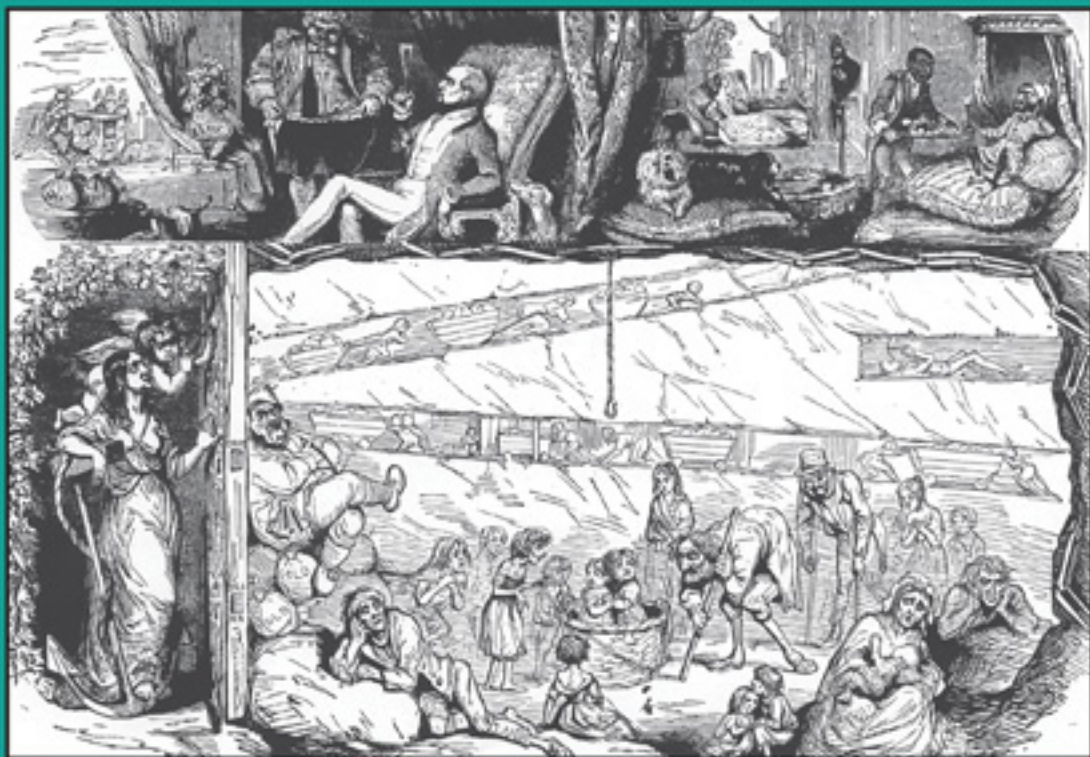


*History*  
UNFOLDING

# THE GLOBAL IMPACT OF THE INDUSTRIAL REVOLUTION



**MindSparks**  
CHALLENGING STUDENTS TO THINK HISTORICALLY

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# Introduction

## **Western and Non-Western Responses to Industrialism**

After the liberation of Afghanistan from Taliban rule in late 2001, scenes of people there playing video games and watching TV startled the rest of the world. Such images make it clear that modern science and technology have in our time transformed the globe. No place is now immune from the impact of that accelerating interaction of technology with markets that we know as the Industrial Revolution.

The Industrial Revolution began in Great Britain in the 1700s. There, a systematic effort emerged to apply cumulative technical knowledge to the production process. Starting in textiles and mining, technical innovation and the use of coal-powered steam made Britain for a time the world's sole industrial superpower.

Everywhere it spread, industrialism disrupted life. The squalor and poverty of typical factory towns was matched by the wealth and comfort generated for growing millions. Both aspects of the Industrial Revolution drastically altered social and cultural as well as political and economic realities. The disruptive force of industrialism was real enough in England, Europe and North America. But elsewhere in the world, it was vastly more so. That was partly because of the suddenness of its arrival in societies that had not undergone a long period of agricultural reform, scientific advance, and the Enlightenment. In part, it was because those bringing industrial change also imposed colonial rule.

This booklet offers visual evidence of the impact of industrialism in both Western and non-Western societies. Its twelve visual displays are organized into the following four lessons:

### **Industrialism in the West: Progress and Wealth**

The illustrations here focus on the positive effects of industrialization in Great Britain and elsewhere in the West—a vast increase in productive power, innovations that inspired the imagination as they added to wealth, the spread of middle-class comforts to millions.

### **Industrialism in the West: Squalor and Unrest**

Industrialism came with a very high price—from polluted, disease-ridden slums to unrelenting, machine-driven work routines, even for the very young. The illustrations here focus on that price—and on the political unrest it helped generate throughout Europe in the 19th century.

### **Industrialism: Non-Western Responses**

The impact of industrialism on non-Western societies was even more profound and disruptive than in the West. Some responded passively or defensively. A few adapted with surprising speed.

### **The Triumphant West**

By 1900s, the influence of the West was enormous everywhere, even where it did not establish direct colonial rule. The illustrations here touch on several key aspects of this industrial and political dominance.

## Using Photos, Cartoons, and Other Visuals to Teach History

Many textbooks are full of colorful visuals. However, all too often these visuals function primarily as window dressing. They make the text more entertaining, or at least more palatable. Only occasionally do the visuals in textbooks do more than offer simple pictorial reinforcement of ideas already presented in the text. In many cases, they pander to the visual orientation of the young while doing little to help young people master the challenges of the visual media that dominate their lives.

By way of contrast, our approach to using visual materials emphasizes their unique strengths as historical documents. The lessons in this booklet focus students on the visual symbols and metaphors in editorial cartoons, the dramatic qualities of certain photographs, the potential of many images to make abstract ideas more specific and concrete, the implicit biases and stereotypes in certain images, their emotional power, and their ability to invoke the spirit of a time and place. In the process, we make every effort to strengthen students' visual literacy skills in general, as well as their ability to think critically and engage in spirited but disciplined discussions.

## How to Use This Booklet

The booklet is divided into four lessons, with three illustrations per lesson. Each lesson consists of the following:

**A BACKGROUND INFORMATION SHEET** This page provides brief summaries explaining the three illustrations on which the lesson is based and their relevance to the lesson's objectives.

**DIGITAL IMAGES** The booklet's PDF allows you to project the images for use in your class discussions.

### **DISCUSSION-ACTIVITY SHEETS**

Each sheet displays one illustration. It includes a sequence of questions to help you plan an all-class discussion while using the projected images. The questions take students step by step through an analysis of the illustration. If you wish, you may reproduce these pages and hand them out. In addition to the discussion questions on the illustration itself, one or two follow-up activities are suggested. Some of these can be made into individual assignments. Others will work best as small-group or all-class activities.

**OBJECTIVE**

1. Students will better understand the nature of the Industrial Revolution and the enormous wealth it rapidly generated in Great Britain and elsewhere in the Western world.

# Industrialism in the West: Progress and Wealth

*Use the background information on this page to help your students better understand the three illustrations making up this lesson. The questions and activities presented in the rest of the lesson can be used to help students clarify meanings and debate important issues.*

**BACKGROUND INFORMATION****Illustration 1**

The Industrial Revolution began in Great Britain in the late 1700s. It was both a technical and a social revolution. It was technical in that new machines (with one invention leading quickly to the next) set off a sudden and rapid rise in the production of all sorts of goods. The use of coal-generated steam energy added enormously to the range and power of this machinery. The social aspect had to do with the factory and the new ways of working and living to which it gave rise. These illustrations suggest both aspects of the change—showing large factories where machine production has led to much more closely regulated, uniform, intense and carefully supervised forms of labor.

**Illustration 2**

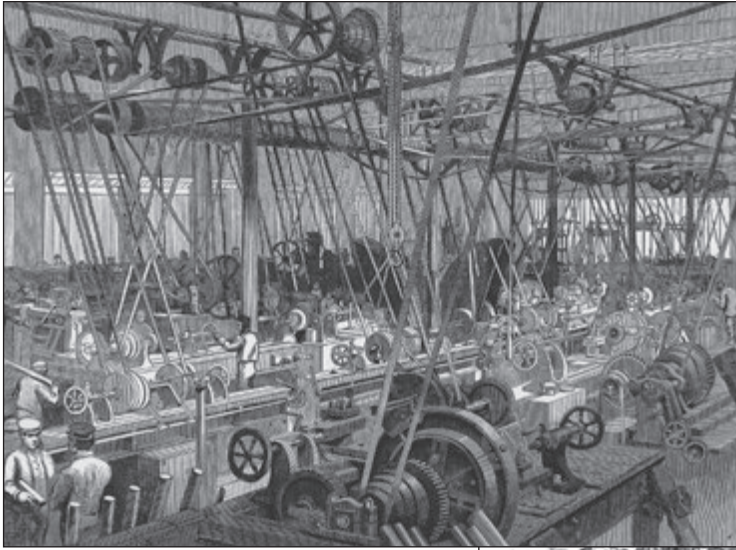
The Industrial Revolution began with a series of inventions in the textile industry. To sell their huge output, textile and other factory owners had to reach tens of thousands of customers, not just those in a small local community. Iron and steam solved this problem. Railroads helped make of England one huge national market. In the 1840s, enthusiasm about railroads led thousands to invest in them. The cartoon on the left pokes fun at those who rushed to do so carelessly. But the cartoon also conveys the sense of wonder people must have felt at the world-changing technology of the new industrial age. The other cartoon also captures this spirit, commenting on a new telegraph cable linking Great Britain with France across the English Channel.

**Illustration 3**

Historians often focus on the huge problems caused by industrialism. But it is important to see that it did improve life. Because of it, millions of people—business owners, merchants, shopkeepers, lawyers and doctors, skilled workers, managers and engineers—led a comfortable existence they would otherwise never have known. This illustration is of such a mid-1800s middle class family. True, few families fit this ideal image, with the male breadwinner waited upon by his gracious wife and sweet children. The scene suggests a life of discipline and decorum, as well as material comfort. This “Victorian” ideal was not just a fantasy. Many did live this way, or tried to. And their values helped give rise to and give meaning to the new industrial age in Europe and America.



# Illustration 1



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## Discussing the Illustrations

1. These illustrations both help identify a huge change in economic life that swept across England first, then Europe and North America, in the early 1800s. That change is known as the “Industrial Revolution.” Using these images, briefly explain what the Industrial Revolution was.
2. Steam power was one of the major technological factors helping to bring on the Industrial Revolution. Can you explain how? How might steam power have been especially useful for the factory on the left here?
3. Steam engines in coal mines and textile factory production were at the heart of the early Industrial Revolution. Why do you suppose that was so?
4. What do you suppose work was like in these early industrial factories? How did it differ from craft production or farm work in Europe in the era just before the Industrial Revolution? Which forms of work would have been more difficult? Which would you have preferred to do? Why?

## Follow-up Activity

1. **Small-group activity:** Each member should read more about how one of the following occupations did or did not change between 1700 and 1850 in England:

Ship builder	Shoemaker
Blacksmith	Spinner
Weaver	Carpenter
Printer	Farmer

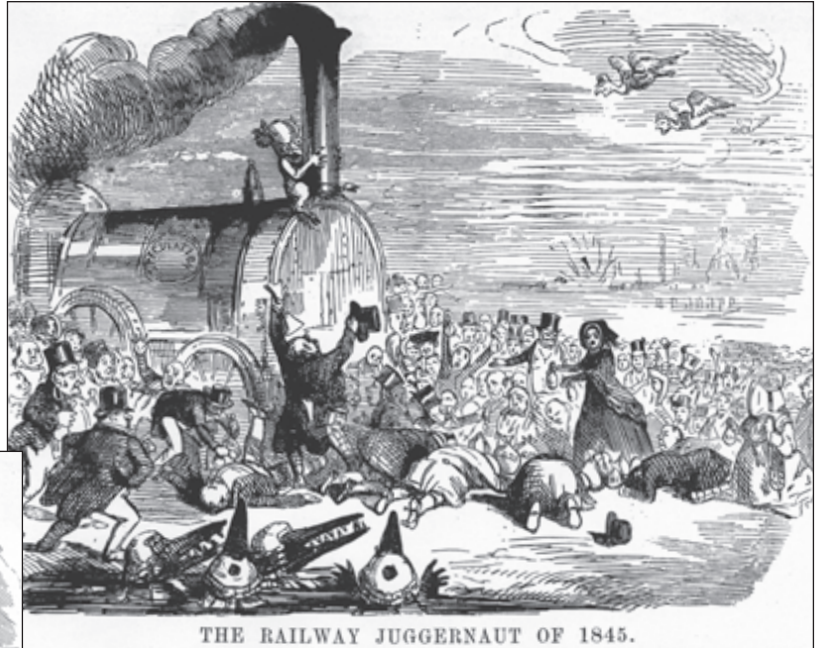
Based on what you learn, prepare brief reports answering these questions on each occupation: In the early 1700s, did the owner and any hired workers in this occupation usually work together under the same roof? In what ways, if any, did this change from 1700 to 1850? What main tools were used at first, who owned the tools, and how did this change over this time period? How hard was it for a new worker to become an owner or master worker in this occupation, and how did this change over time? As a group, report to the class on what you learn.

## Lesson 1—Industrialism in the West: Progress and Wealth

### Illustration 2



Cartoons from *Punch*



Cartoons from *Punch*

#### Discussing the Illustrations

1. Other big breakthroughs in the early Industrial Revolution had to do with transportation and communication. Using these two British cartoons, can you explain what these breakthroughs were and why they would have been so important to the Industrial Revolution?
2. The cartoon on the right is about the collapse of a huge boom in railway construction in Britain in the 1840s and how it led many investors to lose money. Can you explain what the phrase a “boom in railway construction” means here and why its collapse would cause many people to lose money?
3. The other cartoon is about a telegraph cable connecting France and England for the first time. Across what body of water was this cable laid?
4. Both images also convey something about the Industrial Revolution’s huge effect on people, especially their feelings about the past and the future. How do the cartoons suggest this spirit or mood?

#### Follow-up Activity

1. The cartoon above on the right is captioned “The Railway Juggernaut of 1845.” In very small type beneath this caption, the *Punch* editors add the following comment: “Railway speculation had obtained such a hold upon the public mind that thousands rushed madly to their ruin.” Using this information as a starting point, do some research into the history of railroad expansion in Great Britain in the 1840s. Try especially to learn more about the boom in railway investment that is the subject of this cartoon. Now pretend you are an American newspaper reporter in 1845. Based on what you have learned, write a newspaper story on the railway industry in Britain for your newspaper back in the United States. Write the story with the idea that it will be printed back home along with the above cartoon. Try to focus on those aspects of the story you think Americans then might especially have wanted to learn about.



## Illustration 3



Stock Montage, Inc.

### ***Discussing the Illustration***

1. The Industrial Revolution made life more comfortable for millions. This image of a middle class family in America in the mid-1800s conveys a sense of their growing ease and material comfort. How does the image help get across this sense? In what ways is this comfortable family like or not like a typical well-off family today?
2. People in England, Europe and America began to be better off because of how industrialism vastly increased the production of all kinds of goods and services—and usually at lower cost than in the past. Why do you think industrial production, especially factory production, was able to do this?
3. This image could be labeled the “Ideal Victorian Family.” Can you explain what historians generally mean when they use the term “Victorian” this way? In what way do you think this is or is not an ideal or idealized view of family life in the 1800s in Europe and North America?

### ***Follow-up Activity***

1. Few families in the mid-1800s, even in the middle classes, may actually have been as content and comfortable as this one seems to be. Nevertheless, idealized images like this can still teach a lot about a time. Specifically, they teach what people at a certain time saw as ideal, or what they hoped for most. Such ideals must have had a big effect on what they did or tried to do with their own lives. Given this, what does this family scene tell you about notions of the ideal family in the 1800s? And how does this ideal compare to ones we hold today? To answer this question, collect several recent illustrations you see as presenting an ideal image of family life today (look for ads, photographs, TV or movie stills, cartoons, etc.). Use these and the above illustration as your evidence in a brief essay entitled: “The Ideal Family and Home: Then and Now, 1850–2000.”



**OBJECTIVES**

1. Students will understand how industrialism generated new and daunting economic and social problems.
2. Students will understand how industrialism fueled political movements and upheavals in Europe in the 1800s.

# Industrialism in the West: Squalor and Unrest

*Use the background information on this page to help your students better understand the three illustrations making up this lesson. The questions and activities presented in the rest of the lesson can be used to help students clarify meanings and debate important issues.*

**BACKGROUND INFORMATION****Illustration 1**

Factories and industrial cities grew dramatically as people fleeing rural poverty poured in looking for jobs. Conditions quickly turned nightmarish. Stifling tenements, streets full of raw sewage, polluted rivers and crime-infested streets made these cities lethal, especially to the young. In an age before public health programs of any sort, cities became breeding grounds for cholera, typhus and other terrible epidemics. Entire families, even young children, would take jobs in the factories. After all, child labor on the farms was common. In the factories, however, children along with everyone else worked at a relentless pace, six days a week, 12 hours a day or more, in hot, unhealthful and dangerous settings.

**Illustration 2**

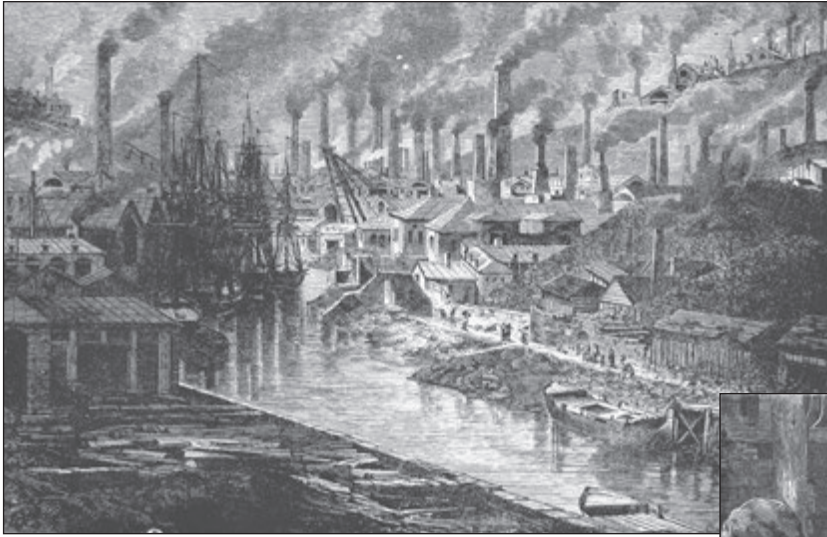
Workers in the cities may actually have been no better off staying in the poor rural areas of the time. But the stark contrast in the city between misery and fabulous wealth was certainly easier to notice. In the choking factory towns, everyone could see the huge gap between an enormously wealthy and powerful business class and an ever-growing mass of the desperately poor. Moreover, factory workers rarely owned any tools. And they lived with a constant fear of losing their jobs in the ups and downs of the rapidly changing industrial economy. A sense that society was splitting apart was widespread. Even *Punch* magazine, aimed at a respectable middle-class audience, recognized the growing class division, as in this dramatic illustration from the 1840s.

**Illustration 3**

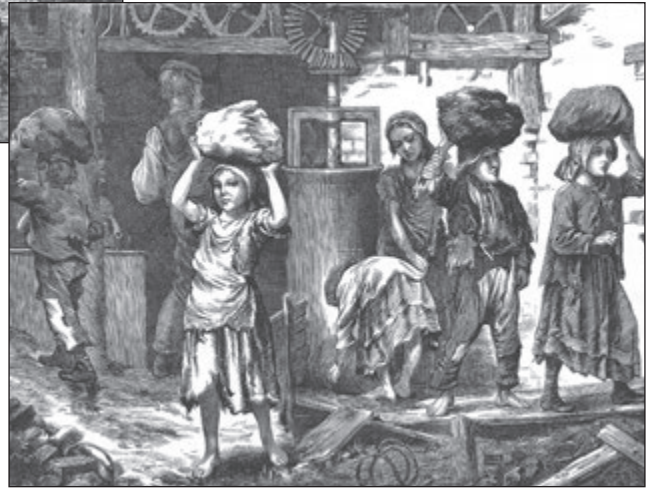
Industrial poverty fueled political conflict in Europe in the 1800s. In 1848, middle-class leaders sparked upheavals in several countries. They fought for liberal, democratic reforms and/or for ethnic rights and national political unity. But workers also took key roles in the upheavals, as in Paris where they battled in the streets for state-organized workshops to provide jobs to those out of work. At times, workers even turned violently against the middle-class reformers, terrifying them as well as Europe's rulers. The cartoon on the left conveys the sense of fear this aroused. Other workers struggled in a more peaceful way. The Chartists in England sought voting rights and election reform through petition drives and marches. They met with some violence. But in time, most of their demands were met.

## Lesson 2—Industrialism in the West: Squalor and Unrest

# Illustration 1



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### ***Discussing the Illustrations***

1. The Industrial Revolution did in the long run make life better even for ordinary laborers and the poor. At first, however, it seemed to make life much worse for them. From these illustrations and what you know of the Industrial Revolution, can you describe some conditions that made this seem to be so?
2. Millions of the workers in the new factory towns of England and Europe actually flooded in willingly from rural areas. Why do you suppose they were willing to move to these urban settings and leave rural life behind? What problems might they have been trying to escape in their rural communities?
3. Among the poor, children had always labored with the rest of the family doing various kinds of farm work. So it seemed natural to these families to send their children to work in the factories as well. In any case, they had to do this to survive. Can you explain why? What new problems might these children have faced in doing factory work that they were not used to?

### ***Follow-up Activities***

1. Along with the two images above, find five or six others of both rural and urban England in the late 1700s and early 1800s. Also, read more on conditions in rural and urban England in those decades. Use the images you have collected in an imaginative story about a family that decides to leave its rural setting and look for work in the city pictured on the left above. Organize the details of your story around the images you find. Read your story to the class while displaying the images you have selected at key points in the story.
2. Industrial cities in England in the mid-1800s were not healthy places. Learn more about cholera and other diseases that often swept through such cities, killing thousands. Also, learn more about the history of public health efforts in England in the 1800s. Using the overhead of the above two images as a backdrop, summarize your findings for the class and explain what public health reforms were enacted and how effective they were in these cities of the 19th century.

## Lesson 2—Industrialism in the West: Squalor and Unrest

# Illustration 2



CAPITAL AND LABOUR

Cartoons from *Punch*

### Discussing the Illustration

1. This 1840 cartoon from the British magazine *Punch* is labeled simply, “Capital and Labour.” In your own words, explain as best you can what each of these two words means as they are used in the cartoon.
2. The cartoon comments on the growing gap between capital and labor in the industrial era in Great Britain. How does it illustrate the nature and extent of this gap? What view does the cartoon appear to take about this growing gap?
3. *Punch* magazine was read mainly by the respectable middle classes in Great Britain. Its views reflect their views in many ways. Does it surprise you that an illustration like this would appear in such a magazine at that time? Why or why not?
4. Some historians point out that the gap between rich and poor had always been very wide in rural England and Europe for centuries. Yet this gap seems to have become especially painful and upsetting to many in the 1800s. Why do you think this was so?

### Follow-up Activity

1. **Small-group activity:** Many people in Europe wrote about class conflict in the industrial societies of the 19th century. Two who did in important but very different ways were Karl Marx and Charles Dickens. Your group’s assignment will be to read *A Christmas Carol* by Charles Dickens and *The Communist Manifesto* by Karl Marx. As a group, discuss both books and compare them. Then choose three or four brief passages from each work that, in your group’s opinion, best sum up the views of the author about class conflict in the industrial order of the 1800s. Prepare a reading of these passages in class. Add follow-up comments by your group on each passage. Use the overhead image of the above cartoon as a backdrop for your presentation. In the presentation, focus on what you think each writer would have said about this cartoon. Use the passages you have chosen to back up what you say.



## Lesson 2—Industrialism in the West: Squalor and Unrest

### Illustration 3



Cartoons from *Punch*



Cartoons from *Punch*

#### Discussing the Illustrations

1. The growing anger of workers in England and elsewhere soon began to affect political life. Both of these cartoons illustrate this tendency. The one on the left comments on the events of 1848 and their impact on ruling groups all over Europe. Briefly, can you explain what those events were?
2. Workers often took to the streets to fight for reform, even when led by middle-class groups such as the liberals and nationalists who sparked the uprisings of 1848. Can you explain what the words “liberal” and “nationalist” refer to here and what their goals were? At times, these middle-class reformers became as fearful of the workers as they were of the aristocratic rulers they were opposing. Why? How do these cartoons suggest this fear of worker radicalism?
3. Other worker movements were more peaceful, even though they often provoked violence by the authorities. This was true for example of the Chartist movement. Who were the Chartists, and what point does the cartoon on the right make about them?

#### Follow-up Activity

1. **Small-group activity:** Revolutionary upheavals swept across Europe in 1848, starting with an uprising in France. As a group, read more about these events in Paris and elsewhere in France—including the economic hard times of 1846 and 1847, the specific events of February 1848, the further upheavals of the spring and summer, and the electoral victory in December of Charles Louis Napoleon Bonaparte, nephew of the first Napoleon. Decide at what point in the upheaval a newspaper would have been most likely to run the cartoon on the left here. Now, pretend you are the editors of a Parisian newspaper that is also distributed in many other European cities. Design a front page to include this cartoon along with several news stories. (Be sure to write a caption for the cartoon.) Some stories should report on the most recent events and personalities. Others should provide background on the causes of the upheaval and its significance for all of Europe.



**OBJECTIVE**

1. Students will better appreciate some key differences in the way industrialism was introduced into the non-Western as compared to the Western world, and how this affected the non-Western world's response to the Industrial Revolution.

# Industrialism:

## Non-Western Responses

*Use the background information on this page to help your students better understand the three illustrations making up this lesson. The questions and activities presented in the rest of the lesson can be used to help students clarify meanings and debate important issues.*

**BACKGROUND INFORMATION****Illustration 1**

The Industrial Revolution was a powerful and disruptive force in England and Europe. Elsewhere in the world, its impact was often more disruptive. In much of the non-Western world, peasants still tilled the land as they had for centuries, with human and animal muscle power and simple tools. Most production was for the farmer's household itself or for local markets. The sudden introduction of new industrial methods could disrupt all the traditional economic and cultural patterns of such societies. This scene of the building of India's first railroad hints at this. The presence of British overseers in the scene also suggests how colonial control complicated the process and could make it even more painful.

**Illustration 2**

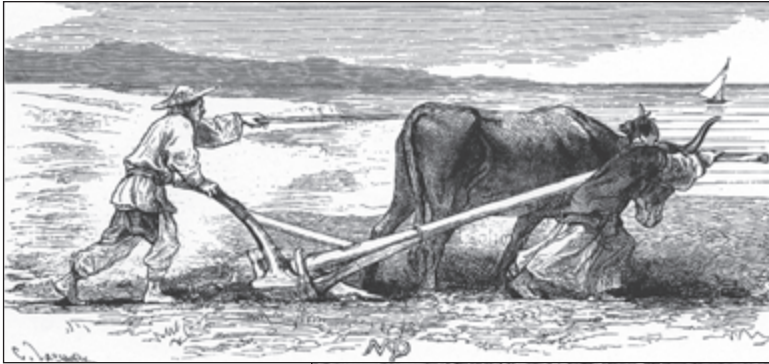
Industrialism and European colonial control often arrived together in non-Western societies. China never became a full-fledged colony, but much of its territory did fall under Western control in the late 1800s. In response, some in China sought to fight fire with fire. That is, they hoped to adopt as much of Western technology and knowledge as necessary to fight off Western control. One who felt this way was the young emperor Guangxu. However, many of China's traditional leaders opposed such reform efforts, including Guangxu's aunt, the Empress Dowager Cixi. She was still the real power in China at this time. This British cartoon shows her disciplining the young reform-minded emperor. As the cartoon suggests, Cixi and other conservatives thwarted real efforts to adapt to industrialism and the challenge of the West.

**Illustration 3**

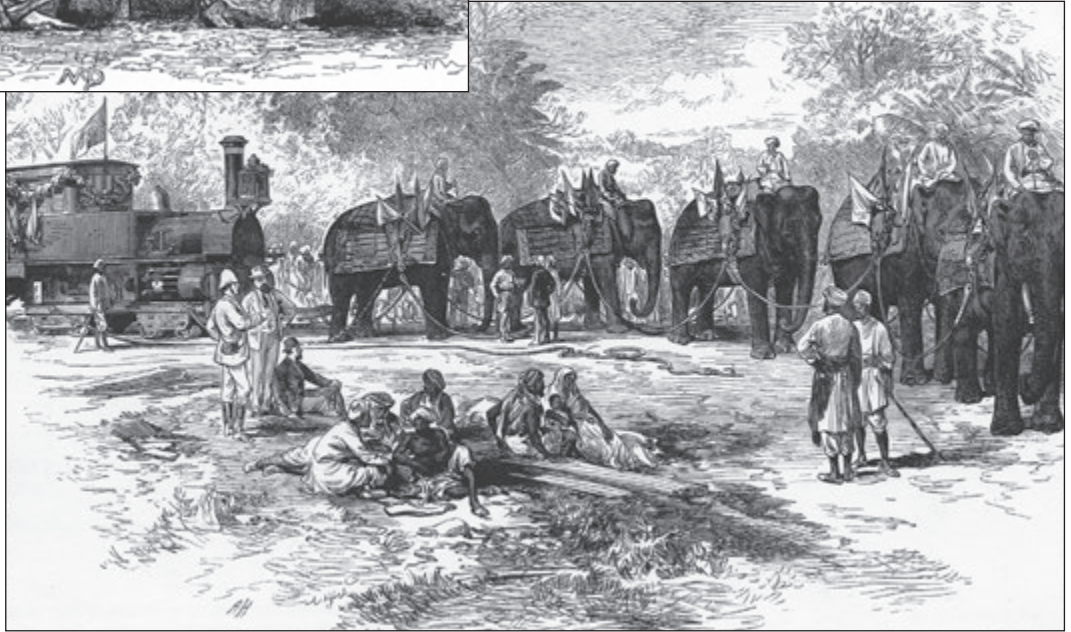
Japan did respond to this challenge. Starting with Commodore Matthew Perry's visit in 1853, the West forced Japan to open its ports to trade. Soon after, a political upheaval restored the emperor, and Japan's new leaders moved swiftly to copy as much of Western ways as seemed useful. Everything Western was studied, from industry, to governmental systems, to military technology, to education. Even dress and other aspects of ordinary culture were often adopted, as the illustration on the left suggests. By the early 1900s, Japan was a rising industrial and military power. It was even able to stand up militarily to Western powers such as Russia—as the cartoon on the right indicates.

## Lesson 3—Industrialism: Non-Western Responses

# Illustration 1



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### Discussing the Illustrations

1. The Industrial Revolution came to the West gradually. But it came to much of the non-Western world very suddenly. What do world historians mean by the terms “West” and the “non-Western world”? Why have these terms been so important to them?
2. In Asia, as in most of the non-Western world, the vast majority of people were still peasants working at a primitive technological level. Using the illustration on top, can you explain?
3. The illustration on the right shows the building of India's first railroad. In what ways does this image suggest just how sudden, big and disruptive a change this new technology was for India?
4. India's experience as a colony in the 1700s and 1800s also affected the way its people responded to industrialism. What was its experience as a colony? How does the illustration suggest the way colonial control may have added to the disruptive impact of industrialism in India?

### Follow-up Activity

1. In 1853, India's first train traveled 21 miles on a line connecting Bombay with Thana. This line was operated by the Great Indian Peninsular Railway. Another key railroading company in India was the East India Railway. Learn more about the early history of railroad building in India. One enjoyable source is *Steam: India's Last Steam Trains*, by Stephen Dupont (Dewi Lewis, 1999). More scholarly is *Building the Railways of the Raj, 1850-1900*, by Ian J. Kerr (Oxford University Press, 1997). Prepare a map showing some of the earliest rail lines in India. Use your map in a brief presentation to the class. In your talk, try to identify some of the key people who led the effort to build India's railways. Were they all British? Or were some of them Indians? Who were the workers on these roads? What were their main purposes? Also, describe some of the difficulties in building the railways, especially any that were unique to India as compared with railroads built in Europe or America.

## Illustration 2



Cartoons from *Punch*

### Discussing the Illustration

1. Non-Western nations responded to industrialism and Western power in very different ways. The nation dealt with in this cartoon tried very hard to limit the impact of industrialization and the West. Can you name it?
2. At the time of this cartoon, in 1898, China's young emperor Guangxu was working with reformers to bring major changes to China. But his aunt was still actually in charge. Who was his aunt? From the cartoon, can you guess what her attitude toward reform was?
3. China's reformers felt that big changes were needed to strengthen China, help it industrialize and keep it independent of Western control. Why were many Chinese worried about these matters in the late 1800s? What types of reforms do you think could have strengthened China in these ways?
4. Many traditionalists among China's top officials agreed with the Empress in opposing reform. Why do you suppose that was true?

### Follow-up Activity

1. **Small-group activity:** Each member of the group should learn more about one of the following key figures in the history of modern China (names are listed in the new system of transliteration, with the old one in parentheses where there is a difference):

Reformer Kang Youwei (K'ang Yu-wei)  
Emperor Guangxu (Kuang Hsu)  
Empress Dowager Cixi (Tz'u Hsi)  
Sun Yat-sen  
Chiang Kai-shek  
Mao Zedong (Mao Tse-Tung)  
Deng Xiaoping (Teng Hsiao-p'ing)

Each group member should pretend to be the historical figure he or she read about. Imagine that these figures have just seen the above cartoon in a British newspaper which found its way to China. As these historical figures, write letters to the editor expressing their views about the cartoon. Post a copy of the cartoon on the bulletin board, along with all of the letters.



## Lesson 3—Industrialism: Non-Western Responses

### Illustration 3



Stock Montage, Inc.



Cartoons from *Punch*

#### Discussing the Illustrations

1. One other powerful Asian nation did make major changes in the late 1800s in order to deal with industrialism and the West. These illustrations are evidence of this change. What nation is this?
2. Japan's reforms followed shortly after 1853, when Commodore Matthew Perry of the U.S. visited and later convinced Japan to open itself up to Western merchants. A new group of leaders soon restored the emperor and then moved quickly to study the West and copy many aspects of its social and economic life. How does the illustration on the left show the effects of these reforms? What aspects of Western life do you think Japan was most eager to copy?
3. By 1894, Japan was already strong enough to defeat China in a war. But Japan's industrial and military might truly shocked the West in 1905. The other drawing here should help you explain what happened that year. Why do you think Japan's response to the industrial West was so different from China's?

#### Follow-up Activities

1. In the 1860s, backers of the old shogun government in Japan fought and lost to those who wanted to restore the emperor to power. The restored emperor took the title Meiji (enlightened rule), ending the Tokugawa shogunate (1603–1867). In the Meiji period, new rulers began the rapid modernizing of Japan. Among other things, they abolished the privileges of the Japanese samurai. Learn more about the samurai in Japan before and during the Meiji period. Then give a brief talk in class in which you answer this question: “Who were the samurai, and why was it important to Japan's modernizers to abolish this class?”
2. Yoshitoshi Tsukioka (1839–1892) was a famous Japanese artist of the Meiji period. His life and art illustrate the clash between traditional Japanese and modern Western influences in Japan at this time. Learn more about him. Look for sources of his many prints. Select four or five that you think best illustrate the key themes of his life and art. Share them with the class in a brief talk about Yoshitoshi Tsukioka.



**OBJECTIVE**

1. Students will better understand the relationship between the Industrial Revolution and the West's imperial power, and will assess the impact of both factors on non-Western societies.

# The Triumphant West

*Use the background information on this page to help your students better understand the three illustrations making up this lesson. The questions and activities presented in the rest of the lesson can be used to help students clarify meanings and debate important issues.*

**BACKGROUND INFORMATION****Illustration 1**

By the late 1800s, industrialism and Western power were closely linked almost everywhere. Even the once-powerful Ottoman Empire struggled in the face of growing European challenges. Russia, Austria-Hungary and an upsurge of Balkan nationalism were all threats. The Ottomans were unable to keep up with Europe's rapid industrial and military advances. Whenever Russia threatened, the Ottomans had to get help from other European powers, especially Britain. The size differences of the figures here, and the insulting way the Ottoman Sultan is drawn, reflect European prejudices. Yet they also depict accurately the true power differences.

**Illustration 2**

European colonial control could be kind as well as harsh. In either case, however, it often undercut a colony's chances to develop economically and politically. The British, for example, helped India in many ways in the 1700s and 1800s. They provided roads, schools and industry, as well as peace and order. In the upper right, John Bull (a cartoon symbol for Great Britain) is bringing famine relief aid to India while refusing advice not to interfere with natural economic laws of supply and demand. A harsher side of British imperial rule is suggested by the fierce British lion pouncing on the Indian tiger in response to a recent uprising against the British. Both cartoons, in different ways, suggest how Western control could undermine a society's ability to act independently.

**Illustration 3**

By 1900, the United States was already the most powerful industrial nation of all. However, in spite of lands taken in the Spanish-American War of 1898, the U.S. never sought a huge colonial empire. Still, some see the U.S. as an imperialist power in a different way—due to the huge political as well as economic impact of its trade and investment in other nations. In China, the U.S. sought not colonial conquest but a right for all nations to do business freely. Was the U.S. just “out for commerce, not conquest,” as one cartoon here suggests? Or was its global commercial activity just another form of imperialism, as the other cartoon suggests? Historians argue about this. What is clear is that by 1900, the U.S. and the other Western powers were at the height of their power, a power based above all on industrial might.

## Lesson 4—The Triumphant West

# Illustration 1



Cartoons from *Punch*

### Discussing the Illustration

1. By the late 1800s, the West's industrial and military might gave it overwhelming power in the world. Few other lands could stand up to that power or limit Western influence. This cartoon comments on one empire that could not. From the cartoon, can you identify it and explain where it was located?
2. By the 1800s, the once-mighty Ottoman Empire was coming to be known as the “Sick Man of Europe.” From your knowledge of 19th century history, can you explain why it was called this?
3. In the 1800s, Russia, especially, often threatened to seize parts of the Ottoman Empire. In this cartoon, two figures hold back the Ottoman Sultan who wants to strike back at Russia. One figure stands for France. The other is John Bull, a famous symbol for Great Britain. The cartoon suggests how weak the Ottoman Empire was compared to the European nations. How does it suggest this power difference? What does the cartoon suggest about European attitudes toward the Ottomans?

### Follow-up Activities

1. In the 1800s, several Ottoman reformers tried to strengthen the Ottoman Empire by adopting some aspects of Western societies. In 1876, Midhat Pasha led a movement that overthrew the old Sultan, wrote a constitution and set up an elected parliament like those in the West. The new Sultan, Abdul Hamud II, briefly accepted these changes. But he soon turned against them. Learn more about Midhat Pasha and Sultan Abdul Hamud II. Write a brief essay on what happened and why this reform effort failed. Also, try to answer this question: “Had the reforms succeeded, would this have saved the Ottoman Empire?”
2. In India, railroads were mainly a result of British investment and control. In the Ottoman Empire, the Germans took on this role. Learn more about the “Baghdad Railway,” the German role in building it, its impact on the Ottoman Empire and its international political significance. Create a map of the railroad and use the map to summarize what you find in a brief talk in class.

## Lesson 4—The Triumphant West

# Illustration 2



THE BRITISH LION'S VENGEANCE ON THE BENGAL TIGER

Cartoons from *Punch*



Cartoons from *Punch*

### Discussing the Illustrations

1. Europe's colonial rule could be kind as well as harsh. These cartoons show both tendencies at work in one very large colony. How can you tell from this cartoon that the colony is India and its colonial master is Great Britain?
2. On the left, John Bull (Great Britain) is bringing food to relieve a famine in Bengal, a part of India. A figure labeled "Political Economy" tells him not to interfere in this way with "the laws of supply and demand." What do you think this warning means? What point do you think John Bull is trying to make by saying, "She Demands and I Supply"? How does this show Great Britain as a more kindly colonial power?
3. In the other cartoon, a fierce British lion attacks India in response to atrocities committed during the famous Sepoy Mutiny. What was the Sepoy Mutiny?
4. In what ways do these cartoons show two opposite sides of British colonial rule? What ideas or attitudes about Indian society, if any, do both cartoons share?

### Follow-up Activity

1. **Small-group activity:** Did British colonial control in India help or hurt that nation's industrial development in the long run? Those arguing that it hurt often point to the harm done to small-scale textile producers by the British introduction of factory-made British cotton textiles. They also point to economic rules meant to keep India mainly as a supplier of raw materials to England. Those who say British rule helped India point to the peace, order and efficient administration the British gave it, the schools they provided, and British investments in roads, railroads, canals, etc. Divide your group in two. Have each half do research with the idea of defending one side in this debate. Discuss the issue within the group. Then prepare a debate format that suits you and have each side either defend or criticize this statement: "British rule in India made it harder for India to adapt to industrialism in a way that was helpful to the Indians themselves."



## Lesson 4—The Triumphant West

### Illustration 3



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#### Discussing the Illustrations

1. Adding to the power of the West in the industrial age was a growing industrial giant, the United States. Yet the U.S. never built a huge colonial empire. With China, for example, it favored a so-called "Open Door" policy. Using this cartoon and your knowledge of the period, can you explain how this policy differed from that of other Western nations in China? What view of the policy does the cartoon on the left take?
2. In the Spanish American war of 1898, the U.S. did take over a few lands outright. But some historians say its greatest imperialist activity was a result of its trade and investment in other lands, especially Latin America. What does the term "imperialism" mean, and why do these historians say U.S. economic activity in some nations was a form of imperialism?
3. The cartoon on the right seems to agree with this view. But other historians say economic investment by itself helps nations develop independently at least as often as it makes them less independent. With which view do you agree more? Why?



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#### Follow-up Activity

1. **Small-group activity:** The Mexican Revolution of 1910–1920 was a complicated upheaval. And all the sides in it had to think carefully about their attitudes and dealings with the United States. Therefore, this revolution can be a way to learn more about issues raised by the cartoons shown here—especially the one on the right. As a group, read more about the Mexican Revolution. Have each member do some extra reading about one of these key figures in the revolution:

Porfirio Diaz	Francisco Madero
Victoriano Huerta	Venustiano Carranza
Francisco (Pancha) Villa	Emiliano Zapata
Alvaro Obregon	

Based on what you learn, pretend you are the historical figure you have read about. Pretend also a friend sent you the cartoon on the right and asked you to respond to it. Write a long letter back commenting both on the cartoon itself and on your own dealings with the U.S. during the Mexican Revolution.



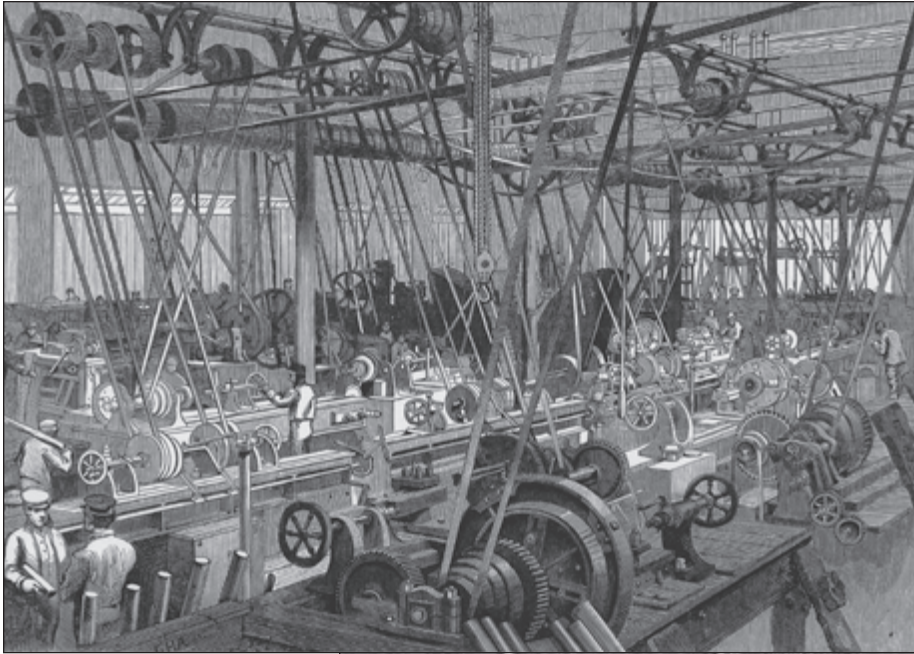


# **Image Close-ups**



## Industrialism in the West: Progress and Wealth

# Illustration 1



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## Industrialism in the West: Progress and Wealth

# Illustration 2

Cartoons from *Punch*



Cartoons from *Punch*

## Industrialism in the West: Progress and Wealth

# Illustration 3

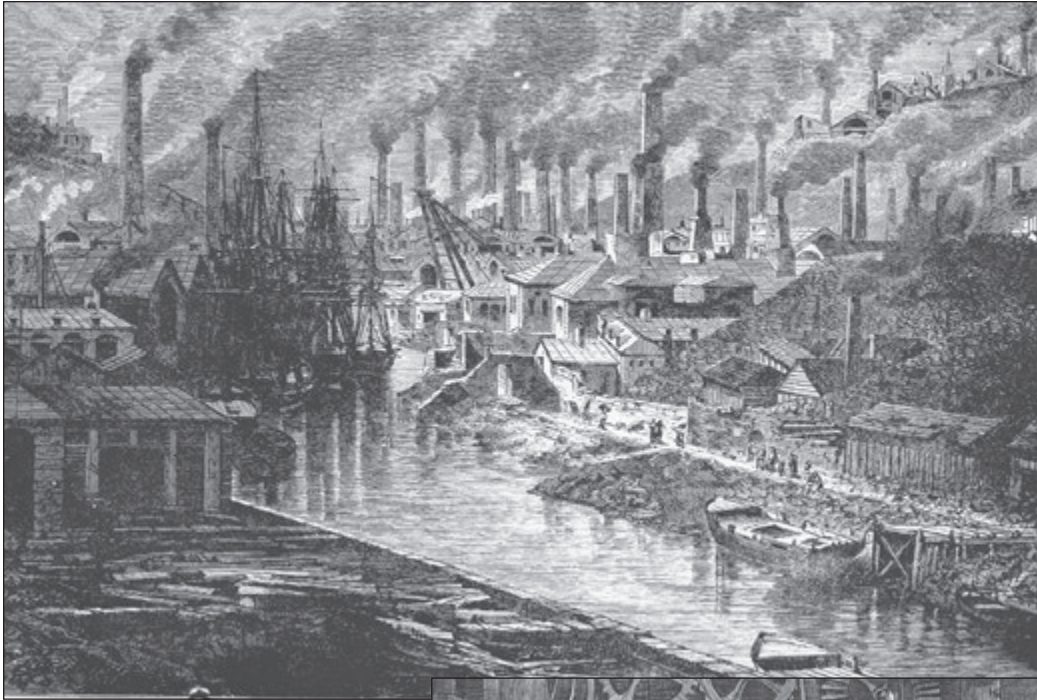


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## Industrialism in the West: Squalor and Unrest

# Illustration 1



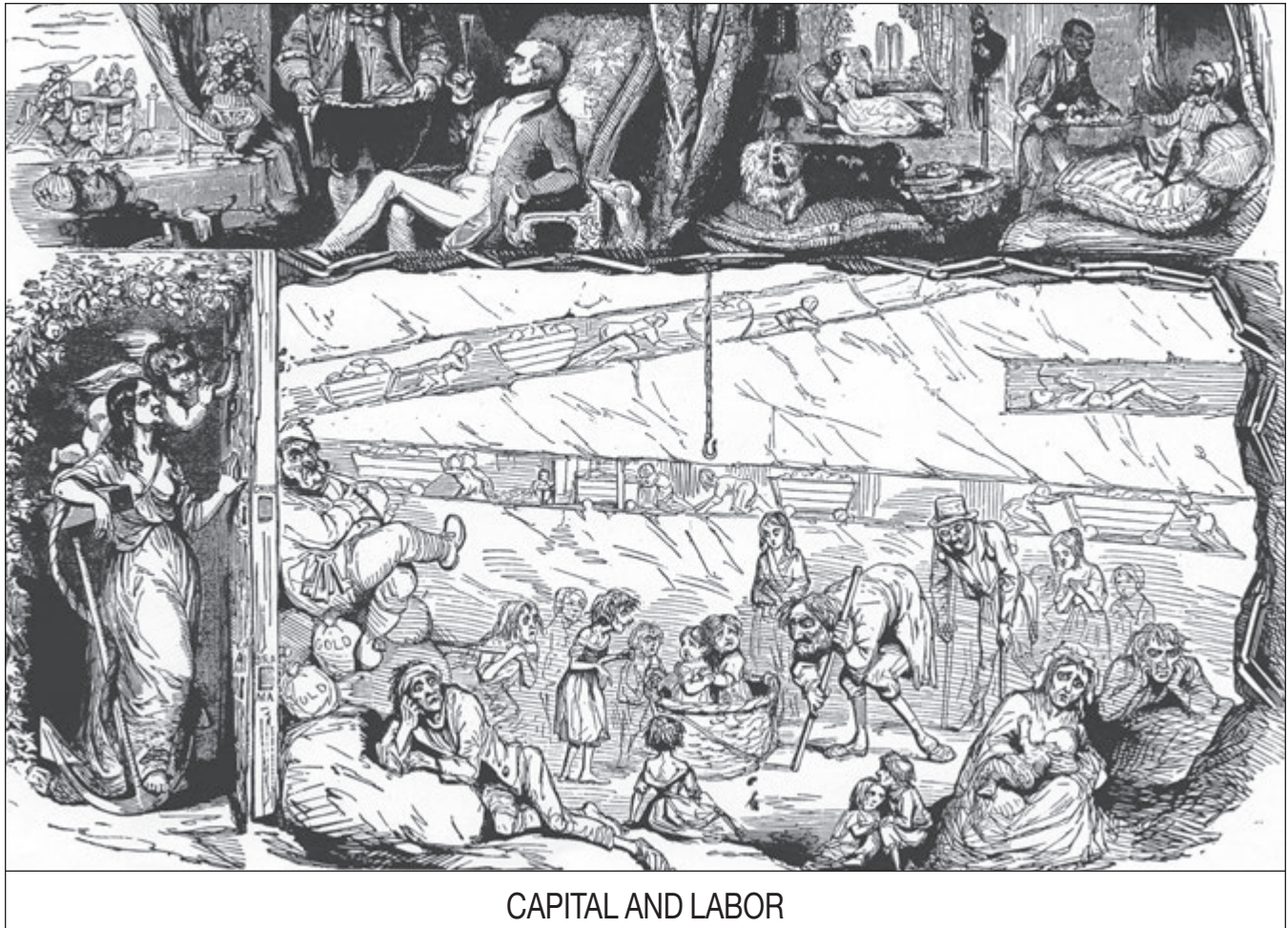
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## Industrialism in the West: Squalor and Unrest

# Illustration 2



Cartoons from *Punch*



## Industrialism in the West: Squalor and Unrest

# Illustration 3



Cartoons from *Punch*

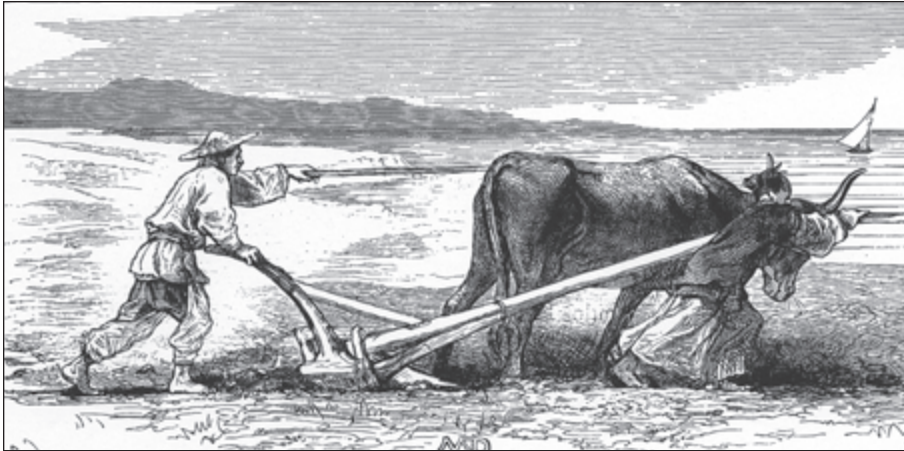


Cartoons from *Punch*



## Industrialism: Non-Western Responses

# Illustration 1



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## Industrialism: Non-Western Responses

# Illustration 2



### THE ARTFUL DOWAGER

Empress Dowager of China (to the Son of Heaven) — “REFORM, INDEED! I’LL REFORM YOU!  
GO AND STAND IN THE CORNER UNTIL I TELL YOU TO COME OUT!”

Cartoons from *Punch*



## Industrialism: Non-Western Responses

# Illustration 3



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Cartoons from *Punch*



## The Triumphant West

# Illustration 1



Cartoons from *Punch*

## The Triumphant West

# Illustration 2



"MENDING THE LESSON"

Political Economy: "TAKE CARE, MY DEAD JOHN. DON'T INTERFERE WITH THE LAWS OF SUPPLY AND DEMAND."

John Bull: "I DON'T, MISS PRUDENCE. SHE DEMANDS AND I SUPPLY."

Cartoons from *Punch*



THE BRITISH LION'S VENGEANCE ON THE BENGAL TIGER

Cartoons from *Punch*



## The Triumphant West

# Illustration 3



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