**Short Answer Questions Chapter 15 Answer Key**

1. For this question, answer parts A), B), and C).

1. Identify and explain one similarity between the First and Second Industrial Revolution.
2. Identify and explain one difference between the First and Second Industrial Revolution.
3. Did the First or Second Industrial Revolution have a more transformative impact on European society? Explain your answer.

Historical Thinking Skill: Chronological Reasoning: Patterns of Continuity and Change Over Time; Comparison and Contextualization: Comparison

Topic: Toward An Industrial Society

Chapter 13: Economic Advance and Social Unrest

Topic: The Second Industrial Revolution

Chapter 15: The Building of European Supremacy: Society and Politics to World War I

**Possible Answers**

A) Similarities:

* Mechanization
* Some industries continued (like textiles, railroads)
* Economic expansion
* Increased availability of consumer goods
* Factory system
* Steamships facilitated trade and expansion
* Changing work and leisure patterns
* Development of the proletariat class/demands of the worker

B) Differences:

* New industries: First Industrial Revolution – textiles, steam, iron; Second Industrial Revolution – oil, chemicals, steel, application of electricity, internal combustion engine
* New European states (Germany, Russia) came to prominence in the Second Industrial Revolution
* The Second Industrial Revolution was more directly tied to global expansion and European tensions

C) Answers will vary.

* First Industrial Revolution – introduced mechanization (changed the way labor was performed), transportation (steamships, railroads), urbanization (which created class tension, migration), changed work, family, leisure patterns.
* Second Industrial Revolution – new transportation (subways, trams, combustion engine), communication (wireless telegraph, early radio), electricity and electrical devices, long-term cause of World War I.

2. Evaluate the political and social goals of middle and working class women. What strategies did they employ in promoting these goals and how successful were they in achieving their objectives?

AP Key Concept: 3.2 III.A, B, C, 3.3 III.C

Historical Thinking Skill: Chronological Reasoning: Historical Causation; Comparison and Contextualization: Comparison

Topic: Women in the Early Industrial Revolution

Chapter 13: Economic Advance and Social Unrest

Topic: Varieties of Late Nineteenth-Century Women’s Experiences

Chapter 15: The Building of European Supremacy: Society and Politics to World War I

**Sample Answers**

*Political Goals of Middle Class Women*

* Political feminism and suffrage
* Retain their personal legal identities after marriage (and not just their husband’s identities)
* Guarantee the protection of their natural rights (Enlightenment)

*Social Goals of Middle Class Women*

* End economic dependency on men
* Gain control over their own property, even after entering marriage
* Increase the ability to work outside the home if they wanted (they would need to regain their own legal identities and the right to control their property/wages in order to do so)
* Equality in family law – same standards to be granted a divorce, prove adultery, parental rights in the case of divorce, reproductive rights
* Increased access to education – unequal educational availability disadvantaged women, university-level education was severely restricted until the last bit of the century
* Participate in charitable activities

*Political Goals of Working Class Women*

* In general, working class women wanted the same political rights that the middle class women wanted, but political concerns were initially less important to working class women than social and economic issues. They supported the call for suffrage and political rights, but typically did not take the lead on political issues.

*Social Goals of Working Class Women*

* End economic dependency on men
* Gain control over their own property, even after entering marriage
* End economic exploitation by business owners/managers – wanted equal wages for their work – did not want their wages to be viewed as “supplemental” to men’s wages because that had been the justification for keeping wages lower than men’s wages
* Gain access to better jobs opportunities, better (equal) wages
* Decrease the economic vulnerability of working class women

*Strategies and Success*

* Suffrage groups, like those of Millicent Fawcett and Emmeline Pankhurst, worked to achieve voting rights. Fawcett believed women needed to work within the system, while Pankhurst turned to militancy. The British suffrage movement then influenced feminist movements on the continent.
* Property rights – in England, the government passed the Married Woman’s Property Act (gave them control over their own property), but in France and Germany, women continued to be very limited and made very few gains (although in Germany women could control their own wages)
* Gain the right to attend colleges and universities – this increased opportunities for women. However, access was limited because women did not widely receive any secondary education, so they were not able to qualify for university admissions and some states still prohibited women from attending (Russia did not allow women to attend, Prussia prohibited women from attending until 1914)
* Some new professions became available to women once they achieved a certain educational level or mastered a skill set. For example, school teaching opportunities at the elementary level for women with education increased with compulsory education laws. Women also found job opportunities in government bureaucracies, department stores, and as secretaries and clerks.
* Success was often limited because there was no one “women’s agenda” and different groups (middle class, working, Protestant, Catholic, educated) fought for such a wide variety of issues

3. What prompted European governments to implement policies to address problems associated with industrialization and urbanization and what policies did they implement? Did these governmental policies effectively solve the problems they attempted to resolve?

AP Key Concept: 3.3 II.A, B, C

Historical Thinking Skill: Chronological Reasoning: Historical Causation; Chronological Reasoning: Patterns of Continuity and Change Over Time; Comparison and Contextualization: Contextualization

Topic: Problems of Crime, Order, and Poverty

Chapter 13: Economic Advance and Social Unrest

Topic: Late Nineteenth-Century Urban Life

Chapter 15: The Building of European Supremacy: Society and Politics to World War I

**Sample Answers**

*Why did governments decide to intervene in industrial and urban problems?*

* Fear of revolutions – French Revolution and the Napoleonic era, Peterloo Massacre, revolts in the 1830s and 1840s – these and other events helped to convince governments that they needed to take action to improve the working and living conditions in order to avoid revolution. Governments came to believe that reform might be able to tamp down revolution.
* Humanitarian concerns and ethical motives – even though governments had traditionally taken a non-interventionist role, disease outbreaks like cholera, reports of human labor and conditions in the factories (Sadler Report), reports about city living conditions (Chadwick), and crime, etc., all prompted governments to take action to address conditions.
* Ideological developments – particularly the development of socialism (scientific socialism, utopian socialism, anarchism) brought attention to urban and industrial concerns that were potentially threatening to governments and social order.
* Bentham’s ideas of utilitarianism prompted the government to consider taking actions to address urban and factory conditions.
* To improve efficiency – worsening conditions began to have a negative impact of productivity.

*Governmental policies to address the issues of urbanization—effective?*

* Sanitation reform – removal of human waste to help mitigate diseases like cholera, build sewers for waste disposal, clean water. Very effective, as sewers and waste removal had the immediate effect of increasing the cleanliness of water sources and decreased the incidences of water-borne illnesses.
* Introduction of police forces to decrease the incidences of urban crime (England introduced the “bobbies,” France also created a Parisian police force). Police forces were also enacted in the wake of the Revolutions of 1848 to help keep order and keep crime at bay.
* Poorhouses in England – to give housing and employment opportunities for those who did not have them (although these were not ideal – it got people off the streets, but it broke up families and created difficult circumstances for those who were sent there).
* There were efforts to regulate prostitution to increase safety for both women and men by creating a licensing system.
* British Education Act, Ferry Laws
* Rebuilding and redesign of cities (Napoleon III and Haussmann)
* Public Health Acts in Britain, France and Germany
* Housing reform – Jules Simon in France, German housing reforms

*Governmental policies to address the issues of industrial conditions—effective?*

* Although Britain’s government claimed to be more liberal, and therefore, less interventionist, they did instituted a number of important pieces of legislation aimed at broadly improving conditions in the factories that were, in general, successful – Ten Hours Act, English Factory Act, Mine Act.
* In places where governments exercised more direct involvement in the actual industrialization of the country (Russia, France, Germany), governments took steps to improve the conditions in the factories – limited the work day, limited child labor, improved the working conditions.
* The emergence of the early stages of a social welfare state (Germany, France, and Britain) contained some provisions for improving the overall conditions of the worker in the factories.
* Germany and Britain both adopted programs of insurance for workers to address industrial concerns.
* Governments increasingly allow workers to join unions in order to address concerns they have with industrial conditions, and workers are able to use the unions to accomplish many of their objectives.