



PROGRAM SUPPORT NOTES

Progressive Ideologies

Imperialism, Nationalism, Capitalism,
Egalitarianism

Program Support Notes by:
Mary dos Santos B.A. (Hons), Grad.
Dip. Arts (History Ed), M.Ed.

Executive Producer:
Simon Garner B.Ed, Dip
Management

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Progressive Ideologies

Imperialism, Nationalism, Capitalism, Egalitarianism

For Teachers

Introduction

The period 1750 to 1918 was a time of great social, political, and economic change. Ideas such as Imperialism, Nationalism, Capitalism and Egalitarianism came to prominence and they continue to impact the modern world. What are these ideas? How did they suddenly appear during this time period?

The answers to these questions lies in an examination of some of the key events of the period, and the impact that these events had on the way in which people thought, not only about themselves, but also about the world around them. The increased industrialisation gave rise to a rapid change in the way people lived and worked. It was an era of imperialism which saw the expansion of European power and trade. Many newly emerging nations adopted the economic system of capitalism. The spread of progressive ideas together with better contact with the world resulted in an increased number of people moving towards the principles of Egalitarianism. The period culminated in World War I 1914-1918, the 'war to end all wars'.

Timeline

00:00:00 Imperialism
00:04:57 Nationalism
00:09:34 Capitalism
00:14:38 Egalitarianism
00:19:16 Credits
00:20:08 End program

Related Titles

The Development of Australian Government
Our National Identity
Australian National Identity
Development of Multiculturalism in Australia
Inquiry Skills in the Study of History

Recommended Resources

- <http://colonialwarfare18901975.devhub.com/blog/576449-scamble-for-africa/>
- <http://www.teacherlink.org/content/social/instructional/industrialrevolution/home.html>
- <http://www.socialstudiesforkids.com/articles/ushistory/revolutionarywartimeline.htm>
- <http://www.unisanet.unisa.edu.au/resources/06921/online%20resources/weeks%205%20and%206%20the%20scientific%20revolution.htm>
- http://www.google.com.au/imgres?q=white+man%27s+burden&hl=en&sa=G&gbv=2&tbn=isch&tbnid=XN3r2o1MfvQEM:&imgrefurl=http://en.wikipedia.org/wiki/The_White_Man%27s_Burden&docid=blZaUBpBNcEahM&imgurl=http://upload.wikimedia.org/wikipedia/commons/thumb/9/95/1890sc_Pears_Soap_Ad.jpg/250px-1890sc_Pears_Soap_Ad.jpg&w=250&h=384&ei=MIWmTubsBo_umAXbhK3WDw&zoom=1&iact=hc&vpx=275&vpy=100&dur=2400&hovh=278&hovw=181&tx=87&ty=158&sig=111509710338159344934&page=1&tbnh=114&tbnw=74&start=0&ndsp=24&ved=1t:429,r:1,s:0&biw=1360&bih=595
- www.hyperhistory.org/images/assets/pdf/cartoon.pdf

Student Worksheet

Initiate Prior Learning

The period between 1750 and 1918 was a time of great change. Many of these changes and the ideas that have emerged from them still influence the world today.

1. In small groups, research a specific major event of this period.

Specific events for research include:

- Industrial Revolution
- French Revolution
- American Revolution
- Scramble for Africa

After some preliminary reading, brainstorm your ideas regarding the impact of this event under the headings: social, political and economic, then share your information with the class.

Brainstorm template

A brainstorming template diagram. At the top is a rectangular box labeled 'Social:'. A vertical line connects the bottom center of this box to the top of a central circle. Two diagonal lines extend from the bottom of the circle to the top corners of two rectangular boxes below it. The box on the left is labeled 'Political:' and the box on the right is labeled 'Economic:'. All boxes and the central circle are empty for student input.

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Active Viewing Guide

Imperialism

Before viewing this chapter, think carefully and answer each of the following questions:

1. Why is Australia so closely connected to Britain?

2. What was the Industrial Revolution?

While viewing this chapter answer the following questions:

3. What is Imperialism?

4. Why did Imperialism increase between 1750 and 1900 (especially between 1870 and 1900)?

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5. There were some ideas that made many Europeans think that it was acceptable to 'take over' other countries or land belonging to other people. Explain some of these ideas.

Nationalism

Before viewing this chapter, think carefully and answer each of the following questions:

1. What do you think a nation is?

2. What do you think the word nationalism mean?

While viewing this chapter answer the following questions:

1. Write down the definition of nationalism.

2. How did people 'redefine' themselves under nationalism?

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3. In what ways can nationalism influence aggression and war?

Capitalism

Before viewing this chapter, think carefully and answer each of the following questions:

1. Think about what it would be like to live in a place where there was no money. Every time you need something, you must find another good to trade for it. This is called bartering. What would be some of the advantages and disadvantages of this economic system?

2. Imagine living in a country or economy in which the government chose what could be made and what services could be supplied for people. This system is a planned economy. What do you think it would be like to live in a place where there were only limited goods and services available?

3. How does the economic system in which we live differ from these two systems? Which one would you prefer to live in?

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While viewing this chapter complete the capitalism worksheet below:

Capitalism worksheet

1. Fill in the missing words to complete the definition of capitalism:

The _____ economic system in most _____
_____ is a system where the _____
are _____ owned and run for _____.

2. List the means of production:

3. Fill in the missing words to complete the definition of capital:

Capital is _____ and _____ owned by an
individual or _____ which is accumulated and
_____ to create _____
_____.

4. Fill in the missing words to complete the following sentences:

In capitalist societies greater emphasis is given to the creation of _____
and _____ often at the expense of _____,
_____, ethical and religious aspects of life.
Profit is gained through the _____ of capital and the use of
_____.

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1. In what ways was capitalism linked to:

a) Industrial Revolution

b) Imperialism or the expansion of empires?

2. How does capitalism promote the idea of self-interest?

Egalitarianism

Before viewing this chapter, think carefully and answer each of the following questions:

1. Can you remember a time or an event in your life in which you thought you were treated unfairly or you were left out of a group activity? How did this make you feel?

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2. What does the word equal mean? Is it possible for us to treat other people equally? Are people in different parts of the world treated equally? Is there ever a reason or circumstance in which people might not be given equality but it is justifiable?

While viewing this chapter answer the following questions:

3. Write the definition of egalitarianism.

4. How did the French and American Revolutions influence the idea of egalitarianism?

5. Complete the table to indicate the influence made by these aspects on the idea of egalitarianism:

Books	Trade

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Extension Activities

1. Look at this website on the Scramble for Africa - <http://colonialwarfare18901975.devhub.com/blog/576449-scramble-for-africa/>. Study the maps carefully.

- a) What are the main differences between the two maps?

- b) Explain the main reasons for the increased European presence in Africa between 1880 and 1914.

- c) What impact would the increased European influence have had on:

- i. The individual European nations

- ii. The European nations combined

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iii. The African nations / people groups?

2. Research the Industrial Revolution.

a) What impact did the Industrial Revolution have on Europe?

b) Imagine living during the Industrial Revolution in England. Write a one page account of your life working in a factory in a large city.

3. Choose either the French Revolution or the American Revolution. Research the Revolution and its achievements. Now consider what the Revolution failed to achieve? Write a response to the following statement:

The French/American Revolution was merely a catalyst in the achievement of egalitarianism.*

(*something that starts to bring about change)

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4. It is important for History students to make good use of primary sources. Look at each of the following sources. For each source answer the following questions:

Source 1

The white man's burden – *The Journal*, [Detroit](#), 1898.



- a) What is the message or key idea of this source?

- b) When was the source made/published?

- c) What does the source tell us about the way in which people thought at this time?

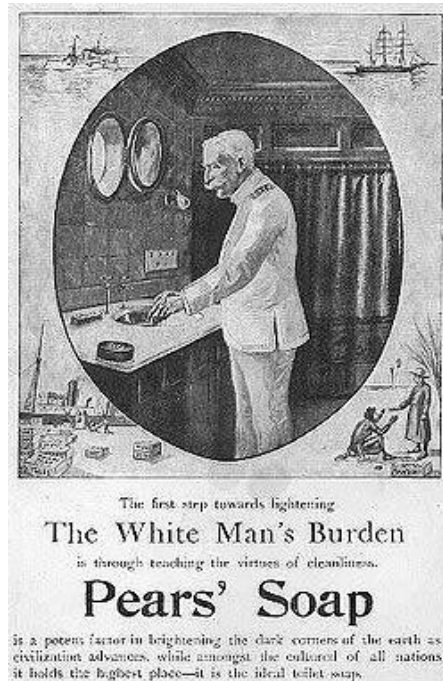
- d) Is the source biased (one sided)? Whose side does it favour?

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Source 2

A 1890s advertisement for soap using the idea of the White Man's Burden



a) What is the message or key idea of this source?

b) When was the source made/published?

c) What does the source tell us about the way in which people thought at this time?

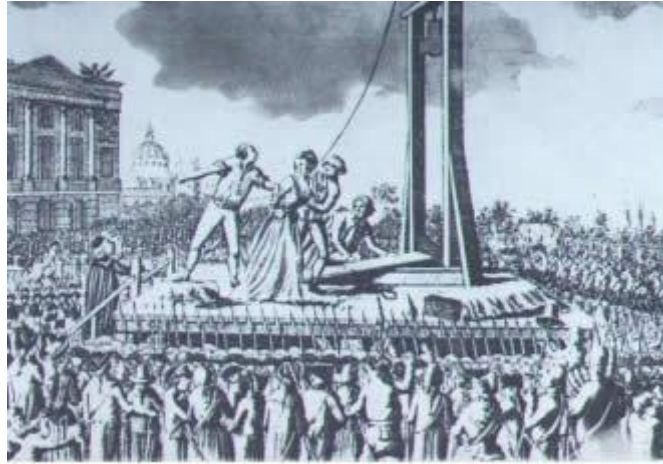
d) Is the source biased (one sided)? Whose side does it favour?

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Source 3

Contemporary engraving of the French Revolution and mass executions at the guillotine (about 1791)
<http://www.unisanet.unisa.edu.au/resources/06921/online%20resources/weeks%205%20and%206/the%20scientific%20revolution.htm>



a) What is the message or key idea of this source?

b) When was the source made/published?

c) What does the source tell us about the way in which people thought at this time?

d) Is the source biased (one sided)? Whose side does it favour?

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Source 4

The Spirit of '76 by Arthur Willard (painted about 1875)

<http://www.socialstudiesforkids.com/articles/ushistory/revolutionarywartimeline.htm>



a) What is the message or key idea of this source?

b) When was the source made/published?

c) What does the source tell us about the way in which people thought at this time?

d) Is the source biased (one sided)? Whose side does it favour?

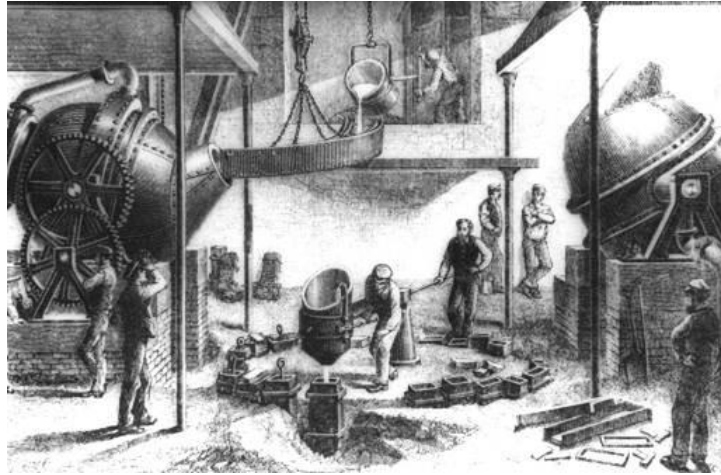
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Source 5

The Bessemer process for making steel (1860s)

<http://www.teacherlink.org/content/social/instructional/industrialrevolution/home.html>



a) What is the message or key idea of this source?

b) When was the source made/published?

c) What does the source tell us about the way in which people thought at this time?

d) Is the source biased (one sided)? Whose side does it favour?

Suggested Student Responses

Active Viewing Guide

Imperialism

Before viewing this chapter, think carefully and answer each of the following questions:

1. Why is Australia so closely connected to Britain?
Students should arrive at the idea of Australia (among many other nations) was colonised by Britain. This should allow some understanding and some discussion of the age of Imperialism and the European need for resources as a result of increased industrialisation.
2. What was the Industrial Revolution?
Students may be familiar with this period in history or may have studied it in earlier years. Students should be able to articulate ideas ranging from a drastic increase in industry in European countries to a more sophisticated explanation of the change from individual manufacture of goods in cottage industry to the use of factories, changes in lifestyle, increased need for resources and a resulting growth in overseas expansion.

While viewing this chapter answer the following questions:

1. What is Imperialism?
Imperialism involves a politically and economically dominant nation extending its power and wealth by taking resources, land, labour and trade from another territory or nation. .
2. Why did Imperialism increase between 1750 and 1900 (especially between 1870 and 1900)?
Answers can include: the Industrial Revolution, increased need for resources, trade, prestige, military supremacy, Social Darwinism, the White Man's Burden, the belief that non-European countries could be termed *Terra Nullius*. Some students will only remember the terms; others will be able to give varying degrees of explanation of these terms.
3. There were some ideas that made many Europeans think that it was acceptable to 'take over' other countries or land belonging to other people. Explain some of these ideas.
This question can be used to expand some of the key ideas used to answer question 2. Students should be able to explain the ideas of Social Darwinism (perhaps a very basic concept), the White Man's Burden and *Terra Nullius*. Even if students can only explain one of these concepts, they will have a greater understanding of the impact of Imperialism as well as an understanding of the way in which Imperialism contributed to the idea of racism, racial superiority, nationalism. These concepts are developed further in Chapter 2.

Nationalism

Before viewing this chapter, think carefully and answer each of the following questions:

1. What do you think a nation is?
Student answers will vary in sophistication. At this preliminary stage something as simple as a country will be acceptable. This basic concept can be added to throughout the questioning, viewing and discussion of the program. Some students may have a more developed idea such as: a country or group of people who share things such as history and language in common.

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2. What do you think the word nationalism mean?

Nationalism is a difficult concept but most students will give some answer that they can later compare with the definition given in the chapter itself.

While viewing this chapter answer the following questions:

1. Write down the definition of nationalism.

Use the definition from the chapter. Take time to explain the definition. Get students to compare their definition with the program explanation. Have students think about the similarities and differences between the two. They might then find it easier to write a definition of *nationalism* that uses words or terms that they find easier to remember.

2. How did people 'redefine' themselves under nationalism?

In order to answer this question carefully, students will need to refer to the way in which people viewed themselves before the rise of nationalism eg. as people of a region, subjects of a king or members of a specific social order such as the aristocracy. Nationalism allows people to define themselves in a more collective manner as part of a nation. This idea of belonging to a nation can be used in both positive and negative ways. The latter leads to the aggressive nationalism discussed in Question 3.

3. In what ways can nationalism influence aggression and war?

Nationalism can give rise to extreme ways of viewing a nation such as national superiority, the right to over-ride other nations, racism, colonialism, imperialism and international conflict. Students may wish to link this to various aspects of aggression displayed during the period and ultimately culminating in the outbreak of war in 1914.

Capitalism

Before viewing this chapter, think carefully and answer each of the following questions:

1. Think about what it would be like to live in a place where there was no money. Every time you need something, you must find another good to trade for it. This is called bartering. What would be some of the advantages and disadvantages of this economic system?

Allow students to share their ideas so that they can clearly explain their thoughts. There are no right or wrong answers – students just need to come to the realisation that our economic system is not the only one that exists.

2. Imagine living in a country or economy in which the government chose what could be made and what services could be supplied for people. This system is a planned economy. What do you think it would be like to live in a place where there were only limited goods and services available?

Allow students to share their ideas so that they can clearly explain their thoughts. There are no right or wrong answers – students just need to come to the realisation that our economic system is not the only one that exists.

3. How does the economic system in which we live differ from these two systems? Which one would you prefer to live in?

Most students will probably conclude that our economy is the best but they must be able to explain the reasons behind their choice.

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While viewing this chapter complete the capitalism worksheet below:

Capitalism worksheet

1. Fill in the missing words to complete the definition of capitalism:

The dominant **economic** system in most **modern nations** is a system where the **means of production** are **privately** owned and run for **profit**.

2. List the means of production:

- **raw materials**
- **tools**
- **machines**
- **factories**
- **distribution (transport, stores)**

3. Fill in the missing words to complete the definition of capital:

Capital is **money** and **property** owned by an individual or **company** which is accumulated and **invested** to create **more wealth**.

4. Fill in the missing words to complete the following sentences:

In capitalist societies greater emphasis is given to the creation of **profit** and **wealth** often at the expense of:

- **social**
- **political**
- **ethical**
- **and religious aspects**

Profit is gained through the **investment** of capital and the use of **labour**.

1. In what ways was capitalism linked to:

a) Industrial Revolution

b) Imperialism or the expansion of empires?

These questions should allow students to explore and discuss the links between the increased development of industry and the growth of a business based economy. It will also allow students to understand the links between the desire for increased profit and the desire for increased overseas empires. This will help students to understand the topic of question 2 – self-interest.

2. How does capitalism promote the idea of self-interest?

The general concept of self-interest is easy to understand in terms of being self-centred or selfish but students need to think of it in terms of a business, a company or even a whole nation. Allow students to give various explanations and ideas about this term. Try to guide them to an understanding that the pursuit of self-interest on the part of nations led to increased tensions between them.

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Egalitarianism

Before viewing this chapter, think carefully and answer each of the following questions:

1. Can you remember a time or an event in your life in which you thought you were treated unfairly or you were left out of a group activity? How did this make you feel?
This should allow individuals to remember times when they felt as though they were not treated as equal to others. This could provide a good platform for a discussion about the second question, the definition of the word *equal*.
2. What does the word equal mean? Is it possible for us to treat other people equally? Are people in different parts of the world treated equally? Is there ever a reason or circumstance in which people might not be given equality but it is justifiable?
Try to encourage students to think about equality for people. Add to their general answers by discussing times, events or places where equality may not be in the best interests of everyone eg. When someone is in leadership they can be perceived as superior rather than equal; leaders may also have to take on more responsibility than those they lead. Does this mean they are not equal or does it mean that there is simply a difference in rank? The more broadly the students can think about this question, the better they will understand the concept of egalitarianism during the time period being studied.

While viewing this chapter answer the following questions:

1. Write the definition of egalitarianism.
Encourage students to use the definition from the program. Make sure that they include as many of the aspects of equality as possible eg. Human value irrespective of gender, religion, culture, ethnicity, political belief and economic or social status.
2. How did the French and American Revolutions influence the idea of egalitarianism?
This question is designed to make students think about the fight for equality. Try to help students realise that often people have had to fight for rights and privileges that we take for granted. Answers should cover the desire for the end of strict controls under a monarch and the discrimination based on class. Some students may even make the connection of the role of women (especially in the French Revolution) and the fight for equality. Students should make note of the fact that the equality that was achieved as a result of both Revolutions was confined to white, mostly Anglo-Saxon males. You may wish to use this as a point of further discussion.
3. Complete the table to indicate the influence made by these aspects on the idea of egalitarianism:

Books	Trade
• increased literacy • more progressive ideas were shared and understood by the general public	• opened up the world • encounters with other people led to new ideas • these ideas could then be communicated through new books and writing

Extension Activities

1. Look at this website on the Scramble for Africa - <http://colonialwarfare18901975.devhub.com/blog/576449-scramble-for-africa/>. Study the maps carefully.
 - a) What are the main differences between the two maps?
 - b) Explain the main reasons for the increased European presence in Africa between 1880 and 1914.
 - c) What impact would the increased European influence have had on:
 - i. The individual European nations
 - ii. The European nations combined
 - iii. The African nations / people groups?**This study of the maps of Africa and the questions that follow are designed to allow class discussion about the positive and negative effects of European expansion. Students should be encouraged to think of some positive effects on European countries such as increased supply of essential resources as well as the negative effects of exploitation of another environment and the exploitation of a people group as well. Collectively, countries in Europe gained resources that allowed the development of products that benefitted all. At the same time it led to unprecedented industrial rivalry and suspicion that escalated into aggression or near aggression on occasion.**
2. Research the Industrial Revolution.
 - a) What impact did the Industrial Revolution have on Europe?
This is designed to be a quick research activity to add to what was discussed in the program. Answers might include: unprecedented levels of industrial growth; population growth; farming became more efficient and productive; more people moved to cities; harnessing of steam power enabled increased and more efficient production.
 - b) Imagine living during the Industrial Revolution in England. Write a one page account of your life working in a factory in a large city.
Encourage students to be creative but realistic in their accounts. They should have gained some understanding of the exploitation and harsh treatment of workers especially children during this period.
3. Choose either the French Revolution or the American Revolution. Research the Revolution and its achievements. Now consider what the Revolution failed to achieve? Write a response to the following statement:

The French/American Revolution was merely a catalyst in the achievement of egalitarianism.*

(*something that starts to bring about change)

Responses will vary.

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4. It is important for History students to make good use of primary sources. Look at each of the following sources. For each source answer the following questions:

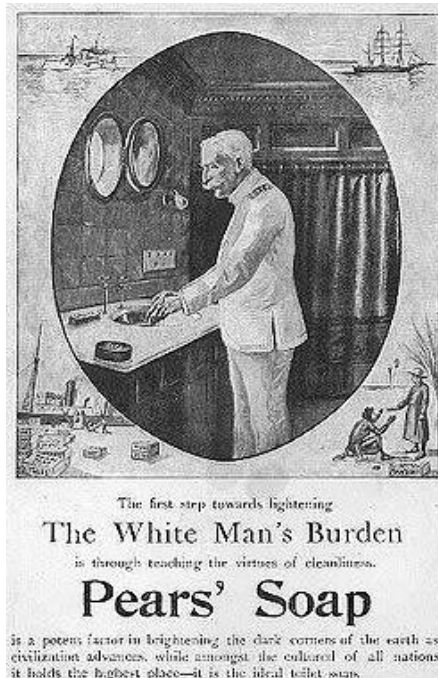
Source 1

The white man's burden – *The Journal*, [Detroit](#), 1898.



Source 2

A 1890s advertisement for soap using the idea of the White Man's Burden

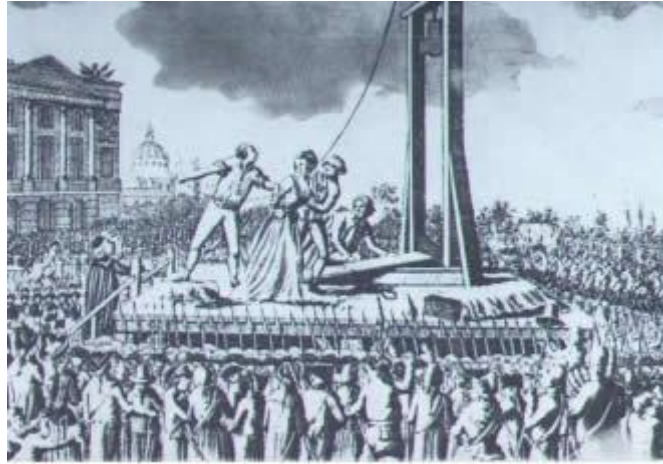


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Source 3

Contemporary engraving of the French Revolution and mass executions at the guillotine (about 1791)
<http://www.unisanet.unisa.edu.au/resources/06921/online%20resources/weeks%205%20and%206/the%20scientific%20revolution.htm>



Source 4

The Spirit of '76 by Arthur Willard (painted about 1875)
<http://www.socialstudiesforkids.com/articles/ushistory/revolutionarywartimeline.htm>



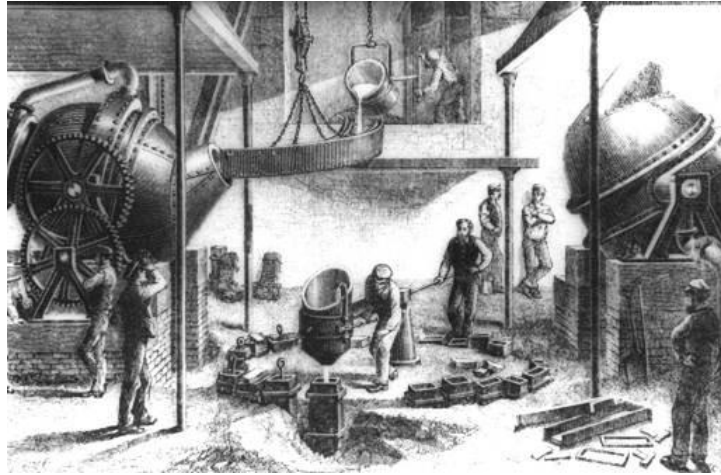
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Source 5

The Bessemer process for making steel (1860s)

<http://www.teacherlink.org/content/social/instructional/industrialrevolution/home.html>



- a) What is the message or key idea of this source?
- b) When was the source made/published?
- c) What does the source tell us about the way in which people thought at this time?
- d) Is the source biased (one sided)? Whose side does it favour?

Responses to these sources will differ. It is important that students look at each source carefully and answer the questions to the best of their ability. Students may require some teacher guidance and scaffolding of answers to begin with. You may wish to look at Cartoon in a Package PD to gain some ideas for this type of teaching.