

# Ch. 10 Guided Reading Activity

## Lesson 1 *The Industrial Revolution*

**Directions:** Read each main idea. Use your textbook to supply the details that support or explain each main idea.

**A. Main Idea:** The Industrial Revolution began in Great Britain in the late eighteenth century.

**1. Detail:** The Agricultural Revolution increased the supply, lowered \_\_\_\_\_, and allowed ordinary people to spend money on manufactured goods.

**2. Detail:** Inventions such as the \_\_\_\_\_ helped increase \_\_\_\_\_ cloth production dramatically, causing it to become Britain's most valuable product by 1840.

**3. Detail:** Coal and \_\_\_\_\_ industries boomed, and steam \_\_\_\_\_ helped move goods faster and cheaper.

**B. Main Idea:** As Britain prospered, industrialization spread to other nations.

**1. Detail:** Governments of France, \_\_\_\_\_, and the German states encouraged industrialization by funding roads and canals.

**2. Detail:** Most important to the development of an effective American transportation system was the \_\_\_\_\_.

**3. Detail:** By 1860, 30,000 miles of \_\_\_\_\_ allowed for transportation of goods manufactured in the \_\_\_\_\_ to the rest of the United States.

**C. Main Idea:** The social impact of industrialization included an increased population in cities, new social classes, and the rise of socialism in Europe.

**1. Detail:** The Industrial Revolution spurred \_\_\_\_\_, as people left the countryside in search of work.

**2. Detail:** Two new social classes emerged during the Industrial Revolution: an industrial \_\_\_\_\_ class and an industrial \_\_\_\_\_ class that faced wretched working and living conditions.

**3. Detail:** After the Factory Act of 1833 limited \_\_\_\_\_ labor, \_\_\_\_\_ became half the British labor force in textile factories.

**4. Detail:** In the economic system of \_\_\_\_\_, the government controls the means of \_\_\_\_\_, like utilities and factories.

## Summary and Reflection

**Directions:** Summarize the main ideas of this lesson by answering the question below.

How did the Agricultural Revolution and subsequent Industrial Revolution change the way people lived and worked?

## Lesson 2 *Nationalism and Political Revolutions*

**Directions:** Read each main idea and answer the questions below. Refer to your textbook to write the answers.

**A. Main Idea:** In the 1830s, forces of change challenged the conservatism of European monarchs.

**1.** Who overthrew Charles X in France in 1830, and what kind of government was established?

**2.** Where did three other revolutions take place in 1830, and what was a common cause of all of them?

**B. Main Idea:** The forces of liberalism and nationalism influenced the revolutions in 1848.

**1.** Why did opposition to the government of Louis-Philippe in France grow?

**2.** Who set up France's provisional government? What changes did the provisional government make?

**3.** When was the French Second Republic set up, and how were legislators elected?

**4.** What was the goal of the Frankfurt Assembly?

**5.** How did the Austrian empire respond to revolts and demonstrations in the empire?

**6.** What problems plagued popular revolts against conservative rule in Europe?

## Summary and Reflection

**Directions:** Summarize the main ideas of this lesson by answering the question below.

How successful were the revolutionary uprisings that occurred throughout Europe in the 1830s and 1840s?

## Lesson 3 *Nationalism, Unification, and Reform*

**Directions:** Read the lesson and complete the outline below. Refer to your textbook to fill in the blanks.

### I. Toward National Unification

**A.** The effect of the \_\_\_\_\_ War was to destroy the Concert of Europe; Austria and \_\_\_\_\_ became enemies.

**B.** King Victor \_\_\_\_\_ II, Camillo di Cavour, and Giuseppe \_\_\_\_\_ helped Italy achieve unification.

**C.** Count Otto von \_\_\_\_\_ used \_\_\_\_\_, politics based on practical matters, to help achieve German unification.

**D.** With Prussia's militaristic and \_\_\_\_\_ values triumphant, William I became \_\_\_\_\_ of the strongest power in Europe.

### II. Nationalism and Reform in Europe

**A.** Social and political reforms undertaken by the British \_\_\_\_\_ and Great Britain's continued \_\_\_\_\_ growth helped the British avoid revolutionary upheavals.

- B. Under \_\_\_\_\_, the authoritarian French government limited \_\_\_\_\_, but distracted the public by expanding the \_\_\_\_\_.
- C. After opposition arose in the 1860s, Napoleon III began to \_\_\_\_\_ his regime.
- D. The \_\_\_\_\_ Empire, a multinational empire, was defeated by \_\_\_\_\_ in 1866.
- E. The \_\_\_\_\_ of 1867 created the dual monarchy of Austria-\_\_\_\_\_.
- F. After defeat in the Crimean War, Russian czar \_\_\_\_\_ decided to make several reforms, such as issuing an \_\_\_\_\_ edict that freed the serfs.

### III. Nationalism in the United States

- A. In the United States, \_\_\_\_\_, who favored a strong central government, fought with \_\_\_\_\_, who wanted state governments to have more power.
- B. In the Civil War, which ended in \_\_\_\_\_, the North favored \_\_\_\_\_, a movement to end slavery.

## Summary and Reflection

**Directions:** Summarize the main ideas of this lesson by answering the question below. **How did conflict affect the political climate in nineteenth-century Europe and the United States?**

## Lesson 4 Nation Building in Latin America

**Directions:** Locate each heading below in your textbook. Then use the information under the correct heading and subheading to help you write each answer.

### I. Nationalist Revolts

- A. Who were the *peninsulares*, and why did the creoles resent them?
- B. Who was François-Dominique Toussaint-Louverture, and what did he accomplish?
- C. Why is Miguel Hidalgo considered the first real hero of Mexican independence?
- D. Who were José de San Martín and Simón Bolívar, and what did they accomplish?
- E. What did the Monroe Doctrine say?

### II. Nation Building

- A. Who were caudillos?
- B. What did Benito Juárez accomplish?
- C. Why was most of the population of Latin America poor?
- D. Describe the economy of the new countries of Latin America.

## Summary and Reflection

**Directions:** Summarize the main ideas of this lesson by answering the question below. **What were the causes and effects of Latin American independence movements in the nineteenth century?**

## Lesson 5 Romanticism and Realism

**Directions:** Read the lesson and complete the outline below. Refer to your textbook to fill in the blanks.

### I. Romanticism

- A. Romanticism emerged as a reaction to the ideas of the \_\_\_\_\_ and valued \_\_\_\_\_, the belief in each person's uniqueness.
- B. Romantic painters such as \_\_\_\_\_ believed art was a reflection of the artist's inner \_\_\_\_\_.
- C. The *Third Symphony*, by \_\_\_\_\_, had powerful melodies that created dramatic intensity.
- D. \_\_\_\_\_ literature, such as Mary Shelley's novel \_\_\_\_\_, became popular.
- E. Romantics viewed poetry as the direct expression of the \_\_\_\_\_; \_\_\_\_\_ was the most important English romantic poet of nature.

### II. New Age of Science

- A. The \_\_\_\_\_ created a modern, rational approach to the study of nature; the \_\_\_\_\_ heightened interest in scientific research and new discoveries.
- B. Scientist \_\_\_\_\_ in biology proposed the germ theory of disease.
- C. Scientists \_\_\_\_\_ in chemistry and \_\_\_\_\_ in physics made important advances in their fields.
- D. Growing confidence in science undermined religious faith and led to a period of increasing \_\_\_\_\_.
- E. \_\_\_\_\_'s theory of natural \_\_\_\_\_ caused much controversy.

### III. Realism

- A. Literary realists rejected \_\_\_\_\_, preferring novels to poems and \_\_\_\_\_ characters to romantic heroes.
- B. The writings of realists \_\_\_\_\_ in France and \_\_\_\_\_ in Great Britain presented vivid descriptions of life.
- C. The \_\_\_\_\_ became leaders in realist painting; painter \_\_\_\_\_ chose factory workers and peasants as his subjects.

## Summary and Reflection

**Directions:** Summarize the main ideas of this lesson by answering the question below. **What influenced the rise of romanticism and realism, and what values and ideas were at the core of each movement?**

## Vocabulary Activity

**Directions:** Answer each of the following questions. Include in your answer the vocabulary word(s) in parentheses.

1. How did the ready supply of capital and the work of entrepreneurs help to make Britain the starting place of the Industrial Revolution? (**capital, entrepreneurs**)
2. Explain how socialism was a reaction to industrial capitalism. (**socialism, industrial capitalism**)
3. Why did abolitionism and the prospect of the emancipation of enslaved people lead to conflict between Northern and Southern states? (**abolitionism, emancipation**)
4. Explain Darwin's theory of natural selection. How did secularization make the public more receptive to Darwin's ideas? (**natural selection, secularization**)
5. What are the main differences between romanticism and realism? (**romanticism, realism**)
6. Explain the conflict between creoles and *peninsulares* in Latin America. How were mestizos involved? (**creoles, peninsulares, mestizos**)

**Directions:** For each word in the left column, write the letter of the correct definition in the right column. (**cottage industry, puddling, universal male suffrage, multinational empire, militarism, kaiser, caudillos, cash crops, plebiscite**)

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|------------------------------------------------------------|----------------------------------------------------|
| _____ 7. cottage industry                                  | a. reliance on military strength                   |
| _____ 8. puddling                                          | b. strong leaders who ruled by military force      |
| _____ 9. universal male suffrage                           | c. produce grown to be sold                        |
| _____ 10. multinational empire                             | d. process in which coke derived from coal is used |
| _____ 11. militarism to burn away impurities in crude iron | e. emperor                                         |
| _____ 12. kaiser                                           | f. right of all adult males to vote                |
| _____ 13. caudillos                                        | g. home-based production of goods                  |
| _____ 14. cash crops                                       | h. one state consisting of many nationalities      |
| _____ 15. plebiscite                                       | I. a popular vote                                  |

**Directions:** Include in your answers to the questions below the vocabulary words in parentheses.

16. The word *radical* comes from the Latin word *radix*, meaning "root." What connection do you see between this meaning and the definition of *radical*—individuals or groups with views and policies of extreme political change? (**radical**)
17. The word *derived* comes from the Latin word *derivare*, which means, "to draw off (water) from a stream." What does the Latin meaning suggest about how a chemical is derived from a resource? (**derived**)
18. Why was the concept of individuality important to the romantics? (**individuality**)
19. How did the Crimean War lead to the unification of Italy and Germany? (**unification**)
20. How did the Agricultural Revolution affect labor in 1780s Great Britain? (**labor**)

**Directions:** Write each word that is a synonym—a word with the same or nearly the same meaning—of the first word in each item. (**intervention, regime, approach, erupt, temporary**)

21. **Intervention** (involvement, neutrality, interference, inaction, originality, intrusion)
22. **Regime** (anarchy, administration, disorder, rule, leadership, government)
23. **Approach** (criticism, stance, outlook, viewpoint, attitude, retreat)
24. **Erupt** (gradual, evict, explode, quiet, burst, expel)
25. **Temporary** (limited, permanent, alternate, momentary, timing, short-term)