



**YONKERS PUBLIC SCHOOLS**

**GLOBAL HISTORY AND GEOGRAPHY  
REVIEW PACKET**

**INDUSTRIAL REVOLUTION**

## THE AGRARIAN REVOLUTION

In 1750, most people still lived in small villages and made their own clothing and tools. In the century that followed, dramatic changes took place in the ways people lived and worked.

### **Increased Food Production**

The movement away from rural life began with the **Agrarian Revolution**, a change in methods of farming.

**TECHNOLOGY** The Dutch led the way by building dikes to protect their farmland from the sea and using fertilizer to improve the soil. The British discovered ways to produce more food. Jethro Tull invented the seed drill, which planted seeds in rows.

**ENCLOSURE MOVEMENT** Landowners found a new purpose for **enclosure**, taking over and fencing off land that once had been shared by peasant farmers. The purpose of the enclosure movement was to replace the many small strip farms with larger fields. This practice made farming more efficient, improving agricultural production.

### **Population Explosion**

The Agrarian Revolution led to rapid population growth. With a better diet, women had healthier and stronger babies. In addition, improved medical care and sanitation helped people live longer. During the 1700s, Europe's population increased from 120 million to about 190 million.

## THE INDUSTRIAL REVOLUTION

The **Industrial Revolution** was the period, beginning around 1750, in which the means of production of goods shifted from hand tools to complex machines and from human and animal power to steam power. During this period, technology developed rapidly and production increased. The Industrial Revolution brought great changes into people's lives.

### **Causes of the Industrial Revolution**

Industrialization began in Britain. Belgium, France, Germany, the United States, and Japan would all industrialize by the end of the 1800s. In time, the Industrial Revolution would spread throughout the world. It happened first in Britain for several reasons.

**GEOGRAPHY** Britain had plenty of the coal and iron ore needed for industrialization. As an island, Britain had many natural harbors for trade. Rivers served both as means of transportation and as sources of power for factories.

**POPULATION GROWTH AND CHANGE** Growth in population, resulting from the Agrarian Revolution, led to more available workers.

Because of the enclosure movement, fewer farm laborers were needed. Many people moved to the cities, where they could work in factories.

**CAPITAL FOR INVESTMENT** The British overseas empire had made the economy strong. As a result, the middle class had the capital to invest in mines, railroads, and factories.

**ENERGY AND TECHNOLOGY** Britain had experienced an energy revolution. In the 1700s, people used giant water wheels to power new machines. Soon coal was used to power steam engines, which would become an important power source for machines.

### **Factory System and Mass Production**

The textile industry was the first to use the inventions of the Industrial Revolution. Before the Industrial Revolution, families spun cotton into thread and then wove cloth at home. By the 1700s, new machines were too large and expensive to be operated at home. Spinners and weavers

## Causes of the Industrial Revolution

### AGRARIAN REVOLUTION

- Dutch build dikes to protect farmland from the sea and use animal fertilizer to improve soil
- British discover ways to produce more food and invent seed drill

### BETTER FOOD PRODUCTION

### POPULATION EXPLOSION

- People eat better
- Women give birth to healthier babies
- Better medical care slows death rate

### MORE DEMAND FOR GOODS

### ENERGY REVOLUTION

- Water wheels power new machines
- Coal used to fuel steam engine

### FASTER PRODUCTION OF GOODS

### INDUSTRIAL REVOLUTION

began to work in long sheds that were owned by the manufacturers. These sheds, which brought workers and machines together in one place, became the first **factories**. At first, these factories were located near rapidly moving streams, which provided water power. Later, machines were powered by steam engines, fueled by coal. The factory system promoted mass production, meaning that goods were produced in huge quantities at lower cost.

### **Effects of the Industrial Revolution**

The Industrial Revolution brought about many economic and social changes.

**LAISSEZ-FAIRE ECONOMICS** The mercantilism of the past had called for government regulation to achieve a favorable balance of trade. However, a theory called **laissez faire** had emerged during the Enlightenment. According to this theory, businesses should operate with little or no government interference. In his book *The Wealth of Nations*, **Adam Smith** promoted laissez-faire ideas. They became the basis of the prevailing economic system during the Industrial Revolution.

**RISE OF BIG BUSINESS** With new technology came the need for the investment of large amounts of money in businesses. To acquire this money, business owners sold stocks, or shares in their companies, to investors. Each stockholder therefore owned a part of the company. Stockholders allowed businesses to form corporations and expand into many areas.

**NEW CLASS STRUCTURE** In the Middle Ages, the two main classes in Europe had been nobles and peasants. During the 1600s, a middle class had emerged. The Industrial Revolution added more complexity.

- The upper class consisted of very rich industrial and business families. Members of these families often married into noble families.
- A growing upper middle class of business people and professionals—such as lawyers and doctors—emerged. Their standard of living was high. Below them a lower middle class of teachers, office workers, shopowners, and clerks existed.
- At the bottom of this social structure were factory workers and peasants. They benefited least from the Industrial Revolution. People in this class faced harsh living and working conditions in overcrowded cities.

**URBANIZATION** People moved from small villages to the towns and cities where factories were located. At first, conditions were very bad. Working-class people lived in crowded buildings. Without a sewage or sanitation system, garbage rotted in the streets. Disease spread.

**WORKING CONDITIONS** Factory work hours were long. Men, women, and even children worked 12 to 16 hours a day. Mass production methods led to work that was boring. Many machines were dangerous.

**CHANGING SOCIAL ROLES** The roles of men, women, and children changed in the new industrial society. Farming families had all worked the land together. Artisans had worked in their homes. Now the workplace became separated from the home.

The roles of middle-class men and women were redefined. Men worked in the public world of business and government. Women worked at home, where they were responsible for maintaining the dwelling and raising the children, including their moral instruction.

Social class had an impact on family life. Middle-class children had a high standard of living and a better chance at education. Among the working class, on the other hand, children had to work long hours to help support their families. Working-class women also worked long hours, although they were paid less than men. Family life sometimes suffered as women worked 12 hours or more in a factory and then came home to care for their families.

**IMPROVED TRANSPORTATION** The growth of industry led to improvements in transportation.

- Roads and canals were built and improved.
- The steam locomotive was invented. Railroads grew.
- Steam engines powered ships at sea.

**RIISING STANDARDS OF LIVING** Settlement patterns shifted over time. The rich lived in pleasant neighborhoods on the edges of the cities. The poor were crowded into slums in city centers, near factories. Over time, conditions in cities improved, however. In addition, people ate more varied diets and were healthier, thanks to advances in medicine.

## **COMPETING PHILOSOPHIES**

The hardships and changes brought by the Industrial Revolution inspired many varying solutions. Several different ways of thinking competed against each other.

### **Liberalism**

**Liberalism** was a strong belief in individual rights to liberty, equality, and property. These concepts had sprung from the Enlightenment ideas that were spread by the French Revolution. According to liberals, the main purpose of government was to protect individual liberty. Most liberals accepted Adam Smith's laissez-faire ideas about economics.

### **Conservatism**

**Conservatism** was the set of beliefs held by classes who had been in power previously—monarchs, nobles, and church leaders.

Conservatives wanted social and political structures to return to what they had been before the various revolutionary movements. Many persons who had been members of the noble class became business leaders. These individuals formed a new business aristocracy.

Conservative thinker **Thomas Malthus** in 1798 published his "Essay on the Principle of Population." In it he concluded that the poor would continue to suffer as long as the population kept increasing. He urged families to have fewer children.

### **Social Darwinism**

Other new ideas of the 1800s challenged long-held beliefs. In 1859, British naturalist Charles Darwin caused an uproar by saying that humans had evolved over millions of years. This theory of evolution, as it was called, stirred conflicts between religion and science.

Part of Darwin's theory involved the idea of natural selection. Using the ideas of Thomas Malthus, Darwin said that species naturally produced more offspring than the food supply could support. Members of each species had to compete to survive. Thus, natural forces selected the most able members, producing an improved species.

Later thinkers used Darwin's ideas to develop a theory known as Social Darwinism. According to Social Darwinism, successful businesspeople were successful because they were naturally more "fit" to succeed than others. War allowed stronger nations to weed out weaker ones. Social Darwinism played a part in racism, the belief that one race is superior to another. It also contributed to the rise in imperialism.

### **Social Reformism**

Many types of social reformism arose. Jeremy Bentham stated that the goal of society should be the happiness of its people. John Stuart Mill believed that government should improve the lives of the poor. Reform movements attempted to correct the abuses of child labor. Trade unions grew in power among the working class and also worked for social reform.

### **Socialism**

**Socialism** concentrated less on the interests and rights of individuals and more on the interests of society. Industrial capitalism, the socialists claimed, had created a large gap between rich and poor. Under socialism, farms and businesses would belong to all the people, not to individuals. Different types of socialism emerged.

**UTOPIAN SOCIALISM** Early socialists called Utopians sought to create self-sufficient communities, where all property and work would be shared. Since all would have equal wealth, Utopians believed that fighting would end. In Scotland, Robert Owen set up a Utopian factory community.

**MARXIST SOCIALISM** German philosopher **Karl Marx** promoted a more radical theory, "scientific socialism." In 1848, Marx and German economist Friedrich Engels explained their ideas, listed here, in *The Communist Manifesto*.

- History was a class struggle between wealthy capitalists and the working class, or proletariat.
  - In order to make profits, the capitalists took advantage of the proletariat.
  - The proletariat would eventually rise up and overthrow the capitalist system, creating their own society.
  - The proletariat society would take control of the means of production and establish a classless, communist society, in which wealth and power would be equally shared.
- In the Soviet Union in the 1900s, Marx's ideas would lead to a communist dictatorship and a command economy, in which government officials made all economic decisions.

## **EDUCATION AND THE ARTS**

Artists, musicians, and writers also took new directions during the Industrial Revolution.

### **Advances in Education**

Governments had begun to set up public schools and require basic education for all children by the late 1800s. Schools not only taught subjects such as reading, writing, and mathematics but encouraged obedience to authority and punctuality as well.

### **Romanticism**

From about 1750 to 1850, a movement known as romanticism thrived. The romantics appealed to emotion rather than to reason. In this way romanticism was a rebellion against the ideas of the Enlightenment. It was also a reaction against the impersonal nature of industrial society.

### **Realism**

The mid-1800s brought an artistic movement known as realism to the West. Realists sought to show the world as it was. They often looked at the harsh side of life, showing poverty and cruel working conditions. Many writers, such as Charles Dickens, were critical of the abuses of industrial society and hoped to contribute to ending them.

### **Impressionism**

In the 1870s, impressionism began in Paris. In this movement, artists worked to capture a fleeting impression of a scene. This was a movement away from realism in painting. Impressionism often achieved a fresh view of familiar subjects.

## REFORM LEGISLATION

In the early 1830s, British lawmaker Michael Sadler persuaded Parliament to investigate the horrible conditions faced by child laborers in factories. The Sadler Report led to the Factories Regulations Act of 1833. This act prohibited children under 9 years old from being employed in textile mills and limited the working hours of children under 18. This is just one of many types of reforms introduced in Britain in the 1800s. France and Germany enacted labor reforms as well.

### British Reform Laws

DIRECTION OF REFORM	LAWS ENACTED
Toward greater human rights	1884: Slavery is outlawed in all British colonies.
Toward more representative government	1832: Reform Act of 1832 gave representation to new industrial towns. 1858: Law ended property qualifications for members of Parliament. 1911: Law restricted powers of House of Lords; elected House of Commons became supreme.
Toward universal suffrage (the right to vote)	1829: Parliament gave Catholics the right to vote and to hold most public offices. 1867: Reform Act gave vote to many working-class men. 1884: Law extended voting rights to most farmers and other men. 1918: Women won the right to vote.
Toward more rights for workers	1825: Trade unions were legalized. 1840s to 1910s: Parliament passed laws <ul style="list-style-type: none"> <li>• limiting child labor.</li> <li>• regulating work hours for women and children.</li> <li>• regulating safety conditions in factories and mines.</li> <li>• setting minimum wages.</li> <li>• providing for accident and unemployment insurance.</li> </ul>
Toward improved education	1870: Education Act set up local elementary schools run by elected school boards. 1902: Law created a system of state-aided secondary schools. Industrial cities, such as London and Manchester, set up public universities.

## GLOBAL IMPACT OF INDUSTRIALIZATION

### Global Migrations

**A WAVE OF MIGRATIONS** Improvements in transportation, population growth, and social and political conditions led to a wave of global migrations from about 1845 through the early 1900s.

- Polish nationalists fled Poland for Western Europe and the United States after the Russian army crushed the revolt of 1830.
- Several thousand Germans moved to cities in the United States after the failed revolutions of 1848.
- Russian Jews, escaping pogroms, left Eastern Europe.
- Italian farmers, seeing economic opportunity, also traveled to the Americas.

**MASS STARVATION IN IRELAND** Another migration occurred from Ireland. Under British rule, the majority of Irish farmland had been used to grow crops, such as wheat and oats, which were sent to England. The Irish themselves used the potato as their main food crop. This system supported the Irish population until 1845, when a disease destroyed the potato crop. Other crops were not affected. Still, the British continued to ship the other products out of Ireland. Four years later, 1 million Irish had died of starvation or disease. Millions of others moved to the United States and Canada.

### Movement Toward a Global Economy

By the mid-1800s, the Industrial Revolution had moved beyond Britain. New powers were emerging. As they became strong industrially, they competed for a share of the wealth in markets around the world. In addition, manufacturers traded with other countries for resources they needed. Steamships and railroads, and then automobiles and airplanes, made global trade easier and quicker. As markets expanded around the world and global trade increased, a new imperialism developed.

## SUMMARY

In the mid-1700s, the Agrarian Revolution in Europe contributed to an increase in population. The Agrarian Revolution led to the Industrial Revolution, which began in Britain and then spread to other countries. Economic and social conditions around the world changed dramatically as a result of the Industrial Revolution. Many new ideas about how to deal with the problems of industrialization developed, and reforms were enacted. Eventually, industrialization led to mass migration and increased global trade.

Name: \_\_\_\_\_

- 1) Before a nation can begin to industrialize, that nation must first develop
  - 1) a strong religious foundation
  - 2) a democratic government
  - 3) an adequate food supply
  - 4) a rigid class structure
  
- 2) "With the new methods that used mass production, division of labor, the assembly line, and interchangeable parts, prices came down. A greater number and variety of goods became available to more people. The domestic system was disappearing and a new revolution was sweeping across Europe."

Which revolution does this quotation describe?

  - 1) French
  - 2) Russian
  - 3) Commercial
  - 4) Industrial
  
- 3) Which situation in Great Britain was a major reason why the Industrial Revolution began there?
  - 1) high quality of public education
  - 2) increasing power of the laboring class
  - 3) an ample supply of human and natural resources
  - 4) eagerness of the nobility to become factory owners
  
- 4) Which statement *best* describes a major reason that the Industrial Revolution began in Great Britain?
  - 1) Sufficient coal and iron ore reserves and a good transportation system were available.
  - 2) A strong union movement was able to secure good working conditions and high wages for factory workers.
  - 3) Cities could easily accommodate the migration of people from rural to urban areas.
  - 4) Industries were owned by the national government.
  
- 5) Which condition is most necessary to the process of industrialization in a society?
  - 1) dependence on subsistence agriculture
  - 2) creation of a one-crop economy
  - 3) availability of investment capital
  - 4) capture of foreign lands
  
- 6) Which arrangement represents the most logical sequence of industrial development?
  - 1) mass production, industrialization, mass distribution
  - 2) industrialization, mass distribution, mass production
  - 3) mass distribution, industrialization, mass production
  - 4) industrialization, mass production, mass distribution

- 7) The invention of spinning and weaving machinery increased the number of workers in the textile industry in Europe because
  - 1) the demand for goods increased as goods became cheaper to produce
  - 2) laws prohibited women and children from working with machinery
  - 3) the unions required that more workers be hired to maintain the machines
  - 4) the early textile machines could not produce goods as efficiently as hand labor
  
- 8) In the 20th century, a major problem for the assembly line worker involved in the mass production of goods is
  - 1) inability to produce enough goods
  - 2) learning the job
  - 3) difficulty with the technical aspects of the job
  - 4) boredom with the job
  
- 9) Which is an important characteristic of the mass production system?
  - 1) Each worker performs a single operation.
  - 2) The same operation is performed by all the workers at the same time.
  - 3) Tools are owned by individual workers.
  - 4) Workers can put in long hours of overtime.



**Angry workers smash a spinning jenny in 19th century England.**

10)

- The drawing illustrates workers' reactions to which development of the Industrial Revolution?
- 1) rise of unions
  - 2) equal sharing of profits with workers
  - 3) machines replacing workers
  - 4) slum housing conditions

- 11) "For oh," say the children, "We are weary,  
And we cannot run or leap;  
If we cared for any meadows, it were merely  
To drop down in them and sleep....  
And, underneath our heavy eyelids drooping  
The reddest flower would look as pale as snow  
For, all day, we drive the wheels of iron  
In the factories, round and round."

This poem expresses concern for the

- 1) need for on-site day-care facilities in factories
  - 2) pollution of the environment by industrial waste
  - 3) exploitation of children in factory jobs
  - 4) increasing use of automation in factories
- 12) A major result of the Industrial Revolution in Europe was
- 1) an increase in the percentage of people engaged in farming
  - 2) an increase in the size and influence of the middle class
  - 3) a decreased life expectancy and an increased infant mortality
  - 4) a reliance on subsistence economies
- 13) In Europe, which group benefited most from the industrialization of the 19th century?
- |                  |                    |
|------------------|--------------------|
| 1) rural farmers | 3) factory workers |
| 2) middle class  | 4) clergy          |
- 14) A major result of the Industrial Revolution in Western Europe was that
- 1) traditional attitudes and values were strengthened
  - 2) mercantilism replaced capitalism as the dominant economic system
  - 3) the middle class increased in number and in power
  - 4) the population in cities declined
- 15) Which was a result of the Industrial Revolution in England during the 19th century?
- 1) Democratic principles were weakened as the power of the working class increased.
  - 2) Workers became more secure in their jobs and less dependent on employers.
  - 3) The structure of society changed to include a growing middle class.
  - 4) The percentage of farmers increased as the demand for wool in the textile industry rose.

- 16) Which has been a major change resulting from the industrialization of Western Europe?
- 1) shift in wealth from northern to southern European nations
  - 2) shrinking of the influence of the middle class
  - 3) increased political power for the nobility
  - 4) increased social mobility
- 17) The growth of Europe's population from 1750 to 1900 was largely the result of
- 1) emigration from the colonies in the New World
  - 2) changing political values throughout Europe
  - 3) changes brought about by the scientific and industrial revolutions
  - 4) the long period of peace preceding World War I
- 18) An important result of the Industrial Revolution in 19th-century western Europe was that
- 1) the supply of unskilled labor decreased
  - 2) the gap between the wealthy and the poor decreased
  - 3) migration to rural areas increased
  - 4) urbanization increased rapidly
- 19) The Industrial Revolution affected political developments in Europe because it resulted in
- 1) governmental control of agricultural production
  - 2) a desire by the wealthy class to share its power
  - 3) the formation of powerful craft guilds
  - 4) a concentration of workers in urban areas
- 20) An important social aspect of the early part of the Industrial Revolution in England was the
- 1) elimination of the class system
  - 2) urbanization of factory workers
  - 3) acceptance of dissenting religious groups
  - 4) development of government-funded housing and medical care programs
- 21) An important change which resulted from the growth of population that accompanied the Industrial Revolution in the 19th century was the
- 1) growth of self-sufficient farms
  - 2) rapid development of an urbanized society
  - 3) reversal in migration patterns
  - 4) lessening of contrast between the wealthy and the poor
- 22) A major result of the Industrial Revolution was the
- 1) control of agricultural production by governments
  - 2) increased desire of the wealthy class to share its power
  - 3) concentration of workers in urban areas
  - 4) formation of powerful craft guilds

- 23) Which is generally characteristic of a nation undergoing the process of industrialization?
- 1) conflicts between modern ideas and traditional ways of life
  - 2) increased reliance on the extended family to supply society's basic needs
  - 3) less opportunity for social mobility
  - 4) shifts in the population from urban to rural areas

- 24) Which situation is a long-term effect of the Industrial Revolution?
- 1) Industrialization has been limited to western European nations.
  - 2) The nations of the world have become more interdependent.
  - 3) Agricultural production has decreased.
  - 4) Many nations have adopted policies of isolationism

- 25) "The proletarians have nothing to lose but their chains....  
Workers of the world, unite!"

This statement was made in response to conditions resulting from the

- 1) Industrial Revolution
- 2) Counter-Reformation
- 3) Commercial Revolution
- 4) Protestant Reformation

- 26) Which force has been the strongest obstacle to the achievement of the slogan, "Workers of the world, unite"?

- 1) neutralism
- 2) romanticism
- 3) nationalism
- 4) utopianism

- 27) In Western European nations, many of the evils associated with the factory system have been corrected by

- 1) the use of child labor
- 2) communist revolutions
- 3) government regulation
- 4) decreased automation

- 28) During the Industrial Revolution in England, the failure of social advances to keep up with technological advances led to

- 1) an increased demand by the working class for reform
- 2) a change in government from a monarchy to a republic
- 3) the reinforcement of mercantile policies to increase industrial production
- 4) the adoption of right-to-work laws

- 29) Socialist writers in 19th-century Europe were chiefly concerned with

- 1) spreading European culture
- 2) defending European imperialism
- 3) reducing crime and racial discrimination
- 4) solving problems resulting from the Industrial Revolution

- 30) The most basic difference between socialism and capitalism concerns the issue of

- 1) the introduction of modern technology
- 2) dealing with inflation
- 3) private versus public ownership of industry
- 4) support for public education

- 31) Which is more clearly a characteristic of capitalism than of socialism?

- 1) a democratic form of government
- 2) limited economic competition
- 3) private ownership of business for profit
- 4) government planning of national economic goals

- 32) A basic economic difference between capitalism and socialism concerns the issue of the

- 1) role of trade in achieving national prosperity
- 2) amount of resources spent on industrial expansion
- 3) ownership of the means of production and distribution
- 4) role of the government in controlling public education

- 33) Which is more clearly a characteristic of capitalism than of socialism?

- 1) limited economic competition
- 2) government control of the means of production
- 3) political leadership by elected officials
- 4) private ownership of businesses for private profit

- 34) Socialism as it has been practiced in Western European nations is an economic system under which

- 1) government owns and regulates farms, but not factories
- 2) free enterprise is encouraged by a system of tax rebates
- 3) the government owns and controls some of the businesses or industries
- 4) central planners control all economic activity

- 35) Which is a major characteristic of a socialist economy?

- 1) Worker mobility is greater than in a capitalist economy.
- 2) The profit motive is the main stimulus for economic activity.
- 3) Large industries are owned and operated by labor unions.
- 4) The economy is controlled mainly by the government.



- 36) A basic difference between communism and capitalism is that, in a communist economic system,
- 1) industry planning is controlled by the government
  - 2) monopolies are illegal
  - 3) there is a small demand for consumer goods
  - 4) major industries are under the direction of labor unions
- 37) "From each according to his ability, to each according to his needs" is a basic principle of which economic theory?
- 1) communism
  - 2) capitalism
  - 3) fascism
  - 4) mercantilism
- 38) Karl Marx believed that a proletarian revolution was more likely to occur as a society became more
- 1) religious
  - 2) militarized
  - 3) industrialized
  - 4) democratic
- 39) Whose ideas are most closely related with the phrase "dictatorship of the proletariat"?
- 1) Locke
  - 2) Montesquieu
  - 3) Marx
  - 4) Rousseau
- 40) In his writings, Karl Marx maintained that history is primarily
- 1) a religious conflict between Eastern and Western groups
  - 2) an ongoing class conflict between the rich and the poor
  - 3) a compromise between rulers and the ruled
  - 4) a long struggle by groups to achieve representative democracy
- 41) According to Karl Marx, history is the record of the
- 1) struggle between classes in society
  - 2) wars and conflicts between national leaders
  - 3) increasing prosperity brought about by industrialization
  - 4) granting of more political liberties to all people
- 42) Which statement *best* reflects the theories of Karl Marx and Friedrich Engels?
- 1) Workers will experience an improved standard of living as capitalism matures.
  - 2) Workers can expect that working conditions will improve as a result of government legislation.
  - 3) Owners of businesses will eventually realize that conditions for workers must be improved.
  - 4) Workers will change working conditions by revolutionary means.
- 43) A *main* idea of Karl Marx and Friedrich Engels' *Communist Manifesto* is that the proletariat
- 1) would need foreign help to achieve its revolutionary ends
  - 2) had to cooperate with the capitalists to gain economic rewards
  - 3) must unite to overthrow the capitalist class
  - 4) should allow the capitalists to control the means of production
- 44) Which statement *best* illustrates a basic principle held by Karl Marx?
- 1) Government should leave the economy alone.
  - 2) Class differences inevitably lead to social conflict.
  - 3) The needs of citizens are best met by an extended family unit.
  - 4) Ownership of private property should be encouraged.
- 45) According to Karl Marx, which is the determining factor in history?
- 1) conflict among religions
  - 2) effectiveness of political leadership
  - 3) competition for control of territory
  - 4) struggle among economic classes
- 46) Karl Marx and Friedrich Engels developed a theory that economic conditions would significantly improve for the working class only when
- 1) governments accepted the capitalist system
  - 2) workers controlled the means of production
  - 3) workers negotiated with the capitalists
  - 4) the bourgeoisie became the ruling class
- 47) According to the theories of Karl Marx, history can be viewed as a
- 1) repeating cycle of imperialism and colonialism
  - 2) continuous struggle between economic classes
  - 3) listing of the accomplishments of the ruling classes
  - 4) succession of famines that result in the destruction of civilizations
- 48) "The average worker can never obtain more than a minimum level of living. The worker is deprived of the wealth he himself has created. The state is a committee of the bourgeoisie for the exploitation of the people."
- The ideas in this quotation would most likely be expressed by a
- 1) Christian humanist
  - 2) Marxian socialist
  - 3) mercantilist
  - 4) laissez-faire capitalist

- 49) "Revolution will occur more and more frequently in the industrialized nations as the proletariat struggles to overcome the abuses of the capitalist system."

This quotation reflects the ideas of

- 1) John Locke
- 2) Niccolo Machiavelli
- 3) Karl Marx
- 4) Charles Darwin

- 50) Which quotation about the nature of history *best* describes Karl Marx's basis for communism?

- 1) "Those who cannot remember the past are condemned to repeat it."
- 2) "History is made out of the failures and heroism of each significant moment."
- 3) "The history of the world is but the biography of great men."
- 4) "The history of all hitherto existing society is the history of class struggles."

- 51) "History is filled with examples of the struggle of one economic group to gain a fair share of the power from an oppressive economic group."

Which person would have been most likely to make this statement?

- 1) a Tory during the American Revolution
- 2) a 19th-century industrialist in the United States
- 3) a Marxist in Germany during the mid-19th century
- 4) a czar of Russia during the 18th century

- 52) Utopian Socialists attempted to achieve their goals by establishing

- 1) merchants' associations
- 2) model communities
- 3) a communist state
- 4) a capitalist state

- 53) "All human life revolves around the struggle for survival."

This quotation *best* expresses the central philosophy of

- 1) social Darwinism
- 2) mercantilism
- 3) utopian socialism
- 4) civil disobedience

- 54) "All forms of life developed from earlier forms. In every case the fittest survived and the weak died out. It is the same for people and nations."

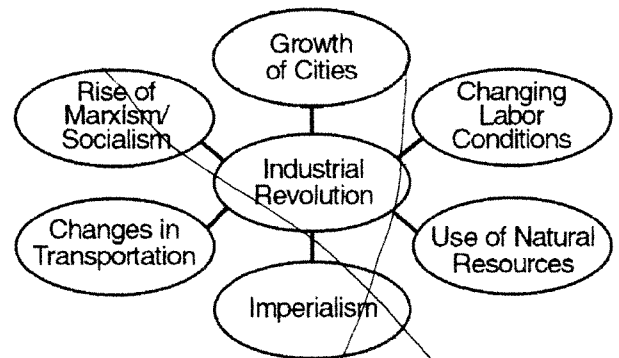
This passage expresses a view most often found in

- 1) liberalism
- 2) fundamentalism
- 3) social Darwinism
- 4) utopian socialism

- 55) Democratic reform was achieved in Great Britain through a process which can *best* be described as

- 1) nonpartisan politics
- 2) violent revolution
- 3) political evolution
- 4) passive resistance

- 56) The European Industrial Revolution had positive and negative effects on certain groups. Several effects of the Industrial Revolution in Europe are shown in the diagram below.



Select *three* of the effects of the European Industrial Revolution shown and for each one selected:

- (1) Explain how the Industrial Revolution caused this effect.
- (2) Identify *one* specific group that was helped or harmed by this effect of the Industrial Revolution in Europe. [You must choose a *different* group for each effect selected.]
- (3) Describe how this group was helped or harmed by this effect.