

Period 5: Industrialization and Global Integration, c. 1750 to c. 1900

Key Concept 5.1. Industrialization and Global Capitalism

Industrialization fundamentally altered the production of goods around the world. It not only changed how goods were produced and consumed, as well as what was considered a “good,” but it also had far-reaching effects on the global economy, social relations, and culture. Although it is common to speak of an “Industrial Revolution,” the process of industrialization was a gradual one that unfolded over the course of the eighteenth and nineteenth centuries, eventually becoming global.

I. Industrialization fundamentally changed how goods were produced.

A. A variety of *factors led to the rise of industrial production.*

Required examples of *factors leading to the rise of industrial production*: Europe’s location on the Atlantic Ocean, The geographical distribution of coal, iron and timber, European demographic changes, Urbanization, Improved agricultural productivity, Legal protection of private property, An abundance of rivers and canals, Access to foreign resources, The accumulation of capital

B. The development of machines, including steam engines and the internal combustion engine, made it possible to exploit vast new resources of energy stored in fossil fuels, specifically coal and oil. The “fossil fuels” revolution greatly increased the energy available to human societies.

C. The development of the factory system concentrated labor in a single location and led to an increasing degree of specialization of labor.

D. As the new methods of industrial production became more common in parts of northwestern Europe, they spread to other parts of Europe and the United States, Russia, and Japan.

E. The “second industrial revolution” led to new methods in the production of steel, chemicals, electricity and precision machinery during the second half of the nineteenth century.

II. New patterns of global trade and production developed and further integrated the global economy as industrialists sought raw materials and new markets for the increasing amount and array of goods produced in their factories.

A. The need for raw materials for the 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 mass producing *single natural resources*. The profits from these raw materials were used to purchase finished goods.

B. The rapid development of industrial production contributed to the *decline of economically productive, agriculturally based economies*. Example of the *production and export of single natural resources*: Cotton, Rubber, Palm oil, Sugar, Wheat, Meat, Guano, Metals and minerals

Example of a *declining agriculturally based economy*: Textile production in India

C. The rapid increases in productivity caused by industrial production encouraged *industrialized states to seek out new consumer markets* for their finished goods.

D. The need for specialized and limited metals for industrial production, as well as the global demand for gold, silver and diamonds as forms of wealth, led to the development of *extensive mining centers*.

III. To facilitate investments at all levels of industrial production, financiers developed and expanded various financial institutions.

A. The ideological inspiration for economic changes lies in the development of capitalism and classical liberalism associated with Adam Smith and John Stuart Mill.

B. *Financial instruments* expanded.

Example of *new consumer markets*: British and French attempts to “open up” the Chinese market during the nineteenth century

Example of *mining centers*: Copper mines in Mexico, Gold and diamond mines in South Africa

Example of *financial instruments*: Stock markets, Insurance, Gold standard, Limited liability corporations

C. The global nature of trade and production contributed to the proliferation of *large-scale transnational businesses*.

IV. There were major developments in transportation and communication.

Required examples of *developments in transportation and communication*: Railroads, Steamships, Telegraphs, Canals

V. The development and spread of global capitalism led to a variety of responses.

A. In industrialized states, many workers organized themselves to improve working conditions, limit hours, and gain higher wages, while others opposed capitalist exploitation of workers by promoting *alternative visions of society*.

B. In Qing China and the Ottoman Empire, some members of the government resisted economic change and attempted to maintain preindustrial forms of economic production.

Example of *transnational businesses*: The United Fruit Company, The HSBC — Hong Kong and Shanghai Banking Corporation

Example of *alternative visions*: Utopian socialism, Marxism, Anarchism

C. In a small number of states, governments promoted their own *state-sponsored visions of industrialization*.

D. In response to criticisms of industrial global capitalism, some governments mitigated the negative effects of industrial capitalism by *promoting various types of reforms*.

VI. The ways in which people organized themselves into societies also underwent significant transformations in industrialized states due to the fundamental restructuring of the global economy.

A. New social classes, including the middle class and the industrial working class, developed.

B. Family dynamics, gender roles, and demographics changed in response to industrialization.

C. Rapid urbanization that accompanied global capitalism often led to unsanitary conditions, as well as to new forms of community.

Example of *state-sponsored visions of industrialization*: The economic reforms of Meiji Japan, The development of factories and railroads in Tsarist Russia, China’s Self-Strengthening Movement, Muhammad Ali’s development of a cotton textile industry in Egypt Example of *reforms*: State pensions and public health in Germany, Expansion of suffrage in Britain, Public education in many states

Key Concept 5.2. Imperialism and Nation-State Formation

As states industrialized during this period, they also expanded their existing overseas colonies and established new types of colonies and transoceanic empires. Regional warfare and diplomacy both resulted in and were affected by this process of modern empire building. The process was led mostly

by Europe, although not all states were affected equally, which led to an increase of European influence around the world. The United States and Japan also participated in this process. The growth of new empires challenged the power of existing land-based empires of Eurasia. New ideas about nationalism, race, gender, class, and culture also developed that facilitated the spread of transoceanic empires, as well as justified anti-imperial resistance and the formation of new national identities.

I. Industrializing powers established transoceanic empires.

A. *States with existing colonies* strengthened their control over those colonies.

B. *European states*, as well as the Americans and the Japanese, *established empires* throughout Asia and the Pacific, while Spanish and Portuguese influence declined.

Example of *states with existing colonies*: British in India, Dutch in Indonesia

Example of *European states that established empires*: British, Dutch, French, German, Russian

C. Many *European states* used both warfare and diplomacy to *establish empires in Africa*.

D. In some parts of their empires, *Europeans established settler colonies*.

E. In other parts of the world, *industrialized states practiced economic imperialism*.

II. Imperialism influenced state formation and contraction around the world.

A. The expansion of U.S. and European influence over Tokugawa Japan led to the emergence of Meiji Japan.

Example of *European States that established empires in Africa*: Britain in West Africa, Belgium in the Congo

Example of *Europeans who established settler colonies*: The British in southern Africa, Australia, and New Zealand, The French in Algeria

Example of *industrialized states practicing economic imperialism*: The British and French expanding their influence in China through the Opium Wars, The British and the United States investing heavily in Latin America

B. The United States & Russia emulated European transoceanic imperialism by expanding their land borders and conquering neighboring territories.

C. Anti-imperial resistance led to the *contraction of the Ottoman Empire*.

D. *New states developed on the edges of existing empires*.

E. The development and spread of *nationalism as an ideology fostered new communal identities*.

III. New racial ideologies, especially Social Darwinism, facilitated and justified imperialism.

Example of the *contraction of the Ottoman Empire*: The establishment of independent states in the Balkans, Semi-independence in Egypt, French and Italian colonies in North Africa, Later British influence in Egypt

Example of *such new states*: The Cherokee Nation, Siam, Hawai'i, The Zulu Kingdom

Example of *nationalism*: The German nation, Filipino nationalism, Liberian nationalism

Key Concept 5.3. Nationalism, Revolution, and Reform

The eighteenth century marked the beginning of an intense period of revolution and rebellion against existing governments, and the establishment of new nation-states around the world. Enlightenment thought and the resistance of colonized peoples to imperial centers shaped this revolutionary activity. These rebellions sometimes resulted in the formation of new states and stimulated the development of new ideologies. These new ideas in turn further stimulated the revolutionary and anti-imperial tendencies of this period.

I. The rise and diffusion of Enlightenment thought that questioned established traditions in all areas of life often preceded the revolutions and rebellions against existing governments.

A. *Thinkers* applied new ways of understanding the natural world to human relationships, encouraging observation & inference in all spheres of life.

B. Intellectuals critiqued the role that religion played in public life, insisting on the importance of reason as opposed to revelation.

C. *Enlightenment thinkers* developed new political ideas about the individual, natural rights, and the social contract.

D. The ideas of Enlightenment thinkers influenced resistance to existing political authority, as reflected in *revolutionary documents*.

Required examples of *revolutionary documents*: The American Declaration of Independence, The French Declaration of the Rights of Man and Citizen, Bolivar's Jamaica Letter

Example of *such thinkers*: Voltaire, Rousseau Example of *Enlightenment thinkers*: Locke, Montesquieu

E. These ideas influenced many people to challenge existing notions of social relations, which led to the expansion of rights as seen in expanded suffrage, the abolition of slavery and the end of serfdom, as their ideas were implemented.

II. Beginning in the eighteenth century, peoples around the world developed a new sense of commonality based on language, religion, social customs and territory. These newly imagined national communities linked this identity with the borders of the state, while governments used this idea to unite diverse populations.

III. Increasing discontent with imperial rule propelled reformist and revolutionary movements.

A. *Subjects challenged the centralized imperial governments*.

B. American colonial subjects led a series of *rebellions*, which facilitated the emergence of independent states in the United States, Haiti, and mainland Latin America. French subjects rebelled against their monarchy.

Required examples of *rebellions*: American Revolution, French Revolution, Haitian Revolution, Latin American independence movements

C. *Slave resistance* challenged existing authorities in the Americas.

Example of *subjects challenging imperial government*: The challenge of the Marathas to the Mughal Sultans

Example of *slave resistance*: The establishment of Maroon societies.

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

E. Some of the *rebellions were influenced by religious ideas and millenarianism*.

F. Responses to increasingly frequent rebellions led to *reforms in imperial policies*.

IV. The global spread of European political and social thought and the increasing number of rebellions stimulated new transnational ideologies and solidarities.

A. Discontent with monarchist and imperial rule encouraged the development of political ideologies, including liberalism, socialism & communism.

Example of *anticolonial movements*: The Indian Revolt of 1857, The Boxer Rebellion Example of *such rebellions*: The Taiping Rebellion, The Ghost Dance, The Xhosa Cattle-Killing Movement Example of *reforms*: The Tanzimat movement The Self-Strengthening Movement
B. *Demands for women's suffrage and an emergent feminism* challenged political and gender hierarchies.

Key Concept 5.4. Global Migration

Migration patterns changed dramatically throughout this period, and the numbers of migrants increased significantly. These changes were closely connected to the development of transoceanic empires and a global capitalist economy. In some cases, people benefited economically from migration, while other people were seen simply as commodities to be transported. In both cases, migration produced dramatically different societies for both sending and receiving societies, and presented challenges to governments in fostering national identities and regulating the flow of people.

I. Migration in many cases was influenced by changes in demography in both industrialized and unindustrialized societies that presented challenges to existing patterns of living.

- A. Changes in food production and improved medical conditions contributed to a significant global rise in population.
- B. Because of the nature of the new modes of transportation, both internal and external migrants increasingly relocated to cities. This pattern contributed to the significant global urbanization of the nineteenth century.

II. Migrants relocated for a variety of reasons.

Example of *such demands*: Mary Wollstonecraft's *A Vindication of the Rights of Woman*, Olympe de Gouges's "Declaration of the Rights of Women and the Female Citizen", The resolutions passed at the Seneca Falls, Conference in 1848

- A. Many individuals chose *freely to relocate, often in search of work*.
- B. The new global capitalist economy continued to rely on *coerced and semicoerced labor migration*.

Required examples of *coerced and semicoerced labor migration*: Slavery, Chinese and Indian indentured servitude, Convict labor

- C. While many migrants permanently relocated, a significant number of *temporary and seasonal migrants returned to their home societies*.

III. The large-scale nature of migration, especially in the nineteenth century, produced a variety of consequences and reactions to the increasingly diverse societies on the part of migrants and the existing populations.

- A. Due to the physical nature of the labor in demand, migrants tended to be male, leaving women to take on new roles in the home society that had been formerly occupied by men.

Example of *such migrants*: Manual laborers, Specialized professionals

Example of *such temporary and seasonal migrants*: Japanese farmers in the Pacific, Lebanese merchants in the Americas, Italians in Argentina

- B. Migrants often created *ethnic enclaves in different parts of the world* which helped transplant their culture into new environments and facilitated the development of migrant support networks.

- C. 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*.

TEKS:113.42 Social Studies, World History

(c) Knowledge and skills.

(1) **History.** The student understands traditional historical points of reference in world history. The student is expected to:

- (E) identify major causes and describe the major effects of the following important turning points in world history from 1750 to 1914: the Scientific Revolution, the Industrial Revolution and its impact on the development of modern economic systems, European imperialism, and the Enlightenment's impact on political revolutions; and

(8) **History.** The student understands the causes and the global impact of the Industrial Revolution and European imperialism from 1750 to 1914. The student is expected to:

- (A) explain how 17th and 18th century European scientific advancements led to the Industrial Revolution;
- (B) explain how the Industrial Revolution led to political, economic, and social changes in Europe;
- (C) identify the major political, economic, and social motivations that influenced European imperialism;
- (D) explain the major characteristics and impact of European imperialism; and
- (E) explain the effects of free enterprise in the Industrial Revolution.

(9) **History.** The student understands the causes and effects of major political revolutions between 1750 and 1914. The student is

- (A) to compare the causes, characteristics, and consequences of the American and French revolutions, emphasizing the role of the Enlightenment, the Glorious Revolution, and religion;
- (B) to explain the impact of Napoleon Bonaparte and the Napoleonic Wars on Europe and Latin America;
- (C) to trace the influence of the American and French revolutions on Latin America, including the role of Simón Bolívar; and
- (D) to identify the influence of ideas such as separation of powers, checks and balances, liberty, equality, democracy, popular sovereignty, human rights, constitutionalism, and nationalism on political revolutions.

(15) **Geography.** The student uses geographic skills and tools to collect, analyze, and interpret data. The student is expected to:

- (A) create and interpret thematic maps, graphs, and charts to demonstrate the relationship between geography and the historical development of a region or nation; and
- (B) analyze and compare geographic distributions and patterns in world history shown on maps, graphs, charts, and models.

(16) **Geography.** The student understands the impact of geographic factors on major historic events and processes. The student is

- (A) to locate places and regions of historical significance directly related to major eras and turning points in world history;
- (B) to analyze the influence of human and physical geographic factors on major events in world history, including the development of river valley civilizations, trade in the Indian Ocean, and the opening of the Panama and Suez canals; and
- (C) to interpret maps, charts, and graphs to explain how geography has influenced people and events in the past.

(17) **Economics.** The student understands the impact of the Neolithic and Industrial revolutions and globalization on humanity. The student is

- (A) to identify important changes in human life caused by the Neolithic Revolution and the Industrial Revolution;
- (B) to summarize the role of economics in driving political changes as related to the Neolithic Revolution and the Industrial Revolution;
- (C) to summarize the economic and social impact of 20th century globalization.

(18) **Economics.** The student understands the historical origins of contemporary economic systems and the benefits of free enterprise in the world

- (A) to identify the historical origins and characteristics of the free enterprise system, including the contributions of Adam Smith, especially the influence of his ideas found in *The Wealth of Nations*;
 - (B) to identify the historical origins and characteristics of communism, including the influences of Karl Marx;
 - (C) to identify the historical origins and characteristics of socialism;
 - (D) to identify the historical origins and characteristics of fascism;
- (19) Government.** The student understands the characteristics of major political systems throughout history. The student is expected
- (A) to identify the characteristics of monarchies and theocracies as forms of government in early civilizations; and
 - (B) to identify the characteristics of the following political systems: theocracy, absolute monarchy, democracy, republic, oligarchy, limited monarchy, and totalitarianism.
- (21) Citizenship.** The student understands the significance of political choices & decisions made by individuals, groups, & nations
- (A) to describe how people have participated in supporting or changing their governments;
 - (B) to describe the rights and responsibilities of citizens and noncitizens in civic participation throughout history; and
 - (C) to identify examples of key persons who were successful in shifting political thought
- (22) Citizenship.** The student understands the historical development of significant legal and political concepts related to the rights and responsibilities of citizenship. The student is expected to:
- (A) summarize the development of the rule of law from ancient to modern times;
 - (F) assess the degree to which American ideals have advanced human rights and democratic ideas throughout the world.
- (23) Culture.** The student understands the history and relevance of major religious and philosophical traditions. The student is
- (A) to describe the historical origins, central ideas, and spread of major religious and philosophical traditions, including Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and the development of monotheism; and
 - (B) to identify examples of religious influence on various events referenced in the major eras of world history.
- (24) Culture.** The student understands the roles of women, children, and families in different historical cultures. The student is
- (A) to describe the changing roles of women, children, and families during major eras of world history; and
 - (B) to describe the major influences of women such as Elizabeth I, Queen Victoria, Mother Teresa, Indira Gandhi, Margaret Thatcher, and Golda Meir during major eras of world history.
- (25) Culture.** The student understands how the development of ideas has influenced institutions and societies. The student is expected
- (A) to summarize the fundamental ideas and institutions of Eastern civilizations that originated in China and India;
 - (B) to summarize the fundamental ideas and institutions of Western civilizations that originated in Greece and Rome;
 - (C) to explain the relationship among Christianity, individualism, and growing secularism that began with the Renaissance and how the relationship influenced subsequent political developments; and
 - (D) to explain how Islam influences law and government in the Muslim world.
- (26) Culture.** The student understands the relationship between the arts and the times during which they were created. The student is
- (A) to identify significant examples of art and architecture that demonstrate an artistic ideal or visual principle from selected cultures;
 - (B) to analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced;
 - (C) to identify examples of art, music, and literature that transcend the cultures in which they were created and convey universal themes.
- (28) Science, technology, and society.** The student understands how major scientific and mathematical discoveries and technological innovations have affected societies from 1750 to the present. The student is expected to:
- (A) explain the role of textile manufacturing and steam technology in initiating the Industrial Revolution and the role of the factory system and transportation technology in advancing the Industrial Revolution;
 - (B) explain the roles of military technology, transportation technology, communication technology, and medical advancements in initiating and advancing 19th century imperialism;
 - (D) explain the role of telecommunication technology, transportation technology, and medical advancements in developing the modern global economy and society; and
 - (E) identify the contributions of significant scientists and inventors such as Marie Curie, Thomas Edison, Albert Einstein, Louis Pasteur, and James Watt.
- (29) Social studies skills.** The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
- (A) identify methods used by archaeologists, anthropologists, historians, and geographers to analyze evidence;
 - (B) explain how historians, when examining sources, analyze frame of reference, historical context, and POV to interpret historical events;
 - (C) explain the differences between primary and secondary sources and examine those sources to analyze frame of reference, historical context, and point of view;
 - (D) evaluate the validity of a source based on language, corroboration with other sources, and information about the author;
 - (E) identify bias in written, oral, and visual material;
 - (F) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time;
 - (G) construct a thesis on a social studies issue or event supported by evidence; and
 - (H) use appropriate reading and mathematical skills to interpret social studies information such as maps and graphs.
- (30) Social studies skills.** The student communicates in written, oral, and visual forms. The student is expected to:
- (A) use social studies terminology correctly;
 - (B) use standard grammar, spelling, sentence structure, and punctuation;
 - (C) interpret and create written, oral, and visual presentations of social studies information; and
 - (D) transfer information from one medium to another.
- (31) Social studies skills.** The student uses problem-solving and decision-making skills, working independently & with others, in variety
- (A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and
 - (B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.