

FINAL NOTES

This is a complete set of notes from units 10-15. You may use this to complete your 50 question final assessment.

I know this is a 41 page document, but don't worry. Each unit is a different color! This will make it easier for you to look through the notes! I URGE you to skim your notes BEFORE you take the final.

UNIT 10

10.1.1

Review:

- 1607: First permanent English settlement, Jamestown, established in America
- 1689: John Locke publishes *Two Treatises of Government*
- 1763: Thirteen English colonies have been established in America

The 13 Colonies: 1763

- Proud to be British
- Did not think of themselves as "Americans"
- Referred to England as the "Mother Country"
- Enjoyed a fair amount of freedom
- Governed themselves with little interference

1765

- England's popularity faltered quickly after the French and Indian War
 - o Colonists had to pay to support the war
- They started to pass taxes upon the colonists
- The colonists were outraged
- They yelled,
- **"NO TAXATION WITHOUT REPRESENTATION!"**
- Stamp Act:
 - o Tax on most printed materials
 - o Examples: newspapers, legal documents, cards

Boston in the 1770s

- Boston Massacre
 - o 1770
 - o angry crowd confronted a small group of soldiers yelling insults and pelting them with chunks of ice, oyster shells and garbage
 - o Shots were fired and 5 people were killed
- Boston Tea Party
 - o 1773

- an act of rebellion against the tax on tea
- colonists threw 342 crates of tea into the Boston harbor
- England responded by closing Boston Harbor (which was very busy and wealthy)

The Shot Heard Round the World

- 1775
- Battle of Lexington
- Rebels told to put their weapons down but refused
- 8 colonists were killed

10.1.2

- Thomas Paine
 - Had little formal education.
 - Embraced the Enlightenment.
 - Wrote a “pamphlet” titled *Common Sense*.
 - *Common Sense* became like *The Hunger Games* or *Harry Potter* of the time.
 - Everyone was reading it!
 - What did it call for? What did it want people to do?
 - Separate from England and become a new nation
 - The American Revolution began as a reform movement, rather than an Independence movement, but people like Thomas Paine rallied support for independence.

Thomas Jefferson

- A brilliant, young representative from Virginia drafted the Declaration of Independence
- Based on the philosophy of life, liberty, the pursuit of happiness, and the right of people to alter and get rid of old government and make a new one.

George Washington

- Before the signing of the Declaration of Independence, representatives chose an ex-British commander to lead the groups of colonist farmers, merchants and fishermen who volunteered to fight for freedom.
- One of the most important moments in the history of the Revolutionary War took place on a cold, snowy Pennsylvania winter day
 - Valley Forge

The French Join the War

- After a win by the Americans at Saratoga, the French government pledged to fight beside the United States.
- This was especially important because the French could send their Navy to help.
- The French navy sent ships to protect US ports.

Important Port Cities of the Revolutionary War

- Boston, Massachusetts
- New York City, NY
- Philadelphia, Pennsylvania
- Baltimore, Maryland
- Charleston, South Carolina

Battle of Yorktown

- The Americans surrounded the British by land and the French navy prevented escape!
- Many people across the world doubted the Americans would win. George Washington himself had doubts!
- This was the last major battle of the American Revolution!

Enlightened Ideas

- Thought about the ideas of Montesquieu and John Locke....
 - o 3 branches of government
 - o Separation of powers
 - o Rights of the people

10.1.3

- Towards the end...
 - o Thinkers from each state came together to bounce ideas around
- THEY WERE VERY AFRAID OF A STRONG CENTRAL GOVERNMENT LIKE ENGLAND HAD WITH THE KING.

Articles of Confederation

- At first the US decided on a very weak central government. They were still afraid of a government having too much power
- Thus they created the Articles of Confederation a document that established a “loose binding of friendship between the states.”
- Reasons for Failure:
 - o Congress couldn’t pass taxes
 - o States didn’t have to listen to any laws passed by the federal government (no executive branch)
 - o Each state printed its own money
 - o States passed their own laws concerning commerce and foreign trade
 - o Congress couldn’t afford to pay for an army to protect the country
- Some guidelines
 - o Congress had very little power, could not collect taxes, could pass laws, but the states did not have to obey!
 - o Many people argued that the Articles should be replaced...and a change needed to happen!

Breaking Point for the Articles

- 1786/7: Shay's Rebellion, Massachusetts
 - o Lead by Daniel Shays
 - o Occurred due to economic depression
 - due to massive war debt and the lack of a common currency throughout the states
 - Federal government couldn't raise enough money to raise a militia and the people of Massachusetts had to pay for their own Army to put down the rebellion
- Washington called for an immediate convention to renegotiate our Constitution

Let's Try this Again

- 3 branches of government including a leader elected by the people
- Created two houses of Congress
- Senate: 2 representatives for each state
- House of Representatives: Based of state populations
- The Constitution set up a brand new type of country.
 - o Focused on making all people citizens and not subjects
 - o Next step in evolution from classical Greek democracy, but this time with representatives serving all people!
- In 1787, delegates finished the Constitution
- It is the world's oldest active Constitution!

Why is it the "shot heard round the world"?

- Everyone in Europe was watching the great experiment taking place in the new United States.
- The ideas that democracy and liberty could defeat the kings of the "old world" spread like wild fire across the world!

10.2.1

French Revolution

- Enlightenment ideas the French took from America
 - o 1. People have power
 - o 2. Government should represent the people
 - o 3. Rights should be written in a Constitution
- Absolute Power
 - o
- Estates
 - o First Estate: Clergymen (Priests, bishops, cardinals)
 - o Second Estate: the Aristocracy (nobles, dukes, duchesses, lords)

- Third Estate: Commoners (farmers, merchants, lawyers, artisans, craftsmen...)
- The Estates General
 - On rare occurrences the King would need to bring representatives from each estate together in a body called The Estates-General.
 - last meeting was 175 years ago
 - Meeting set for 1789
 - Needed to implement new taxes
 - \$\$ due to war debts
 - Treasury was broke
 - Passing Laws required a 2/3 vote
 - Each estate= 1 vote
 - NOT based on population OR representation
 - Now here is the crazy part... The first and second estates didn't pay taxes!
- Tennis Court Oath
 - The Third Estate met on a tennis court to decide what to do.
 - There they agreed to not disband until they had drafted a new constitution
 - Renamed their group – The National Assembly
 - King Louis tried to force them to disband but they replied saying “a nation cannot be given orders.”

10.2.2

The National Assembly

- Members of the National Assembly (The former Third Estate) found an indoor tennis court to hold their meeting
- They declared not to leave until there was a new constitution for the French government.
- The king tried to force them to disband but they replied saying “*a nation cannot be given orders.*”
- After the formation of the National Assembly, large mobs of starving French commoners roamed Paris.
- King Louis decided to send in the army to put down the mobs.
- In order to arm themselves they stormed The Bastille, an armory and prison

Another “Declaration”

- After the storming of the Bastille, the king went into hiding.
- The National Assembly became the leaders of France!
- Just as the Americans did a few years earlier, the French decided to “DECLARE” their intentions to set up a new government.
- They didn't want a democracy, but a constitutional monarchy, with the king still holding his position.
- This document was called the Declaration of the Rights of Man.

Declaration of Independence	Declaration of Rights of Man
- Life	- Liberty
- Liberty	- Property

Revolutionaries vs. the Church

- The Revolutionaries were also not happy with the Catholic Church in France.
 - It was one of the richest organizations in France
- Priests belonged to the First Estate and had much more political power than the revolutionaries.
- Finally the revolutionaries embraced the Enlightenment and felt that religion was contrary to reason.

10.2.3

Louis loses his... “smile”

- Soon after the Declaration of Rights of Man Louis went into hiding
- Eventually captured
- Accused of treason against France
- Sentenced to having his head cut off

The Guillotine

- Invented as a new “humane” way to perform executions
- Quicker, easier and more accurate than cutting head off with an axe

Victories of the National Convention

1. Free primary schooling for all boys and girls.
2. **Abolition** of slavery in France and her colonies.
3. Equal **inheritance** for sons and daughters.
4. Universal male **suffrage**.
5. Instituted a national **draft**

Seeking Equality: Maximillian Robespierre and the Reign of Terror

- Elected the leader of France
- Created the “Law of Suspects” which allowed the police to arrest anyone suspected of being an “enemy of liberty”
- Happy memory of the monarchy= “I want the monarchy back!”
- Tens of Thousands of people were arrested and met their end by the guillotine.
- So many people were executed that people would show up during their lunch or make a date of going to watch the executions.
- 40,000 deaths during the Reign of Terror (people were beheaded by the guillotine)
- Commoners, nobles, and clergymen were executed in the name of equality

The End of the Reign of Terror

- People got sick of all the executions

- Robespierre was overthrown and executed on July 28, 1794
- After his death central power was split among 5 men known as the Directory
- France was still under siege by the British, Austrians and Prussians
 - o So they turned to a young general...

10.3.1

Napoleon

- Napoleon was born on the Mediterranean island of Corsica and later lived in the French capital, Paris.
- As a soldier gained political power by first gaining military power.
- Rose through the ranks of the army at the beginning of the Revolution.
 - helped put down a royalist uprising in Paris.
- And he took command of a new French army in Italy.

Little Corporal

- Performed tasks only lowly corporals (lowest ranked soldiers) would do
- Slowly gained respect and devotion because they saw him as “one of them” (not a boss or authority)

War Hero

- In 1799 he was part of a Coup D’Etat that replaced the Directory of Five with a group of 3 Counsels.
- Became clear that Napoleon held all the power
- Named Counselor for life
- Eventually named himself emperor

Stabilizes the Revolution

- Set up a Civil Service System
 - o People got jobs through talent and hard work—not family background
- Modernized Paris
 - o New sidewalks, roads, sewers, schools, etc. FANCY!
- Re-instated the Catholic Church and allowed religious tolerance in France
- Napoleonic code:
 - o Law system
 - o Many countries still use it
 - o Freedom of speech
 - o Right to trial by jury
 - o Greater rights to women
 - o Ended feudalism

Conquering Europe

- Once he became Emperor he quickly set back to his goal of conquering Europe (had success conquering territory in Italy)

- Britain stood in his way
 - Set up the Continental system: ended all trade between Britain and the mainland of Europe
- Needed money for this and to pay off France's debts
 - Sold the Louisiana purchase to America (land in North America)

10.3.2

Napoleon's Hostile Take Over

- The Continental System impacted countries who depended on Britain for trade.
- Russia attempted to back out of the Embargo.
- The French decided to punish Russia for backing out of the system at a critical time.
- Napoleon marched his army all the way across Europe to invade Russia.
- Along the way he built a huge army, recruiting soldiers from across the territories he had conquered.

Take a Hike

- The French Army had a tough road to Russia.
- Tens of thousands of men died from starvation, disease, and friendly fire.
- The Russians burned down their own villages and cities in retreat from Napoleon.
 - To prevent Napoleon's army from finding food and supplies- they refused to meet him in battle

Retreat, Retreat

- Napoleon made it all the way to Moscow (Russia), but his soldiers were nearly all dead from starvation.
- The British, Prussians, Russians, and Swedish formed an alliance and pursued Napoleon all the way to Paris.
- He was forced to give up his title of emperor.
- Banished to the island of Elba.

He's Back!

- Napoleon didn't stay on the island of Elba for long.
- Within a year Napoleon snuck back into France, was crowned emperor again, and built up a new army.

Napoleon "Meets his Waterloo"

- Napoleon led his new army on the offensive against the British, and tried to defeat them before the Prussians got involved.
- Finally at a small town of Waterloo the Prussians got to the battle and handed Napoleon his final defeat.
- The Battle of Waterloo was fought on June 15, 1815. Napoleon surrendered later that day!

Napoleon's Legacy

- Napoleon gave the conquered peoples of Europe a unified legal system known as the Napoleonic code.
- However, many Europeans resented being ruled by Napoleon, whom they regarded as a tyrant.

After Napoleon

- After defeating Napoleon, the allies redrew the border of Europe at a congress, or meeting, of their leaders.
- Congress was held in Vienna.

Transforming the Map of Europe

- When the allied powers eventually defeated Napoleon, they redrew that map at the Congress of Vienna.

10.6.1

Russia of the Romanovs

Russia's Class Structure

- Tsar (Czar)
 - o Emperors and Empresses of Russia
 - o Absolute rulers of the entire country
- Boyars
 - o Russian Nobles. Born with title.
 - o Owned serfs and land
- Clergy
 - o Russian Orthodox Church
 - o Lead by the PATRIARCH, not the POPE
- Liberals
 - o Believed in Enlightenment ideas
 - o Wanted to free Russian from its social structure
- Peasants
 - o Owned a tiny plot of land
 - o Tried to grow enough to feed their family.
- Serfs
 - o Property of Noblemen (bound to the land)
 - o Farmers

Europe	Russia
<ul style="list-style-type: none">- Massive changes due to the Renaissance.- Established the Protestant Church (Reformation)- Abolished Feudalism and Serfdom	<ul style="list-style-type: none">- Few changes from the Renaissance- Not effected by the Protestant Reformation (Orthodox Church)- Maintained Feudalism and Serfdom

Peter the Great

- Part of the Romanov Dynasty
- Took power in 1689

- Pulled Russia
- into the modern world
 - o Great reformer
- Traveled as an ordinary citizen in a time of peace (tour of western Europe)
 - o Shipbuilder in Holland
 - o Studied navigation, surgery, and printing in England
 - o Practiced marksmanship in Germany
- Hired experts to follow him back to Russia
- Reformed the Church, government, cities, and armies
- Built roads, canals and factories

Greatest Achievement	Greatest Failure
The port city of St. Petersburg	Leaving serfdom intact

Catherine the Great

- 1762: Russia again had a strong leader
- German-born princess named Empress Catherine came to the throne
- Promoted Enlightenment/liberal ideas and fostered the arts
- Continued Peter’s efforts to turn Russia into a modern nation
- Catherine’s reforms include:
 - o Encouraged industry and trade with European neighbors
 - o Built roads
 - o Improved education, especially for girls
 - o Proposed a new code of laws
- In the end, however, Catherine did little to improve the lot of the vast majority of her subjects—the serfs

10.6.2

Review of the Serfs

- Russia’s serfs live in single-room cabins made of logs or clay. They did not own the land upon which they toiled and possessed few rights under the law.
- How could serfs escape the hardships of serfdom?

- Join the army
- Work in a factory
- Work on one of the country's great construction projects

Monsieur Alexander

- Catherine's son, Paul, became Tsar after her death in 1801
 - Terrorized the Russian people for four years until he was assassinated
- Catherine's grandson, Alexander, then ascended the throne
- Alexander was raised by Catherine the Great
- Alexander was taught by a French scholar who taught him the French language and French ideas

Tsar Alexander

- Reversed the decisions of his Father Paul, who had forbidden foreign books and closed publishing houses
- Freed prisoners jailed for their political beliefs
- Lifted ban on traveling abroad
- Improved the education system
- Wanted to deal with question of Serfdom but...
 - Napoleon Bonaparte began launching armies across Europe
 - Burned capital city of St. Petersburg to save their country
- When Alexander returned to Russia from war with Napoleon, little was done to free serfs
- Questions:

The Decembrists

- When Alexander died, Nicholas I became tsar
- Army officers staged a rebellion against the government, with nearly 3,000 supporters
- They wanted to put an end to serfdom which they considered Russia's "national disgrace"
- The "Decembrist Uprising", as the revolt was known, lasted just over 1 hour.

And so in the end...

- The democratic revolution in Russia literally lasted an hour.
- The Decembrists were quickly defeated and the Romanovs remained in power until the early 1900s.

Unit 11

11.1.1

Romantic Art in an Age of Revolution: The Writers Edition

Times were a changin

- Industrialization
 - Replacing human and Animal power with machine power

- Brought about new problems the world had never seen before
- Many creative minds began to reject the ideas of the enlightenment
- Enlightenment ideas
 - Harmony, reason, order
- Romanticism
 - Sought truth in nature and emotion

Jean-Jacque Rousseau

- French philosopher who paved the way for the Romantic movement
- Some of his beliefs:
 - Believed in the goodness of human nature
 - The evil of society
 - Society corrupted
 - Reason made people cold and unsympathetic toward others
 - Humans needed freedom

Lord Byron

- British Poet
- Traveled to Greece to help its people fight against the Ottomans. Greeks revered him as a national hero

Johann Wolfgang von Goethe

- German author
- Wrote The Sorrows of Young Werther
- A member of the Sturm und Drang movement of authors.
 - Sturm und Drang means Storm and Stress

William Wordsworth

- English Poet
- Helped to publish Lyrical Ballads
 - Which launched the Romantic Age in English literature
- Found inspiration in the nature
 - the English Lake District

Romanticism	Enlightenment
<ul style="list-style-type: none"> - Emotion - Nature 	<ul style="list-style-type: none"> - Harmony - Reason - Order

- Just like the writers of the Romantic Period, painters and musicians looked to nature and emotion when creating works

John Constable

- Constable was a landscape artist
- He loved to paint the scenery where he grew up
 - o The area he liked to paint was around the River Stour in England

Eugene Delacroix

- French painter who loved to paint scenes from exotic places

Casper David Friedrich

- German Romantic Artist
- Painted wild landscapes, such as rocky seacoasts and dark forests

Battlefield Music: Enlightenment vs. Romantic

- Enlightenment ideals of order, reason, and harmony went beyond ideas of government and science; they even went beyond literature and art.
- The rigid, logical structure of the enlightenment had its own form of music as well.

One Musician refused to adhere to the “Classical” Style

- He began in the Classical style
- He became influenced by Romanticism
- His music was inspired by the natural world.
- How does this make you feel?
 - o Beethoven’s Fur Elise
 - o Beethoven’s 5th

11.2.1

Britain Begins the Industrial Revolution

- The Industrial Revolution was an extreme change in the way things were made
- The industrial Revolution replaced the pitchfork and the horse with the tractor!
 - o Man and animal power are replaced by machine power

Why Great Britain?

- Abundance of natural resources
- Abundance of water supply, good ships and good harbors, and plentiful supplies of coal and iron ore
- It’s citizens
 - o People were moving from the country to the cities
 - o Banks willing to lend money
 - o Business men willing to take risks
 - o Supporters in government lifted duties to let trade flow freely
 - o Factories replaced homes or houses as the centers of production

Adam Smith

- Born in Scotland
- Wrote a book called The Wealth of Nations
 - o Discussed the invisible hand and capitalism
- Considered to be the Father of Modern Economics
- Wealth of Nations
 - o Markets produced the things that society needed because of the operation of the “invisible hand.”

11.2.2

Inventers and their Inventions!

- John Kay and the Flying Shuttle
 - o Allowed weavers to make wider pieces of cloth
 - o Allowed weavers to make pieces of cloth at much faster speeds
 - o Made it tough for weavers to keep up with the demand for thread
- James Hargreaves and the Spinning Jenny
 - o Linked the flying shuttle and the spinning jenny into one machine
 - o Could spin 16 strands of thread at one time
 - o Fabric could be made much faster and cheaper
 - o Still required human power
- Richard Arkwright and the Water Framer
 - o Used a flowing river as a source of power
 - o Capable of making much stronger thread
 - o Could spin as many as 80 threads at once
 - o Another problem arose
 - o Looms could not keep up with thread production
- Edmund Cartwright and the Mechanical Loom
 - o Powered by a horse or waterwheel
 - o Could produce as much fabric as 15 weavers working at traditional looms
 - o So easy, even children could operate this machine!
- James Watt and the Piston Driven Steam Engine
 - o Humans, Horses, and waterwheels could only produce so much power...
 - o Steam engine could power all kinds of machines
 - o Gave huge boost to the industrial revolution
 - o Ships no longer needed wind, mills no longer had to use water
- Samuel Slater and the Textile Industry
 - o British business men wanted to keep the new ideas to themselves
 - o Slater disguised himself and left for America

- Worked in English Cotton Mills
- Carefully remembered everything he needed to start a mill on his own
- Known as the “Father of the American Industrial Revolution”

Industrial Revolution was not all Joy

- 14 hour work days
- Child labor

11.4.1

A Revolution in Transportation and Communication

Turnpike

- Roads with gates and guards that could only be used after the payment of a toll
- Muddy and rutted, made travel difficult
- Often left travelers injured
- John McAdam built raised roads on a foundation of crushed rock which drained well and held up to heavy traffic

Meanwhile in Britain...

- Improved roads in Britain led to increased trade and lower prices
- Moving supplies over water has always been easier than moving supplies over land
- Better transportation was needed
- Britain began building canals
- What is a canal?
 - An artificial waterway or artificially improved river used for travel, shipping, or irrigation

Britain develops a canal system

- Parliament passed laws directing that rivers be dug deeper and wider
- Private companies cut canals to connect rivers
- Web of waterways allowed boats to reach towns they had never been able to reach before

Robert Fulton

- Gets popular credit for “inventing the steamboat”
- Managed to establish a regular steamboat system
- They even managed to cross the Atlantic!

George Stephenson and the Rocket

- Became the most famous locomotive in the world!

11.4.2

A Revolution in Transportation and Communication

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11.4.3

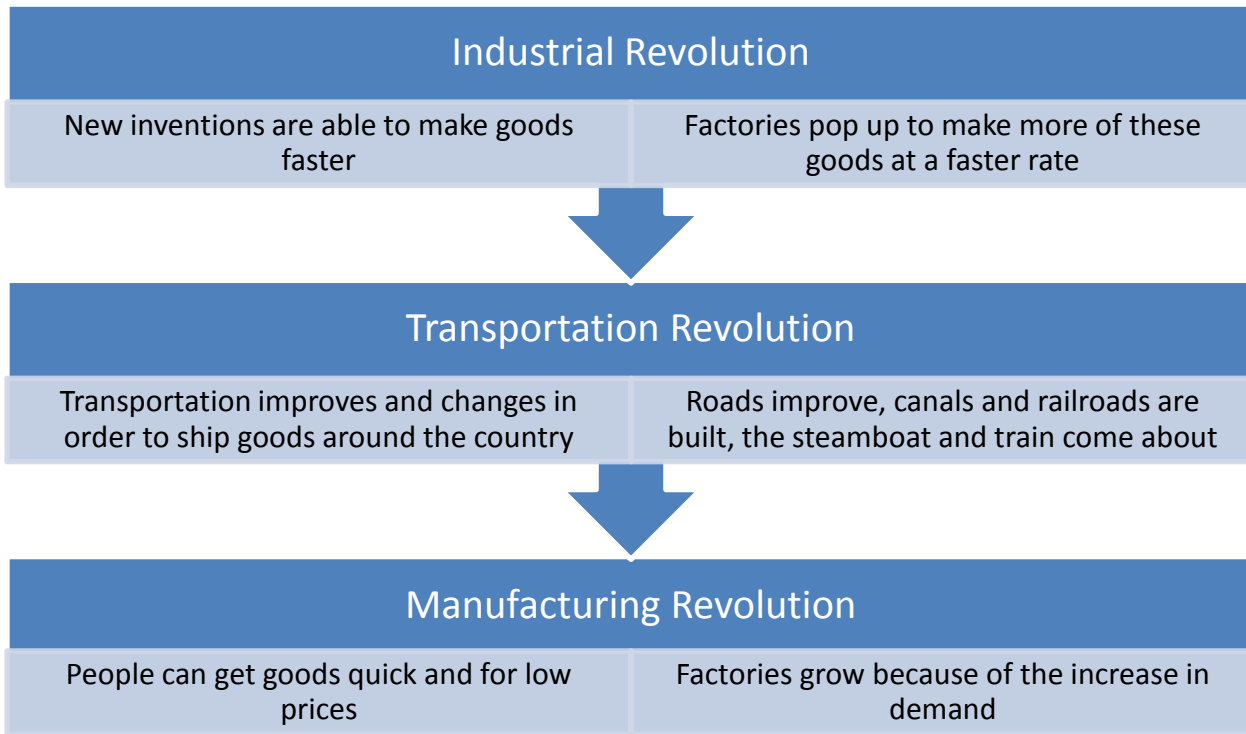
Transportation Revolution led to Manufacturing Revolution

- Manufacture: To make something

Manufacturing Revolution

- Manufacturers produced goods for distant consumption
- People could buy the goods they needed from distant manufacturers
- Factories grew due to increased demand because of growing market

Sum it up



Samuel Morse and the Electric Telegraph

- How it worked:
 - o You would take your message to an operator who would send the message to another operator.
 - o You would take your message to an operator who would send the message to another operator.
- The electric telegraph spread across the United States by following the railroad tracks

11.5.1

Some more hard times...

- Dangerous and unhealthy conditions
- Strict rules with harsh punishment
- Men, women, and children worked in mills and factories
- Women and children were paid less than men
- Very long work days

Living Conditions

- Poor sanitation
- Overcrowding
- People lived in slums
- Pollution
- Homelessness
- Disease

But Reforms Began to Take Place

- Fences around dangerous machinery
- Laws limit the length of a workday
- New sewer systems to discharge waste away from population of people- which helped stop the spread of disease
- Wide police force kept the streets safer

11.5.2

Problems with capitalism

- Many reformers said
 - o In a capitalist system, business owners only care about money
- Owners do not care about workers safety

What is capitalism?

- An economic system that features private ownership of the means of production (such as factories, offices, and shipping enterprises) and in which market forces determine the way in which goods are produced and the means by which income and profit are distributed -- very little involvement from the government

Problems with capitalism lead to communism

- Karl Marx wrote The Communist Manifesto
 - o Communist dreamed of an economic system in which wealth of society would be shared by all

Karl Marx

- Society is split into 2 classes. Bourgeoisie (Middle Class) and proletariat (working class).
- After a revolution by the working class, personal property would no longer exist.
- Every society is split into social classes.
- Middle class and working class will struggle against each other for a greater share of economic resources or societies wealth

11.5.3

Thomas Malthus

- Some people think human progress will go on and on, I see humans as constantly struggling for limited resources
- Population growth will exceed food supply
- My beliefs were discussed in the press, influenced political debates and even featured in popular literature

Charles Darwin

*We will be talking about Darwin's THEORY of evolution- there is more than one theory out there about how creatures came to be.. This is just one. We are studying it because it was a very big idea during this time that influenced a lot of people!

- Developed the theory of "evolution"
- In nature, creatures are born with different traits and they compete for limited resources
- The creatures most likely to survive, reproduce and pass on those traits, are those whose traits make them best suited to win the struggle for limited resources
- Survival of the fittest
- In 1859, Darwin published The Origin of Species, where he discussed his theory that living things have changed over time

11.6.1

Slavery in a Changing World

Enlightenment

- Enlightenment ideas about the freedom of all men did not apply to many people in the 18th century

What the World Really Looked Like

- Asia - tens of millions of farm laborers toiled in outright slavery
- Russia - vast majority of people labored as serfs
- Africa- Millions of Africans were enslaved on their own continent
 - o Muslim Slave Trade
 - o Trans-Atlantic Slave Trade
- Aztecs and many other Native American peoples enslaved people they captured in war
- Europeans practiced slavery on a massive scale in the American colonies
- Slaves marched to the Indian Ocean on Africa's east coast were shipped to Persia or the Arab lands of the Middle East
- Slaves marched to the west coast of Africa were shipped across the Atlantic Ocean to the Americas

How did so many slaves die?

- Thirst, disease, and exhaustion

Eli Whitney and the Cotton Gin

- Made cotton farming profitable
- Because of profitable cotton farming, more slaves were needed

Other Types of Slave Work in the Americas

- Sugar plantations
- Rice plantations
- Tobacco plantations
- Indigo plantations

- Cotton plantations
- Household slaves
- In the 1700s, most would be shipped to places growing sugar.
- In the 1800s, most would go to cotton plantations.

11.6.2

Racism and Slavery

- Racism wasn't invented in the 19th century – ancient Greeks, Romans, Egyptians believed that some were inferior to others because of race
- But, in the 19th century, racism became a key justification for slavery
- How could people believe in “natural rights” and “liberty” for all, and still justify slavery?
 - o Racism allowed people to see some races as biologically inferior and not entitled to basic human rights

Thomas Jefferson

- Wrote in the Declaration of Independence that, “all men are created equal.”
- How did he justify owning slaves?
 - o Jefferson realized that liberty is an undeniable and universal right but he also saw that the United States depended so much on slavery that it would be very difficult for Americans to abolish slavery
- Jefferson expressed hope that slavery would disappear,
 - o But, he did not free his own slaves

Abolishing Slavery

- The British took the lead in attempting to end the slave trade and abolish slavery completely

Changes were on the Horizon

- Thomas Clarkson began the abolitionist movement in Britain in the late 1700s
- Received help from a member of Parliament
 - o William Wilberforce
- Thomas Clarkson and William Wilberforce wrote essays, spoke publically against slavery
 - o Published Olaudah Equiano's account of his life as a slave
- Slowly but steadily, British public opinion mounted against slavery
- In 1807, Britain abolished the slave trade

Slavery in the Muslim World

- When did slavery finally come to an end in the Muslim World?
 - o The beginning of the 20th century

An Unexpected Result: Women's Movement

- Elizabeth Cady Stanton

- American abolitionist, who was not allowed in an anti-slavery conference due to being a woman
- Helped organize the world's first conference on women's rights
- "We hold these truths to be self-evident: that all men and women are created equal"

Unit 13

13.2.1

Civil War in the United States

Louisiana Purchase

- Expanded from the Mississippi River in the east to the Rocky Mountains in the West
- Doubled the size of the U.S
- Bought it from France

War with Mexico

- The United States fought a war with Mexico and forced Mexico to give up territory

Breaking Up

- The issues that would "break up" the United States and destroy the unity of the country was slavery
- Most of the rest of the world outlawed slavery

The North

- Small farms
- Many European immigrants
- Many large cities, including New York & Philadelphia
- Work force= farmers, factory workers, businessmen, construction workers (many of them immigrants)
- Attitude towards slavery: Some wanted to abolish it but most didn't care because it didn't affect them!

The Union

- The Union was a name used to refer to the federal government of the U.S.
 - Supported by the 20 free states and five border slave states
 - Opposed by 11 southern slave states that became the Confederacy
- The Union has often been referred to as "the North"

The South

- Large plantations
- Few European immigrants; many slaves
- No very large cities
- A few small cities including Charleston & New Orleans

- Work force= a few businessmen and plantation owners, many slaves
- Attitude towards slavery: relied on slaves to plant and pick their crops

The Confederacy

- The Confederacy, was a government set up from 1861 to 1865 by a number of Southern slave that had declared their secession from the United States
- The Confederacy is referred to as the “the South” during the Civil War

North=Union vs. South=Confederacy

Abraham Lincoln

- Grew up in Illinois and was from a poor family
- Taught himself to read and write
- Was a state legislator for four terms
- Ran for Senate 1858
- Becomes the 16th president of the United States
- OPPOSES slavery!
- Thought slavery is “a moral, social, and political evil.”
- Believes slavery is a problem of the national government
 - o ‘A house divided against itself cannot stand’- (quoted from the Bible)

Jefferson Davis

- Grew up in Mississippi
- Father & uncle bought land and slaves
- Uncle built a plantation
- Joined the army and was later elected a senator
- Becomes leader/President of the Confederacy (the South) during the Civil War
- Spoke about the rights of states
 - o Believed each state should decide which federal laws they want to follow

When Abraham Lincoln becomes president, seven state seceded from the Union—the first one being South Carolina

Bonus: Which amendment to the U.S Constitution abolished and outlawed slavery in the United States? 13th Amendment

13.2.2

American Civil War

Where did it all begin?

- April 12, 1861 at Fort Sumter
 - o Charleston, South Carolina
- After the first shots were fired four more southern states seceded (total of 11)

Who's going to win?

- North
 - o North thought the war would be quick because they had more people, money & more factories
- South
 - o South thought they could win because they would be fighting in their own territory and they had great generals

The North

- For Lincoln and the north, the war began as a fight to preserve the UNION
- It became a war to end slavery with a document called the Emancipation Proclamation

Lee comes to Pennsylvania (July 1, 2, 3rd 1863)

- General Robert E. Lee (South) decides to invade the north (Gettysburg) because he thought it would end the war sooner
 - o North blocked southern ports and they were needed to replenish supplies
 - o Union victory

Lincoln finds a new general

- Ulysses S. Grant
 - o Effective military leader because he believed in striking his enemy hard and moving on
 - o Ordered Sherman to burn Atlanta and everything in its path
 - o Captured Petersburg & then Richmond (Virginia)
 - o Trapped General Lee (south) near Appomattox, Virginia and forced him to surrender

Surrender!

- General Robert E. Lee (South) surrenders at Appomattox, VA
- The war is over- the Union wins!

13.2.3

The Civil War Aftermath

The First Modern War

- Factories and inventions of the industrial revolution played a large role in the Civil War
- Factories supplied uniforms, shoes, bullets and weapons
- New Weapons:
 - o Could be loaded and fired more quickly
 - o Cannons could shoot further
 - o Weapons were deadlier and caused more damage
 - o Casualties from the war were very high
- Reporters could quickly send news to the newspapers by telegraph
- For the 1st time ever photographers were able to take pictures of the camps and battlefields

Role of Women

- They were nurses
 - o Woman named Clara Barton founded the Red Cross during this time
- Gathered supplies and sewed uniforms
- Became government clerks of spies
- Some even disguised themselves as men and fought as soldiers! (Frances Clayton, Jennie Hodgers)

What happened to the South?

- Southern way of life was destroyed
- Plantations ruined
- Landowners needed to figure out how to farm a different way
- 11 rebellious states were readmitted to the Union
 - o Had to take an "Ironclad Oath" swearing to support the Union and not rebel again
- 4 million slaves were freed

Transcontinental Railroad

- 1869—people in the U.S were connected like never before (east to west)
- Quick, cheap, easy way to move goods across the country
- Irish, Chinese, German and Swedish immigrants worked on the project

- Built by:

Union Pacific Company	Central Pacific Company
- Laid track west from the Missouri	- Started in California and worked east

Easy to Build?

- Physical barriers such as the Sierra Nevada and Rocky Mountains
- Trouble moving supplies
- Trouble with housing and feeding workers
- Attacks from Native Americans

13.3.1

Age of Innovation- The Second Industrial Revolution

New Fuel

- In the late 1800s, a new fuel was discovered – a liquid mineral found beneath the Earth
 - o Petroleum/oil
- It can be processed into gasoline and kerosene
- Easier to transport than wood or coal
- People started using it to heat their homes and businesses

Iron vs. Steel

- Iron
 - o Strong but hard to shape
 - o Can crack easily
- Steel
 - o Stronger
 - o More flexible
 - o Lighter
- Henry Bessemer (born in England)
 - o Invented a special furnace that could cheaply turn iron into steel
- Charles William Siemens (born in Germany)
 - o Invented a way to make steel in a gas furnace

Andrew Carnegie

- Place: Born in Scotland
 - o Lived in U.S
- Innovation:
 - o Bought iron ore deposits, steel mills, and railroads and ships to transport materials
- Purpose:
 - o Make and sell lots of steel easily
- Impact:
 - o Produced so much steel efficiently, he helped the U.S become an important economic power

Alexander Graham Bell

- Place: born in Scotland
 - o Lived in U.S
- Innovation:
 - o Invented the telephone with Thomas Watson
- Purpose:
 - o Communicate over long distances quickly

13.3.2

Thomas Edison

- Place: United States
- Impact:
 - o Came up with a design for electricity that we JUST started to replace
- Purpose:
 - o Always trying to fix or Improve something
- Innovation:
 - o More than 1,000 inventions

Guglielmo Marconi

- Place: Italy
- Innovation:
 - o Wireless telegraph
- Purpose:
 - o To send messages over long distances wirelessly
- Impact: lead to the modern radio

Jean Lenoir

- From Belgium
- Innovation:
 - o Internal combustion engine
- Purpose:
 - o To find an alternative to the steam engine that would be more practical and easier to use
- Impact:
 - o This engine did not need a constant supply of water or wood/coal to burn
 - o Led to the development of automobiles and other machines

Gottlieb Daimler and Wilhem Maybach

- Innovation:
 - o Invented the motorcycle and made a gas-powered, four wheeled vehicle
- Impact:
 - o Revolutionized transportation and changed society

Karl Benz

- Innovation:
 - o Made a gas-powered three-wheeled vehicle with steering wheel and brakes
- Purpose:
 - o Used internal combustion engine to create more efficient vehicles
- Impact:
 - o Many consider Benz's vehicle the first automobile. The automobile changed society!

13.5.1

New Imperialism

Putting it all together...

- The grab for territory between 1870 and 1910 is called the New Imperialism.
 - o It's called "new" to distinguish it from the earlier empire-building activities of the sixteenth and seventeenth centuries.
- The "New Imperialism" was primarily motivated by a need for raw materials fuel, and markets

Important people

- Benjamin Disraeli
 - o Statesman who encouraged British imperialism
 - o Had a lot of influence with the people of Britain
- David Livingstone
 - o Scottish missionary and explorer
 - o First European to cross the African Continent
 - o Tried to abolish the slave trade

British rule in India

- The British East India Company established trading posts in India in the 1600s
- Company started to control more in India than just trading/business matters
 - o Collected taxes, redistributed land, organized Indian troops – giving them uniforms and guns
 - o Did not respect the beliefs of the people (mostly Hindu and Muslim)
- The Sepoy Mutiny
- After 2 years of brutal conflict, the British government shut down the East India Company and stated ruling India directly
- Improved the communications systems in India
- Expanded the railroad and irrigation networks

East meets West

- Building the Suez Canal
 - o Europeans wanted to trade with their colonies in Asia but it was a long way
 - o Lesseps found a short cut through Africa
 - o With French and Egyptian support, Lesseps put his plan into action but it was harder than they thought
 - o Workers suffered from the brutal heat of the desert, the shortage of drinking water, and deadly outbreaks of cholera

13.5.2

Raw materials

- Rubber
- Tin
- Coal
- Copper
- Iron
- Palm oil

Dividing up the Riches

- Belgium's King Leopold II (1877)
- "We must obtain a slice of this magnificent African cake"

What exactly were the British thinking?

- The British has this idea that everyone but themselves were racially inferior (this included Americans, Irish, Asians and Africans)
 - o This justified imperialism in their eyes

Cecil Rhodes

- British
- Arrived in Southern Africa in 1870
- Within 20 years he controlled Africa's diamond industry
- First investment in gold mining
- Dedicated his life to expanding the British Empire
- Authorized an attack on Boer/Dutch territories (he wanted to take over!)

Why were Europeans able to gain control of nearly the entire African continent?

- Advanced weaponry such as machine guns and repeating rifles
- Railroads and steamships could be used to move troops and raw materials quickly
- Communicate rapidly by telephone and telegraph

13.5.3

China

- Industrial powers competed for trade in China
- British stormed coastal cities demanding trade rights and other countries followed
- Chinese tried to resist but...
 - o No match against weaponry
 - o Who got a cut?
 - Britain, France, Germany, Russia, the U.S and Japan

Boxer's Rebellion: 1900

- Boxer= nickname for the Chinese given by Europeans who flooded in to China
- Secret society that fought back
- Killed Europeans and Chinese Christians
- Fail
 - o Martial arts <guns

Japan

- 1600s: Japan closed their borders to foreigners
- 1853: U.S sailed warships to Tokyo Bay
- Japan gave in and agreed to open their country to trade with the outside world

Japanese in China and Korea

- Turned to empire building in the 1870s
- 1895: Invaded China
 - Taiwan was used for rice and sugar plantations
- 1905: beat Russia and gained control of mainland China and the Korean peninsula

The French

- Indochina
 - Now Vietnam, Cambodia, and Laos
- Large sugar, rubber and rice plantations

The U.S

- Won Guam and the Philippines from Spain

Unit 14

14.1.1

Organizing for Change

Did you know...

- What caused people to move into the cities in the early 19th century?
 - o Moved into cities to find jobs in factories
- What were working conditions like in most factories?
 - o People worked long hours
 - o Factories were noisy, dark, and crowded
 - o People earned very low wages

Paris in the 1850s

- Crime
- Disease
- Over-crowded
- Rat-infested apartments
- Narrow, dark streets filled with garbage and horse manure

Transforming Paris

- Napoleon III and Eugène Haussmann transformed Paris in the late 1800s
 - o Tore down slums and widened narrow streets
 - o Installed new aqueducts, sewers, an underground rail system, and elegant gas lights
 - o Built impressive government buildings, new homes

- Built new tree-lined boulevards, parks, monuments, and traffic circles

New York in 1900

- Immigrants poured into New York City
- World's busiest ports, banks, and industries

Problems in New York

- Geography: the heart of the city is Manhattan (an island 13 miles long and 2 miles wide)
- Skyscrapers and bridges were built

Central Park

- Created by Frederick Law Olmsted
- Designed to look as little like the city as possible – a place of calm and harmony to restore the spirits of city-dwellers
- Included many wide open areas and almost five million trees and shrubs

Population Density

- New York was one of the most densely populated places on earth in the early 1900s

14.1.2

Louis Pasteur

- Who was he?
 - Medical microbiologist
- What was the process he developed that used heat to keep wine, milk, and other food products from spoiling?
 - Pasteurization
- He developed vaccines against diseases like
 - Anthrax
 - Cholera
 - Rabies
- Louis Pasteur did most of his work in a small lab in France
- What would conditions have been like for him and others in a large factory in Paris or New York?
 - Noisy, dark, dangerous, unsanitary

Triangle Shirtwaist Factory

- Where was the factory?
 - New York
- Who worked there?
 - Women
- What kind of factory was it?
 - Textile

- What happened?
 - o A fire caused women to jump to their death or burn to death
 - o There was a lack of fire exits and the ones they had were blocked
 - o Ladders were not tall enough to reach the 9th floor

Trade Unions—Early 1900s

- Ironworkers, coal miners, and other workers began to organize trade unions.
 - o Unions bargained with employers for
 - better hours
 - improved wages
 - better working conditions
- When collective bargaining failed, employees sometimes went on strike

14.1.3

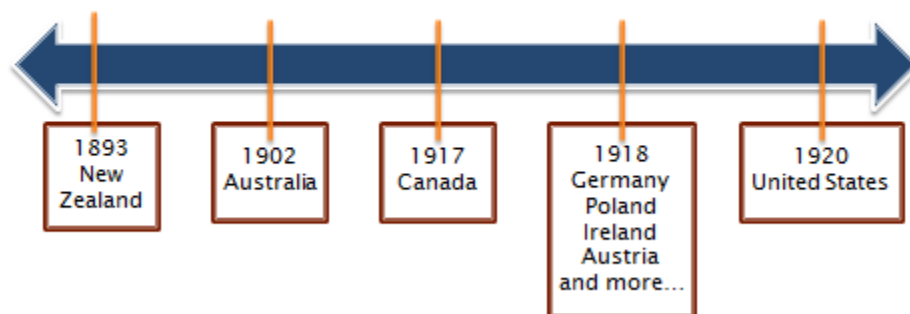
Susan B. Anthony (America)

- 1872: arrested and fined for trying to vote in a presidential election
- Some thought women were not intelligent enough to vote
- Some thought women voting might destroy families
- Women gained the right to vote in 1920 with the 19th Amendment!

Emmeline Pankhurst

- Campaigned in Britain for the right of women to vote
- Interrupted political meetings
- Jailed repeatedly
- Went on hunger strikes until all British Women were allowed to vote in Britain in 1928

When were women allowed to vote?



14.2.1

Reaching Millions

Key terms:

- Middle Class: Social class of people who are neither rich nor poor, which includes most skilled workers
- Mass production: production of good in large quantities
- Mass society: large number of people
- Vaudeville: variety shows with many short acts

How life was changing

- 1800s
 - o Poor peasants
 - o Working on the land
- 1900s
 - o Growing middle class
 - o Time for leisure
 - o Busy cities with...
 - Lights
 - Trolley cars
 - Telephones
 - Factories
 - Department stores
 - Catalogs

Why the change?

- What brought the changes to the way people lived and spent their time?
 - o Shorter work hours
 - o New technology
 - o Labor-saving home appliances

Popular leisure activities in the 1920

- “Trolley Parks”
 - o Dance halls, picnic tables, and carnival rides
 - Similar to an amusement park!
- Attending sporting events
 - o Most popular sport in the U.S was baseball
 - o In great Britain- Rugby and soccer
- Vaudeville Acts
 - o In the U. S beginning in the 1890s
 - o Variety shows featured a wide variety of short acts
 - Animal acts
 - Short plays
 - Comedians
 - Jugglers
 - Musicians
 - “Stooges”

New technologies

- Thomas Edison invented the Kinetoscope (first thing to show moving pictures)
 - o Which lead to the nickelodeons (silent movies that only cost a nickel!)
 - o Which lead to movies and TV 😊
- Phonograph
 - o Played music

14.2.1

Dime Novels

- Late 1800s—more books available because of high speed printing presses
- Cheap
- Tale of adventure

Pulps

- Magazines printed on cheap wood-pulp paper
- Usually included science fiction and tales about Cowboys in the American West

Joseph Pulitzer and William Randolph Hearst

- Transformed the daily newspaper into a form of entertainment
 - o Sensational stories that stretched the truth
 - o Whole sections devoted to sports, and other entertainments
 - o Illustrated stories called comics
- Joseph Pulitzer
 - o To Kill a Mockingbird was awarded the Pulitzer award
 - o The Pulitzer Award was named after him—award for achievements in newspaper, literature, and musical composition

Public Schools

- For the U.S public education really started during this time (early 1900s)
 - o Child labor laws went into effect
 - Children had to go to school and they were not allowed to work in factories
 - o Public education ensured that most adults in Europe and the U.S could read
 - o More education = an increase in the economy

Henry Ford and the Model T

- Created an automobile that was lighter, faster, and cheaper

Mass Produce a Simple, Sturdy Car

- Finally figured a way to build his Model T cheaply enough so that middle class people could afford it
- Recognized his factory into an assembly line of work

- Conveyor belts would deliver the automobile parts to the workers
 - o each would perform a specific task or add a specific part before the conveyor belt moved the automobile along to the next worker

Contributions

- \$5 a day pay
- Assembly lines
- 5 day work week
- Cars affordable to the masses
- Assembly lines

Changing America

- Highways were paved
- People began to work, shop, and go to school farther away from their homes
- Suburbs and shopping malls flourished

14.3.1

Culture Shock in the 19th Century

- Toward the end of the 19th century, artists, writers, and philosophers looked at reality in new ways
- Their work shocked the public
- Despite signs of prosperity, some people expressed doubts
 - o Some people wondered whether material progress really made people happier or life any more meaningful
 - o “The works of many thinkers, writers, and artists sent shock waves through western culture, raising new questions about human nature and changing the way people viewed their world.”
 - o Philosophers, psychologists, and novelists wrote about an irrational and dark side of human nature
 - o Artists questioned long-held assumptions about the relationship of art to reality

Sigmund Freud

- A physician (neurologist)
- Lived in Vienna, Austria
- Founded: Psychoanalysis
- Take on mental illness:
 - o Caused by conflict between the conscious and the unconscious parts of the mind
 - o Thought the struggle to repress irrational forces from the unconscious led to mental illness
 - o We think and solve problems with our conscious mind
 - o The unconscious is filled with powerful instincts and desires
 - o Compared the mind to an iceberg
- What is psychoanalysis?

- A process developed by Freud to understand the patient’s unconscious desires by analyzing dreams
- Freudian Slip
 - Mean one thing but say another
 - Freud believed those slip-ups might reveal repressed thoughts or feelings

Naturalists

- Influenced by ideas of Charles Darwin
- Believed that humans are shaped by their environment
- Depicted human life with the same objectivity that scientists used to observe nature

Emile Zola

- French novelists and one of the greatest Naturalists
- Wrote L’Assommoir

Zola’s Naturalist novel shows how poor people live in slums are crushed by the hopelessness of their surroundings

14.3.2

What was happening in History in the 1900s

- Photography became popular and inexpensive
- Painters faced a problem – how could their art compete with true-to-life photographs?
- The answer of some artists? Don’t compete – do something different

Impressionism

Goals	Techniques	Artists
Emphasized light and color	Short brushstrokes	Claude Monet Pierre Auguste Renoir
Capture an “impression” or feeling moment or reality	Vivid color	

Post Impressionism

Goals	Techniques	Artists
Continue to depict light, and use bright colors and short brushstrokes, but emphasized emotions	Expressive colors and brushstrokes	Vincent van Gogh
Styles varied		

Cubism

Goals	Techniques	Artists
Break down and imaginatively reassemble objects	Eliminate the illusion of space	Georges Braque
Thought art did not have to copy texture, colors, and shapes of real objects	Use geometric shapes	Pablo Picasso
	Show subject from several angles	

Abstract

Goals	Techniques	Artist
Create art out of the elements of art itself	Banish identifiable objects from artwork	Wassily Kandinsky
Such as lines, color, shapes, light, and texture	Stressed color, shapes, and light	

Unit 15

15.1.1

Rising Expectations in Waning Empires

Background information

- Hapsburg Empire contained people from all different cultures
 - o Each thought they were the best and most special
 - o Each lived next to each other but had different looks and cultures

What Happened to the Ottoman Empire?

- Power declined and their empire started to shrink
- Feelings of nationalism grew stronger and stronger

Who was fighting for Their Freedom?

- The Serbs
 - o Never lost their national pride
 - o Won their independence after the Ottomans lost a war to Russia in 1878
 - o They became part of the Hapsburg Empire

The Hapsburgs

- Ruled a large territory in the heart of Europe
- Family from Austria (not Australia 😊)

- Multi- ethnic empire
- Each culture group was extremely proud of their customs
- Overtime, groups dreamed of becoming independent

Freedom Fighters: The Hungarians

- Demanded a constitutional government for Hungary and more freedom as part of the new Habsburg Empire
- Revolutionaries put down by the emperor; he executed over 100 rebels

As feelings of nationalism grew...

- Tensions were high
- The many cultures of the Habsburg Empire had great pride and would fight for their freedom
- The empire lost territory to Germany and Italy and threatened the emperor

Emperor Franz Josef

- Became emperor at age 18
- Many problems from the Hungarians because they wanted their freedom
- Handled many revolutionaries and help them accountable for their actions
- People loved and respected him, despite the constitution that gave him most of the power
- Greatest achievements
 - o Dual Monarchy
 - Two separate kingdoms
 - Hungary got a parliament and constitution but Josef continued to be the leader

15.1.2

Gandhi and Sun Yat-Sen

Introduction

...Britain's empire in the late nineteenth century seemed at the peak of its power. It was the largest empire in the world– the one upon which “the sun never set.”

Red-coated British soldiers had battled many people in many lands to maintain this empire. They had fought in Africa, in south Asia, and in the Far East. But in the end, the greatest threat to the empire was not tribesmen armed with guns. It was a single man whose weapons were the strength of his will and the forces of his ideas.

Mohandas Gandhi

- Came from a wealthy Indian family
- Since he was wealthy, he went to London and earned a degree as a lawyer
 - o Adapted to British customs (manners, haircut, dress, etc.)
 - o Adopted British liberal ideas of liberty and natural rights

Gandhi in South Africa

- Took a job in South Africa and quickly realized that Indians (along with other non-whites) were treated poorly
- Thrown off a train for refusing to move his seat because he was Indian despite his first class ticket... this was “that” moment where he decided he has a greater cause to fight for!
- Took up causes all over South Africa
 - o Organized rallies, help protests, and wrote letters to newspapers
 - o Challenged unjust laws in court
 - o “Laws that could not be changed, he declared, should be disobeyed, but peacefully.”

Gandhi in India

- Indians in India followed his example
 - o Refused unjust laws, suffering imprisonment, beatings, and loss of employment
- By 1914, the government gave in and put an end to some of those laws
- Returned in India in 1915 and was greeted with the nickname “Mahatma” which means “great soul”
- Continued to fight the struggle for injustice for the rest of his life– gaining independence for India
- Gandhi fought with his words and ideas rather than weapons

15.1.3

Sun Yat-sen

- Lived in Hawaii, educated by Christian missionaries in Hong Kong, and became a physician
- Converted to Christianity and picked up many western political ideas
- When he returned to China he adopted the feelings of nationalism
- 1894: formed the Revive China Society
- Revive China Society goals:
 - o 1. Expel Manchus
 - o 2. Restore China
 - o 3. Establish a republic
 - o *modern China needed stability, wealth, and industry
- 1895: Organized an unsuccessful revolt
- After the revolt he fled and spend the next 16 years seeking support for the cause of Chinese nationalism
- Returned to China in 1911, after reading in a Colorado newspaper that the imperial army finally taken control of the Manchu dynasty
- When he returned he was chosen as temporary president, but offered protection for the foreigners living in China
- Power did not last long and he was overthrown by the military
- Known as the “Father of the Chinese Revolution”
 - o What angered him?

- The presence (and dominance) of foreigners in China; the treaty ports; the weakness of China's Manchu rulers angered him greatly
- 1911: China became a republic and Sun Yat-sen became the first president of China

Summary of lesson 1:

- All across the globe, nationalism challenged the power of imperialism in the early twentieth century.
- Nationalists from Serbia won their freedom from the Ottomans in 1878.
- The Habsburgs had to concede some self-rule to the Hungarians.
- The nonviolent resistance of Gandhi threatened Britain's hold on India.
- And Chinese nationalists drove Western imperialists out of the treaty ports on the coast.

15.2.1

The Panama Canal

- Located in Central America

How much time would people save?

- Wright Brothers first airborne trip was only in 1903. The first commercial air flight was in 1914, but most people were not using planes, so they took boats everywhere!
- Sailors traveled 14,000 miles to sail from New York to San Francisco when going around Cape Horn
- It was about 6,000 miles from New York to San Francisco when sailing through the Panama Canal

Ferdinand DeLesseps

- Lesseps was chosen to build the canal because of his good track record.
- He already built the Suez Canal
- From France
- Lesseps fails!
- Men are dying of yellow fever and malaria
- Work on the canal was being undone by rains, floods, and mudslides
- The French stopped production in 1889 and the United States didn't get involved until 1903, after Panama revolted against their government and became an independent nation

Which country became involved in the building of the canal?

- President Theodore Roosevelt arranged to have the United States purchase the French canal company
- John Stevens- Chief engineer who realized a series of locks would be needed to connect the two oceans

What is a lock and how does it work?

- A device for raising and lowering boats between stretches of water of different levels on river and canal waterways

The Downside

- Workers had horrible living conditions, fought diseases like yellow fever and malaria, and it was extremely hot

Finishing the Panama Canal

- George Goethals
 - o Military engineer in charge of completing the canal

15.2.3

Air Travel

Early Thoughts and Attempts at Flight

- Ancient Greeks
- Told myth about Daedalus and his son named Icarus
- Flew with wings made of feathers and wax.
- Icarus flew too close to the sun which melted the wax and sent Icarus plummeting into the sea
- The Chinese
- Marco Polo reported seeing “kites” that carried men when he visited China in the 14th century
- Leonardo da Vinci
 - o Tried to design a machine with wings that flapped
 - o Never made it off the ground

Hot Air Balloons

- Designed by two men from France
- First one made of linen and paper
- They used this contraption to float over Paris, France
- Difficult to control so inventors kept looking for another way to fly
-

Otto Lilienthal

- Otto Lilienthal is called the first successful aviator in the history of man
- Both his research and his successful flights between 1891 and 1896 inspired the Wright brothers
- Lilienthal made some 2000 flights
- Became known as the glider King

Other Attempts

- Samuel P. Langley
- Secretary of the Smithsonian Institution in Washington, D.C.
- Built steam-driven aircraft

- Kept crashing into the Potomac River

The Wright Brothers

- Wilbur and Orville Wright
 - o Owned a bicycle shop in Dayton, Ohio
 - o Building bicycles gave them the knowledge of what made a machine turn left and right and what causes a machine to stay balanced
- Studied Lilienthal's gliders
- Figured out why gliders couldn't fly and continued experimenting until they found a design that could fly and land safely
- They called this "Scientific Kite flying"
- Once they figured out a design for a glider that worked, they built propellers and a light weight motor
- They put the propeller and motor on their glider design and had the engine powered flying machine

Other Important People

- Bessie Coleman
 - o Stunt pilot
 - o Learned how to fly in France
 - o Travelled throughout the U.S with flying stunts for large audiences
- Amelia Earhart
 - o 16th woman to get her pilots license
 - o First woman to cross the Atlantic
 - o Disappeared when trying to circle the equator in 1937