AP WORLD HISTORY
GUIDED READINGS
UNIT 5: 1750-1900

As you read each chapter, answer the core questions within this packet. You should also define vocabulary words listed in the Key Terms packet.

When finished with the chapter, go online to the companion website for the textbook *The Earth and Its Peoples*. Be aware that the chapter numbers are not aligned directly with the numbers in our books, as the online version is a different edition. Furthermore, some of the links for the Internet Exercises in each chapter are broken. The broken links are revised within this packet, so open the PDF of this packet online and access the links that way. You can also usually find the page the book’s website was intending to redirect to through a Google search.

All chapters require answering the core questions within this packet as well as the online multiple choice questions. Almost all chapters also require an extension activity to be completed, as indicated following the core questions.

**Chapter questions are due by class time on the dates indicated here:**

Chapter 21: ____________________________

Chapter 22: ____________________________

Chapter 23: ____________________________

Chapter 24: ____________________________

Chapter 25: ____________________________

Chapter 26: ____________________________

Chapter 27: ____________________________
1. How did the costs of imperial wars and the Enlightenment challenge the established authority of monarchs and religion in Europe and the American colonies?

2. What were the direct causes of the American Revolution?

3. What were the origins and accomplishments of the French Revolution?

4. How did revolution in one country help incite revolution elsewhere?
Extensions: Complete these two activities online with the Student Companion for *The Earth and Its Peoples*.

- ACE Practice Tests – **Chapter 22: Revolutionary Changes in the Atlantic World** – email to rgorski@hackettstown.org or print your results & bring to class.
- Internet Exercises – **Chapter 22** – Activity 2:

While working on Activity One, you probably noticed that Paine and the authors of the Declaration of Independence, the Constitution of the United States, the Bill of Rights, and the Declaration of the Rights of Man all used universal language in their pronouncements. That is, they did not limit the rights they espoused to anyone because of education, social class, or skin color, nor did they obviously exclude women. These statements raised serious issues in France and the United States, where women possessed few individual rights and where the enslavement of Africans and exclusionist policies towards free Africans were condoned. Many people, particularly women, were quick to point out the contradiction. Go to Olympe de Gouges, Mary Wollstonecraft, and Abigail Adams and also see de Gouges’s *The Rights of Women* and *Equality: Abigail Adams to John Adams*. How did the goals and rhetoric of the American and French Revolutions inspire these women?

Were they typical of their time in terms of their social standing and education? How did their backgrounds influence their stance on gender equality?

To analyze how these women's efforts influenced their male revolutionary counterparts, see Thomas Paine: An Occasional Letter on the Female Sex and *Equality: John Adams to Abigail Adams*. (Note: This is John Adams's reply to his wife's letter, which you read earlier.)

Which man seems more receptive to the sentiments of these early feminists?

Why do you believe that these men were reluctant to embrace female equality despite their own revolutionary views?

Although neither American nor French women achieved full political equality until the twentieth century, one of the legacies of the two nation's revolutions was the movement begun by women such as de Gouges, Wollstonecraft, and Adams to include women as equal citizens in the new societies. Despite the initial failure of these women's efforts, their ideas were never forgotten and continue to inspire women around the world today.
1. What caused the Industrial Revolution?

2. What were the key innovations that increased productivity and industrialization?

3. What was the impact of these changes on the society and environment of the industrializing countries?

4. How did the Industrial Revolution influence the rise of new economic and political ideas?

5. How did the Industrial Revolution affect the relations between the industrialized and the non-industrialized parts of the world?
Extensions: Complete these two activities online with the Student Companion for *The Earth and Its Peoples*.

- ACE Practice Tests – **Chapter 23: The Early Industrial Revolution** – email to rgorski@hackettstown.org or print your results & bring to class.
- Internet Exercises – **Chapter 23** – Activity 4:

Another dramatic transformation caused by the Industrial Revolution was the rapid growth and change in cities. Begin your analysis of this phenomenon by reading the brief essays and firsthand descriptions (where applicable) at [Manchester](#), [Birmingham](#), and [Liverpool](#). For another firsthand account of Manchester life, see [Modern History Sourcebook: Friederich Engels: Industrial Manchester, 1844](#). While reviewing these sites, consider the following questions:

What were these cities like before they were affected by the Industrial Revolution, and what were they like afterwards?

What aspect of the Industrial Revolution particularly impacted their growth? Did they expand due to increased manufacturing, the proliferation of the railroads, or their locations near important sources of raw materials such as coal? Perhaps a combination of factors contributed to their expansion.

How did observers describe the impact of industrialization on these cities? Did they focus on the increase and amount of newly acquired wealth or on environmental consequences such as poor sanitation and the spread of contagious diseases?

After reflecting on these questions, list all of the ways in which industrialization altered the urban landscape. Be sure to think in terms of population, economics, sanitation, transportation, quality of life, and equality of wealth.
1. What were the causes of the revolutions for independence in Latin America?

2. What major political challenges did Western Hemisphere nations face in the 19th century?

3. How did economic modernization and the effects of abolitionism, immigration, and women's rights change the nations of the Western Hemisphere?
Extensions: Complete these two activities online with the Student Companion for *The Earth and Its Peoples*.

- ACE Practice Tests – Chapter 24: Nation-Building and Economic Transformation in the Americas – email to rgorski@hackettstown.org or print your results & bring to class.
- Internet Exercises – Chapter 24 – Activity 3:

The status of women was another issue that caused much tension in these new nations throughout the century. As Web Activity Two for Chapter 22, Revolutionary Changes in the Atlantic World, demonstrates, some middle-class women began to demand equality before the law as a result of the American and French Revolutions. Although no governments in the Americas made good on this promise during the nineteenth century, more and more women began to demand these basic human rights. Nowhere was this movement more evident than in the United States. To learn more about it, go to Women's Rights National Historic Park and click on "The Convention," "The Participants," and "Related Events." Also, carefully read the Declaration of Sentiments adopted by the participants at the Women's Rights Convention. What were the connections between the early women's rights movement in the United States and the movement to abolish slavery?

How does the *Declaration of Sentiments* reflect the rhetoric and ideas espoused by Thomas Jefferson, Thomas Paine, and other men who had been involved in the American and French Revolutions a generation earlier?

Compare and contrast the *Declaration of Sentiments* with a work by Argentinean feminist Maria Eugenia Echenique, *The Emancipation of Women (1876)*. Does she express attitudes similar to those of her American counterparts? Does she use the language of the American and French Revolutions?

Why do you think these women’s calls for their inclusion in the political life of these new nations were not heeded until the early twentieth centuries?
1. What were the benefits and drawbacks to the Ottoman Empire of the reforms adopted during the Tanzimat period?

2. How did the Russian Empire maintain its status as both a European power and a great Asian land empire?

3. How did the impact of European imperialism on China differ from its impact on Russia and the Ottoman Empire?

Extensions: Complete these two activities online with the Student Companion for The Earth and Its Peoples.
- ACE Practice Tests – Chapter 25: Africa, India, and the New British Empire – email to rgorski@hackettstown.org or print your results & bring to class.
- Internet Exercises – Chapter 25 – Activity 3:

The growth of the new British Empire affected different peoples around the world in different ways. The subcontinent of India became Britain's most important overseas possession during the nineteenth century. For an assessment of the British raj, read The New Nationalist Movement in India by Jabez T. Sunderland. This article appeared in the Atlantic Monthly, a popular journal in the United States, in 1908. According to its author, what was the legacy of British rule in India? While crafting your response, consider the following questions: How had India's economy developed? What new technologies had been introduced into the subcontinent? What were living standards like for the average Indian? The author puts the blame for the conditions squarely on British rule. What specific policies does he blame for India's problems, and what remedy does he offer? Does he advocate turning back the clock and restoring India to its old traditions, or does he propose a more Western solution? Does he look to India's past to support the idea of a modern Indian nation-state?
1. How did different African leaders and peoples interact with each other, and how did European nations’ relationship to African peoples change during this period?

2. How did Britain secure its hold on India, and what colonial policies led to the beginning of Indian nationalism?

3. What role did the abolition of slavery and the continued growth of British overseas trade play in the immigration to the Caribbean and elsewhere of peoples from Africa, India, and Asia?
Extensions: Complete these two activities online with the Student Companion for The Earth and Its Peoples.

- ACE Practice Tests – **Chapter 26: Land Empires in the Age of Imperialism** – email to rgorski@hackettstown.org or print your results & bring to class.
- Internet Exercises – **Chapter 26** – Activity 2:

There was no stampede to embrace Western values and cultures among the peoples of the Ottoman Empire, Qing Empire, and Tokugawa Shogunate. Nevertheless, all three governments sought to emulate the West at some point during the century. To understand this contradiction, read the documents at **Proposals for Self Strengthening** and **Observations of Ii Naosuke, Lord (daimyo) of Hakone, Oct. 1853**. Next, read The **Westernizing Reforms**.

Why did reformers in all three of the Eastern empires wish to emulate the West?

What particular aspects of Western culture did they want to adopt?

Do you think that these advocates of reform wanted to completely transform their countries into Western-style powers, or did they wish to preserve much of their own cultures and traditions?

What Western developments that had occurred during the past century most inspired these reformers--the revolution in political thought or the Industrial Revolution?

Do you believe that these Asian powers could embrace the technological aspects of the West while simultaneously rejecting the political values that prevailed in the West during the nineteenth century? The dilemma posed by this situation continues to cause major tensions in these Eastern societies today.
1. What new technologies and industries appeared between 18500 and 1900, and how did they affect the world economy?

2. How did the societies of the industrial countries change during this period?

3. How did industrialization contribute to the socialist and labor movements?

4. How was nationalism transformed from a revolutionary to a conservative ideology?

5. How did the forces of nationalism affect the major powers of Europe?
**Extensions:** Complete these two activities online with the Student Companion for *The Earth and Its Peoples*.

- ACE Practice Tests – **Chapter 27: The New Power Balance** – email to rgorski@hackettstown.org or print your results & bring to class.
- Internet Exercises – **Chapter 27** – Activity 2:

Global economic integration was more favorable for industrial societies than for those based on agriculture or primary products. However, within the industrial world, this economic growth did not affect everyone equally. Aside from the rich, the greatest beneficiaries of this expansion of wealth were the middle classes, whose numbers and living standards increased rapidly during the second half of the nineteenth century.

To explore the world of the middle class, read the essays and study the images at [The Development of Leisure in Britain after 1850](#) and [Technology and Leisure in Britain after 1850](#). Then, go to [Victorian Station: Lifestyles](#), and click on the hyperlinks under "Fashion," "Etiquette," "Leisure Activities," "Recipes," and "Rituals." Next, go to [Victorian Station: Interior Designs](#), and click on the hyperlinks under "Interior Design," "Room by Room," and "Furniture."

In what ways did members of the middle class in industrialized nations benefit from the growth of the world economy? When responding to this question, consider their consumption of products and their occupations.

Do these essays suggest that a common outlook existed among the middle classes of the industrial world?

Did their members share similar tastes in fashion and leisure activities and observe the same manners? What made these common perspectives possible?

What roles did photography, transportation, and other innovations such as mass-produced magazines and newspapers play in this development during the second half of the nineteenth century?
1. What motivated the industrial nations to conquer new territories? What means did they use?
2. Why were imperialists drawn to the natural resources of Africa? How did their presence on that continent change the environment?
3. What were the social and cultural effects of imperialism in Asia?
4. What were the economic motives behind imperialism in Latin America?
5. How did imperialism contribute to the growth and globalization of the world economy?

Extensions: Complete these two activities online with the Student Companion for *The Earth and Its Peoples*.
- ACE Practice Tests – Chapter 28: The New Imperialism – email to rgorski@hacketstown.org or print your results & bring to class.
- Internet Exercises – Chapter 28 – Activity 2:

Carefully read the following essays: Capt. F. D. Lugard: The Rise of Our East African Empire, 1893; Modern History Sourcebook: Jules Ferry (1832-1893): On French Colonial Expansion; and Modern History Sourcebook: Program of the Pan-German League, 1890-1898.

While reading these excerpts, take notes and keep track of the various justifications that they offer for the "New Imperialism." When you have finished, group these reasons into broad categories such as economic, cultural, and political.

Economic:

Cultural:

Political:

Which reason or reasons do you believe were the most influential in motivating these societies to support this expensive undertaking? In other words, which justifications do the writers mention most often?