Chapter Overview

In the late 1800s, a Second Industrial Revolution swept across Europe and the United States. New processes and new sources of energy created a wide range of new products, new production methods, and new ways of working for millions of people. Incomes rose, and prices fell on many new manufactured goods. Populations in many countries shifted from rural to urban areas, as people moved to the booming cities to find work in the humming factories. A new class of wealthy elites joined the landed aristocracy at the top of the social structure, while the middle expanded.

Meanwhile, most people lived the life of the working class. Many of them faced harsh and difficult conditions in the new industrial workplaces. The ideas of Karl Marx attracted many followers dissatisfied with low wages and poor working conditions. Workers also tried to organize to increase their negotiating power.

Economic change was accompanied by widespread social change. Women increasingly agitated for more rights, especially the right to vote. Educational opportunities expanded, helping to meet the demand for skilled workers. Democracy also expanded, with universal male suffrage becoming the norm in many nations. Scientists made stunning new discoveries.

The growing wealth and power of some European nations changed the power dynamics on the continent. A new but fragile balance emerged. Meanwhile, nationalist strivings caused unrest and conflict that threatened to explode into war.
### CHAPTER 24
Mass Society and Democracy

#### CHAPTER BENCHMARKS, continued

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
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<tbody>
<tr>
<td>SS.912.W.6.5</td>
<td>Summarize the causes, key events, and effects of the unification of Italy and Germany</td>
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<tr>
<td>SS.912.W.7.1</td>
<td>Analyze the causes of World War I including the formation of European alliances and the roles of imperialism, nationalism, and militarism.</td>
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<tr>
<td>SS.912.W.8.6</td>
<td>Explain the 20th century background for the establishment of the modern state of Israel in 1948 and the ongoing military and political conflicts between Israel and the Arab-Muslim world.</td>
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<tr>
<td>SS.912.W.9.1</td>
<td>Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.</td>
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<tr>
<td>LAFS.910.RH.1.2</td>
<td>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</td>
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<tr>
<td>LAFS.910.RH.1.3</td>
<td>Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</td>
</tr>
<tr>
<td>LAFS.910.RH.2.4</td>
<td>Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</td>
</tr>
<tr>
<td>LAFS.910.WHST.1.2</td>
<td>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</td>
</tr>
<tr>
<td>MAFS.K12.MP.6.1</td>
<td>Attend to precision.</td>
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Use this space for any notes or questions you may have.
The Second Industrial Revolution

In the late 1800s, the world experienced a Second Industrial Revolution. The first one had revolved around textiles, railroads, iron, and coal. The key drivers of this second revolution were steel, chemicals, electricity, and petroleum.

New Products and Patterns

The Second Industrial Revolution can trace its origins to 1855, when Sir Henry Bessemer patented a new way of making high-quality steel at a low cost. Steel production boomed. Soon, cheap, plentiful steel replaced iron in many uses, leading to a new generation of lighter, smaller, faster machines and engines.

Driving this machinery were new forms of energy. By 1870, the first practical generators of electricity were developed. Over the next several decades, hydroelectric and coal-fired generating plants were developed, leading to widespread electrification.

ANALYZING MAPS

What pattern do you see in the location of the major areas of industrial production in Europe in 1914? What effects do you think this pattern might have on the economic development of Europe?
providing power to many homes and factories. Inventions such as the electric light, the telephone, and the radio transformed daily life. In the 1880s, electric streetcars and subways moved people in several major European cities. In factories, electricity moved conveyor belts and cranes, and electric lights allowed 24-hour-a-day production.

Another source of energy was oil and gasoline, which made possible the development of the internal combustion engine. These powerful engines moved ocean liners and automobiles. In 1903, Orville and Wilbur Wright made the first flight in a fixed-wing aircraft.

Industrial production increased rapidly starting in the late 1800s. In cities, department stores appeared, selling clocks, bicycles, typewriters, and many other new manufactured goods. Consumers were able to buy more because wages were increasing. Meanwhile, prices for manufactured goods were dropping thanks to lower transportation costs and greater industrial efficiency. The development of the assembly line, pioneered by Henry Ford in 1913, illustrates the tremendous increase in the efficiency of mass production.

**Toward a World Economy**

The Second Industrial Revolution helped create a true world economy. By the 1900s, new transportation systems were delivering products to Europe from around the world. Europeans were also building railways, mines, electric power plants, and banks in distant lands—and selling manufactured goods there, too. With its capital, industries, and military might, Europe dominated the world economy.

**Organizing the Working Class**

Industrialization was difficult for many workers. For many facing the difficult working and living conditions, the ideas of Karl Marx inspired movements for political and workplace change.

**Marx’s Theory**

Karl Marx wrote *The Communist Manifesto* in 1848, along with fellow German Friedrich Engels. The two men were reacting to what they saw as the terrible conditions of industrial factories, for which they blamed industrial capitalism.

Marx argued that class struggle was the major factor in all of world history. Those who owned the means of production—land, money, and resources—oppressed those who owned nothing. In recent times, Marx argued, society was increasingly divided between the bourgeoisie—the middle class—and the oppressed proletariat, or working class. This division would eventually lead to violent revolution, Marx predicted. The proletariat would defeat the bourgeoisie and establish rule by dictatorship. In time, a new society would emerge without economic differences between people and without social classes. When this was achieved, the state, which itself was a tool of the oppressors, would fade away.
LESSON 1 SUMMARY, continued

Socialist Parties
Marx’s ideas inspired the formation of socialist political parties, such as the German Social Democratic Party, which formed in 1875. This party advocated revolution while at the same time operating as a political party, seeking passage of laws in the German parliament to improve conditions for the working class. Socialist parties formed in other European states, as well.

Marxist parties disagreed on their goals. Pure Marxists believed violent revolution was necessary to defeat capitalism. Others, called revisionists, sought change through political action.

Trade Unions
Workers also organized trade unions, or labor unions, to help improve workplace conditions. A key trade union tool was the strike, in which workers stopped working in order to pressure employers to meet their demands. At first, laws prohibited strikes. But by 1870, unions in Great Britain had won the right to strike. By 1914, almost 4 million British workers had joined a trade union. Unions also emerged in other European nations, with varying degrees of success.

REVIEW LESSON 1

1. Use the diagram below to identify the effects of the Second Industrial Revolution.

Effects of the Second Industrial Revolution

Benefits

Drawbacks

2. **PREDICTING CONSEQUENCES** The Second Industrial Revolution set in motion huge changes that affected the entire world. Using information from your diagram, identify at least two challenges you foresee resulting from the spread of industrial production. For example, think about the impact of industrialization on relationships between countries and on the environment.
LESSON 2 SUMMARY
The Emergence of Mass Society

CREATING VISUALS
Complete this graphic organizer to show the effects of industrialization on rural areas and urban areas in Europe.

<table>
<thead>
<tr>
<th>EFFECTS OF INDUSTRIALIZATION</th>
<th>In Rural Areas</th>
<th>In Cities</th>
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<tr>
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</tbody>
</table>

SUMMARIZING
How did the actions of government help to promote public health in the cities?

The New Urban Environment

In the last half of the 1800s, the population in many industrializing countries began a massive shift from the countryside to the cities. By the millions, people from rural areas migrated to urban areas searching for work in the factories. Between 1800 and 1900, for example, the population of London grew from 960,000 to 6,500,000.

The population of cities also grew in the last half of the 1800s because of improvements in public health and sanitation. Urban reformers had led the push to address filthy living conditions in the 1840s in an effort to stop incidents of deadly epidemic disease. For example, a deadly cholera epidemic had caused widespread suffering in Europe in the early 1830s and 1840s.

City governments responded by creating boards of health to address poor-quality housing. Inspectors looked for health hazards, and new regulations required new buildings to meet standards for such services as running water and drainage systems.

Clean water and sewage systems were critical to protecting public health. Systems of dams, reservoirs, and aqueducts delivered clean water from outside the cities to city residents. New heaters powered by electricity or gas produced hot water and made bathing more comfortable. Underground sewage pipes carried wastewater out of the city.

Social Structure of Mass Society

In the late 1800s, standards of living were on the rise for many people. Yet the population remained sharply divided by income.

The Population Shift from Rural to Urban Areas, 1850 to 1890

<table>
<thead>
<tr>
<th></th>
<th>Percent Urban Population, 1850</th>
<th>Percent Urban Population, 1890</th>
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<tbody>
<tr>
<td>Great Britain</td>
<td>40%</td>
<td>60%</td>
</tr>
<tr>
<td>France</td>
<td>15%</td>
<td>25%</td>
</tr>
<tr>
<td>Prussia</td>
<td>10%</td>
<td>30%</td>
</tr>
<tr>
<td>Russia</td>
<td>5%</td>
<td>10%</td>
</tr>
</tbody>
</table>

The growing urbanization accelerated in the late 1800s.
LESSON 2 SUMMARY, continued

The New Elite

Europe in the late 1800s was dominated economically by a wealthy elite. Five percent of the population controlled 30–40 percent of the wealth. The elite included the old landed aristocracy but also a new upper-middle class made up of the most successful industrialists, bankers, and merchants. It was from the wealthy elite that leaders in government and the military were drawn.

The Diverse Middle Class

Below the wealthy elites was a small but growing middle class made up of several groups of varying economic and social status.

- A comfortable middle class featured doctors, lawyers, civil servants, business managers, and professionals of several types.

- A lower-middle class included small shopkeepers, traders, and prosperous farmers.

- Just below the lower-middle class was a new set of workers created by the Second Industrial Revolution: white-collar workers that included traveling salespeople, telephone operators, bookkeepers, department store salespeople, and secretaries. These people were not well paid, but they embraced middle-class ideals and values.

The Working Class

Below the middle classes were the working classes, or lower classes, which represented 80 percent of Europe’s population. This group featured rural landholding peasants, farm workers, and sharecroppers. In the cities, skilled artisans, semiskilled and unskilled workers, and domestic servants filled the working-class ranks.

Women’s Experiences

Women in the 1800s struggled to change their status.

Women’s Rights

Feminism, or the movement for women’s rights, began in the Enlightenment of the late 1700s and 1800s. In the early nineteenth century, women in Europe and the United States sought expansion of a woman’s right to own property—an effort that produced partial success in several countries in the late 1800s and early 1900s.

 IDENTIFYING EVIDENCE

Underline details that provide evidence of a rising middle class coming out of the Second Industrial Revolution. Then, on a separate sheet of paper, explain why the economic changes taking place in the late 1800s created new economic opportunities for people.

Emmeline Pankhurst tried calling attention to the cause of woman suffrage with actions such as pelting government officials with eggs and smashing departments store windows.
In the 1840s and 1850s, women began seeking suffrage, or the right to vote. British suffragists were the most active in Europe. Emmeline Pankhurst and her daughters founded the Women’s Social and Political Union in 1903. Still, before 1914, women in only a few countries, such as Norway and Finland, and in a few American states had the right to vote.

**Education and Leisure**

The Second Industrial Revolution created a demand for skilled, trained workers. To meet this need, Western nations increasingly offered publically funded education for all children. Educating the public also helped create more informed voters. This was necessary in a time of expanding voting rights.

Expansion of education meant a need for more teachers. Women filled many of these jobs. Governments supported more education for women, who served in classrooms for less money than men.

The new industrial system gave people blocks of free time, such as at night and on weekends. With this time, people began enjoying new types of leisure activities. Amusement parks, dance halls, and organized team sports became popular.

**LESSON 2 SUMMARY, continued**

**IDENTIFYING CENTRAL ISSUES**

How do you think woman suffrage would help women to achieve other goals, such as expanded property rights?

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**REVIEW LESSON 2**

1. Use the chart below to record key demographic impacts of the Second Industrial Revolution.

<table>
<thead>
<tr>
<th>DEMOGRAPHIC IMPACT OF THE SECOND INDUSTRIAL REVOLUTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where People Live</td>
</tr>
<tr>
<td>Changing Class Structure</td>
</tr>
</tbody>
</table>
LESSON 3 SUMMARY
The National State and Democracy

Western Europe: Political Democracy

Democracy appeared to expand in Western Europe in the late 1800s. Increasingly, universal male suffrage became the norm. Governments were led by prime ministers who answered not to a monarch but to a popularly elected legislature, a principle called ministerial responsibility. More and more, the will of the people dictated government policy.

New mass political parties formed to serve the interests of new voters. In Great Britain, for example, the Labour Party formed in 1900. It pursued reforms such as unemployment benefits and old-age pensions on behalf of the working class.

Democracy was not a cure for all ills. Italy, politically united in 1870, remained divided economically between the industrial north and the poverty-ridden south. Even universal male suffrage, granted in 1912, was unable to heal rifts between labor and industry or to end government corruption and weakness.

Central and Eastern Europe

In central and eastern Europe, conservative governments led by old ruling groups slowed the spread of democracy.

In newly united Germany, for instance, one house of the legislature was elected by universal male suffrage. Government ministers, however, answered not to the lawmakers but to the emperor. The nobility and big industrialists pushed for a strong foreign policy and expansion abroad. This policy was aimed at increasing profits and slowing any calls for democratic reform.

Other powers in the region also worked to slow or stop the spread of democracy. In Austria-Hungary, tensions between the ruling German minority and independence-seeking Czechs, Poles, and other Slavic groups disrupted the legislature and provided the emperor an excuse for ruling by decree. In Russia, Czar Nicholas II held firm to his belief in absolute rule. While a massive worker strike did lead to creation of a legislative assembly in 1905, the czar quickly took steps to limit its power.

The United States

The United States underwent dramatic change in the late 1800s. The Civil War ended slavery in 1865 and extended the vote to millions of African American men. Violent repression in the South, however, succeeded in suppressing this vote for many decades.
LESSON 3 SUMMARY, continued

The United States also made the shift from an agricultural economy to an industrial one. Population shifts from rural to urban areas also occurred. By the 1900s, the United States was the world’s richest nation—but one in which the richest 9 percent owned 71 percent of the wealth. Millions of workers endured harsh conditions, and unions that might help improve their working and living conditions struggled to gain government recognition, support, and membership. Only 8.4 percent of the labor force belonged to the American Federation of Labor at the turn of the century.

Expansion abroad also occupied the United States in the late 1800s. The country gained control of the Samoan and Hawaiian Islands. Following war with Spain, the United States acquired Puerto Rico, Guam, and the Philippines.

International Rivalries

In the late 1800s, Germany had become the strongest military and industrial power in Europe. Its emergence disrupted a balance of power established at Vienna in 1815 following the defeat of Napoleon Bonaparte. Anticipating a response from nervous neighbors in Europe, Germany formed the Triple Alliance with Austria-Hungary and Italy in 1882.
LESSON 3 SUMMARY, continued

By 1907, the remaining powers joined together to form an alliance. This Triple Entente featured Great Britain, France, and Russia.

By 1907, Europe was dangerously divided into two opposing camps.

Crises in the Balkans

While the great powers of Europe were choosing sides, the old Ottoman Empire was falling apart. Most of its Balkan provinces, including Serbia, were breaking away and gaining their independence. This situation created an opportunity for the Great Powers of Europe to expand their influence—and for rivalries to become inflamed.

In 1908, Austria-Hungary took the bold step of annexing the Balkan territory of Bosnia and Herzegovina. This act infuriated Russia, who supported the hopes of Serbia to one day unite the Slavic people of Bosnia and Herzegovina under its rule. A war between two Balkan states in 1912 and 1913 further raised tensions in and between the Great Powers.

As 1914 began, the Triple Alliance and the Triple Entente were eying each other nervously. Within the alliances, promises of mutual military support were affirmed. Europe stood on the brink of war.

IDENTIFYING PROBLEMS

Explain why a system in which there are only two main rival groups or parties is less stable than one in which there are several groups or parties maintaining a balance of power.

REVIEW LESSON 3

1. Use the chart to trace the impact of political developments in Europe in the late 1800s.

<table>
<thead>
<tr>
<th>DEVELOPMENTS IN EUROPE</th>
</tr>
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<tbody>
<tr>
<td>Ottoman Empire</td>
</tr>
<tr>
<td>Alliances</td>
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</table>
Modern Ideas and Uncertainty

Uncertainty Grows
The nineteenth century was a time of tremendous change. Science provided solid ground for many seeking to understand the changing world around them.

Curie and the Atom
Marie Curie was a French scientist of Polish birth in the late 1800s and early 1900s. She discovered an element called radium, which gave off energy, or radiation, from within the atom itself. This discovery changed understandings of matter and would lead to additional scientific discoveries.

Einstein and Relativity
Albert Einstein was a German-born scientist of the early 1900s. His key theory of relativity held that time and space are not fixed, absolute things but are relative to the observer. Even matter, Einstein reasoned, was just a form of energy. Einstein’s views helped explain the vast energies of the atom while at the same time challenging humanity’s basic conception of the universe.

Freud and Psychoanalysis
Freud was a doctor from Vienna who delved into the secrets of the human mind. Freud theorized that human behavior was influenced by past experiences and internal forces of which the individual was unaware. Probing these experiences through a process called psychoanalysis could help people overcome psychological problems.

Extreme Nationalism
Many nations experienced a surge in nationalism in the late 1800s. Belief among some groups in the superiority of different national or racial groups led to a rise in anti-Semitism, or hostility toward and discrimination against Jews.
Anti-Semitism was evident in the Dreyfus affair, which occurred in France in the late 1800s. In this case, a Jewish officer in the French army was found guilty of selling army secrets. Evidence later revealed his innocence and the role of anti-Semitism in his conviction.

Another tragic example of anti-Semitism was the pogroms, or organized massacres, of Jews in turn-of-the-century Russia. Some 25,000 of the hundreds of thousands of Jews fleeing Russia immigrated to Palestine. This land—then part of the Ottoman Empire—became home for a Jewish nationalist movement called Zionism. A key figure in the growth of political Zionism was Theodor Herzl. His 1896 pamphlet, The Jewish State, called for Jewish immigration to Palestine and establishment of a Jewish state. For many Jews, settlement in the land of ancient Israel was the fulfillment of a dream. In fact, several thousand Jews each year settled in Palestine in the early 1900s. The full realization of the dream of a Jewish state, however, would have to wait.

LESSON 4 SUMMARY, continued

DETERMINING CAUSE AND EFFECT

Explain how the militant nationalism that arose in the late 1800s and early 1900s played a role in the move toward establishment of the modern state of Israel?

REVIEW LESSON 4

1. Use the chart below to list advancements in science and the growth of nationalism and anti-Semitism in Europe in the late 1800s and early 1900s.

<table>
<thead>
<tr>
<th>SCIENTIFIC DEVELOPMENTS</th>
<th>GROWTH OF NATIONALISM AND ANTI-SEMITISM</th>
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