

TE&IP Chap 26 QAE

1. The largest railway network in the world at the end of the 19th century was in

a) Great Britain.

b) Canada.

c) Mexico.

d) Japan

e) the U.S. (pg 744)

- One of the most significant environmental effects of building railroads was the vast consumption of lumber.

2. Women were considered well suited for teaching jobs because

- a) women refused to do most other types of work.
- b) they were better educated than men.
- c) men were needed in factory work.
- d) teaching was an extension of the duties of Victorian mothers. (pg. 751)
- e) teaching was considered unimportant.

3. Suffragists lobbied to reform women's lives in the form of

- a) equal wages.
- b) the right to vote. (pg. 751)
- c) elimination of prostitution.
- d) access to universities
- e) workers' rights.

4. The ideology that questioned the sanctity of private property was known as

a) capitalism.

b) socialism. (pg. 753)

c) Manichaeism.

d) mercantilism.

e) liberalism.

5. Karl Marx defined “surplus value” as the

- a) appropriate profit of business.
 - b) difference between wages and the value of goods. (pg. 753)
 - c) proper cost of goods in the marketplace.
 - d) amount that business owners were able to put into the bank.
 - e) sum total of all goods and services produced in a country.
-
- In the Communist Manifesto Marx and Engels argued that the elimination of private property would establish a new society without government.

6. According to Marx, the end of worker exploitation would occur when

- a) “scientific socialism” was proven by the intellectuals.
- b) war broke down barriers of nationalism and included colonist counties.
- c) free democracy replaced all entrenched monarchies in Europe.
- d) workers tired of being “have-nots,” rose up in violent opposition to their oppressors. (pg. 754)
- e) war broke out and the Western industrialized, Christian world conquered the East.

7. The most influential idea of the 19th century was

- a) Darwinism.
- b) liberalism.
- c) existentialism.
- d) authoritarianism.
- e) nationalism. (pg. 756)

8. The most successful leader of Italian unification efforts was

- a) Pope Pius IX.
- b) Giuseppe Mazzinni.
- c) Giuseppe Garibaldi. (pg. 756)
- d) Camillo Cavour.
- e) Benito Mussolini.

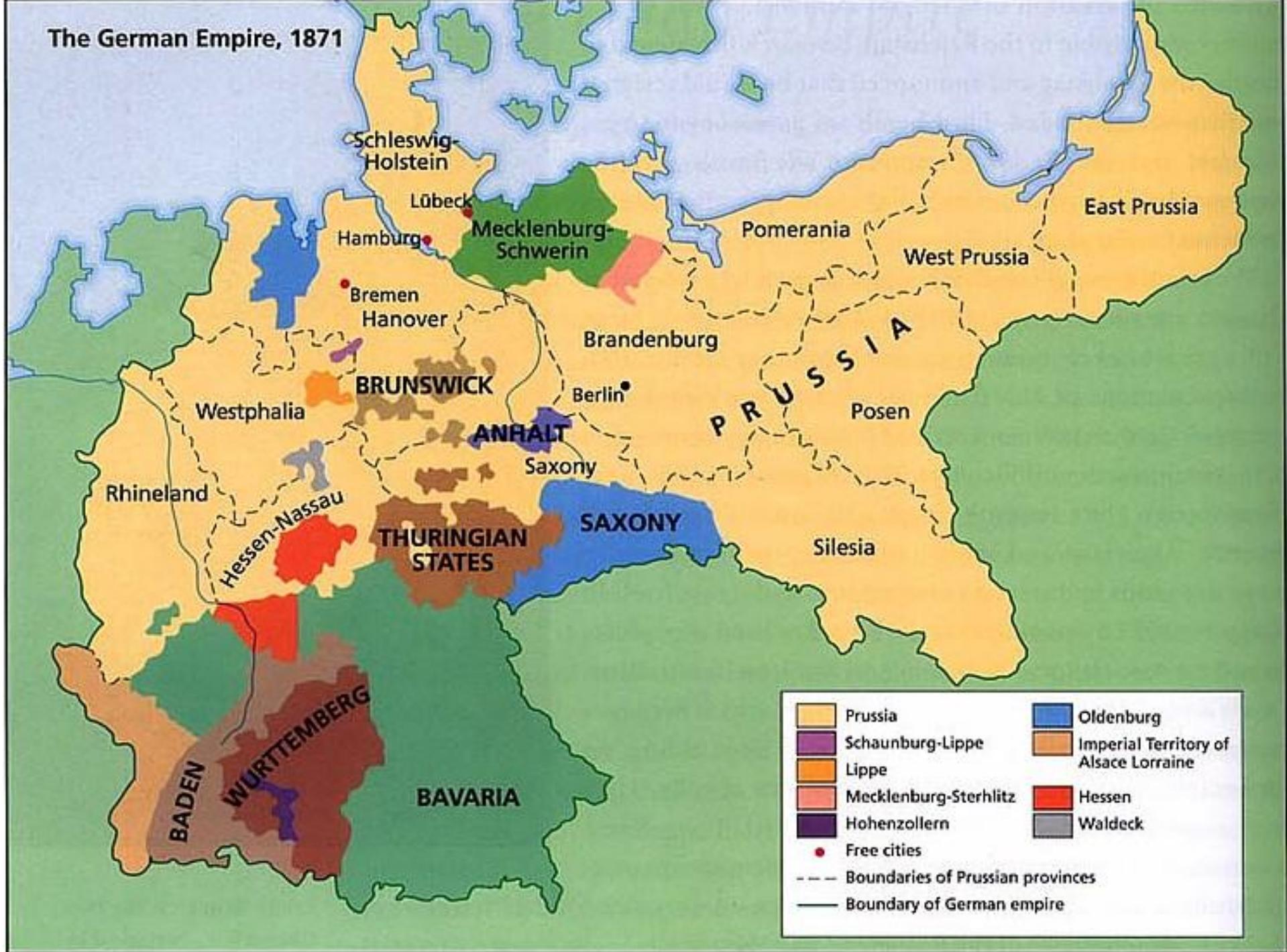


- Kingdom of Sardinia in 1859
- Annexed to North Italian Kingdom 1859
- Incorporated into Kingdom of Italy 1860
- Transferred to Kingdom of Italy 1866
- Acquired by Kingdom of Italy 1870

9. Otto Von Bismarck's plan to unite most German-speaking people into a single state focused on using

- a) liberalism and language.
- b) industry and nationalism. (pg. 758)
- c) religion and conservatism.
- d) ethnicity and race.
- e) democracy and liberalism.

The German Empire, 1871



10. A significant point of dispute between France and Germany was

- a) Germany's seizure of Alsace and Lorraine. (pg. 758)
- b) Germany's assault on French naval supremacy.
- c) Germany's desire that France get out of Africa.
- d) Germany's support for Alfred Dreyfus.
- e) France's insistence that Strasbourg speak French.



Atlantic
Ocean

U.K.

North
Sea

English Channel

BELG.

GERMANY

LUX.

Alsace-
Lorraine

Bay
of
Biscay

FRANCE

SWITZ.

SPAIN

Mediterranean
Sea

ITALY

11. The British 19th-century attitude toward Europe has been called a policy of

- a) “splendid isolation.” (pg. 763)
- b) arrogance and conceit.
- c) “laissez-faire.”
- d) “divide and conquer.”
- e) “ignorance is bliss.”



UNITED KINGDOM
OF GREAT-BRITAIN

NORTH SEA

KINGDOM OF NORWAY AND SWEDEN

BALTIC SEA

IRELAND
ENGLAND
SCOTLAND
WALLES

K. of DENMARK

SWEDEN

GERMAN EMPIRE

KINGDOM OF PRUSSIA

EMPIRE OF ALL RUSSIAS

THE CHANNEL

FRENCH REPUBLIC

Switzerland

AUSTRIA-HUNGARY

ROMANIA

BLACK SEA

CASPIAN SEA

KINGDOM OF PORTUGAL

KINGDOM OF SPAIN

MEDITERRANEAN SEA

KINGDOM OF ITALY

OTTOMAN EMPIRE

GREECE

OTTOMAN EMPIRE

IRAN

SULTANATE OF MOROCCO

ALGERIA unified with French republic

TUNISIA under French protectorate

MEDITERRANEAN SEA

CYPRUS British

GERBALTAN

12. Nationalism failed to unify Russia and Austria Hungary because

- a) their empires never developed public education.
- b) their empires included many ethnic and language groups. (pg. 763)
- c) their empires did not have a national anthem or flag.
- d) their empires were too far away from states with new exciting ideas.
- e) their economies were too poor.
- A significant source of conflict between Russia and Austria-Hungary was Austria's attempt to dominate the Balkans, which undercut Russia's role as "protector" of the Slavic peoples.



13. In Tokugawa Japan, the political power rested in the hands of the

a) bureaucracy.

b) shoguns. (pg. 758)

c) emperor.

d) peasantry.

e) merchants.

- The biggest weakness of the Tokugawa Shogunate was an inability to resist invitation; therefore Japan closed its border to foreigners.

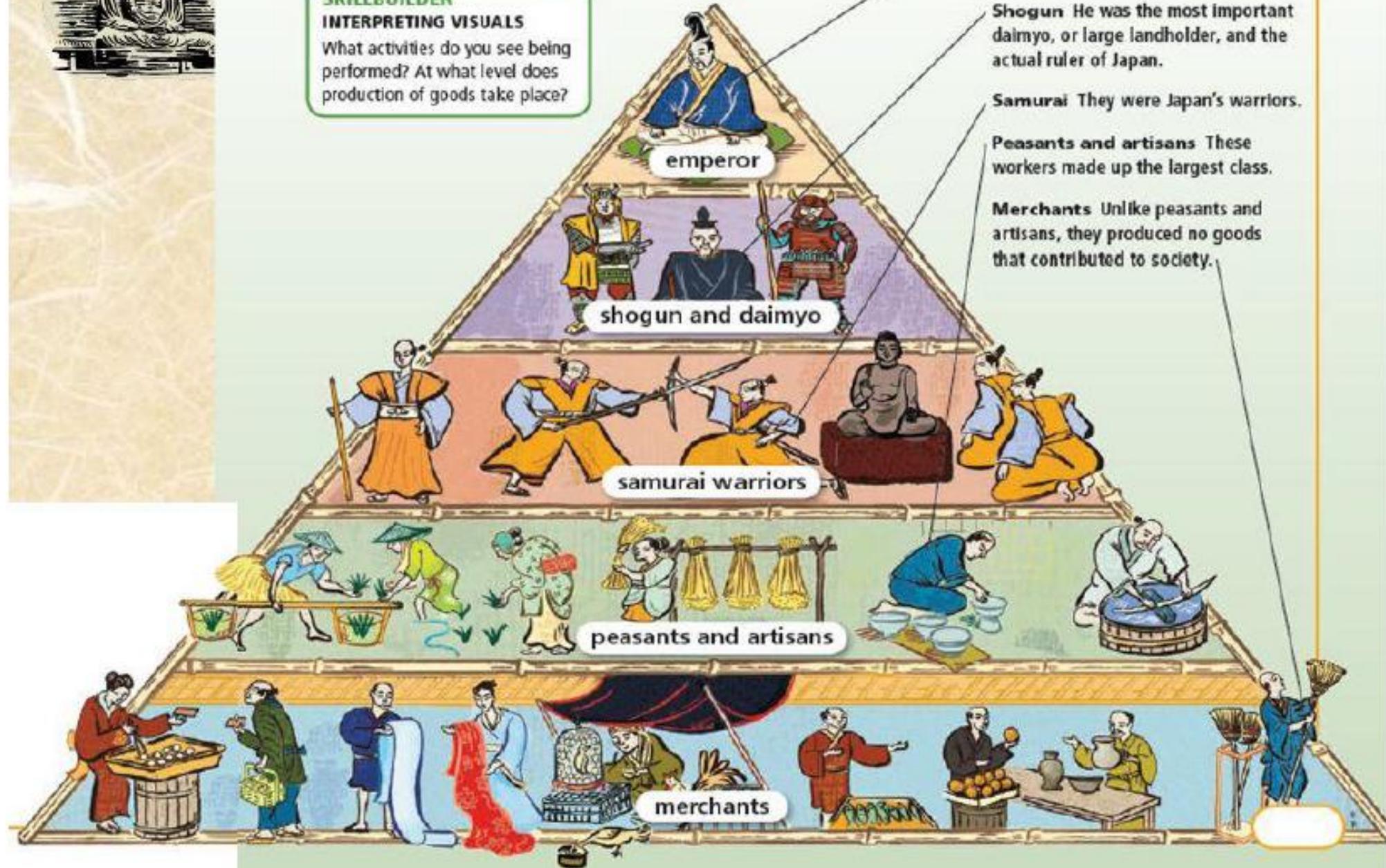
Japanese Society

INTERACTIVE

SKILLBUILDER

INTERPRETING VISUALS

What activities do you see being performed? At what level does production of goods take place?



Emperor This ruler was at the top of Japanese society but had little real power.

Shogun He was the most important daimyo, or large landholder, and the actual ruler of Japan.

Samurai They were Japan's warriors.

Peasants and artisans These workers made up the largest class.

Merchants Unlike peasants and artisans, they produced no goods that contributed to society.

14. The opening of Japan's ports for refueling and trade was demanded by

- a) Robert Clive.
- b) Matthew Perry. (pg. 758)
- c) Cecil Rhodes.
- d) Tsar Nicholas.
- e) Benjamin Disraeli.

15. The Treaty of Kanagawa of 1854

- a) was modeled on the unequal treaties that the West had with China. (pg. 758)
 - b) opened Japan and Korea to the United States.
 - c) settled the Opium War.
 - d) put an end to the Taiping Rebellion.
 - e) put an end to the Sepoy Mutiny.
-
- The Treaty of Kanagawa...

16. Leaders of Meiji Japan planned to remain free from Western imperialism by

- a) negotiating with Western diplomats.
- b) restricting Western access to Japan.
- c) keeping out all foreign influences.
- d) becoming a world-class industrial power. (pg. 759)
- e) using propaganda to make Japanese people hostile to Westerners.

17. The Meiji rulers sought to strengthen Japan by

- a) attacking the U.S. naval bases in Korea.
 - b) embracing foreign ideas, institutions and techniques. (pg. 760)
 - c) defeating Russia in the Russo-Japanese War.
 - d) rejecting all foreign ideas and restoring traditional Japanese customs.
 - e) increasing family values.
- The Meiji transformed the government and incorporated European practices in government, education, industry and popular culture.

18. Japan's plan for imperialism as defined by Yamagata Aritomo was to

- a) impose Japanese military domination over the world.
- b) conquer India.
- c) control the Aleutian Islands.
- d) control a "sphere of influence" to include Manchuria, Korea and part of China. (pg. 765)
- e) follow the lead of the U.S. and pursue Manifest Destiny.

19. The Boxer Uprising (aka the Boxer Rebellion) was a series of riots

- a) encouraged by Chinese officials against foreign presence. (pg. 765)
- b) that rid China of the Japanese presence.
- c) that placed Japan under direct military control.
- d) that clearly demonstrated Japanese nationalism.
- e) that demonstrated the support for Christianity in China.