

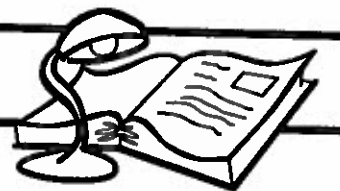
Viking Quest: World History Assignments

April 2015

Week: 20th -24th

- *Read Chapter 20-2 and 20-3*
- *Create an outline/Cornell/or other form of note taking guide for the section.*
- *Complete pgs. 620 # 1 & 2, Pg. 627 # 1-3, Pg. 628 # 1-8, Pg. 634 # 1-8*
- *Complete Study Guide Handouts*

Reading Essentials and Study Guide



Chapter 20, Section 2

For use with textbook pages 621–628

THE EMERGENCE OF MASS SOCIETY

KEY TERMS

feminism the movement for women's rights (page 625)

literacy the ability to read (page 627)

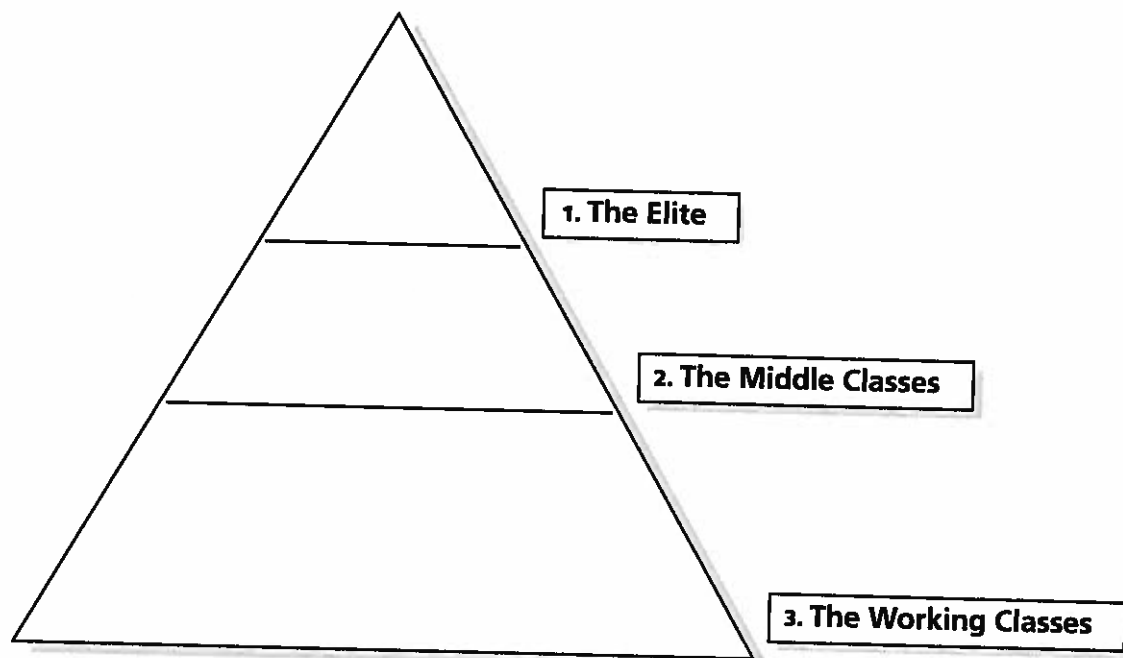
DRAWING FROM EXPERIENCE

Have you ever thought what your life would be like if you were unable to read? What problems would you have? How would this affect your ability to find a job?

In the last section, you read about the Second Industrial Revolution. In this section, you will read about the mass society that emerged as a result of the industrialization of Europe. Public education and an increase in literacy were two products of the new mass society.

ORGANIZING YOUR THOUGHTS

Use the pyramid diagram below to help you take notes. List the groups or occupations that made up the elite, the middle classes, and the working classes in Europe at the end of the nineteenth century.



Reading Essentials and Study Guide

Chapter 20, Section 2 (continued)



READ TO LEARN

• The New Urban Environment (page 621)

By the end of the nineteenth century, a mass society emerged in the industrial world. In this society the concerns of the majority—the lower classes—were central. Urban populations grew rapidly because of the vast migration to cities from rural areas. In the cities, people found jobs in factories and, later, in service trades and professions. Cities also grew because living conditions improved so much that people could survive there longer. City governments created boards of health to improve the quality of housing. Dwellings were now inspected for health hazards. New building regulations required running water and drainage systems for all new buildings. The ability to bring in clean water and expel sewage was essential to the public health in cities. New systems of aqueducts, tunnels, and pipes made this possible.

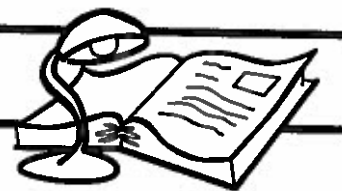
4. What changes were made in cities in the nineteenth century to improve the public health?

• Social Structure of Mass Society (page 622)

After 1871, most people enjoyed an improved standard of living. Even so, great poverty remained a part of Western society. The wealthy elite were at the top of European society. This group was only 5 percent of the population but controlled 30 to 40 percent of the wealth. It was made up of the landed aristocrats and the most successful industrialists, bankers, and merchants (the wealthy upper middle class). Members of the elite became leaders in the government and military.

The middle classes consisted of a variety of groups. Below the upper middle class was a middle group that included lawyers, doctors, members of the civil service, business managers, engineers, architects, accountants, and chemists. Beneath this middle group was a lower middle class of small shopkeepers, traders, and prosperous peasants. The members of this group provided goods and services for the classes above them. The Second Industrial Revolution produced a new group of white-collar workers between the lower middle class and the lower classes. Although not highly paid, these white-collar workers were often committed to middle-class ideals. The European middle classes believed in hard work. They were also regular churchgoers who associated good conduct with Christian morality.

Reading Essentials and Study Guide



Chapter 20, Section 2 (continued)

Below the middle classes on the social scale were the working classes. They made up almost 80 percent of the European population. Many of the members of these classes were peasants, farm laborers, and sharecroppers. The urban working class consisted of many different groups, including artisans and semi-skilled laborers. At the bottom of the urban working class were the unskilled laborers. They were the largest group of workers and included day laborers and large numbers of domestic servants. Urban workers experienced an improvement in their lives after 1870. Reforms created better living conditions in cities. As wages increased and the cost of consumer goods declined, workers could buy more than just food and housing. Workers now had money for more clothes and even leisure activities. At the same time, strikes were leading to 10-hour workdays and Saturday afternoons off.

5. In what ways did the lives of urban workers improve after 1870?

• The Experiences of Women (page 624)

During much of the nineteenth century, middle-class and working-class groups believed that women should remain at home and not be allowed in the industrial workforce. Marriage remained the only honorable and available career for most women. One important change in women's lives did occur during this time, however. The number of children born to the average woman began to decline.

Some differences existed in the lives of middle-class and working-class women. Most working-class women had to earn money to help their families. Daughters in working-class families generally worked until they married. After marriage, they often did small jobs at home to help support the family. Between 1890 and 1914, however, higher-paying jobs in heavy industry allowed many working-class families to depend on the income of husbands alone.

The Second Industrial Revolution opened the door to new jobs for women. A high demand for relatively low paid white-collar workers led many employers to hire women. Industrial plants and retail shops both needed clerks, typists, secretaries, file clerks, and salespeople. Women also took jobs in the fields of education, health, and social services.

Reading Essentials and Study Guide



Chapter 20, Section 2 (continued)

Modern **feminism**, or the movement for women's rights, had its beginnings during the Enlightenment. In the 1830s, a number of women in the United States and Europe argued for the right of women to divorce and own property. These early efforts were not very successful, and married women in Britain did not win the right to own some property until 1870. The fight for property rights was only the beginning of the women's movement. Some middle-class women fought for and gained access to universities. Others tried to enter occupations dominated by men. Women generally could not train to become doctors. Some, however, entered the medical field by becoming nurses. Amalie Sieveking, Florence Nightingale, and Clara Barton were leaders in the nursing profession.

In the 1840s and 1850s, the movement for women's rights expanded as women demanded equal political rights. Many feminists believed that the right to vote was the key to improving the overall position of women. Suffragists (people who advocate the extension of political rights) had one basic aim: the right of women to full citizenship. Before World War I, however, women had the right to vote only in a few European nations like Norway and Finland, and in a few states in the United States.

6. How did the Second Industrial Revolution open the door to new jobs for women?

• Universal Education (page 626)

Universal education was a product of the mass society of the late nineteenth and early twentieth centuries. Most Western governments began to set up state-financed primary schools. Both boys and girls between the ages of 6 and 12 were required to attend these schools. Western nations made this commitment to public education for two main reasons. One reason was industrialization. The new firms of the Second Industrial Revolution needed trained, skilled labor. Both boys and girls with an elementary education now had new job possibilities. These included white-collar jobs in railways, post offices, and the teaching and nursing fields. The chief reason for public education, however, was political. Giving more people the right to vote created a need for better-educated voters. Primary schools also instilled patriotism.

The most immediate result of public education was an increase in **literacy** (the ability to read). In western and central Europe, most adults could read by

Reading Essentials and Study Guide



Chapter 20, Section 2 (continued)

1900. With the increase in literacy after 1870 came the rise of mass newspapers. These newspapers were all written in an easily understood style. They were also sensationalistic (that is, they provided gossip and gruesome details of crimes).

7. What were the two main reasons that Western nations made a commitment to public education?

• New Forms of Leisure (page 628)

The Second Industrial Revolution allowed people to pursue new forms of leisure. Leisure came to be viewed as what people do for fun after work. The industrial system gave people new times for leisure activities—evening hours, weekends, and a week or two in the summer.

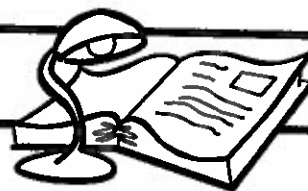
Amusement parks introduced people to new experiences and technology. Team sports also developed into another form of leisure. Subways and streetcars made it possible for even the working classes to get to athletic games, amusement parks, and dance halls. Amusement parks and professional sports teams were essentially big businesses organized to make profits.

8. How did the Second Industrial Revolution allow people to pursue new forms of leisure?

Reading Essentials and Study Guide

Chapter 20, Section 3

For use with textbook pages 629–634



THE NATIONAL STATE AND DEMOCRACY

KEY TERMS

ministerial responsibility the idea that the prime minister is responsible to the popularly elected legislative body, not to the executive officer (page 631)

Duma a legislative assembly in Russia during the time of Nicholas II (page 632)

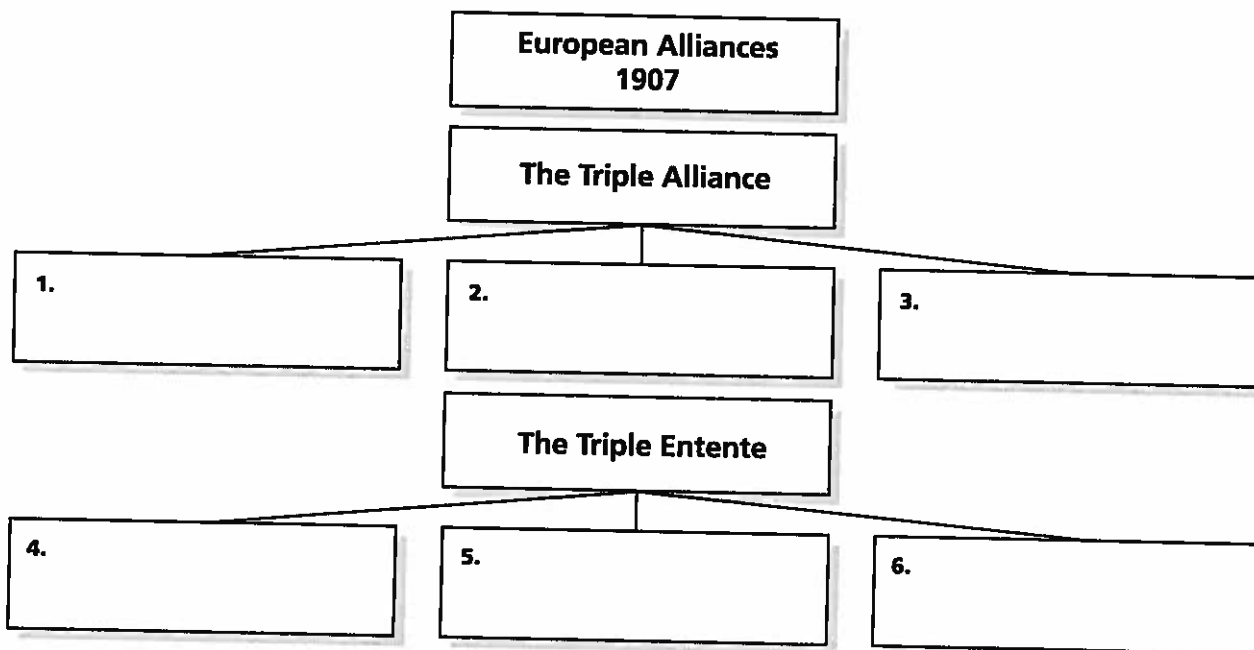
DRAWING FROM EXPERIENCE

Have you ever thought what your life would be like if you had been born in a different country? What do you think would affect you more—the difference in economics or the difference in political systems?

In the last section, you learned about the effects of industrialization in Europe and the United States in the late nineteenth and early twentieth centuries. In this section, you will learn about the political developments during this time. Many nations in Western Europe became more democratic, but rulers in much of Central and Eastern Europe resisted change.

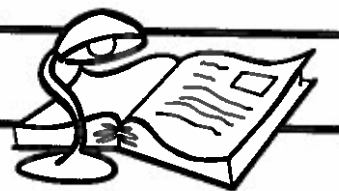
ORGANIZING YOUR THOUGHTS

Use the diagram below to help you take notes. By 1907, Europe was divided into two opposing camps. List the countries in each of the two alliances.



Reading Essentials and Study Guide

Chapter 20, Section 3 (continued)



READ TO LEARN

• Western Europe and Political Democracy (page 629)

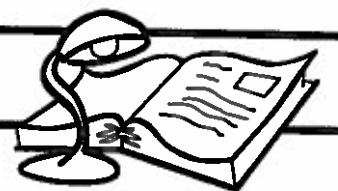
By the late nineteenth century, progress had been made toward establishing constitutions, parliaments, and individual liberties in the major European states. By 1871, Great Britain had a working two-party parliamentary system. Laws passed in 1867 and 1884 increased the number of adult males who could vote. By the end of World War I, all males over age 21 and women over 30 could vote. The working class supported the Liberal Party, but two developments threatened this support. First, trade unions grew, and they began to favor a more radical change of the economic system. Second, in 1900, a new party, the Labour Party, was formed. It was dedicated to the interest of workers. To keep the support of the workers, the Liberals voted for a series of social reforms. The National Insurance Act of 1911 provided benefits for workers in case of sickness and unemployment. Other laws provided a small pension for people over 70 and compensation for people injured in accidents at work.

In France, the Second Empire had collapsed. In 1875, five years after it was proclaimed, the Third Republic gained a republican constitution. The new government had a president and a legislature made up of two houses. Members of the upper house, called the Senate, were elected indirectly. Members of the lower house, called the Chamber of Deputies, were elected by universal male suffrage. The powers of the president were not well defined by the constitution. A premier (prime minister) actually led the government. The premier and his deputies were actually responsible to the Chamber of Deputies, not to the president. This principle of **ministerial responsibility** (the idea that the prime minister is responsible to the popularly elected legislative body and not to the executive officer) is crucial for democracy. The existence of a dozen political parties forced the premier to depend on a coalition of parties to stay in power. There were frequent changes in government leadership.

By 1870, Italy was a united national state. The nation had little sense of unity, however. A huge gulf separated the poverty-stricken south from the industrialized north. Constant turmoil between labor and industry weakened the nation. Universal male suffrage was granted in 1912 but did little to stop corruption and weakness in the government.

7. What reforms did the Liberal Party make in Great Britain to keep the support of the workers?

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Chapter 20, Section 3 (continued)

• Central and Eastern Europe: The Old Order (page 631)

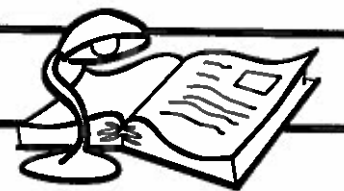
The new imperial Germany begun by Otto von Bismarck in 1871 had a two-house legislature. The lower house of the German parliament, the Reichstag, was elected by universal male suffrage. Ministers of government were responsible to the emperor, not to the parliament, however. The emperor controlled the armed forces, foreign policy, and the government bureaucracy. As chancellor (prime minister), Bismarck worked to keep Germany from becoming a democracy. By the reign of William II, who was the emperor from 1888 to 1918, Germany had become the strongest military and industrial power in Europe. Demands for democracy increased. Conservative forces in Germany tried to block the movement for democracy by supporting a strong foreign policy. They believed that expansion abroad would not only increase profits but also divert people from pursuing democratic reforms.

After the creation of the dual monarchy of Austria-Hungary in 1867, Austria enacted a constitution that, in theory, set up a parliamentary system with ministerial responsibility. In reality, the emperor, Francis Joseph, ignored the system. He appointed and dismissed his own ministers and issued laws when the parliament was not in session. Austria remained troubled by conflicts between the various nationalities in the empire. Representatives of these groups in parliament worked for their freedom. This encouraged the emperor to ignore the parliament even more. On the other hand, Hungary had a parliament that worked. But it was controlled by Magyar landowners who dominated the peasants and ethnic groups.

In Russia, Nicholas II began his rule in 1894 believing that the absolute power of the czars should be preserved. Conditions in Russia were changing, however. Industrialization progressed rapidly in Russia after 1890. With industrialization came factories, an industrial working class, and pitiful working and living conditions. Socialist parties developed, but government repression forced them to go underground. Opposition to the czar finally exploded into the Revolution of 1905. On January 22, a procession of workers went to the Winter Palace in St. Petersburg to present a petition of grievances to the czar. Troops opened fire on the peaceful demonstration, killing hundreds. This "Bloody Sunday" caused workers throughout Russia to call strikes. Nicholas II was forced to grant civil liberties and create a legislative assembly, called the **Duma**. By 1907, however, the czar had already reduced the power of the Duma. He again used the army and bureaucracy to rule Russia.

8. Why did conservative forces in Germany support a strong foreign policy?

Reading Essentials and Study Guide



Chapter 20, Section 3 (continued)

• The United States and Canada (page 633)

After the Civil War, the old South was destroyed. One-fifth of the adult male population in the South had been killed, and four million slaves had been freed. In 1865, the Thirteenth Amendment to the Constitution was passed, which abolished slavery. Later, the Fourteenth and Fifteenth Amendments gave citizenship to African Americans and the right to vote to African American males. However, new state laws in southern states soon stripped African Americans of their right to vote.

Between 1860 and 1914, the United States shifted from an agrarian to an industrial nation. Industrialization led to urbanization. By 1900, over 40 percent of Americans lived in cities. The United States had become the world's richest nation, but serious problems remained. In 1890, the richest 9 percent of Americans owned 71 percent of the wealth. Labor unrest led workers to try to organize unions, but the American Federation of Labor represented only 8.4 percent of the labor force.

From the mid-nineteenth century, the United States began to expand abroad. The United States acquired Alaska by buying the territory from Russia in 1867. The Samoan Islands in the Pacific became the first important United States colony. By 1887, American settlers had gained control of the sugar industry on the Hawaiian Islands. When Queen Liliuokalani tried to strengthen the power of the Hawaiian monarchy to keep the islands under her people's control, the U.S. government sent military forces to the islands. The queen was deposed, and the United States annexed Hawaii in 1898. In the same year, the United States defeated Spain in the Spanish-American War. As a result, the United States acquired Puerto Rico, Guam, and the Philippines. By the beginning of the twentieth century, the United States had an empire.

At the beginning of 1870, the Dominion of Canada had four provinces: Quebec, Ontario, Nova Scotia, and New Brunswick. In 1871, two more provinces, Manitoba and British Columbia, were added. The Dominion of Canada now extended from the Atlantic to the Pacific. However, the English-speaking and French-speaking peoples of Canada distrusted each other. Wilfred Laurier, who became the first French-Canadian prime minister in 1896, was able to reconcile these two groups. During his administration, industrialization boomed. Immigrants from Europe helped to populate Canada's vast territories.

9. What provinces were added to the Dominion of Canada in 1871?

Reading Essentials and Study Guide



Chapter 20, Section 3 (continued)

• International Rivalries (page 633)

Otto von Bismarck was afraid that France would create an anti-German alliance, so he created an alliance with Austria-Hungary in 1879. In 1882, Italy joined the alliance. The Triple Alliance of 1882 united Germany, Austria-Hungary, and Italy in a defensive alliance against France. At the same time, Bismarck had a separate treaty with Russia and tried to remain on good terms with Great Britain. In 1890, Emperor William II fired Bismarck and took control of Germany's foreign policy. He dropped the treaty with Russia. This brought France and Russia together. In 1894, they formed a military alliance. Over the next 10 years, German policies caused the British to draw closer to France. By 1907, an alliance of Great Britain, France, and Russia—known as the Triple Entente—was formed. Europe was now divided into two opposing camps that became more and more unwilling to compromise. A series of crises in the Balkans between 1908 and 1913 set the stage for World War I.

10. What sequence of events led to the formation of the Triple Entente?

• Crises in the Balkans (page 634)

During the nineteenth century, the Balkan provinces had gradually gained their freedom. By 1878, Greece, Serbia, Romania, and Montenegro had become independent states. Bulgaria did not become totally independent, but was allowed to operate under Russian protection. The Balkan territories of Bosnia and Herzegovina were placed under the protection of Austria-Hungary. In 1908, Austria-Hungary annexed Bosnia and Herzegovina. Serbia was outraged. Bosnia and Herzegovina were Slavic-speaking territories, and Serbia had hopes of creating a large Serbian kingdom that would include most of the southern Slavs. Backed by the Russians, the Serbs prepared for war against Austria-Hungary. Emperor William II of Germany demanded that the Russians accept Austria-Hungary's annexation of Bosnia and Herzegovina or face war with Germany. The Russians backed down, but two wars between Balkan states in 1912 and 1913 created more tensions between the great powers.

Reading Essentials and Study Guide



Chapter 20, Section 3 (continued)

The Serbians blamed Austria-Hungary for their failure to create a large Serbian kingdom. Austria-Hungary was convinced that Serbia was a threat to its empire and must be crushed. As Serbia's chief supporters, the Russians were angry and determined not to back down again. The allies of Austria-Hungary and Russia were determined to support their allies more strongly in another crisis. By the beginning of 1914, most of the countries of Europe viewed each other with suspicion.

11. What tensions existed in Europe at the beginning of 1914?
