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Chinese Resistance to Industrialization – A Cultural Perspective

AP World History; Mr. Rhinehart

**** Read the Article by Lynda Shaffer first, before you read this one ****

1. What seems to be the main thesis or idea of the authors of these short excerpts?

2. Prior to 1900, what was Chinese society based on? Who ruled China? How was this different than Europe?

3. Why was China resistant to change in the 16th through 19th centuries? List and explain 3 factors . . .

#1: _____

#2: _____

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Lynda Shaffer: China, Technology and Change

AP World History Mr. Rhinehart

1. What do you believe that the main argument or POV of Shaffer's article is? _____

2. Before Europe's technological developments in the 16th through 19th centuries, who was the global technological leader? What are some examples of their significant inventions? _____

3. Shaffer argues that in fact the new technologies that impacted Europe and caused significant change there also impacted China and caused significant change in China as well. What specific and significant changes did each of the following inventions bring???

Gunpowder? _____

Compass? _____

Printing Press? _____

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Economic Philosophy of Industrial Revolution – Adam Smith

Mr. Rhinehart AP World History

1. What is Adam Smith's opinion of the mercantilist policies of the British Empire? Who benefits and who suffers under mercantilism? _____

2. What does Adam Smith regard as the proper role for the government in economic matters?

3. How do the ideas of Adam Smith represent significant change in the ideal role of the government (i.e. from mercantilism)?

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Josiah Wedgwood – Industrialization in pottery

Mr. Rhinehart AP World History

1. How did Wedgwood begin in the pottery business? What was pottery making like at that time?

2. How did Wedgwood become successful in marketing his pottery to consumers? How did he deal with competitors? Please list and explain at least two techniques he used:

A. _____

B. _____

3. How did Wedgwood organize the production of his pottery? What were the working conditions like at the Wedgwood pottery works? Why???

4. How did Wedgwood industrialize the pottery business? Do you believe his changes were "Revolutionary"?

5. Does Wedgwood's contribution represent an increased standard of living due to Industrialization?

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Karl Marx, *The Communist Manifesto*

Mr. Rhinehart AP World History

1. Who wrote the Communist Manifesto? When? _____

2. What economic system was the manifesto a reaction against? _____

3. What problem did Marx have with capitalism? Why? _____

4. What is Marx's alternate vision for the future? What are elements of the capitalist system he would abolish? _____

5. Do you believe Marx's vision to be realistic? Why or why not? What happened in the real world? _____

6. What would be the reaction of the bourgeoisie to Marx's vision? Why? _____

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The Sadler Report to the House of Commons, 1832

Mr. Rhinehart AP World History

1. What was the Sadler Report? What did the committee's report lead to when it was presented to Parliament in 1833? _____

2. According to Crabtree what age did child laborers start in the textile industry? How long did they work during ordinary times? During busy times? _____

3. What effects did the long hours have on child workers? (identify and explain 3 from the testimony)

#1: _____

#2: _____

#3: _____

4. What types of jobs did children do at factories? Why were they desired for textile work? _____

5. What happened to children at the end of the workday or at its outset early in the morning? How did factory owners and the overseers respond? _____

6. What were the wages for child laborers? For their overtime? _____

7. What happened to the workers food at the mill? _____

8. What effect did piecener work have on the hands of children? Why? _____

9. The British Factory Acts of 1833, passed to address child labor in mills and mines, enacted the following changes to child labor conditions . . .

- Children under 9 could not be employed in textile manufacture (except in silk mills).
- Children under 18 must not work at night (i.e. after 8. 30 p.m. and before 5.30 a.m.)
- Children (ages 9–13) must not work more than 8 hours with an hour lunch break.
- Children (ages 9–13) must have two hours of education per day.
- Children (ages 14–18) must not work more than 12 hours a day with an hour lunch break.
- Provided for routine inspections of factories and set up a Factory Inspectorate to carry out such inspections, with the right to demand entry and the authority to act as a magistrate.

Are these improvements enough to address the problems of child labor in Britain during the Industrial Revolution? Why or why not?

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Discipline in the New Factories => *Factory Rules, Foundry & Engineering Works of the Royal Overseas Trading Company*

Mr. Rhinehart AP World History

Identify (i.e. What is the source? Where and when was it created? What does it say?) _____

Analyze (i.e. consider TWO of the following => Historical context, Purpose and intended audience, author's point of view, Type of Source, Argument & Tone) For this source, take into account also what sort of evidence he uses to support the POV . . .

Evaluate (i.e. How did the source impact historical events or processes? Make a judgement about the position and ideas of the source relative to the time period or relate it to another source from the time period)

I.E. Compare and contrast factory and work conditions during early industrialization to present day factories and workplaces. Why do you believe these conditions existed?

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Author's Thesis Paper: In the author's thesis paper assignment, you will read a primary or secondary source and be asked to answer a few questions on the source.

The Thesis?

- What is the main argument of the author?

The Evidence?

- Looking at the supporting evidence, analyze whether they are logically interpreted by the author. Do they clearly support the thesis?

Critical Analysis?

- What do the sources add to your understanding of the topic? How does the author's ideas fit into other points of view or historical information as you understand it?
- What points are strongly made and well documented?

Author's Thesis Paper: Peter Stearns, *The Industrial Revolution Outside the West*

Thesis (Main argument or position): _____

Evidence (i.e. why did each of the areas fail?)

#1: Russia _____

#2: India _____

#3: Egypt _____

Critical Analysis (i.e. what similarities did industrialization outside the West share? Were there common reasons for failure?)

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Motives & Justifications for Imperial Control – Britain, France, Germany, US & Japan

Mr. Rhinehart AP World History

1. What motives do all nations seem to share as far as a reason for the acquisition and continued control of colonial possessions?

#1: _____

#2: _____

#3: _____

2. Do you believe these are valid reasons for the imperialism practiced by European nations in the late 19th century? Why or why not?

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European Nationalist – Giuseppe Garibaldi

Mr. Rhinehart AP World History

1. What did Garibaldi do for the first 12 years of his adult life? What experience changed his life during that

time? _____

2. What countries did Garibaldi participate in independence/nationalist movements in during the 19th

century? _____

3. After becoming a famous and admired revolutionary how did he live? When offered riches how did he

respond? Why? _____

4. The author says in the opening, "Garibaldi was probably the most famous and beloved figure in the entire world [in 1864]." What made Garibaldi so admired by the common people? Please list 2-3 things that the common man loved about Garibaldi.

A: _____

B: _____

C: _____

5. Nationalism can either be liberal (i.e. revolutionary, promoting more power and rights for the common man) or conservative (a force used by monarchs to promote unity among people and stay in power) force in politics => Was Garibaldi's form of nationalism liberal or conservative? Why? _____

Questions:

1. List 2 reasons why Europeans wanted to colonize Africa?

A. _____

B. _____

2. Who called the Berlin Conference? Where was it held? _____

3. What was the Berlin Conference? What was its goal? _____

4. What agreements came out of the Berlin Conference? What did one have to do in order to colonize and control an area of Africa?

A: _____

B: _____

5. What considerations were made by the Europeans to the native Africans? _____

6. Evaluate the Berlin Conference – Was it a positive or negative event? Why? _____

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Joseph Conrad, *Heart of Darkness*

Mr. Rhinehart AP World History

1. How does Conrad describe Africa and Africans in the passage?

River Congo: _____

Cannibals: _____

Africans dancing: _____

African land and forests: _____

2. What are the motives of Europeans explorers and traders in Africa according to the passage? What feelings does the passage evoke about European presence in Africa? _____

3. Why do you believe that Conrad titles his book "Heart of Darkness"? What image of Africa does the passage portray? _____

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Racism in Conrad's Heart of Darkness, Chinua Achebe

Mr. Rhinehart AP World History

1. What is Achebe's main argument about what Conrad's Heart of Darkness represents? _____

2. How does Achebe support this assertion by using Conrad's

Description of the Congo river: _____

Descriptions of Africans: _____

3. Achebe argues on page 864 that Conrad's Heart of Darkness is a novel which "celebrates the dehumanization, which depersonalizes a portion of the human race . . . a story in which the very humanity of black people is called into question." Do you agree that Conrad's depictions of Africa and Africans do this?

Why or why not? _____

4. In contrast to Conrad's portrayal of African savagery, what effect did African art have on Paul Gauguin? What new artistic movement did it inspire? (why does Achebe bring up this example in the passage?)

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The Guillotine

Mr. Rhinehart AP World History

1. How were executions in France conducted before the guillotine? How were executions different based on social class? _____

2. Who created the guillotine? Why was it used for executions during the French Revolution? _____

3. How did the English visitor describe the scene of a French guillotine execution? Was he impressed by the humanness and justice in the execution? What did he think of it? _____

4. What is your opinion of the guillotine as a method of execution? How does it compare to others? _____

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The Azamgarh Proclamation

AP World History Mr. Rhinehart

1. What was the **Sepoy Rebellion**? What were its goals and what caused it? _____

2. What was the result of the Sepoy Rebellion? _____

3. What reasons and incentives does Bahadur Shah offer for rebellion against the British? _____

4. For each of the groups of Indian society – zamindars, merchants, civil servants, artisans – what have been the detrimental effects of British rule?

Zamindars: _____

Merchants: _____

Civil Servants: _____

Artisans: _____

5. What role does religion and nationalism play in the proclamation? _____

6. What solutions does the proclamation suggest for India's problems? _____

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David Hume, On Miracles
Mr. Rhinehart AP World History

1. What does Hume not believe in because they are counter to the laws of nature? _____

2. How does Hume "disprove" miracles?

#1: _____

#2: _____

#3: _____

#4: _____

3. How does Hume's thoughts about miracles fit into the Enlightenment? How do they represent

enlightenment philosophy? _____

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Olympia De Gouges, French Declaration of Rights of Women

Mr. Rhinehart AP World History

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Analyze (i.e. consider TWO of the following => Historical context, Purpose and intended audience, author's point of view, Type of Source, Argument & Tone) For this source, take into account also what sort of evidence he uses to support the POV . . .

Evaluate (i.e. How did the source impact historical events or processes? Make a judgement about the position and ideas of the source relative to the time period or relate it to another source from the time period)

I.E. How does the writing of DeGouges represent enlightenment philosophy? How does it expand upon other enlightenment documents (i.e. Declaration of Independence, Declaration of Rights of Man, etc...)

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Cixi – The Dowager Empress

Mr. Rhinehart AP World History

1. What was Cixi's background? How did she rise to be Dowager Empress? _____

2. How did Cixi outmaneuver the other regents that were to guide the empire while her son was too young to

rule? _____

3. How did she control her son once he became emperor at age 17? How did she ensure her continued rule

after her son's early death in 1875 at the age of only 19? _____

4. What was Cixi's position on Chinese modernization? How did she attempt to thwart modernization plans?

5. What changed her position on Chinese modernization? _____

6. What do you believe the legacy of Cixi was? Why? _____

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US Apologizes for Chinese Exclusion Act???

AP World History Mr. Rhinehart

Questions:

1. Why did many Chinese immigrate to the US in the late 1800's? What sorts of jobs did they undertake? _____

2. How did many Americans view Chinese immigrants? Why? _____

3. What are some examples of the mistreatment towards Chinese immigrants from the late 1800's?

4. When did the Chinese Exclusion Act end? Why? _____

5. Do you believe the US should apologize for the passage and implementation of the Chinese Exclusion Act?

Why or why not? _____

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Forms of Migration

AP World History Mr. Rhinehart

1. Categorize each of the following migrants as either internal, external, temporary or chain. Explain why you have classified them as such . . .

A: Fergus MacDonald => _____

B: Sacha Koltsov => _____

C: Zhang Kaiping => _____

2. What factors determined the type of migration people engaged in? _____

3. Why might someone engage in chain migration rather than migrating all in one step? _____
