

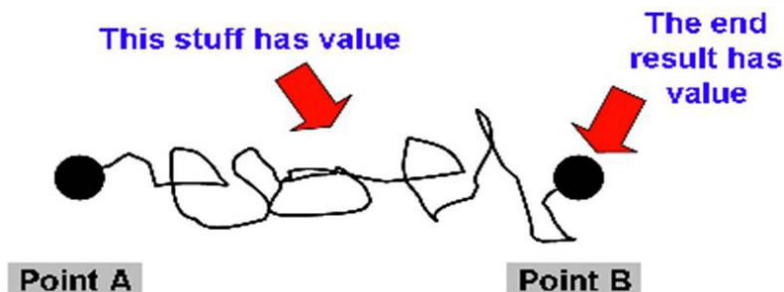
Unit 5 Review Packet

Directions:

Complete the following review work with the partner of your choice. There will be 1 approved group of 3 (since we're an odd bunch). Each person must turn in their own copy but you may work together. Any work not completed in class Monday and Wednesday must be finished at home. This packet is due Friday at the beginning of class. You may choose to complete the work in any order but it is in order of topic as we discussed it in class. Some of the assignments you can write on the paper and others may require your own paper. Make sure to clearly label any work done on your own paper and staple it to the back of the packet. You may utilize your notes, textbook, and (at home) the internet for non-plagiarizing/cheating use. Lastly, you get one, and only one, whiny comment about this work before you get started. Make it a good one. Further whiny comments will lead to reductions in points.



The learning happens in the struggle.



Review: Atlantic Revolutions

Name:

Directions: match each statement to the correct revolution.

AR - American Revolution

FR - French Revolution

HR - Haitian Revolution

LAR - Latin American Revolutions

1. _____ After the end of the revolution, the leaders of the revolution were executed and a military dictator restored order.
2. _____ After the revolution, this country became the second republic in the New World, after the United States.
3. _____ After trying a constitutional monarchy like Britain's, and after the king was executed, a republic was established.
4. _____ Although the same elites remained in power after the revolution was over, establishing stable government proved difficult. Live for the non-elites did not improve much due to the revolution.
5. _____ As many as 30'000 people lost their lives to overenthusiastic revolutionary leaders
6. _____ During the course of the revolution, this country's rich plantation economy was destroyed and replaced by small farms that exported very little.
7. _____ In this revolution, the elites at the beginning of the revolution were still in power after the revolution ended. However, its government had more democratic participation than any other nation in the world at the time.
8. _____ Inspired by Haiti's success, many colonies rose up against their European rulers.
9. _____ Inspired by the revolution in the mother country, slaves rose up in this colony and overthrew their masters.
10. _____ This revolution showed that a group of colonies could overthrow their "oppressors" and establish a representative government based on the Enlightenment principles. It inspired revolutions around the world.
11. _____ This revolution was a revolt against the king not in a colony but in the mother country.
12. _____ This revolution was led by upper-class Creole elites (for example Simon Bolivar).
13. _____ This revolution's slogan was "Liberty, equality, fraternity (brotherhood)", based on Enlightenment ideas. They expressed these ideas in the *Declaration of the Rights of Man and of the Citizen*.
14. _____ This was the first place Enlightenment ideas were tried on a large scale.

The World the Industrial Revolution Made

The **Industrial Revolution** brought about major changes in social relations, family and work. Factories changed the way goods were produced and the way labor relations were structured. Factory work was also harsh. The wages were low, the hours were long, the conditions were bad, and children were often coworkers. The world outside the factory could be equally harsh. Massive immigration into industrialized urban areas outdistanced basic housing needs and sanitary requirements. This led to horribly over-populated and unsanitary conditions in the poorer parts of

industrial cities. The Industrial Revolution created tremendous wealth, but this wealth was not distributed evenly among the people. A large gap grew between those who had money and those who had very little. The people who had little money, worked in factories, and lived in the poor areas of a city were known as the working class. A much smaller group owned factories or stores that sold factory products and was called the middle class.

The Industrial Revolution was also a sporadic series of revolutions first occurring in Britain in the late eighteenth and early

nineteenth centuries and then in Germany, France, Japan and the United States toward the end of the nineteenth century. Different nations also experienced industrial revolutions to greater and lesser degrees. Italy and Russia, for example, had much smaller industrial revolutions than Germany and the United States. While there were differences in the way that these various industrial revolutions took shape across the globe, there were also some striking similarities.

Glossary of Terms

Industrial Revolution: major social and economic changes brought about when extensive mechanization of production systems resulted in a shift from the home and the workshop to large-scale factory production.

Immigration: to enter and settle in a region to which one is not native.

Urban: characteristic of the city or city life.

STORYBOARD: THE WORLD THE INDUSTRIAL REVOLUTION MADE

| | Working Class (factory workers) | Middle Class (store owners) |
|---------------------------------|---------------------------------|-----------------------------|
| Leisure | | |
| Clothing | | |
| Childhood (work and play) | | |
| Living Conditions | | |

CLASS ACTIVITY

In this lesson, you will be looking closely at the differences between the working class and the middle class within and across world regions.

Directions:

- Examine closely the images under the headings “Leisure,” “Clothing,” “Childhood (work and play),” and “Living Conditions.” Discuss the questions under each section heading as a group.
- Using the storyboard chart, write a short description of what you see in the images. Place your description under the appropriate column: either “working class” or “middle class.”
- Use the questions below to help you think about your descriptions.
 1. How do these images help tell the story of living during the Industrial Revolution?
 2. In what way is this story different from the world you live in?
 3. In what way is the story similar?
- Save your descriptions to use in the post-activity assignment.

LEISURE

Working-Class Fun

For Discussion:

- Describe and compare the recreation activities of the two classes. Where are they finding recreation?
- In which class do you see the “family outing?” What might be a possible explanation for why one class can relax as a family and the other cannot?
- Do you have any explanations for the differences between the types of activities each class is enjoying?

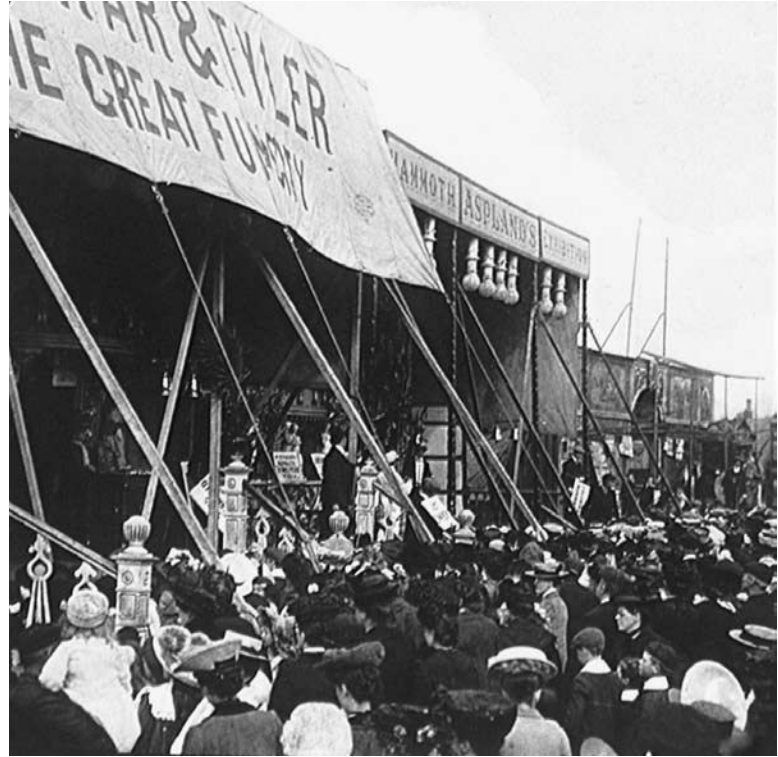


Image 1. Hull Fair, c. 1907.

National Fairground Archive.



Image 2. Carousel at Onion Fair.

Birmingham Library Services.

Middle-Class Fun



**Image 3.
At the
Museum.**

British Library.



**Image 4.
At the Beach.**

Leo Baeck Institute.

CLOTHING

For Discussion:

- Compare and describe the images of the women. Can you tell who is working class and who is middle class?
- Compare the clothes worn by working and middle class women. Which clothes do you think gave women more freedom of movement? Why is freedom of movement important for one class and less important for another?
- Looking closely at the images of middle-class fashions, do you think these clothes were comfortable to wear? Does comfort have anything to do with fashion?



PHOTO JOHN THOMSON

Image 5. “Covent Garden Flower Women.”



Image 6 (above).
From *The Lady*.



Image 7 (right).
From *Gentlewoman*.

CHILDHOOD (WORK AND PLAY)

For Discussion:

- Compare and describe the activities of these children. What kinds of work are they doing?
- Can you see a difference in the work that boys and girls do?
- What types of clothes do the children wear? Does it look new or used?
- What can you tell about the parents by looking at the children?



Image 8. Factory Boy, Glassworks.

From Lewis Wickes Hine, *America and Lewis Hine*.



Image 9. Young Workers at a Cotton Mill.

From Lewis Wickes Hine, *America and Lewis Hine*.



**Image 10. Breaker Boys
in Coal Chute (above).**

From Lewis Wickes Hine, *America and
Lewis Hine*.



Image 11. Girls Sewing.

From Lewis Wickes Hine, *America
and Lewis Hine*.

CHILDHOOD (WORK AND PLAY), continued

For Discussion:

- Do working-class and middle-class children play with the same things? How do they entertain themselves?
- Which group of children seems more supervised when at play? Any ideas for why that might be the case?
- What can you tell about the parents by looking at the children?

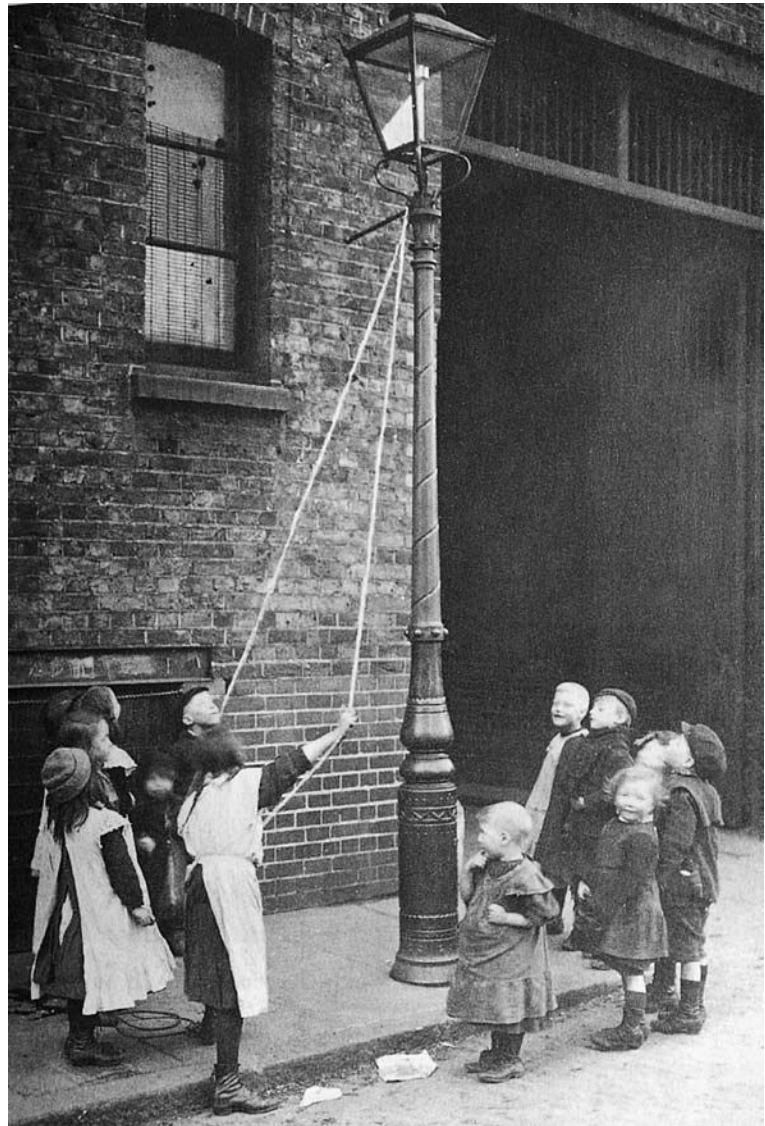


Image 12 (above).

London Metropolitan Archives.



**Image 13 (left).
Vacant Lot
Playground.**

From Lewis Wickes Hine,
America and Lewis Hine.



Image 14. Mothers and Children Playing a Circle Game.

Leo Baeck Institute.



Image 15. Mothers, Nanny and Children Out for a Stroll.

Leo Baeck Institute.

LIVING CONDITIONS

For Discussion:

- When you look at each picture, how can you tell which families are working-class and which are middle-class based on their surroundings?
- What are the relationships between husbands, wives and their children in the images of families? Who is in charge, if you can tell?

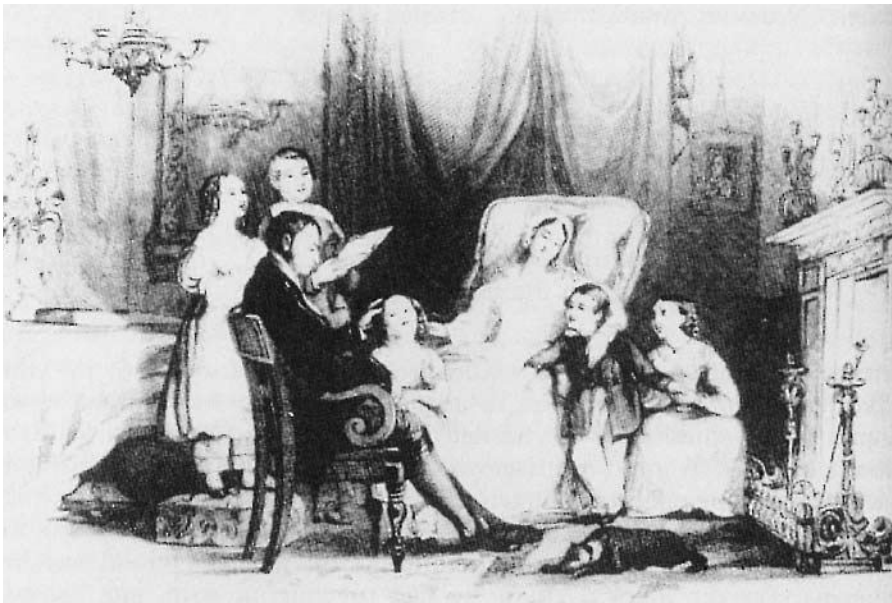


Image 16. "Family Group."

From Antoine Claudet, *Family Secrets*, 1840s. Page 180.



Image 17. "Kinderzimmer."

Leo Baeck Institute.



Image 18. Blacksmith (left).

Museum of London.

Image 19. Family in Tenement (below).

From Lewis Wickes Hine, *America* and Lewis Hine.



POST-ACTIVITY ASSIGNMENT

Pretend that you are the editor of the *Manchester Guardian* (a British newspaper) in the mid-nineteenth century. The world around you has been drastically changing due to the Industrial Revolution and its new forms of manufacturing and its new ways of grouping people. For several years, you have witnessed massive immigration into industrial cities and the suffering of people who live in poor conditions and who receive very low wages. At long last, your outrage cannot be contained. Using the information in your Storyboard Chart, write a one-page editorial that compares and contrasts the working and middle classes. Focus on differences in the opportunities they have for leisure, differences in the clothes they wear, differences in how children in both classes experience childhood, and differences in their living conditions. Keep in mind, you may see some similarities, but even those similarities are different. For example, in the case of clothing, ask yourself who wears new clothes? Who wears old clothes? Women in both classes might be wearing dresses, but those dresses are very different.

Note: Editorials and Letters to the Editor are excellent ways of getting your opinion heard by the public. Most newspapers publish them daily and have a section of the paper dedicated to them.

New Imperialism: Reasons for Having an Empire

The development of European and Japanese Empires in the last half of the 19th century was not a given or natural development. First, imperial expansion could be very expensive because of the wars involved. Second, once a colony was established it needed constant administration and policing. Not all Europeans and Japanese were convinced that empires were a good thing or even necessary. Thus, those who were interested in empire building needed to produce very

convincing reasons for doing so. We will look at three of the most important reasons offered by European and Japanese imperialists: the **civilizing mission**, the **economic** need for natural resources and new markets, and **nationalism**. Many Europeans and Japanese believed that they had a civilizing mission to improve other people whose cultures were believed to be either in a state of primitive development (Africa) or in a state of decay (China). Many

Europeans and Japanese also argued that empire was essential to the industrial process in that it provided cheap raw materials that lowered the cost of making goods and opened up new world markets, thus improving the nation's economic health. Lastly, many Europeans and Japanese believed that empire was an essential aspect of national greatness as well as a mark of world power status. Here, ideas of nationalism were closely linked to empire building.

Glossary of Terms

New Imperialism: a term referring to the late 19th and early 20th century imperial expansion of countries such as England, France, Germany, and Japan.

Civilizing Mission: a belief—grounded in Social Darwinism—held by many imperial nations that some regions of the world were either in a state of fixed primitive development or a state of decline and required help in reaching a civilized status.

Nationalism: the belief that your nation possesses unique qualities that distinguish it from other nations.

Tariff: tax placed on imported goods.

Protectionist: a person who practices or believes in economic mechanisms, such as tariffs, designed to protect a nation's trade against the encroachment of competing nations.

THE CIVILIZING MISSION

For many imperial nations the spread of modern civilization and modern ideas, often called the “civilizing mission,” was an important part of imperialism. Some political leaders used the Civilizing Mission as a powerful argument for empire.

*Compare the two quotes on the next page and answer the questions.
Choose people from your group to be Jules Ferry, Prince Konoe, and Sun Yat-sen.*

1. Though spoken by men on opposite sides of the earth, what are the similarities in the two quotes?
2. What makes the Japanese and French Empires different than earlier ones like the Spanish Empire?
3. Name at least three things that colonized peoples supposedly get out of their interaction with Japanese and European Imperialists.

Jules Ferry, “On French Colonial Expansion”:

Gentlemen, we must speak more loudly and more honestly! We must say openly that indeed the higher races have a right over the lower races.... They have the duty to civilize the inferior races.... In the history of earlier centuries these duties, gentlemen, have often been misunderstood; and certainly when the Spanish soldiers and explorers introduced slavery into Central America, they did not fulfill their duty as men of a higher race.... But, in our time, I maintain that European nations acquit themselves with generosity, with grandeur, and with sincerity of this superior civilizing duty.

—*Internet Modern History Sourcebook*,
<http://www.fordham.edu/halsall/mod/modsbook.html>

Prince Konoë, “On Japanese Education in China” (December 1899):

The instruction of Chinese students, centered around the Japanese language, will instill scientific thinking in them, and arouse a sense of nationhood. They will live in dormitories, just like our Japanese students.

—*Peter Duus et al.*
The Japanese Informal Empire in China, 1895-1937.
(Princeton University Press, 1989)

Now read the short quote from Sun Yat-sen, an important twentieth-century Chinese revolutionary who was educated in the West.

Sun Yat-sen, “Fundamentals on National Reconstruction” (1923):

Revelations of Chinese history prove that the Chinese as a people are independent in spirit and in conduct... During the periods when their political and military prowess declined, they could not escape for the time from the fate of a conquered nation, but they could eventually vigorously reassert themselves... Nationalistic ideas in China did not come from a foreign source; they were inherited from our remote forefathers... This is our nationalistic policy toward races within our national boundaries. Externally, we should strive to maintain independence in the family of nations, and to spread our indigenous civilization as well as to enrich it by absorbing what is best in world civilization, with the hope that we may forge ahead with other nations towards the goal of ideal brotherhood.

—*Internet Modern History Sourcebook*,
<http://www.fordham.edu/halsall/mod/modsbook.html>

1. Compare the quote from Sun Yat-sen to the quote from Prince Konoe. For Prince Konoe, from whom will the Chinese learn what it means to be a nation? For Sun Yat-sen, in comparison, from whom will the Chinese learn what it means to be a nation?
2. Do the writings of Sun Yat-sen seem anti-Japanese or anti-European? How does he view non-Chinese cultures and societies?

THE INDUSTRIAL MISSION: NATURAL RESOURCES AND NEW MARKETS

The Japanese and European Empires were also driven by what they perceived as economic concerns. Colonies produced raw materials such as cotton (grown in Egypt) and jute (grown in India). These raw materials were then shipped to factories owned by Japanese

and European manufacturers who transformed raw goods into finished products. Raw materials from the colonies became an essential part of Japanese and European industrial economies: cotton grown in Egypt, for example, became cloth; jute grown in India became rope.

Having your own colonies that produced raw material was a way to get around trade barriers and **tariffs**, the taxing of shipped goods. By avoiding trade barriers and tariffs, manufacturers were able to lower their production costs.

Read the quote below and answer the questions.

Jules Ferry, “On French Colonial Expansion”:

In the area of economics, ... what our major industries... lack more and more are outlets. Why? Because next door Germany is setting up trade barriers; because across the ocean the United States of America have become protectionists, and extreme **protectionists** at that; because not only are these great markets... shrinking, becoming more and more difficult of access, but these great states are beginning to pour into our own markets products not seen there before.

—*Internet Modern History Sourcebook*,
<http://www.fordham.edu/halsall/mod/modsbook.html>

1. According to Jules Ferry, what is the real problem with France’s industry?
2. What does Ferry mean when he says “protectionists”? What is being protected? Who benefits? Who loses?
3. Explain how having colonies relieves the economic pressure on a French manufacturer.

1. Indonesian Plantations

European and Japanese empires dramatically impacted peoples and cultures throughout the world. Traditional structures of work, leisure, family, and land ownership were altered by Japanese and European colonization. Africans, Asians, Indians, and

Latin Americans were forced to work on plantations or in factories for wages. These people not only provided a workforce, they also contributed to the empire's economic health both by paying taxes and by buying products manufactured by their

imperial rulers. More colonies meant more people who could potentially pay taxes and buy manufactured goods, but first Africans, Asians, Indians, and Latin Americans needed to have wage-earning jobs.

Look at the images (IMAGES 1 and 2) and answer the questions.

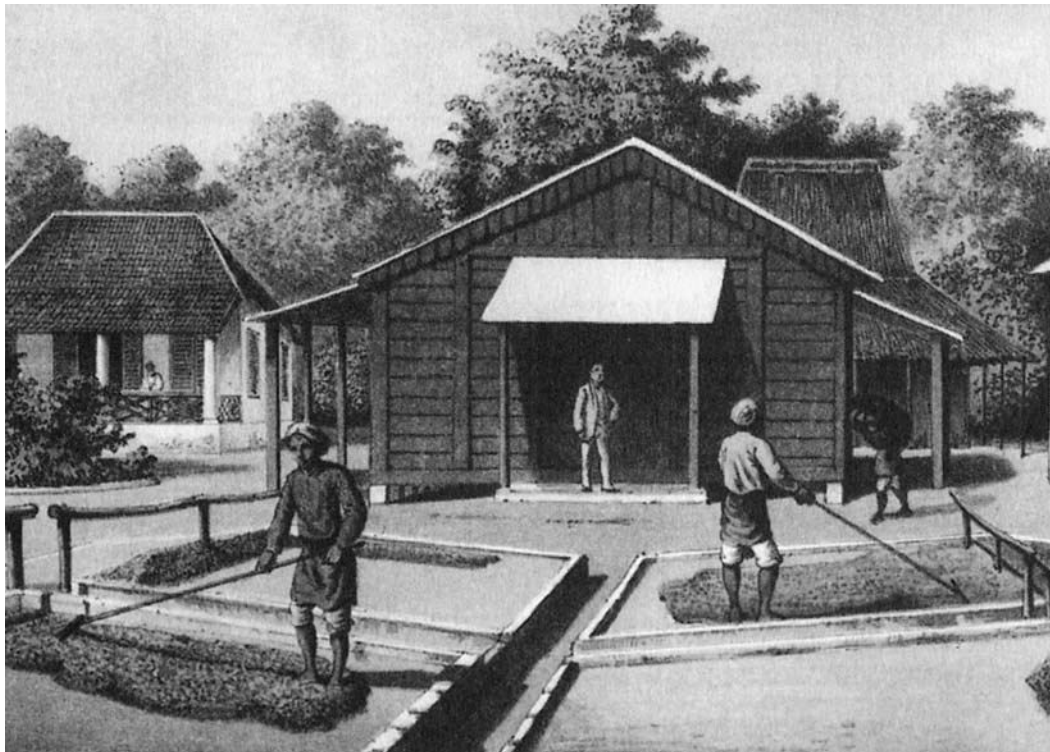


Image 1. Plantation in Indonesia.

From Bonnie Smith, *Imperialism: A History in Documents*. Page 65.



Image 2. Tea Plantation in Ceylon.

Library of Congress.

- Judging by their clothing and activity (**IMAGE 1, page 9**), who do you think is European and who do you think is Indonesian in the image? Label who is European and who is Indonesian.
- Judging by their activities (**IMAGE 1**), who do you think owns the plantations?
- Who do you think is working for wages (**IMAGE 1**)?
- Describe the people working in the image above (**IMAGE 2**). What are their ages, roughly? Name this type of labor.

2. Chinese Women Workers in a Japanese Factory

When we think of the Industrial Revolution, we usually think of factories. We also tend to visualize these factories as appearing 1.) only in Europe and America and 2.) being filled with hard-working and underpaid European and American laborers. Yet this is simply not the complete story. Britain built factories

in India and South Africa, for example, and France built them in Senegal and Algeria. This section of the lesson looks at Japanese factories in Manchuria in Asia. The Industrial Revolution changed the way work was done by using technology and machines to do work that was once done by hand. It also made class

differences more apparent with the rise of working and middle classes. Examine the image of the Chinese women laborers in a Japanese spinning mill and the images of the Japanese factory manager and his family. Answer the questions.

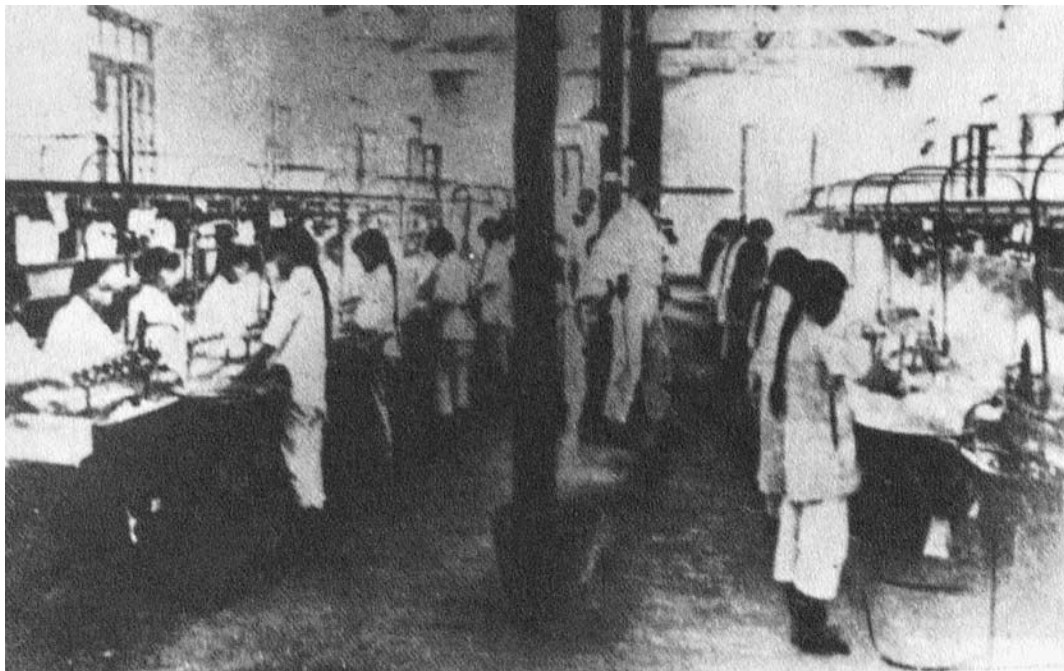


Image 3. Chinese Women Workers in Manchuria.

From Peter Duus, et al., eds., *The Japanese Informal Empire in China*.

- The image above (**IMAGE 3**) is a textile factory filled with Chinese women workers. Describe how this image represents the Industrial Revolution by examining the placement of the women and the work they are doing. How are goods, in this case cloth, being produced?
- Compare this image to what you know about the Industrial Revolution in Europe and America. What are the similarities. Can you see any differences?

3. A Japanese Factory Manager and his Family in Manchuria

The image on the previous page (**IMAGE 3**) is of working-class Chinese women. The two images below (**IMAGES 4 AND 5**) are of a Japanese factory manager, and his family, who ran a factory in Manchuria. Just as the Industrial Revolution changed

the way things were produced, it also changed social relations. This Japanese family lived a middle-class lifestyle in Manchuria. The Chinese women workers in **IMAGE 3** went home to their working class neighborhoods. If they had children, it is highly

likely that they worked as well. The Japanese manager, on the other hand, went home to his middle-class neighborhood, his wife and his kids (who certainly did not work in a factory and probably had a nanny).

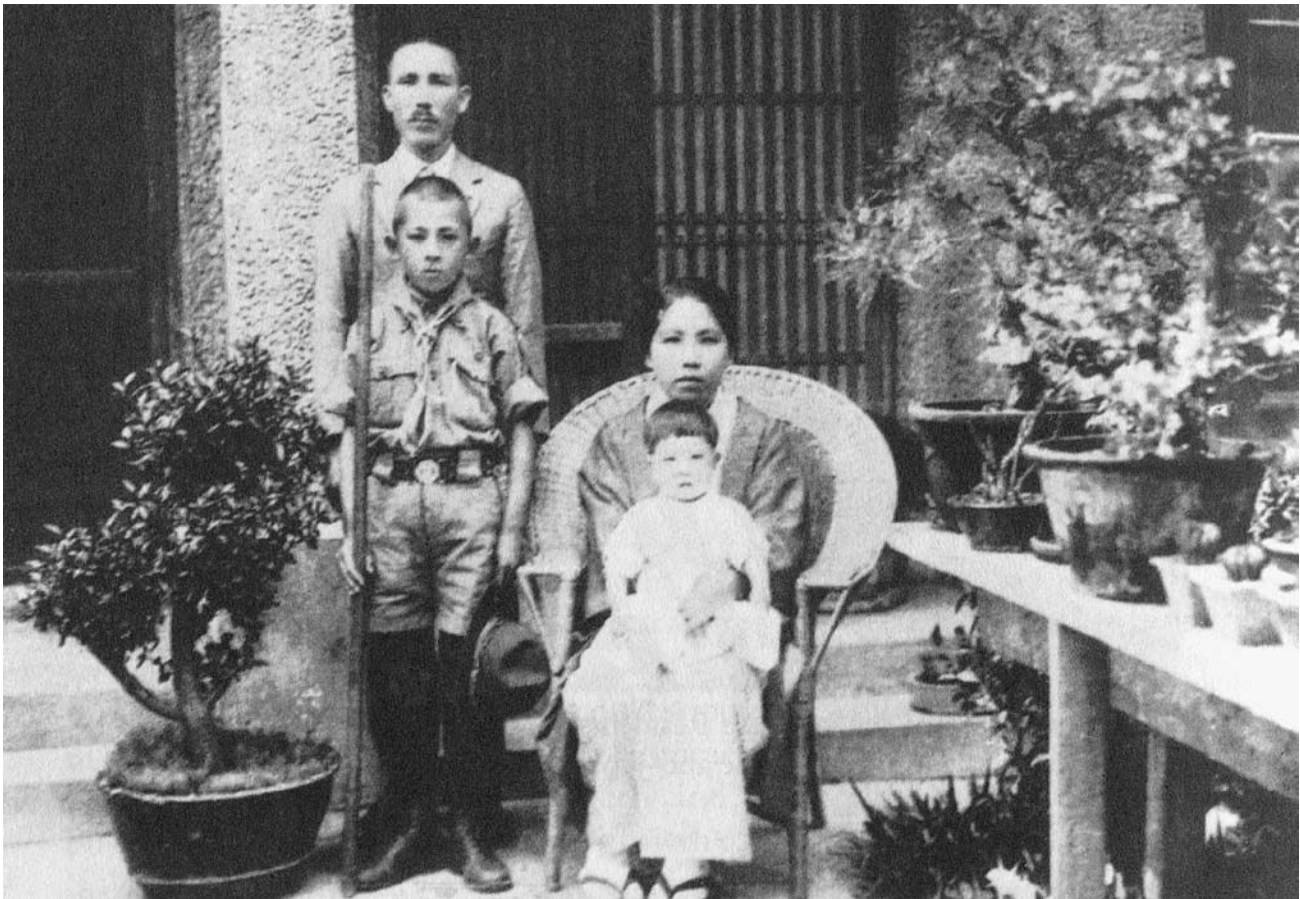


Image 4. Japanese Factory Manager and Family (1).

From Peter Duus, et al., eds., *The Japanese Informal Empire in China*.



Image 5. Japanese Factory Manager and Family (2).

From Peter Duus, et al., eds., *The Japanese Informal Empire in China*.

- Describe the family in the two images (**IMAGES 4 AND 5**). What types of clothes are they wearing? Do they look well-groomed? How big is the family?
- Compare the Japanese wife's clothes to the Chinese women's clothes in **IMAGE 3**. How are they different?
- What do the surroundings look like for the middle-class Japanese family? Does their home look like a nice place to live? Do you think the mother has help from maids or nannies?

NATIONALISM AND EMPIRE

One way of dealing with thousands of people involved in mass political movements such as labor and suffrage, which could be threatening to those in power, was to play on feelings of national sentiment. Political

leaders and certain political groups worked hard to make factory workers, for example, believe that they were part of a much larger national process. Although they worked in poor conditions for low wages, workers

were led to believe that they still had a stake in their nation. Many Germans from all social levels came to believe that the only way to become a great nation was to become a powerful empire.

Germany was a late entry into the race for empire as well as a young nation, but it nonetheless used many of the same ideas and values as other imperialists like Britain and France. Examine the “Constitution of the Pan-German League,” a powerful political pressure group (called a lobby) in Germany, and answer the questions.

CONSTITUTION OF THE PAN-GERMAN LEAGUE

1. The Pan-German league strives to quicken the national sentiment of all Germans and in particular to awaken and foster the sense of racial and cultural kinship of all sections of the German people.
2. These aims imply that the Pan-German League works for:
 - a) Preservation of the German people in Europe and overseas and its support wherever threatened.
 - b) Settlement of all cultural, educational, and school problems in ways that shall aid the German people.
 - c) The combating of all forces which check the German national development.
 - d) An active policy of furthering German interests in the entire world....

1. In what ways does the Pan-German League help to strengthen the German nation? Look closely at sections 2. (a), 2. (b) and 2. (c).

2. In what ways does the Pan-German League help to make Germans feel that they belong to a unique community? Look closely at section 1.

POST ACTIVITY ASSIGNMENT: SELLING EMPIRE TO THE PEOPLE

You have seen the way that the civilizing mission, economics, and nationalism were important justifications for having an empire. Keeping in mind what you have just learned, examine the advertisements (**IMAGES 6, 7 and 8**). The ads were meant for a European audience. Respond to each question using complete sentences. Place your answers on a separate sheet of paper.



- List the things that seem exotic or non-European in the advertisements.
- In what way are Africans and Asians used to make the advertised goods seem amazingly effective if not magical? Do you think Europeans were convinced?
- In what ways do the ads make Europeans seem superior to Africans, Asians, and other colonial peoples?

Image 6.

From Thomas Richards. *The Commodity Culture of Victorian England*.

Founded in 1789, Pears' Soap sold powders and creams to the rich to help ensure the purity of their complexion. These are examples of advertisements for Pears' Soap seen in European publications in the late 1700s and early 1800s.

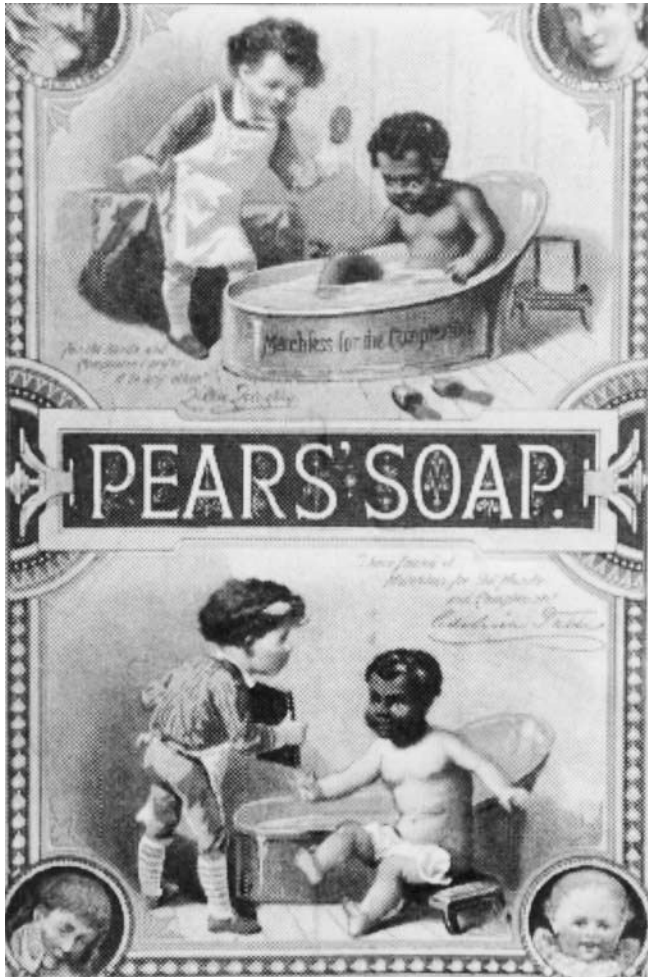


Image 7 (left).

From Anne McClintock, *Imperial Leather*.



Image 8 (right).

From Anne McClintock, *Imperial Leather*.

PEARS' SOAP IN THE SOUDAN.
 "Even if our invasion of the Soudan has done nothing else it has at any rate left the Arab something to puzzle his fuzzy head over, for the legend
PEARS' SOAP IS THE BEST
 inscribed in huge white characters on the rock which marks the farthest point of our advance towards Berber, will tax all the wits of the Dervishes of the Desert to translate."—Phil-Robinson, *War Correspondent (in the Soudan) of the Daily Telegraph in London, 1884.*

African Responses to Imperialism - DBQ Practice

Using the documents, analyze African actions and reactions in response to the European Scramble for Africa.

Historical Background: In the three decades after the Berlin Conference on Africa (1884–1885), European powers occupied and colonized areas in Africa, a process later termed the Scramble for Africa.

Complete the following using the documents that follow:

1. Develop a thesis that answers the above prompt. Your thesis should specifically address 3 different kinds of responses/actions/reactions to European imperialism in Africa.
2. Group the documents according to your thesis. Some documents might fit into more than one category. For EACH DOCUMENT provide a brief explanation of how that document fits into that group and therefore how it supports your thesis. You must use all of the documents.
3. Pick a document from each of your groupings and provide an analysis of the author's point of view. Who is the author and WHY might they feel the way they do? You don't have to be right, you just have to be plausible.
4. For each of your groupings identify an additional document (whose voice is missing?) AND explain how it would help in assessing African actions and reactions. What would you think would be a good addition to this collection of documents and why? How would it help you? Remember, you'll need 3.

Document 1

Source: Royal Niger Company, commissioned by the British government to administer and develop the Niger River delta and surrounding areas, standard form signed by multiple African rulers, 1886.

We, the undersigned Chiefs of _____, with the view to the bettering of our country and people, do this day cede to the Royal Niger Company, forever, the whole of our territory extending _____.

We pledge ourselves not to enter into any war with other tribes without the sanction of the said Royal Niger Company. . . . The said Royal Niger Company bind themselves not to interfere with any of the native laws or customs of the country, consistently with the maintenance of order and good government.

The said Royal Niger Company agree to pay native owners of land a reasonable amount for any portion they may require. . . . and to pay the said Chiefs _____ measures native value.

The _____ chiefs . . . affixed their marks of their own free will and consent. . . .

Done in triplicate at _____, this _____ day, of _____, 188____.

Document 2

Source: Prempeh I, Ashanti leader, response to a British offer of protectorate status, West Africa, 1891.

The suggestion that Ashanti in its present state should come and enjoy the protection of Her Majesty the Queen of England and Empress of India is a matter of very serious consideration. I am pleased to announce that we have arrived at the conclusion that my kingdom of Ashanti will never commit itself to any such policy. Ashanti must remain as of old and at the same time remain friendly with all White men.

Document 3

Source: Menelik II, emperor of Ethiopia, letter to Great Britain, France, Germany, Italy, and Russia, 1891.

I have no intention at all of being an indifferent spectator, if the distant Powers hold onto the idea of dividing up Africa. For the past fourteen centuries Ethiopia has been an island of Christians in a sea of Pagans.

Since the All-Powerful has protected Ethiopia up until now, I am hopeful that He will keep and enlarge it also in the future, and I do not think for a moment that He will divide Ethiopia among the distant Powers. In the past, the boundary of Ethiopia was the sea. Without our use of force and without the aid of the Christians, our boundary on the sea fell into the hands of the Muslims. Today we do not pretend to be able to recover our seacoast by force; but we hope that the Christian Powers, advised by our Savior, Jesus Christ, will restore our seacoast boundary to us, or give us at least a few ports along the coast.

Document 4

Source: Ndansi Kumalo, African veteran of the Ndebele Rebellion against British advances in southern Africa, 1896.

So we surrendered to the White people and were told to go back to our homes and live our usual lives and attend to our crops. We were treated like slaves. They came and were overbearing. We were ordered to carry their clothes and bundles. They harmed our wives and our daughters. How the rebellion started I do not know; there was no organization, it was like a fire that suddenly flames up. I had an old gun. They—the White men—fought us with big guns, machine guns, and rifles. Many of our people were killed in this fight: I saw four of my cousins shot. We made many charges but each time we were defeated. But for the White men's machine guns, it would have been different.

Document 5

Source: Ethiopian painting of the Battle of Adowa, in which the Ethiopians were victorious over Italian troops, 1896.



Image #: 322202 Photo by Boltin
American Museum of Natural History

Document 6

Source: Yaa Asantewa, Ashanti queen mother, speech to chiefs, West Africa, 1900.

Now I have seen that some of you fear to go forward and fight for our King. If it were in the brave days of old, chiefs would not sit down to see their King taken away without firing a shot. No White man could have dared to speak to chiefs of the Ashanti in the way the British governor spoke to you chiefs this morning. Is it true that the bravery of the Ashanti is no more? I cannot believe it. Yea, it cannot be! I must say this; if you the men of Ashanti will not go forward, then we will. We the women will. I shall call upon my fellow women. We will fight the White men. We will fight until the last of us falls on the battlefields.

Document 7

Source: Samuel Maherero, a leader of the Herero people, letter to another African leader, German South-West Africa, 1904.

All our obedience and patience with the Germans is of little avail, for each day they shoot someone dead for no reason at all. Hence I appeal to you my Brother, not to hold aloof from the uprising, but to make your voice heard so that all Africa may take up arms against the Germans. Let us die fighting rather than die as a result of maltreatment, imprisonment, or some other calamity. Tell all the chiefs down there to rise and do battle.

Document 8

Source: German military officer, account of the 1905 Maji Maji Rebellion in German East Africa, German military weekly newspaper, 1906.

The chiefs spread it among their people that a spirit, living in the form of a snake, had given a magic medicine to a medicine man. The medicine guaranteed a good harvest, so that in future people would no more need to perform wage labor for foreigners in order to obtain accustomed luxuries. The medicine would also give invulnerability, acting in such a way that enemy bullets would fall from their targets like raindrops from a greased body. It would strengthen women and children for the flight customary in wartime, with the associated hardships and privations, and protect them from being seized by the victorious attackers, who were accustomed to taking women and children with them as war prizes. The medicine consisted of water, maize, and sorghum grains. The water was applied by pouring it over the head and by drinking.

Document 9

Source: Mojimba, African chief, describing a battle in 1877 on the Congo River against British and African mercenaries, as told to a German Catholic missionary in 1907.

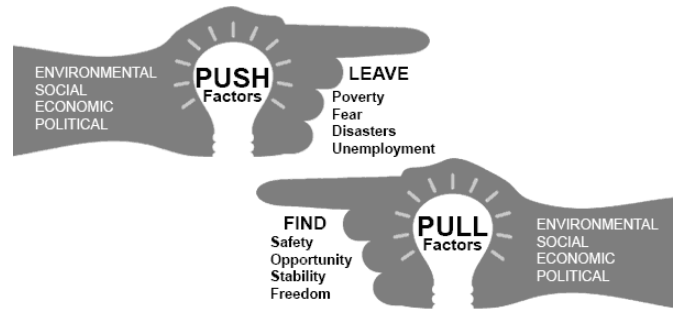
And still those bangs went on; the long sticks spat fire, pieces of iron whistled around us, fell into the water with a hissing sound, and our brothers continued to fall. We ran into our village and they ran after us. We fled into the forest and flung ourselves on the ground. When we returned that evening our eyes beheld fearful things: our brothers, dead, bleeding, our village plundered and burned, and the river full of dead bodies.

You call us wicked men, but you White men are much more wicked! You think because you have guns you can take away our land and our possessions. You have sickness in your heads, for this is not justice.

Analysis of Global Migration Patterns 1750-1900 - Push and Pull factors Adapted from Farhan

Exercise:

This exercise is designed to help you visualize areas which recommended themselves to becoming migration destinations. *Keep in mind that this approach to mapping is not intended to be an absolute indication of a region's desirability but rather suggests areas which may represent "low pressure," or pulling, regions.*



Mark the given locations with a green "+" to indicate a pull function or a red "-" to show a push factor.

1. Cape Town, San Francisco, and Havana have access to good and safe harbors.
2. It was easy to move across the rolling hills along the California coast and the flatter terrain in the Central Valley.
3. The drifts, mountains, and rivers in South Africa made movement difficult.
4. South Africa and the San Francisco area had abundant natural resources (precious metals), which could provide employment.
5. The Great Hunger, a famine from 1845 to 1850, took the lives of up to one million Irish men, women, and children.
6. The northern reaches of Europe are famous for long, cold winters.
7. The government of Argentina invested heavily in schools during the 1860s.
8. Some South American governments paid for people from south and Southeast Asia to migrate to South America.
9. Pandemics of cholera broke out in Europe, Russia, London, and New York.
10. South America offered safety to persecuted Catholics.
11. Peace and improvements in public health practices led to increasing population in Europe.
12. Gold was found in northern California (United States, 1849), New South Wales (Australia, 1851), and the Transvaal (South Africa, 1886).
13. People in West Africa sometimes kidnapped other Africans and sold them into slavery.
14. The Trans-Siberian Railway connected Moscow to Vladivostok on the Pacific coast.
15. Elections in Argentina during the late nineteenth century were not open and honest.
16. When Brazil outlawed slavery in 1888, thousands of new workers were needed for plantations.
17. British export laws flooded India with inexpensive cotton material; Indians had a difficult time affording a living.
18. Wages increased significantly in the industrial cities of North America and Europe, while income for rural workers rose very moderately.
19. Russia's "May Laws" of 1882 required Jewish people living in "The Pale of Settlement" (between the Baltic and Black seas) to live in specific communities and limited them to working in minor trades or as merchants.
20. China, especially along the Pacific coast, experienced many years of famine and war in the nineteenth century.
21. The Americas were perceived to be full of opportunities, wealth, and freedom.
22. Australia had very few workers, so jobs could easily be obtained.
23. Germany, Russia, and Siam (modern-day Thailand) forced young men to serve in the army.
24. Industrial towns along the east coast of the United States grew very rapidly and experienced overcrowding, pollution, and epidemics.
25. Harbors at San Francisco (U.S.), Sydney (Australia), Valparaiso (Chile), Alexandria (Egypt), and Rio de Janeiro (Brazil) were developed to make it easier to move goods and people.

After going through the series of statements, develop a conclusion based on the findings. (Are there trends as to where people are going? Are there trends among the push and pull factors?)

Conclusion:

Unit 5 Student Created Matching Trios

Match the vocabulary terms and events with the given people.

| Person | Vocabulary | Event |
|------------------------------------|------------|-------|
| 1. Alexander II | | |
| 2. Cixi | | |
| 3. Elizabeth Cady Stanton | | |
| 4. Henry Ford | | |
| 5. James Watt | | |
| 6. Janissaries | | |
| 7. Joseph Arthur Comte de Gobineau | | |
| 8. Karl Marx | | |
| 9. King Leopold II | | |
| 10. King Louis XVI | | |
| 11. Louis Riel | | |
| 12. Matthey C. Perry | | |
| 13. Meriwether Lewis | | |
| 14. Muhammad Ali | | |
| 15. Olympe de Gouges | | |
| 16. Otto Von Bismarck | | |
| 17. Qing Dynasty | | |
| 18. Robespierre | | |
| 19. Russia and Britain | | |
| 20. Samuel Crompton | | |
| 21. Sepoys | | |
| 22. Simon Bolivar | | |
| 23. Sitting Bull | | |
| 24. Toussaint L'ouverture | | |
| 25. Young Turks | | |

| Vocabulary | Event |
|---|--|
| Assembly Line | Boxer Rebellion |
| Communist Manifesto | Early social reforms |
| Crimean War | Egyptian rebellion against Ottomans |
| Declaration of the Rights of Woman and the Female Citizen | Emancipation of the Serfs |
| Devshirme | Essay on the Inequality of the Human Races |
| Dominion of Canada | Franco-Prussian war |
| Estates General | French Revolution |
| Extraterritoriality | Haitian Revolution |
| Feminism | Imperialism |
| gens de colour | Increase in production |
| Gran Colombia | Latin American Independence |
| Guillotine | Liberty, Equality, Fraternity |
| Manifest Destiny | Mapping Undiscovered Asia |
| Mule | Mass Production |
| Realpolitik | Mechanization of Cotton Industry |
| Rubber | Meiji Restoration |
| Samurai | Opium Wars |
| Scientific Racism | Reign of Terror |
| Sick man of Europe | Scramble for Africa |
| Sioux | Seneca Falls Convention |
| Steam Power | Tanzimat Reforms |
| The Great Game | Trail of Tears |
| Unequal Treaties | War of 1812 |
| White Man's Burden | Witte System |
| Zemstvos | Wounded Knee |