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

**Essential Questions for Unit 5**

1. What forces influenced political and social revolutions in this period? What were their consequences of these

revolutions in both the short-term and the long-term?

2. What factors make industrialization a “revolution”? In what ways do Industrialized societies shape global history

in this period?

3. In what ways were social and class tension manifested in this period?

4. How did global economic changes affect social and cultural systems?

5. How did innovations in global capitalism, industrial technology, and new modes of transportation motivate

human migrations in this period?

6. How did nationalism shape societies in the nineteenth century?

7. What were the causes and consequences of European imperialism in this period? In what ways was this

imperialism different from the way Europeans interacted with other societies during period 4?

**Terminology (vocab)** (you must identify definition, historical context, and any specific examples in relation to the unit)

**Part 1**

urbanization the Enlightenment

classical liberalism *Declaration of Independence*

laissez-faire capitalism *Declaration of the Rights of Man and Citizen*

utopian socialism *A Vindication of the Rights of Women*

Marxism *Declaration of the Rights of Women and the Female Citizen*

anarchism Seneca Falls Conference

Second Industrial Revolution maroon societies

stock markets abolitionism

limited liability corporations *gens de couleur*

insurance *petit* and *grand blancs*

gold standard Reign of Terror

state pensions feminism

transnational corporations caudillo

suffrage Estates General

the Duma mass production

unionism

**Part 2**

nationalism Meiji Restoration

“Open Door” Policy for China Opium Wars

imperialism/colonialism Unequal Treaties

settler colonies Young Ottomans

Social Darwinism apartheid

Wahhabi Islam tribalism

Marathas Berlin Conference

India Revolt of 1857 Young Turks

Boxer Rebellion Boer War

Taiping Rebellion Zulu State

Ghost Dance Aborigines

Xhosa Cattle Killing Maori

Tanzimat Movement ambergris

China’s Self-Strengthening Movement

indentured servitude

U.S. Chinese Exclusion Act White Australia Policy

**Important People**

John Locke John Stuart Mill

Baron de Montesquieu Hong Xiuquan

Voltaire Admiral Matthew Perry

Rousseau Selim III

Maximillien Robespierre Cecil Rhodes

Napoleon Bonaparte Shaka Zulu

Touissant Louverture Swami Vivekananda

Miguel Hidalgo Edward Blyden

Jose Morelos King Leopold II

Simon Bolivar Emilio Aguinaldo

Mary Wollstonecraft Muhammad Ali

Olympe de Gouges George McCartney

Elizabeth Caty Stanton Tupac Amaru

Karl Marx V.I. Lenin

Porfirio Diaz Robert Owen

Peter the Great Catherine the Great

Adam Smith Tsar Nicholas II

Captain Cook Bismarck

Queen Liliʻuokalani

**Important States**

United States Ottoman Empire China

Republic of Haiti Mexico Meiji Japan

Great Britain South American states Russia

France Ottoman Empire Africa under Imperialism

Germany Egypt India under Imperialism

Italy Australia and New Zealand (Middle Earth) SE Asia under Imperialism

**Unit 5: AP World History Key Concept Themes - \*Must Know\***

***Using essays and multiple choice questions, assessments in my course and the AP World History Exam will test your ability to use the historical thinking skills to answer questions and problems relating to the key concepts and the way these concepts are connected through the course themes. Here’s a quick reminder of the specific skills and themes for this course, followed by the Key Concepts.***

**Historical Thinking Skills AP World Themes**

Using evidence and argumentation Human-environmental interaction

Chronological reasoning, continuity, change over time Development and interaction of culture

Comparison and contextualization State-building, expansion, and conflict

Interpreting and synthesizing historical sources and scholarship Creation and influence of economic systems

Development and change of social structures

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

**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 changed fundamentally how goods were produced.**

A. A variety of factors led to the rise of industrial production: Europe’s location on the Atlantic

ocean

*Required examples: •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 growing population

in urban centers led to the growth of export economies around the world that specialized in mass

producing single natural resources

*possible illustrative examples: •cotton*

*•rubber,*

*•palm oil*

*•sugar*

*•wheat*

*•meat*

*•guano*

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

*possible illustrative examples: •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

*possible illustrative examples: •British and French attempts to “open up” the Chinese market during*

*the nineteenth century*

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

*possible illustrative examples: •copper mines in Mexico*

*•gold and diamond mines in South Africa*

**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

*possible illustrative examples: •stock markets*

*•limited liability corporations*

*•insurance*

*•gold standard*

C. The global nature of trade and production contributed to the proliferation of large scale

transnational businesses

*possible illustrative examples: •bicycle tires*

*•the United Fruit Company*

*•the HSBC-Hong Kong & Shanghai Banking Corporation*

**IV. There were major developments in transportation and communication**

***\*required examples:*** *•****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

*possible illustrative examples: •Utopian socialism*

*•Marxism*

*•Anarchism*

B. In Qing China and the Ottoman Empire some members of the government resisted economic

change and attempted to maintain pre-industrial forms of economic production.

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

industrialization

*possible illustrative examples: •the economic reforms of Meiji Japan*

*•the development of factories and railroads in Tsarist Russia*

*•China’s Self-Strengthening program*

*•Muhammad Ali’s development of a cotton textile industry in Egypt*

D. In response to criticisms of industrial global capitalism some governments mitigated the negative

effects of industrial capitalism by promoting various types of reforms

*possible illustrative examples: •state pensions and public health in Germany*

*•expansion of suffrage in Britain*

*•public education in many states*

**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.

**Key Concept 5.2 Imperialism and Nation-State Formation**

As states industrialized during this period, they also expanded 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 both facilitated the spread of transoceanic empires and new

states, as well as justifying 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.

*possible illustrative examples: •the British in India*

*•the Dutch in Indonesia*

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

*possible illustrative examples: •the British*

*•the Dutch*

*•the French*

*•the Germans*

*•the Russians*

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

*possible illustrative examples: •Britain in West Africa*

*•Belgium in the Congo*

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

*possible illustrative examples: •the British in southern Africa, Australia and New Zealand*

*•the French in Algeria*

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

*possible illustrative examples: •British and French expanding their influence in China through the*

*Opium Wars*

*•the British and the United States investing heavily in Latin America*

**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.

B. The United States, Russia and Qing China 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

*possible illustrative examples: •the establishment of independent states in the Balkans*

*•semi-independence in Egypt*

*•French and Italian colonies in North Africa*

*•later British influence in Egypt*

D. New states developed on theedges of empire.

*possible illustrative examples: •the Cherokee nation*

*•Siam*

*•Hawai’i*

*• the Zulu kingdom*

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

*possible illustrative examples: •the German nation*

*•Filipino nationalism*

*•Liberian nationalism*

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

**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 and inference in all spheres of life.

*possible illustrative examples: •Voltaire*

*•Rousseau*

B. Intellectuals critiqued the role that religion played in public life, insisting on the importance of

reason as opposed to revelation

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

*possible illustrative examples: •Locke*

*•Montesquieu*

D. Enlightenment thinkers challenged existing political authority as reflected in revolutionary documents.

*\*required examples: •American Declaration of Independence*

*• the French Declaration of the Rights of Man and Citizen*

*•Bolivar’s Jamaica Letter*

**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 and the spread of Enlightenment ideas propelled**

**reformist and revolutionary movements.**

A. Subjects challenged the centralized imperial governments

*possible illustrative examples: •the Wahhabi rebellion against the Ottomans*

*•the challenge of the Marathas to the Mughal Sultans*

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: •American Revolution*

*•French Revolution*

*•Haitian Revolution*

*•Latin American Independence Movements*

C. Slave resistance challenged existing authorities

in the Americas (such as in Brazil, Cuba or the Guyanas).

*possible illustrative examples: •establishment of maroon societies*

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

movements

*possible illustrative examples: •Indian Revolt of 1857*

*•Boxer Rebellion*

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

*possible illustrative examples: •theTaiping Rebellion*

*•the Ghost Dance*

*•the Xhosa cattle killing*

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

*possible illustrative examples: •the Tanzimat movement*

*•the Self-Strengthening Movement*

**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 and communism.

B. Demands for women’s suffrage and an emergent feminism challenged political and gender

hierarchies

*possible illustrative examples: •Mary Wollstonecraft’s “A Vindication of the Rights of Women,”*

*•Olympe de Gouges’ “Declaration of the Rights of Women and the*

*Female Citizen”*

*•the resolutions passed at the Seneca Falls Conference in 1848*

**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 benefitted economically from migration, while other

peoples 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.**

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

*possible illustrative examples: •manual laborers*

*•specialized professionals*

B. The new global capitalist economy continued to rely on coerced and semi-coerced labor

migration, including slavery, Chinese and Indian indentured servitude and convict labor.

C. While many migrants permanently relocated, a significant number of temporary and seasonal

migrants returned to their home societies

*possible illustrative examples: •Japanese agricultural workers in the Pacific*

*•Lebanese merchants in the Americas*

*•Italians in Argentina*

**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.

B. Migrants often created ethnic enclaves, which helped transplant their culture into new environments and

facilitated the development of migrant support networks.

*possible illustrative examples: •Chinese in Southeast Asia, the Caribbean, South America and North*

*America*

*•Indians in East and Southern Africa, the Caribbean, and Southeast*

*Asia*

C. Receiving societies did not always embrace immigrants, as seen in various degrees of ethnic and

racial prejudice and the ways states attempted to regulate the increased flow of people across

their borders

*possible illustrative examples: •the U.S. Chinese Exclusion Act*

*• the White Australia Policy*