

Trace the spread of democratic ideals and industrial and scientific progress in the 19th century.

## Previewing Main Ideas

Point out that the three main ideas focus on changes in governmental structure. Britain's imperial control of some of its far-flung colonies decreased. At the same time, the United States expanded, aided by improved technology in transportation and communication.

## Accessing Prior Knowledge

Ask students why democracy and progress might be connected.  
(Possible Answers: *Political freedom and self-expression encourage innovation in the arts and sciences. Democracy encourages economic freedom and competition, leading to new ideas.*)

## Geography Answers

**EMPIRE BUILDING** The western democracies that existed in 1900 were Great Britain, France, the United States, and Canada.

**POWER AND AUTHORITY** It spanned a continent; it had extensive waterways, including rivers and lakes; by 1900, it had only two neighbors to contend with along largely friendly borders.

**SCIENCE AND TECHNOLOGY** The railroad united different regions of the country and enabled goods to reach markets more efficiently.

## CHAPTER

# 10

# 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](http://classzone.com) for:

- Research Links
- Internet Activities
- Primary Sources
- Chapter Quiz
- Maps
- Test Practice
- Current Events



## TIME LINE DISCUSSION

Point out to students that this time line reflects a century of rising optimism throughout the world.

1. Ask students to identify three events that show a change in relationship between colony and colonizer. (1821—*Mexican independence from Spain*; 1857—*Sepoy Mutiny in India*; 1867—*Dominion of Canada formed*) Which of these events did not occur in North America? (1857—*Sepoy Mutiny in India*)

2. What event ushered in the Victorian Age? (1837—*Queen Victoria comes to power in Great Britain*)
3. Ask students to identify three feats of engineering (1869—*Suez Canal opens*; 1889—*Eiffel Tower completed*; 1914—*Panama Canal opens*)

4. When and where did women first achieve the right to vote? (1893—*New Zealand*) What does this action indicate about the government of New Zealand compared to that of Great Britain, its former parent? (*New Zealand's government was more liberal.*)

## Western Democracies, 1900

## History from Visuals

## Interpreting the Map

Have students use the key to identify the location of democratic countries and possessions in 1900. Ask them what they have learned in previous chapters about similarities or connections among these countries. (*They shared similar values; they had been influenced by Enlightenment thinking; France and Britain had helped settle Canada and the United States; the American Revolution inspired the French Revolution.*) Why do they think so few Western nations were democratic in 1900? (*Possible Answer: Most had not had revolutions—rulers were too powerful or democratic traditions were too weak.*)

**Extension** Tell students that in this chapter, three major migrations are discussed: the movement of British convicts and others to Australia, the movement of settlers across the western United States, and the movement of thousands of Irish to the United States. Ask students if any of these movements affected their families or the families of anyone they know.



## RECOMMENDED RESOURCES

## Books for the Teacher

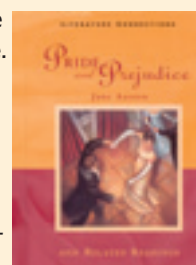
Holmquest, Harold J. *Battle Maps of the Civil War*. Las Cruces, NM: Yucca Tree Press, 2000. This atlas of battle sites identifies troop movements and describes battle strategies. The book is laid out in chronological order and includes a helpful index.

Schroeder, Paul W. *The Transformation of European Politics, 1763–1848*. New York: Oxford UP, 1994.

## Books for the Student

McDougal Littell Literature Connections. Austen, Jane. *Pride and Prejudice (with related readings)*. 1998. This story of courtship and marriage in 18th-century England is one of Jane Austen's best-loved novels.

Erickson, Carolly. *Her Little Majesty: The Life of Queen Victoria*. New York, Simon & Schuster, 1997.



McDougal Littell Nextext. *The Civil War*. Presents key documents and memoirs from the period and offers literary perspectives on the times.

## Videos and Software

*The American Civil War: 1861–1865*. CD-ROM. Films for the Humanities & Sciences. 800-257-5126.

*Early Victorian London: 1837–1870*. VHS and DVD. Films for the Humanities & Sciences. 800-257-5126.



Interact  
with  
HistoryInteract *with* History

## Objectives

- Set the stage for studying the changes occurring during this period.
- Help students understand the issues involved in creating new forms of government.
- Help students connect with the people and events in this chapter.

EXAMINING *the* ISSUES

## Possible Answers

- Some students might say that an unresponsive or corrupt government would move them to seek self-government.
- Some students may mention liberty, freedom, and justice as values worth fighting for.

## Discussion

Ask students to discuss the ideals that inspired American and French revolutionaries. As they read this chapter, encourage them to think about whether the ideals that inspired people to action were similar or different.

*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.

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## WHY STUDY THE AGE OF DEMOCRACY AND PROGRESS?

- Britain and France are still important democracies.
- The woman suffrage movement was the beginning of a women's rights movement that continues.
- Canada, Australia, and New Zealand are strong democracies today, while Ireland is democratic but divided.
- Indigenous peoples of Australia and America have many contemporary issues in common.
- The civil-rights movements of African Americans and Hispanics are a legacy from this period.
- Many conveniences of modern life, including electric lights, telephones, and automobiles were invented during this period.

## TERMS & NAMES

1. suffrage, p. 313
2. anti-Semitism, p. 315
3. dominion, p. 318
4. home rule, p. 320
5. manifest destiny, p. 324
6. Emancipation Proclamation, p. 326
7. assembly line, p. 330
8. theory of evolution, p. 331

## MAIN IDEAS

Answers will vary.

9. Reform Bill of 1832, expansion of suffrage in 1867 and 1884, secret ballot, members of Parliament received pay, end to property requirement for serving in Parliament
10. Decades of peaceful efforts to win the right to vote had been unsuccessful.
11. differences between English- and French-speaking Canadians
12. was not open to ordinary settlers but was used instead as a penal colony
13. Britain was concerned about the Protestants in Northern Ireland who wanted British protection.
14. Louisiana Purchase (from France), Florida Cession (from Spain), Texas Annexation, treaties with Britain, Mexican Cession, Gadsden Purchase (from Mexico)
15. The Southern economy depended on slavery. Many Northerners considered slavery to be morally wrong.
16. The members of a species that are best adapted to their environment survive.
17. The scientific theories of the 19th century motivated people to study society in a scientific way. The scientific method was applied to the study of human behavior.
18. contributed to the rise of mass culture by creating demand for mass entertainment activities

## 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)

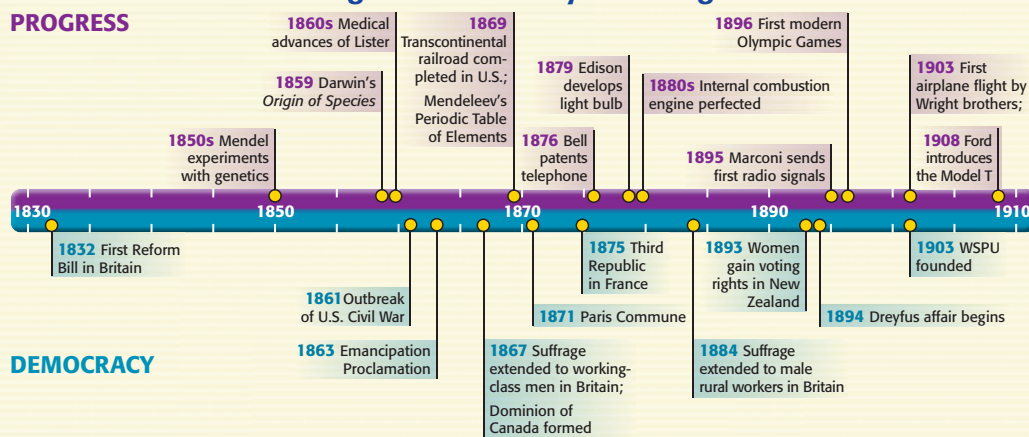
### 5. DRAWING CONCLUSIONS

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

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## CRITICAL THINKING

Answers will vary.

1. Political—Extension of suffrage, self-rule, U.S. expansion, Civil War. Economic—U.S. abolishes slavery, industrialization, assembly line. Social/Cultural—Colonization of Australia/New Zealand, U.S. immigration, mass culture. Science/Technology—Electricity, telephone, automobile, germ theory, theory of evolution, atomic theory.
2. steady job, efficient use of time and energy, specialized, productive; repetition, impersonality
3. increased the demands of the Irish for independence from British rule
4. **Possible Answer:** If the North had surrendered, it probably wouldn't have developed as much industrially, slowing settlement of the West. The South would most likely have remained agricultural.
5. It was used to justify actions that gained new land for white settlers.



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”

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



Use this cartoon (*A Court for King Cholera*) and your knowledge of world history to answer question 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)
  - open windows and signs for travelers
  - children playing with a rat and a woman digging in trash
  - clothing hanging over the street
  - crowded street scene

## INTEGRATED TECHNOLOGY

TEST PRACTICE Go to [classzone.com](http://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](http://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

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## STANDARDS-BASED ASSESSMENT

- The correct answer is letter **C**. Letter **A** is incorrect because the main concern of the convention was women’s rights. Letter **B** is incorrect because the convention was not primarily concerned with states’ rights. Letter **D** is incorrect because Emmeline Pankhurst was a British suffragist, and the concern of the convention was primarily the American movement for women’s rights.
- The correct answer is letter **B**. Letter **A** is incorrect because the Constitution is a lengthy legal document. Letter **C** is incorrect because the Reform Bill was passed by the British Parliament. Letter **D** is incorrect because Zola’s pamphlet was a defense of Dreyfus.
- The correct answer is letter **B**. Letter **A** is incorrect because open windows do not cause disease. Letter **C** is incorrect because clothing hanging over the street might get dusty but not germ infested. Letter **D** is incorrect because a crowded street scene, in itself, would not cause disease.

## Formal Assessment

- Chapter Test, Forms A, B, and C, pp. 175–189

## California Test Generator CD-ROM

- Chapter Tests, Forms A, B, and C (English and Spanish)

## ALTERNATIVE ASSESSMENT

- Some students might argue that democracy, freedom of speech, freedom of religion, and other basic liberties are worth fighting for. Others may argue that self-defense is the only legitimate reason to fight and possibly die. Accept all opinions that are well supported.

## 2. Rubric Editorials should

- express a strong point of view supported by facts.
- present the Maori side of the issue.
- recommend a course of action.
- be free of grammatical and spelling errors.
- have a variety of sentence structures.

## INTEGRATED TECHNOLOGY

**Rubric** Newspaper articles should

- include the who, what, where, when, why, and how of the story.
- include quotations from fictional spectators.
- cover one event in depth or several in the context of an overview of the topic.
- show evidence of having looked at several links on the site at [classzone.com](http://classzone.com)



Activists for woman suffrage in London

Thomas Edison with phonograph

## LESSON PLAN

# 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

### 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.

**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

### 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

*An Age of Democracy and Progress* **313**

## OBJECTIVES

- Describe the evolution of British democracy.
- Explain the origin and goals of the woman suffrage movement.
- Trace the development of democratic institutions in France.

## 1 FOCUS & MOTIVATE

Ask students to name some groups in the United States that have fought for the right to vote. (*Possible Answers: women, African Americans, 18 year olds*)

## 2 INSTRUCT

### Britain Enacts Reforms

#### 10.3.4

#### Critical Thinking

- What was the major difference between the Reform Bill of 1832 and the Chartist movement? (*Reform Bill extended suffrage to wealthy middle class, Chartists wanted suffrage for all men*)

### CALIFORNIA RESOURCES

California Reading Toolkit, p. L45  
California Modified Lesson Plans for English Learners, p. 85  
California Daily Standards Practice Transparencies, TT37  
California Standards Enrichment Workbook, pp. 20–30, 39–40  
California Standards Planner and Lesson Plans, p. L81  
California Online Test Practice  
California Test Generator CD-ROM  
California Easy Planner CD-ROM  
California eEdition CD-ROM

## SECTION 1 PROGRAM RESOURCES

### ALL STUDENTS

#### In-Depth Resources: Unit 3

- Guided Reading, p. 23
- History Makers: Emmeline Pankhurst, p. 40

#### Formal Assessment

- Section Quiz, p. 171

### ENGLISH LEARNERS

#### In-Depth Resources in Spanish

- Guided Reading, p. 81

#### Reading Study Guide (Spanish), p. 105

#### Reading Study Guide Audio CD (Spanish)

### STRUGGLING READERS

#### In-Depth Resources: Unit 3

- Guided Reading, p. 23
- Building Vocabulary, p. 27
- Reteaching Activity, p. 43

#### Reading Study Guide, p. 105

#### Reading Study Guide Audio CD

### GIFTED AND TALENTED STUDENTS

#### In-Depth Resources: Unit 3

- Primary Source: from *Five Years of My Life, 1894–1899*, p. 31

### Electronic Library of Primary Sources

- from *Prisons and Prisoners*

### INTEGRATED TECHNOLOGY

#### eEdition CD-ROM

#### Voices from the Past Audio CD

#### Power Presentations CD-ROM

#### Electronic Library of Primary Sources

- from *Prisons and Prisoners*

classzone.com



## History from Visuals

### Interpreting Graphs

Point out that each reform bill added new groups to the voters' rolls. Which group was added in 1832? (*middle-class men*) 1867? (*working-class men*) 1884? (*rural men*)

**Extension** Ask students how a bill to raise working-class wages might have fared in Parliament—based on who was allowed to vote—if the bill had been introduced in 1832, 1867, or 1918. (*Probably would have been defeated in 1832, gotten more votes in 1867, and had a chance of passing in 1918.*)

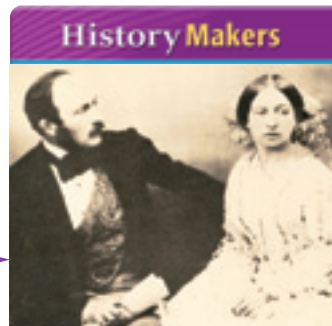
### SKILLBUILDER Answers

1. **Clarifying** 7 percent
2. **Comparing** 21 percent

## History Makers

### Queen Victoria and Prince Albert

Ask students how long Queen Victoria was in mourning for Prince Albert. (*about 40 years*) The image of Victoria as stern comes mainly from her later years. As a young queen, she was lively. Ask students to compare Queen Victoria to Elizabeth I and Elizabeth II, other important English queens.

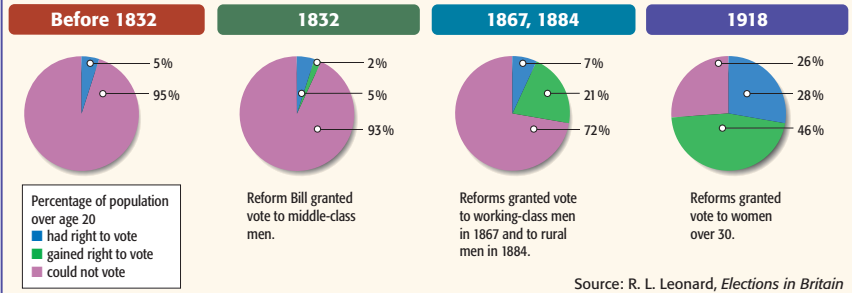


**Queen Victoria and Prince Albert**

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.”

## Expansion of Suffrage in Britain



Source: R. L. Leonard, *Elections in Britain*

### SKILLBUILDER: Interpreting Graphs

1. **Clarifying** What percentage of the adults in Britain could vote in 1832?
2. **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.

**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

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

**A. Possible Answers** allowed people to vote their conscience, made voters less subject to intimidation, reduced power of bribery

## DIFFERENTIATING INSTRUCTION: STRUGGLING READERS

### Creating Campaign Materials

**Class Time** 40 minutes

**Task** Creating campaign materials for and against the Chartist movement

**Purpose** To clarify political issues in Great Britain in the 1800s; to improve persuasive writing and speaking skills

**Instructions** Divide students into small groups. Groups should work together to create posters, leaflets, and slogans for and against the principles of the Chartist movement.

Groups should represent the views of workers, the wealthy middle class, women, and the upper class. They may focus on individual issues such as expansion of suffrage, reform of Parliament, or secret balloting. Encourage students to reread the text under “Britain Enacts Reforms” and to use dictionaries or glossaries if needed. When groups are finished, each can display its materials and explain its viewpoint.

Students who need more help with the text should complete the Guided Reading activity for this section.

10 GUIDED READING Democratic Reform and Activism

A. Following Chronological Order In one word, about democratic reform in Great Britain, answer the questions about the time line.

1830	Revolution breaks out in France	1. How did the revolution affect parliamentary leaders in Britain?
1832	Parliament passes the Reform Bill	2. How did this bill address democracy in Great Britain?
1837	Queen Victoria comes to Britain	3. Why did the British monarchy become so powerful in the 1800s?
1838	Chartists submit The People's Charter to Parliament	4. What demands did the Chartists make in their petition?
1867	Parliament extends suffrage to working-class men	5. Why did ordinary people want a greater voice in government?
1884	Parliament extends suffrage to male rural workers	6. What were the objectives of this group?
1901	Queen Victoria passes the Women's Social and Political Union	

B. Analyzing Causes and Recognizing Effects On the back of this page, write a paragraph explaining the reasons for and the impact of the Disfranching Acts. Use the following terms in your writing.

Third Republic    anti-Semitism    Zionism

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In-Depth Resources: Unit 3

## Global Impact

Teacher's Edition **315**



## More About . . .

### The Dreyfus Affair

Even after the forgeries used to convict Dreyfus were exposed, the army refused to admit any error. Under pressure, it tried Dreyfus again, and again found him guilty. But this time the government pardoned Dreyfus for a crime he had never committed. Gifted students may want to read the primary source and summarize it for the class.

#### In-Depth Resources: Unit 3

- Primary Source: from *Five Years of My Life, 1894–1899*, p. 31

## Tip for Struggling Readers

Explain that Zion is another name for Israel, the Jewish homeland.

## 3 ASSESS

### SECTION 1 ASSESSMENT

Have students work through the questions independently and then trade papers with a partner.

#### Formal Assessment

- Section Quiz, p. 171

## 4 RETEACH

Use the Reteaching Activity to review this section.

#### In-Depth Resources: Unit 3

- Reteaching Activity, p. 43



▲ *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)

## ANSWERS

1. suffrage, p. 313 • Chartist movement, p. 314 • Queen Victoria, p. 314 • Third Republic, p. 315 • Dreyfus affair, p. 315  
• anti-Semitism, p. 315 • Zionism, p. 316

2. **Sample Answer:** Britain gradually extends suffrage to most adult males; important because government became more representative. Women in many countries demand the right to vote; greatest expansion of democracy because half the population of the planet is female. Dreyfus Affair in France; important because related to anti-Semitism and Zionism.
3. eased property requirements to vote; modernized electoral districts; gave industrial cities more representation

4. to draw attention to the cause of woman suffrage
5. Dreyfus was falsely accused and sentenced to prison for spying. It showed the strength of anti-Semitism in Europe.
6. France experienced a series of political and social crises that made a stable democracy difficult to achieve.
7. justice

8. Prejudice against Jews led to work for a Jewish homeland.
9. **Rubric** Letters should
- support opinions with reasons.
  - use standard grammar and punctuation.

### CONNECT TO TODAY

- Rubric** Posters should include
- at least one visual.
  - slogans or captions.

# 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	

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## LESSON PLAN

## OBJECTIVES

- Describe how Canada achieved self-rule.
- Explain how Australia and New Zealand became democracies.
- Describe British domination of Ireland.

## 1 FOCUS & MOTIVATE

Ask students what they know about the relationship between Great Britain and Ireland today. (*Possible Answers: Northern Ireland is part of United Kingdom; Republic of Ireland is independent; all are part of the European Union.*)

## 2 INSTRUCT

### Canada Struggles for Self-Rule

#### 10.4.2

#### Critical Thinking

- How was Canada's relationship to Great Britain different from the U.S. relationship? (*United States not part of British Empire*)

## CALIFORNIA RESOURCES

California Reading Toolkit, p. L46  
 California Modified Lesson Plans for English Learners, p. 87  
 California Daily Standards Practice Transparencies, TT38  
 California Standards Enrichment Workbook, pp. 49–50  
 California Standards Planner and Lesson Plans, p. L83  
 California Online Test Practice  
 California Test Generator CD-ROM  
 California Easy Planner CD-ROM  
 California eEdition CD-ROM

## SECTION 2 PROGRAM RESOURCES

### ALL STUDENTS

#### In-Depth Resources: Unit 3

- Guided Reading, p. 24
- Geography Application: The British Settle Australia and New Zealand, p. 29

#### Formal Assessment

- Section Quiz, p. 172

### ENGLISH LEARNERS

#### In-Depth Resources in Spanish

- Guided Reading, p. 82
- Geography Application, p. 86

#### Reading Study Guide (Spanish), p. 107

#### Reading Study Guide Audio CD (Spanish)

### STRUGGLING READERS

#### In-Depth Resources: Unit 3

- Guided Reading, p. 24
- Building Vocabulary, p. 27
- Reteaching Activity, p. 44

#### Reading Study Guide, p. 107

#### Reading Study Guide Audio CD

### GIFTED AND TALENTED STUDENTS

#### In-Depth Resources: Unit 3

- Primary Source: Irish Petition to Emigrate, p. 32
- Literature: "Easter 1916," p. 35

#### Electronic Library of Primary Sources

### INTEGRATED TECHNOLOGY

#### eEdition CD-ROM

#### Power Presentations CD-ROM

#### Geography Transparencies

- GT26 Canada: Growth of the Dominion

#### World Art and Cultures Transparencies

- AT57 Maori pigment container

#### Electronic Library of Primary Sources

#### Patterns of Interaction Video Series

- *The Geography of Food*

#### classzone.com



## History in Depth

### Acadians to Cajuns

The exile of the Acadians was described in Henry Wadsworth Longfellow's poem "Evangeline," published in 1847. The poem sparked renewed historical debate about the reasons behind the British expulsion of the Acadians. Like Evangeline, many Acadians wandered for years searching for friends and family throughout the British colonies.

#### Geography Transparencies

- GT26 Canada: Growth of the Dominion, 1867–Present

### Australia and New Zealand 10.4.2

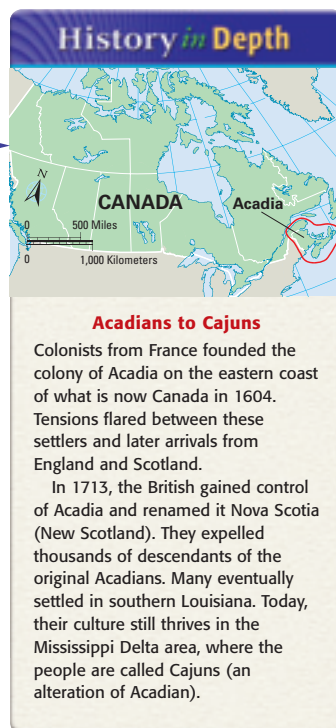
#### Critical Thinking

- How were the political reforms pioneered in Australia and New Zealand related to democratic reform in Great Britain? (*Secret ballot was a goal of the Chartist movement; woman suffrage occurred earlier in New Zealand than in Great Britain.*)
- How were the fates of Aborigines and Maori similar to that of indigenous peoples in the United States? (*All were conquered by European disease and weapons; lost land to white settlers.*)

### More About . . .

#### Settlement of Australia

Every convict who got discharged in Australia for good behavior received 30 acres of land—50 acres if he was married, 10 more acres for each child. Descendants of some convicts ended up as major landowners.



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.

**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 MacDonald, expanded Canada westward by purchasing lands and persuading frontier territories to join the union. Canada stretched to the Pacific Ocean by 1871. MacDonald 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

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

**A. Possible Answer** They were subjected to greater influence of English-speaking majority; became smaller minority; all Canadians, including French, gained greater self-rule from Britain.

## DIFFERENTIATING INSTRUCTION: GIFTED AND TALENTED STUDENTS

### Indigenous Peoples of Australia and New Zealand

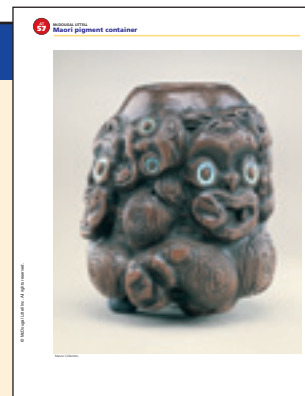
**Class Time** 45 minutes

**Task** Researching and preparing an informal oral report

**Purpose** To appreciate the culture of Aborigines and Maori

**Instructions** Show transparency AT57 of the Maori pigment container. Explain to students that until the early 20th century, the Maori followed the age-old practice of tattooing their bodies. The pigments used for tattooing were kept in small containers such as this one, decorated with pieces of haliotis shell. Only seven Maori pigment containers are known to exist.

Encourage students to research the art, customs, and current situation of Aborigines and Maori in Australia and New Zealand. Students might search for articles in periodicals such as *National Geographic* or find books on the history and culture of these two groups. Students may be especially interested in the Aboriginal idea of the "Dream Time," Aboriginal dot art, and Maori woodwork. Ask them to try to see the world from an Aboriginal or Maori point of view. Students can prepare a brief, informal oral report for the class. Reports should focus on one aspect of Maori or Aboriginal culture and be well organized.



**World Art and Cultures Transparencies**



## 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



### GEOGRAPHY SKILLBUILDER: Interpreting Maps

- Region** What sort of climate region is found along the eastern coast of Australia?
- 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.

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



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## History from Visuals

### Interpreting the Map

Ask students what the different colors on the map represent. (*climate zones*) In which climate zones did Europeans mainly settle? (*Mediterranean and woodlands*)

**Extension** Have students compare these maps to modern ones to see if the population patterns continued as shown here. Which is the most sparsely populated part of modern Australia? (*the central desert area*)

### SKILLBUILDER Answers

- Region** woodlands
- Region** Australia—coastal regions of the northeast, northwest, southeast, and southwest; New Zealand—North Island

## INTEGRATED TECHNOLOGY

**Interactive** An interactive version of this map is available on the eEdition.

## More About . . .

### The Australian Ballot

The secret ballot was just one of several political reforms introduced in the Australian provinces of Victoria and South Australia, where the cities of Melbourne and Adelaide are located. South Australia encouraged settlement by free Britons. It was known for religious toleration and formally separated church and state in the 1850s.

**B. Possible Answer** Britain considered Australia uninhabited and claimed ownership, whereas it recognized land rights of Maoris.

### MAIN IDEA

#### Contrasting

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

## DIFFERENTIATING INSTRUCTION: ENGLISH LEARNERS

### The British Settle Australia and New Zealand

**Class Time** 20 minutes

**Task** Reading, studying a map, and answering questions

**Purpose** To better understand British colonization in Australia and New Zealand

**Instructions** Use the Geography Application activity (also available in Spanish) to help students visually trace the route of British colonization and answer questions based on their reading and study of the map.

Combine the questions from the activity with these additional questions that require students to combine information on the ancillary with the map in the textbook.

- What city is located where the First Fleet landed? (*Sydney*)
- Where did the British settle later? (*Port Phillip, Newcastle, Albany, Melbourne, Adelaide*)
- Which of these cities did free settlers colonize? (*Melbourne and Adelaide in the 1830s*)
- How far did escaped convicts have to travel to reach New Zealand? (*1,300 miles*)

**Geography Application**

**The British Settle Australia and New Zealand**

Directions: Read the geographic feature and study the map carefully. Then answer the questions that follow.

**1. Sydney** Sydney is a coastal city in Australia. It was the first place where the British settled in Australia. The city is located on the eastern coast of Australia, about 150 miles from the equator. The city is located on the eastern coast of Australia, about 150 miles from the equator.

**2. Port Phillip** Port Phillip is a coastal city in Australia. It was the first place where the British settled in Australia. The city is located on the eastern coast of Australia, about 150 miles from the equator. The city is located on the eastern coast of Australia, about 150 miles from the equator.

**3. Newcastle** Newcastle is a coastal city in Australia. It was the first place where the British settled in Australia. The city is located on the eastern coast of Australia, about 150 miles from the equator. The city is located on the eastern coast of Australia, about 150 miles from the equator.

**4. Albany** Albany is a coastal city in Australia. It was the first place where the British settled in Australia. The city is located on the eastern coast of Australia, about 150 miles from the equator. The city is located on the eastern coast of Australia, about 150 miles from the equator.

**5. Melbourne** Melbourne is a coastal city in Australia. It was the first place where the British settled in Australia. The city is located on the eastern coast of Australia, about 150 miles from the equator. The city is located on the eastern coast of Australia, about 150 miles from the equator.

**6. Adelaide** Adelaide is a coastal city in Australia. It was the first place where the British settled in Australia. The city is located on the eastern coast of Australia, about 150 miles from the equator. The city is located on the eastern coast of Australia, about 150 miles from the equator.

**7. New Zealand** New Zealand is a country in the South Pacific. It was the first place where the British settled in New Zealand. The country is located on the eastern coast of Australia, about 150 miles from the equator. The country is located on the eastern coast of Australia, about 150 miles from the equator.

In-Depth Resources: Unit 3



## The Irish Win Home Rule

### 10.4.2

#### Critical Thinking

- Why did English laws for Ireland focus on religious differences in the 1500s and 1600s? (*After the Reformation, England became Protestant while Ireland remained Catholic.*)
- Why might Britain have been more reluctant to grant home rule to Ireland than to its other colonies? (*Possible Answer: because of Catholic majority and because it was closer to England*)

## Analyzing Primary Sources

### Starvation in Ireland

Ask students how the larger graph is related to the smaller one. (*Smaller graph gives a breakdown of the 18 percent who emigrated, showing where they went.*)

#### Answers to Document-Based Questions

1. **Determining Main Ideas** It resulted in mass starvation and disease.
2. **Clarifying** They decided to emigrate and seek a better life somewhere else.
3. **Comparing** United States

#### Electronic Library of Primary Sources

- "The Irish Potato Famine"

#### In-Depth Resources: Unit 3

- Primary Source: from Irish Petition to Emigrate, p. 32

## 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.

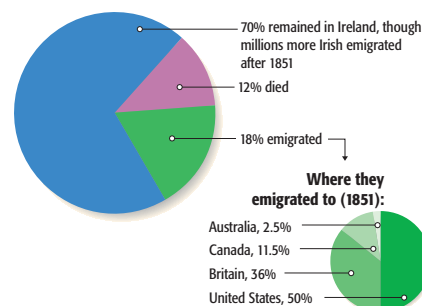
WILLIAM BENNETT, quoted in *Narrative of a Recent Journey of Six Weeks in Ireland*

#### DOCUMENT-BASED QUESTIONS

1. **Determining Main Ideas** What was the effect of the destruction of Ireland's potato crop on the population of Ireland?
2. **Clarifying** How did 18 percent of the population deal with the famine?
3. **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*

## DIFFERENTIATING INSTRUCTION: STRUGGLING READERS

### Causes and Effects of the Great Famine

**Class Time** 20 minutes

**Task** Viewing a video and creating a chart

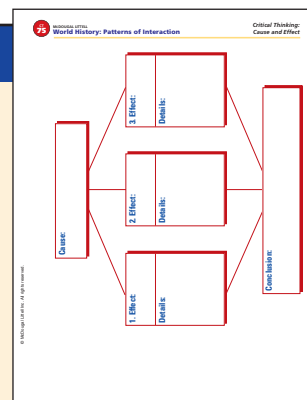
**Purpose** To better understand the Irish potato famine

**Instructions** Explain that before the famine the average Irish adult ate an estimated 9 to 14 pounds of potatoes a day. Have students view the video *The Geography of Food: The Impact of Potatoes and Sugar*, taking notes as they watch. Then ask small groups to create a cause-and-effect chart (using Critical Thinking Transparency CT75 as a model) showing the contributing factors that led to the famine and its effects on Irish and U.S. history.

Discuss how a single disaster such as the potato famine can have multiple causes and effects. How would Irish history have been different if the famine had been dealt with at the outset? (*Possible Answers: Population decline would have been minimized; relations between Irish and British might have been better.*) What would have been the effect on Irish emigration to the United States? (*Fewer people would have emigrated, affecting urbanization, labor force, politics, and the growth of Catholicism in the United States.*)

#### Patterns of Interaction Video Series

- *The Geography of Food*



Critical Thinking Transparencies

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.

**C. Possible Answers** Yes—it allowed the majority in each part to have its way. No—it has led to continuing violence and bloodshed.

#### 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

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

#### CRITICAL THINKING & WRITING

- 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)
- DRAWING CONCLUSIONS** What impact did the Great Famine have on the population of Ireland? (10.4.2)
- CLARIFYING** Why did Britain create Upper Canada and Lower Canada, and who lived in each colony? (10.4.2)
- 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*

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## 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](http://classzone.com) for your research.

## Connect to Today

### Northern Ireland Today

The best-known militant group in Northern Ireland is the Irish Republican Army (IRA). Their roots go back to another underground army, The Irish Volunteers, and to the Fenians—a group founded after the potato famine to force the British out of Ireland.

#### INTEGRATED TECHNOLOGY

**Rubric** Web pages should

- show milestones of the peace process.
- identify Gerry Adams and David Trimble.
- include a mix of images and text.

**In-Depth Resources: Unit 3**

- Literature: "Easter 1916," p. 35

## 3 ASSESS

### SECTION 2 ASSESSMENT

Have small groups work together on the questions.

**Formal Assessment**

- Section Quiz, p. 172

## 4 RETEACH

Use the Reteaching Activity to review this section.

**In-Depth Resources: Unit 3**

- Reteaching Activity, p. 44

## ANSWERS

1. dominion, p. 318 • Maori, p. 318 • Aborigine, p. 318 • penal colony, p. 318 • home rule, p. 320 • Irish Republican Army, p. 321

2. **Sample Answer:** Canada—Dominion 1867; Australia and New Zealand—Self-governing 1850s, dominions early 1900s; Ireland—Southern home rule 1921, Irish Free State becomes independent 1949, Ireland was closer to England, more subject to British control; gained home rule later; lost population, other three gained population.
3. Upper and Lower Canada should be reunited and self-governing; British immigration encouraged

4. They were convicted criminals.
5. United States, Britain, Canada, Australia
6. resolved conflicts with political divisions
7. About 1 million people died and another 1.5 million people emigrated.
8. to resolve conflicts between French Catholics (Lower Canada) and English Protestants (Upper Canada) and give each group voice in its own affairs

9. **Rubric** Paragraphs should
- describe effect on native populations.
  - identify conflicts between French and English in Canada.
  - identify religious differences.

#### INTEGRATED TECHNOLOGY

**Rubric** Bar graphs should

- show emigration figures for several years.
- show years of peak Irish emigration.
- provide Web-based sources.



## Social History

## OBJECTIVES

- Describe life in early Australia.
- Compare it to life in Australia today.

## FOCUS &amp; MOTIVATE

Ask students to name some things they associate with Australia. (*Possible Answers: kangaroos, koala bears, boomerangs, 2000 Summer Olympics in Sydney*)

## INSTRUCT

## Critical Thinking

- How was settlement of Australia like settlement of the western United States? (*Possible Answers: gold rush around the same time, farming and ranching important, conflict between settlers and native peoples*)
- What can you infer about Australian settlement patterns compared to the United States, based on their population densities? (*Possible Answer: Larger parts of Australia are inhospitable to settlement.*)

## 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.

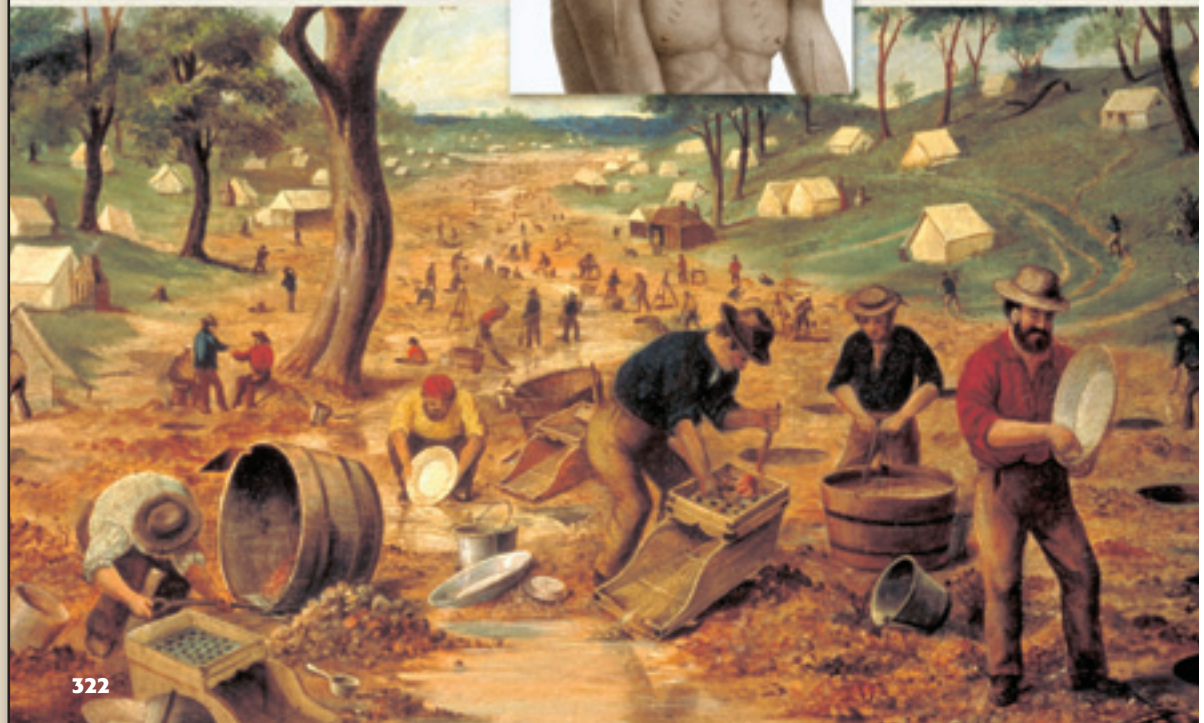
Early Australia had many groups of people with diverse interests, including a native population that had lived on the island for at least 40,000 years. On these pages you will discover the occupations, motivations, and interests of some Australians in the 17th and 18th centuries.

## INTEGRATED TECHNOLOGY

**RESEARCH LINKS** For more on early Australia, go to [classzone.com](http://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.



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## RECOMMENDED RESOURCES

## Books

Davison, Graeme, John Hirst, and Stuart Macintyre eds. **The Oxford Companion to Australian History**. Rev. ed. New York: Oxford UP, 2001. A comprehensive account of the key events and personalities that have shaped Australian history.

Sinclair, Karen. **Maori Times, Maori Places**. Lanham, MD: Rowman & Littlefield, 2003. An extensive study of the multifaceted Maori culture.

Vlietstra, Ronald E. **Dutchman's Gold**. Mt. Pleasant, Australia: Rio Bay, 2002. A firsthand account of life in colonial Australia from a young man who labored on farms and in goldfields.

## Videos

**Dreamtime of the Aborigines**. VHS. Library Video Company, 1997. 800-843-3620. Leonard Nimoy hosts this investigation into the culture of the Aborigines.

**History and Culture of Australia**. CD-ROM. Social Studies School Service. 800-421-4246. Covers many aspects of Australian history, including Aboriginal history, early explorers, bushrangers, and "gold fever."

## ▼ 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.





### ▲ 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.

### > DATA FILE

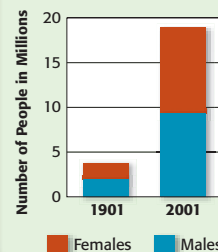
#### Australia Today

- 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?

### More About . . .

#### Crime and Transportation

The Industrial Revolution in England displaced many rural and city people. Without work, many of these people were forced to steal for a living. In 1828, an estimated one out of every 822 residents of London was a professional criminal. Punishments were harsh to make up for the shortage of police officers (London had only 15). Over 160 offenses were punishable by death and many others by transportation. One criminal, for example, was sentenced to seven years in Australia for stealing two shoe buckles.

### More About . . .

#### Original Australians

The word *aborigine* comes from the Latin *ab origine*, meaning *from the beginning*. Many descendants of the original Australians prefer to refer to themselves in terms from their own languages. Today, 44 percent of land in the Northwest Territory is Aboriginal land. By 1930, the population of Aboriginal people numbered only 75,000. Today the number is slightly higher than the estimated population at the time of European contact. Aborigines became official citizens of Australia in 1967 and were given the right to vote in Federal elections and referendums.

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### CONNECT TO TODAY: ANSWERS

#### 1. Forming and Supporting Opinions

Students should support their answers with specific examples. Some students may think farmers and ranchers had the best life because they were free settlers and had the greatest chance for success raising cattle or sheep to produce beef or wool for export.

#### 2. Comparing and Contrasting

**Possible Answers:** Answers will vary based on research, but some topics that might come up are land and resource rights, legal jurisdiction, or tribal status.



## LESSON PLAN

### OBJECTIVES

- Trace U.S. expansion to the Pacific.
- Describe effects of the Civil War.
- Analyze postwar economic expansion.

### 1 FOCUS & MOTIVATE

Discuss how students' lives would be different if the United States were split in two. (*Possible Answers: different money; need a passport to travel between North and South; different laws*)

### 2 INSTRUCT

#### Americans Move West

##### 10.3.4

##### Critical Thinking

- How was the effect of the Mexican-American War greater than its cause? (*It started over Texas, but the United States gained much more land.*)

##### Electronic Library of Primary Sources

- from a Message to Congress on Indian Policy

#### CALIFORNIA RESOURCES

California Reading Toolkit, p. L47  
 California Modified Lesson Plans for English Learners, p. 89  
 California Daily Standards Practice Transparencies, TT39  
 California Standards Enrichment Workbook, pp. 37–38, 39–40  
 California Standards Planner and Lesson Plans, p. L85  
 California Online Test Practice  
 California Test Generator CD-ROM  
 California Easy Planner CD-ROM  
 California eEdition CD-ROM



Activists for woman suffrage in London

Thomas Edison with phonograph

## 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:

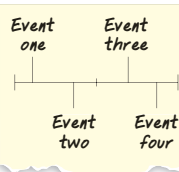
#### PRIMARY SOURCE

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*

#### TAKING NOTES

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



## SECTION 3 PROGRAM RESOURCES

### ALL STUDENTS

#### In-Depth Resources: Unit 3

- Guided Reading, p. 25

#### Formal Assessment

- Section Quiz, p. 173

### ENGLISH LEARNERS

#### In-Depth Resources in Spanish

- Guided Reading, p. 83

#### Reading Study Guide (Spanish), p. 109

#### Reading Study Guide Audio CD (Spanish)

### STRUGGLING READERS

#### In-Depth Resources: Unit 3

- Guided Reading, p. 25
- Building Vocabulary, p. 27
- Reteaching Activity, p. 45

#### Reading Study Guide, p. 109

#### Reading Study Guide Audio CD

### GIFTED AND TALENTED STUDENTS

#### In-Depth Resources: Unit 3

- Primary Source: Railroad Poster, p. 33

#### Electronic Library of Primary Sources

- from a Message to Congress on Indian Policy

### INTEGRATED TECHNOLOGY

#### eEdition CD-ROM

#### Power Presentations CD-ROM

#### Electronic Library of Primary Sources

- from a Message to Congress on Indian Policy
- classzone.com

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.

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



## History from Visuals

### Interpreting the Map

Ask students what each color on the map represents. (*a U.S. land acquisition*) By how much did the United States grow during this period? (*tripled in size*)

**Extension** Ask students whether any obvious cultural influences survive in the regions shown here. (*Areas of Texas Annexation and Mexican Cession have distinct Hispanic influences.*)

### SKILLBUILDER Answers

- 1. Movement** Louisiana Territory
- 2. Region** California, Nevada, Utah, parts of Arizona, New Mexico, Colorado, and Wyoming

## INTEGRATED TECHNOLOGY

**Interactive** An interactive version of this map is available on the eEdition.

## Civil War Tests Democracy 10.3.3

### Critical Thinking

- Why did Southerners feel threatened by Lincoln's pledge to stop the spread of slavery? (*feared Northern interests would dominate Congress and slavery would be outlawed*)
- Why did Reconstruction end, and what happened as a result? (*federal troops no longer present to enforce federal laws that protected African Americans; southern states passed laws that limited rights of African Americans and enforced segregation*)

### MAIN IDEA

#### Contrasting

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

**A. Answer** North had diversified economy with farms and industry, depended on free workers; South's economy relied on few cash crops and slave labor.

## DIFFERENTIATING INSTRUCTION: STRUGGLING READERS

### The Chronology of the Civil War

**Class Time** 30 minutes

**Task** Creating a time line

**Purpose** To understand the importance of Civil War events

**Instructions** Pair a struggling reader with a more proficient reader. Have students reread the section titled "Civil War Tests Democracy" and create a time line of events in the Civil War. A sample time line is shown here. Students may illustrate the time line if they choose. Invite students to share their time lines with the class, explaining why each event included is significant.

Students who need more help may complete the Reading Study Guide activity for this section.

1860—Abraham Lincoln becomes president. Many Southern people are angry.

1861—Southern soldiers fire guns at a fort. War begins.

1863—Lincoln issues the Emancipation Proclamation, which frees slaves in Southern states.

1865—The South surrenders.



CHAPTER 10 • Section 3 (pages 344–353)

### War and Expansion in the United States

**BEFORE YOU READ**

In the last chapter, you read about the struggle for self-rule in British colonies. In this chapter, you will read about changes in the United States during the same time period.

**AS YOU READ**

Use the chart to take notes on changes that caused the United States to change or to grow in area and numbers.

Reason of U.S. Area Number to Grow	Area

**Americans Move West** (pages 344–353)

**What you should identify:**

The United States expanded across North America, reaching a nearly continuous land area by the early 1900s. The nation grew in size. It fought a long piece of land from France in the Louisiana Purchase. It won a war with Mexico in the 1840s, and gained new lands.

Many believed in manifest destiny—the belief that the United States would control land from the Atlantic Ocean to the Pacific. As white settlers moved farther west, Native Americans and land in the 1840s. Thousands of Native Americans were killed or moved from their lands in the West to the general state of California.

The growth of the nation caused serious consequences. The Southern states and those later to give crops such as cotton. People in the South hoped to

COURTESY OF THE NATIONAL ARCHIVES

### Reading Study Guide



History from Visuals

Interpreting the Map

After students have studied the map, point out the bar chart in the inset. Ask students how many total deaths there were in the war (*about 600,000*). Which side had more deaths? (*the Union*)

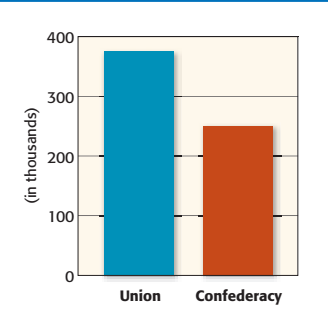
**Extension** Have students discuss what problems the Union army would have encountered penetrating so deeply into the South. (*Possible Answers: setting up and protecting communication and supply lines; getting reinforcements and replacements; dealing with a hostile population*)

SKILLBUILDER Answers

- 1. **Movement** The Union strategy seemed to be to advance into the South and surround and confront Confederate forces.
- 2. **Human-Environment Interaction** the South, because most of the war was fought there; however, the North had the greater number of deaths



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.

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

**B. Answer** No, he believed that ending slavery would help him achieve his primary goal—preserving the Union.

MAIN IDEA

Analyzing Issues

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

DIFFERENTIATING INSTRUCTION: ENGLISH LEARNERS

Comparing Casualty Rates of Different Wars

**Class Time** 40 minutes

**Task** Creating a bar graph of war casualties

**Purpose** To put the casualties of the Civil War in historic context by comparing them with those of other wars

**Instructions** Explain that the Civil War was one of the bloodiest wars in history. The use of heavy artillery in the field and the invention of the repeating rifle partly accounted for the high casualty rate. In fact, the Civil War remains the bloodiest war for the United States, except for World War II. Casualties (killed and wounded) were almost triple those for the

Vietnam War and nearly exceeded U.S. casualties in all other wars combined, except for World War II.

Have students use the following information on war casualties to create a bar graph comparing different wars.

Civil War	646,392
World War I	320,710
World War II	1,079,162
Korea	140,200
Vietnam	211,556

Statistics from *World Almanac* 2003

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.

**C. Possible Answer** drew people to the West, including many immigrants; by carrying raw materials to factories and finished goods to market, it boosted agriculture and industry; helped steel industry

### MAIN IDEA

#### Recognizing Effects

How did railroads affect the growth of the United States?

### SECTION 3

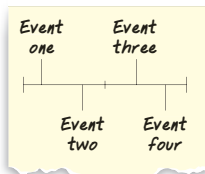
### ASSESSMENT

**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)

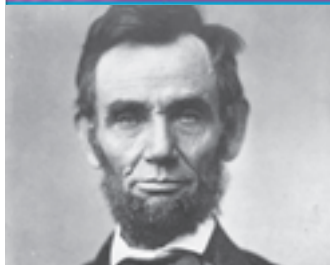
#### CRITICAL THINKING & WRITING

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)

## 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."

## History Makers

### Abraham Lincoln

How did Lincoln's life reflect the basis of American democracy? (*He rose from humble beginnings to become president.*) Abraham Lincoln was not a simple folk hero: he was shrewd, ambitious, and somewhat vain. At a time when most men made do with one suit in a lifetime, Lincoln bought two a year from the best tailor in town.

## The Postwar Economy

10.3.3

### Critical Thinking

- How might the Irish potato famine have affected U.S. industrialization? (*Famine caused many Irish to emigrate; these immigrants were part of rapid industrial growth.*)
- How did the railroad change the landscape of the West? (*Increased settlement on the prairie, including towns, farms, and ranches*)

### In-Depth Resources: Unit 3

- Primary Source: Railroad Poster, p. 33

## 3 ASSESS

### SECTION 3 ASSESSMENT

Have students share their responses to question 5.

### Formal Assessment

- Section Quiz, p. 173

## 4 RETEACH

Ask students to create a time line of the events in this section and discuss how each one relates to U.S. history.

An Age of Democracy and Progress 327

## ANSWERS

1. manifest destiny, p. 324 • Abraham Lincoln, p. 325 • secede, p. 326 • U.S. Civil War, p. 326 • Emancipation Proclamation, p. 326 • segregation, p. 327

2. **Sample Answer:** 1803—Louisiana Purchase; 1819—Florida Cession; 1845—Texas Annexation; 1846—British treaty; 1848—Mexican Cession; 1853—Gadsden Purchase; 1869—transcontinental railroad.
3. California and much of the Southwest
4. North had diversified economy and free workers; South was agricultural and had slaves.
5. It created a need for mass production and distribution of goods.

6. Facts—Elements of weather, people being evicted; Opinions—Thunder as "divine indignation," "my poor and unhappy countrymen," the "brutal power" of the whites.
7. North had more people, resources, and industry, better transportation; South had superior military leadership.
8. large Hispanic, bilingual population in the region with strong ties to Mexico; resentment of U.S. for taking Mexican territory

9. **Rubric** Journal entries should describe
  - the landscape.
  - traveling by wagon.
  - Native Americans.

### CONNECT TO TODAY

#### Rubric Tables should

- mention contemporary civil conflicts.
- mention various continents: for example, Africa, Sierra Leone; South America, Venezuela; Asia, Kashmir.



## LESSON PLAN

### OBJECTIVES

- Describe inventions of the late 19th century and their impact on daily life.
- Trace advances in medicine and science.
- Describe the emergence of the social sciences.
- Explain the rise of mass culture.

### 1 FOCUS & MOTIVATE

Ask students to discuss how electricity affects their lives today. (*Possible Answers: lights, heat, power to run appliances, television, computers, hybrid cars*)

### 2 INSTRUCT

#### Inventions Make Life Easier 10.3.2

##### Critical Thinking

- How were the telephone and the radio superior to the telegraph? (*Telephone transmitted human voice rather than Morse Code; radio did not depend on wires.*)

#### CALIFORNIA RESOURCES

California Reading Toolkit, p. L48  
California Modified Lesson Plans for English Learners, p. 91  
California Daily Standards Practice Transparencies, TT40  
California Standards Enrichment Workbook, pp. 35–36, 47–48  
California Standards Planner and Lesson Plans, p. L87  
California Online Test Practice  
California Test Generator CD-ROM  
California Easy Planner CD-ROM  
California eEdition CD-ROM



Activists for woman suffrage in London

Thomas Edison with phonograph

## 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.

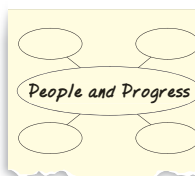
The Italian inventor Guglielmo Marconi used theoretical discoveries about electromagnetic waves to create the first radio in 1895. This device was important because it sent messages (using Morse Code) through the air, without the use of wires. Primitive radios soon became standard equipment for ships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



## SECTION 4 PROGRAM RESOURCES

### ALL STUDENTS

#### In-Depth Resources: Unit 3

- Guided Reading, p. 26
- Skillbuilder Practice: Analyzing Issues, p. 28
- History Makers: Marie and Pierre Curie, p. 41

#### Formal Assessment

- Section Quiz, p. 174

### ENGLISH LEARNERS

#### In-Depth Resources in Spanish

- Guided Reading, p. 84
- Skillbuilder Practice: Analyzing Issues, p. 85

#### Reading Study Guide (Spanish), p. 111

#### Reading Study Guide Audio CD (Spanish)

### STRUGGLING READERS

#### In-Depth Resources: Unit 3

- Guided Reading, p. 26
- Building Vocabulary, p. 27
- Skillbuilder Practice: Analyzing Issues, p. 28
- Reteaching Activity, p. 46

#### Reading Study Guide, p. 111

#### Reading Study Guide Audio CD

### GIFTED AND TALENTED STUDENTS

#### In-Depth Resources: Unit 3

- Primary Source: from Orville Wright's Diary, p. 34

- Literature: from *The Origin*, p. 37

- Connections Across Time and Cultures, p. 42

#### Electronic Library of Primary Sources

- from *Journal of the Voyage of HMS Beagle*

### INTEGRATED TECHNOLOGY

#### eEdition CD-ROM

#### Power Presentations CD-ROM

#### Electronic Library of Primary Sources

#### Critical Thinking Transparencies

- CT26 Movers and Shakers, 1815–1914
- CT62 Chapter 26 Visual Summary

## 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."

### INTEGRATED TECHNOLOGY

**RESEARCH LINKS** For more on Thomas Alva Edison, go to [classzone.com](http://classzone.com)

### CALIFORNIA STANDARDS

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

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



▲ 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.



### 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?

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## Science & Technology

### OBJECTIVE

- Explain the significance of Thomas Edison in the history of technology.

### INSTRUCT

Introduce Edison as a key figure in the history of technology for his inventions and for his approach to solving problems. Discuss with students why his research laboratory might be considered his most significant achievement. (*Possible Answer: It established an approach to problem solving that has been followed for more than 100 years.*)

### More About . . .

#### Thomas Edison

At age 24, Edison, a self-taught genius, invented a stock market ticker. He sold it for \$40,000—a fortune at the time—and used the money to set up his research laboratory. Over the next few decades, inventions poured out of his laboratory at an astonishing rate. Edison has few peers in terms of the number and quality of inventions produced.

### Tip for Gifted and Talented Students

The words *inspiration* and *perspiration* both contain the Latin root *spirare*, "to breathe."

### CONNECT TO TODAY: ANSWERS

#### 1. Clarifying

He meant that genius depends more on hard work than natural talent.

#### 2. Forming and Supporting Opinions

*Possible Answers:* the light bulb, because it is a part of daily life for many people around the world; the phonograph, because its theories are still used in sound recording; the Kinetoscope, because it began the movie industry; the research laboratory, because it defined how systematic research is done today



## More About . . .

### The Wright Brothers

After their history-making flight in 1903, the Wright brothers worked for two years to develop a more practical airplane. By late 1905 they could fly for 39 minutes. In 1908, the U.S. Army contracted with them to make the first military plane, able to fly for an hour, averaging 40 miles per hour with a pilot and a passenger.

#### In-Depth Resources: Unit 3

- Primary Source: from Orville Wright's Diary, p. 34

## New Ideas in Medicine

### 10.3.2

#### Critical Thinking

- Why was the germ theory an important breakthrough? (*provided a better understanding of how diseases were caused, suggested ways to prevent and treat many illnesses*)
- How were pasteurization and the use of antiseptics similar? (*Both were ways of killing germs.*)

## More About . . .

### Louis Pasteur

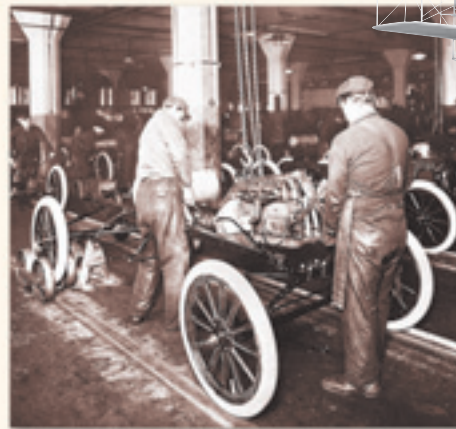
In 1885, Pasteur was working on a vaccine for rabies, one of the first vaccines ever developed. A mother rushed in with her boy who had just been bitten by a rabid dog. With the child facing nearly certain death, Pasteur had no choice but to try out his still highly experimental vaccine. The boy survived and a whole new category of medicine was born.

## 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. 🚗

**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

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

**A. Answer** so that more people could afford to buy a car and he could sell more

## DIFFERENTIATING INSTRUCTION: ENGLISH LEARNERS

### Understanding the Germ Theory of Disease

**Class Time** 20 minutes

**Task** Reading, creating a chart, and writing a summary

**Purpose** To understand the germ theory of disease

**Instructions** Provide students with a K-W-L chart to fill in for "The Germ Theory of Disease."

**Step 1:** Work with students to activate their prior knowledge of the topic, then have them fill in what they know in the K (Know) column. Students may say that they know that germs are bad and that it's good to wash your hands when you have a cold.

**Step 2:** Help students formulate questions for reading. Ask them to write the questions in the W (Want to know) column. Questions might be: What is the relationship of germs and disease? Who discovered the existence of germs? How and when was the theory of germs created? How was the theory used?

**Step 3:** Have students read the three paragraphs. As they read, they can write down additional questions or fill in the answers to their questions in the L (Learned) column.

**Step 4:** Direct students to fill in the answers to their remaining questions.

**Step 5:** Help students use their K-W-L charts to draft a summary of what they have learned.





## Social Sciences Explore Behavior

### 10.4.1

#### Critical Thinking

- What was the inherent flaw in Social Darwinism? (*Ideas about the natural world do not necessarily apply in the same way to human society.*)
- How were Darwin and Freud similar? (*Both challenged previously held beliefs about human beings.*)

## History in Depth

### Social Darwinism

Spencer argued against governments helping the sick and infirm so that “natural selection” might eliminate these people and make society stronger. Ask students to debate Spencer’s view.

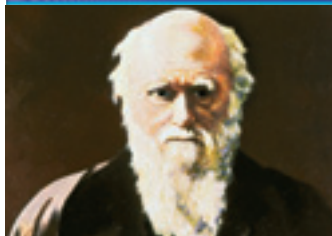
### The Rise of Mass Culture

#### 10.3.2

#### Critical Thinking

- What was the long-term effect of movies on vaudeville? (*Movies ultimately put vaudeville out of business.*)
- Why did mass culture become big business? (*working class was a larger audience than wealthy; film technology created an international market; more profit*)

## 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, Niels 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.

## 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.

**C. Possible Answer** because it explored how a part of the mind that people were not aware of—the unconscious—influences people’s thoughts and behavior

#### MAIN IDEA

#### Clarifying

Why was the work of Pavlov and Freud groundbreaking?

## DIFFERENTIATING INSTRUCTION: GIFTED AND TALENTED STUDENTS

### Examining the Technology of Filmmaking

**Class Time** 45 minutes

**Task** Researching and creating a multimedia presentation

**Purpose** To understand the impact of technology on movies

**Instructions** Encourage students to explore the ways that technology has advanced in different aspects of filmmaking. Students may find resources on the Internet or in the library. For their presentations, students may choose a particular film or give examples that illustrate the process in general. Encourage students to include text, graphics, visuals (still or video), and sound as appropriate to their presentations. Some possible approaches:

1. Create a multimedia timeline of major technological advances in moviemaking (such as sound, color, lighting, special effects, computerized animation, and digital cameras).
2. Illustrate technological advances by comparing movies that have been remade using new techniques (for example, *Ben Hur*, *King Kong*, *Superman*).
3. Describe how movie makeup artists create different types of characters, such as aliens, characters in horror films, and characters who age throughout a movie.
4. Explain the importance of music and sound effects and describe how sound editing occurs after a movie has been filmed.

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
<b>SKILLBUILDER: Interpreting Charts</b> <b>1. Analyzing Causes</b> What was the immediate cause for the increased demand for mass entertainment activities? <b>2. Recognizing Effects</b> 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)

An Age of Democracy and Progress 333

## History from Visuals

### Interpreting the Chart

Explain that the first column lists causes of the rise of mass culture. The second lists immediate effects, which are the causes of longer-term effects shown in the third column. An immediate cause is the one just before an event; the ultimate effects are those in the third column.

### SKILLBUILDER Answers

1. **Analyzing Causes** increase in leisure time  
 2. **Recognizing Effects** produced a mass market for media

## 3 ASSESS

### SECTION 4 ASSESSMENT

After students have completed the questions, engage the whole class in a discussion of question 6.

### Formal Assessment

- Section Quiz, p. 174

## 4 RETEACH

Use the Visual Summary to review this section and chapter. Ask students to rank the inventions in order of importance.

### Critical Thinking Transparencies

- CT62 Chapter 26 Visual Summary

### In-Depth Resources: Unit 3

- Reteaching Activity, p. 46

## ANSWERS

1. assembly line, p. 330 • Charles Darwin, p. 331 • theory of evolution, p. 331 • radioactivity, p. 331 • psychology, p. 332  
 • mass culture, p. 332

2. **Sample Answer:** Edison's electric light; Ford's assembly line; Pasteur's germ theory (most helpful because saved lives); Darwin's theory of evolution  
 3. It lowered production costs.  
 4. He used antiseptics—germ-killing liquids; ordered his surgical wards be kept clean.  
 5. increased literacy, bigger market for books and newspapers, greater demand for entertainment

6. Similarities—New technology and leisure still shape mass culture; movies and sports still popular. Differences—Internet has transformed sharing of culture; mass culture is now a global business.  
 7. Cities built plumbing and sewer systems to improve public health.  
 8. spread of education and literacy, new technologies, more leisure time

9. **Rubric** Expository essays should  
 • include positive and negative examples.  
 • show influences on today's society.  
 • support opinions with facts.

### CONNECT TO TODAY

- Rubric** Posters should provide  
 • illustrations of antibiotics.  
 • data and statistics (both positive and negative) about using antibiotics.