Dear Student,

Many of us are curious, and we have questions about many things. We have the more personal questions, such as, “What type of job or career might I be suited for?” or “How do I learn the best way to save money to buy the things I want or need?” to questions of a larger nature about the world around us. These might include questions such as the following: “What does being treated like an adult mean? Why do nations go to war with one another? How do I understand what I see or read about in history or online or in the news? Why do political parties clash with one another so frequently?”

Asking good questions helps us take charge of our own learning. Learning to ask good questions is a process, as “yes” or “no” types of questions do not get us very far in discovering why events happened or why people feel as they do. Once we master this process, however, we become better thinkers and researchers and can find out more about subjects that interest us. Asking good questions is also important if we want to understand and affect the world around us.

In this book, as in other parts of the program, there will be “Essential Questions” that you will research. These are universal questions. Examples of such questions include: “How do new ideas change the way people live?” and “What makes a culture unique?” and “What characteristics make a good leader?” and “Why does conflict develop?” You will choose some of your own supporting questions to help you answer the Essential Question.

As you move through the study of history, you will be reading primary and secondary sources about a specific time period. Primary sources—whether they are diaries, poetry, letters, or artwork—were created by people who saw or experienced the event they are describing. Secondary sources—whether they are biographies, or history books, or your student text, are created after an event, by people who were not part of the original event.

Once you have completed the readings and the text notes, there is a “Report Your Findings” project in which you answer the Essential Question. You will work on some parts of the project by yourself, and you will work on other parts of the project with your classmates. You will be given many opportunities to take informed action. This means that you will use what you have learned and apply it to a current issue in a way that interests you. You will share this information with other students or with people in your community.
Industrialization and Nationalism

ESSENTIAL QUESTION

How does revolution bring about political and economic change?

Think about the different kinds of revolutionary changes that came about in the nineteenth century. Notice how significant changes can have a variety of consequences that can continue to drive ongoing upheaval and instability.

TALK ABOUT IT

Discuss with a partner what information you would need to know to explain how a revolutionary approach to something—meaning a radically new and different way of handling something—can cause changes in other areas. For example, one question might be, “What factors led to the Industrial Revolution?”

DIRECTIONS: Now write down three additional questions that you need to answer to be able to describe how political and economic consequences can come about in response to revolutionary changes.

MY RESEARCH QUESTIONS

Supporting Question 1:


Supporting Question 2:


Supporting Question 3:
The Industrial Revolution

**DIRECTIONS** Search for evidence in the lesson to help you answer the following questions.

1. **ECONOMICS** Use the graphic organizer to compare industrial activity before and after the revolution in manufacturing (iron and cloth) and distribution (rail).

<table>
<thead>
<tr>
<th>Industry</th>
<th>Pre-revolution</th>
<th>Post-revolution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Iron (tons produced)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cotton cloth (tons of cotton imported for weaving into cloth)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Railroad transport (miles of track)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. **IDENTIFYING CONNECTIONS** How did the use of steam engines affect the manufacturing and distribution of products such as iron and cotton cloth?

3. **RELATING EVENTS** How did the Industrial Revolution cause population migrations?

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**ESSENTIAL QUESTION**

*How does revolution bring about political and economic change?*

As you gather evidence to answer the Essential Question, think about:

- what changes occurred in the labor market.
- how the labor market changed in response to technological advances.
- how labor market changes caused social changes.
COMPARING AND CONTRASTING What factors made the process of industrialization slower in France and Germany than in Great Britain?

SUMMARIZING The Industrial Revolution caused a change in how the merchant middle class viewed and treated workers. In the table below, compare how merchants and factory owners did business.

<table>
<thead>
<tr>
<th></th>
<th>Merchants</th>
<th>Factory Owners</th>
</tr>
</thead>
<tbody>
<tr>
<td>What was owned by the person running the business?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In what way was safety an issue for workers?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How were workers hired and how did the work pay?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SUMMARIZING How did the new working class of the Industrial Revolution differ from the working classes of the earlier, farm-based economy?

DETERMINING CONTEXT How did the Industrial Revolution give rise to the welfare state?
ESSENTIAL QUESTION
How does revolution bring about political and economic change?

The Wealth of Nations

DIRECTIONS: Read the excerpt and answer the following questions.

EXPLORE THE CONTEXT: The Wealth of Nations was written in 1776 by Adam Smith (1723–1790), a philosopher and economic theorist from Scotland. Smith wanted to discuss the “commerce society” as he saw it. He thought that the way a society made its profits had important implications for the people, including moral implications. At this time concern grew over the need for affordable food for a growing but impoverished population. Smith highlights the important role that the potato—a new crop brought from the Americas—could play in Britain. He shows the economic benefit of the potato and proposes it could become the fuel for the nation’s peasant workers.

PRIMARY SOURCE: BOOK

“The food produced by a field of potatoes is not inferior in quantity to that produced by a field of rice, and much superior to what is produced by a field of wheat. Twelve thousand weight of potatoes from an acre of land is not a greater produce than two thousand weight of wheat. The food or solid nourishment, indeed, which can be drawn from each of those two plants, is not altogether in proportion to their weight, on account of the watery nature of potatoes. Allowing, however, half the weight of this root to go to water, a very large allowance, such an acre of potatoes will still produce six thousand weight of solid nourishment, three times the quantity produced by the acre of wheat. An acre of potatoes is cultivated with less expense than an acre of wheat; the fallow, which generally precedes the sowing of wheat, more than compensating the hoeing and other extraordinary culture which is always given to potatoes. Should this root ever become in any part of Europe, like rice in some rice countries, the common and favorite vegetable food of the people, so as to occupy the same proportion of the lands in tillage which wheat and other sorts of grain for human food do at present, the same quantity of cultivated land would maintain a much greater number of people, and the laborers being generally fed with potatoes, a greater surplus would remain after replacing all the stock and maintaining all the labor employed in cultivation. A greater share of this surplus, too, would belong to the landlord. Population would increase, and rents would rise much beyond what they are at present.”

—Adam Smith, from The Wealth of Nations, 1776

VOCABULARY

fallow: farmland left unplanted so it can recover its fertility

culture: farming techniques

rents: the farmer’s payment to landowners for use of the land
ANALYZING THEMES What is Smith’s purpose in comparing wheat and potatoes in this passage?

EVALUATING EVIDENCE What reasoning does Smith use to persuade his reader that potatoes are a superior crop?

INFERRING What other kinds of arguments might a person use to persuade farmers to grow a different food crop?

ANALYZING SOURCES How does Smith anticipate and answer to potential objections to his proposal?

ANALYZING CENTRAL IDEAS What is needed in order for Smith’s proposed change in crops to succeed?

HISTORY What is Smith’s perspective? What is his relationship to farming?
Letters from England from Don Manuel Alvarez Espriella

DIRECTIONS: Read the excerpt and answer the following questions.

EXPLORE THE CONTEXT: Robert Southey published Letters from England pseudonymously under the name Don Manuel Alvarez Espriella. This satirical passage describes a conversation between a fictional Spanish tourist (Espriella) and a gentleman in Manchester giving him a tour of the cotton factories there. It shows how many people were sometimes blind to or willfully ignorant of the destructive impact it had on those employed by the factories.

PRIMARY SOURCE: BOOK

“Mr.— remarked that nothing could be so beneficial to a country as manufacture. ‘You see these children, sir,’ said he. ‘In most parts of England poor children are a burthen to their parents and to the parish; here the parish, which would else have to support them, is rid of all expense; they get their bread almost as soon as they can run about, and by the time they are seven or eight years old bring in money. There is no idleness among us: they come at five in the morning; we allow them half an hour for breakfast, and an hour for dinner; they leave work at six, and another set relieves them for the night; the wheels never stand still.’

I was looking, while he spoke, at the unnatural dexterity with which the fingers of these little creatures were playing in the machinery. . . .

“We are well off for hands in Manchester,’ said Mr.—; ‘manufacturers are favourable to population, the poor are not afraid of having a family here, the parishes therefore have always plenty to apprentice, and we take them as fast as they can supply us. In new manufacturing towns they find it difficult to get a supply. Their only method is to send people round the country to get children from their parents. Women usually undertake this business; they promise the parents to provide for the children; one party is glad to be eased of a burden; and it answers well to the other to find the young ones in food, lodging and clothes, and receive their wages.’ ‘But if these children should be ill-used’, said I. ‘Sir,’ he replied, ‘it never can be the interest of the women to use them ill, nor of the manufacturers to permit it.’

It would have been in vain to argue had I been disposed to it. Mr.— was a man of humane and kindly nature, who would not himself use any thing cruelly, and judged of others by his own feelings. I thought of the cities in Arabian romance, where all the inhabitants were enchanted: here Commerce is the Queen witch, and I had no talisman strong enough to disenchant those who were daily drinking of the golden cup of her charms.”

Source— Don Manuel Alvarez, from Letters from England, 1807

VOCABULARY

manufacture: factory production of goods, as opposed to production by hand
burthen: cost
parish: a district governed by the landowner
get: earn
dexterity: skill using the hands
consumption: tuberculosis, an infection usually in the lungs, that killed many until a vaccination was discovered in 1921
apprentice: train
talisman: magical object
commerce: business
Robert Southey

ESSENTIAL QUESTION
How does revolution bring about political and economic change?

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Source— Don Manuel Alvarez, from Letters from England, 1807

DIRECTIONS:
Read the excerpt and answer the following questions.

1. INTERPRETING According to the passage, what were the working conditions in British factories of the time?

2. INFERRING What does the Englishman think of the working conditions in the factories?

3. ANALYZING POINT OF VIEW What does the Spanish tourist think of the working conditions in the factories?

4. DETERMINING CONTEXT If Southey's goal is ultimately to spark reform in factory working conditions, why do you think he chose to write a story from the perspective of a Spanish tourist instead of writing from the perspective of the worker or writing a nonfiction essay about these conditions?

5. HISTORY What does the passage tell us about how the revolution in technology brought about economic change in Britain?
Nationalism and Political Revolutions

**ESSENTIAL QUESTION**

*How does revolution bring about political and economic change?*

As you gather evidence to answer the Essential Question, think about:

- the different goals of revolutionary groups in different regions.
- how the old economic and political conditions led to calls for revolutionary change.
- why some revolutions failed to create lasting change.

**DIRECTIONS** Search for evidence in the lesson to help you answer the following questions.

1. **ANALYZING ISSUES** Which political revolutions of 1830 were successful, and which were not?

2. **COMPARE AND CONTRAST** How did liberalism and nationalism cause people to rebel against government?

3. **CIVICS** **ANALYZING CHANGE** What new freedoms and rights were sought by those fighting for liberalism?
GUIDING QUESTION

How did liberalism and nationalism present a challenge to conservatism in Europe during the 1830s and 1840s?

Government in Europe attempted to maintain the old order during the nineteenth century. Beginning in 1830, however, the forces of change—liberalism and nationalism—began to break through the conservative domination of Europe.

In France the Bourbon monarch Charles X, a reactionary, attempted to censor the press and take away voting rights from much of the middle class. In response, liberals overthrew Charles X in 1830 and established a constitutional monarchy. Louis-Philippe, a cousin of Charles X, took the throne. Political support for the new monarch came from the upper-middle class.

In the same year, three more revolutions occurred in Europe. Nationalism was the chief force in all three of them. Belgium, which had been annexed to the former Dutch Republic in 1815, rebelled and created an independent state. Both Poland and Italy, which were ruled by foreign powers, made efforts to break free. These efforts, however, were less successful. Russian troops crushed the Polish attempt to establish an independent Polish nation. Meanwhile, Austrian troops marched south and put down revolts in a number of Italian states.

UTENSILS

IDENTIFYING EFFECTS How did nationalism—which drove Hungary to demand its own parliamentary self-rule from the Austrian Empire—finally lead to the failure of Hungary to adequately govern itself?

The 38 separate states proposed a unified Germany under a parliamentary system.

The elected monarch refused to accept the crown granted by popular vote.
An Eyewitness Account of a Battle in the French Revolution of 1848

DIRECTIONS: Read the excerpt and answer the following questions.

EXPLORE THE CONTEXT: Alphonse de Lamartine (1790–1869) was a politically involved writer. In 1851 he published History of the French Revolution of 1848. Lamartine played an important role in helping to create the Second French Republic. He championed personal liberties and issues of the poor. He was known for calling on the French to retain their tricolor flag instead of adopting a red flag for the new Republic. In this excerpt, he offers an eyewitness view of a battle in the French Revolution of 1848.

PRIMARY SOURCE: EXCERPT

“At dawn the routes which led to the gates of Paris were covered with columns of cavalry, infantry and artillery, which the commands of government had collected. These troops were imposing, obedient, well-disciplined, but sad and silent. The sadness of civil war clouded their brows. They took successively their position on the principal streets branching off from the quarters which pour forth the population of Paris. The multitude did not fight en masse upon any point. Dispersed and floating bands disarmed only isolated stations, broke open the armorers’ shops, and fired invisible shots upon the troops. The barricades, starting from the centre of the church Saint Mary, were raised, branching out and gradually multiplying almost under the feet of the army. Hardly were they reared when they were abandoned. The troops had only stones to contend with,—It was a silent battle, whose progress was felt without hearing the noise.

The National Guard, assembled by a tardy call, collected legion by legion. It remained neutral, and confined itself to interposing between the troops and the people, and demanding with loud voice the dismissal of the ministers, and reform. It thus served as a shield to the revolution. . . .”

—Alphonse de Lamartine, History of the Revolution of 1848, 1849

VOCABULARY
artillery: large weapons such as cannons
en masse: as a group; all together
armorers: sellers or makers of weapons or armor
ANALYZE THE TEXT  The narrative in this excerpt is somewhat vague. To whom is Alphonese de Lamartine referring when he describes “troops [who] were imposing, obedient, well-disciplined”?

To whom is Lamartine referring when he writes “the multitude”?

INTERPRETING  The National Guard is called “neutral,” but Lamartine also says they demanded reform. How do you interpret this?

Does Lamartine reveal any bias in this excerpt? How can you tell?

What can you conclude Lamartine means when he says the troops “had only stones to contend with”?

What does the line “The sadness of civil war clouded their brows” mean?

SUMMARIZING  In your own words, summarize the excerpt.
ESSENTIAL QUESTION
How does revolution bring about political and economic change?

EXPLORING THE CONTEXT
The author of this letter, Giuseppe Mazzini, was an Italian journalist and political activist. He had already been imprisoned by the Austrians following the 1830s rebellion, and upon release he was exiled from his home county. His notoriety enabled him to launch a political organization he called “Young Italy” from his new home in France. In this letter he declares the principles of this new political organization and the changes sought in Italy.

PRIMARY SOURCE: ESSAY

“Young Italy is a brotherhood of Italians who believe in a law of Progress and Duty, and are convinced that Italy is destined to become one nation. . . .

Young Italy is Republican and Unitarian. Republican—because theoretically every nation is destined, by the law of God and humanity, to form a free and equal community of brothers; and the republican is the only form of government that insures this future.

Because all true sovereignty resides essentially in the nation, the sole progressive and continuous interpreter of the supreme moral law. . . .

Because both history and the nature of things teach us that elective monarchy tends to generate anarchy; and hereditary monarchy tends to generate despotism. . . .

Young Italy is Unitarian—Because, without unity, there is no true nation. Because without unity, there is no real strength; and Italy, surrounded as she is by powerful, united, and jealous nations, has need of strength before all things. . . .

Without unity of religious belief, and unity of social pact; without unity of civil, political, and penal legislation, there is no true nation. . . .

The means by which Young Italy proposes to reach its aim are—education and insurrection, to be adopted simultaneously, and made to harmonize with each other.

Education must ever be directed to teach by example, word, and pen, the necessity of insurrection. Insurrection, whenever it can be realised, must be so conducted as to render it a means of national education. . . .

Young Italy draws a distinction between the period of insurrection, and that of revolution. The revolution begins as soon as the insurrection is triumphant. . . .

The colors of Young Italy are white, red, and green. The banner of Young Italy will display these colours, and bear on the one side the words—Liberty, Equality, Humanity; and on the other—Unity, Independence.”

Source—Giuseppe Mazzini, General Instructions for the Members of Young Italy, 1832
INTERPRETING TEXT How would the republican form of government advocated by Mazzini allow Italians to “form a free and equal community of brothers,” as opposed to being ruled by Austria?


DETERMINING MEANING How would “unity of religious belief, and unity of social pact” help create the new Italian state Mazzini proposes?


INFERRING Why does Mazzini believe Italy “has need of strength before all things”?


CIVICS Mazzini says the purpose of education is to teach the necessity of insurrection, and in turn he sees insurrection as a means to educate people. How could insurrection—successful or unsuccessful—teach people that more insurrection is needed?


DETERMINING MEANING What do you think Mazzini means when he says, ”The revolution begins as soon as the insurrection is triumphant”?


ANALYZING STRUCTURE Why do you think Mazzini placed the words Liberty, Equality, and Humanity on one side of the new banner of Young Italy and the words Unity and Independence on the other?
Nationalism, Unification, and Reform

DIRECTIONS Search for evidence in the lesson to help you answer the following questions.

1A UNDERSTANDING CONTEXT Why was Russia interested in fighting the Ottoman Empire for control of the Balkans?

1B UNDERSTANDING CONTEXT Why were Great Britain and France interested in helping defeat Russia in its attempt?

2 Complete the chart below on the Crimean War.

<table>
<thead>
<tr>
<th>CAUSE AND EFFECT: CRIMEAN WAR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cause</strong></td>
</tr>
<tr>
<td>Austria refused military support to Russia</td>
</tr>
</tbody>
</table>

3 DESCRIBING How did the Kingdom of Piedmont in northern Italy defeat Austria and gain control of unification efforts across Italy?
4 **ANALYZING EFFECTS** Louis-Napoleon was elected the new Emperor of France by a nearly unanimous vote. What measures did he take to satisfy the revolutionary need for liberalism in government, and how did they fail?


5 **IDENTIFYING STEPS** Use the graphic organizer to show why the governments of Austria and Russia could no longer deny the calls of revolutionaries for radical changes, how they attempted to satisfy the revolutionaries, and what the outcomes of those strategies were.

6 **CIVICS** COMPARING What struggles in America resulted from the attempt to embody both the liberalism and the nationalism of its Constitution?
Wilhelm I, First German Emperor

DIRECTIONS: Read the excerpt and answer the following questions.

EXPLORE THE CONTEXT: Wilhelm I, King of Prussia, took the new title German Emperor after his army defeated France under the strategic leadership of Otto von Bismarck. Bismarck eliminated the threats posed by France and Austria, paving the way for the many kingdoms of Germany to unify. The German empire was a federal monarchy, with kings holding a degree of power over their individual states while the King of Prussia had a permanent constitutional appointment to the supreme position of President of the Confederation.

PRIMARY SOURCE: DOCUMENT

The Emperor Proclaims His New Dignity and Patriotic Resolution

“In consequence of the appeal of the German Princes and of the free towns for us to restore the German empire, after a lapse of sixty years, we announce that we consider it our duty to the Fatherland to accept the imperial dignity. Henceforth we and our successors will bring to the title of Emperor of Germany the hope that God will vouchsafe a blissful future to the Fatherland, and that under our auspices its ancient splendor may be restored. We partake of the dignity conscious of our duty to preserve with German fidelity the rights of the empire and of its members to maintain peace and to support and strengthen the independence of Germany, in the hope that the German people will reap in lasting peace within our boundaries the fruits of their bloody battles and be safe against the renewal of French attacks.

God grant that we and our successors may protect the empire, not by warlike conquests, but by works of peace, freedom and civilization.

—Speech of Kaiser Wilhelm I upon being declared emperor of the Second German Empire, 1866

1. DETERMINING MEANING What does Wilhelm mean when he says, “we and our successors on the throne of Prussia will henceforth bear the imperial title in all our relations and in all the business of the German Empire.”
Wilhelm I

Vocabulary

empire: extensive group of states, kingdoms, etc. ruled by one supreme leader
summons: call
imperial: relating to an empire
propitious: favorable
ardent: passionate
Kaiser: German for “caesar,” the name given to the emperor
König: German for “king”

The Emperor Proclaims His New Dignity and Patriotic Resolution

"In consequence of the appeal of the German Princes and of the free towns for us to restore the German empire, after a lapse of sixty years, we announce that we consider it our duty to the Fatherland to accept the imperial dignity. Henceforth we and our successors will bring to the title of Emperor of Germany the hope that God will vouchsafe a blissful future to the Fatherland, and that under our auspices its ancient splendor may be restored. We partake of the dignity conscious of our duty to preserve with German fidelity the rights of the empire and of its members to maintain peace and to support and strengthen the independence of Germany, in the hope that the German people will reap in lasting peace within our boundaries the fruits of their bloody battles and be safe against the renewal of French attacks.

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Chapter 23

2 DETERMINING MEANING What does Wilhelm mean by pledging to carry out the duties of “protecting, with German loyalty, the rights of the Empire and of its members” as well as “protecting the independence of Germany . . . depends in its turn upon the united strength of the people.”

3 UNDERSTANDING CONTEXT Why might it be difficult for the emperor to balance protecting both the empire’s constituent kingdoms as well as the unified empire itself?

4 ANALYZING EFFECTS How did nationalism help unify Germany?

5 PREDICTING How could nationalism cause problems for the newly established German empire if it were to take root in the kingdoms?

6 ECONOMICS What economic outcome does Wilhelm hope will result from the unification of the German kingdoms?
**ESSENTIAL QUESTION**

How does revolution bring about political and economic change?

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**A Warning to the New Czar: “Tsaricide is Popular in Russia”**

**DIRECTIONS** Read the excerpt and answer the following questions.

**EXPLORE THE CONTEXT:** Czar Alexander II had just been assassinated, and this letter from the Executive Committee of the Revolutionary Committee to his heir, Czar Alexander III, advises him on dealing with the revolutionary spirit in Russia. The czar did not follow the Committee’s advice, instead maintaining repressive measures against the people.

---

**PRIMARY SOURCE: LETTER**

> “Your Majesty:

. . . A dispassionate glance at the grievous decade through which we have just passed will enable us to forecast accurately the future progress of the revolutionary movement. . . . [It] will continue to grow and extend; deeds of a terrorist nature will increase in frequency and intensity. . . . and the idea of revolution -- of its possibility and inevitability -- will establish itself in Russia more and more firmly. . . .

. . . Whatever may be the intentions of the Tsar, the actions of the government have nothing in common with the popular welfare or popular aspirations. . . . [T]he masses of the people are in a state of pauperism and ruin; are subjected to the most humiliating surveillance, even at their own domestic hearths. . . .

These are the reasons why the Russian government exerts no moral influence and has no support among the people. . . . These are the reasons why even such a deed as killing a Tsar excites in the minds of a majority of the people only gladness and sympathy. Yes, your Majesty! Do not be deceived by the reports of flatterers and sycophants; Tsaricide is popular in Russia.

From such a state of affairs there can be only two modes of escape: either a revolution, . . . or a voluntary turning of the supreme power to the people. In the interest of our native land, . . . in the hope of averting the terrible miseries that always accompany revolution, [we approach] your Majesty with the advice to take the second course. Be assured, so soon as the supreme power ceases to rule arbitrarily, so soon as it firmly resolves to accede to the demands of the people’s conscience and consciousness, you may, without fear, discharge the spies that disgrace the administration, send your guards back to their barracks, and burn the scaffolds that are demoralizing the people. . . .

And now, your Majesty, decide! Before you are two courses, and you are to make your choice between them. We can only trust that your intelligence and conscience may suggest to you the only decision that is compatible with the welfare of Russia, with your own dignity, and with your duty to your native land.”

—Letter of the Revolutionary Committee to Alexander III, 1881

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**VOCABULARY**

- **tsar:** also “czar”; Russian emperor
- **aspirations:** hopes
- **pauperism:** poverty
- **hearth:** fireplace/cooking area
- **sycophants:** those who give excessive yet false support
- **tsaricide:** murder of the Russian emperor
1 DETERMINING CENTRAL IDEAS Why did the committee advise the czar that “the Russian government exerts no moral influence and has no support among the people”?

2 SUMMARIZING What two potential outcomes did the committee see in Russia’s near future?

3 DETERMINING CENTRAL IDEAS What action did the committee want new Czar Alexander III to take?

4 ANALYZING IDEAS Why does the committee tell the new emperor that “Tsaricide is popular in Russia”?

5 DETERMINING MEANING Why does the committee tell Czar Alexander III that if he would allow the people to play a role in their own government, he could then “discharge the spies that disgrace the administration, send your guards back to their barracks, and burn the scaffolds that are demoralizing the people”?

6 HISTORY How would you characterize the relationship between the Russian czar and the people of his empire?
ENGAGE WITH THE TEXT

CHAPTER 23 • LESSON 4

Nation Building in Latin America

DIRECTIONS Search for evidence in the lesson to help you answer the following questions.

1A DESCRIBING Who were the creoles and the *peninsulares* of Latin America?

My Notes

1B DETERMINING CENTRAL IDEAS What were the political leanings of creoles and *peninsulares*?

2 RELATING EVENTS Use the graphic organizer to create a timeline showing the dates independence was achieved by at least five different Latin American countries.

ESSENTIAL QUESTION

How does revolution bring about political and economic change?

As you gather evidence to answer the Essential Question, think about:

- what changed after Latin America’s revolutionary rebellions.
- what stayed the same after Latin America’s rebellions.
- the leaders of the revolts and their motivations.

**My Notes**

**ESSENTIAL QUESTIONS**

550 Program:

WHG Component:

SE_C23_L4 PDF_Proof Vendor:

Aptara Level:

HS
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2 RELATING EVENTS Use the graphic organizer to create a time line showing the dates independence was achieved by at least five different Latin American countries.

It's All Online!

IT MATTERS BECAUSE The success of the American Revolution and the ideals of the French Revolution spread throughout Latin America. One by one, the Portuguese and Spanish colonies rebelled and won their independence. Political independence, however, was achieved more easily in the new republics than political stability.

Nationalist Revolts

GUIDING QUESTION How were nationalist revolts in Latin America influenced by the French and American Revolutions?

By the end of the eighteenth century, the new political ideals stemming from the successful American Revolution were beginning to influence the creole elites. Creoles were the descendants of Europeans who had permanently settled in Latin America. They controlled land and business and were attracted to the principles of equality of all people in the eyes of the law, free trade, and a free press. The creoles especially disliked the domination of their trade by Spain and Portugal.

The creole elites soon began to use their new ideas to denounce the rule of the Spanish and Portuguese monarchs and their peninsulares (Spanish and Portuguese officials who resided temporarily in Latin America for political and economic gain and then returned to their homeland). The creole elites resented the peninsulares, who dominated Latin America and drained the region of its wealth.

At the beginning of the nineteenth century, Napoleon’s wars provided the creoles with an opportunity for change. When Napoleon overthrew the monarchies of Spain and Portugal, the authority of the Spaniards and Portuguese in their colonial empires was weakened. Then, between 1807 and 1825, a series of revolts enabled most of Latin America to become independent.

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INTEGRATING INFORMATION How did Texas become independent from Mexico and eventually gain statehood in the United States?

4A HISTORY How did the major powers of Europe react to the Latin American countries’ independence from Spanish and Portugal?

4B How did the United States react to the successful independence movements in Latin America?

5 UNDERSTANDING CHANGE What changes followed the revolutions for independence in Latin America?
The Execution of Pedro Murillo, Revolutionary

DIRECTIONS Read the excerpt and answer the following questions.

EXPLORE THE CONTEXT: In 1809 the La Paz Revolution declared independence from Spanish authorities and set Bolivia on a course of national independence. Pedro Domingo Murillo led the revolt and became president of the self-appointed military governing body, the Junta Tuitiva. Royalist forces captured him in 1810, and he was hanged with other revolutionaries. He is famous for saying these words: "Compatriots, I die, but tyrants won’t be able to extinguish the torch I ignited. Long live freedom!" Joaquin Pinto painted the execution of Murillo.

1 ANALYZING Why do you think the painter included two representations of its subject, Pedro Murillo?

VOCABULARY

compatriots: fellow citizens

2 How do you think it would change the painting if Pinto had chosen to paint just one image of Murillo, either standing tall or being executed?

3 INTERPRETING What do the famous words of Murillo add to the painting: "Compatriots, I die, but tyrants won’t be able to extinguish the torch I ignited. Long live freedom!"

4 DESCRIPTING The painter chose to depict the fallen hero holding the ignited torch referenced in the quotation. What are the characteristics of a torch, and what is Murillo saying about this quest by comparing it with a torch that burns on and on?

5 EVALUATING Does the painting succeed in conveying the feeling of rebellion?

6 HISTORY Does the painter support the revolution? Why or why not, and how can you tell?
ANALYZE THE SOURCE

VOCABULARY

compatriots: fellow citizens

ESSENTIAL QUESTION

How does revolution bring about political and economic change?

The Execution of Pedro Murillo, Revolutionary

DIRECTIONS

Read the excerpt and answer the following questions.

EXPLORE THE CONTEXT:

In 1809 the La Paz Revolution declared independence from Spanish authorities and set Bolivia on a course of national independence. Pedro Domingo Murillo led the revolt and became president of the self-appointed military governing body, the Junta Tuitiva. Royalist forces captured him in 1810, and he was hanged with other revolutionaries. He is famous for saying these words: “Compatriots, I die, but tyrants won’t be able to extinguish the torch I ignited. Long live freedom!” Joaquin Pinto painted the execution of Murillo.

PRIMARY SOURCE: PAINTING

ANALYZING

Why do you think the painter included two representations of its subject, Pedro Murillo?

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It's All Online!

ANALYZING SOURCES

How do you think it would change the painting if Pinto had chosen to paint just one image of Murillo, either standing tall or being executed?

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ANALYZING SOURCES

How do you think it would change the painting if Pinto had chosen to paint just one image of Murillo, either standing tall or being executed?

INTERPRETING

What do the famous words of Murillo add to the painting: “Compatriots, I die, but tyrants won’t be able to extinguish the torch I ignited. Long live freedom!”?

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DESCRIBING

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EVALUATING

Does the painting succeed in conveying the feeling of rebellion?

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EVALUATING

Does the painting succeed in conveying the feeling of rebellion?

HISTORY

Does the painter support the revolution? Why or why not, and how can you tell?

6

HISTORY

Does the painter support the revolution? Why or why not, and how can you tell?

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Father Miguel Hidalgo Proclaims an End To Slavery in Mexico

EXPLORE THE CONTEXT: Father Miguel Hidalgo is considered the father of the Mexican Revolution. He led an attack against the Spanish, but his forces were not equipped to overcome them. Hidalgo was sentenced to death for his role in the battle. Elite creoles and peninsulares joined Hidalgo’s forces, and later managed to overthrow the Spanish rule and appoint their own monarch to govern Mexico.

DIRECTIONS Read the excerpt and answer the following questions.

EXPLORE THE CONTEXT: Father Miguel Hidalgo is considered the father of the Mexican Revolution. He led an attack against the Spanish, but his forces were not equipped to overcome them. Hidalgo was sentenced to death for his role in the battle. Elite creoles and peninsulares joined Hidalgo’s forces, and later managed to overthrow the Spanish rule and appoint their own monarch to govern Mexico.

VOCABULARY
scribe: one who keeps the official records of civil matters and government business

caste: social groups divided according to the relative privilege of their members

customs house: place where people paid tax on certain types of items they are transporting

maguey: the agave plant, native in Mexico

pulque: an alcoholic beverage made by fermenting maguey

peso: unit of money in Mexico

PRIMARfy SOURCE: PROCLAMATION

“[A] warning to all slaveholders: that immediately upon receiving this official notice, they must liberate [their slaves], giving to each one necessary documents with proper inserts, so that they may appear in court, give testimony, enter contracts and deal in all matters executing business that any other free person would conduct, and that those known to be slaveholders that do not thus release their slaves will suffer, without excuse, the death penalty and the confiscation of their properties.

This order equally is now imposed upon all, so hereafter no one shall purchase nor sell any slave, nor must the scribes, whether on paper or in person, extend current deeds related to this kind of contract, under penalty of suspension of office and of the confiscation of their properties if they do not carry forth [this edict] with humanity and mercy. It is also the desire of His Excellency that all payment of taxes placed upon the various castes be abolished forever, whatever has been the charge, so that no judge or tax collector may charge this tax, nor must the poor who were charged them pay them. And I hereby warn all administrators of the customs houses, tax collectors and toll booth attendants, that the native people will not be charged for their right to scrape the maguey plants nor for the fruit of the pulque, for they are poor people for whom what they earn is barely enough for the maintenance and subsistence of their families. Nor should they be taxed for their sugar cane brandy more than one peso for each barrel that leaves their factories for the capital, and this for a single time, so that having to pass the barrels from one area to others, they will not be demanded anything else. Thus with only the first peso charged to them, the account will be satisfied. . . . And so that this notice reaches all, and that no one alleges that he is ignorant, I order this edict to be published in Valladolid on the 19th of Oct, of 1810. . . .”

Source— Miguel Hidalgo, from “Edict Against Slavery,” 1810
ANALYZING TEXT What action does the edict demand from slaveholders in Mexico?

CIVICS APPLYING VALUES AND DEMOCRATIC PRINCIPLES What penalty will slaveholders face if they fail to comply with the edict?

SUMMARIZING Make a list of the types of taxes that the edict reduced or eliminated.

INTERPRETING Why might “his Excellency” have chosen to proclaim the end of slavery in the same edict used to proclaim the end of or reduction of certain taxes?

COMPARING AND CONTRASTING This edict was proclaimed a few weeks after Hidalgo’s failed attempt at leading a revolt against the Spanish. Can you see the edict drawing on any revolutionary political ideas that were also seen in the European revolutions?

INTERPRETING What does this edict tell us about the lives of enslaved and free people in Mexico?
ENGAGE WITH THE TEXT

CHAPTER 23 • LESSON 5

Romanticism and Realism

DIRECTIONS Search for evidence in the lesson to help you answer the following questions.

1 UNDERSTANDING CONTEXT What did the adherents of romanticism object to about the Enlightenment?

2 SUMMARIZING What was the attitude of the romantics toward the Industrial Revolution?

3 DETERMINING CENTRAL IDEAS Use the graphic organizer to list central themes found in romantic art, music, and literature

ESSENTIAL QUESTION
How does revolution bring about political and economic change?

As you gather evidence to answer the Essential Question, think about:

• romanticism and realism as two different ways of looking at the world.
• the different views of the role of the artist in romanticism and realism
• the heightened interest in scientific research as a result of the Industrial Revolution.
ENGAGE WITH THE TEXT

As you gather evidence to answer the Essential Question, think about:

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• the different views of the role of the artist in romanticism and realism.
• the heightened interest in scientific research as a result of the Industrial Revolution.

ESSENTIAL QUESTION

How does revolution bring about political and economic change?

ROMANTICISM

Art Music Literature

It's All Online!

CHAPTER 23 • LESSON 5

IT MATTERS BECAUSE

Romanticism was a response to the Enlightenment and the Industrial Revolution. Romantics believed that emotions, rather than reason, should guide them. By the mid-nineteenth century, romanticism had given way to a new movement called realism. Realists focused on the everyday world and ordinary people.

Romanticism

GUIDING QUESTION

How did the ideas of romanticism differ from those of the Enlightenment?

At the end of the 1700s, a new intellectual movement, known as romanticism, emerged as 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 sources of knowing.

Romantics valued individualism, or the belief in the uniqueness of each person. Many romantics rebelled against middle-class conventions. Male romantics grew long hair and beards, and men and women often wore outrageous clothes in order to express their individuality.

Many romantics had a passionate interest in past ages, especially the Middle Ages. Romantic architects revived medieval styles and built castles, cathedrals, city halls, parliamentary buildings, and railway stations in a style called neo-Gothic. The British Houses of Parliament in London are a prime example of this architectural style.

Romanticism in Art and Music

Romantic artists shared at least two features. First, to them, all art was a reflection of the artist's inner feelings. A painting should mirror the artist's vision of the world and be the instrument of the artist's imagination. Second, romantic artists abandoned classical reason for warmth and emotion.

IDENTIFYING CONNECTIONS

Darwin’s claim that humans evolved from an earlier animal form was very controversial in his time. How did this theory in turn affect other ideas that people had about human origins?

DETERMINING CONTEXT

Explain how the Scientific Revolution relates to the increasing secularization of the nineteenth century.

HISTORY

Where romanticism placed emphasis on art as an expression of the artist’s unique vision, realism led artists to see their art as a depiction of observable truths, almost scientific in its accuracy. How did artists of both approaches convey their concern at the negative effects of the Industrial Revolution?
A Romantic View of Nature

DIRECTIONS: Read the excerpt and answer the following questions.

EXPLORE THE CONTEXT: William Wordsworth (1770–1850) was a romantic English poet. He valued nature and the artist’s imagination as the source of inspiration. Wordsworth lived in a remote region and famously spent long hours trekking across the countryside with his sister, Dorothy. His poem, “The Excursion,” from the period of British romanticism provides a critical response to the impact of the Industrial Revolution on countryside he so enjoyed.

PRIMARY SOURCE: POEM

“Meanwhile, at social Industry’s command,  
How quick, how vast an increase! From the germ  
Of some poor Hamlet, rapidly produced  
Here a huge Town, continuous and compact,  
Hiding the face of earth for leagues -- and there,  
Where not a Habitation stood before,  
The Abodes of men irregularly massed  
Like trees in forests -- spread through spacious tracts,  
O’er which the smoke of unremitting fires  
Hangs permanent, and plentiful as wreaths  
Of vapour glittering in the morning sun.  
And, wheresoe’er the Traveller turns his steps,  
He sees the barren wilderness erased,  
Or disappearing; triumph that proclaims  
How much the mild Directress of the plough  
Owes to alliance with these new-born Arts!  
-- Hence is the wide Sea peopled, -- hence the Shores  
Of Britain are resorted to by Ships  
Freighted from every climate of the world  
With the world’s choicest produce. Hence that sum  
Of Keels that rest within her crowded ports,  
Or ride at anchor in her sounds and bays;  
That animating spectacle of Sails  
Which through her inland regions, to and fro  
Pass with the respirations of the tide,  
Perpetual, multitudinous! . . .  
. . . I grieve, when on the darker side  
Of this great change I look; and there behold. . .  
Such outrage done to Nature as compels  
The indignant Power to justify herself;  
Yea, to avenge her violated rights.  
For England’s bane. . .”

—William Wordsworth, “The Excursion,” 1814

VOCABULARY

germ: starting point  
hamlet: village  
league: approximately three miles  
abode: home  
massed: put together  
o’er: over  
tract: parcel of land  
unremitting: never-ending  
plough: farm tool used to ready soil for planting  
hence: therefore  
keel: lower part of a ship, used to refer to the whole ship  
sound: body of water connected to a larger body of water  
to and fro: back and forth  
indignant: angry  
bane: curse
1A DESCRIBING How does Wordsworth describe the village?


1B INTERPRETING TEXT Based on Wordsworth's description, how do you think he feels about the villages growing up around factories?


2 COMPARING What comparison is the poet making when he states: "the smoke of unremitting fires / Hangs permanent, and plentiful as wreaths / Of vapour glittering in the morning sun"?


3 ANALYZING TEXT How does the poet seem to feel about the ships he sees? Circle any words or phrases in the poem that help you draw your conclusion.


4 EVALUATING How does the poet seem to feel about the changes he discusses?


5 HISTORY Review the attributes of romanticism and explain how Wordsworth's poem typifies that artistic movement.


Chapter 23
ANALYZE THE SOURCE

ESSENTIAL QUESTION

How does revolution bring about political and economic change?

Charles Dickens’s *Oliver Twist*

**DIRECTIONS:** Read the excerpt and answer the following questions.

**EXPLORE THE CONTEXT:** Charles Dickens (1812–1870) was an English novelist and social critic. Dickens published much of his work in serial form, printed in installments by magazines over a period of time. Literacy became more common during Dickens’s career, and the new class of readers waited anxiously for the next installment of their favorite stories. His writing style exemplifies realism in literature. The stories are meant to reflect life as it was actually lived, rather than any idealized or romanticized representation of life. Dickens’s descriptions of poverty are particularly vivid. Dickens used the engagement and interest of readers in the characters to turn attention toward significant social problems of his time.

**PRIMARY SOURCE: BOOK**

“...The houses on either side were high and large, but very old; and tenanted by people of the poorest class, as their neglected appearances would have sufficiently denoted without the concurrent testimony afforded by the squalid look of the few men and women who, with folded arms and bodies half doubled, occasionally skulked along. A great many of the tenements had shop-fronts; but they were fast closed, and mouldering away: only the upper rooms being inhabited. Others which had become insecure from age and decay, were prevented from falling into the street by huge beams of wood which were reared against the walls, and firmly planted in the road; but even these crazy dens seemed to have been selected as the nightly haunts of some houseless wretches, for many of the rough boards which supplied the place of door and window, were wrenched from their positions to afford an aperture wide enough for the passage of a human body. The kennel was stagnant and filthy; the very rats that here and there lay putrefying in its rottenness, were hideous with famine."

—Charles Dickens, *Oliver Twist*, 1837

1. **ANALYZING TEXT** How do Dickens’s word choices illustrate the subject matter?

   __________________________________________________________

   __________________________________________________________

   __________________________________________________________
ANALYZE THE SOURCE

Charles Dickens’s *Oliver Twist*

**DIRECTIONS:**
Read the excerpt and answer the following questions.

**EXPLORE THE CONTEXT:**
Charles Dickens (1812–1870) was an English novelist and social critic. Dickens published much of his work in serial form, printed in installments by magazines over a period of time. Literacy became more common during Dickens’s career, and the new class of readers waited anxiously for the next installment of their favorite stories. His writing style exemplifies realism in literature. The stories are meant to reflect life as it was actually lived, rather than any idealized or romanticized representation of life. Dickens’s descriptions of poverty are particularly vivid. Dickens used the engagement and interest of readers in the characters to turn attention toward significant social problems of his time.

**ESSENTIAL QUESTION**
How does revolution bring about political and economic change?

**VOCABULARY**
denoted: indicated
squalid: shabby, filthy
skulked: walked as if trying to remain hidden
tenement: slum
mouldering: decaying
tottering: swaying
aperture: opening
putrefying: decomposing
kennel: shelter

**PRIMARY SOURCE: BOOK**

“...The houses on either side were high and large, but very old; and tenanted by people of the poorest class, as their neglected appearances would have sufficiently denoted without the concurrent testimony afforded by the squalid look of the few men and women who, with folded arms and bodies half doubled, occasionally skulked along. A great many of the tenements had shop-fronts; but they were fast closed, and mouldering away: only the upper rooms being inhabited. Others which had become insecure from age and decay, were prevented from falling into the street by huge beams of wood which were reared against the walls, and firmly planted in the road; but even these crazy dens seemed to have been selected as the nightly haunts of some houseless wretches, for many of the rough boards which supplied the place of door and window, were wrenched from their positions to afford an aperture wide enough for the passage of a human body. The kennel was stagnant and filthy; the very rats that here and there lay putrefying in its rottenness, were hideous with famine.”

—Charles Dickens, *Oliver Twist*, 1837

**ANALYZING TEXT**

How do Dickens’s word choices illustrate the subject matter?

**INTERPRETING**
Paraphrase Dickens’s comment that “even these crazy dens seemed to have been selected as the nightly haunts of some houseless wretches.”

**UNDERSTANDING CONTEXT**
Why do you think Dickens included the rats in his description of the buildings?

**EVALUATING EVIDENCE**
What are the attributes of realism? How does this passage illustrate some of those elements?

**GEOGRAPHY**
What is your impression of the neighborhood given the descriptions of closed shops and buildings propped up with beams?

**IDENTIFYING PERSPECTIVES**
Imagine someone is telling you about this area using the description in this excerpt. Do you think the person is a local resident or an outsider?
REPORT YOUR FINDINGS

ESSENTIAL QUESTION
How does revolution bring about political and economic change?

1. Think About It

Write the supporting questions you developed at the beginning of the chapter. Review the evidence you gathered in the chapter. Were you able to answer each Supporting Question? If there was not enough evidence to answer your Supporting Questions, what additional evidence do you think you need to consider?

2. Organize Your Evidence

Complete the chart below on revolutionary activity from the chapter.

### REVOLUTIONS OF EUROPE

<table>
<thead>
<tr>
<th>Year</th>
<th>Country</th>
<th>Describe the Revolutionary Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1804</td>
<td>England</td>
<td>Richard Trevithick’s new steam locomotive hauls cargo and passengers</td>
</tr>
<tr>
<td></td>
<td>France</td>
<td></td>
</tr>
<tr>
<td>1833</td>
<td></td>
<td>The new constitutional monarch Louis-Philippe of France is overthrown. The Second French Republic is launched, with a legislature and a monarch elected by popular vote of all French men. They elected Charles Louis Napoleon Bonaparte.</td>
</tr>
<tr>
<td>1850</td>
<td>Russia</td>
<td>Charles Darwin publishes <em>On the Origin of Species by Means of Natural Selection</em>, causing controversy among those who felt his theory was contrary to their religious beliefs.</td>
</tr>
<tr>
<td></td>
<td>France</td>
<td></td>
</tr>
</tbody>
</table>
3 Talk About It

Work in a small group. With your group, discuss which later events can be seen as effects or reactions to earlier events. Did others see the same causal relations? Did anyone identify a relationship that you had not noticed before? Did you find yourself objecting to anyone’s claim of a causal relation between events?

4 Write About It

Following your discussion in the Talk About It activity, write about two shifts you have identified as resulting from revolutionary changes of some type. Explain each initial revolutionary event and how it led to more changes.

5 Connect to the Essential Question

Make a poster showing a time line of major events and changes that took place in a particular country, empire, or region during the nineteenth century. Use different colored writing or boxes around the writing to indicate the kind of change—political, technological, social, economic, or other type of change discussed in the chapter. Be sure to include a key on the poster that explains what each color means. When one change seems to lead to or result in another change, offer an explanation for the connection.
MAKE CONNECTIONS  We continue to experience a stream of medical, scientific, and technological advances that affect our social, political, and economic lives. At the same time, there are still calls for self-rule around the globe, and governments continue to rely on military force to achieve political ends. Research a modern example of either a revolutionary new development or a region undergoing a revolutionary struggle for political authority and create a presentation to introduce your classmates to the region or issue undergoing change and the resulting struggles and conflicts. Are there resolutions on the horizon? Your presentation should include visual aids to help your audience grasp the issues.