

SAMPLER



INQUIRY JOURNAL

WORLD
HISTORY AND
GEOGRAPHY

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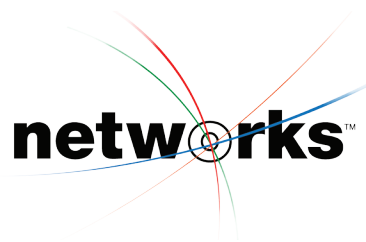


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Dear Student,

Many of us are curious, and we have questions about many things. We have the more personal questions, such as, “What type of job or career might I be suited for?” or “How do I learn the best way to save money to buy the things I want or need?” to questions of a larger nature about the world around us. These might include questions such as the following: “What does being treated like an adult mean? Why do nations go to war with one another? How do I understand what I see or read about in history or online or in the news? Why do political parties clash with one another so frequently?”

Asking good questions helps us take charge of our own learning. Learning to ask good questions is a process, as “yes” or “no” types of questions do not get us very far in discovering why events happened or why people feel as they do. Once we master this process, however, we become better thinkers and researchers and can find out more about subjects that interest us. Asking good questions is also important if we want to understand and affect the world around us.

In this book, as in other parts of the program, there will be “Essential Questions” that you will research. These are universal questions. Examples of such questions include: “How do new ideas change the way people live?” and “What makes a culture unique?” and “What characteristics make a good leader?” and “Why does conflict develop?” You will choose some of your own supporting questions to help you answer the Essential Question.

As you move through the study of history, you will be reading primary and secondary sources about a specific time period. **Primary sources**—whether they are diaries, poetry, letters, or artwork—were created by people who saw or experienced the event they are describing. **Secondary sources**—whether they are biographies, or history books, or your student text, are created after an event, by people who were not part of the original event.

Once you have completed the readings and the text notes, there is a “Report Your Findings” project in which you answer the Essential Question. You will work on some parts of the project by yourself, and you will work on other parts of the project with your classmates. You will be given many opportunities to take informed action. This means that you will use what you have learned and apply it to a current issue in a way that interests you. You will share this information with other students or with people in your community.

Industrialization and Nationalism

ESSENTIAL QUESTION

How does revolution bring about political and economic change?

Think about the different kinds of revolutionary changes that came about in the nineteenth century. Notice how significant changes can have a variety of consequences that can continue to drive ongoing upheaval and instability.

TALK ABOUT IT



Discuss with a partner what information you would need to know to explain how a revolutionary approach to something—meaning a radically new and different way of handling something—can cause changes in other areas. For example, one question might be, “What factors led to the Industrial Revolution?”

DIRECTIONS: Now write down three additional questions that you need to answer to be able to describe how political and economic consequences can come about in response to revolutionary changes.

MY RESEARCH QUESTIONS

Supporting Question 1:

Supporting Question 2:

Supporting Question 3:



The Industrial Revolution

DIRECTIONS Search for evidence in the lesson to help you answer the following questions.

- 1 ECONOMICS** Use the graphic organizer to compare industrial activity before and after the revolution in manufacturing (iron and cloth) and distribution (rail).

| Industry | Pre-revolution | Post-revolution |
|---|----------------|-----------------|
| Iron (tons produced) | | |
| Cotton cloth (tons of cotton imported for weaving into cloth) | | |
| Railroad transport (miles of track) | | |

- 2 IDENTIFYING CONNECTIONS** How did the use of steam engines affect the manufacturing and distribution of products such as iron and cotton cloth?

- 3 RELATING EVENTS** How did the Industrial Revolution cause population migrations?

ESSENTIAL QUESTION

How does revolution bring about political and economic change?

As you gather evidence to answer the Essential Question, think about:

- what changes occurred in the labor market.
- how the labor market changed in response to technological advances.
- how labor market changes caused social changes.

My Notes

4 COMPARING AND CONTRASTING What factors made the process of industrialization slower in France and Germany than in Great Britain?

5A SUMMARIZING The Industrial Revolution caused a change in how the merchant middle class viewed and treated workers. In the table below, compare how merchants and factory owners did business.

| | Merchants | Factory Owners |
|--|-----------|----------------|
| What was owned by the person running the business? | | |
| In what way was safety an issue for workers? | | |
| How were workers hired and how did the work pay? | | |

5B SUMMARIZING How did the new working class of the Industrial Revolution differ from the working classes of the earlier, farm-based economy?

6 DETERMINING CONTEXT How did the Industrial Revolution give rise to the welfare state?

ESSENTIAL QUESTION

How does revolution bring about political and economic change?

The Wealth of Nations

DIRECTIONS: Read the excerpt and answer the following questions.

EXPLORE THE CONTEXT: *The Wealth of Nations* was written in 1776 by Adam Smith (1723–1790), a philosopher and economic theorist from Scotland. Smith wanted to discuss the “commerce society” as he saw it. He thought that the way a society made its profits had important implications for the people, including moral implications. At this time concern grew over the need for affordable food for a growing but impoverished population. Smith highlights the important role that the potato—a new crop brought from the Americas—could play in Britain. He shows the economic benefit of the potato and proposes it could become the fuel for the nation’s peasant workers.



PRIMARY SOURCE: BOOK

“The food produced by a field of potatoes is not inferior in quantity to that produced by a field of rice, and much superior to what is produced by a field of wheat. Twelve thousand weight of potatoes from an acre of land is not a greater produce than two thousand weight of wheat. The food or solid nourishment, indeed, which can be drawn from each of those two plants, is not altogether in proportion to their weight, on account of the watery nature of potatoes. Allowing, however, half the weight of this root to go to water, a very large allowance, such an acre of potatoes will still produce six thousand weight of solid nourishment, three times the quantity produced by the acre of wheat. An acre of potatoes is cultivated with less expense than an acre of wheat; the fallow, which generally precedes the sowing of wheat, more than compensating the hoeing and other extraordinary culture which is always given to potatoes. Should this root ever become in any part of Europe, like rice in some rice countries, the common and favorite vegetable food of the people, so as to occupy the same proportion of the lands in tillage which wheat and other sorts of grain for human food do at present, the same quantity of cultivated land would maintain a much greater number of people, and the laborers being generally fed with potatoes, a greater surplus would remain after replacing all the stock and maintaining all the labor employed in cultivation. A greater share of this surplus, too, would belong to the landlord. Population would increase, and rents would rise much beyond what they are at present.”

—Adam Smith, from *The Wealth of Nations*, 1776

VOCABULARY

fallow: farmland left unplanted so it can recover its fertility

culture: farming techniques

rents: the farmer’s payment to landowners for use of the land

1 ANALYZING THEMES What is Smith's purpose in comparing wheat and potatoes in this passage?

2 EVALUATING EVIDENCE What reasoning does Smith use to persuade his reader that potatoes are a superior crop?

3 INFERRING What other kinds of arguments might a person use to persuade farmers to grow a different food crop?

4 ANALYZING SOURCES How does Smith anticipate and answer to potential objections to his proposal?

5 ANALYZING CENTRAL IDEAS What is needed in order for Smith's proposed change in crops to succeed?

6 HISTORY What is Smith's perspective? What is his relationship to farming?

ESSENTIAL QUESTION

How does revolution bring about political and economic change?

Letters from England from Don Manuel Alvarez Espriella

DIRECTIONS: Read the excerpt and answer the following questions.

EXPLORE THE CONTEXT: Robert Southey published *Letters from England* pseudonymously under the name Don Manuel Alvarez Espriella. This satirical passage describes a conversation between a fictional Spanish tourist (Espriella) and a gentleman in Manchester giving him a tour of the cotton factories there. It shows how many people were sometimes blind to or willfully ignorant of the destructive impact it had on those employed by the factories.



PRIMARY SOURCE: BOOK

“Mr.— remarked that nothing could be so beneficial to a country as manufacture. ‘You see these children, sir,’ said he. ‘In most parts of England poor children are a burthen to their parents and to the parish; here the parish, which would else have to support them, is rid of all expense; they get their bread almost as soon as they can run about, and by the time they are seven or eight years old bring in money. There is no idleness among us: they come at five in the morning; we allow them half an hour for breakfast, and an hour for dinner; they leave work at six, and another set relieves them for the night; the wheels never stand still.’

I was looking, while he spoke, at the unnatural dexterity with which the fingers of these little creatures were playing in the machinery. . . .

‘We are well off for hands in Manchester,’ said Mr.—; ‘manufacturers are favourable to population, the poor are not afraid of having a family here, the parishes therefore have always plenty to apprentice, and we take them as fast as they can supply us. In new manufacturing towns they find it difficult to get a supply. Their only method is to send people round the country to get children from their parents. Women usually undertake this business; they promise the parents to provide for the children; one party is glad to be eased of a burden; and it answers well to the other to find the young ones in food, lodging and clothes, and receive their wages.’ ‘But if these children should be ill-used,’ said I. ‘Sir,’ he replied, ‘it never can be the interest of the women to use them ill, nor of the manufacturers to permit it.’

It would have been in vain to argue had I been disposed to it. Mr.— was a man of humane and kindly nature, who would not himself use any thing cruelly, and judged of others by his own feelings. I thought of the cities in Arabian romance, where all the inhabitants were enchanted: here Commerce is the Queen witch, and I had no talisman strong enough to disenchant those who were daily drinking of the golden cup of her charms. ”

Source— Don Manuel Alvarez, from *Letters from England*, 1807

VOCABULARY

manufacture: factory production of goods, as opposed to production by hand

burthen: cost

parish: a district governed by the landowner

get: earn

dexterity: skill using the hands

consumption: tuberculosis, an infection usually in the lungs, that killed many until a vaccination was discovered in 1921

apprentice: train

talisman: magical object

commerce: business

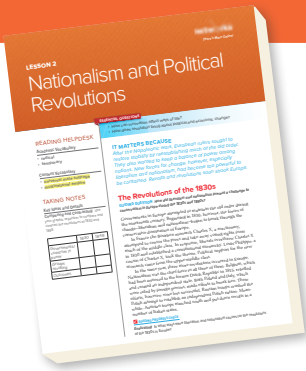
1 INTERPRETING According to the passage, what were the working conditions in British factories of the time?

2 INFERRING What does the Englishman think of the working conditions in the factories?

3 ANALYZING POINT OF VIEW What does the Spanish tourist think of the working conditions in the factories?

4 DETERMINING CONTEXT If Southey's goal is ultimately to spark reform in factory working conditions, why do you think he chose to write a story from the perspective of a Spanish tourist instead of writing from the perspective of the worker or writing a nonfiction essay about these conditions?

5 HISTORY What does the passage tell us about how the revolution in technology brought about economic change in Britain?



Nationalism and Political Revolutions

DIRECTIONS Search for evidence in the lesson to help you answer the following questions.

ESSENTIAL QUESTION

How does revolution bring about political and economic change?

As you gather evidence to answer the Essential Question, think about:

- the different goals of revolutionary groups in different regions.
- how the old economic and political conditions led to calls for revolutionary change.
- why some revolutions failed to create lasting change.

1 ANALYZING ISSUES Which political revolutions of 1830 were successful, and which were not?

2 COMPARE AND CONTRAST How did liberalism and nationalism cause people to rebel against government?

3 CIVICS ANALYZING CHANGE What new freedoms and rights were sought by those fighting for liberalism?

My Notes

- 4 UNDERSTANDING CAUSE AND EFFECT** Use the graphic organizers to examine the causes and outcomes of these European political revolutions of 1848.

AUSTRIAN EMPIRE

| | | |
|---|---|-----------------------|
| What revolutionary political changes did the rebels seek? | ➔ | What was the outcome? |
| | | |
| | | |

FRANCE

| | | |
|---|---|-----------------------|
| What revolutionary political changes did the rebels seek? | ➔ | What was the outcome? |
| | | |
| | | |

GERMAN CONFEDERATION

| | | |
|---|---|--|
| What revolutionary political changes did the rebels seek? | ➔ | What was the outcome? |
| | | The elected monarch refused to accept the crown granted by popular vote. |
| The 38 separate states proposed a unified Germany under a parliamentary system. | | |

- 5 IDENTIFYING EFFECTS** How did nationalism—which drove Hungary to demand its own parliamentary self-rule from the Austrian Empire—finally lead to the failure of Hungary to adequately govern itself?

ESSENTIAL QUESTION

How does revolution bring about political and economic change?

An Eyewitness Account of a Battle in the French Revolution of 1848

DIRECTIONS: Read the excerpt and answer the following questions.

EXPLORE THE CONTEXT: Alphonse de Lamartine (1790–1869) was a politically involved writer. In 1851 he published *History of the French Revolution of 1848*. Lamartine played an important role in helping to create the Second French Republic. He championed personal liberties and issues of the poor. He was known for calling on the French to retain their tricolored flag instead of adopting a red flag for the new Republic. In this excerpt, he offers an eyewitness view of a battle in the French Revolution of 1848.



PRIMARY SOURCE: EXCERPT

“At dawn the routes which led to the gates of Paris were covered with columns of cavalry, infantry and artillery, which the commands of government had collected. These troops were imposing, obedient, well-disciplined, but sad and silent. The sadness of civil war clouded their brows. They took successively their position on the principal streets branching off from the quarters which pour forth the population of Paris. The multitude did not fight en masse upon any point. Dispersed and floating bands disarmed only isolated stations, broke open the armorers’ shops, and fired invisible shots upon the troops. The barricades, starting from the centre of the church Saint Mary, were raised, branching out and gradually multiplying almost under the feet of the army. Hardly were they reared when they were abandoned. The troops had only stones to contend with,—It was a silent battle, whose progress was felt without hearing the noise.

The National Guard, assembled by a tardy call, collected legion by legion. It remained neutral, and confined itself to interposing between the troops and the people, and demanding with loud voice the dismissal of the ministers, and reform. It thus served as a shield to the revolution. . . .”

—Alphonse de Lamartine, *History of the Revolution of 1848*, 1849

VOCABULARY

artillery: large weapons such as cannons

en masse: as a group; all together

armorers: sellers or makers of weapons or armor

1A ANALYZE THE TEXT The narrative in this excerpt is somewhat vague. To whom is Alphonse de Lamartine referring when he describes “troops [who] were imposing, obedient, well-disciplined”?

1B To whom is Lamartine referring when he writes “the multitude”?

2 INTERPRETING The National Guard is called “neutral,” but Lamartine also says they demanded reform. How do you interpret this?

3 HISTORY Does Lamartine reveal any bias in this excerpt? How can you tell?

4 DRAWING CONCLUSIONS What can you conclude Lamartine means when he says the troops “had only stones to contend with”?

5 DETERMINING MEANING What does the line “The sadness of civil war clouded their brows” mean?

6 SUMMARIZING In your own words, summarize the excerpt.

ESSENTIAL QUESTION

How does revolution bring about political and economic change?



VOCABULARY

republican: representative government selected by those governed

unitarian: uniting all of Italy

sovereignty: authority to govern

despotism: rule by an all-powerful leader who enforces cruelty or oppression

elective monarchy: rule by a king or queen who is chosen by the people

social pact: the organization of society so that citizens feel their government's authority over them is legitimate and worthy to uphold

penal legislation: the creation of laws governing the punishment of criminals

insurrection: violent uprising against a government by its own people

An Exile Writes of Italy From France

DIRECTIONS: Read the excerpt and answer the following questions.

EXPLORE THE CONTEXT: The author of this letter, Giuseppe Mazzini, was an Italian journalist and political activist. He had already been imprisoned by the Austrians following the 1830s rebellion, and upon release he was exiled from his home county. His notoriety enabled him to launch a political organization he called “Young Italy” from his new home in France. In this letter he declares the principles of this new political organization and the changes sought in Italy.

PRIMARY SOURCE: ESSAY

“Young Italy is a brotherhood of Italians who believe in a law of *Progress* and *Duty*, and are convinced that Italy is destined to become one nation. . .

Young Italy is Republican and Unitarian. Republican—because theoretically every nation is destined, by the law of God and humanity, to form a free and equal community of brothers; and the republican is the only form of government that insures this future.

Because all true sovereignty resides essentially in the nation, the sole progressive and continuous interpreter of the supreme moral law. . .

Because both history and the nature of things teach us that elective monarchy tends to generate anarchy; and hereditary monarchy tends to generate despotism. . .

Young Italy is *Unitarian*— Because, without unity, there is no true nation. Because without unity, there is no real strength; and Italy, surrounded as she is by powerful, united, and jealous nations, has need of strength before all things. . .

Without unity of religious belief, and unity of social pact; without unity of civil, political, and penal legislation, there is no true nation. . .

The means by which Young Italy proposes to reach its aim are—education and insurrection, to be adopted simultaneously, and made to harmonize with each other.

Education must ever be directed to teach by example, word, and pen, the necessity of insurrection. Insurrection, whenever it can be realised, must be so conducted as to render it a means of national education. . .

Young Italy draws a distinction between the period of insurrection, and that of revolution. The revolution begins as soon as the insurrection is triumphant. . .

The colors of Young Italy are *white*, *red*, and *green*. The banner of Young Italy will display these colours, and bear on the one side the words—*Liberty*, *Equality*, *Humanity*; and on the other—*Unity*, *Independence*. ”

Source— Giuseppe Mazzini, *General Instructions for the Members of Young Italy*, 1832

1 INTERPRETING TEXT How would the republican form of government advocated by Mazzini allow Italians to “form a free and equal community of brothers,” as opposed to being ruled by Austria?

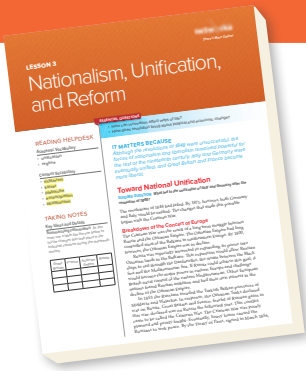
2 DETERMINING MEANING How would “unity of religious belief, and unity of social pact” help create the new Italian state Mazzini proposes?

3 INFERRING Why does Mazzini believe Italy “has need of strength before all things”?

4 CIVICS Mazzini says the purpose of education is to teach the necessity of insurrection, and in turn he sees insurrection as a means to educate people. How could insurrection—successful or unsuccessful—teach people that more insurrection is needed?

5 DETERMINING MEANING What do you think Mazzini means when he says, “The revolution begins as soon as the insurrection is triumphant”?

6 ANALYZING STRUCTURE Why do you think Mazzini placed the words *Liberty, Equality, and Humanity* on one side of the new banner of Young Italy and the words *Unity and Independence* on the other?



Nationalism, Unification, and Reform

DIRECTIONS Search for evidence in the lesson to help you answer the following questions.

ESSENTIAL QUESTION

How does revolution bring about political and economic change?

As you gather evidence to answer the Essential Question, think about:

- the effects of the Crimean War.
- the different types of change that occurred in nineteenth century Britain.
- the growing divisions in the United States.

1A UNDERSTANDING CONTEXT Why was Russia interested in fighting the Ottoman Empire for control of the Balkans?

1B UNDERSTANDING CONTEXT Why were Great Britain and France interested in helping defeat Russia in its attempt?

2 Complete the chart below on the Crimean War.

CAUSE AND EFFECT: CRIMEAN WAR

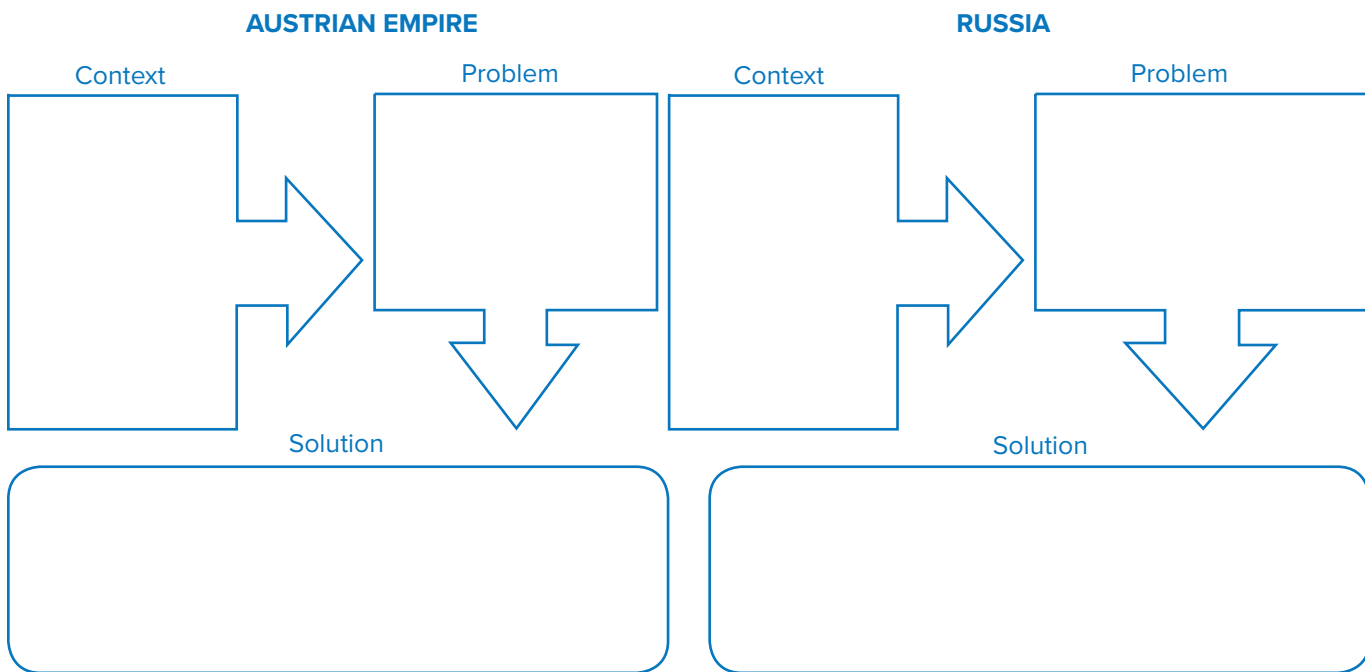
| Cause | Effect |
|----------------------------------|--|
| | Austria refused military support to Russia |
| Russian forces were overpowered. | |

3 DESCRIBING How did the Kingdom of Piedmont in northern Italy defeat Austria and gain control of unification efforts across Italy?

My Notes

- 4 ANALYZING EFFECTS** Louis-Napoleon was elected the new Emperor of France by a nearly unanimous vote. What measures did he take to satisfy the revolutionary need for liberalism in government, and how did they fail?

- 5 IDENTIFYING STEPS** Use the graphic organizer to show why the governments of Austria and Russia could no longer deny the calls of revolutionaries for radical changes, how they attempted to satisfy the revolutionaries, and what the outcomes of those strategies were.



- 6 CIVICS COMPARING** What struggles in America resulted from the attempt to embody both the liberalism and the nationalism of its Constitution?

ESSENTIAL QUESTION

How does revolution bring about political and economic change?



VOCABULARY

empire: extensive group of states, kingdoms, etc. ruled by one supreme leader

summons: call

imperial: relating to an empire

propitious: favorable

ardent: passionate

Kaiser: German for “caesar,” the name given to the emperor

König: German for “king”

Wilhelm I, First German Emperor

DIRECTIONS: Read the excerpt and answer the following questions.

EXPLORE THE CONTEXT: Wilhelm I, King of Prussia, took the new title German Emperor after his army defeated France under the strategic leadership of Otto von Bismarck. Bismarck eliminated the threats posed by France and Austria, paving the way for the many kingdoms of Germany to unify. The German empire was a federal monarchy, with kings holding a degree of power over their individual states while the King of Prussia had a permanent constitutional appointment to the supreme position of President of the Confederation.

PRIMARY SOURCE: DOCUMENT

The Emperor Proclaims His New Dignity and Patriotic Resolution

“In consequence of the appeal of the German Princes and of the free towns for us to restore the German empire, after a lapse of sixty years, we announce that we consider it our duty to the Fatherland to accept the imperial dignity. Henceforth we and our successors will bring to the title of Emperor of Germany the hope that God will vouchsafe a blissful future to the Fatherland, and that under our auspices its ancient splendor may be restored. We partake of the dignity conscious of our duty to preserve with German fidelity the rights of the empire and of its members to maintain peace and to support and strengthen the independence of Germany, in the hope that the German people will reap in lasting peace within our boundaries the fruits of their bloody battles and be safe against the renewal of French attacks.

God God grant that we and our successors may protect the empire, not by warlike conquests, but by works of peace, freedom and civilization.”

—Speech of Kaiser Wilhelm I upon being declared emperor of the Second German Empire, 1866

- 1 DETERMINING MEANING** What does Wilhelm mean when he says, “we and our successors on the throne of Prussia will henceforth bear the imperial title in all our relations and in all the business of the German Empire.”

2 DETERMINING MEANING What does Wilhelm mean by pledging to carry out the duties of “protecting, with German loyalty, the rights of the Empire and of its members” as well as “protecting the independence of Germany . . . depends in its turn upon the united strength of the people.”

3 UNDERSTANDING CONTEXT Why might it be difficult for the emperor to balance protecting both the empire’s constituent kingdoms as well as the unified empire itself?

4 ANALYZING EFFECTS How did nationalism help unify Germany?

5 PREDICTING How could nationalism cause problems for the newly established German empire if it were to take root in the kingdoms?

6 ECONOMICS What economic outcome does Wilhelm hope will result from the unification of the German kingdoms?

ESSENTIAL QUESTION

How does revolution bring about political and economic change?



VOCABULARY

tsar: also “czar”; Russian emperor

aspirations: hopes

pauperism: poverty

hearth: fireplace/cooking area

sycophants: those who give excessive yet false support

tsaricide: murder of the Russian emperor

A Warning to the New Czar: “Tsaricide is Popular in Russia”

DIRECTIONS Read the excerpt and answer the following questions.

EXPLORE THE CONTEXT: Czar Alexander II had just been assassinated, and this letter from the Executive Committee of the Revolutionary Committee to his heir, Czar Alexander III, advises him on dealing with the revolutionary spirit in Russia. The czar did not follow the Committee’s advice, instead maintaining repressive measures against the people.

PRIMARY SOURCE: LETTER

“Your Majesty:

. . . A dispassionate glance at the grievous decade through which we have just passed will enable us to forecast accurately the future progress of the revolutionary movement. . . [It] will continue to grow and extend; deeds of a terroristic nature will increase in frequency and intensity. . . and the idea of revolution -- of its possibility and inevitability -- will establish itself in Russia more and more firmly. . .

. . . Whatever may be the intentions of the Tsar, the actions of the government have nothing in common with the popular welfare or popular aspirations. . . [T]he masses of the people are in a state of pauperism and ruin; are subjected to the most humiliating surveillance, even at their own domestic hearths. . .

These are the reasons why the Russian government exerts no moral influence and has no support among the people. . . These are the reasons why even such a deed as killing a Tsar excites in the minds of a majority of the people only gladness and sympathy. Yes, your Majesty! Do not be deceived by the reports of flatterers and sycophants; Tsaricide is popular in Russia.

From such a state of affairs there can be only two modes of escape: either a revolution, . . . or a voluntary turning of the supreme power to the people. In the interest of our native land, . . . in the hope of averting the terrible miseries that always accompany revolution, [we approach] your Majesty with the advice to take the second course. Be assured, so soon as the supreme power ceases to rule arbitrarily, so soon as it firmly resolves to accede to the demands of the people’s conscience and consciousness, you may, without fear, discharge the spies that disgrace the administration, send your guards back to their barracks, and burn the scaffolds that are demoralizing the people. . .

And now, your Majesty, decide! Before you are two courses, and you are to make your choice between them. We can only trust that your intelligence and conscience may suggest to you the only decision that is compatible with the welfare of Russia, with your own dignity, and with your duty to your native land. ”

—Letter of the Revolutionary Committee to Alexander III, 1881

1 DETERMINING CENTRAL IDEAS Why did the committee advise the czar that “the Russian government exerts no moral influence and has no support among the people”?

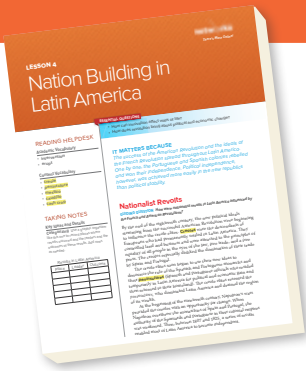
2 SUMMARIZING What two potential outcomes did the committee see in Russia’s near future?

3 DETERMINING CENTRAL IDEAS What action did the committee want new Czar Alexander III to take?

4 ANALYZING IDEAS Why does the committee tell the new emperor that “Tsaricide is popular in Russia”?

5 DETERMINING MEANING Why does the committee tell Czar Alexander III that if he would allow the people to play a role in their own government, he could then “discharge the spies that disgrace the administration, send your guards back to their barracks, and burn the scaffolds that are demoralizing the people”?

6 HISTORY How would you characterize the relationship between the Russian czar and the people of his empire?



Nation Building in Latin America

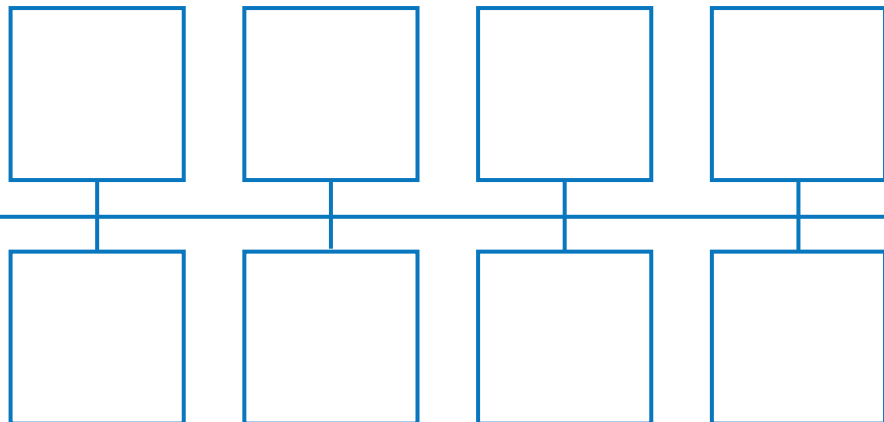
DIRECTIONS Search for evidence in the lesson to help you answer the following questions.

1A DESCRIBING Who were the creoles and the *peninsulares* of Latin America?

1B DETERMINING CENTRAL IDEAS What were the political leanings of creoles and *peninsulares*?

2 RELATING EVENTS Use the graphic organizer to create a time line showing the dates independence was achieved by at least five different Latin American countries.

LATIN AMERICAN INDEPENDENCE



ESSENTIAL QUESTION

How does revolution bring about political and economic change?

As you gather evidence to answer the Essential Question, think about:

- what changed after Latin America's revolutionary rebellions.
- what stayed the same after Latin America's rebellions.
- the leaders of the revolts and their motivations.

My Notes

3 EVALUATING TEXT EVIDENCE Who were José de San Martín of Argentina and Simon Bolívar of Venezuela?

4A HISTORY How did the major powers of Europe react to the Latin American countries' independence from Spanish and Portugal?

4B How did the United States react to the successful independence movements in Latin America?

5 INTEGRATING INFORMATION How did Texas become independent from Mexico and eventually gain statehood in the United States?

6 UNDERSTANDING CHANGE What changes followed the revolutions for independence in Latin America?

ESSENTIAL QUESTION

How does revolution bring about political and economic change?

The Execution of Pedro Murillo, Revolutionary

DIRECTIONS Read the excerpt and answer the following questions.

EXPLORE THE CONTEXT: In 1809 the La Paz Revolution declared independence from Spanish authorities and set Bolivia on a course of national independence. Pedro Domingo Murillo led the revolt and became president of the self-appointed military governing body, the *Junta Tuitiva*. Royalist forces captured him in 1810, and he was hanged with other revolutionaries. He is famous for saying these words: “Compatriots, I die, but tyrants won’t be able to extinguish the torch I ignited. Long live freedom!” Joaquin Pinto painted the execution of Murillo.

PRIMARY SOURCE: PAINTING



VOCABULARY

compatriots: fellow citizens

- 1 ANALYZING** Why do you think the painter included two representations of its subject, Pedro Murillo?

2 ANALYZING SOURCES How do you think it would change the painting if Pinto had chosen to paint just one image of Murillo, either standing tall or being executed?

3 INTERPRETING What do the famous words of Murillo add to the painting: “Compatriots, I die, but tyrants won’t be able to extinguish the torch I ignited. Long live freedom!”?

4 DESCRIBING The painter chose to depict the fallen hero holding the ignited torch referenced in the quotation. What are the characteristics of a torch, and what is Murillo saying about this quest by comparing it with a torch that burns on and on?

5 EVALUATING Does the painting succeed in conveying the feeling of rebellion?

6 HISTORY Does the painter support the revolution? Why or why not, and how can you tell?

ESSENTIAL QUESTION

How does revolution bring about political and economic change?

Father Miguel Hidalgo Proclaims an End To Slavery in Mexico

DIRECTIONS Read the excerpt and answer the following questions.

EXPLORE THE CONTEXT: Father Miguel Hidalgo is considered the father of the Mexican Revolution. He led an attack against the Spanish, but his forces were not equipped to overcome them. Hidalgo was sentenced to death for his role in the battle. Elite creoles and *peninsulares* joined Hidalgo's forces, and later managed to overthrow the Spanish rule and appoint their own monarch to govern Mexico.

PRIMARY SOURCE: PROCLAMATION

“[A] warning to all slaveholders: that immediately upon receiving this official notice, they must liberate [their slaves], giving to each one necessary documents with proper inserts, so that they may appear in court, give testimony, enter contracts and deal in all matters executing business that any other free person would conduct, and that those known to be slaveholders that do not thus release their slaves will suffer, without excuse, the death penalty and the confiscation of their properties.

This order equally is now imposed upon all, so hereafter no one shall purchase nor sell any slave, nor must the scribes, whether on paper or in person, extend current deeds related to this kind of contract, under penalty of suspension of office and of the confiscation of their goods if they do not carry forth [this edict] with humanity and mercy. It is also the desire of His Excellency that all payment of taxes placed upon the various castes be abolished forever, whatever has been the charge, so that no judge or tax collector may charge this tax, nor must the poor who were charged them pay them. And I hereby warn all administrators of the customs houses, tax collectors and toll booth attendants, that the native people will not be charged for their right to scrape the *maguery* plants nor for the fruit of the *pulque*, for they are poor people for whom what they earn is barely enough for the maintenance and subsistence of their families. Nor should they be taxed for their sugar cane brandy more than one peso for each barrel that leaves their factories for the capital, and this for a single time, so that having to pass the barrels from one area to others, they will not be demanded anything else. Thus with only the first peso charged to them, the account will be satisfied. . . . And so that this notice reaches all, and that no one alleges that he is ignorant, I order this edict to be published in Valladolid on the 19th of Oct, of 1810. . . .”

Source— Miguel Hidalgo, from “Edict Against Slavery,” 1810



VOCABULARY

scribe: one who keeps the official records of civil matters and government business

caste: social groups divided according to the relative privilege of their members

customs house: place where people paid tax on certain types of items they are transporting

maguery: the agave plant, native in Mexico

pulque: an alcoholic beverage made by fermenting maguery

peso: unit of money in Mexico

1 ANALYZING TEXT What action does the edict demand from slaveholders in Mexico?

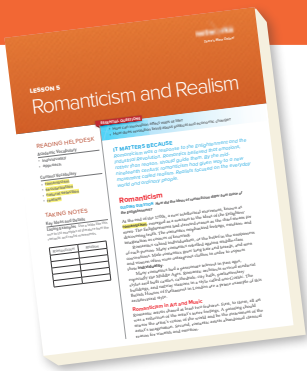
2 CIVICS APPLYING VALUES AND DEMOCRATIC PRINCIPLES What penalty will slaveholders face if they fail to comply with the edict?

3 SUMMARIZING Make a list of the types of taxes that the edict reduced or eliminated.

4 INTERPRETING Why might “his Excellency” have chosen to proclaim the end of slavery in the same edict used to proclaim the end of or reduction of certain taxes?

5 COMPARING AND CONTRASTING This edict was proclaimed a few weeks after Hidalgo’s failed attempt at leading a revolt against the Spanish. Can you see the edict drawing on any revolutionary political ideas that were also seen in the European revolutions?

6 INTERPRETING What does this edict tell us about the lives of enslaved and free people in Mexico?



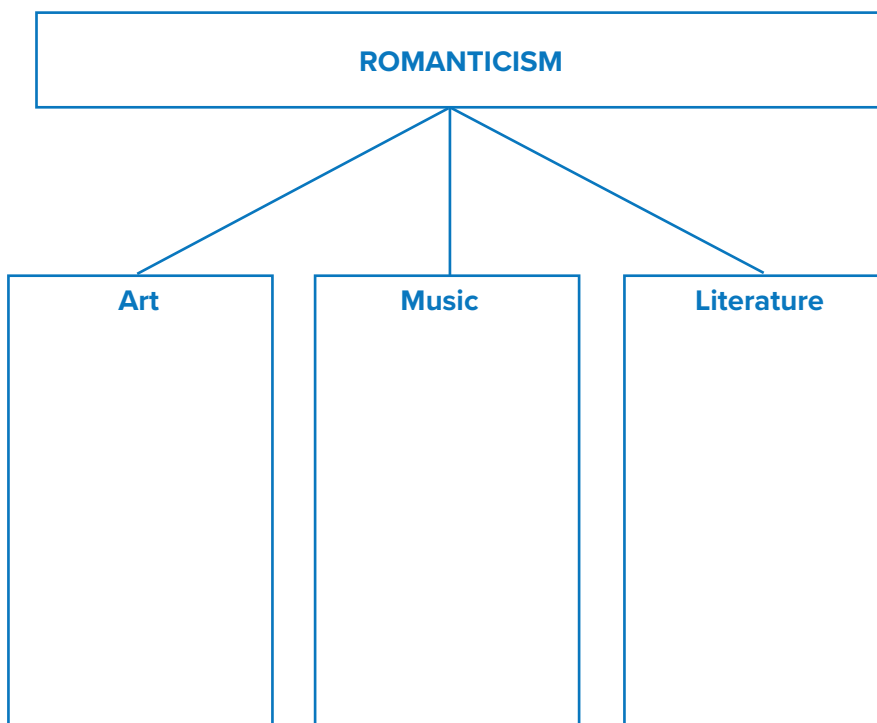
Romanticism and Realism

DIRECTIONS Search for evidence in the lesson to help you answer the following questions.

1 UNDERSTANDING CONTEXT What did the adherents of romanticism object to about the Enlightenment?

2 SUMMARIZING What was the attitude of the romantics toward the Industrial Revolution?

3 DETERMINING CENTRAL IDEAS Use the graphic organizer to list central themes found in romantic art, music, and literature



ESSENTIAL QUESTION

How does revolution bring about political and economic change?

As you gather evidence to answer the Essential Question, think about:

- romanticism and realism as two different ways of looking at the world.
- the different views of the role of the artist in romanticism and realism
- the heightened interest in scientific research as a result of the Industrial Revolution.

My Notes

4 IDENTIFYING CONNECTIONS Darwin's claim that humans evolved from an earlier animal form was very controversial in his time. How did this theory in turn affect other ideas that people had about human origins?

5 DETERMINING CONTEXT Explain how the Scientific Revolution relates to the increasing secularization of the nineteenth century.

6 HISTORY Where romanticism placed emphasis on art as an expression of the artist's unique vision, realism led artists to see their art as a depiction of observable truths, almost scientific in its accuracy. How did artists of both approaches convey their concern at the negative effects of the Industrial Revolution?

ESSENTIAL QUESTION

How does revolution bring about political and economic change?



VOCABULARY

germ: starting point

hamlet: village

league: approximately three miles

abode: home

massed: put together

o'er: over

tract: parcel of land

unremitting: never-ending

plough: farm tool used to ready soil for planting

hence: therefore

keel: lower part of a ship, used to refer to the whole ship

sound: body of water connected to a larger body of water

to and fro: back and forth

indignant: angry

bane: curse

A Romantic View of Nature

DIRECTIONS: Read the excerpt and answer the following questions.

EXPLORE THE CONTEXT: William Wordsworth (1770–1850) was a romantic English poet. He valued nature and the artist’s imagination as the source of inspiration. Wordsworth lived in a remote region and famously spent long hours trekking across the countryside with his sister, Dorothy. His poem, “The Excursion,” from the period of British romanticism provides a critical response to the impact of the Industrial Revolution on countryside he so enjoyed.

PRIMARY SOURCE: POEM

“Meanwhile, at social Industry’s command,
 How quick, how vast an increase! From the germ
 Of some poor Hamlet, rapidly produced
 Here a huge Town, continuous and compact,
 Hiding the face of earth for leagues -- and there,
 Where not a Habitation stood before,
 The Abodes of men irregularly massed
 Like trees in forests -- spread through spacious tracts,
 O’er which the smoke of unremitting fires
 Hangs permanent, and plentiful as wreaths
 Of vapour glittering in the morning sun.
 And, wheresoe’er the Traveller turns his steps,
 He sees the barren wilderness erased,
 Or disappearing; triumph that proclaims
 How much the mild Directress of the plough
 Owes to alliance with these new-born Arts!
 -- Hence is the wide Sea peopled, -- hence the Shores
 Of Britain are resorted to by Ships
 Freightened from every climate of the world
 With the world’s choicest produce. Hence that sum
 Of Keels that rest within her crowded ports,
 Or ride at anchor in her sounds and bays;
 That animating spectacle of Sails
 Which through her inland regions, to and fro
 Pass with the respirations of the tide,
 Perpetual, multitudinous! . . .
 . . . I grieve, when on the darker side
 Of this great change I look; and there behold. . .
 Such outrage done to Nature as compels
 The indignant Power to justify herself;
 Yea, to avenge her violated rights.
 For England’s bane. . .”

—William Wordsworth, “The Excursion,” 1814

1A DESCRIBING How does Wordsworth describe the village?

1B INTERPRETING TEXT Based on Wordsworth’s description, how do you think he feels about the villages growing up around factories?

2 COMPARING What comparison is the poet making when he states: “the smoke of unremitting fires / Hangs permanent, and plentiful as wreaths / Of vapour glittering in the morning sun”?

3 ANALYZING TEXT How does the poet seem to feel about the ships he sees? Circle any words or phrases in the poem that help you draw your conclusion.

4 EVALUATING How does the poet seem to feel about the changes he discusses?

5 HISTORY Review the attributes of romanticism and explain how Wordsworth’s poem typifies that artistic movement.

ESSENTIAL QUESTION

How does revolution bring about political and economic change?



VOCABULARY

denoted: indicated

squalid: shabby, filthy

skulked: walked as if trying to remain hidden

tenement: slum

mouldering: decaying

tottering: swaying

aperture: opening

putrefying: decomposing

kennel: shelter

Charles Dickens's *Oliver Twist*

DIRECTIONS: Read the excerpt and answer the following questions.

EXPLORE THE CONTEXT: Charles Dickens (1812–1870) was an English novelist and social critic. Dickens published much of his work in serial form, printed in installments by magazines over a period of time. Literacy became more common during Dickens's career, and the new class of readers waited anxiously for the next installment of their favorite stories. His writing style exemplifies realism in literature. The stories are meant to reflect life as it was actually lived, rather than any idealized or romanticized representation of life. Dickens's descriptions of poverty are particularly vivid. Dickens used the engagement and interest of readers in the characters to turn attention toward significant social problems of his time.

PRIMARY SOURCE: BOOK

“The houses on either side were high and large, but very old; and tenanted by people of the poorest class, as their neglected appearances would have sufficiently denoted without the concurrent testimony afforded by the squalid look of the few men and women who, with folded arms and bodies half doubled, occasionally skulked along. A great many of the tenements had shop-fronts; but they were fast closed, and mouldering away: only the upper rooms being inhabited. Others which had become insecure from age and decay, were prevented from falling into the street by huge beams of wood which were reared against the walls, and firmly planted in the road; but even these crazy dens seemed to have been selected as the nightly haunts of some houseless wretches, for many of the rough boards which supplied the place of door and window, were wrenched from their positions to afford an aperture wide enough for the passage of a human body. The kennel was stagnant and filthy; the very rats that here and there lay putrefying in its rotteness, were hideous with famine.”

—Charles Dickens, *Oliver Twist*, 1837

- 1 ANALYZING TEXT** How do Dickens's word choices illustrate the subject matter?

2 INTERPRETING Paraphrase Dickens’s comment that “even these crazy dens seemed to have been selected as the nightly haunts of some houseless wretches.”

3 UNDERSTANDING CONTEXT Why do you think Dickens included the rats in his description of the buildings?

4 EVALUATING EVIDENCE What are the attributes of realism? How does this passage illustrate some of those elements?

5 GEOGRAPHY What is your impression of the neighborhood given the descriptions of closed shops and buildings propped up with beams?

6 IDENTIFYING PERSPECTIVES Imagine someone is telling you about this area using the description in this excerpt. Do you think the person is a local resident or an outsider?

ESSENTIAL QUESTION

How does revolution bring about political and economic change?

1 Think About It

Write the supporting questions you developed at the beginning of the chapter. Review the evidence you gathered in the chapter. Were you able to answer each Supporting Question? If there was not enough evidence to answer your Supporting Questions, what additional evidence do you think you need to consider?

2 Organize Your Evidence

Complete the chart below on revolutionary activity from the chapter.

REVOLUTIONS OF EUROPE

| Year | Country | Describe the Revolutionary Activity |
|------|---------|---|
| 1804 | England | Richard Trevithick's new steam locomotive hauls cargo and passengers |
| | France | |
| 1833 | | |
| | | The new constitutional monarch Louis-Philippe of France is overthrown. The Second French Republic is launched, with a legislature and a monarch elected by popular vote of all French men. They elected Charles Louis Napoleon Bonaparte. |
| 1850 | | |
| | Russia | |
| | | Charles Darwin publishes <i>On the Origin of Species by Means of Natural Selection</i> , causing controversy among those who felt his theory was contrary to their religious beliefs. |
| | France | |

My Notes

3 Talk About It

Work in a small group. With your group, discuss which later events can be seen as effects or reactions to earlier events. Did others see the same causal relations? Did anyone identify a relationship that you had not noticed before? Did you find yourself objecting to anyone's claim of a causal relation between events?

4 Write About It

Following your discussion in the Talk About It activity, write about two shifts you have identified as resulting from revolutionary changes of some type. Explain each initial revolutionary event and how it led to more changes.

5 Connect to the Essential Question

Make a poster showing a time line of major events and changes that took place in a particular country, empire, or region during the nineteenth century. Use different colored writing or boxes around the writing to indicate the kind of change—political, technological, social, economic, or other type of change discussed in the chapter. Be sure to include a key on the poster that explains what each color means. When one change seems to lead to or result in another change, offer an explanation for the connection.

CITIZENSHIP

TAKING ACTION

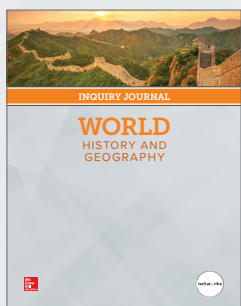


MAKE CONNECTIONS

We continue to experience a stream of medical, scientific, and technological advances that affect our social, political, and economic lives. At the same time, there are still calls for self-rule around the globe, and governments continue to rely on military force to achieve political ends. Research a modern example of either a revolutionary new development or a region undergoing a revolutionary struggle for political authority and create a presentation to introduce your classmates to the region or issue undergoing change and the resulting struggles and conflicts. Are there resolutions on the horizon? Your presentation should include visual aids to help your audience grasp the issues.

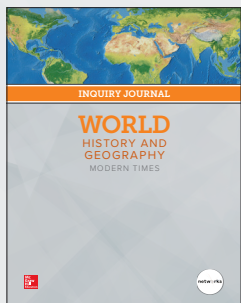
WORLD HISTORY AND GEOGRAPHY

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WORLD HISTORY AND GEOGRAPHY

CHAPTER 23 Industrialization and Nationalism



WORLD HISTORY AND GEOGRAPHY: MODERN TIMES

CHAPTER 10 Industrialization and Nationalism