

CHAPTER 3

FROM THE ENLIGHTENMENT TO IMPERIALISM (1700–1900)

HOW DID ENLIGHTENMENT IDEAS AFFECT RELATIONSHIPS BETWEEN CITIZENS AND THEIR GOVERNMENTS?

HISTORY BENCHMARK A:

Explain connections between the ideas of the Enlightenment and changes in the relationships between citizens and their governments.

This benchmark requires you to understand the key ideas of the Enlightenment and to explain how those ideas brought about important changes in the relationship between citizens and their governments.

WHAT WAS THE ENLIGHTENMENT?

The **Enlightenment** was a movement of ideas that occurred in Europe between 1680 and 1790. Enlightenment thinkers attempted to apply reason to understand, explain and even change the world. They were especially influenced by new developments in science and mathematics. These disclosures gave rise to the hope that a single set of fixed laws, like those of gravity or geometry, governed the universe.

Enlightenment thinkers rejected blindly following tradition, authority or church teachings. Instead, they favored the free exercise of reason and the direct observation of nature in order to discover those fixed laws which they believed would explain the world.



Isaac Newton's discovery of the laws of gravity raised hopes that the universe acted according to fixed laws.

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KEY IDEAS OF THE ENLIGHTENMENT

- ★ **The Power of Human Reason.** Enlightenment thinkers believed that people could understand the world by exercising their reasoning power, and that they could improve the world by reforming it.
- ★ **Natural Laws.** Enlightenment thinkers believed the world operated according to fixed principles, or “natural laws,” which were discoverable. They believed that people could use reason, especially science and mathematics, to discover these laws and to apply this knowledge to improve society. For example, **Adam Smith** believed that the market economy could run on its own without government interference, since it followed its own natural laws of supply and demand.
- ★ **Natural Rights.** Enlightenment philosophers believed that natural law gave each person certain basic “natural rights” that could not be taken away. These included a person’s right to personal freedom and to own and use property.
- ★ **Social Contract.** Kings had traditionally justified their rule on the basis of **divine right** — they claimed to be appointed by and directly answerable to God. Enlightenment thinkers like **John Locke** argued that the ultimate source of political power was the people. Locke said citizens entered into a social contract with their ruler to protect their rights. If a ruler violated this “**social contract**” by failing to protect people’s rights, then the people had the right to overthrow their ruler and to create a new government in its place.
- ★ **Religious Toleration.** After the end of religious unity caused by the Reformation, Europe was torn apart by a century of religious wars. Enlightenment thinkers began to challenge the role played by religious institutions like the Catholic Church in European society. They believed people should accept different religious beliefs without conflict, and encouraged a greater separation between church and state.

KEY ENLIGHTENMENT THINKERS

Jean-Jacques Rousseau believed the social contract led individuals to give up their rights to the “general will” (what the community wants as a whole). His writings helped inspire the French Revolution.

Voltaire poked fun at traditional authority in society, government and the Church. His writings on religious toleration and freedom of thought and expression helped spread Enlightenment ideas.

Baron de Montesquieu argued that a separation of powers in government could promote greater liberty. He praised a system of checks and balances. This idea was later used in the constitutions of France, the United States and other nations.

THE IMPACT OF ENLIGHTENMENT IDEAS ON RELATIONSHIPS BETWEEN CITIZENS AND THEIR GOVERNMENTS

Enlightenment ideas challenged the existing structure of European society and government. For example, Enlightenment writers disputed the idea that kings ruled by **divine right**. They questioned the union of church and state, and the unequal rights of different social classes. These new ideas inspired three important revolutions — in the North American colonies, France, and Latin America — forever changing relationships between citizens and their governments.

THE AMERICAN REVOLUTION (1775–1783)

American colonists protested when the British government taxed them without their consent. Colonial leaders like Thomas Jefferson were familiar with Enlightenment ideas. In issuing the **Declaration of Independence**, American colonists appealed to the “social contract” theory. The Declaration argued that, since the King of England had violated the colonists’ **natural rights** — their rights to “life, liberty, and happiness” — the colonists had a right to revolt and change their government.

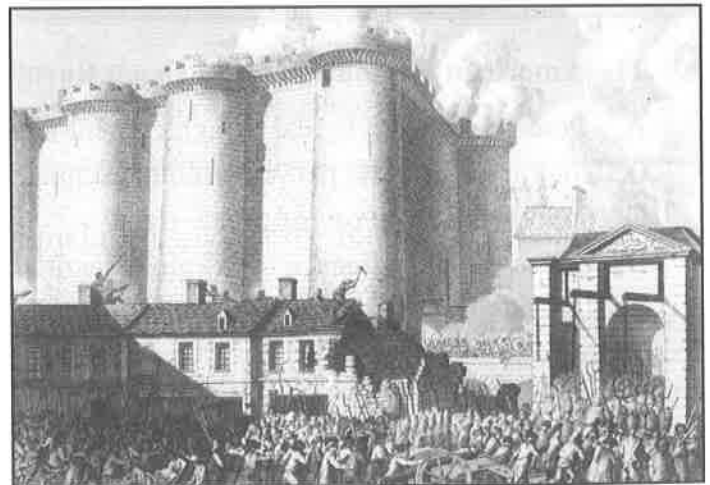


The Declaration of Independence is read to the public for the first time.

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THE FRENCH REVOLUTION (1789–1799)

Enlightenment ideas again surfaced during an uprising against the King of France. During the French Revolution, citizens established a National Assembly, representing the nation’s “general will.” The National Assembly issued the **Declaration of the Rights of Man**, which ended the privileges of the nobility. They abolished serfdom, seized Church lands, and issued a Constitution. Soon after, the French abolished the monarchy, executed the King, and established a republic. Most of these radical changes were based on Enlightenment ideas.



French citizens storm the Bastille prison, a symbol of the French king’s power.

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LATIN AMERICAN INDEPENDENCE (1798–1825)

The Enlightenment also contributed to the independence of European colonies in Latin America. Enlightenment ideas, such as the notion that people were entitled to a government that protected their interests, as well as the examples of the American and French Revolutions, inspired Latin American leaders like Simón Bolívar to fight for independence from Spain.



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A statue of Simón Bolívar in Venezuela.

THE BENCHMARK REVISITED

A **Benchmark Revisited** feature will appear at the end of each section. The purpose of this feature is to highlight and reinforce the major points of each particular benchmark. For this benchmark:

- ◆ Make sure you know the main ideas of the Enlightenment. For example, Enlightenment thinkers believed in the “social contract,” and argued that the people are the ultimate source of political power.
- ◆ Make sure you know how the Enlightenment changed relationships between citizens and their governments. For example, American colonial leaders applied many Enlightenment ideas during the American Revolution. They overthrew their king in favor of a democracy, claiming the purpose of government was to protect natural rights.

CHECKING YOUR UNDERSTANDING

1. The American Revolution and French Revolution were similar in that both
 - A. were encouraged by the Enlightenment idea of natural rights
 - B. sought to limit the participation of people in government
 - C. supported the theory of divine right
 - D. increased the influence of religious institutions in government

History
Benchmark
A

This question focuses on how the American and French Revolutions were similar. One important similarity was that both were influenced by the Enlightenment idea of “natural rights,” found in the Declaration of Independence and the French Declaration of the Rights of Man. The other answer choices all state the opposite of what these revolutions favored.

Now you try answering a question about the Enlightenment:

Use the following quotation to answer question 2:

“If man in the state of nature is free, and lord of his own possessions, why will he give up his freedom? The answer is that rights in the state of nature are constantly exposed to attack by others. Hence each man joins in society to preserve his life, liberty, and property. Whenever the [ruler] endeavors to take away the property of the people, or reduce them to slavery ... they are [removed] from any further obedience and left to ... rise up with force and violence.”

2. The English philosopher John Locke wrote this passage in his book, *The Second Treatise of Government* (1690). The ideas expressed by Locke in this passage helped inspire the

- A. Theory of Divine Right
 B. American Revolution
 C. separation of church and state
 D. Industrial Revolution

History
 Benchmark
 A

3. **Short-Answer Question:**

Throughout history, ideas have had the power to make people change the way they think and the way they live.

- Identify one Enlightenment idea.
- Explain how that idea brought about a change in the relationship between citizens and their government.

History
 Benchmark
 A

See page 184 for a sample scoring rubric

WHAT WERE THE EFFECTS OF THE INDUSTRIAL REVOLUTION?

HISTORY BENCHMARK B:

Explain the social, political and economic effects of industrialization.

This benchmark requires you to understand the nature of the Industrial Revolution and its impact in creating our modern world.

WHAT WAS THE INDUSTRIAL REVOLUTION?

The **Industrial Revolution** refers to a revolution in making things — using machines and new sources of power in factories, instead of making goods at home by hand. The Industrial Revolution began in Great Britain in the mid-1700s. It started with the manufacturing of textiles, when new inventions permitted weavers to spin several threads of yarn at one time.

The invention of the steam engine (1769) next provided a cheap and reliable source of power to turn these new spinning machines, looms and other factory machinery. Steam power was soon applied to transportation with the invention of steamships and railroads. From Great Britain, the methods and inventions of the Industrial Revolution spread to North America, continental Europe and other parts of the world.

THE IMPACT OF INDUSTRIALIZATION

The **Industrial Revolution** brought important economic, social, and political changes to every place it touched.

Economic Effects:
Changes in how things were made and distributed.

Social Effects:
Changes in how people lived and organized themselves.

Political Effects:
Changes in what people expected from their governments.

THE NATURE OF WORK CHANGES

Before the Industrial Revolution, weavers and craftspeople worked in their homes spinning and weaving wool, cotton and linen by hand into finished cloth. The Industrial Revolution ended this system. Under the new factory system, people began working in factories, where skilled work was replaced by the performance of simple repetitive tasks. Factories gave rise to the **mass production** of goods, where vast amounts of identical goods were made. As the demand for cheap textiles and other mass-produced goods grew, more factories were built, employing ever greater numbers of workers.



Under the factory system, people left their homes to work at machines in factories.

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CHANGES IN WORKING CONDITIONS

While factory owners grew rich and powerful, conditions for many workers worsened. Instead of working at home, workers now spent long hours in factories. Early factories were often horrible places to work, extremely noisy and unsafe. The workday was especially long and wages were low. Workers could be let go for any cause. In hard economic times, factory workers who lost their jobs had to beg and steal or face starvation. Many early factories relied chiefly on women and children, who received lower wages. Small children were used for some of the most dangerous jobs, like crawling into factory machinery or mine shafts.

THE MODERNIZATION OF AGRICULTURE

The introduction of new scientific methods and machinery also caused an **Agricultural Revolution**. Farmers began rotating crops, using fertilizers, and introducing machines like the reaper and harvester. As a result, they could grow more food to feed the rising populations of cities. When less workers were needed to produce the same amount of food, workers left farms for jobs in cities. This pattern began in Great Britain but soon spread to other places.



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Farm machinery led to increased production

URBANIZATION

Urbanization refers to the flow of people from the countryside into cities. As city populations grew, cities faced new problems from overcrowding and from inadequate city services. Large families were crowded into run-down converted housing or apartment buildings where many families often shared a single toilet. Diseases like cholera contaminated the water supply. Over the course of the nineteenth century, cities gradually improved their water supplies, sewage, police and fire services, and educational systems.

IMMIGRATION

Population growth in Europe led to increased European immigration to the United States. Irish migrants came to America to escape starvation caused by the **Irish potato famine** (1846–1847). German migrants came to America to find greater economic opportunities. As the price of steamship and railway travel dropped, immigrants from Southern and Eastern Europe also began coming to the United States in larger numbers. The new immigrants found jobs in factories, mines, railroads, clothing and cigar manufacturing, and hauling goods.



London Illustrated News, 1849

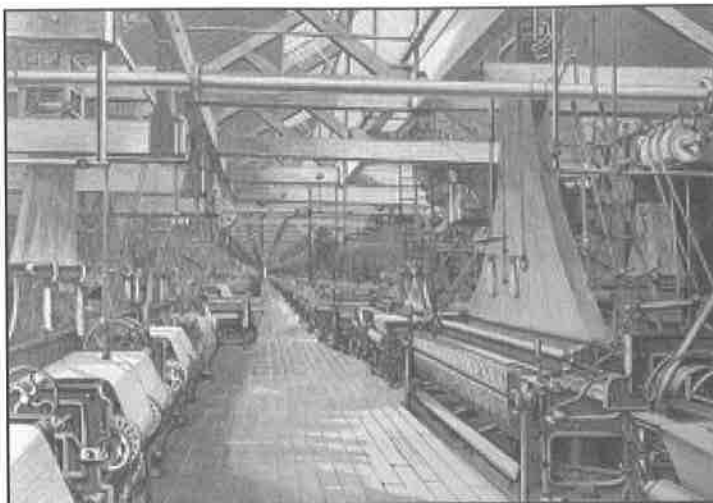
Irish police evict a family for failing to pay their rent. The potato famine saw more than a million people starve to death and forced another two million to emigrate.

THE RISE OF BIG BUSINESS

Industrialization encouraged the rise of new forms of business. At one time, most businesses were owned by an individual, his family, or a group of partners. After the American Civil War (1861–1865), many businesses in the United States became corporations — companies that issue shares to investors, making each shareholder a part owner. By issuing shares, corporations were able to raise the large amounts of money needed to build large factories and interconnected systems of production, with railroads, factories, mines and ships.

The rise of “Big Business” led to more efficient methods of manufacturing, reducing production costs per item. Mass-produced goods were shipped throughout the nation and overseas. Similar methods were adopted in Britain and on the European continent, leading to higher standards of living for consumers.

New entrepreneurs like Andrew Carnegie and John D. Rockefeller often used ruthless tactics against competitors and workers. Large businesses sometimes competed unfairly by using cut-throat competition, cheating consumers, or mistreating workers. Attempts to curb the abuses of Big Business often failed because of *laissez-faire* policies. Government leaders and the public believed government should not interfere in the operations of businesses.



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Large factories produced vast amounts of goods, greatly lowering the cost of making each item.

THE RISE OF ORGANIZED LABOR

As the abuses of “Big Business” grew more intolerable, workers recognized the need to organize to protect themselves. They formed **labor unions** so that they could act as a group with greater bargaining power than they had as individuals. If the union did not agree with the terms offered by an employer, union workers might go on **strike**, halting all production, and thereby placing pressure on the employer.

Business leaders often refused to recognize the right of their workers to unionize and replaced their workforce with non-union workers. Public opinion also opposed labor unions for most of the nineteenth century, seeing labor leaders as selfish trouble-makers with little regard for the public. Despite these difficulties, some labor union leaders dreamt of organizing workers throughout the nation or even the world. In Europe, **Karl Marx** and **Friedrich Engels** called for workers to organize and overthrow their capitalist bosses in *The Communist Manifesto* (1848).



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Strikers, like these cloak-makers, were often viewed by the public with hostility.

In the United States, the **Knights of Labor** (1869) was formed to serve as a single union for all workers — both skilled and unskilled. The Knights demanded an 8-hour workday, safety codes in factories, higher wages, an end to child labor, and equal pay for women. But the Knights were too loosely organized and fell apart after a series of unsuccessful strikes. The **American Federation of Labor** was created in 1881 as a loose federation of separate unions of skilled workers like carpenters and cigar-makers. It limited its goals to better working conditions and higher wages for skilled workers. In 1938, the **Congress of Industrial Organizations** was created as a union for both skilled and unskilled workers.

MIDDLE CLASS REFORMERS

In Europe and America, industrialization led to rising living standards for a growing middle class — shopkeepers, small businesses owners, and professionals like lawyers and doctors. In the late 19th century and early 20th century, members of these middle classes began calling for reforms to end the worst abuses of industrialization. These reformers were especially successful in the United States.

★ **The Populist Party.** In the United States, farmers faced hard economic times when increased crop production led to falling food prices. In response, farmers formed the **Populist Party** (1891). The Populists called for restrictions on railroad companies, an 8-hour workday, a progressive income tax, and the direct election of U.S. Senators. Populism died when the Populists lost the Presidential elections of 1892 and 1896, farm prices began to rise, and many farmers left their land for life in the city.

★ **The Progressive Movement.** The Progressive Movement flourished in the United States around 1900. Unlike the Populists, the Progressives were mainly middle class city dwellers who believed the power of government should be used to check the abuses of Big Business and the worst evils of industrialization and urbanization. Journalists known as **muckrakers** exposed these evils to the public in their writings. Local Progressive leaders began reforming cities, where corrupt political “bosses” often bought immigrant votes and profited from corrupt public contracts. These bosses were soon replaced by civic-minded mayors and expanded city services.



Lewis Hines

Eliminating child labor in factories was a main focus of the Progressives.

At the state level, Progressives introduced the secret ballot, the direct election of Senators, and primaries to choose candidates for office. They also promoted the spread of compulsory free public education for all.

At the national level, a series of Progressive politicians soon reached the office of the Presidency. These Progressive Presidents used new anti-trust laws to break up monopolies that unfairly prevented competition. President **Theodore Roosevelt** introduced laws to ensure the purity of foods and drugs used by consumers. He also took steps in favor of **conservation** — creating national parks and the National Conservation Commission. President **Woodrow Wilson** introduced a graduated income tax, the Federal Reserve System, and new federal laws to restrict the use of child labor.

THE BENCHMARK REVISITED

For this benchmark, you should know the social, political, and economic effects of the Industrial Revolution. For example:

- ◆ **Economic:** Instead of being made by hand at home, most goods were now made with machines in factories.
- ◆ **Social:** Many people left rural farm areas and moved to cities in search of work in large factories.
- ◆ **Political:** In the United States, the abuses of Big Business gave rise to Progressive reforms at the local, state and national level.

CHECKING YOUR UNDERSTANDING

4. Which of the following was an important effect of nineteenth-century industrialization on American society?
- A. an increase in the number of small farms
 - B. a decline in international trade
 - C. a lowering of the prices of many manufactured goods
 - D. a decline in the economic power of the middle class

History
Benchmark
B



This question asks about an **effect** of industrialization. During industrialization, production moved from homes to factories where large-scale production was carried out using mechanical sources of power and more efficient methods of production. This large-scale production decreased the price of goods, making many goods affordable to more people.

Now you try answering a question about the Industrial Revolution.

Use the following chart to answer question 5:

POPULATION OF SELECT BRITISH CITIES, 1801–1891

TOWN	1801	1861	1891
Birmingham	74,000	296,000	523,000
Leeds	53,000	207,000	429,000
Liverpool	80,000	444,000	704,000
Manchester	90,000	339,000	645,000

Source: B.R. Mitchell, *International Historical Statistics: Europe*

5. Which development best explains the pattern shown in the chart above?

- A. the Enlightenment
- B. the Industrial Revolution
- C. the Irish Potato Famine
- D. the American Revolution

History
Benchmark
B

Explain your answer: _____

6. **Extended-Response Question:**

The Industrial Revolution began in Great Britain and gradually spread to other parts of the world. It brought about many important changes.

- Select two changes brought about by the Industrial Revolution.
- For each change selected, explain how workers or the government reacted to it.

History
Benchmark
B

See page 184 for a sample scoring rubric

HOW DID IMPERIALISM AFFECT DIFFERENT REGIONS OF THE WORLD?

HISTORY BENCHMARK C:

Analyze the reasons that countries gained control of territory through imperialism and the impact on people living in the territory that was controlled.

This benchmark requires you to know the causes and effects of late nineteenth-century imperialism.

UNLAWFUL TO PHOTOCOPY

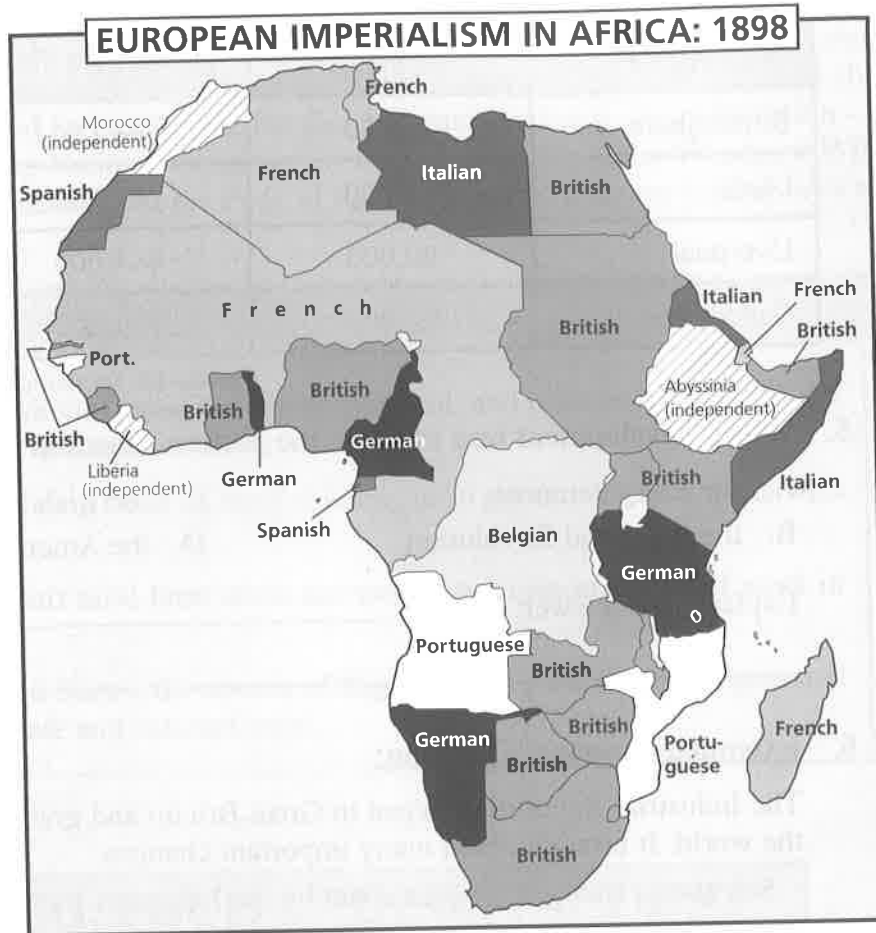
UNLAWFUL TO PHOTOCOPY

THE POLITICAL, ECONOMIC, AND SOCIAL ROOTS OF IMPERIALISM

Since ancient times, rulers have built empires by conquering other lands. **Imperialism** refers to the political and economic control of one area or country by another. After the voyages of Columbus, European nations developed vast overseas empires. The independence of the Americas in the late 1700s and early 1800s was a severe setback for European imperialism. However, imperialism never completely died out. It continued in India, South Africa, and elsewhere. In the 1880s, interest in imperialism was revived. New European countries sought colonial empires of their own. Older colonial powers like France and

Britain joined in the scramble for new colonies. The reasons why these countries suddenly wanted to annex new territories had political, economic, and social roots.

- ★ **Political Roots.** The creation of Belgium and the unifications of Italy and Germany led these new countries to demand colonies to show they were equal to Britain and France. New technologies like the railroad, steamship, telegraph, and rifle made it possible for these powers to penetrate deeply into Africa and Asia. Contacts between Europeans and native societies often disrupted local societies, creating a power vacuum that European powers rushed to fill. This set off a chain reaction known as the "Scramble for Africa." Bismarck, leader of the German government, held a conference in Berlin in which the rest of Africa was divided up in order to preserve the European "balance of power."



Chancellor Otto von Bismarck pushed Germany to acquire a colonial empire.

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UNLAWFUL TO PHOTOCOPY

★ **Economic Roots.** Economic factors also played an important role in the “New Imperialism.” The Industrial Revolution created a greater need for raw materials in Europe, as well as a need for new markets in which to sell manufactured goods. England, for example, imported raw cotton from Egypt and manufactured this into cotton cloth. The English then attempted to destroy local handicrafts in India so that they could export their manufactured cloth to the immense market there. Other countries attempted to follow the same pattern so their industries could enjoy guaranteed sources of raw materials and markets for finished goods.

★ **Social Roots.** Nineteenth-century Europeans were greatly influenced by **nationalism** — in part, the idea that their own nation was superior to all others. Imperialism gave Europeans a chance to apply their national energies overseas. Europeans also believed their culture and beliefs were superior to those of native peoples in Asia, Africa, and the Pacific. During this Age of Imperialism, many Europeans believed they had a mission to “civilize” the world. They saw it as their moral duty to extend Christianity and European civilization to the rest of the world. European politicians also found it easy to unite different social classes at home in support of imperialism overseas.



A cartoon from 1875 pokes fun at European imperialism in Africa

THE IMPACT OF IMPERIALISM

Imperialism had important political, social, and economic effects on colonized areas. It brought these areas into the modern world economy, but often at a tremendous cost.

DIFFERENCES IN PERSPECTIVES BETWEEN COLONIZERS AND NATIVE PEOPLES

European imperialists and colonized native peoples had very different perspectives on imperialism.

★ **Language.** Europeans introduced their own languages to India, Africa, and the Pacific, making these languages the accepted means of communication for government administration and commerce. The colonizers ignored local languages and local customs, which they viewed as savage and inferior.

- ★ **Natural Resources.** European colonizers believed they owned the territories they occupied and that they had a right to take away agricultural products and mineral resources. Africa lost much of its mineral wealth of gold and diamonds to imperial powers.
- ★ **Labor.** Native peoples were forced to work on European plantations, in mines, in domestic service and in other European-owned businesses. European powers treated native peoples as inferior, often forcing them to work long hours for low pay. In some colonies, like the Belgian Congo, local peoples lived in a state of virtual slavery and suffered terrible abuse.
- ★ **Political Authority.** European nations created new colonial boundaries based on arrangements reached with other imperial powers, totally ignoring local tribal or ethnic boundaries. The arrival of Europeans weakened tribal chieftains' power and traditional authority. They often replaced tribal rulers with colonial authorities. Unrest in colonial areas led to periodic conflicts between natives and European powers.
- ★ **Religion.** Most Europeans believed they were improving the lives of colonial peoples by introducing them to Christianity and to the "advanced" ideas of European civilization.
- ★ **Technology.** Europeans introduced new technologies, like railroads, telegraphs, and modern medicines to colonial areas, bringing these regions into the modern world economy.

THE GLOBAL REACH OF IMPERIALISM

Imperialism had varying effects throughout the world. Even areas like China and Japan, which never became formal colonies of the imperial powers, were affected.

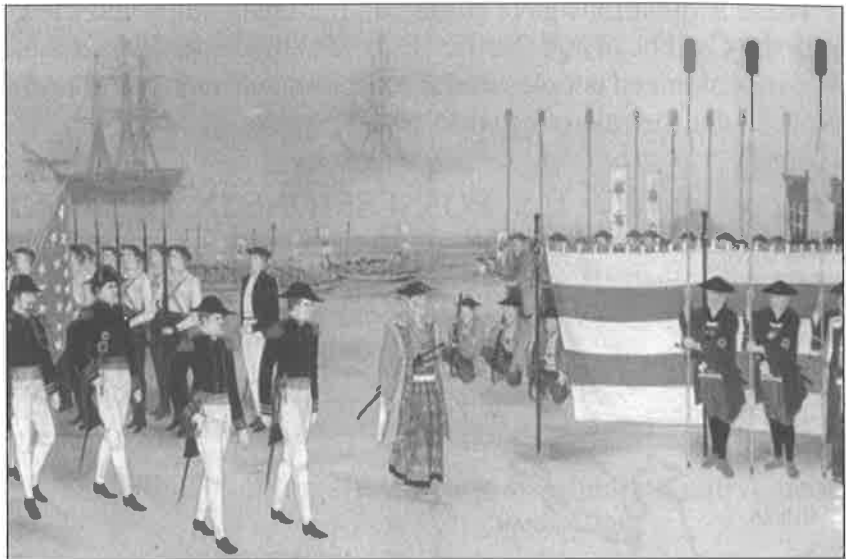
- ★ **The Exploitation of African Resources.** Between 1880 and 1890, European powers carved colonial empires out of Africa. European colonists established plantations and mines in Africa, taking away much of Africa's mineral wealth of gold and diamonds, and benefiting from cheap agricultural products.
- ★ **Political and Social Reform in China.** By 1800, Chinese technology had fallen behind that of the West. After China's defeat in the Opium Wars (1839–1842), Great Britain and other European powers carved out "spheres of influence" — special areas in which they demanded exclusive trading rights and other privileges. Chinese rulers were too weak to resist these European advances. Some Chinese resented these concessions and attacked foreigners in China during the **Boxer Rebellion**.



Foreign intervention against the Boxers, a humiliating defeat by Japan (1894–95), and the refusal of Chinese rulers to introduce needed reforms led to an uprising against the reigning Manchu dynasty. In 1912, China's ruling imperial government was overthrown. China then briefly came under a new government, promoting land reform and Western-style democracy, before it collapsed into a civil war among competing warlords.

★ **The Modernization of Japan.**

Japan was never colonized, but the United States forcibly opened Japan to Western trade and influence in 1853. After witnessing events in China, Japanese leaders decided to modernize and westernize Japan, rather than face humiliation and



Japanese National Tourist Office

Commodore Perry's arrival in Japan opened that nation's ports to trade.

defeat at the hands of foreigners. The Japanese emperor crushed the power of the ruling Shogun (*Japan's feudal ruler*) and introduced westernized forms of education, dress, military training, firearms, administration and technology. As a result, Japan became a formidable military power in only a few short decades, defeating China in 1894–95 and Russia in 1904–05. Japan became the first non-Western country to successfully adopt Western ways.

★ **American Imperialism.** As a former colony, the United States at first resisted becoming an imperial power. However, the rise of American industries, the settlement of the West, a strong belief in American superiority, and concerns about future security in a world dominated by imperial powers led many Americans to seek a colonial empire as the nineteenth century drew to a close.

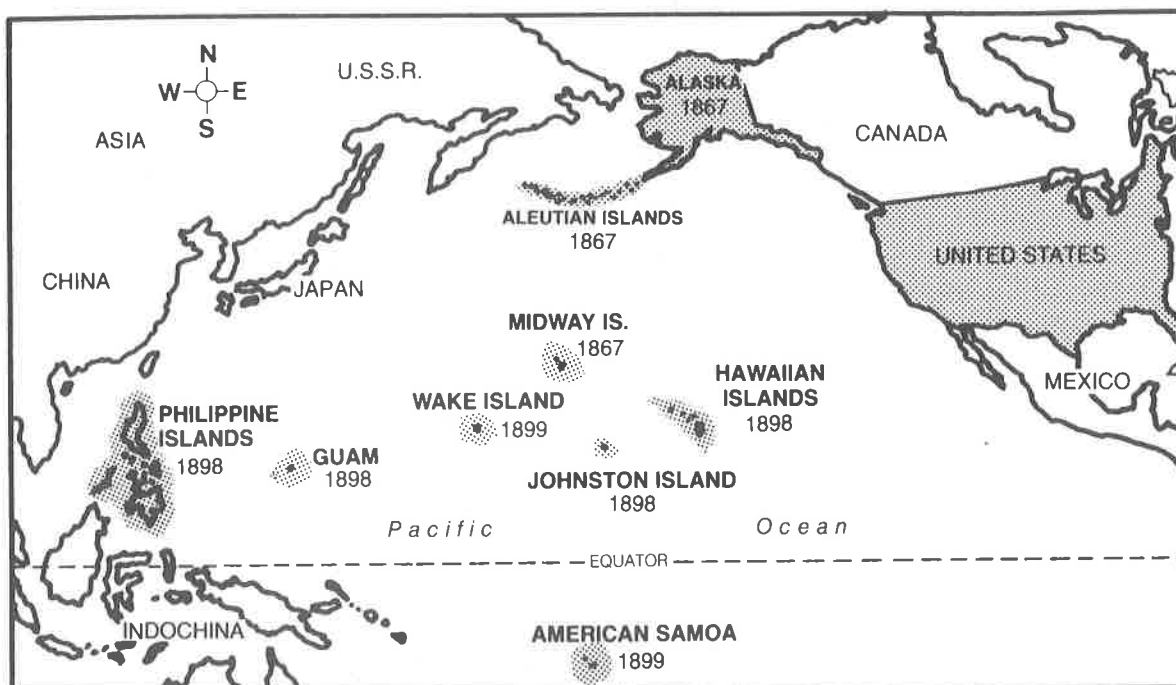


- ◆ **Spanish-American War.** Americans entered the Spanish-American War (1898) to defend Cuba from Spanish brutality. After the war ended, Americans inherited Spanish colonial possessions in the Philippines and Puerto Rico. Rather than grant these areas their freedom, Americans annexed them as American colonies. The United States also established informal control over Cuba.

- ◆ **Hawaii and the Panama Canal.** In 1898, the U.S. Congress also voted to annex Hawaii — a convenient coaling station for ships on the way to Japan or China. The islands of Hawaii were already dominated by American sugar and pineapple companies. In 1905, the United States also secured control over a strip of land in Panama to build the Panama Canal, connecting the Pacific and Atlantic Oceans.

These acquisitions gave American merchant ships and the U.S. Navy bases for refueling in both the Caribbean and Pacific. They also made the United States an imperial power. For the most part, colonized peoples under American rule enjoyed the same benefits and disadvantages as those under the rule of other imperial powers.

U.S. POSSESSIONS IN THE PACIFIC



THE BENCHMARK REVISITED

Make sure you know the reasons why some powers decided to control colonies through imperialism and know the impact of imperialism on native peoples. For example:

- ◆ **Reason for Imperialism:** Technological advances allowed Europeans to colonize new parts of Africa and Asia.
- ◆ **Impact of Imperialism:** Europeans brought modern medicines and advanced technologies to colonized peoples in Africa and Asia; at the same time, European domination eroded traditional native values.

CHECKING YOUR UNDERSTANDING

7. During the nineteenth century, European powers pursued a policy of imperialism in many global regions. One of these regions was Africa. What was an important effect of European imperialism in Africa?
- the exploitation of African natural resources by colonial powers
 - improved working conditions for the peoples of Africa
 - African dependence on the export of manufactured goods
 - a belief in the superiority of African culture

History
Benchmark
C



This question asks you about the impact of European imperialism on Africa. One important effect of imperialism was that Africa's wealth of natural resources, such as gold and diamonds, was exploited by European colonial powers. The other answer choices are incorrect.

Now you try answering a question about imperialism and its effect on native peoples who were colonized.

8. Which of the following statements summarizes an effect of imperialism?
- Colonial markets were closed to manufactured goods from the colonizing power.
 - Land was distributed equally among the main social classes.
 - Colonial economies became devoted to manufacturing finished goods for the colonizing power.
 - The wealth of the colonizing powers often increased at the expense of their colonies.

History
Benchmark
C

9. **Extended-Response Question:**

Imperialism had many important effects on the native peoples under foreign control.

- Describe four ways in which imperialism affected native peoples in areas controlled by imperialist powers.

History
Benchmark
C

*On the next page is a section identified as **Testing Your Understanding**. This feature will appear at the end of each content chapter. These **Testing Your Understanding** sections have several purposes. First, their questions will provide a review of the most important information in the chapter. Second, they will help to familiarize you with OGT-style questions. Lastly, each question is identified by the specific benchmark it is testing. This will help you and your teacher to identify areas you may still need to review.*

TESTING YOUR UNDERSTANDING

1. Enlightenment thinkers contributed to changes in relationships between citizens and their governments through their belief that
- A. most changes in government are dangerous
 - B. absolute monarchy is the most effective form of government
 - C. governments are instituted to protect citizens' rights
 - D. popular liberties should be limited by the need for social order

History
Benchmark
A

Use the following selection to answer question 2:

"The person of the king is sacred, and to attack him in any way is an attack on God itself. Kings represent the Divine Majesty and have been appointed by Him to carry out His purposes. Serving God and respecting kings are bound together."

— Bishop Jacques Bossuet

2. Which group directly challenged the political philosophy expressed in this statement?
- A. advocates of divine right
 - B. writers of the Enlightenment
 - C. absolute monarchs of Europe
 - D. leaders of the Catholic Church

History
Benchmark
A

History
Benchmark
A

History
Benchmark
B

Use the following quotation to answer question 5:

“It was a town of red brick, or of brick that would have been red if the smoke and ashes had allowed it; but as matters stood it was a town of unnatural red and black like the painted face of a savage. It was a town of machinery and tall chimneys, out of which endless smoke trailed forever and ever. It had a black canal in it, and a river that ran purple with ill-smelling dye.”

5. This is a quotation from the novel *Hard Times*, by Charles Dickens. The condition of the town described in this passage illustrates the effects of the

- A. Enlightenment
B. American Revolution
C. Industrial Revolution
D. French Revolution

History
Benchmark
B

6. Why was industrialization in the mid-1800s in the United States primarily concentrated in the Northeast?

- A. This region had the greatest supplies of capital and labor.
B. The climate of the North most favored industrial development.
C. Other regions of the country lacked water transportation.
D. The Midwest and South had fewer natural resources.

History
Benchmark
B

7. One objective of middle class reformers, such as the Progressives in the United States, was to

- A. overthrow capitalist governments through violent revolution
B. liberate colonial areas in Africa and Asia from imperialist rule
C. curb the worst abuses of industrialization by government regulation
D. limit the powers of absolute rulers by introducing democratic reforms

History
Benchmark
B

Use the following selection to answer question 8:

“Crouched over the coal chutes, the boys sit hour after hour, picking out the pieces of slate. I once tried to do the work a twelve-year old boy was doing day after day, for ten hours at a stretch, for sixty cents a day. The gloom appalled me.”

— John Spargo

8. What development did the conditions described in this quotation lead to?

- A. the passage of child labor laws
B. the ideas of the Enlightenment
C. the spread of imperialism to Africa
D. a migration from the countryside to cities

History
Benchmark
B

Use the following two selections to answer question 9:

The American cloth-making industry produced four million yards of cotton in 1817. By 1840, with the use of steam power, that amount rose to 323 million yards of cotton.

In 1792, the South produced 6,000 bales of cotton. The cotton gin was invented in 1793. By 1805, production rose to 146,000 bales.

9. Based on the information in these two selections, what important effect did technological innovation have on U.S. textile production?
- A. It led to a rapid rise in the price of cotton.
 B. It weakened American interest in manufacturing.
 C. It encouraged the replacement of unskilled workers with skilled craftsmen.
 D. It led to increased production of finished textiles.
- History Benchmark B
10. What was a major factor that allowed imperialist powers to dominate large parts of Asia and Africa in the 19th and 20th centuries?
- A. their technological and military superiority
 B. the desire of Asians and Africans to convert to Christianity
 C. the willingness of imperialists to respect local traditions and customs
 D. the spread of nationalism among native peoples in colonial areas
- History Benchmark C
11. Which of the following provides evidence that imperialism left a lasting impact on many colonial territories?
- A. Many African and Asian nations are based on former colonial boundaries.
 B. Many former colonies are still ruled by European governments.
 C. Local languages are often used in many African and Asian nations.
 D. Most African and Asian nations use European currencies.
- History Benchmark C
12. What was an important motive behind the European desire to obtain colonies in Africa in the late 1800s?
- A. Africa's valuable minerals like gold and diamonds
 B. Africa's tea, silk, and other luxury goods
 C. Africa's free labor for the Americas
 D. Africa's advanced manufacturing technologies
- History Benchmark C
13. **Short-Answer Question:**
- Imperialist nations were able to annex and govern colonies in Africa, Asia, and the Pacific in the late nineteenth century. In so doing, they changed the way of life of the people they colonized.
- Identify two changes brought about in the lifestyles of colonized peoples.
- History Benchmark C