

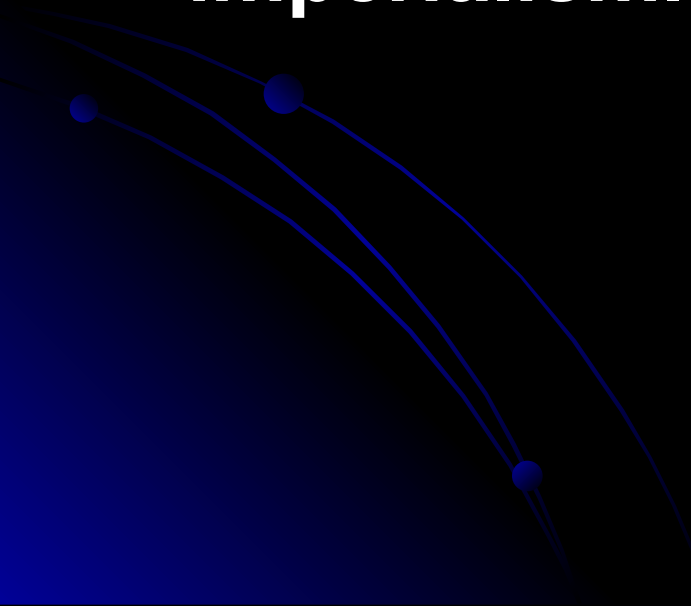
Social Studies World History Standard 15

The Industrial Revolution



Standard 15

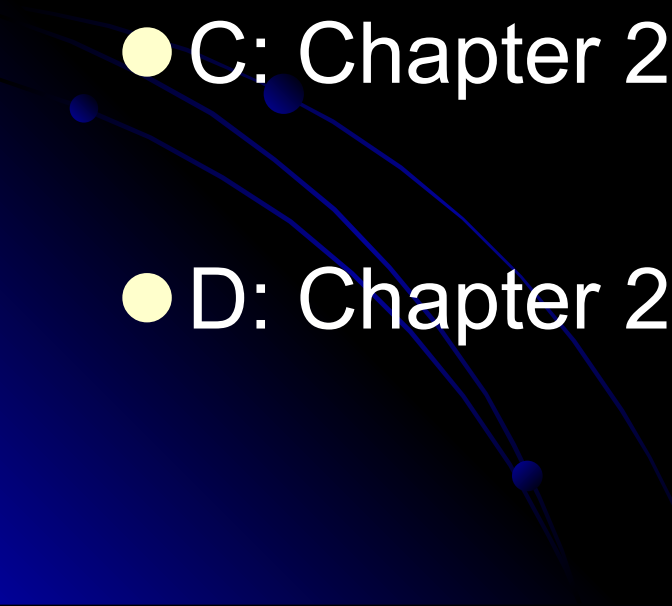
- **SSWH15: The student will be able to describe the impact of industrialization, the rise of nationalism, and the major characteristics of worldwide imperialism.**



SSWH 15

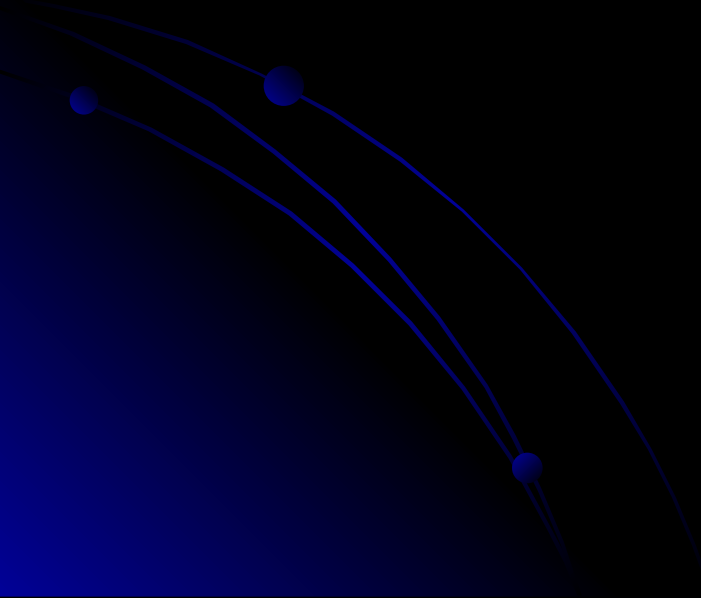
- a. Analyze the process and impact of industrialization in England, Germany, and Japan, movements for political reform, the writings of Adam Smith and Karl Marx, and urbanization and its affect on women.
- b. Compare and contrast the rise of the nation state in Germany under Otto von Bismarck and Japan under Emperor Meiji.
- c. Describe the reaction to foreign domination; include the Russo-Japanese War, the Young Turks, and the Boxer Rebellion.
- d. Describe imperialism in Africa and Asia; by comparing British policies in South Africa, French policies in Indochina, and Japanese policies in Asia; include the influence of geography and natural resources.

Where in the book?

- A: Chapter 25.1.2.3.4 & 28.2
 - B: Chapter 24.3 & 28.2
 - C: Chapter 28.1.2
 - D: Chapter 27.1.2.3.4.5
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SSWH 15

- a. Analyze the process and impact of industrialization in England, Germany, and Japan, movements for political reform, the writings of Adam Smith and Karl Marx, and urbanization and its affect on women.



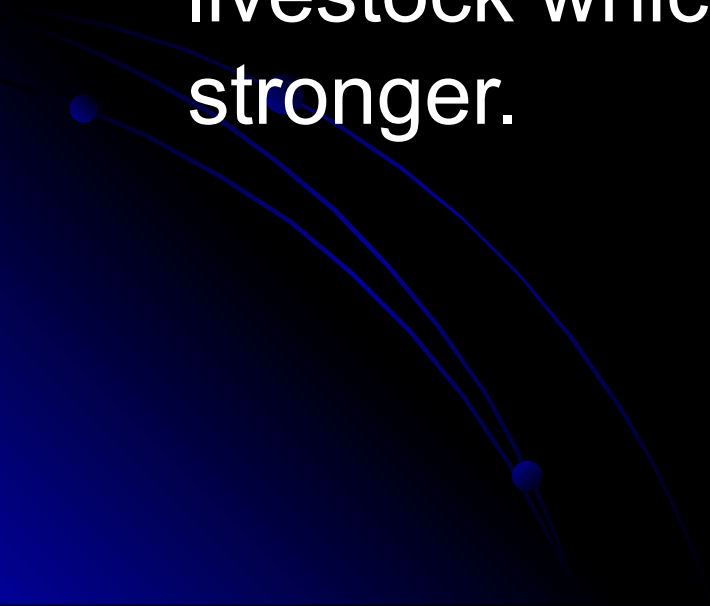
Chapter 25

- After the political revolutions of the 1700's and early 1800's, another type of revolution began
- The **Industrial Revolution** - the shift, beginning in England during the 18th century, from making goods by hand to making them by machine. (p. 717)

Roots of the Industrial Revolution

- Begins in Britain when wealthy buy up farm land and improve farming techniques
- New larger farms, called enclosures were created
 - On these, farmers discovered better ways to farm
 - Jethro Tull invented the seed drill which allowed for crops to be planted in a straight line

Roots of the Industrial Revolution

- **Crop Rotation** – the process where a farmer changes the crop they grow in a field to keep the land healthy
 - Farmers began selectively breeding livestock which made cattle healthier and stronger.
- 


Roots of the Industrial Revolution

- **Industrialization** – the process of developing machine production of goods
- **Factors of production** – the resources needed to produce goods and services that the Industrial Revolution required
 - Water and coal to fuel machines
 - Iron ore to construct machines
 - Rivers for easy and cheap transportation
 - Harbors to encourage international trade

Inventions Spur Industry

- Flying Shuttle – doubles the work a weaver can do in a day
- Spinning Jenny – a wheel that allows a worker to spin 8 spools of yarn at a time
- Waterpower made both of these inventions faster
- **Factories** – a building in which machines are set up to produce goods

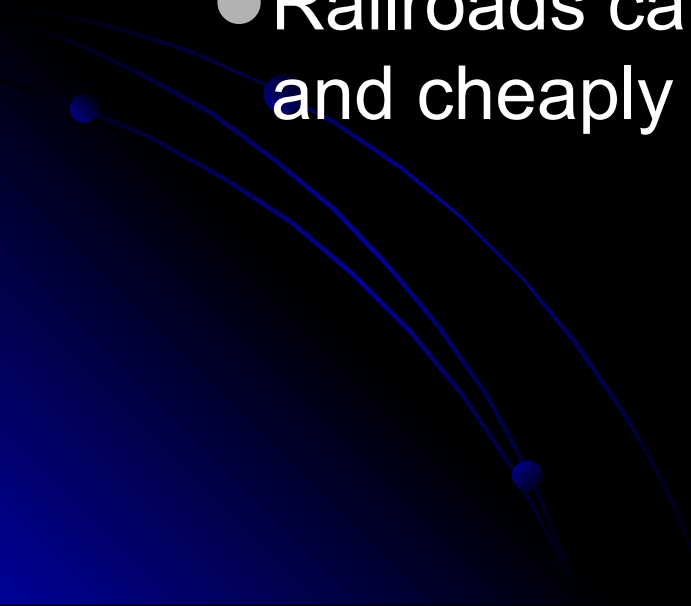
More Inventions

- Steam Engine – James Watt develops a better, more efficient steam engine and teams with entrepreneur Matthew Boulton to sell it
 - Entrepreneur – a person who organizes, manages, and takes on the risk of a business
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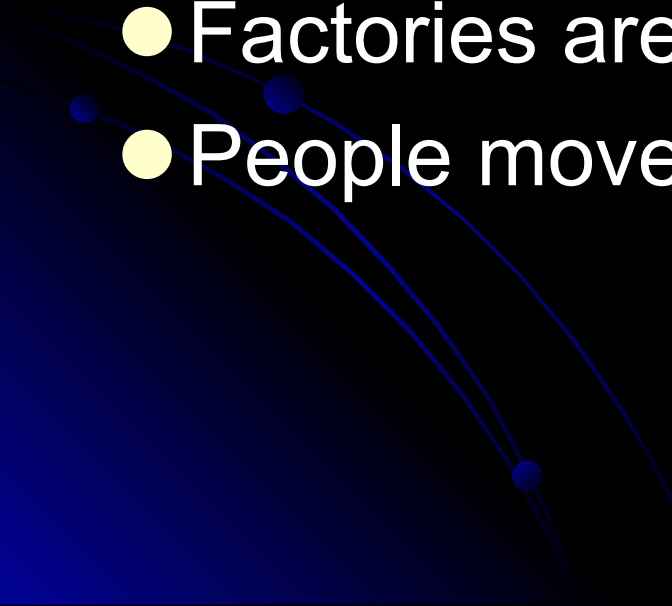
Transit

- American, Robert Fulton placed a steam engine on a boat and built the *Clermont*, the first steam boat.
- In England, canals were built to improve and quicken transportation
- Roads were improved by adding crushed rock over a layer of big rocks for drainage
 - Stay out of the mud!

Railroads

- Railroads became the most important method of transportation during the Industrial Revolution
 - Why?
 - Railroads can move heavy materials quickly and cheaply
- 

Urbanization

- In the late 1700's more and more people moved to cities
 - This is called Urbanization
 - Cities are built near water
 - Factories are also built near water
 - People move to cities for jobs in factories
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Cities

- Urbanization – city building and the movement of people to cities
 - Occurs because factories are built near cities
 - People move there for jobs
- England sees a boom in cities
 - London is most important industrial city
 - Manchester is northern center of growth

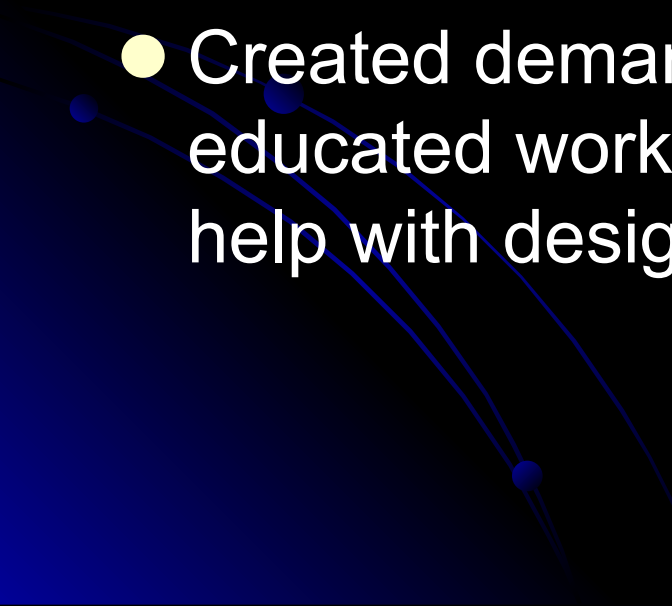
Living & Working

- Due to the speed that cities grew, services were not always available
 - No sewers, trash collection, cramped housing
- Life expectancy in London for a factory worker was 17, 38 for rural farmers
- Factories were dark and dangerous
 - People worked 14 hours a day, 6 days a week
 - Conditions were poor, many workers injured or killed

Class Systems in England

- Upper Class – Nobility (kings, etc.)
- Middle Class – skilled workers, professionals, businessmen, wealthy farmers
- Lower Class – Factory workers, laborers, and poor farmers
 - Working Class – people who worked in factories
 - Felt mistreated

Good Effects of I.R.

- Nations became wealthy
 - Created Jobs
 - Raised the standard of living
 - Created demand for educated workers to help with design
 - Items that were luxuries become common
 - Cities became better places to live
 - Living and working conditions improved
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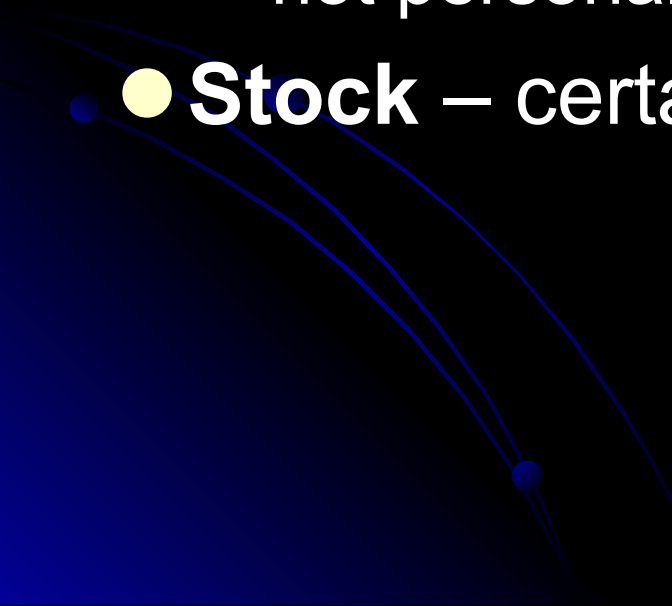
Spread of I.R.

- U.S. had the same resources that Britain had.
 - U.K. tries to keep the US out of trade during the War of 1812
 - As a result, the US begins industrializing
- Samuel Slater builds a spinning machine from memory
- Moses Brown uses Slater's machines to open a factory in Rhode Island

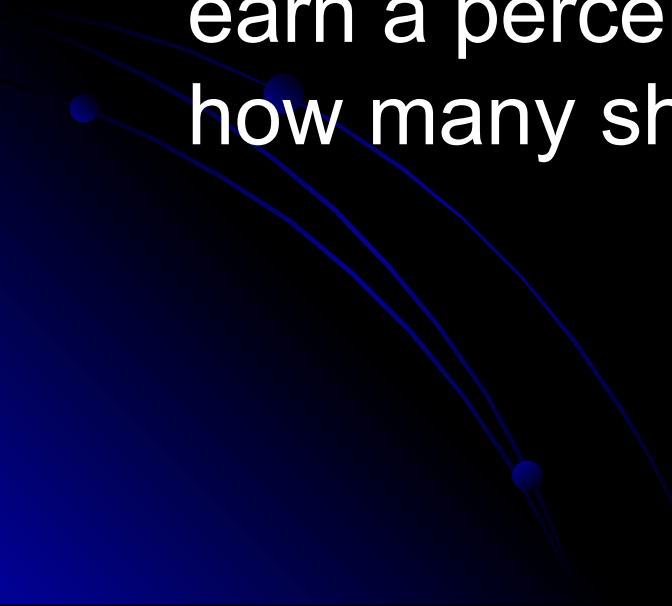
U.S.

- Lowell, MA – first fully mechanized cloth factory, named after factory owner.
- Women went to work because they could earn more doing factory work than in other jobs.
- In the second half of the 1800's, industry boomed in the US
 - Railroads
 - Investment
 - Invention

The Corporation

- Companies require money to build
 - Corporations are formed
 - **Corporation** – a business owned by stockholders who share in its profits but are not personally responsible for its debts
 - **Stock** – certain rights of ownership
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Basically

- You lend a company money
 - That money gets you a SHARE of ownership
 - When the company makes a profit, you earn a percentage of that profit based on how many shares of stock you own.
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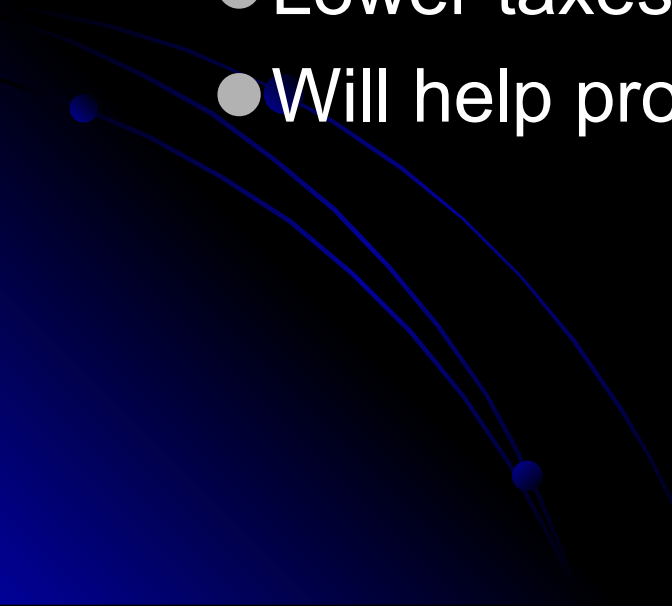
Europe

- The French Revolution & Napoleon will disrupt the Industrial Revolution
- Belgium will use its resources to become the early European leader
- Germany will follow the British model and will bring English workers to Germany
- Germany will build a lot of railroads to help speed up their growth

Impact

- Widened the gap between rich and poor globally
- Led to exploitation of colonies for resources
- Europe became the strongest economy in the world
- Led to economic and social reform

Philosophies of Industrialization

- Laissez-Faire – letting industry and business set working conditions without interference
 - Government should not interfere in business
 - Lower taxes and tariffs
 - Will help promote wealth
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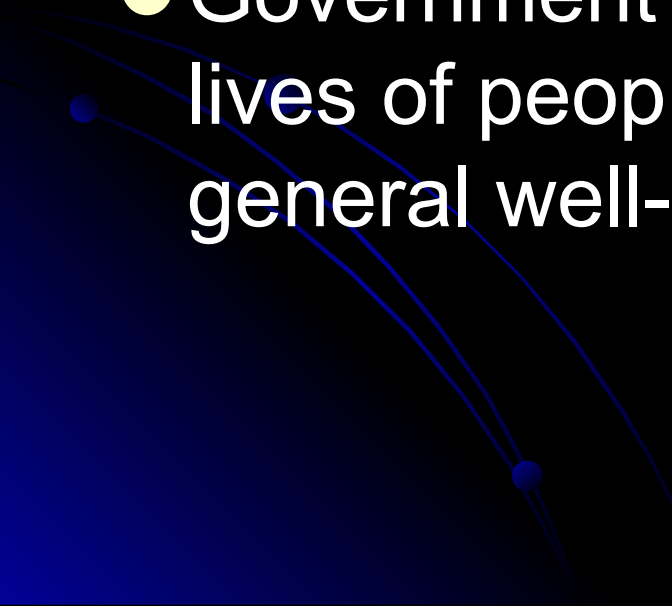
Adam Smith

- **Adam Smith** – defends the idea of a free economy in the book “Wealth of Nations”
 - Liberty grants economic progress
 - Three laws of Economics
 - Law of self-interest – people work for their own good
 - Law of Competition – competition forces people to make a better product
 - Law of supply and demand – goods are produced at the lowest possible price to meet demand.

Capitalism

- Capitalism – the economic system in which the factors of production are privately owned and money is invested in business ventures to make a profit
- Many capitalist thinkers were against a minimum wage and improved working conditions.
 - Felt that would increase the costs of production

Utilitarianism

- Utilitarianism – the theory that government actions are useful only if they promote the greatest good for the greatest number of people
 - Government should work to improve the lives of people because it brings up the general well-being of a nation
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Socialism

- **Socialism** – the people own the factors of production and operate for the welfare of all
- Government should plan the economy to improve the lives of everyone
- Public ownership would help workers
- Socialism holds an optimistic view of human nature

Capitalism vs. Socialism

Capitalism

- Individuals and businesses own property and the means of production.
- Progress results when individuals follow their own self-interest.
- Businesses follow their own self-interest by competing for the consumer's money. Each business tries to produce goods or services that are better and less expensive than those of competitors.
- Consumers compete to buy the best goods at the lowest prices. This competition shapes the market by affecting what businesses are able to sell.
- Government should not interfere in the economy because competition creates efficiency in business.

Socialism

- The community or the state should own property and the means of production.
- Progress results when a community of producers cooperate for the good of all.
- Socialists believe that capitalist employers take advantage of workers. The community or state must act to protect workers.
- Capitalism creates unequal distribution of wealth and material goods. A better system is to distribute goods according to each person's need.
- An unequal distribution of wealth and material goods is unfair. A better system is to distribute goods according to each person's need.

Karl Marx

- German philosopher who introduces “Marxism” in *The Communist Manifesto*
- Society is divided into warring classes
 - Upper Class - Haves
 - Middle Class/Bourgeoisie – Haves
 - Lower Class/Proletariats – Have Nots
- The upper classes owned everything, the lower class worked

Communism

- Capitalism would destroy itself due to the workers being angry over the wealth of a few owners of production
- Workers would seize the factories and share the wealth
- Would lead to a classless society
- **Communism** – complete socialism in which the means of production – all land, mines, factories, railroads, and businesses would be owned by the people
- No more private ownership

Unions & Reform

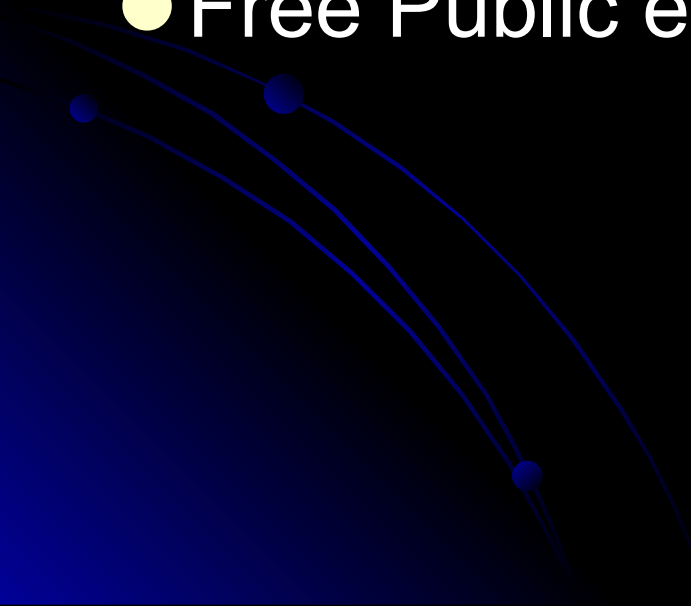
- Workers became active in politics and pressed for reforms
- **Unions** – voluntary labor associations
 - Unions speak for all workers in a trade
 - Demand better pay and working conditions
 - If these demands are not met, they go on **Strike** – a refusal to work
- After some time, unions earn rights for workers

Other Reforms

- Child labor laws – U.K. & U.S. created laws limiting the hours a child could work
- Women Labor Laws - U.K. & U.S. created laws limiting the hours a woman could work
- Abolition of slavery
 - Britain – 1833
 - US – 1865
 - Puerto Rico – 1873
 - Brazil – 1888

Other Reforms

- Better working conditions for women
- Woman's right to vote
 - Women fought for the right to vote
 - 1919 – US
- Free Public education for all children



Japan Modernizes

- Japan had not traded or interacted with others during the I.R.
- 1853 Commodore Matthew Perry (US) goes to Japan and opens trade
- Treaty of Kanagawa – Japan and the U.S. agree to trade and allow U.S. ships to refuel

Meiji Reforms

- Japans leaders were upset that the nation began to trade, which was seen as bowing down to Western powers
- Japanese Emperor Mutsuhito forced the Tokogawa shoguns to step down ending 800 years of rule, begins the **Meiji Era**

Meiji Japan

- The Meiji Era rulers decide that to compete and counter western influence was to modernize
- Begin purchasing modern weapons, building railroads
- Dress in western clothing
- Japan began to trade with the rest of the world and became richer

Japan Expands

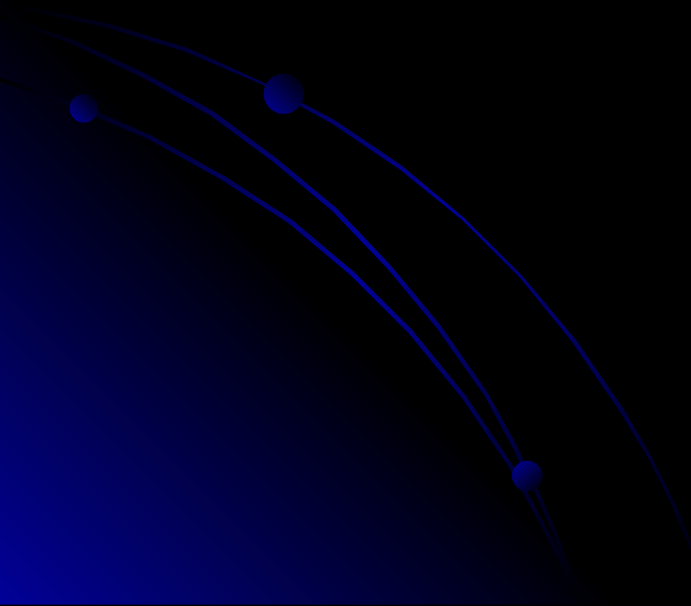
- Japan builds the largest, strongest army in Asia
- Japan's national pride led them to begin to expand
- 1894 – Japan breaks a treaty and attacks Korea
 - Japan wins the war with Korea and China and conquers Korea, gaining Taiwan as a colony

Russo – Japanese War

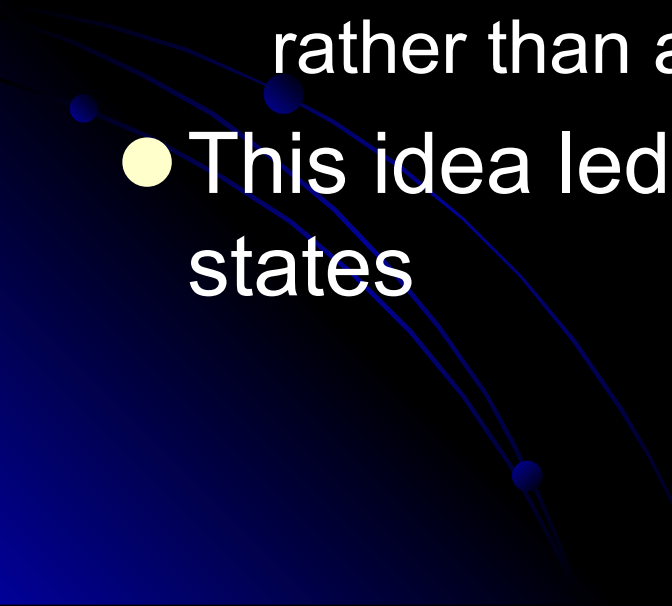
- In 1904 Japan attacks Russian ships in Manchuria (China) beginning the Russo-Japanese War
- Japan wins the war and forces Russia out of Manchuria
- Japan erodes the Korean government and eventually takes it over and imposes annexation – total control of a country by another country.

SSWH 15

- b. Compare and contrast the rise of the nation state in Germany under Otto von Bismarck and Japan under Emperor Meiji.
- Chapter 24.3 & 28.2



Nationalism

- Nationalism is the most powerful idea of the 19th century (1800's)
 - The belief that people should be loyal mainly to their nation – that is, to the people with whom they share a culture and history – rather than a king or empire
 - This idea led to the building of Nation-states
- 

Three types of Nationalism

- Unification

- Mergers of politically divided but culturally similar lands

- Separation

- Culturally distinct group resists being added to a state or tries to break away

- State-building

- Culturally distinct groups form into a new state by accepting a single culture

Austrian Empire

- Break-up in the 1800's of the Austrian empire is due to political and social reasons as well as attacks from the east
- Nationalism played a large role in destabilizing the region



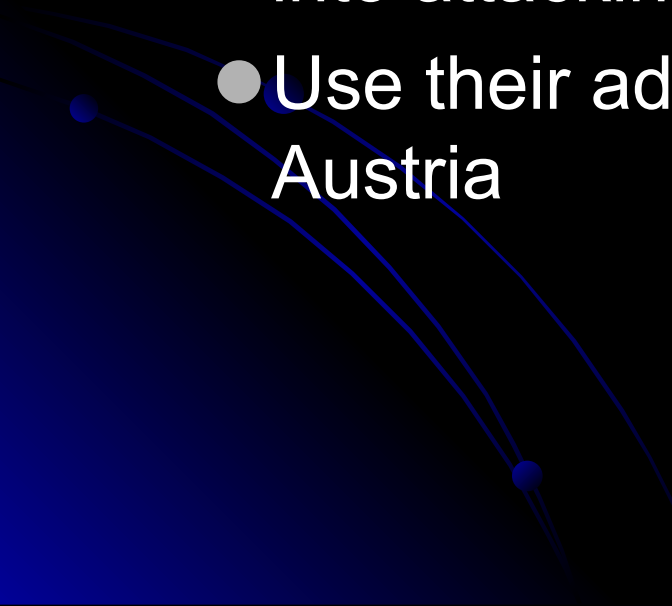
Germany

- 1815: German nation-states unify to form the German Confederation
 - Austria and Prussia both tried to dominate this group
- 1848, Germans force a constitutional convention
 - Prussia is the best represented here because they are the most similar to Germany with a large ethnic German population

Wilhelm I

- Prussian ruler who becomes head of state in Germany
 - Supported by Junkers – conservative members of Prussia's landowning class
- Otto von Bismarck
 - Prime Minister
 - Realpolitik – term for “tough power politics” with no room for idealism.

Prussian Empire

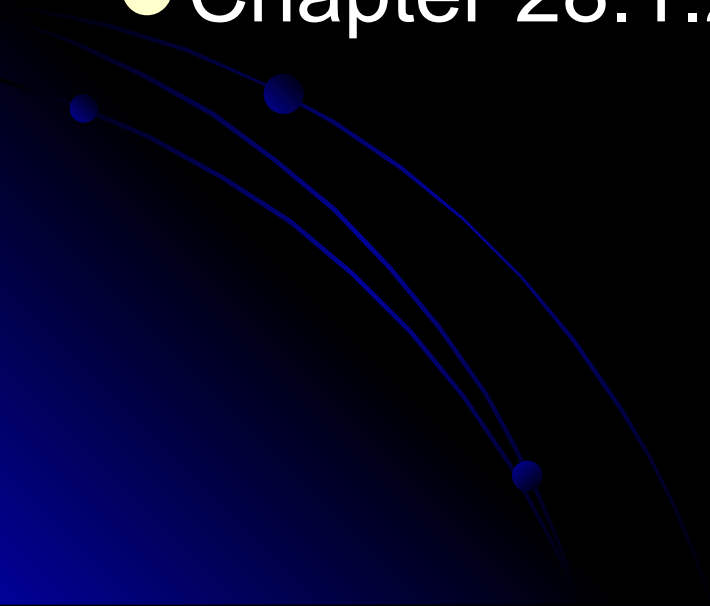
- Bismark uses his position to centralize power
 - Take regions from Denmark
 - Use the military victories to provoke Austria into attacking them
 - Use their advanced military training to defeat Austria
- 

Franco – Prussian War

- Prussia (Germany) provokes a war with France over a perceived insult
- France loses
- Wilhelm I is pronounced Kaiser (king)
- Declares his empire the Second Reich
 - Holy Roman Empire is the First Reich
- Shifts the balance of power in Europe to Germany & England
 - It will remain like this until after WWII

SSWH 15

- C. Describe the reaction to foreign domination; include the Russo-Japanese War, the Young Turks, and the Boxer Rebellion.
- Chapter 28.1.2



China & The West

- Before 1793 China had refused ambassadors from European countries
 - They could get everything they needed by themselves
- In 1793, the Qing emperor allowed the British to trade with them
 - Still didn't need Europeans for trade
- Europeans wanted to find a good that the Chinese would need
 - British introduced Opium – habit forming drug

The Opium War

- The Chinese became addicted to Opium
 - 12 million by 1835
- Emperors asked Britain to stop importing the drug
 - Britain refused
- China declared war against Opium trade and the British
 - Naval war that the British won easily
- Treaty of Nanjing
 - Gave the British the port of Hong Kong and extraterritorial rights
 - Non-citizens were not subject to Chinese law in certain ports

China

- Rebels tried to overthrow the government in the Taiping Rebellion
 - Fails due to poor organization and in-fighting
- At the same time, Europeans were putting pressure on China for goods and deals
 - Internally, some Chinese wanted Western style reforms
- Dowager Empress Cixi led China in some educational reforms, diplomatic service, and military

China

- Other nations tried to establish **spheres of influence** in China (and Japan)
 - One country holds power over another's government, trade, and investments
- U.S. was afraid of others interfering in China and declared the **Open Door Policy**
 - Chinese trade must be open to all countries

Chinese Nationalism

- Qing emperors saw international interaction in China as a threat
 - Tried to modernize to keep up with the rest of the world
- Chinese people became frustrated with the government
- Dowager Empress overthrows her own son and undoes some of his reforms

The Boxer Rebellion

- Poor Chinese people resented foreigners given privileges
- Some get together and form a secret society called the Society of Righteous and Harmonious Fists
 - Called “Boxers” due to the shape of the hats they wore
- They marched on Beijing shouting “Death to foreigners”
 - Easily defeated by foreign armies
- Chinese government decides that it must reform
 - Decide to restructure it's gov't by 1917

SSWH 15

- D. Describe imperialism in Africa and Asia; by comparing British policies in South Africa, French policies in Indochina, and Japanese policies in Asia; include the influence of geography and natural resources.
- Chapter 27.1.2.3.4.5

Imperialism

- Imperialism – the seizure of a weak country by a strong country
 - The stronger country will dominate politics, economics, and social life
- Africa – largely independent before 1800's
 - Europeans began trading with the Africans in the 1400's
 - Mainly for slaves

Types of Imperialism

● Colony

- A country or territory governed internally by a foreign power
 - Somaliland was a French Colony

● Protectorate

- A country or territory with its own internal government but under the control of an outside power
 - Niger River Delta was a British Protectorate

Types

- Sphere of Influence

- An area in which an outside power claims exclusive investment or trading privileges
 - Liberia under the Sphere of Influence by America

- Economic Imperialism

- An independent but less-developed country controlled by private business interests rather than other governments
 - Dole Company in Hawaii

Control

- Indirect Control

- Reliance upon existing political leaders
- Those leaders ruled by authority of the Colonial power and with their laws

- Direct Control

- Colonies were unable to handle the complexities of government
- **Paternalism** – Provided for peoples needs, but did not give them rights
- **Assimilation** – Populations would become like the colonial culture by only learning that culture

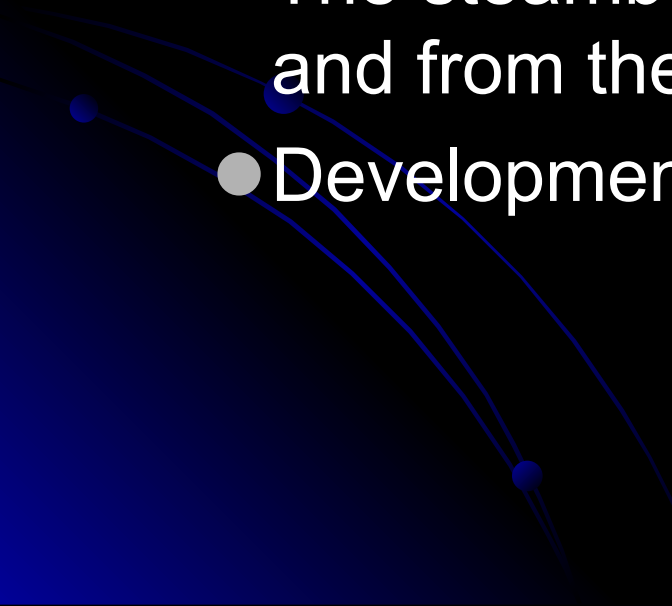
Africa & The Congo

- During the 1800's European "explorers" ventured into the heart of Africa
 - Their reports sparked interest in the nations
 - European rulers wanted the resources there
- King Leopold of Belgium claimed the Congo for Belgium
 - Said it was to introduce Christianity and end slavery
- Other European nations wanted access to Africa and began claiming land

Why Colonize?

- Europeans believed they were superior to people in other nations
 - **Racism** – the belief that one race is superior to another
 - **Social Darwinism** – the false belief that races advanced due to genetics benefits
- Missionaries encouraged colonization
 - Convert more people to Christianity

How Could they Do It?

- European countries were able to manage a large empire because
 - Superior weaponry
 - Machine gun
 - The steamboat allowed for fast transport to and from the colonies
 - Development of Quinine – cure for malaria
- 

Europe is Divided

- 1885 – 14 European countries meet to divide Africa
- **Berlin Conference** – set rules for colonies in Africa
 - Divided Africa
 - No African representation at the conference
 - Borders drawn based on European desires and resources
 - No care given to who lives in a place at a time

Africa

- Many Europeans believed that Africans would purchase goods made from African materials
 - Did not happen
- Europe still wanted to resources from Africa
 - Used previously mentioned justification for continuation of colonies

British

- The Dutch had settled in South Africa
 - Known as **Boers**
 - Took land and established huge farms
 - The British took over South Africa, the Boers disagreed with British policies
 - When Gold and diamonds were found in South Africa many came to make their fortune
 - Boers attempted to keep them out
 - When this failed, they blamed the British

Boer War

- Boers launched a war against the British
 - Commando raids & guerrilla tactics by Boers
 - British burnt Boer farms and put women and children into disease filled concentration camps
 - Black South Africans fought mainly for the Boers, captured and put into camps
- The British eventually won
 - Joined with the Boers in forming the Republic of South Africa

French Indochina

- French had been involved in Southeast Asia since the 1600's
 - Helped the Nguyen dynasty come to power
 - In the 1840's an anti-Christian emperor had French missionaries killed
 - The French used that as an excuse to invade and conquer Vietnam
 - Added Laos and Cambodia
 - Called French Indochina

French Indochina

- French used Direct Rule
 - Key positions in government were filled by Frenchmen
 - Increased rice production
 - Most of it was exported
- Infrastructure improved
 - Railroads, roads, harbors, communication
 - Mostly benefitted the French
 - However education and health for natives improved also
- Migration from all of Asia occurred
 - Has led to religious and ethnic difficulties to today