

Viking Quest: World History Assignments

April 2015

Week: 13th -17th

- *Read Chapter 19-4 and 20-1*
- *Create an outline/Cornell/or other form of note taking guide for the section.*
- *Complete pgs. 603 # 1-8, Pg. 604 # 1-8, Pg. 610-611 # 1-30, Pg. 619 # 1-8*
- *Complete Study Guide Handouts*

Reading Essentials and Study Guide



Chapter 19, Section 4

For use with textbook pages 605–609

CULTURE: ROMANTICISM AND REALISM

KEY TERMS

romanticism an intellectual movement that emphasized feelings, emotions, and imagination as sources of knowing (page 605)

secularization indifference or rejection of religion or religious consideration (page 607)

organic evolution the principle that each kind of plant and animal has evolved over a long period of time from earlier and simpler forms of life (page 608)

natural selection the process whereby organisms that are more adaptable to the environment survive and thrive, while those that are less adaptable do not survive (page 608)

realism a movement in the arts that emphasized a realistic view of the world and focused on the everyday life of ordinary people (page 608)

DRAWING FROM EXPERIENCE

Have you ever read the novels *A Christmas Carol*, *Oliver Twist*, or *Great Expectations*, by Charles Dickens? Perhaps you have seen the movies or plays based on these novels. What is the main theme of these novels?

In the last three sections, you read about the Industrial Revolution and other changes in Europe and North America during the nineteenth century. In this section, you will learn how the Industrial Revolution created a new interest in science, which helped produce the realist movement in the arts. Another movement, romanticism, was also important in the nineteenth century.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes. Summarize the main emphases and themes of romanticism and realism, and list some of the important writers and artists in these two movements.

Movement	Emphases/Themes	Important Writers	Important Artists
Romanticism	1.	2.	3.
Realism	4.	5.	6.

Reading Essentials and Study Guide



Chapter 19, Section 4 (continued)

READ TO LEARN

• Romanticism (page 605)

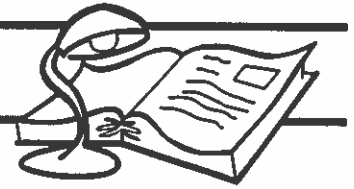
At the end of the eighteenth century, a new intellectual movement, known as **romanticism**, emerged. It was a reaction to the ideas of the Enlightenment. The Enlightenment had stressed reason as the chief means for discovering truth. The romantics emphasized feelings, emotion, and imagination as ways of knowing. Romantics also valued individualism, the belief in the uniqueness of each person. Many romantics had a strong interest in the past. They revived medieval architecture and built castles, cathedrals, and other public buildings in a style called neo-Gothic. Literature also reflected this interest in the past. For example, many of the novels of Walter Scott were set in medieval England and other historical periods and became best-sellers. The exotic and unfamiliar also attracted many romantics and gave rise to Gothic literature. Mary Shelley's *Frankenstein* and Edgar Allen Poe's short stories are examples of Gothic literature.

The romantics viewed poetry as the direct expression of the soul. Romantic poetry gave expression to one of the most important characteristics of romanticism—its love of nature. This is especially evident in the poetry of William Wordsworth. The worship of nature caused Wordsworth and other romantic poets to be critical of eighteenth-century science. They believed that science had reduced nature to a cold object of study. Many romantics were convinced that the emerging industrialization would cause people to become alienated from their inner selves and the natural world around them.

The visual arts and music were also affected by romanticism. Romantic artists abandoned classical reason for warmth and emotion. Romantic art was a reflection of the artist's inner feelings. Eugène Delacroix was one of the most famous romantic painters from France. His paintings showed two chief characteristics: a fascination with the exotic and a passion for color. To many romantics, music was the most romantic of the arts, because it enabled the composer to probe deeply into human emotions. Music historians have called the nineteenth century the age of romanticism. One of the greatest composers of all time, Ludwig van Beethoven, was the bridge between the classical and romantic periods in music. His early work was largely classical, but his music also reflected his deepest inner feelings.

7. How did many romantics view science and industrialization?

Reading Essentials and Study Guide



Chapter 19, Section 4 (continued)

• A New Age of Science (page 607)

The Industrial Revolution led to an increased interest in scientific research. By the 1830s, new discoveries in science had brought many practical benefits that affected all Europeans. In biology, Louis Pasteur proposed the germ theory of disease. This was crucial to the development of modern scientific medical practices. In chemistry, Dmitri Mendeleev classified all the material elements then known on the basis of their atomic weights. In Great Britain, Michael Faraday created a primitive generator that laid the foundation for the use of electric current.

The dramatic material benefits often provided by science and technology led Europeans to have a growing faith in science. This faith undermined the religious faith of many people. The nineteenth century was an age of increasing **secularization** (indifference or rejection of religion or religious consideration). For many people, truth was now to be found in science and the material existence of humans. Charles Darwin, in particular, created a picture of humans as material being that were simply part of the natural world. In 1859, Darwin published *On the Origin of Species by Means of Natural Selection*. The basic idea of this book was that each kind of plant and animal had evolved over a long period of time from earlier and simpler forms of life. Darwin called this principle **organic evolution**. Darwin believed that some organisms are more adaptable to the environment than others, a process that Darwin called **natural selection**. Those that are naturally selected for survival ("survival of the fittest") reproduce and thrive. The unfit do not. In the *Descent of Man*, published in 1871, Darwin argued that human beings had animal origins and were not an exception to the principle of organic evolution. Darwin's ideas created a huge controversy. Some people objected that Darwin's theory made human beings ordinary products of nature rather than unique beings. Others were bothered by his idea of life as a mere struggle for survival. Many people also condemned Darwin for denying God's role in creation. Gradually, however, many scientists and other intellectuals began to accept Darwin's theory.

8. How did achievements in science and technology contribute to secularization in the nineteenth century?

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Chapter 19, Section 4 (continued)

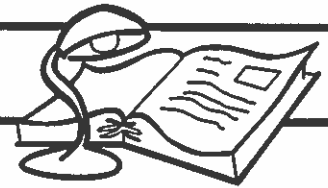
• Realism (page 608)

After 1850, many people believed that the world should be viewed realistically. This belief was closely related to the scientific outlook. **Realism** became a movement in the literary and visual arts. Realists rejected romanticism. Realist writers wanted to write about ordinary people from real life rather than romantic heroes in exotic settings. They also tried to avoid emotional language by using precise description. They preferred novels to poems. The realist novel was perfected by the French author Gustave Flaubert. Another important realist was the British novelist Charles Dickens. His realistic novels focused on the lower and middle classes in Britain's early Industrial Age.

Realism also became dominant in art after 1850. Realist artists tried to show the everyday life of ordinary people and the world of nature with photographic realism. The French became leaders in realist painting. Gustave Courbet was the most famous artist of the realist school. One of his famous works, *The Stonebreakers*, shows two roadworkers breaking stones to build a road. To Courbet, no subject was too ordinary, too harsh, or too ugly.

9. What literary form did realist writers prefer?

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Chapter 20, Section 1

For use with textbook pages 615–619

THE GROWTH OF INDUSTRIAL PROSPERITY

KEY TERMS

bourgeoisie the middle class (page 619)

proletariat the working class (page 619)

dictatorship a government in which a person or group has absolute power (page 619)

revisionists Marxists who rejected the revolutionary approach and argued that workers must organize in mass political parties and work with other parties to gain reforms (page 619)

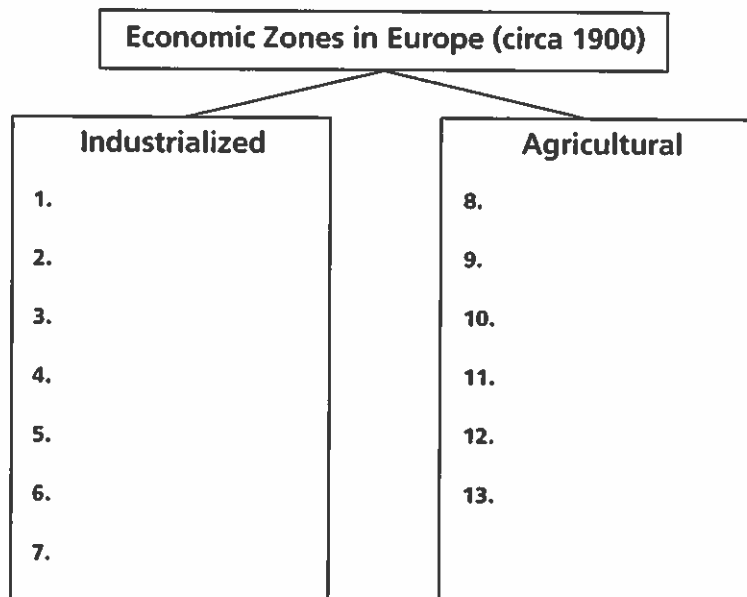
DRAWING FROM EXPERIENCE

Have you ever thought about ways to improve society? What are some areas of society that need improvement? What are your ideas for improving these areas of society?

In this section, you will learn about the Second Industrial Revolution and the changes that it brought to many European countries. You will also learn how the desire to improve working and living conditions led many industrial workers to form political parties and unions based on the theories of Karl Marx.

ORGANIZING YOUR THOUGHTS

Use the diagram below to help you take notes. By 1900, Europe was divided into two economic zones. One zone was highly industrialized, and the other was still largely agricultural. Identify the countries or regions that made up each zone.



Reading Essentials and Study Guide



Chapter 20, Section 1 *(continued)*

READ TO LEARN

• The Second Industrial Revolution *(page 615)*

Westerners in the late 1800s worshiped progress. The main reason for their belief in progress was the material growth created by what is called the Second Industrial Revolution. The first Industrial Revolution changed the production of textiles, iron, and coal. In the Second Industrial Revolution, new industries arose in steel, chemicals, electricity, and petroleum. The first major change in industry between 1870 and 1914 was the substitution of steel for iron. New methods for shaping steel made it useful in the building of lighter, smaller, and faster machines and engines. It was also used to make railways, ships, and weapons.

Electricity was a major new form of energy. It could be easily converted into other forms of energy, such as heat, light, and motion. In the 1870s, the first practical generators of electrical current were developed. The use of electricity led to a series of inventions. The light bulb was created by Thomas Edison in the United States and Joseph Swan in Great Britain. Alexander Graham Bell invented the telephone in 1876, and Guglielmo Marconi sent the first radio waves across the Atlantic in 1901. Electricity also transformed factories. Conveyor belts, cranes, and machines could all be powered by electricity. With electric lights, factories could remain open 24 hours a day.

The development of the internal combustion engine revolutionized transportation. This engine was powered by oil and gasoline. It made ocean liners, airplanes, and automobiles possible. In 1903, Orville and Wilbur Wright made the first flight in a fixed-wing plane at Kitty Hawk, North Carolina.

Industrial production grew as sales of manufactured goods increased. Europeans could afford to buy more goods for several reasons. Wages for workers increased after 1870. Prices for manufactured goods were lower because of lower transportation costs. In the cities, the first department stores began to sell new products, such as clocks, bicycles, electric lights, and typewriters.

Not all nations benefited from the Second Industrial Revolution. By 1900, Europe was divided into two economic zones. Great Britain, Belgium, France, the Netherlands, Germany, the western part of the Austro-Hungarian Empire, and northern Italy made up an advanced industrialized zone. These nations had a high standard of living and decent transportation systems. Another part of Europe was still primarily agricultural. This was the area to the south and east. It was made up of southern Italy, most of Austria-Hungary, Spain, Portugal, the Balkan kingdoms, and Russia. These countries provided food and raw materials for the industrial countries.

The Second Industrial Revolution and the growth of transportation by steamship and railroad led to a true world economy. By 1900, Europeans were receiving beef and wool from Argentina and Australia, coffee from Brazil, iron

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Chapter 20, Section 1 (continued)

ore from Algeria, and sugar from Java. Foreign countries also provided markets for the manufactured goods of Europe. With its capital, industries, and military might, Europe dominated the world economy by the beginning of the twentieth century.

14. How was the Second Industrial Revolution different from the first Industrial Revolution?

• Organizing the Working Classes (page 618)

The desire to improve their working and living conditions led many industrial workers to form Socialist political parties and trade unions. These organizations emerged after 1870, but the theory on which they were based had been developed earlier by Karl Marx. In 1848, Marx and Friedrich Engels published *The Communist Manifesto*, which they had written. They were shocked by the horrible conditions in factories. They blamed the system of industrial capitalism for these conditions. They proposed a new social system. One form of Marxist socialism was eventually called communism. Marx believed that all of world history was a "history of class struggles." One group of people, the oppressors, owned the means of production (land, raw materials, money, and so forth). This gave them the power to control government and society. The other group, the oppressed, depended on the owners of the means of production. Marx believed that industrialized societies were splitting up into two great classes. The **bourgeoisie** (the middle class) were the oppressors. The **proletariat** (the working class) were the oppressed. Marx predicted that the struggle between the two groups would finally lead to an open revolution where the proletariat would violently overthrow the bourgeoisie. After their victory, the proletariat would form a **dictatorship** (government in which a person or group has absolute power) to organize the means of production. Marx believed that the final revolution would ultimately produce a classless society.

In time, working-class leaders formed socialist parties based on Marx's ideas. Most important was the German Social Democratic Party (SPD). Once in parliament, SPD delegates worked to pass laws that would improve conditions for the working class. After the 1912 elections, it became the largest single party in Germany. Socialist parties also emerged in other European countries. In 1889, leaders of the various socialist parties joined together and formed the Second International. This was an association of national socialist

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Chapter 20, Section 1 (continued)

groups that would fight against capitalism worldwide. Marxist parties were divided over their goals. Pure Marxists wanted to overthrow capitalism by a violent revolution. Other Marxists, called **revisionists**, disagreed. They believed that workers must continue to organize in mass political parties and even work with other parties to gain reforms.

Trade unions were another socialist force working for change. In Great Britain, unions won the right to strike in the 1870s. (A strike is a work stoppage called by members of a union to pressure an employer into meeting their demands.) Workers in factories organized into trade unions so that they could use strikes to achieve reforms. By 1914, trade unions in Europe had made considerable progress in bettering the living and working conditions of the working classes.

- 15.** What was the main difference in the beliefs of pure Marxists and revisionists?
