the original Acadians. Many eventually settled in southern Louisiana. Today, their culture still thrives in the Mississippi Delta area, where the people are called Cajuns (an alteration of Acadian).

Canada. The British Parliament sent a reform-minded statesman, Lord Durham, to investigate.

In 1839, Durham sent a report to Parliament that urged two major reforms. First, Upper and Lower Canada should be reunited as the Province of Canada, and British immigration should be encouraged. In this way, the French would slowly become part of the dominant English culture. Second, colonists in the provinces of Canada should be allowed to govern themselves in domestic matters. **A**

The Dominion of Canada By the mid-1800s, many Canadians believed that Canada needed a central government. A central government would be better able to protect the interests of Canadians against the United States, whose territory now extended from the Atlantic to the Pacific oceans. In 1867, Nova Scotia and New Brunswick joined the Province of Canada to form the Dominion of Canada. As a **dominion**, Canada was self-governing in domestic affairs but remained part of the British Empire.

Canada's Westward Expansion Canada's first prime minister, John MacDonal, expanded Canada westward by purchasing lands and persuading frontier territories to join the union. Canada stretched to the Pacific Ocean by 1871. MacDonal began the construction of a transcontinental railroad, completed in 1885.

Australia and New Zealand

The British sea captain James Cook claimed New Zealand in 1769 and part of Australia in 1770 for Great Britain. Both lands were already inhabited. In New Zealand, Cook was greeted by the **Maori**, a Polynesian people who had settled in New Zealand around A.D. 800. Maori culture was based on farming, hunting, and fishing.

When Cook reached Australia, he considered the land uninhabited. In fact, Australia was sparsely populated by **Aborigines**, as Europeans later called the native peoples. Aborigines are the longest ongoing culture in the world. These nomadic peoples fished, hunted, and gathered food.

Britain's Penal Colony Britain began colonizing Australia in 1788 with convicted criminals. The prisons in England were severely overcrowded. To solve this problem, the British government established a penal colony in Australia. A **penal colony** was a place where convicts were sent to serve their sentences. Many European nations used penal colonies as a way to prevent overcrowding of prisons. After their release, the newly freed prisoners could buy land and settle.

Free Settlers Arrive Free British settlers eventually joined the former convicts in both Australia and New Zealand. In the early 1800s, an Australian settler experimented with breeds of sheep until he found one that produced high quality wool and thrived in the country's warm, dry weather. Although sheep are not native to Australia, the raising and exporting of wool became its biggest business.

To encourage immigration, the government offered settlers cheap land. The population grew steadily in the early 1800s and then skyrocketed after a gold rush in 1851. The scattered settlements on Australia's east coast grew into separate colonies. Meanwhile, a few pioneers pushed westward across the vast dry interior and established outposts in western Australia.

MAIN IDEA

Recognizing Effects

A How do you think Durham's report affected French-speaking Canadians?



Australia and New Zealand to 1848

INTERACTIVE

Climate Regions

- Desert
- Grassland
- Mediterranean
- Rain forest
- Savanna
- Woodlands
- Densest Aborigine or Maori populations, around 1770

- Date of European settlement



INDIAN OCEAN



GEOGRAPHY SKILLBUILDER: Interpreting Maps

1. **Region** What sort of climate region is found along the eastern coast of Australia?
2. **Region** What regions of Australia and New Zealand were most densely inhabited by native peoples?

Settling New Zealand European settlement of New Zealand grew more slowly. This was because Britain did not claim ownership of New Zealand, as it did Australia. Rather, it recognized the land rights of the Maori. In 1814, missionary groups began arriving from Australia seeking to convert the Maori to Christianity.

The arrival of more foreigners stirred conflicts between the Maori and the European settlers over land. Responding to the settlers' pleas, the British decided to annex New Zealand in 1839 and appointed a governor to negotiate with the Maori. In a treaty signed in 1840, the Maori accepted British rule in exchange for recognition of their land rights.

Self-Government Like Canadians, the colonists of Australia and New Zealand wanted to rule themselves yet remain in the British Empire. During the 1850s, the colonies in both Australia and New Zealand became self-governing and created parliamentary forms of government. In 1901, the Australian colonies were united under a federal constitution as the Commonwealth of Australia. During the early 1900s, both Australia and New Zealand became dominions.

The people of Australia and New Zealand pioneered a number of political reforms. For example, the secret ballot, sometimes called the Australian ballot, was first used in Australia in the 1850s. In 1893, New Zealand became the first nation in the world to give full voting rights to women. However, only white women gained these rights.

Status of Native Peoples Native peoples and other non-Europeans were excluded from democracy and prosperity. Diseases brought by the Europeans killed Aborigines and Maori. As Australian settlement grew, the colonists displaced or killed many Aborigines.

In New Zealand, tensions between settlers and Maori continued to grow after it became a British colony. Between 1845 and 1872, the colonial government fought the Maori in a series of wars. Reduced by disease and outgunned by British weapons, the Maori were finally driven into a remote part of the country. **B**

▼ This photograph shows a Maori warrior with traditional dress and face markings.



MAIN IDEA

Contrasting

B How did the colonial settlement of Australia and New Zealand differ?

The Irish Win Home Rule

English expansion into Ireland had begun in the 1100s, when the pope granted control of Ireland to the English king. English knights invaded Ireland, and many settled there to form a new aristocracy. The Irish, who had their own ancestry, culture, and language, bitterly resented the English presence. Laws imposed by the English in the 1500s and 1600s limited the rights of Catholics and favored the Protestant religion and the English language.

Over the years, the British government was determined to maintain its control over Ireland. It formally joined Ireland to Britain in 1801. Though a setback for Irish nationalism, this move gave Ireland representation in the British Parliament. Irish leader Daniel O’Connell persuaded Parliament to pass the Catholic Emancipation Act in 1829. This law restored many rights to Catholics.

The Great Famine In the 1840s, Ireland experienced one of the worst famines of modern history. For many years, Irish peasants had depended on potatoes as virtually their sole source of food. From 1845 to 1848, a plant fungus ruined nearly all of Ireland’s potato crop. Out of a population of 8 million, about a million people died from starvation and disease over the next few years.

During the famine years, about a million and a half people fled from Ireland. Most went to the United States; others went to Britain, Canada, and Australia. At home, in Ireland, the British government enforced the demands of the English landowners that the Irish peasants pay their rent. Many Irish lost their land and fell hopelessly in debt, while large landowners profited from higher food prices.

Demands for Home Rule During the second half of the 1800s, opposition to British rule over Ireland took two forms. Some Irish wanted independence for Ireland. A greater number of Irish preferred **home rule**, local control over internal

> Analyzing Primary Sources

Starvation in Ireland

A traveler described what he saw on a journey through Ireland in 1847:

PRIMARY SOURCE

We entered a cabin. Stretched in one dark corner, scarcely visible, from the smoke and rags that covered them, were three children huddled together, lying there because they were too weak to rise, pale and ghastly, their little limbs—on removing a portion of the filthy covering—perfectly emaciated, eyes sunk, voice gone, and evidently in the last stage of actual starvation.

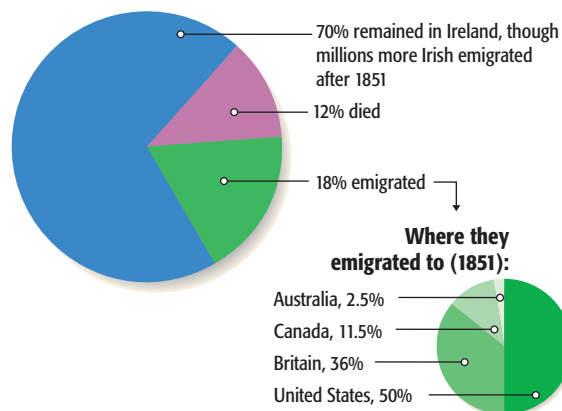
WILLIAM BENNETT, quoted in *Narrative of a Recent Journey of Six Weeks in Ireland*

DOCUMENT-BASED QUESTIONS

- Determining Main Ideas** What was the effect of the destruction of Ireland’s potato crop on the population of Ireland?
- Clarifying** How did 18 percent of the population deal with the famine?
- Comparing** Which country received the most Irish emigrants?

The Great Famine, 1845–1851

Fate of the Irish during the famine:




Sources: R. F. Foster, *Modern Ireland, 1600–1972*; D. Fitzpatrick, *Irish Emigration, 1804–1921*

matters only. The British, fearful of Irish moves toward independence, refused to consider either option.

One reason for Britain's opposition to home rule was concern for Ireland's Protestants. They feared being a minority in a country dominated by Catholics. Most Protestants lived in the northern part of Ireland, known as Ulster. Finally, in 1914, Parliament enacted a home rule bill for southern Ireland. Just one month before the plan was to take effect, World War I broke out in Europe. Irish home rule was put on hold.

Rebellion and Division Frustrated over the delay in gaining independence, a small group of Irish nationalists rebelled in Dublin during Easter week, 1916. British troops put down the Easter Rising and executed its leaders. Their fate, however, aroused wider popular support for the nationalist movement.

After World War I, the Irish nationalists won a victory in the elections for the British Parliament. To protest delays in home rule, the nationalist members decided not to attend Parliament. Instead, they formed an underground Irish government and declared themselves independent. The **Irish Republican Army (IRA)**, an unofficial military force seeking independence for Ireland, staged a series of attacks against British officials in Ireland. The attacks sparked war between the nationalists and the British government.

In 1921, Britain divided Ireland and granted home rule to southern Ireland. Ulster, or Northern Ireland, remained a part of Great Britain. The south became a dominion called the Irish Free State. However, many Irish nationalists, led by Eamon De Valera, continued to seek total independence from Britain. In 1949, the Irish Free State declared itself the independent Republic of Ireland. 

Connect to Today

Northern Ireland Today

When Northern Ireland decided to stay united with Great Britain, many Catholics there refused to accept the partition, or division. In the late 1960s, Catholic groups began to demonstrate for more civil rights.

Their protests touched off fighting between Catholics and Protestants. Militant groups on both sides engaged in terrorism. This violent period, called the "troubles," continued into the 1990s.


In 1999, with a peace accord, Catholics and Protestants began sharing power in a new home-rule government. Nonetheless, tensions between the two sides remain.

INTEGRATED TECHNOLOGY

INTERNET ACTIVITY Design a Web page about the peace process in Northern Ireland today. Include Gerry Adams and David Trimble. Go to classzone.com for your research.

MAIN IDEA

Evaluating Decisions

 Was Britain's policy in dividing Ireland successful? Why or why not?

SECTION 2 ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- dominion
- Maori
- Aborigine
- penal colony
- home rule
- Irish Republican Army

USING YOUR NOTES

2. In what ways was Ireland different from the other three colonies? (10.4.2)

Country	Political Events
Canada	
Australia	
New Zealand	

MAIN IDEAS

3. What were the two major reforms urged by the Durham report? (10.4.2)
4. What was unusual about the first European settlers in Australia? (10.4.2)
5. What are the main countries to which the Irish emigrated during the famine? (10.4.2)

CRITICAL THINKING & WRITING

6. **COMPARING** How was Britain's policy toward Canada beginning in the late 1700s similar to its policy toward Ireland in the 1900s? (10.4.2)
7. **DRAWING CONCLUSIONS** What impact did the Great Famine have on the population of Ireland? (10.4.2)
8. **CLARIFYING** Why did Britain create Upper Canada and Lower Canada, and who lived in each colony? (10.4.2)
9. **WRITING ACTIVITY** **EMPIRE BUILDING** Britain encouraged emigration to each of the colonies covered in this section. What effects did this policy have on these areas? Write a **paragraph** to explain. (Writing 2.3.b)

INTEGRATED TECHNOLOGY INTERNET ACTIVITY

Use the Internet to find information on Irish emigration to the United States. Create a **bar graph** showing the years when the largest numbers of Irish came to the United States. (CST 1)

INTERNET KEYWORD
Irish immigration

Social History

Life in Early Australia

European explorers located Australia long after they had begun colonizing other lands. Dutch explorers were probably the first Europeans to reach Australia around 1605. Australia was not claimed by a European power, however, until the British did so in 1770.

Early Australia had many groups of people with diverse interests, including a native population that had lived on the island for at least 40,000 years. On these pages you will discover the occupations, motivations, and interests of some Australians in the 17th and 18th centuries.

INTEGRATED TECHNOLOGY

RESEARCH LINKS For more on early Australia, go to classzone.com

▼ Gold Miners

In 1851, lured by the potential of striking it rich, thousands of people began prospecting for gold in Australia. Sometimes whole families moved to the gold fields, but life in the gold camps was hard and very few people struck it rich. Searching for gold was hard and dirty work, as this painting illustrates.

▼ Original Australians

Aboriginal society developed in close harmony with nature. There were between 200 and 300 Aboriginal languages, and most people were bilingual or multilingual. By 1900, half of Australia's original inhabitants had died fighting the British or from disease. The engraving below depicts an Aboriginal man with ceremonial face paint and scars. The other image below is an ancient Aboriginal rock painting.



Image not available for use on this CD-ROM. Please refer to the image in the textbook.



▲ Farmers and Ranchers

Free settlers made the journey to Australia willingly. Many went into farming and ranching. Farms provided much-needed food, and sheep ranching provided wool as a valuable export. Convicts were hired out to farmers and ranchers as cheap labor. Sheep ranching, shown in the picture above, remains an important part of Australia's economy.

▼ Convicts

Beginning in 1788, England sent both male and female prisoners to Australia—sometimes with their children. Convicts built public buildings, roads, and bridges. England stopped sending convicts to Australia in 1868. The prison ship shown here housed prisoners before they went to Australia.



CALIFORNIA STANDARDS

10.4.2 Discuss the locations of the colonial rule of such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States.

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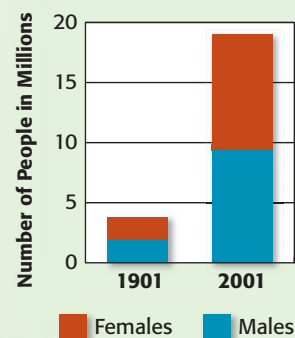
Australia Today

- Australia still mines gold, but it also produces 95 percent of the world's precious opals and 99 percent of black opals.
- Australia has 24 million head of cattle and is the world's largest exporter of beef.
- Australians had 8.6 million cell phones in 2000.

Australia's Population

- In 2001, there was an average of 6.5 people per square mile in Australia. That same year in the United States there were 77.8 people per square mile.
- In Australia's 2001 census, 410,003 people identified themselves as being of indigenous origin.

Australia's Population



Connect to Today

1. Forming and Supporting Opinions

Of the groups represented on this page, which do you believe had highest quality of living? Why?

See Skillbuilder Handbook, page R20.

2. Comparing and Contrasting

Use the Internet to research the issues that Australian Aborigines and Native Americans in the United States face today and compare them. How are they similar? How are they different?



War and Expansion in the United States

MAIN IDEA

POWER AND AUTHORITY The United States expanded across North America and fought a civil war.

WHY IT MATTERS NOW

The 20th-century movements to ensure civil rights for African Americans and others are a legacy of this period.

TERMS & NAMES

- manifest destiny
- Abraham Lincoln
- secede
- U.S. Civil War
- Emancipation Proclamation
- segregation

CALIFORNIA STANDARDS

10.3.3 Describe the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution.

10.3.4 Trace the evolution of work and labor, including the demise of the slave trade and the effects of immigration, mining and manufacturing, division of labor, and the union movement.

CST 3 Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.

SETTING THE STAGE The United States won its independence from Britain in 1783. At the end of the Revolutionary War, the Mississippi River marked the western boundary of the new republic. As the original United States filled with settlers, land-hungry newcomers pushed beyond the Mississippi. The government helped them by acquiring new territory for settlement. Meanwhile, tensions between northern and southern states over the issues of states' rights and slavery continued to grow and threatened to reach a boiling point.

Americans Move West

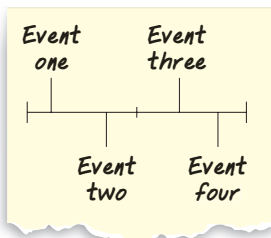
In 1803, President Thomas Jefferson bought the Louisiana Territory from France. The Louisiana Purchase doubled the size of the new republic and extended its boundary to the Rocky Mountains. In 1819, Spain gave up Florida to the United States. In 1846, a treaty with Great Britain gave the United States part of the Oregon Territory. The nation now stretched from the Atlantic to the Pacific oceans.

Manifest Destiny Many Americans believed in **manifest destiny**, the idea that the United States had the right and duty to rule North America from the Atlantic Ocean to the Pacific Ocean. Government leaders used manifest destiny to justify evicting Native Americans from their tribal lands.

The Indian Removal Act of 1830 made such actions official policy. This law enabled the federal government to force Native Americans living in the East to move to the West. Georgia's Cherokee tribe challenged the law before the Supreme Court. The Court, however, ruled that the suit was not valid. The Cherokees had to move. Most of them traveled 800 miles to Oklahoma, mainly on foot, on a journey later called the Trail of Tears. About a quarter of the Cherokees died on the trip. A survivor recalled how the journey began:

TAKING NOTES

Following Chronological Order Create a time line to record major events of the United States in the 19th century.



PRIMARY SOURCE

The day was bright and beautiful, but a gloomy thoughtfulness was depicted in the lineaments of every face. . . . At this very moment a low sound of distant thunder fell on my ear . . . and sent forth a murmur, I almost thought a voice of divine indignation for the wrong of my poor and unhappy countrymen, driven by brutal power from all they loved and cherished in the land of their fathers.

WILLIAM SHOREY COODEY, quoted in *The Trail of Tears*

When the Cherokees reached their destination, they ended up on land inferior to that which they had left. As white settlers moved west during the 19th century, the government continued to push Native Americans off their land.

Texas Joins the United States When Mexico had gained its independence from Spain in 1821, its territory included the lands west of the Louisiana Purchase. With Mexico's permission, American settlers moved into the Mexican territory of Texas. However, settlers were unhappy with Mexico's rule.

In 1836, Texans revolted against Mexican rule and won their independence. Then, in 1845, the United States annexed Texas. Since Mexico still claimed Texas, it viewed this annexation as an act of war.

War with Mexico Between May 1846 and February 1848, war raged between the two countries. Finally, Mexico surrendered. As part of the settlement of the Mexican-American War, Mexico ceded territory to the United States. The Mexican Cession included California and a huge area in the Southwest. In 1853, the Gadsden Purchase from Mexico brought the lower continental United States to its present boundaries.

Civil War Tests Democracy

America's westward expansion raised questions about what laws and customs should be followed in the West. Since the nation's early days, the northern and southern parts of the United States had followed different ways of life. Each section wanted to extend its own way of life to the new territories and states in the West.

North and South The North had a diversified economy, with both farms and industry. For both its factories and farms, the North depended on free workers. The South's economy, on the other hand, was based on just a few cash crops, mainly cotton. Southern planters relied on slave labor. **A**

The economic differences between the two regions led to a conflict over slavery. Many Northerners considered slavery morally wrong. They wanted to outlaw slavery in the new western states. Most white Southerners believed slavery was necessary for their economy. They wanted laws to protect slavery in the West so that they could continue to raise cotton on the fertile soil there.

The disagreement over slavery fueled a debate about the rights of the individual states against those of the federal government. Southern politicians argued that the states had freely joined the Union, and so they could freely leave. Most Northerners felt that the Constitution had established the Union once and for all.

Civil War Breaks Out Conflict between the North and South reached a climax in 1860, when [Abraham Lincoln](#) was elected president. Southerners fiercely



MAIN IDEA

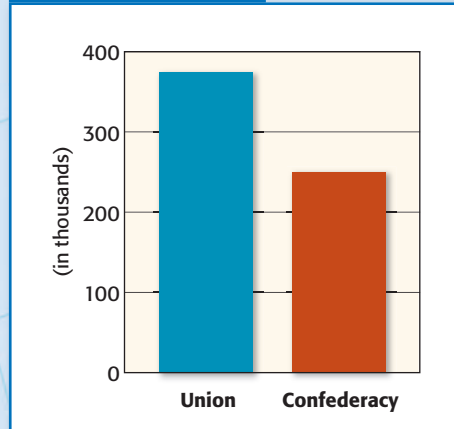
Contrasting

A What were the main economic differences between the Northern and Southern states?

Civil War in the United States, 1861–1865



Civil War Deaths



GEOGRAPHY SKILLBUILDER: Interpreting Maps

- 1. Movement** What can you tell about the strategy of the North to defeat the South?
- 2. Human-Environment Interaction** Which side do you think suffered the most devastation? Why?

opposed Lincoln, who had promised to stop the spread of slavery. One by one, Southern states began to **secede**, or withdraw, from the Union. These states came together as the Confederate States of America.

On April 12, 1861, Confederate forces fired on Fort Sumter, a federal fort in Charleston, South Carolina. Lincoln ordered the army to bring the rebel states back into the Union. The **U.S. Civil War** had begun. Four years of fighting followed, most of it in the South. Although the South had superior military leadership, the North had a larger population, better transportation, greater resources, and more factories. These advantages proved too much, and in April 1865, the South surrendered.

Abolition of Slavery Lincoln declared that the war was being fought to save the Union and not to end slavery. He eventually decided that ending slavery would help to save the Union. Early in 1863, he issued the **Emancipation Proclamation**, declaring that all slaves in the Confederate states were free. **B**

At first, the proclamation freed no slaves, because the Confederate states did not accept it as law. As Union armies advanced into the South, however, they freed slaves in the areas they conquered. The Emancipation Proclamation also showed European nations that the war was being fought against slavery. As a result, these nations did not send the money and supplies that the South had hoped they would.

In the aftermath of the war, the U.S. Congress passed the Thirteenth Amendment to the Constitution, which abolished slavery in the United States. The Fourteenth and Fifteenth Amendments extended the rights of citizenship to all Americans and guaranteed former slaves the right to vote.

Reconstruction From 1865 to 1877, Union troops occupied the South and enforced the constitutional protections. This period is called Reconstruction. After federal troops left the South, white Southerners passed laws that limited African

MAIN IDEA

Analyzing Issues


B Did the Emancipation Proclamation reflect a change in Lincoln's main goal for the war?

Americans' rights and made it difficult for them to vote. Such laws also encouraged **segregation**, or separation, of blacks and whites in the South. African Americans continued to face discrimination in the North as well.

The Postwar Economy

The need for mass production and distribution of goods during the Civil War speeded industrialization. After the war, the United States experienced industrial expansion unmatched in history. By 1914, it was a leading industrial power.

Immigration Industrialization could not have occurred so rapidly without immigrants. During the 1870s, immigrants arrived at a rate of nearly 2,000 a day. By 1914, more than 20 million people had moved to the United States from Europe and Asia. Many settled in the cities of the Northeast and Midwest. Others settled in the open spaces of the West.

The Railroads As settlers moved west, so did the nation's rail system. In 1862, Congress had authorized money to build a transcontinental railroad. For seven years, immigrants and other workers dug tunnels, built bridges, and laid track. When the railroad was completed in 1869, railroads linked California with the eastern United States. 

By 1900, nearly 200,000 miles of track crossed the nation. This system linked farm to city and boosted trade and industry. The railroads bought huge quantities of steel. Also, trains brought materials such as coal and iron ore to factories and moved the finished goods to market. They carried corn, wheat, and cattle from the Great Plains to processing plants in St. Louis, Chicago, and Minneapolis. These developments helped to make the United States a world leader.

History Makers




Abraham Lincoln
1809–1865

Lincoln passionately believed in preserving the Union. His upbringing might help explain why. The son of rural, illiterate parents, he educated himself. After working as rail splitter, boatman, storekeeper, and surveyor, he taught himself to be a lawyer. This career path led eventually to the White House.

In Europe, people stayed at the level of society into which they had been born. Yet the United States had been founded on the belief that all men were created equal. Small wonder that Lincoln fought to preserve the democracy he described as the "last best hope of earth."

MAIN IDEA

Recognizing Effects

 How did railroads affect the growth of the United States?

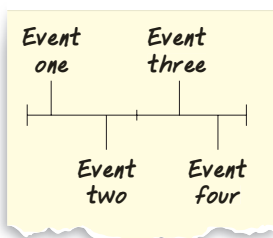
SECTION 3 ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- manifest destiny
- Abraham Lincoln
- secede
- U.S. Civil War
- Emancipation Proclamation
- segregation

USING YOUR NOTES

2. Which events contributed to U.S. expansion? (10.3.3)



MAIN IDEAS

3. What territory did the Mexican-American War open up to American settlers? (10.3.3)
4. What were some of the economic differences between the North and the South before the Civil War? (10.3.4)
5. How did the Civil War speed up America's industrialization? (10.3.3)

CRITICAL THINKING & WRITING

6. **DISTINGUISHING FACT FROM OPINION** Reread the quotation from William Shorey Coodey on page 324. What facts are conveyed in his statement? What opinions does he express about the Trail of Tears? (CST 3)
7. **COMPARING** What were the relative resources of the North and South in the U.S. Civil War? (10.3.4)
8. **MAKING INFERENCES** How might the Mexican Cession (see map, page 325) have consequences today? (CST 3)
9. **WRITING ACTIVITY** **POWER AND AUTHORITY** Imagine you are making the westward journey by wagon train. Write **journal entries** describing your experience. (Writing 2.1.c)

CONNECT TO TODAY MAKING A TABLE

Find information on countries today that are experiencing civil wars or conflicts. Make a **table** that includes the name of each country, the continent it is located on, and the dates of the conflict. (CST 3)



Nineteenth-Century Progress

MAIN IDEA

SCIENCE AND TECHNOLOGY
Breakthroughs in science and technology transformed daily life and entertainment.

WHY IT MATTERS NOW

Electric lights, telephones, cars, and many other conveniences of modern life were invented during this period.

TERMS & NAMES

- assembly line
- Charles Darwin
- theory of evolution
- radioactivity
- psychology
- mass culture

CALIFORNIA STANDARDS

10.3.2 Examine how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change (e.g., the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, Thomas Edison).

10.4.1 Describe the rise of industrial economies and their link to imperialism and colonialism (e.g., the role played by national security and strategic advantage; moral issues raised by the search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology).

CST 3 Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.

SETTING THE STAGE The Industrial Revolution happened because of inventions such as the spinning jenny and the steam engine. By the late 1800s, advances in both industry and technology were occurring faster than ever before. In turn, the demands of growing industries spurred even greater advances in technology. A surge of scientific discovery pushed the frontiers of knowledge forward. At the same time, in industrialized countries, economic growth produced many social changes.

Inventions Make Life Easier

In the early 1800s, coal and steam drove the machines of industry. By the late 1800s, new kinds of energy were coming into use. One was gasoline (made from oil), which powered the internal combustion engine. This engine would make the automobile possible. Another kind of energy was electricity. In the 1870s, the electric generator was developed, which produced a current that could power machines.

Edison the Inventor During his career, Thomas Edison patented more than 1,000 inventions, including the light bulb and the phonograph. Early in his career, Edison started a research laboratory in Menlo Park, New Jersey. Most of his important inventions were developed there, with help from the researchers he employed, such as Lewis H. Latimer, an African-American inventor. Indeed, the idea of a research laboratory may have been Edison's most important invention.

Bell and Marconi Revolutionize Communication Other inventors helped harness electricity to transmit sounds over great distances. Alexander Graham Bell was a teacher of deaf students who invented the telephone in his spare time. He displayed his device at the Philadelphia Centennial Exposition of 1876.

The Italian inventor Guglielmo Marconi used theoretical discoveries about electromagnetic waves to create the first radio in 1895. This device was important because it sent messages (using Morse Code) through the air, without the use of wires. Primitive radios soon became standard equipment for ships at sea.

Ford Sparks the Automobile Industry In the 1880s, German inventors used a gasoline engine to power a vehicle—the automobile. Automobile technology developed quickly, but since early cars were built by hand, they were expensive.

An American mechanic named Henry Ford decided to make cars that were affordable for most people. Ford used standardized, interchangeable parts. He

TAKING NOTES

Summarizing Use a web diagram to connect people with their ideas and inventions.



Edison's Inventions

Thomas Alva Edison was one of the greatest inventors in history. He held thousands of patents for his inventions in over 30 countries. The United States Patent Office alone issued Edison 1,093 patents. Among his inventions was an electric light bulb, the phonograph, and motion pictures, all shown on this page.

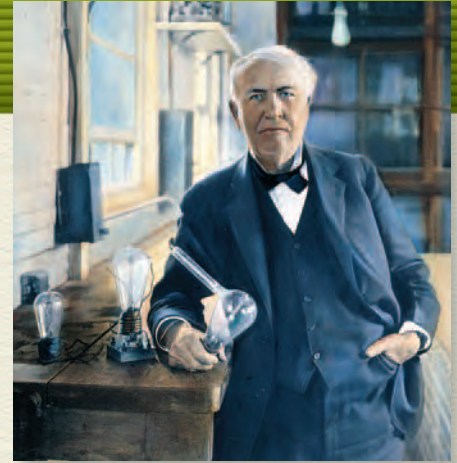
Some scientists and historians, however, believe that Edison's greatest achievement was his development of the research laboratory. Edison worked with a team of different specialists to produce his creations. His precise manner is illustrated by his famous quote: "Genius is 1 percent inspiration and 99 percent perspiration."

CALIFORNIA STANDARDS

10.3.5 Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.

INTEGRATED TECHNOLOGY

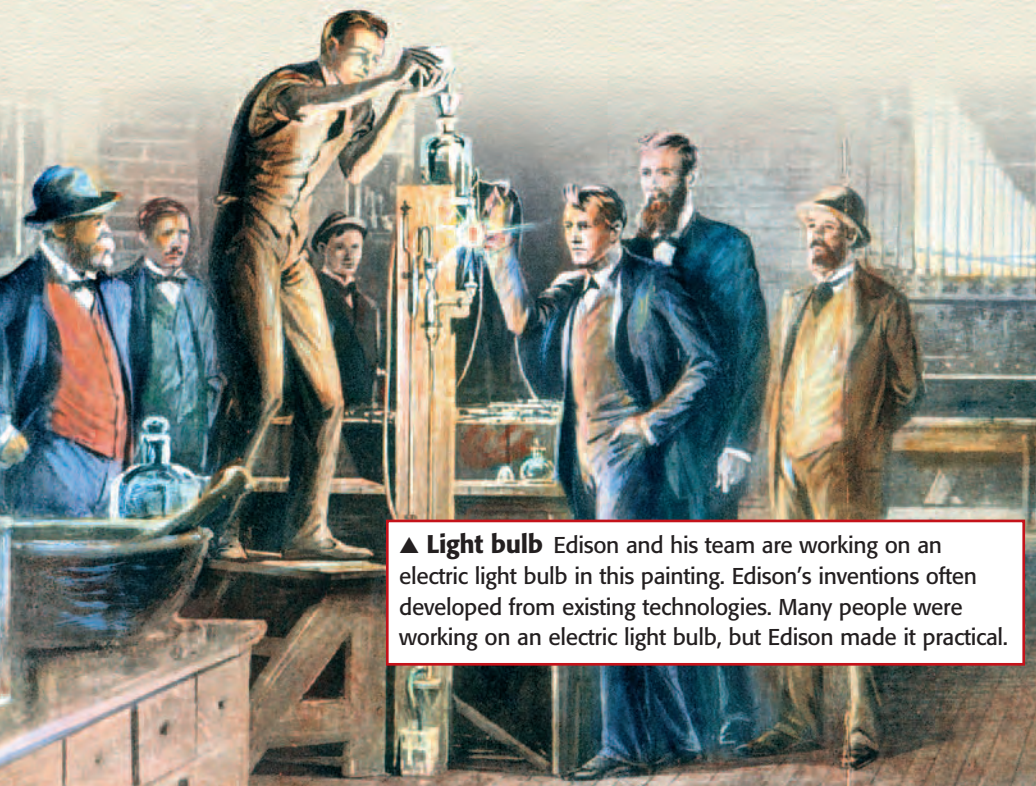
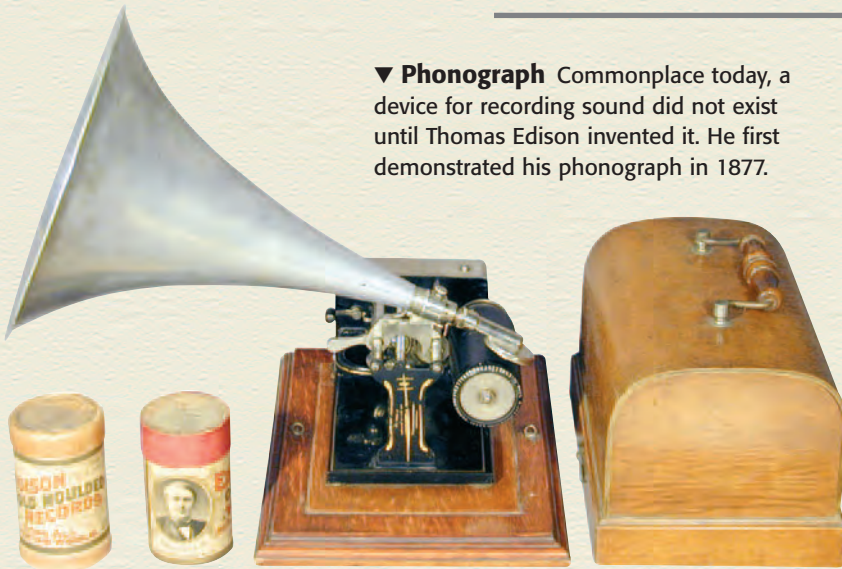
RESEARCH LINKS For more on Thomas Alva Edison, go to classzone.com



▲ Thomas Edison in his West Orange, New Jersey, laboratory, 1915

▼ **Motion pictures** The idea of "moving pictures" was not Edison's, but his "Kinetoscope," shown below, made movies practical.

▼ **Phonograph** Commonplace today, a device for recording sound did not exist until Thomas Edison invented it. He first demonstrated his phonograph in 1877.



▲ **Light bulb** Edison and his team are working on an electric light bulb in this painting. Edison's inventions often developed from existing technologies. Many people were working on an electric light bulb, but Edison made it practical.

Connect to Today

1. **Clarifying** What did Edison mean when he said, "Genius is 1 percent inspiration and 99 percent perspiration"?

See Skillbuilder Handbook, page R4.

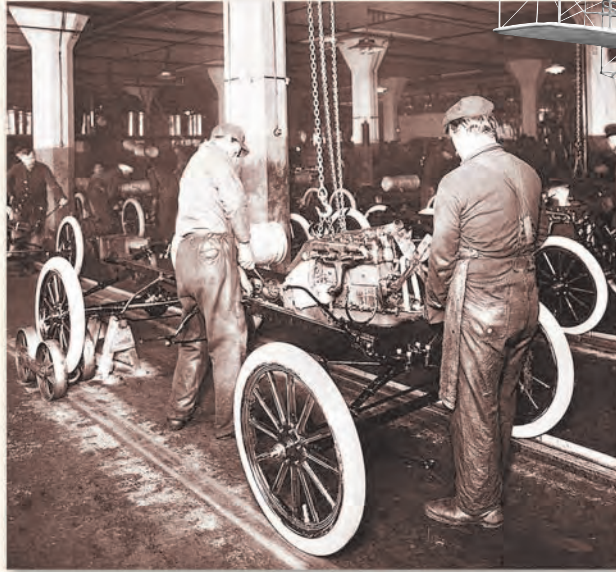
2. **Forming and Supporting Opinions** Which of Edison's inventions shown on this page do you think has had the most influence?

An Age of Inventions



▲ Telephone

Alexander Graham Bell demonstrated the first telephone in 1876. It quickly became an essential of modern life. By 1900, there were 1.4 million telephones in the United States. By 1912, there were 8.7 million.



▲ Airplane

Through trial and error, the Wright brothers designed wings that provided lift and balance in flight. Their design is based on principles that are still used in every aircraft.

◀ Automobile Assembly Line

Ford's major innovation was to improve efficiency in his factory. By introducing the assembly line, he reduced the time it took to build a car from 12.5 to 1.5 worker-hours.

also built them on an **assembly line**, a line of workers who each put a single piece on unfinished cars as they passed on a moving belt.

Assembly line workers could put together an entire Model T Ford in less than two hours. When Ford introduced this plain, black, reliable car in 1908, it sold for \$850. As his production costs fell, Ford lowered the price. Eventually it dropped to less than \$300. Other factories adopted Ford's ideas. By 1916, more than 3.5 million cars were traveling around on America's roads. **A**

The Wright Brothers Fly Two bicycle mechanics from Dayton, Ohio, named Wilbur and Orville Wright, solved the age-old riddle of flight. On December 17, 1903, they flew a gasoline-powered flying machine at Kitty Hawk, North Carolina. The longest flight lasted only 59 seconds, but it started the aircraft industry.

New Ideas in Medicine

As you learned in Chapter 6, earlier centuries had established the scientific method. Now this method brought new insights into nature as well as practical results.

The Germ Theory of Disease An important breakthrough in the history of medicine was the germ theory of disease. It was developed by French chemist Louis Pasteur in the mid-1800s. While examining the fermentation process of alcohol, Pasteur discovered that it was caused by microscopic organisms he called bacteria. He also learned that heat killed bacteria. This led him to develop the process of pasteurization to kill germs in liquids such as milk. Soon, it became clear to Pasteur and others that bacteria also caused diseases.

Joseph Lister, a British surgeon, read about Pasteur's work. He thought germs might explain why half of surgical patients died of infections. In 1865, he ordered that his surgical wards be kept spotlessly clean. He insisted that wounds be washed in antiseptics, or germ-killing liquids. As a result, 85 percent of Lister's patients survived. Other hospitals adopted Lister's methods.

Public officials, too, began to understand that cleanliness helped prevent the spread of disease. Cities built plumbing and sewer systems and took other steps to improve public health. Meanwhile, medical researchers developed vaccines or cures for such deadly diseases as typhus, typhoid fever, diphtheria, and yellow fever. These advances helped people live longer, healthier lives.

MAIN IDEA

Making Inferences

A Why do you think Ford reduced the price of the Model T?

New Ideas in Science

No scientific idea of modern times aroused more controversy than the work of English naturalist **Charles Darwin**. The cause of the controversy was Darwin's answer to the question that faced biologists: How can we explain the tremendous variety of plants and animals on earth? A widely accepted answer in the 1800s was the idea of special creation—every kind of plant and animal had been created by God at the beginning of the world and had remained the same since then.

Darwin's Theory of Evolution Darwin challenged the idea of special creation. Based on his research as a naturalist on the voyage of the *H.M.S. Beagle*, he developed a theory that all forms of life, including human beings, evolved from earlier living forms that had existed millions of years ago.

In 1859, Darwin published his thinking in a book titled *On the Origin of Species by Means of Natural Selection*. According to the idea of natural selection, populations tend to grow faster than the food supply and so must compete for food. The members of a species that survive are those that are fittest, or best adapted to their environment. These surviving members of a species produce offspring that share their advantages. Gradually, over many generations, the species may change. In this way, new species evolve. Darwin's idea of change through natural selection came to be called the **theory of evolution**. **B**

MAIN IDEA

Clarifying

B According to Darwin, how does natural selection affect evolution?

Mendel and Genetics Although Darwin said that living things passed on their variations from one generation to the next, he did not know how they did so. In the 1850s and 1860s, an Austrian monk named Gregor Mendel discovered that there is a pattern to the way that certain traits are inherited. Although his work was not widely known until 1900, Mendel's work began the science of genetics.

Advances in Chemistry and Physics In 1803, the British chemist John Dalton theorized that all matter is made of tiny particles called atoms. Dalton showed that elements contain only one kind of atom, which has a specific weight. Compounds, on the other hand, contain more than one kind of atom.

In 1869, Dmitri Mendeleev (MEHN•duh•LAY•uhf), a Russian chemist, organized a chart on which all the known elements were arranged in order of weight, from lightest to heaviest. He left gaps where he predicted that new elements would be discovered. Later, his predictions proved correct. Mendeleev's chart, the Periodic Table, is still used today.

A husband and wife team working in Paris, Marie and Pierre Curie, discovered two of the missing elements, which they named radium and polonium. The elements were found in a mineral called pitchblende that released a powerful form of energy. In 1898, Marie Curie gave this energy the name **radioactivity**. In 1903, the Curies shared the Nobel Prize for physics for their work on radioactivity. In 1911, Marie Curie won the Nobel Prize for chemistry for the discovery of radium and polonium.

Physicists around 1900 continued to unravel the secrets of the atom. Earlier scientists believed that the atom was the smallest particle that existed. A British physicist named

History Makers



Marie Curie
1867–1934

Marie Curie's original name was Marya Skłodowska. Born in Warsaw, Poland, she emigrated to Paris to study, where she changed her name to Marie.

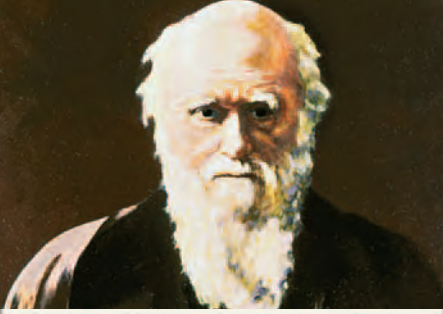
She achieved a number of firsts in her career. She was the first woman to teach in the Sorbonne, a world-famous college that was part of the University of Paris. She was the first woman to win a Nobel Prize—two, in fact.

In 1911, she won the Nobel prize for chemistry. In 1921, she made a journey to the U.S. In 1934, she died from leukemia caused by the radiation she had been exposed to in her work.

INTEGRATED TECHNOLOGY

RESEARCH LINKS For more on Marie Curie, go to **classzone.com**.

History *in* Depth



Social Darwinism

Charles Darwin (above) was a naturalist, but a number of 19th-century thinkers tried to apply his ideas to economics and politics. The leader in this movement was Herbert Spencer, an English philosopher.

Free economic competition, Spencer argued, was natural selection in action. The best companies make profits, while inefficient ones go bankrupt. Spencer applied the same rules to individuals. Those who were fittest for survival enjoyed wealth and success, while the poor remained poor because they were unfit. This idea became known as Social Darwinism. It also provided a rationalization for imperialism and colonialism.

Ernest Rutherford suggested that atoms were made up of yet smaller particles. Each atom, he said, had a nucleus surrounded by one or more particles called electrons. Soon other physicists such as Max Planck, Neils Bohr, and Albert Einstein were studying the structure and energy of atoms.

Social Sciences Explore Behavior

The scientific theories of the 1800s prompted scholars to study human society and behavior in a scientific way. Interest in these fields grew enormously during that century, as global expeditions produced a flood of new discoveries about ancient civilizations and world cultures. This led to the development of modern social sciences such as archaeology, anthropology, and sociology.

An important new social science was **psychology**, the study of the human mind and behavior. The Russian physiologist Ivan Pavlov believed that human actions were often unconscious reactions to experiences and could be changed by training.

Another pioneer in psychology, the Austrian doctor Sigmund Freud, also believed that the unconscious mind drives how people think and act. In Freud's view, unconscious forces such as suppressed memories, desires, and impulses shape behavior. He founded a type of therapy called psychoanalysis to deal with psychological conflicts created by these forces.

Freud's theories became very influential. However, his idea that the mind was beyond conscious control also shocked many people. The theories of Freud and Pavlov challenged the fundamental idea of the Enlightenment—

that reason was supreme. The new ideas about psychology began to shake the 19th-century faith that humans could perfect themselves and society through reason. **C**

MAIN IDEA

Clarifying

C Why was the work of Pavlov and Freud groundbreaking?

The Rise of Mass Culture

In earlier periods, art, music, and theater were enjoyed by the wealthy. This group had the money, leisure time, and education to appreciate high culture. It was not until about 1900 that people could speak of **mass culture**—the appeal of art, writing, music, and other forms of entertainment to a larger audience.

Changes Produce Mass Culture There were several causes for the rise of mass culture. Their effects changed life in Europe and North America. Notice in the chart on the next page how working class people's lives were changed by mass culture. The demand for leisure activities resulted in a variety of new pursuits for people to enjoy. People went to music performances, movies, and sporting events.

Music Halls, Vaudeville, and Movies A popular leisure activity was a trip to the local music hall. On a typical evening, a music hall might offer a dozen or more different acts. It might feature singers, dancers, comedians, jugglers, magicians, and acrobats. In the United States, musical variety shows were called vaudeville. Vaudeville acts traveled from town to town, appearing at theaters.

During the 1880s, several inventors worked at trying to project moving images. One successful design came from France. Another came from Thomas Edison's laboratory. The earliest motion pictures were black and white and lasted less than a minute.

Rise of Mass Culture		
Cause	Effect/Cause	Effect
• Public education	• Increase in literacy	• Mass market for books and newspapers
• Improvement in communications	• Publications cheaper and more accessible	• Mass market for books and newspapers
• Invention of phonograph and records	• More music directly in people's homes	• Greater demand for musical entertainment
• Shorter workday—10 hours shorter workweek—5-1/2 days	• More leisure time	• Greater demand for mass entertainment activities

SKILLBUILDER: Interpreting Charts

- Analyzing Causes** What was the immediate cause for the increased demand for mass entertainment activities?
- Recognizing Effects** What was the ultimate effect of public education and improved communications?

By the early 1900s, filmmakers were producing the first feature films. Movies quickly became big business. By 1910, five million Americans attended some 10,000 theaters each day. The European movie industry experienced similar growth.

Sports Entertain Millions With time at their disposal, more people began to enjoy sports and outdoor activities. Spectator sports now became entertainment. In the United States, football and baseball soared in popularity. In Europe, the first professional soccer clubs formed and drew big crowds. Favorite English sports such as cricket spread to the British colonies of Australia, India, and South Africa.

As a result of the growing interest in sports, the International Olympic Games began in 1896. They revived the ancient Greek tradition of holding an athletic competition every four years. Fittingly, the first modern Olympics took place in Athens, Greece, the country where the games had originated.

SECTION

4

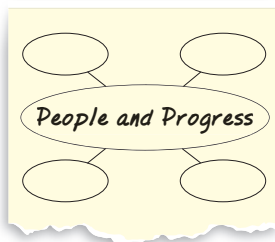
ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- assembly line
- Charles Darwin
- theory of evolution
- radioactivity
- psychology
- mass culture

USING YOUR NOTES

2. Which breakthrough helped most people? Why? (10.3.2)



MAIN IDEAS

3. What effect did the assembly line have on production costs? (10.4.1)
4. How did Joseph Lister improve the survival rate of his patients? (10.3.2)
5. What effect did the spread of public education have on culture? (10.3.2)

CRITICAL THINKING & WRITING

6. **COMPARING AND CONTRASTING** How is the mass culture that rose at the end of the 19th century similar to mass culture today? How is it different? (10.3.2)
7. **RECOGNIZING EFFECTS** How did the germ theory change living conditions in Europe and the United States? (10.3.2)
8. **ANALYZING CAUSES** What changes led to the rise of mass culture around 1900? (10.3.2)
9. **WRITING ACTIVITY** **SCIENCE AND TECHNOLOGY** Write a two-paragraph **expository essay** in which you discuss whether advances in science and technology have had a largely positive or negative impact on society. (Writing 2.3.f)

CONNECT TO TODAY MAKING A POSTER

Find information on the current state of medicines such as antibiotics and problems with their use and overuse. Create a **poster** that shows examples of current antibiotics, their benefits, and their potential negative long-term impact. (10.3.2)

Chapter 10 Assessment

TERMS & NAMES

For each term or name below, briefly explain its connection to the reforms, crises, or advances of Western nations from 1815 to 1914.

1. suffrage
2. anti-Semitism
3. dominion
4. home rule
5. manifest destiny
6. Emancipation Proclamation
7. assembly line
8. theory of evolution

MAIN IDEAS

Democratic Reform and Activism Section 1 (pages 313–316)

9. What political reforms expanded democracy for men in Britain? (10.3.2)
10. Why did the woman suffrage movement in Great Britain become more militant? (10.3.2)

Self-Rule for British Colonies Section 2 (pages 317–323)

11. What cultural conflict caused problems for Canada? (10.4.2)
12. How did Australia's early history differ from that of other British colonies? (10.4.2)
13. Why did the British pass a home rule bill for southern Ireland only? (10.4.2)

War and Expansion in the United States

Section 3 (pages 324–327)

14. In what ways did the United States gain territory in the 1800s? (10.4.2)
15. Why was the issue of slavery so divisive? (10.3.4)

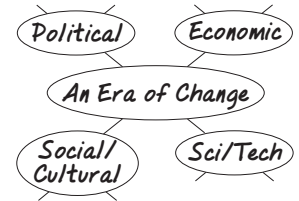
Nineteenth-Century Progress Section 4 (pages 328–333)

16. What was Darwin's principle of natural selection? (10.4.1)
17. What prompted the growth of the social sciences? (10.3.2)
18. What were some of the effects of increased leisure time? (CST 2)

CRITICAL THINKING

1. USING YOUR NOTES

Create a web diagram of the major political, economic, social and cultural, and scientific and technological changes of the 1800s and early 1900s. (10.3.2)



2. RECOGNIZING EFFECTS

SCIENCE AND TECHNOLOGY For a worker, what might be the advantages and disadvantages of an assembly line? (10.3.4)

3. ANALYZING MOTIVES

POWER AND AUTHORITY What effect did the call for home rule in British colonies have on Ireland's desire for independence? (10.4.2)

4. HYPOTHESIZING

Imagine that circumstances had forced the North to surrender to the South in the Civil War, causing two countries to share the region now occupied by the United States. What economic effects might this have had on the North? the South? the region as a whole? (10.3.2)

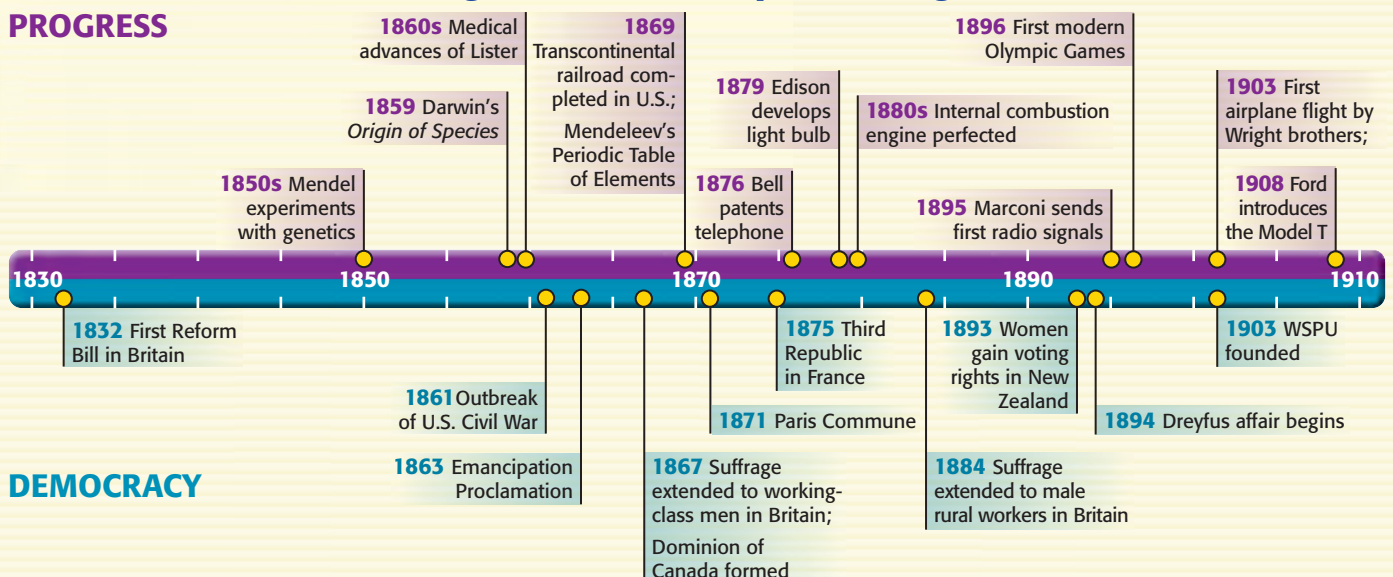
5. DRAWING CONCLUSIONS

How did manifest destiny help shape the U.S. government's policies of land acquisition? (10.4.2)

VISUAL SUMMARY

An Age of Democracy and Progress

PROGRESS



DEMOCRACY

STANDARDS-BASED ASSESSMENT

Use the declaration from the Seneca Falls convention (held in New York) and your knowledge of world history to answer questions 1 and 2.

Additional Test Practice, pp. S1–S33

PRIMARY SOURCE

The history of mankind is a history of repeated injuries and usurpations on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a candid world.

He has never permitted her to exercise her inalienable right to the elective franchise.

He has compelled her to submit to laws, in the formation of which she had no voice.

THE SENECA FALLS CONVENTION, "Declaration of Sentiments"

1. The purpose of the Seneca Falls convention was to (10.3.2)
 - A. call for an end to slavery.
 - B. call for the South to secede from the Union.
 - C. call for women's rights.
 - D. call for the release of Emmeline Pankhurst.
2. The style of this primary source is based on
 - A. the U.S. Constitution.
 - B. the U.S. Declaration of Independence.
 - C. the Reform Bill of 1832.
 - D. Émile Zola's *J'accuse!*



Use this cartoon (*A Court for King Cholera*) and your knowledge of world history to answer question 3.

3. Cholera is an infectious disease that has claimed many lives. What details does the artist show about what causes epidemic disease? (10.3.2)
 - A. open windows and signs for travelers
 - B. children playing with a rat and a woman digging in trash
 - C. clothing hanging over the street
 - D. crowded street scene

INTEGRATED TECHNOLOGY

TEST PRACTICE Go to classzone.com

- Diagnostic tests
- Strategies
- Tutorials
- Additional practice

ALTERNATIVE ASSESSMENT

1. Interact with History (10.2.4)

On page 312, you considered what political ideals might be worth fighting and possibly even dying for. Now that you have read the chapter, reexamine your conclusions both in terms of the content of the chapter and your knowledge of events in the world today. Discuss your opinions with a small group. Consider:

- political ideals
- religious ideals
- family values

2. WRITING ABOUT HISTORY (10.4.2, Writing 2.4.a–d)

EMPIRE BUILDING Write an **editorial** that might have appeared in a newspaper in 19th-century New Zealand. In the editorial, address the issue of British settlers' taking land from the Maori, and the Maori response.

Consider the following:

- the original inhabitants of New Zealand
- means for negotiating land disputes
- balancing the rights of native peoples and new settlers

INTEGRATED TECHNOLOGY

Net Explorations: Mass Entertainment

(10.3.2; Writing 2.1.b, c, e)

Go to *NetExplorations* at classzone.com to learn more about the rise of mass culture and mass entertainment. Then use the Internet and the material at *NetExplorations* to research and write a newspaper article about spectators at one of the new forms of mass entertainment. Include in your article quotes from fictional visitors and their reactions to actual events and spectacles. You may want to mention one or more of the following:

- the Boston Pilgrims' victory over the Pittsburgh Pirates in baseball's first World Series
- the "Luna" ride at Coney Island
- a late 19th-century European appearance of Barnum & Bailey's circus
- a visit to the Palace of Electricity at the 1904 World's Fair in St. Louis