

**CHAPTER 24** Section 3 (pages 692–697)

# Nationalism

## Case Study: Italy and Germany

### BEFORE YOU READ

In the last section, you read about revolutions and reform in western Europe.

In this section, you will learn about nationalism.

### AS YOU READ

Use a chart like the one below to take notes on the effects of nationalism.

#### TERMS AND NAMES

**Russification** A policy of forcing Russian culture on ethnic groups in the Russian Empire

**Camillo di Cavour** Prime minister who unified northern Italy

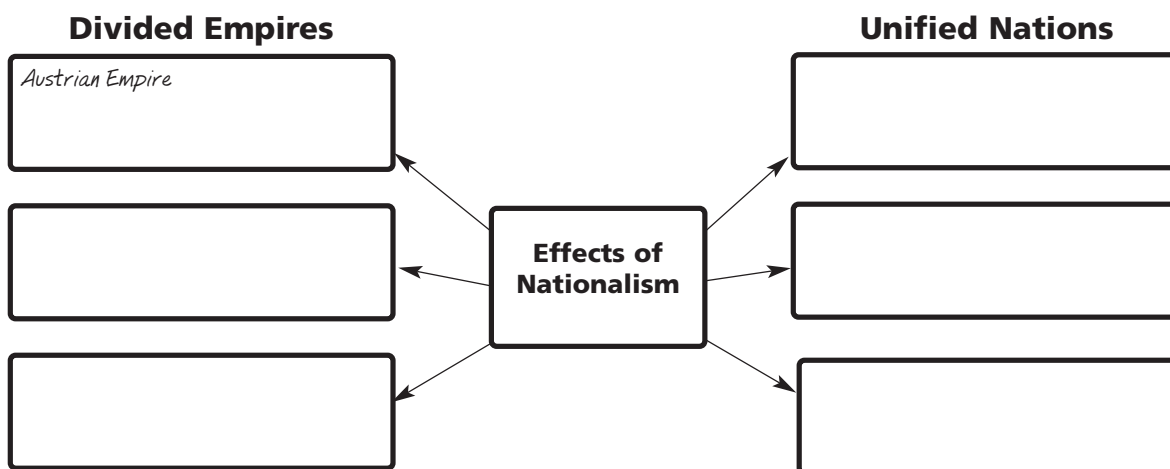
**Giuseppe Garibaldi** Leader of the Red Shirts who won control over parts of southern Italy

**Otto von Bismarck** Leader who worked to expand Prussia

**Junker** Wealthy German landholders

**realpolitik** Tough, practical politics

**kaiser** Emperor



### Nationalism: A Force for Unity or Disunity (pages 692–693)

#### What is nationalism?

Nationalists thought that many factors linked people to one another. First was nationality, or a common *ethnic* ancestry. Shared language, culture, history, and religion were also seen as ties that connected people. People sharing these traits were thought to have the right to a land they could call their own. Groups with their own government were called nation-states.

Leaders began to see that this feeling could be a powerful force for uniting a people. The French Revolution was a prime example of this. However,

nationalism could also be a force to rip apart empires. This happened in three empires in Europe.

#### 1. What shared characteristics can unite people and create a strong national feeling?

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### Nationalism Shakes Aging Empires (page 693)

#### Why did nationalism divide empires?

Feelings of nationalism threatened to break apart three aging empires. The Austrian Empire was

forced to split in two parts—Austria and Hungary. In Russia, harsh rule and a policy called **Russification** that forced other peoples to adopt Russian ways helped produce a revolution in 1917. This revolution overthrew the czar. Like the other two, the Ottoman Empire broke apart around the time of World War I.

**2. What three empires were torn apart by nationalism?**

**Cavour Unites Italy** (page 694)

*How did nationalism unite Italy?*

Italians used national feeling to build a nation, not destroy an empire. Large parts of Italy were ruled by the kings of Austria and Spain. Nationalists tried to unite the nation in 1848. But the revolt was beaten down. Hopes rested with the Italian king of the state of Piedmont-Sardinia. His chief minister was Count **Camillo di Cavour**. Cavour worked to expand the king's control over other areas of the north.

Meanwhile, **Giuseppe Garibaldi** led an army of patriots that won control of southern areas. Garibaldi put the areas he conquered under control of the Italian king. In 1866, the area around Venice was added to the king's control. By 1870, the king completed the uniting of Italy.

**3. Who helped unify Italy?**

**Bismarck Unites Germany; A Shift in Power** (page 695)

*How was Germany united?*

Germany had also been divided into many different states for many centuries. Since 1815, 39 states had joined in a league called the German Confederation. Prussia and Austria-Hungary controlled this group. Over time, Prussia rose to become more powerful. Leading this move was prime minister **Otto von Bismarck**. He was supported by wealthy landowners called **Junkers**. Bismarck was a master of **realpolitik**—tough power politics.

Bismarck worked to create a new **confederation** of German states. Prussia controlled it. To win the loyalty of German areas in the south, he purposefully angered a weak France so that it would declare war on Prussia. Prussia won the Franco-Prussian War in 1871. The war with France gave the southern German states a nationalistic feeling. They joined the other states in naming the king of Prussia as emperor, or **kaiser**, of a strong united Germany.

These events changed the balance of power in Europe. Germany and Britain were the strongest powers, followed by France. Austria, Russia, and Italy were all even weaker.

**4. What was the result of the defeat of France and the uniting of Germany?**

**Types of Nationalist Movements**

Type	Characteristics	Examples
Unification	<ul style="list-style-type: none"> <li>Mergers of politically divided but culturally similar lands</li> </ul>	<ul style="list-style-type: none"> <li>19th century Germany</li> <li>19th century Italy</li> </ul>
Separation	<ul style="list-style-type: none"> <li>Culturally distinct group resists being added to a state or tries to break away</li> </ul>	<ul style="list-style-type: none"> <li>Greeks in the Ottoman Empire</li> <li>French-speaking Canadians</li> </ul>
State-building	<ul style="list-style-type: none"> <li>Culturally distinct groups form into a new state by accepting a single culture</li> </ul>	<ul style="list-style-type: none"> <li>The United States</li> <li>Turkey</li> </ul>

**Skillbuilder**

Use the chart to answer the questions.

**1. Categorizing**

Which type of nationalism movement occurred in the United States?

**2. Drawing Conclusions**

Which type of nationalist movement is a force for disunity?

**CHAPTER 26** Section 1 (pages 747–750)

# Democratic Reform and Activism

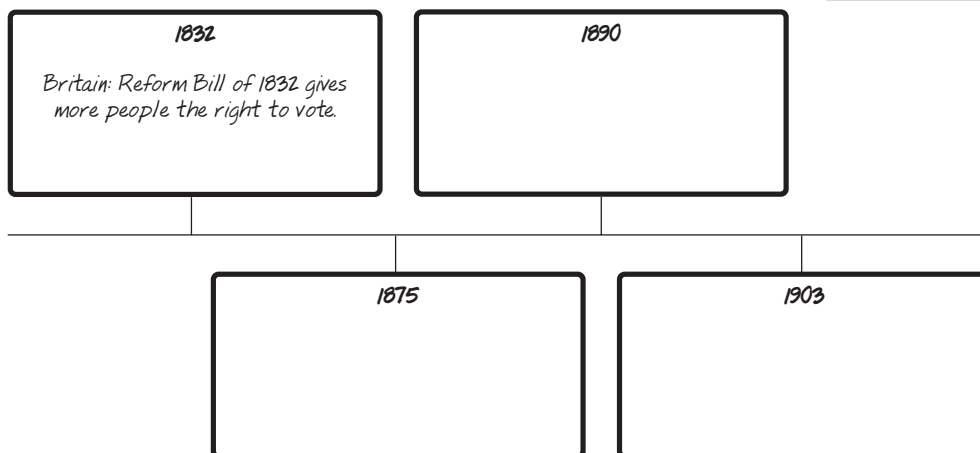
## BEFORE YOU READ

In the last section, you read about the Industrial Revolution.

In this section, you will read about democratic reforms in Great Britain and France.

## AS YOU READ

Use the time line below to take notes on key events in Britain and France.



### TERMS AND NAMES

**suffrage** Right to vote

**Chartist movement** Movement in England to give the right to vote to more people and to obtain other rights

**Queen Victoria** Leader of Britain when democratic changes were occurring

**Third Republic** Government formed in France after Napoleon III was exiled

**Dreyfus affair** Events surrounding the framing of a Jewish officer in the French army

**anti-Semitism** Prejudice against Jews

**Zionism** Movement to establish a separate homeland in Palestine for the Jews

## Britain Enacts Reforms (pages 747–748)

### *How did Britain become more democratic?*

Since the 1600s, Britain's government had been a constitutional monarchy. A king or queen ruled the country, but the elected legislature—Parliament—held the real power.

Still, very few people could vote for members of Parliament. Only men who owned property—about five percent of the population—had the right to vote. That situation changed in the 1800s. The *Reform Bill of 1832* was the first step. Middle-class

people across England protested the fact that they could not vote. Worried by revolutions sweeping Europe, Parliament passed the Reform Bill. This law gave **suffrage**, the right to vote, to many in the middle class.

Those who still could not vote began the **Chartist Movement**. They wanted the vote and other rights. They presented their demands to Parliament in The People's Charter of 1838. Although they did not get what they wanted at first, over time their demands became law.

The leader of England during all these changes was **Queen Victoria**. She was queen for 64 years.

She performed her duties wisely and capably, but during her reign Parliament gained more power. The era that she was queen is known as the Victorian Age.

**1. How did power shift in Britain in the 1800s?**

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**Women Get the Vote** (page 749)

*How did women campaign for the right to vote?*

By 1890, a few countries had given the right to vote to all men. But none gave the right to vote to all women. In the 1800s, women in the United States and Britain campaigned peacefully for the vote.

In 1903, a group called the Women’s Social and Political Union began a stronger campaign for women’s suffrage in Britain. This campaign included rallies, parades, and demonstrations during speeches of government officials. But women in Britain and the United States did not win the right to vote until after World War I.

**2. When did women get the right to vote in Britain and the United States?**

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**France and Democracy** (pages 749–750)

*What was the Dreyfus affair?*

The road to democracy in France was rocky. France lost a war with Prussia. The National Assembly met to decide on a new government. Finally, in 1875, a new government—the **Third Republic**—was formed. It lasted over 60 years. They were years marked by fighting between many political parties.

In the 1860s, French society was divided over the case of an army officer named Alfred Dreyfus. Dreyfus was accused of being a traitor. The charge was made mainly because Dreyfus was a Jew. Many people believed the charge was true. Dreyfus was found guilty. The issue became known as the **Dreyfus affair**. A few years later, evidence showed that Dreyfus had been *framed*. He was later declared innocent.

The Dreyfus affair revealed **anti-Semitism**, or *prejudice* against Jews, in Europe. In Eastern Europe, anti-Semitism was bad. The Russian government even allowed organized attacks on Jewish villages. From the 1880s on, many Jews fled to the United States. In the 1890s, a movement called **Zionism** began. Its goal was a separate homeland for the Jews in Palestine.

**3. Where in Europe was anti-Semitism found?**

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**CHAPTER 26** Section 4 (pages 762–767)

# Nineteenth-Century Progress

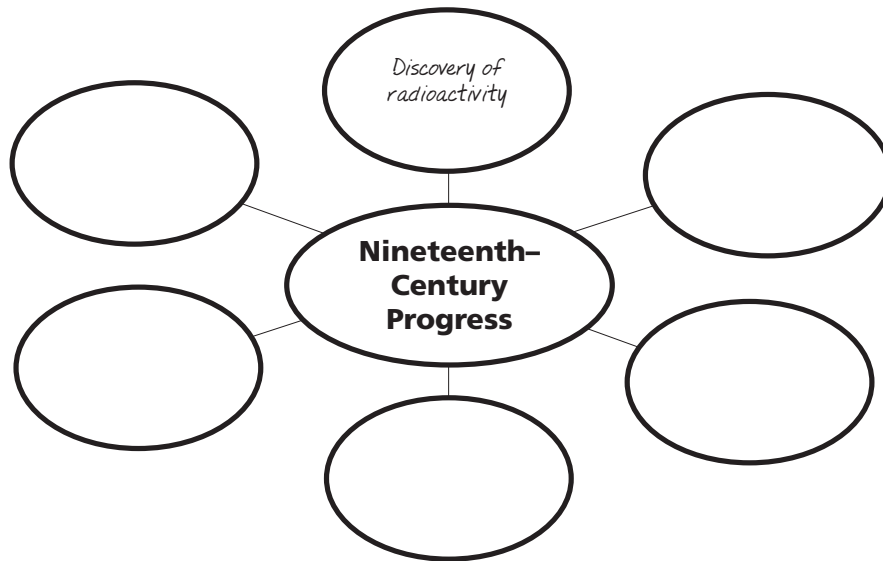
## BEFORE YOU READ

In the last section, you read about political change in the United States.

In this section, you will learn about progress in science and other fields.

## AS YOU READ

Use the web below to take notes on the changes that occurred during the nineteenth century.



### TERMS AND NAMES

**assembly line** Arrangement by which a product in a factory is moved from worker to worker, with each worker completing a single step in the task

**Charles Darwin** Scientist who developed the theory of evolution

**theory of evolution** Theory that all life on earth developed from simpler forms of life

**radioactivity** Form of energy released as atoms decay

**psychology** Study of the mind

**mass culture** Art and entertainment appealing to a large audience

## Inventions Make Life Easier

(pages 762–764)

### *How did inventions change ways of life?*

In the late 1800s, new inventions changed how people lived. Inventors around the world worked to make new machines. Thomas Edison received *patents* on more than 1,000 inventions. Among them were the electric light bulb and phonograph. Alexander Graham Bell invented the telephone. Guglielmo Marconi created the first radio.

There were changes in transportation, too. Henry Ford made the car affordable to ordinary people. He had a factory with an **assembly line**. It allowed him to build cheap cars. These cars were affordable for ordinary people. In 1903, the Wright brothers flew the first motor-powered airplane flight. Soon there was an aircraft industry.

1. What were three important inventions during this period?

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## New Ideas in Medicine (page 764)

*What new ideas appeared in medicine?*

Until the mid-1800s, no one knew about germs. French scientist Louis Pasteur discovered that microscopic animals could live in food. Pasteur called these tiny creatures *bacteria*. Scientists such as Joseph Lister soon realized that bacteria could cause disease.

**2. What relevance did Pasteur's ideas have to the treatment of disease?**

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## New Ideas in Science (pages 765–766)

*What new ideas appeared in science?*

English scientist **Charles Darwin** developed the **theory of evolution**. This theory said that all life on earth had developed from simpler life forms over millions of years. This theory was hotly debated. Many people did not accept this idea. They said it went against the bible.

In the mid-1880s, an Austrian monk named Gregor Mendel showed that parents passed on their personal traits to their offspring. The science of genetics began.

Other scientists made new discoveries in chemistry and physics. They found that all matter is made of tiny particles called atoms. Marie and Pierre Curie discovered **radioactivity**. Radioactivity is the energy that is released when atoms *decay*.

**3. Tell what each of the following discovered or developed: Charles Darwin, Gregor Mendel, Marie and Pierre Curie.**

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## Social Sciences Explore Behavior (page 766)

*What is psychology?*

In the late 1800s, some thinkers began to study the human mind. This new social science was called **psychology**. The Russian scientist Ivan Pavlov conducted a series of experiments. These experiments convinced him that people responded to certain situations because of how they were trained.

Sigmund Freud, an Austrian doctor, argued that a person's actions are shaped by forces in the *subconscious* mind. These views shocked many. They seemed to overturn the idea that people could use their reason to build better lives.

**4. What did Freud reveal about the mind?**

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## The Rise of Mass Culture

(pages 766–767)

*What is mass culture?*

In earlier times, most art, music, and the theater had been of interest to only the wealthy. With the rise of the middle class, a new mass culture developed.

This new **mass culture** appealed to a wide audience. People went to music halls to enjoy singing and dancing. In the early 1900s, they watched the first silent movies. People also enjoyed sporting events, both as participants and as spectators.

**5. What new forms of entertainment became popular?**

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