

# Unit 6: Consequences of Industrialization Study Guide

C. 1750 - 1900

## Topic 6.1 Rationales for Imperialism from 1750 to 1900

<b>Learning Objective</b> Explain how ideologies contributed to the development of imperialism from 1750 to 1900.	<b>Historical Developments</b> A range of cultural, religious, and racial ideologies were used to justify imperialism, including <b>Social Darwinism</b> , <b>nationalism</b> , the concept of the <b>civilizing mission</b> , and the desire to religiously convert indigenous populations.	<ol style="list-style-type: none"><li><b>1. Explain Social Darwinism.</b></li><li><b>2. Explain the concept of the “civilizing mission.”</b></li><li><b>3. Explain how the ideology of Social Darwinism contributed to the development of imperialism from 1750 to 1900.</b></li><li><b>4. Explain how the ideology of nationalism contributed to the development of imperialism from 1750 to 1900.</b></li></ol>
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## Topic 6.2 State Expansion from 1750 to 1900

<b>Learning Objective</b> Compare processes by which state power shifted in various parts of the world from 1750 to 1900.	<b>Historical Developments</b> Some states with existing colonies strengthened their control over those colonies and in some cases assumed direct control over colonies previously held by non-state entities.  Non-state to state colonial control: <ul style="list-style-type: none"><li>Shift from the private ownership of the Congo by King Leopold II to the Belgium government</li><li>Shift from the Dutch East India Company to Dutch government control in Indonesia and Southeast Asia</li></ul> European states as well as the United States and Japan acquired territories throughout Asia	<ol style="list-style-type: none"><li><b>5. Give a specific example of a state that strengthened their control over existing colonies.</b></li><li><b>6. Explain King Leopold II and his involvement with the Congo.</b></li><li><b>7. What territories did the US acquire in the 1750 to 1900 time period?</b></li><li><b>8. What territories did Japan acquire in the 1750 to 1900 time period?</b></li></ol>
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and the Pacific, while Spanish and Portuguese influence declined.

European states that expanded empires in Africa:

- Britain in West Africa
- Belgium in the Congo
- French in West Africa

Many European states used both warfare and diplomacy to expand their empires in Africa.

Europeans established **settler colonies** in some parts of their empires.

Settler colonies established in empires:

- New Zealand

The United States, Russia, and Japan expanded their land holdings by conquering and settling neighboring territories.

**9. What factors led to the decline of the Spanish and Portuguese based on their height of power in the 1450 to 1750 time period?**

**10. What is a settler colony?**

**11. What settler colonies were established in this time period?**

### **Topic 6.3 Indigenous Responses to State Expansion from 1750 to 1900**

#### **Learning Objective**

Explain how and why internal and external factors have influenced the process of state building from 1750 to 1900.

#### **Historical Developments**

Increasing questions about political authority and growing **nationalism** contributed to **anticolonial movements**.

Anti-imperial resistance took various forms, including direct resistance within empires and the creation of new states on the peripheries.

Direct resistance:

- Túpac Amaru II's rebellion in Peru
- Samory Touré's military battles in West Africa
- Yaa Asantewaa War in West Africa
- **1857 rebellion in India**

New states:

- Establishment of independent states in the Balkans
- Sokoto Caliphate in modern-day Nigeria
- Cherokee Nation
- **Zulu Kingdom**

Increasing discontent with imperial rule led to

**12. What occurred during the Indian Revolt of 1857?**

**13. What was the outcome?**

**14. How do you think this revolt would influence later events in India in the 20th century?**

**15. Describe an indigenous responses to state expansion here:**

**a. Name of event:**

**b. What happened during this event?**

**c. How did nationalism play a role?**

**d. What was the outcome?**

	<p>rebellions, some of which were influenced by religious ideas.</p> <p>Rebellions:</p> <ul style="list-style-type: none"> <li>• Ghost Dance in the U.S.</li> <li>• Xhosa Cattle-Killing Movement in Southern Africa</li> <li>• Mahdist wars in Sudan</li> </ul>	<p><b>16. Describe a rebellion that took place during the 1750-1900 time period.</b></p>
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<h3 style="text-align: center;">Topic 6.4 Global Economic Development from 1750 to 1900</h3>		
<p><b>Learning Objective</b></p> <p>Explain how various environmental factors contributed to the development of the global economy from 1750 to 1900.</p>	<p><b>Historical Developments</b></p> <p>The need for raw materials for factories and increased food supplies for the growing population in urban centers led to the growth of export economies around the world that specialized in commercial extraction of natural resources and the production of food and industrial crops. The profits from these raw materials were used to purchase finished goods.</p> <p>Resource export economies:</p> <ul style="list-style-type: none"> <li>• Cotton production in Egypt</li> <li>• Rubber extraction in the Amazon and the Congo basin</li> <li>• The palm oil trade in West Africa</li> <li>• The guano industries in Peru and Chile</li> <li>• Meat from Argentina and Uruguay</li> <li>• Diamonds from Africa</li> </ul>	<p><b>17. Give specific examples of environmental factors that contributed to the development of the global economy from 1750 to 1900.</b></p>

<h3 style="text-align: center;">Topic 6.5 Economic Imperialism from 1750 to 1900</h3>		
<p><b>Learning Objective</b></p> <p>Explain how various economic factors contributed to the development of the global economy from 1750 to 1900.</p>	<p><b>Historical Developments</b></p> <p>Industrialized states and businesses within those states practiced <b>economic imperialism</b> primarily in Asia and Latin America.</p> <p>Industrialized states practicing economic imperialism:</p> <ul style="list-style-type: none"> <li>• Britain and France expanding their influence in China through the <b>Opium Wars</b></li> <li>• The construction of the Port of Buenos Aires with the support of</li> </ul>	<p><b>18. What is economic imperialism? How is this different from the imperialism practiced in the 1450 to 1750 time period?</b></p> <p><b>19. What factors caused the Opium Wars?</b></p> <p><b>20. What was the ultimate outcome of the Opium Wars?</b></p>

	<p>British firms</p> <p>Trade in some commodities was organized in a way that gave merchants and companies based in Europe and the U.S. a distinct economic advantage.</p> <p>Commodities that contributed to European and American economic advantage:</p> <ul style="list-style-type: none"> <li>• Cotton grown in South Asia and Egypt and exported to Great Britain and other European countries</li> <li>• Opium produced in the Middle East or South Asia and exported to China</li> <li>• Palm oil produced in sub-Saharan Africa and exported to European countries</li> <li>• Copper extracted in Chile</li> </ul>	<p><b>21. Why were the Opium Wars and the outcomes considered economic imperialism?</b></p> <p><b>22. Describe other economic factors that contributed to the development of a global economy from 1750 to 1900.</b></p>
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<b>Topic 6.6 Causes of Migration in an Interconnected World</b>		
<p><b>Learning Objective</b></p> <p>Explain how various environmental factors contributed to the development of varied patterns of migration from 1750 to 1900.</p>	<p><b>Historical Developments</b></p> <p>Migration in many cases was influenced by changes in demographics in both industrialized and unindustrialized societies that presented challenges to existing patterns of living.</p> <p>Because of the nature of new modes of transportation, both internal and external migrants increasingly relocated to cities. This pattern contributed to the significant global urbanization of the 19th century. The new methods of transportation also allowed for many migrants to return, periodically or permanently, to their home societies.</p> <p>Return of migrants:</p> <ul style="list-style-type: none"> <li>• Japanese agricultural workers in the Pacific</li> <li>• Lebanese merchants in the Americas</li> <li>• Italian industrial workers in Argentina</li> </ul> <p>Migrants:</p> <ul style="list-style-type: none"> <li>• Irish to the United States</li> <li>• British engineers and geologists to South Asia and Africa</li> </ul>	<p><b>23. Give specific examples of how environmental factors drove migration in the 1750 to 1900 time period.</b></p> <p><b>24. How did indentured servitude change in this period in relation to the 1450 to 1750 time period?</b></p> <p><b>25. How was indentured servitude used in this time period?</b></p> <p><b>26. How did new technologies that resulted from the Industrial Revolution facilitate migrations during this time period?</b></p> <p><b>27. Describe a specific group that migrated due to environmental factors.</b></p>

Many individuals chose freely to relocate, often in search of work.

The new global capitalist economy continued to rely on coerced and semicoerced labor migration, including slavery, Chinese and Indian indentured servitude, and convict labor.

## Topic 6.7 Effects of Migration

### Learning Objective

Explain how and why new patterns of migration affected society from 1750 to 1900.

### Historical Developments

Migrants tended to be male, leaving women to take on new roles in the home society that had been formerly occupied by men.

Migrants often created ethnic enclaves in different parts of the world that helped transplant their culture into new environments

Migrant ethnic enclaves:

- Chinese in Southeast Asia
- the Caribbean, South America, and North America
- Indians in East and Southern Africa
- the Caribbean, and Southeast Asia
- Irish in North America
- Italians in North and South America

Receiving societies did not always embrace immigrants, as seen in the various degrees of ethnic and racial prejudice and the ways states attempted to regulate the increased flow of people across their borders.

Regulation of immigrants:

- Chinese Exclusion Act
- White Australia policy

### 28. What is an ethnic enclave?

### 29. Pick one of the ethnic enclaves listed to the left. Who was migrating and why?

### 30. Using your example from the question above, explain what impact this group had on their host country.

### 31. What was the Chinese Exclusion Act?

### 32. What was the White Australia Policy?

### 33. Give specific examples of how migrations in the 1750 to 1900 time period affected society.

## Topic 6.8 Causation in the Imperial Age

The final topic in this unit focuses on the skill of argumentation and so provides an opportunity for your students to draw upon the key concepts and historical developments they have studied in this unit. Using evidence relevant to this unit's key concepts, students should practice the suggested skill for this topic.

**Learning Objective**

Explain the relative significance of the effects of imperialism from 1750 to 1900.

- The development of industrial capitalism led to increased standards of living for some, and to continued improvement in manufacturing methods that increased the availability, affordability, and variety of consumer goods.
- As states industrialized, they also expanded existing overseas empires and established new colonies and transoceanic relationships.
- The 18th century marked the beginning of an intense period of revolution and rebellion against existing governments, leading to the establishment of new nation-states around the world.
- As a result of the emergence of transoceanic empires and a global capitalist economy, migration patterns changed dramatically, and the numbers of migrants increased significantly

## Unit 6: Consequences of Industrialization (1750-1900) Context Practice

**Instructions:** Write a contextual statement for each of the prompts below. This will not only help you review content from Unit 6 (1750-1900), but also help you practice writing context statements which, if done successfully, can earn you one point on both the DBQ and LEQ essays.

*To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or reference.*

The final sentence of your context should narrow down to the topic of the prompt, tying your contextual statement to your thesis statement.

**Prompt 1:** Evaluate the extent to which states strengthened and/or expanded control over colonies in the 1750 to 1900 time period.

**Prompt 2:** Evaluate the extent to which discontent from imperial rule led to direct resistance and/or rebellions in the 1750 to 1900 time period.

**Prompt 3:** Evaluate the extent to which environmental factors contributed to a global economy in the 1750 to 1900 time period.

**Prompt 4:** Evaluate the extent to which economic imperialism drove state expansion in the 1450 to 1900 time period.

**Prompt 5:** Evaluate the extent to which new patterns of migration affected societies in the 1750 to 1900 time period.

**Prompt 6:** Evaluate the extent to which environmental factors drove new patterns of migration in the 1750 to 1900 time period.

