**AP Euro – Chapter 24 Study Guide: Age of Modernity, Anxiety & Imperialism [1894 to 1914]**

Overarching Question: How did the development of “modern” European thought in the late 19th / early 20th c. impact European society, religion and science, as well as the globe?

Short Answer Questions (TWO required):

1. During the late 19th c. / early 20th c. established Christian teachings were challenged in Europe on numerous fronts.
	1. Identify ONE modern development & briefly explain how it challenged Christian teaching.
	2. Briefly explain ONE way the Roman Catholic Church responded to these challenges.
2. Feminism continued to develop during late 19th c. shifting its emphasis & methods.
	1. Briefly explain TWO points of emphasis of feminism in earlier eras.
	2. Briefly explain ONE similarity between Millicent Fawcett & Emmeline Pankhurst
	3. Briefly explain ONE difference between Millicent Fawcett & Emmeline Pankhurst
3. The Third French Republic faced numerous social, political and economic challenges in the late 19th c.
	1. Briefly explain ONE way the French government alienated the working class.
	2. Briefly explain ONE reason why the Dreyfus Affair was so divisive in late 1800s France
	3. Briefly explain the impact of the Dreyfus Affair in Europe & beyond
4. A new version of imperialism took root in late 19th c. Europe & America, expanding Western influence around the world.
	1. Identify & briefly explain TWO motives for this new imperialism.
	2. Briefly explain ONE similarity & ONE difference between “old” & “new” imperialism
	3. Identify & briefly explain ONE argument used by Social Darwinists to justify expanded European colonialism.
	4. Choose TWO areas of the world subjected to the new imperialism & briefly explain how it impacted each place.
5. Beginning in the late 19th c. modern European art shifted to a more subjective and abstract style, birthing impressionism, post-impressionism & cubism.
	1. Identify & briefly explain ONE technological development that contributed to the development of these art styles.
	2. Briefly explain ONE feature unique to each style mentioned above.
	3. Briefly explain ONE similarity each style has when compared to the art of previous eras.

Next page for Key Vocabulary & Concepts >>>>

Key Vocabulary and Concepts:

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| **Historical Content Must Knows** | **Terms, People and Events Must Knows** | **Academic Vocabulary Must Knows** |
| Impact of Scientific DiscoveryPhilosophical Shifts on reality, humanity, societyModernity, Modern Consciousness**Social Darwinism**: -Source, definition & impactAttack on Christianity & RCC responseRevolutionary Socialism, General StrikeNaturalism v Realism v Symbolism  | Eiffel Tower / 1900 World’s Fair**Marie Curie** & discoveriesMax Planck & Quantum Physics**Albert Einstein**: Relativity / E = mc²**Friedrich Nietzsche**-Superman (Übermensch), God is DeadHenri Bergson / Georges Sorel **Sigmund Freud & Psychoanalysis*****-Interpretation of Dreams*****-Id, Ego, Superego** & Oedipus/Electra **Herbert Spencer** / HS Chamberlain | PillarRacismRabidThe VolkAryanClose-knitAdhereLeft v Right Wing |
| **Historical Content Must Knows** | **Terms, People and Events Must Knows** | **Academic Vocabulary Must Knows** |
| **Impressionism**: What? Why? Who?**Post-Impressionism**: What? Why? Who?**Cubism**: What? Why? Who?Abstract Art: What? Why? Who?**Women’s Suffrage Movement: Goals**The New Woman: Goals**Zionism**: 1st Zionist Congress 1897New Unionism, Fabianism, **Labour Party** Social Welfare: Laws & programsThe Irish ProblemFrench Third Republic & Dreyfus AffairIssues: German Empire, Austria-HungaryRussian Industry, Trans-Siberian RR**Russo-Japanese War: Cause, Outcomes** **Revolution of 1905 (R)**-**Bloody Sunday** 1905 / October ManifestoDominion of CanadaNew Imperialism: What? Where? Why?-**White Man’s Burden, Rudyard Kipling**-Economic Imperialism: Motive? How?-**Scramble for Africa**, Liberia / Ethiopia-The Great Trek & **Boer War**-**Suez Canal**: Who? Why” Impact?-GB in Australia & New Zealand-Russian Expansion: Central AsiaImperialism in Asia:-Dismemberment of China,-**Spheres of Influence, Open Door Policy**-Japan invasion of Korea-French in SE Asia & IndochinaUS in Samoa, Hawaii, Spanish-American War 1898, PhilippinesResponses to Imperialism:-Traditionalist v Modernizer-**Boxer Rebellion** &-Chinese Revolution-Japanese Meji Restoration: outcome-Indian National Congress: Why?-Remaining Free States: Africa? Asia?**OVB’s Alliances: 3 Emperors League**-Congress of Berlin 1878: Outcomes**Triple Alliance & Reinsurance Treaty****Triple Entente**The Balkans: Issues? Why? Who? What?**-Balkan Wars**: 1870s, 1908, 1912, 1913 | Ernst Renan **Pope Pius IX & *Syllabus of Errors*****Pope Leo XIII & *Rerum Novarum***William Booth & Salvation Army**E. Zola/ L. Tolstoy**/ **F. Dostoevsky**/ **Yeats**Camille Pissarro, **Claude Monet**, otherBerthe MorisotGeorge Eastman**Paul Cezanne & Vincent van Gogh****Pablo Picasso / Wassily Kandinsky**Edvard Grieg / Claude Debussy Igor Stravinsky & ballet music**Millcent Fawcett / Emmeline Pankhurst & WSPU**Maria MontessoriAdolf Stöcker & CSW Party**Theodor Herzl****Alfred Dreyfus**David Lloyd George (GB’s PM)Giovanni Giolitti & *Transformismo***Kaiser Wilhelm II (G)**Pan-German LeagueEmperor Franz Joseph (AH)**Sergei Witte & Trans-Siberian RR****Tsar Nicholas II & Alexandra**Peter Stolypin**VI Lenin****Afrikaners****Cecil Rhodes****King Leopold II (Belgium)****John Hay** Sun Yat-Sen | SuffragistAnti-SemitismPogromAssimilationHereditaryHome RuleExonerateAdvocate PurgeSurgeAppeaseAbysmalExacerbateBacklashDumaAgrarianCurtailDeterminantFervorHumanitarianGuerilla TacticsConciliatoryProtectorateIndigenousPurportShogunSamuraiSatiImmolatePyreSmug |

**Chapter 24– Modernity, Anxiety & Imperialism – Homework Grid – 50 Points**

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| A. **Complete A Dated Daily Summary Paragraph** of your learning from reading notes & in-class lecture / discussion. A paragraph requires **5-7 sentences.** (5 points per day) | B. Construct well-written paragraph responses of about 5-7 sentences to the **Short Answer Questions** provided in the Study Guide. **Fully** answer all parts of the Q AND indicate each portion of the answer. **NOTE: TWO REQUIRED** (5 points per SAQ)  |
| C. **Analyze Primary & Secondary Source**. Read & analyze three (3) of the sources listed below. For EACH document complete a HIPPO worksheet (on the “Class Documents” tab) to demonstrate your analysis: - Any in-class Source documents- (p.727) Freud & Repression- (p. 736) The Struggle for the Right to Vote- (p.740) The Voice of Zionism- (p.744) Bloody Sunday- (p.750) Does Germany Need Colonies?(15 points, 5 each) | D. **Form a Study Group & Execute an Effective 1-hour Study Session.** Download the Group Study Session form from the Class Documents tab, engage in a focused study session where you discuss and clarify specific content such as:*-How did previous scientific theories get challenged by the new discoveries on the late 1800s?**-How did Nietzsche & Freud change the view of human nature?* *-How was Social Darwinism used to justify racist, anti-Semitic & imperialist policies / actions?**-How did the women’s rights movement change in the late 19th c.?* *-How did “liberalism” change in the late 19th c.?**-What sources of tension developed in France, Germany, Austria-Hungary, Russia & the Balkans? How were these tensions dealt with?**-Why did western countries “imperialize” other parts of the world? How did this activity affect the different parts of the world?*FULLY COMPLETE THE FORM to verify your learning. Each person completes their own form & includes a photo of the group in action. (10 Points) |
| E. **Write & Perform a 30 second “Public Information Commercial”.** Choose a scenario from the list below, write the monologue & deliver it to the class live or on video (a written copy of script with scene descriptors required). It should clearly communicate the position of the character relative to the subject matter. Satire & comic relief should be included where appropriate. Possibilities include: - Sigmund Freud infomercial trying to drum up business for his new practice;-A “modern” artist (impressionist, post-impressionist or cubist) explaining his style & trying to make a living without a patron;-Theodor Herzl justifying the Zionist cause & seeking people to move “back to ancient Israel”;-Father Gregory Gapon seeking an answer to Bloody Sunday 1905;-Cecil Rhodes seeking European workers to move to his holdings in Africa;-A Chinese “Boxer” clarifying his actions & seeking others to join the cause-Otto von Bismarck making one last “good-bye” to the German people after his dismissal by the KaiserThe script should include key elements or known ideas / quotes of each character, as well as true-to-form personality (based on your research). (15 points) | F. **Construct a 1-page “Side by Side” op-ed article (in present tense)** on the subject of “the necessity of imperialism” during 19th century. The left side should be from the “European imperialist” POV & the right side should be from the “African or Asian (pick an Asian nation) anti-imperialist” POV. The text should answer the Q: **Is European Imperialism Beneficial?**Each side “authored” by an “appropriate” follower of the ideology (indicate the author on the tagline at the bottom of the column). On the back of the page write a 1-paragraph explanation of which side you support and why. (15 points) |