

Name:

Period:

Teacher Initials:

**Key Concept 5.4 Worksheet and Key Concept Study Guide**

**Directions:** finish the following worksheet using your device, textbook, or brain. This will be due at the end of class and your teacher will check off on it. KEEP IT IN YOUR NOTES TO HELP YOU STUDY FOR THE UNIT 5 TEST. **Highly-recommended source:** <http://www.freeman-pedia.com>

Key Concept 5.4: Global Migration

Migration patterns changed dramatically throughout this period and the numbers of migrants increased significantly. These changes were closely connected to the development of transoceanic empires and a global capitalist economy. In some cases, people benefitted economically from migration, while other peoples were seen simply as commodities to be transported. In both cases, migration produced dramatically different societies for both sending and receiving societies and presented challenges to governments in fostering national identities and regulating the flow of people.

**Key Concept 5.4**

**I. Migration in many cases was influenced by changes in demography in both industrialized and unindustrialized societies that presented challenges to existing patterns of living.**

A. Changes in food production and improved medical conditions contributed to a significant global rise in population.

B. Because of the nature of the new modes of transportation, both internal and external migrants increasingly relocated to cities. This pattern contributed to the significant global urbanization of the 19th century. The new methods of transportation also allowed for many migrants to return, periodically or permanently, to their home societies.

**Your Notes** (fill this section out to help you learn the KC)

1.) (KC 5.4.I.A) – **Scroll to the Wikipedia link “a significant rise in global population” on Freemanpedia.** Take notes on the section “Modern Era” *only* in the Wikipedia Article “World Population” and pay special attention to life expectancy, medical improvements, famine, and overpopulation.

2.) (KC 5.4.I.B) – **Choose one** of the College Board illustrative examples and using your device explain why the group in your example migrated (push/pull factors), if they were in fact transient, and what this meant for the place they moved to. **(NO MORE THAN ONE OR TWO SENTENCES.)**

**Illustrative Examples for 5.4.I.B:** Japanese agricultural workers in the Pacific, Lebanese merchants in the Americas, Italian industrial workers in Argentina

Name:

Period:

Teacher Initials:

<p><b>II. Migrants relocated for a variety of reasons.</b></p> <p>A. Many individuals (such as manual laborers or specialized professionals) chose freely to relocate, often in search of work.</p> <p>B. The new global capitalist economy continued to rely on coerced and semi-coerced labor migration, including slavery, Chinese and Indian indentured servitude and convict labor.</p> <p><del>Note: The word <u>Coolie</u> means slave labor from Asia, in our case this will mean people moved from both India and China to work as slaves in the Americas, Africa and other places.</del></p> <p>Today this is considered a very racist term, but it is used to show what the unfair and cruel slavery of this time</p>	<p>3.) (KC 5.4.II.A) Define “push” and “pull” factors.</p> <p>4.) (KC 5.4.II.B) Define indentured servitude. Name two relevant groups and geographic regions it affected.</p> <p>5.) (KC 5.4.II.B) Define convict labor (“penal labor”). Name two relevant groups and geographic regions it affected.</p>
	<p>Use this space to doodle or for extra space for your answers.</p>
<p><b>III. The large scale nature of migration, especially in the 19th century, produced a variety of consequences and reactions to the increasingly diverse societies on the part of migrants and the existing populations.</b></p> <p>A. Due to the physical nature of the labor in demand, migrants tended to be male, leaving women to take on new roles in the home society that had been formerly occupied by men.</p>	

Name:

Period:

Teacher Initials:

B. Migrants often created ethnic enclaves (such as Chinese in SE Asia, the Caribbean, S America, and N America) in different parts of the world that helped transplant their culture into new environments and facilitated the development of migrant support networks.

C. Receiving societies did not always embrace immigrants, as seen in various degrees of ethnic and racial prejudice and the ways states attempted to regulate the increased flow of people across their borders. (such as the Chinese Exclusion Act or the White Australia Policy)

6.) (KC 5.4.III.B) Define enclave. How is a Chinatown an example of an ethnic enclave?

7.) (KC 5.4.III.C) Describe the White Australia Policy in 2-3 sentences below.

Stimulus-based Multiple Choice Practice. Circle the correct answer. TRY TO DO THIS WITHOUT HELP OF YOUR DEVICE THE FIRST TIME.

Questions 8–12 refer to the passage below.

“I can safely say that before the commencement of what I may call the Railway Period, not only were the wages in most parts of the country established by tradition and authority, rather than by the natural laws of supply and demand, but the opportunity to work was in general restricted to particular spots. For the first time in history the Indian finds that he has in his power of labor a valuable possession which, if he uses it right, will give him something much better than mere subsistence. Follow him to his own home, in some remote village, and you will find that the railway laborer has carried to his own village not only new modes of working, new wants, and a new feeling of self-respect and independence, but new ideas of what government and laws can offer him. And he is, I believe, a better and more loyal subject, as he is certainly a more useful laborer.”

Bartle Frere, British governor of the Bombay Presidency, India, speech on opening of a rail line, 1863

8. Frere’s speech is best understood in the context of which of the following?

- (A) Governments in Asian empires undertaking economic reforms to catch up with European powers
- (B) Governments undertaking political and social reforms to mitigate the effects of industrial capitalism
- (C) Governments expanding and consolidating their empires using their increasing industrial power
- (D) Governments promoting redistributionist policies to reduce income inequality between labor and capital

9. The developments described in the speech regarding the lifting of traditional restrictions on Indian labor contributed most directly to which of the following global processes?

- (A) Protests for improved sanitation and living conditions in industrial cities
- (B) Long-distance and overseas migrations of contractual and coerced workers
- (C) The decline of Spanish and Portuguese influence in the Indian Ocean
- (D) The emergence of new racial ideologies that supported European imperialism

10. Which of the following best explains Frere’s characterization of the time of his speech as the “Railway Period” in British India?

- (A) Railways provided a means for Hindu pilgrims to visit sacred sites quickly and cheaply.
- (B) Railways allowed British missionaries to spread Christianity more effectively.
- (C) Railways opened up access to interior markets and resources for British commercial interests.

Name:

Period:

Teacher Initials:

(D) Railways eased the overcrowding in Indian cities by allowing industrial workers to commute from suburban areas.

11. Frere's view of the changing opportunities for Indian labor most directly reflects the influence of which of the following?

- (A) The ideals of classical liberalism as stated by Adam Smith and John Stuart Mill
- (B) The ideals of communism as stated by Karl Marx and Friedrich Engels
- (C) The ideals of the Enlightenment as stated by political revolutionaries such as Simon Bolívar
- (D) The ideals of mercantilism as developed by state-sponsored joint-stock trading companies such as the British East India Company

12. Which of the following later developments would most undermine the hopes set forth by Frere in the last sentence of his speech?

- (A) Easier access to Indian raw materials led to a decrease in prices of British manufactured goods.
- (B) Japanese emulation of Western models of development spurred imperial rivalries that led to the Second World War.
- (C) Improved transportation and communication in India helped develop a shared sense of identity that led to greater Indian nationalism.
- (D) Increased migration would lead to the creation of Indian ethnic enclaves in Great Britain and other parts of the British Empire.

**DOCUMENT 1**

**CHINESE EXCLUSION ACTS**

Forty-Seventh Congress. Session I. 1882

Chapter 126.-An act to execute certain treaty stipulations relating to Chinese.

Preamble. Whereas, in the opinion of the Government of the United States the coming of Chinese laborers to this country endangers the good order of certain localities within the territory thereof:

Therefore,

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That from and after the expiration of ninety days next after the passage of this act, and until the expiration of ten years next after the passage of this act, the coming of Chinese laborers to the United States be, and the same is hereby, suspended; and during such suspension it shall not be lawful for any Chinese laborer to come, or, having so come after the expiration of said ninety days, to remain within the United States.

**DOCUMENT 2**

**Use the political cartoon and excerpt to answer the questions below.**

13. What is the purpose and point of view of Document 1?

14. Describe the historical context and intended audience of Document 2.

15. Which document would a historian most likely use as evidence of the causes of Global Migration from 1750-1900? Describe why you think this is the case.

