

Aboriginal bark painting from
Milingimbi, Australia

Battle of Isandhlwana, 1879, Zululand
(now in South Africa)

The Scramble for Africa

MAIN IDEA

EMPIRE BUILDING Ignoring the claims of African ethnic groups, kingdoms, and city-states, Europeans established colonies.

WHY IT MATTERS NOW

African nations continue to feel the effects of the colonial presence more than 100 years later.

TERMS & NAMES

- imperialism
- racism
- Social Darwinism
- Berlin Conference
- Shaka
- Boer
- Boer War

SETTING THE STAGE Industrialization stirred ambitions in many European nations. They wanted more resources to fuel their industrial production. They competed for new markets for their goods. Many nations looked to Africa as a source of raw materials and as a market for industrial products. As a result, colonial powers seized vast areas of Africa during the 19th and early 20th centuries. This seizure of a country or territory by a stronger country is called **imperialism**. As occurred throughout most of Africa, stronger countries dominated the political, economic, and social life of the weaker countries.

Africa Before European Domination

In the mid-1800s, on the eve of the European domination of Africa, African peoples were divided into hundreds of ethnic and linguistic groups. Most continued to follow traditional beliefs, while others converted to Islam or Christianity. These groups spoke more than 1,000 different languages. Politically, they ranged from large empires that united many ethnic groups to independent villages.

Europeans had established contacts with sub-Saharan Africans as early as the 1450s. However, powerful African armies were able to keep the Europeans out of most of Africa for 400 years. In fact, as late as 1880, Europeans controlled only 10 percent of the continent's land, mainly on the coast.

Furthermore, European travel into the interior on a large-scale basis was virtually impossible. Europeans could not navigate African rivers, which had many rapids, cataracts, and changing flows. The introduction of steam-powered riverboats in the early 1800s allowed Europeans to conduct major expeditions into the interior of Africa. Disease also discouraged European exploration.

Finally, Africans controlled their own trade networks and provided the trade items. These networks were specialized. The Chokwe, for example, devoted themselves to collecting ivory and beeswax in the Angolan highlands.

Nations Compete for Overseas Empires Those Europeans who did penetrate the interior of Africa were explorers, missionaries, or humanitarians who opposed the European and American slave trade. Europeans and Americans learned about Africa through travel books and newspapers. These publications competed for readers by hiring reporters to search the globe for stories of adventure, mystery, or excitement.

CALIFORNIA STANDARDS

10.4.1 Describe the rise of industrial economies and their link to imperialism and colonialism (e.g., the role played by national security and strategic advantage; moral issues raised by the search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology).

10.4.2 Discuss the locations of the colonial rule of such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States.

10.4.3 Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.

HI 2 Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.

TAKING NOTES

Outlining Use an outline to list the forces and events surrounding imperialism in Africa.

The Scramble for Africa

- I. Africa Before European Domination
 - A.
 - B.
- II. Forces Driving Imperialism

The Age of Imperialism 339

OBJECTIVES

- Describe Africa before European domination.
- Summarize the motives of European colonizers and the factors that allowed them to control Africa.
- Identify three groups that clashed in South Africa.

1 FOCUS & MOTIVATE

Ask students to discuss times they may have tried to dominate someone younger, smaller, or weaker. How did they assert their power? (*Possible Answers: by force, coercion, or bribes*)

2 INSTRUCT

Africa Before European Domination

10.4.1; 10.4.2; 10.4.3

Critical Thinking

- Why did colonization of Africa begin in the Congo? (*Belgium supported Stanley's exploration of the Congo, which led to colonization.*)

CALIFORNIA RESOURCES

California Reading Toolkit, p. L49
California Modified Lesson Plans for English Learners, p. 93
California Daily Standards Practice Transparencies, TT41
California Standards Enrichment Workbook, pp. 47–48, 49–50, 51–52
California Standards Planner and Lesson Plans, p. L89
California Online Test Practice
California Test Generator CD-ROM
California Easy Planner CD-ROM
California eEdition CD-ROM

SECTION 1 PROGRAM RESOURCES

ALL STUDENTS

In-Depth Resources: Unit 3

- Guided Reading, p. 47
- Geography Application: Livingstone, p. 54

Formal Assessment

- Section Quiz, p. 191

ENGLISH LEARNERS

In-Depth Resources in Spanish

- Guided Reading, p. 88
- Geography Application, p. 94

Reading Study Guide (Spanish), p. 115

Reading Study Guide Audio CD (Spanish)

STRUGGLING READERS

In-Depth Resources: Unit 3

- Guided Reading, p. 47
- Building Vocabulary, p. 52
- Geography Application: Livingstone, p. 54
- Reteaching Activity, p. 66

Reading Study Guide, p. 115

Reading Study Guide Audio CD

GIFTED AND TALENTED STUDENTS

In-Depth Resources: Unit 3

- Primary Source: British Contract with an African King, p. 56

- Literature: "The Burial," p. 60

INTEGRATED TECHNOLOGY

eEdition CD-ROM

Voices from the Past Audio CD

Power Presentations CD-ROM

Electronic Library of Primary Sources

- "The Boer War"
- "Stanley Finds Livingstone"
- "Private Company Rule in the Congo"

classzone.com

More About . . .

Collecting Wild Rubber

Rubber production under Belgian rule was one of the worst exploitations of Africans in the history of African colonialism. Armed soldiers drove people into the forest to collect wild rubber. Those who refused were killed or mutilated. In some cases, a victim's hand was taken as a trophy to show the commissioner. The hands were then counted to determine that the soldiers had not wasted cartridges. European outrage over this practice forced the Belgians to discontinue it.

Forces Driving Imperialism
10.4.1

Critical Thinking

- How did the Industrial Revolution lead to European colonization? (*Factories in Europe needed more and more raw materials which could be gotten cheaply if the source was colonized.*)
- What basic assumption of Social Darwinism would Africans most likely disagree with? (*that fitness for survival is measured in scientific and technological development*)

In-Depth Resources: Unit 3

- Primary Source: British Contract with an African King, p. 56
- Literature: "The Burial," p. 60

Electronic Library of Primary Sources

- "Stanley Finds Livingstone"
- "Private Company Rule in the Congo"



▲ This stamp celebrates the centenary (100th anniversary) of Stanley and Livingstone's meeting in 1871.

The Congo Sparks Interest In the late 1860s, David Livingstone, a missionary from Scotland, traveled with a group of Africans deep into central Africa to promote Christianity. When several years passed with no word from him or his party, many people feared he was dead. An American newspaper hired reporter Henry Stanley to find Livingstone. In 1871, he found Dr. Livingstone on the shores of Lake Tanganyika. Stanley's famous greeting—"Dr. Livingstone, I presume?"—made headlines around the world.

Stanley set out to explore Africa himself and trace the course of the Congo River. His explorations sparked the interest of King Leopold II of Belgium, who commissioned Stanley to help him obtain land in the Congo. Between 1879 and 1882, Stanley signed treaties with local chiefs of the Congo River valley. The treaties gave King Leopold II of Belgium control of these lands.

Leopold claimed that his primary motive in establishing the colony was to abolish the slave trade and promote Christianity. However, he licensed companies that brutally exploited Africans by forcing them to collect sap from rubber plants. At least 10 million Congolese died due to the abuses inflicted during Leopold's rule. As a result of his cruelty, humanitarians around the world demanded changes. In 1908, the Belgian government took control of the colony away from Leopold. The Belgian Congo, as the colony later became known, was 80 times larger than Belgium. The Belgian government's seizure of the Congo alarmed France. Earlier, in 1882, the French had approved a treaty that gave France the north bank of the Congo River. Soon Britain, Germany, Italy, Portugal, and Spain were also claiming parts of Africa.

Forces Driving Imperialism

The motives that drove colonization in Africa were also at work in other lands. Similar economic, political, and social forces accelerated the drive to take over land in all parts of the globe. The Industrial Revolution in particular provided European countries with a reason to add lands to their control. As European nations industrialized, they searched for new markets and raw materials to improve their economies.

Belief in European Superiority The race for colonies also grew out of a strong sense of national pride. Europeans viewed an empire as a measure of national greatness. As the competition for colonies intensified, each country was determined to plant its flag on as much of the world as possible.

DIFFERENTIATING INSTRUCTION: GIFTED AND TALENTED STUDENTS

Tracing the Exploration of Southern Africa

Class Time 30 minutes

Task Studying a map of David Livingstone's travels

Purpose To appreciate the role of explorers in awakening European interest in Africa

Instructions Have students read the Geography Application worksheet on page 54 of In-Depth Resources: Unit 3. You might want to make a transparency of the map of Livingstone's travels on the bottom of that page. Ask students to work in pairs to study the map and discuss the material they have read. Then have them

answer the questions on page 55 and discuss their answers with other pairs.

Ask students to compare the map of Livingstone's travels with the the map of Africa on page 343. Which European nations claimed the lands in the areas Livingstone explored? (*Belgium, Portugal, Great Britain, France, and Germany*) Do students think Livingstone would have approved or disapproved of the land grab? Why? (*Possible Answer: disapproved because he respected African culture and rejected the idea of European superiority*)

Geography Application Worksheet
David Livingstone Explores Southern Africa
 Directions Read the paragraph below and study the map carefully. Then answer the questions.

Scottish explorer David Livingstone, born in 1793, explored southern Africa in three different expeditions from 1841–1853. He passed through the Kalahari Desert, Mozambique, and Zanzibar. In 1841, this was the first time a white man had seen Lake Tanganyika. However, Livingstone missed the lake because he traveled back to the coast to get supplies. He returned to the lake in 1848, and he named it after Queen Victoria. In addition, he discovered the Victoria Nile river in the north.

Livingstone and Stanley met on the shores of Lake Tanganyika in 1871. Stanley's famous greeting—"Dr. Livingstone, I presume?"—made headlines around the world.

Livingstone's travels helped to awaken European interest in Africa. He discovered the Nile River and the Victoria Nile. He also discovered the Victoria Falls. He was the first European to see the Victoria Falls. He was the first European to see the Victoria Falls. He was the first European to see the Victoria Falls.

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In-Depth Resources: Unit 3

Many Europeans believed that they were better than other peoples. The belief that one race is superior to others is called **racism**. The attitude was a reflection of **Social Darwinism**, a social theory of the time. In this theory, Charles Darwin's ideas about evolution and natural selection were applied to human society. Those who were fittest for survival enjoyed wealth and success and were considered superior to others. According to the theory, non-Europeans were considered to be on a lower scale of cultural and physical development because they had not made the scientific and technological progress that Europeans had. Europeans believed that they had the right and the duty to bring the results of their progress to other countries. Cecil Rhodes, a successful businessman and a major supporter of British expansion, clearly stated this position:

MAIN IDEA

Analyzing Primary Sources

A What attitude about the British does Rhodes's statement display?

A. Answer British superiority to all other groups

PRIMARY SOURCE **A**

I contend that we [Britons] are the first race in the world, and the more of the world we inhabit, the better it is for the human race. . . . It is our duty to seize every opportunity of acquiring more territory and we should keep this one idea steadily before our eyes that more territory simply means more of the Anglo-Saxon race, more of the best, the most human, most honourable race the world possesses.

CECIL RHODES, *Confession of Faith*, 1877



▲ Rhodes's De Beers Consolidated Mines is the biggest diamond company in the world today.

The push for expansion also came from missionaries who worked to convert the peoples of Asia, Africa, and the Pacific Islands to Christianity. Many missionaries believed that European rule was the best way to end evil practices such as the slave trade. They also wanted to "civilize," that is, to "Westernize," the peoples of the foreign land.

Factors Promoting Imperialism in Africa Several factors contributed to the Europeans' conquest of Africa. One overwhelming advantage was the Europeans' technological superiority. The Maxim gun, invented in 1884, was the world's first automatic machine gun. European countries quickly acquired the Maxim, while the resisting Africans were forced to rely on outdated weapons.

European countries also had the means to control their empire. The invention of the steam engine allowed Europeans to easily travel on rivers to establish bases of control deep in the African continent. Railroads, cables, and steamships allowed close communications within a colony and between the colony and its controlling nation.

Even with superior arms and steam engines to transport them, another factor might have kept Europeans confined to the coast. They were highly susceptible to malaria, a disease carried by the dense swarms of mosquitoes in Africa's interior. The perfection of the drug quinine in 1829 eventually protected Europeans from becoming infected with this disease.

Factors within Africa also made the continent easier for Europeans to colonize. Africans' huge variety of languages and cultures discouraged unity among them. Wars fought between ethnic groups over land, water, and trade rights also prevented a unified stand. Europeans soon learned to play rival groups against each other.

The Division of Africa

The scramble for African territory had begun in earnest about 1880. At that time, the French began to expand from the West African coast toward western Sudan. The discoveries of diamonds in 1867 and gold in 1886 in South Africa increased European interest in colonizing the continent. No European power wanted to be left out of the race.

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More About . . .

Cecil Rhodes

Cecil Rhodes first went to South Africa as a young man to improve his health. He became involved in the diamond business and amassed an immense fortune mining this plentiful natural resource of southern Africa. In his will, he left a portion of this fortune to Oxford University to establish scholarships for English-speaking students. Former President Clinton was among many illustrious Rhodes scholars.

More About . . .

Malaria

Malaria remains a deadly and widespread disease today, with over 40% of the world's population at risk. As many as 500 million cases and 1 million deaths occur each year.

The Division of Africa

10.4.2

Critical Thinking

- Why were no African rulers invited to attend the Berlin Conference? (*Europeans believed they had the right to decide Africa's fate.*)
- How did colonization change Africans' basic economy? (*Cash crops replaced families' food crops.*)

Vocabulary

scramble: a frantic struggle to obtain something. The word is frequently used to describe the competition for African land.

DIFFERENTIATING INSTRUCTION: ENGLISH LEARNERS

Imperialism, Racism, Social Darwinism

Class Time 25 minutes

Task Creating a chart of words ending in *-ism*

Purpose To learn a strategy for analyzing the *-ism* words

Instructions Point out to students that the three key terms on pages 339 and 341—*imperialism*, *racism*, and *Social Darwinism*—all end in the suffix *-ism*. Explain that this suffix is used to create nouns from other nouns, adjectives, or verbs and that it has several meanings, including "doctrine or theory" and "act or practice." Have students work in pairs or small groups to create a chart including the key term, the meaning of the suffix, and the meaning of the word. Ask them to brainstorm other *-ism* words and add them to their charts. Completed charts may look like this:

Word	Meaning of Suffix	Meaning of Word
<i>imperialism</i>	<i>act</i>	<i>takeover of a country by a stronger one</i>
<i>racism</i>	<i>doctrine</i>	<i>belief in the superiority of one race</i>
<i>Social Darwinism</i>	<i>doctrine</i>	<i>ideas about "survival of the fittest" applied to humans</i>
<i>criticism</i>	<i>act</i>	<i>act of criticizing</i>

Tip for English Learners

The word *Afrikaans* refers to the language spoken by the Dutch who settled South Africa. *Afrikaner* means an Afrikaans-speaking South African of European ancestry.

More About . . .

The Berlin Conference

King Leopold of Belgium had several motives for attending the Berlin Conference. He fancied himself a great statesman and wanted to build a kingdom in Africa that would extend from the Congo to the Nile. All he got, however, was the central Congo, primarily because France, Germany, and England wanted a buffer zone among their African holdings.

Three Groups Clash Over South Africa

10.4.2; 10.4.3

Critical Thinking

- What conclusion can you draw about the Zulus from their near-defeat of the British invaders? (*They were highly trained and motivated to fight for their land.*)
- How did the Boer War differ from other patterns of colonization in Africa? (*It was a war between European colonizers on African soil with minimal participation by native Africans.*)

▼ Reinstated as ruler over part of his former nation, King Cetshwayo was soon driven away and died in exile in 1884.



Berlin Conference Divides Africa The competition was so fierce that European countries feared war among themselves. To prevent conflict, 14 European nations met at the **Berlin Conference** in 1884–85 to lay down rules for the division of Africa. They agreed that any European country could claim land in Africa by notifying other nations of its claims and showing it could control the area. The European nations divided the continent with little thought about how African ethnic or linguistic groups were distributed. No African ruler was invited to attend these meetings, yet the conference sealed Africa’s fate. By 1914, only Liberia and Ethiopia remained free from European control. ■

Demand for Raw Materials Shapes Colonies When European countries began colonizing, many believed that Africans would soon be buying European goods in great quantities. They were wrong; few Africans bought European goods. However, European businesses still needed raw materials from Africa. The major source of great wealth in Africa proved to be the continent’s rich mineral resources. The Belgian Congo contained untold wealth in copper and tin. Even these riches seemed small compared with the gold and diamonds in South Africa.

Businesses eventually developed cash-crop plantations to grow peanuts, palm oil, cocoa, and rubber. These products displaced the food crops grown by farmers to feed their families.

Three Groups Clash over South Africa

South Africa demonstrated the impact that Europeans had on African peoples. The history of South Africa is a history of Africans, Dutch, and British clashing over land and resources. Although the African lands seemed empty to the Europeans, various ethnic groups had competing claims over huge areas. The local control of these lands, especially in the east, had been in dispute for about 100 years.

Zulus Fight the British From the late 1700s to the late 1800s, a series of local wars shook southern Africa. Around 1816, a Zulu chief, **Shaka**, used highly disciplined warriors and good military organization to create a large centralized state.

Shaka’s successors, however, were unable to keep the kingdom together against the superior arms of the British invaders. In 1879, after Zulu king Cetshwayo refused to dismiss his army and accept British rule, the British invaded the Zulu nation. Although the Zulus used spears and shields against British guns, they nearly defeated the great European army. In July 1879, however, the Zulus lost the Battle of Ulundi and their kingdom. The Zulu nation fell to British control in 1887.

Boers and British Settle in the Cape The first Europeans to settle in South Africa had been the Dutch. The Dutch came to the Cape of Good Hope in 1652 to establish a way station for their ships sailing between the Dutch East Indies and the Netherlands. Dutch settlers known as **Boers** (Dutch for “farmers”) gradually took Africans’ land and established large farms. (The Boers are also known as Afrikaners.) When the British took over the Cape Colony permanently in the early 1800s, they and the Boers clashed over British policy regarding land and slaves.

MAIN IDEA

Clarifying

■ What was the purpose of the Berlin Conference?
B. Answer to lay down rules for the division of Africa

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DIFFERENTIATING INSTRUCTION: STRUGGLING READERS

Events of the Boer War

Class Time 35 minutes

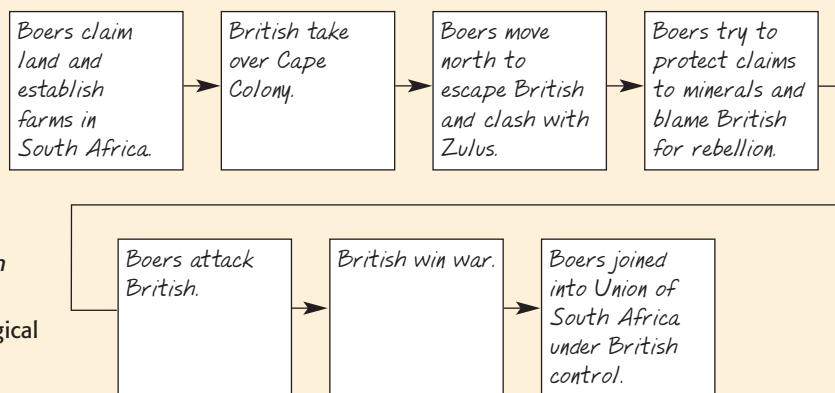
Task Charting the events in the Boer War

Purpose To clarify the causes and effects of the conflict

Instructions Have students work in pairs to reread the material about the Boer War. Ask them to think about the following questions:

- Who were the Boers? (*Settlers of Dutch descent*)
- Why did they clash with the British? (*The British claimed the South African colony and set up policies that the Boers didn’t like.*)

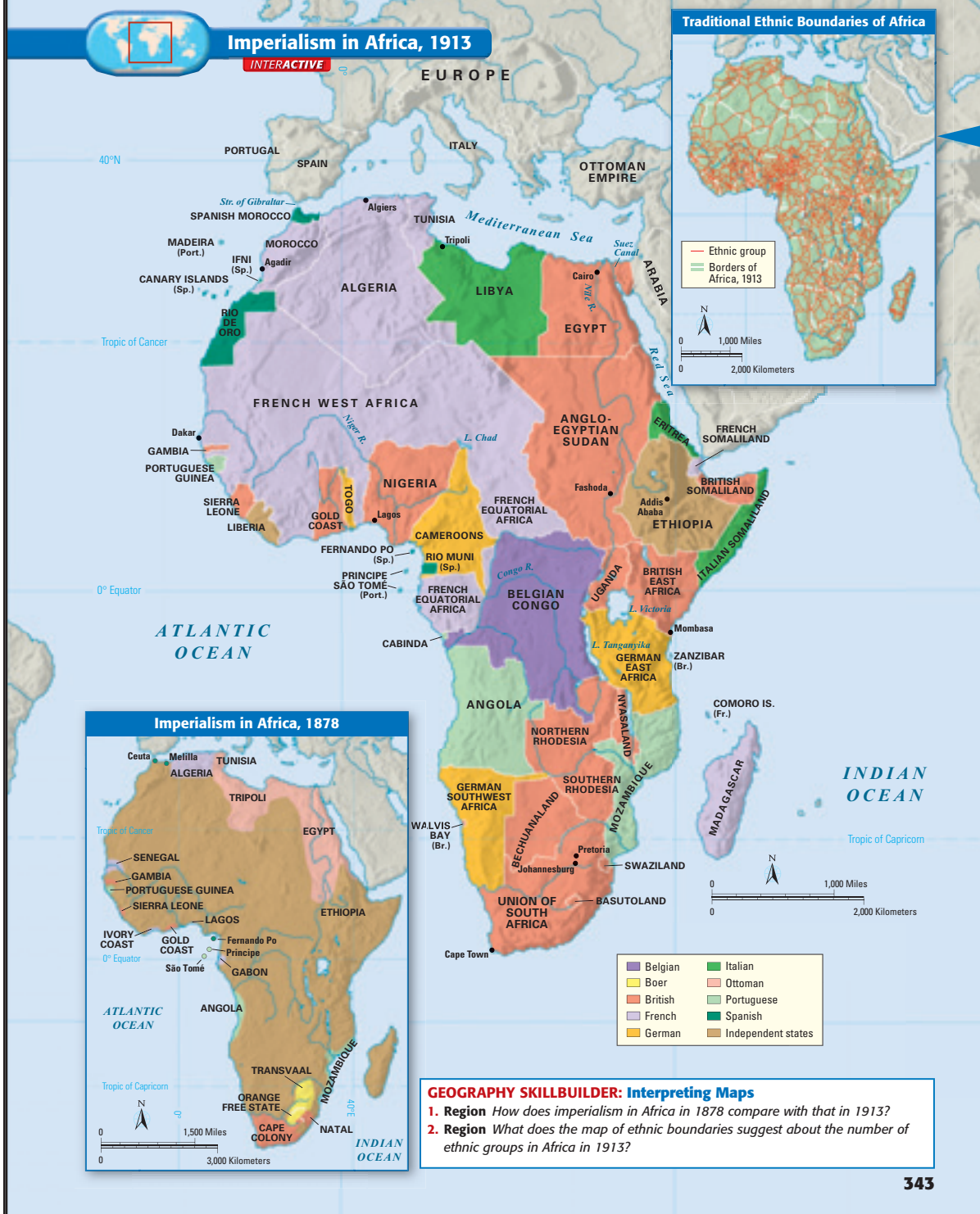
Then hand out copies of Critical Thinking Transparency CT73 chronological order chart. Have students list the events in the Boer war in order.



Imperialism in Africa, 1913

INTERACTIVE

Traditional Ethnic Boundaries of Africa



History from Visuals

Interpreting the Map

Ask students to examine the main map and the two inset maps. About what percentage of Africa was colonized by Europeans in 1878? (10 percent) In 1913? (96 percent) Which two imperial powers controlled the most African territory in 1913? (France and Great Britain) What was the largest single landholding at that time? (French West Africa and Algeria)

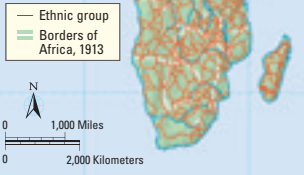
Extension Have students compare the main map and the map showing traditional ethnic boundaries. What do they notice? (The borders of the colonies are drawn with no regard for ethnic boundaries.) How might this fact have contributed to some of the problems that resulted from imperialism? (Ethnic conflicts might have been incited or worsened by bringing hostile groups within colonial borders.)

SKILLBUILDER Answers

- 1. Region** Very little of the continent was colonized in 1878, while most of it had come under European control by 1913.
- 2. Region** There were hundreds of different ethnic groups.

INTEGRATED TECHNOLOGY

Interactive This map is available in an interactive format on the eEdition, where students can view the African colonies of each imperial power separately.



GEOGRAPHY SKILLBUILDER: Interpreting Maps

- 1. Region** How does imperialism in Africa in 1878 compare with that in 1913?
- 2. Region** What does the map of ethnic boundaries suggest about the number of ethnic groups in Africa in 1913?

COOPERATIVE LEARNING



Dramatizing South African History

Class Time 40 minutes

Task Creating and presenting skits dramatizing a central event in South African history

Purpose To understand history from different points of view

Instructions Divide students into three groups—Zulus, Boers, and British. Explain that each group will research, write, and perform a 5- to 10-minute skit dramatizing an event central to its role in the conflict over South Africa. Distribute “The Boer War: The Suffering of the Civilian Population” from the Electronic Library of Primary Sources. Instruct students to read for information that will help them portray the motives, feelings, and actions of their particular group. Then have the groups reread and discuss the material

about the clash of cultures on pages 342–344 of the text. Ask them to choose an incident to portray that exemplifies their group’s values and goals. Examples might include:

- Zulus—war council deciding whether or not to fight the British
- Boers—a day on the Great Trek
- British—the discovery of gold or diamonds in South Africa

Have students perform their skits for the class. You might suggest that other groups respond from their particular point of view.

Electronic Library of Primary Sources

- “The Boer War: The Suffering of the Civilian Population”

History *in* Depth

Winston Churchill and the Boer War

As a boy, Winston Churchill stuttered and was at the bottom of his class. His father, Lord Randolph Churchill, reportedly hated his son and wrote to the boy's grandmother that Winston lacked "cleverness, knowledge and any capacity for settled work." Churchill reacted by idolizing his father and trying to avenge his idol's failed political career with his own illustrious one. Winston succeeded not only in the political arena, but in the artistic one as well, winning the Nobel Prize for literature in 1953.



Winston Churchill and the Boer War

Winston Churchill, who served as the British prime minister during World War II, first came to public attention during the Boer War.

A war correspondent, Churchill was traveling with British soldiers when their train was ambushed by the Boers. Churchill pulled some of the wounded men to safety. When he returned to help the others, however, he was arrested by a Boer soldier. (The soldier, Louis Botha, would later become the prime minister of the Union of South Africa and Churchill's close friend.)

Churchill managed to escape from the South African prison. When he returned to Britain, Churchill was hailed as a national hero at the age of 26.

In the 1830s, to escape the British, several thousand Boers began to move north. This movement has become known as the Great Trek. The Boers soon found themselves fighting fiercely with Zulu and other African groups whose land they were taking.

The Boer War Diamonds and gold were discovered in southern Africa in the 1860s and 1880s. Suddenly, adventurers from all parts of the world rushed in to make their fortunes. The Boers tried to keep these "outsiders" from gaining political rights. An attempt to start a rebellion against the Boers failed. The Boers blamed the British and, in 1899, took up arms against them.

In many ways, the **Boer War** (also known as the South African War) between the British and the Boers was the first modern "total" war. The Boers launched commando raids and used guerrilla tactics against the British. The British countered by burning Boer farms and imprisoning women and children in disease-ridden concentration camps.

Black South Africans were also involved in the war. Some fought; others served as scouts, guards, drivers, and workers. Many black South Africans were captured by the British and placed in concentration camps, where over 14,000 died.

Britain finally won the war. In 1910, the Boer republics were joined into a self-governing Union of South Africa, which was controlled by the British.

The establishing of colonies signaled a change in the way of life of the Africans. The Europeans made efforts to change the political, social, and economic lives of the people they conquered. You will learn about these changes in Section 2.

C. Answer It was between two European nations, not between Europeans and Africans.

MAIN IDEA

Contrasting

How was the struggle for land in the Boer War different from other takeovers in Africa?

3 ASSESS

SECTION 1 ASSESSMENT

Have students work with a partner to answer the questions and discuss the answers.

Formal Assessment

- Section Quiz, p. 190

4 RETEACH

Have students read the Reading Study Guide and answer the questions to help them review the main ideas of the section.

Reading Study Guide, p. 115

In-Depth Resources: Unit 3

- Reteaching Activity, p. 66

SECTION 1 ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- imperialism
- racism
- Social Darwinism
- Berlin Conference
- Shaka
- Boer
- Boer War

USING YOUR NOTES

2. How did Europeans use Social Darwinism to justify empire building? (10.4.1)

The Scramble for Africa
I. Africa Before European Domination
A.
B.
II. Forces Driving Imperialism

MAIN IDEAS

- Why did the Europeans control such a small portion of Africa in the 1800s? (10.4.2)
- What were some of the internal factors that contributed to imperialism in Africa? (10.4.3)
- Why did the Boers and the British fight over southern Africa? (10.4.3)

CRITICAL THINKING & WRITING

- MAKING INFERENCES** What can you infer about the Europeans' attitude toward Africans from the Berlin Conference? (10.4.3)
- FORMING OPINIONS** Why do you think Africans weren't interested in buying European products? (10.4.3)
- DEVELOPING HISTORICAL PERSPECTIVE** What problems might result from rearranging groups of people without regard for ethnic or linguistic traditions? (10.4.3)
- WRITING ACTIVITY** **EMPIRE BUILDING** Write an **expository essay** explaining which European motive behind imperialism in Africa was the most powerful. (Writing 2.3.b)

INTEGRATED TECHNOLOGY INTERNET ACTIVITY

Use the Internet to find out about the population and status of Afrikaners, or Boers, in South Africa today. Present your findings in an oral report. (10.4.3)

INTERNET KEYWORD
Afrikaners in South Africa

ANSWERS

1. imperialism, p. 339 • racism, p. 341 • Social Darwinism, p. 341 • Berlin Conference, p. 342 • Shaka, p. 342 • Boer, p. 342 • Boer War, p. 344

2. **Sample Answer:** I. A. diverse peoples, B. trading networks. II. A. racism, B. Social Darwinism, C. technological superiority, D. medical advances. Europeans believed they were superior people and had a duty and right to impose their culture on non-Europeans.
3. powerful African armies, impassable rivers, diseases

4. Africans' vast spectrum of languages and cultures, wars between ethnic groups, lack of weapons and technology
5. Both wanted access to gold and diamonds.
6. They thought Africans were inferior and had no right to decide the fate of their lands.
7. preferred their own products; had no use for European products
8. They might fight each other or try to return to their own people.

9. **Rubric** Expository essays should
- indicate that economic competition was the strongest motivator.
 - include details from the chapter.

INTEGRATED TECHNOLOGY

- Rubric** Oral reports should
- discuss the number of Afrikaners living in South Africa today and their status.
 - consider conflicts between Afrikaners and black South Africans.

Imperialism

Case Study: Nigeria

MAIN IDEA

POWER AND AUTHORITY
Europeans embarked on a new phase of empire building that affected both Africa and the rest of the world.

WHY IT MATTERS NOW

Many former colonies have political problems that are the result of colonial rule.

TERMS & NAMES

- paternalism
- assimilation
- Menelik II

SETTING THE STAGE The Berlin Conference of 1884–85 was a European conference. And, although black South Africans participated in it, the Boer War was largely a European war. Europeans argued and fought among themselves over the lands of Africa. In carving up the continent, the European countries paid little or no attention to historical political divisions or to the many ethnic and language groupings in Africa. Uppermost in the minds of the Europeans was the ability to control Africa's land, its people, and its resources.

A New Period of Imperialism

The imperialism of the 18th and 19th centuries was conducted differently from the explorations of the 15th and 16th centuries. In the earlier period, imperial powers often did not penetrate far into the conquered areas in Asia and Africa. Nor did they always have a substantial influence on the lives of the people. During this new period of imperialism, the Europeans demanded more influence over the economic, political, and social lives of the people. They were determined to shape the economies of the lands to benefit European economies. They also wanted the people to adopt European customs.

Forms of Control Each European nation had certain policies and goals for establishing colonies. To establish control of an area, Europeans used different techniques. Over time, four forms of colonial control emerged: colony, protectorate, sphere of influence, and economic imperialism. These terms are defined and discussed in the chart on page 346. In practice, gaining control of an area might involve the use of several of these forms.

Methods of Management European rulers also developed methods of day-to-day management of the colony. Two basic methods emerged. Britain and other nations—such as the United States in its Pacific Island colonies—preferred indirect control. France and most other European nations wielded a more direct control. Later, when colonies gained independence, the management method used had an influence on the type of government chosen in the new nation.

Indirect Control Indirect control relied on existing political rulers. In some areas, the British asked a local ruler to accept British authority to rule. These local officials handled much of the daily management of the colony. In addition,

CALIFORNIA STANDARDS

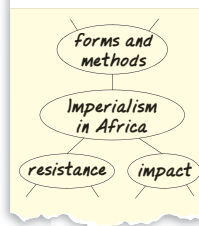
10.4.1 Describe the rise of industrial economies and their link to imperialism and colonialism (e.g., the role played by national security and strategic advantage; moral issues raised by the search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology).

10.4.2 Discuss the locations of the colonial rule of such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States.

10.4.3 Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.

TAKING NOTES

Summarizing Use a web to record the forms and methods of European imperialism in Africa, the resistance it met with, and its impact.



CASE STUDY 345

OBJECTIVES

- Explain the different forms of colonial control.
- Trace British rule in Nigeria.
- Summarize African resistance movements.
- Analyze the impact of colonial rule in Africa.

1 FOCUS & MOTIVATE

Ask students what they already know about Nigeria. (*Possible Answers: English is the official language; authors Wole Soyinka and Chinua Achebe*) Explain that this country, the most populous in Africa, was a British colony until 1960.

2 INSTRUCT

A New Period of Imperialism

10.4.1; 10.4.2; 10.4.3

Critical Thinking

- How might assimilation be considered less harsh than paternalism?
(*Possible Answer: Assimilation does not deny peoples' right to practice their own culture.*)

CALIFORNIA RESOURCES

California Reading Toolkit, p. L50
California Modified Lesson Plans for English Learners, p. 95
California Daily Standards Practice Transparencies, TT42
California Standards Enrichment Workbook, pp. 47–48, 49–50, 51–52
California Standards Planner and Lesson Plans, p. L91
California Online Test Practice
California Test Generator CD-ROM
California Easy Planner CD-ROM
California eEdition CD-ROM

SECTION 2 PROGRAM RESOURCES

ALL STUDENTS

In-Depth Resources: Unit 3

- Guided Reading, p. 48
- History Makers: Menelik II, p. 63

Formal Assessment

- Section Quiz, p. 191

ENGLISH LEARNERS

In-Depth Resources in Spanish

- Guided Reading, p. 89

Reading Study Guide (Spanish), p. 117

Reading Study Guide Audio CD (Spanish)

STRUGGLING READERS

In-Depth Resources: Unit 3

- Guided Reading, p. 48
- Building Vocabulary, p. 52
- Reteaching Activity, p. 67

Reading Study Guide, p. 117

Reading Study Guide Audio CD

GIFTED AND TALENTED STUDENTS

In-Depth Resources: Unit 3

- Primary Source: Letter from Menelik II, p. 57
- Literature: from *Things Fall Apart*, p. 61

- Connections Across Time and Cultures: Two Periods of Colonization and Imperialism, p. 65

Electronic Library of Primary Sources

- from "Africa at the Center"

INTEGRATED TECHNOLOGY

eEdition CD-ROM

Power Presentations CD-ROM

Electronic Library of Primary Sources

- from "Africa at the Center"

classzone.com

Analyzing Key Concepts

OBJECTIVE

- Compare the forms of imperialism and methods of management.

INSTRUCT

Point out to students that, although all imperialism involves subjugation of a weaker country by a stronger one, there are various forms of domination that grant different degrees of rights and participation to the dominated people. All of these forms of imperialism have been played out on the world stage.

More About . . .

Liberia

This country on the west coast of Africa was established by freed slaves from the United States and the West Indies. In fact, its name means “free land.” The descendants of these African-American settlers, called Americo-Liberians, constitute only about 2.5 percent of Liberia’s population but controlled the country until 1980. At that time, native Africans revolted and regained political power.

> Analyzing Key Concepts

Imperialism

Imperialism is a policy in which one country seeks to extend its authority by conquering other countries or by establishing economic and political dominance over other countries. The first chart below discusses the four forms of imperialist authority. The second chart shows the two management methods that can be used to control an area.

CALIFORNIA STANDARDS
10.4.1, REP 4

Forms of Imperialism

Form	Definition	Example
Colony	A country or a territory governed internally by a foreign power	Somaliland in East Africa was a French colony.
Protectorate	A country or a territory with its own internal government but under the control of an outside power	Britain established a protectorate over the Niger River delta.
Sphere of Influence	An area in which an outside power claims exclusive investment or trading privileges	Liberia was under the sphere of influence of the United States.
Economic Imperialism	An independent but less-developed country controlled by private business interests rather than other governments	The Dole Fruit company controlled pineapple trade in Hawaii.

Imperial Management Methods

Indirect Control	Direct Control
<ul style="list-style-type: none"> • Local government officials used • Limited self-rule • Goal: to develop future leaders • Government institutions are based on European styles but may have local rules. 	<ul style="list-style-type: none"> • Foreign officials brought in to rule • No self-rule • Goal: assimilation • Government institutions are based only on European styles.
<p>Examples:</p> <ul style="list-style-type: none"> • British colonies such as Nigeria, India, Burma • U.S. colonies on Pacific Islands 	<p>Examples:</p> <ul style="list-style-type: none"> • French colonies such as Somaliland, Vietnam • German colonies such as German East Africa • Portuguese colonies such as Angola

INTEGRATED TECHNOLOGY
RESEARCH LINKS For more on imperialism, go to classzone.com

> DATA FILE

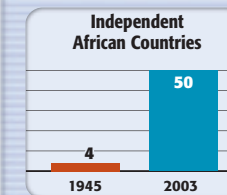
In 1905, the British Empire

- was the largest and most powerful in the world’s history.
- covered about 11 million square miles.
- had about 400 million inhabitants.

Today, the United Kingdom has 13 small dependent territories and is the head of a voluntary association of 54 independent states.

African Colonization and Independence

- In 1884, Western leaders met to divide Africa into colonial holdings.
- By 1914, nearly all of Africa had been distributed among European powers.
- European imperial powers set national borders in Africa without regard for local ethnic or political divisions. This continues to be a problem for African nations today.



Connect to Today

- Forming and Supporting Opinions**
Which form of managing imperial interests do you think would be most effective and why?
 See Skillbuilder Handbook, page R20.
- Recognizing Effects** Use the Internet or library resources to research the problems many African nations are facing today as a result of imperialism. Report your findings to the class.

CONNECT TO TODAY: ANSWERS

1. Forming and Supporting Opinions

Possible Answers: Indirect control—Because it involved local officials in government and was based on local laws, it would be more readily accepted by the colonized people and so, more effective. Direct control—Because it ignored local input, it would not be sidetracked by compromise and could effectively promote its programs.

2. Recognizing Effects

Possible Answers: Reports will vary based on research, but some topics that may be discussed are national borders dividing existing ethnic and political groups, reestablishing a food-crop agricultural system rather than a cash-crop system, and educating the population about African history—a topic suppressed under imperial rule.

History from Visuals

Interpreting the Map

Make sure students understand that the colored areas represent traditional territories for the ethnic groups indigenous to Nigeria. Europeans generally disregarded such boundaries.

Extension Ask students to trace the map and to draw new borders that respect traditional ethnic territories. Does each ethnic group gain or lose land compared with the borders drawn by Europeans? (*Hausa-Fulani—gains; Igbo—remains the same; Yoruba—loses*)

SKILLBUILDER Answers

- Region** three; difficulty getting them to communicate and work together
- Movement** to gain control of trade on the river and access to all ethnic areas

A British Colony

10.4.2; 10.4.3

Critical Thinking

- Which of Nigeria's three main ethnic groups would have been most likely to unite? (*the Igbo and Yoruba, since they shared both religion and style of government*)
- Do you think direct rule would have worked better or worse than indirect rule with the Hausa-Fulani? Why? (*Possible Answer: Worse—Local officials probably would have resisted.*)

each colony had a legislative council that included colonial officials as well as local merchants and professionals nominated by the colonial governor.

The assumption was that the councils would train local leaders in the British method of government and that a time would come when the local population would govern itself. This had happened earlier in the British colonies of Australia and Canada. In the 1890s, the United States began to colonize. It chose the indirect method of control for the Philippines.

Direct Control The French and other European powers preferred more direct control of their colonies. They viewed the Africans as unable to handle the complex business of running a country. Based on this attitude, the Europeans developed a policy called **paternalism**. Using that policy, Europeans governed people in a parental way by providing for their needs but not giving them rights. To accomplish this, the Europeans brought in their own bureaucrats and did not train local people in European methods of governing.

The French also supported a policy of **assimilation**. That policy was based on the idea that in time, the local populations would adopt French culture and become like the French. To aid in the transition, all local schools, courts, and businesses were patterned after French institutions. In practice, the French abandoned the ideal of assimilation for all but a few places and settled for a policy of “association,” which was similar to indirect control. They recognized African institutions and culture but regarded them as inferior to French culture.

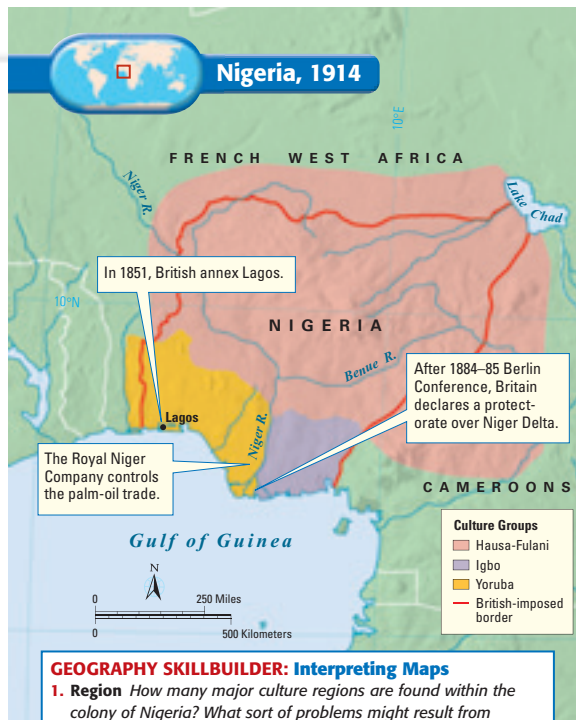
CASE STUDY: Nigeria

A British Colony

A close look at Britain's rule of Nigeria illustrates the forms of imperialism used by European powers to gain control of an area. It also shows management methods used to continue the control of the economic and political life of the area.

Gaining Control Britain gained control of southern Nigeria through both diplomatic and military means. Some local rulers agreed to sign treaties of protection with Britain and accepted British residents. However, others opposed the foreign intervention and rebelled against it. The British used force to put down and defeat these rebellions.

British conquest of northern Nigeria was accomplished by the Royal Niger Company. The company gained control of the palm-oil trade along the Niger River after the Berlin Conference gave Britain a protectorate over the Niger River delta. In 1914, the British claimed the entire area of Nigeria as a colony.



CASE STUDY 347

DIFFERENTIATING INSTRUCTION: ENGLISH LEARNERS

The Vocabulary of Imperialism

Class Time 20 minutes

Task Creating a chart showing the meanings of key terms and other words

Purpose To better understand imperialism

Instructions Have students create a chart in which they define in their own words the two key terms and other difficult vocabulary on this page. Suggest that they use the Reading Study Guide in Spanish for Section 2 on page 117 for help. They should also brainstorm related words and list them in their charts. Completed charts might look like this:

Word	Meaning	Related
legislative	having to do with the making of laws	legislator
nominated	named, appointed	nomination
paternalism	treating people as children	paternal
assimilation	adoption of a conqueror's culture by conquered	assimilate
diplomatic	done by discussion	diplomacy
bureaucrat	person who manages a government department	bureaucracy

CHAPTER 11 Section 2 (pages 341–351)

Imperialism
Case Study: Nigeria

ANTES DE LEER
En la lección pasada, aprendiste acerca de las razones del imperialismo. En esta sección, leerás acerca de la forma en que las organizaciones controlaron los territorios.

AL LEER
¿Qué te gustaría para diferenciar el gobierno directo del indirecto?

GOBIERNO DIRECTO	GOBIERNO INDIRECTO
Los colonos controlaban los asuntos coloniales.	Los gobernadores nombrados por el gobierno colonial.

A New Period of Imperialism ¿Por qué?
¿Cuáles fueron las formas del control colonial?
¿Qué problemas tenía el mundo debido al imperialismo? ¿Qué problemas tenía el mundo debido al imperialismo? ¿Qué problemas tenía el mundo debido al imperialismo?

Patterns of Imperialism: Management: A British Colony
¿Cómo gobernaron sus colonias los gobiernos imperialistas?
¿Qué problemas tenían los territorios bajo el gobierno indirecto? ¿Qué problemas tenían los territorios bajo el gobierno indirecto? ¿Qué problemas tenían los territorios bajo el gobierno indirecto?

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Reading Study Guide: Spanish Translations

African Resistance**10.4.3****Critical Thinking**

- Why do you think Africans resisted imperialism despite the superiority of European military technology? (*Possible Answer: They were fighting to retain their land and way of life.*)
- What strategy allowed Ethiopia to resist European dominance? (*pitting the European powers against each other*)

In-Depth Resources: Unit 3

- Primary Source: Letter from Menelik II, p. 57
- History Makers: Menelik II, p. 63

History Makers**Samori Touré**

What character traits distinguished Samori Touré? (*nationalistic fervor, determination, and leadership*) When Touré was 20, his mother was taken as a slave, and Samori joined her captor's army to gain her release. This experience honed his military skills and determination to fight for his people.

INTEGRATED TECHNOLOGY**Rubric** Maps should

- clearly indicate the borders of the Mandingo Empire.
- include the boundaries of modern African countries.

History Makers**Samori Touré
about 1830–1900**

Samori Touré is a hero of the Mandingo people. His empire is often compared to the great Mali Empire of the 1300s.

Touré was a nationalist who built a powerful Mandingo kingdom by conquering neighboring states. His kingdom became the third largest empire in West Africa.

For 16 years, Touré opposed the French imperialists in West Africa. The well-armed Mandingo were France's greatest foe in West Africa, and the two armies clashed several times. The Mandingo Empire was finally brought down, not in battle, but by a famine.

INTEGRATED TECHNOLOGY

INTERNET ACTIVITY Draw a map showing the extent of the Mandingo Empire. Go to classzone.com for your research.

Managing the Colony In this new age of imperialism, it was necessary not only to claim a territory but also to govern the people living there. However, managing Nigeria would not prove to be easy. It was one of the most culturally diverse areas in Africa. 🗺️

About 250 different ethnic groups lived there. The three largest groups were the Hausa-Fulani in the north, the Yoruba in the southwest, and the Igbo in the southeast. These groups were different from one another in many ways, including language, culture, and religion. The Hausa-Fulani people were Muslim and had a strong central government. The Igbo and Yoruba peoples followed traditional religions and relied on local chiefs for control.

Britain did not have enough troops to govern such a complex area. As a result, the British turned to indirect rule of the land. Ruling indirectly through local officials worked well with the Hausa-Fulani. However, this management method did not work as well with the Igbo and Yoruba peoples. Their local chiefs resented having their power limited by the British.

African Resistance

As in Nigeria, Africans across the continent resisted European attempts to colonize their lands. However, the contest between African states and European powers was never equal because of the Europeans' superior arms. Africans resisted the Europeans with whatever forces they could raise and often surprised the Europeans with their military ability. With the single exception of Ethiopia, though, all these attempts at resistance ultimately failed. Edward Morel, a British journalist who lived for a time in the Congo, made an observation about the Africans' dilemma:

PRIMARY SOURCE

Nor is violent physical opposition to abuse and injustice henceforth possible for the African in any part of Africa. His chances of effective resistance have been steadily dwindling with the increasing perfectibility in the killing power of modern armament.

Thus the African is really helpless against the material gods of the white man, as embodied in the trinity of imperialism, capitalistic exploitation, and militarism.

EDWARD MOREL, *The Black Man's Burden*

Unsuccessful Movements The unsuccessful resistance attempts included active military resistance and resistance through religious movements. Algeria's almost 50-year resistance to French rule was one outstanding example of active resistance. The resistance movement led by Samori Touré in West Africa against the French is another example. After modernizing his army, Touré fought the French for 16 years.

Africans in German East Africa put their faith in a spiritual defense. African villagers resisted the Germans' insistence that they plant cotton, a cash crop for export, rather than attend to their own food crops. In 1905, the belief suddenly arose that a magic water (*maji-maji*) sprinkled on their bodies would turn the Germans' bullets into water. The uprising became known as the Maji Maji rebellion. Over 20 different ethnic groups united to fight for their freedom. The fighters believed that their war had been ordained by God and that their ancestors would return to life and assist their struggle.

MAIN IDEA**Summarizing**

Which forms of imperialistic control did Britain use in Nigeria?

A. Answers protectorate, colony, and economic imperialism (Royal Niger Company)

DIFFERENTIATING INSTRUCTION: STRUGGLING READERS**African Resistance: Analyzing a Primary Source**

Class Time 25 minutes

Task Expressing Edward Morel's ideas in everyday language

Purpose To understand historical conditions

Instructions Have students work in small groups to reread the primary source quotation from Edward Morel on this page. Ask students to analyze the quotation sentence by sentence, and restate the ideas in their own words. Instruct them to discuss their restatements with their group and then record them to share with the whole class. Here are some examples:

It is impossible for Africans to fight against the wrongs done to them.

The white man's weapons are too powerful.

The white man has many things and large armies and a great desire to conquer land.

Ask students to discuss the following questions:

1. What kinds of weapons do you think the Africans had? (*Possible Answer: spears and sticks, some older guns*)
2. What "material goods of the white man" do you think Morel is referring to? (*Possible Answer: weapons but also road-building equipment, boats, machinery of various kinds*)

Tell students that the guns, equipment, and desire for raw materials made the imperialist powers successful conquerors.

However, when resistance fighters armed with spears and protected by the magic water attacked a German machine-gun post, they were mowed down by the thousands. Officially, Germans recorded 75,000 resisters dead. But more than twice that number perished in the famine that followed. The Germans were shaken by the rebellion and its outcome. As a result, they made some government reforms in an effort to make colonialism more acceptable to the Africans.

Ethiopia: A Successful Resistance Ethiopia was the only African nation that successfully resisted the Europeans. Its victory was due to one man—**Menelik II**. He became emperor of Ethiopia in 1889. He successfully played Italians, French, and British against each other, all of whom were striving to bring Ethiopia into their spheres of influence. In the meantime, he built up a large arsenal of modern weapons purchased from France and Russia. In 1889, shortly after Menelik had signed a treaty with Italy, he discovered differences between the wording of the treaty in the Ethiopian language and in Italian. Menelik believed he was giving up a tiny portion of Ethiopia. However, the Italians claimed all of Ethiopia as a protectorate. Meanwhile, Italian forces were advancing into northern Ethiopia. Menelik declared war. In 1896, in one of the greatest battles in the history of Africa—the Battle of Adowa—Ethiopian forces successfully defeated the Italians and kept their nation independent. After the battle, Menelik continued to stockpile rifles and other modern weapons in case another foreign power challenged Ethiopia's liberty.

▼ After defeating Italy, Menelik II modernized Ethiopia by constructing a railroad and weakening the power of the nobility.



More About . . .

African Resistance

A fundamental cause of African resistance to imperialism was the completely alien nature of Western civilization, with its emphasis on science and technology. A member of the Herero, a people in southwestern Africa, observed: "The European is devoted to dead metals . . . [W]e get our joy out of living creatures."

History from Visuals

Interpreting the Map

Ask students which resistance movement occurred first. (*Algerian Berbers and Arabs*)

Extension Have students arrange the resistance movements along a time line. Make sure they notice that many of the movements overlap. Ask them to discuss possible reasons for this fact. (*Possible Answers: One movement could inspire others; trade routes among territories could spread word of resistance.*)

SKILLBUILDER Answers

- Region** Anglo-Egyptian Sudan
- Region** parts of northwest and central Africa

INTEGRATED TECHNOLOGY

Interactive An interactive version of this map on the eEdition allows students to focus on each resistance movement individually.



DIFFERENTIATING INSTRUCTION: GIFTED AND TALENTED STUDENTS

Literature of Resistance

Class Time 40 minutes

Task Reading and conducting a marketplace meeting based on Chinua Achebe's *Things Fall Apart*

Purpose To appreciate an African author's view of imperialism

Instructions Have students read the excerpt from Nigerian author Chinua Achebe's *Things Fall Apart* on pages 61–62 of In-Depth Resources: Unit 3. Have them discuss the views of imperialism the characters represent and relate them to what they have learned from their

reading in this section of the text. Ask students to take the roles of the following characters in the village of Umuofia:

- Okonkwo
- Head messenger
- Obierika
- Okika

Then have them address a marketplace meeting about whether to go to war with the Europeans. Stress that they should explain and support their positions with facts and details from their reading.



In-Depth Resources: Unit 3

The Legacy of Colonial Rule 10.4.3

Critical Thinking

- Why might Africans have admired European culture, even though it was destroying their own? (*Possible Answer: It represented power and mastery of the environment.*)
- How did colonialism help reduce local warfare? (*Possible Answers: by controlling the actions of the people; by improving economic conditions and education*)

In-Depth Resources: Unit 3

- Connections Across Time and Cultures: Two Periods of Colonization and Imperialism, p. 65

3 ASSESS

SECTION 2 ASSESSMENT

Have students answer the questions individually and discuss their answers with a partner.

Formal Assessment

- Section Quiz, p. 191

4 RETEACH

Divide students into four groups and have each group fill out a cause-and-effect chart for one of the objectives listed at the beginning of the section.

Critical Thinking Transparencies

- CT75 Cause and Effect

In-Depth Resources: Unit 3

- Reteaching Activity, p. 67

The Legacy of Colonial Rule

European colonial rule forever altered Africans' lives. In some cases, the Europeans brought benefits, but for the most part, the effects were negative.

Negative Effects On the negative side, Africans lost control of their land and their independence. Many died of new diseases such as smallpox. They also lost thousands of their people in resisting the Europeans. Famines resulted from the change to cash crops in place of subsistence agriculture.

Africans also suffered from a breakdown of their traditional cultures. Traditional authority figures were replaced. Homes and property were transferred with little regard to their importance to the people. Men were forced to leave villages to find ways to support themselves and their families. Contempt for the traditional culture and admiration of European life undermined stable societies and caused identity problems for Africans.

The most harmful political legacy from the colonial period was the division of the African continent. Long-term rival chiefdoms were sometimes united, while at other times, kinship groups were split between colonies. The artificial boundaries combined or unnaturally divided groups, creating problems that plagued African colonies during European occupation. These boundaries continue to create problems for the nations that evolved from the former colonies.

Positive Effects On the positive side, colonialism reduced local warfare. Humanitarian efforts in some colonies improved sanitation and provided hospitals and schools. As a result, lifespans increased and literacy rates improved. Also positive was the economic expansion. African products came to be valued on the international market. To aid the economic growth, railroads, dams, and telephone and telegraph lines were built in African colonies. But for the most part, these benefited only European business interests, not Africans' lives.

The patterns of behavior of imperialist powers were similar, no matter where their colonies were located. Dealing with local traditions and peoples continued to cause problems in other areas of the world dominated by Europeans. Resistance to the European imperialists also continued, as you will see in Section 3.

B. Possible Answer
The European military would not be there to prevent rival groups from fighting.

MAIN IDEA

Drawing Conclusions

Why might the problems caused by artificial boundaries continue after the Europeans left?

SECTION 2 ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- paternalism
- assimilation
- Menelik II

USING YOUR NOTES

2. Do you think the positive effects of imperialism outweighed the negative impact? Why or why not? (10.4.3)



MAIN IDEAS

3. What idea is the policy of assimilation based on? (10.4.3)
4. Why were African resistance movements usually unsuccessful? (10.4.3)
5. How did colonial rule cause a breakdown in traditional African culture? (10.4.3)

CRITICAL THINKING & WRITING

6. **FORMING OPINIONS** Do you think Europeans could have conquered Africa if the Industrial Revolution had never occurred? Explain your answer. (10.4.1)
7. **COMPARING** How was the policy of paternalism like Social Darwinism? (10.4.1)
8. **ANALYZING CAUSES** Why would the French and Russians sell arms to Ethiopia? (10.4.2)
9. **WRITING ACTIVITY** **POWER AND AUTHORITY** Write a speech that you might deliver to colonial rulers, expressing your views on European imperialism in Africa. (Writing 2.6.b)

CONNECT TO TODAY CREATING A POSTER

After gaining its independence from Portugal in 1975, Angola was plagued by civil war for 27 years. Research to learn what role the legacy of colonialism played in Angola's conflict. Summarize your findings on a poster using text, pictures, maps, and charts. (10.4.3)

350 Chapter 11

ANSWERS

1. paternalism, p. 347 • assimilation, p. 347 • Menelik II, p. 349

2. **Sample Answer:** Forms and methods—Colony, protectorate, sphere of influence, economic imperialism, direct control, indirect control; Resistance—Movements in all but Ethiopia failed; Impact—Societies and cultures devastated, traditional ethnic boundaries ignored. No—Africa still suffers from the colonial legacy.
3. the idea that local people would eventually be absorbed into the colonizers' culture
4. Europeans' superior weapons

5. traditional authorities replaced; men forced to leave their villages to find work; society undermined by contempt for traditional culture
6. **Possible Answer:** No—Technology provided access to the interior, rapid communication, superior weapons; these and treatment for malaria enabled Europeans to defeat all other armies.
7. Both saw Europeans as better able to run a colony than the local people.
8. **Possible Answer:** to prevent Britain or Italy from taking over Ethiopia

9. **Rubric** Speeches should
- express a clear position.
 - be supported with facts and examples.
 - conclude with a summary of the position.

CONNECT TO TODAY

- Rubric** Posters should
- indicate the influence of artificial borders established by imperialists.
 - mention recent stabilizing efforts.
 - include visuals such as pictures, maps, charts, and time lines.

INTERACTIVE

Views of Imperialism

European imperialism extended to the continents beyond Africa. As imperialism spread, the colonizer and the colonized viewed the experience of imperialism in very different ways. Some Europeans were outspoken about the superiority they felt toward the peoples they conquered. Others thought imperialism was very wrong. Even the conquered had mixed feelings about their encounter with the Europeans.

CALIFORNIA STANDARDS

10.4.3 Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.

A PRIMARY SOURCE

J. A. Hobson

Hobson's 1902 book, *Imperialism*, made a great impression on his fellow Britons.

For Europe to rule Asia by force for purposes of gain, and to justify that rule by the pretence that she is civilizing Asia and raising her to a higher level of spiritual life, will be adjudged by history, perhaps, to be the crowning wrong and folly of Imperialism. What Asia has to give, her priceless stores of wisdom garnered from her experience of ages, we refuse to take; the much or little which we could give we spoil by the brutal manner of our giving. This is what Imperialism has done, and is doing, for Asia.

B PRIMARY SOURCE

Dadabhai Naoroji

Dadabhai Naoroji was the first Indian elected to the British Parliament. In 1871, he delivered a speech about the impact of Great Britain on India.

To sum up the whole, the British rule has been—morally, a great blessing; politically peace and order on one hand, blunders on the other, materially, impoverishment. . . . The natives call the British system “Sakar ki Churi,” the knife of sugar. That is to say there is no oppression, it is all smooth and sweet, but it is the knife, notwithstanding. I mention this that you should know these feelings. Our great misfortune is that you do not know our wants. When you will know our real wishes, I have not the least doubt that you would do justice. The genius and spirit of the British people is fair play and justice.

C PRIMARY SOURCE

Jules Ferry

The following is from a speech Ferry delivered before the French National Assembly on July 28, 1883.

Nations are great in our times only by means of the activities which they develop; it is not simply ‘by the peaceful shining forth of institutions . . .’ that they are great at this hour. . . . Something else is needed for France: . . . that she must also be a great country exercising all of her rightful influence over the destiny of Europe, that she ought to propagate this influence throughout the world and carry everywhere that she can her language, her customs, her flag, her arms, and her genius.

D PRIMARY SOURCE

This 1882 American political cartoon, titled “The Devilfish in Egyptian Waters,” depicts England as an octopus. Notice that Egypt is not yet one of the areas controlled by the British.



Document-Based QUESTIONS

1. According to Hobson (Source A), what mistake did European imperialists make in Asia?
2. What position on imperialism does Jules Ferry take in Source C?
3. In Source D, what does the representation of England suggest about the cartoonist's view of British imperialism?
4. In what way does the view of imperialism in Source B contrast with that in Source D?

351

Different Perspectives

OBJECTIVE

- Compare and contrast four different views of imperialism.

INSTRUCT

People who wielded power in overseas colonies usually had dramatically different views of imperialism than those who spoke on behalf of the colonized. Speakers on both sides often expressed themselves in emotionally intense language, upholding their individual political opinions and moral beliefs.

INTEGRATED TECHNOLOGY

Interactive This feature is available in an interactive format on the eEdition. Students can hear readings of the sources, explanations, and background information.

Electronic Library of Primary Sources

- from “Africa at the Center”

Inclusion Tip

Visually impaired students may benefit from the enlarged version of the political cartoon on the eEdition.

DOCUMENT-BASED QUESTIONS: ANSWERS

1. They didn't take advantage of Asia's age-old wisdom.
2. He fully supports French imperialism, believing that colonized countries can only benefit from French influence.
3. The representation of England as a grasping octopus suggests a negative view of British imperialism. The cartoonist sees England as power-mad, voraciously seizing land around the world.
4. The writer of Source B believes that British imperialists are fundamentally fair and just. The author of Source D does not seem to see anything redeeming about British imperialism.

LESSON PLAN

OBJECTIVES

- Summarize the decline of the Ottoman Empire.
- Describe the Crimean War.
- Analyze Egypt's reforms.
- Evaluate Persia's response to foreign pressure.

1 FOCUS & MOTIVATE

Ask students what they know about the Ottoman Empire. (*Muslim faith, great expansion, social and cultural achievements, long-lived*) Explain that, in the late 19th century, this vast empire became a target for European imperialism.

2 INSTRUCT

Ottoman Empire Loses Power

10.4.3

Critical Thinking

- What part did internal corruption play in the decline of Ottoman power? (*It led to a weakened economy and technological stagnation.*)

CALIFORNIA RESOURCES

California Reading Toolkit, p. L51
California Modified Lesson Plans for English Learners, p. 97
California Daily Standards Practice Transparencies, TT43
California Standards Enrichment Workbook, pp. 49–50, 51–52
California Standards Planner and Lesson Plans, p. L93
California Online Test Practice
California Test Generator CD-ROM
California Easy Planner CD-ROM
California eEdition CD-ROM

Aboriginal bark painting from Milingimbi, Australia

3

Battle of Isandhlwana, 1879, Zululand (now in South Africa)

Europeans Claim Muslim Lands

MAIN IDEA

EMPIRE BUILDING European nations expanded their empires by seizing territories from Muslim states.

WHY IT MATTERS NOW

Political events in this vital resource area are still influenced by actions from the imperialistic period.

TERMS & NAMES

- geopolitics
- Crimean War
- Suez Canal

CALIFORNIA STANDARDS

10.4.2 Discuss the locations of the colonial rule of such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States.

10.4.3 Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.

CST 3 Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.

HI 5 Students analyze human modifications of landscapes and examine the resulting environmental policy issues.

SETTING THE STAGE The European powers who carved up Africa also looked elsewhere for other lands to control. The Muslim lands that rimmed the Mediterranean had largely been claimed as a result of Arab and Ottoman conquests. As you learned in Chapter 2, the Ottoman Empire at its peak stretched from Hungary in the north, around the Black Sea, and across Egypt all the way west to the borders of Morocco. (See map opposite.) But during the empire's last 300 years, it had steadily declined in power. Europeans competed with each other to gain control of this strategically important area.

Ottoman Empire Loses Power

The declining Ottoman Empire had difficulties trying to fit into the modern world. However, the Ottomans made attempts to change before they finally were unable to hold back the European imperialist powers.

Reforms Fail When Suleyman I, the last great Ottoman sultan, died in 1566, he was followed by a succession of weak sultans. The palace government broke up into a number of quarreling, often corrupt factions. Weakening power brought other problems. Corruption and theft had caused financial losses. Coinage was devalued, causing inflation. Once the Ottoman Empire had embraced modern technologies, but now it fell further and further behind Europe.

When Selim III came into power in 1789, he attempted to modernize the army. However, the older janissary corps resisted his efforts. Selim III was overthrown, and reform movements were temporarily abandoned. Meanwhile, nationalist feelings began to stir among the Ottomans' subject peoples. In 1830, Greece gained its independence, and Serbia gained self-rule. The Ottomans' weakness was becoming apparent to European powers, who were expanding their territories. They began to look for ways to take the lands away from the Ottomans.

Europeans Grab Territory

Geopolitics, an interest in or taking of land for its strategic location or products, played an important role in the fate of the Ottoman Empire. World powers were attracted to its strategic location. The Ottomans controlled access to the Mediterranean and the Atlantic sea trade. Merchants in landlocked countries

TAKING NOTES

Determining Main Ideas
Use a diagram to fill in three details that support the main idea.

Muslim states failed to keep European imperialists out of their lands.

detail detail detail

352 Chapter 11

SECTION 3 PROGRAM RESOURCES

ALL STUDENTS

In-Depth Resources: Unit 3

- Guided Reading, p. 49

Formal Assessment

- Section Quiz, p. 192

ENGLISH LEARNERS

In-Depth Resources in Spanish

- Guided Reading, p. 90

Reading Study Guide (Spanish), p. 119

Reading Study Guide Audio CD (Spanish)

STRUGGLING READERS

In-Depth Resources: Unit 3

- Guided Reading, p. 49
- Building Vocabulary, p. 52
- Reteaching Activity, p. 68

Reading Study Guide, p. 119

Reading Study Guide Audio CD

INTEGRATED TECHNOLOGY

eEdition CD-ROM

Power Presentations CD-ROM

World Art and Cultures Transparencies

- AT58 Reception at the Court of Sultan Selim III
- classzone.com

that lay beyond the Black Sea had to go through Ottoman lands. Russia, for example, desperately wanted passage for its grain exports across the Black Sea and into the Mediterranean Sea. This desire strongly influenced Russia's relations with the Ottoman Empire. Russia attempted to win Ottoman favor, formed alliances with Ottoman enemies, and finally waged war against the Ottomans. Discovery of oil in Persia around 1900 and in the Arabian Peninsula after World War I focused even more attention on the area.

Russia and the Crimean War Each generation of Russian czars launched a war on the Ottomans to try to gain land on the Black Sea. The purpose was to give Russia a warm-weather port. In 1853, war broke out between the Russians and the Ottomans. The war was called the **Crimean War**, after a peninsula in the Black Sea where most of the war was fought. Britain and France wanted to prevent the Russians from gaining control of additional Ottoman lands. So they entered the war on the side of the Ottoman Empire. The combined forces of the Ottoman Empire, Britain, and France defeated Russia. The Crimean War was the first war in which women, led by Florence Nightingale, established their position as army nurses. It was also the first war to be covered by newspaper correspondents.

The Crimean War revealed the Ottoman Empire's military weakness. Despite the help of Britain and France, the Ottoman Empire continued to lose lands. The Russians came to the aid of Slavic people in the Balkans who rebelled against the Ottomans. The Ottomans lost control of Romania, Montenegro, Cyprus, Bosnia, Herzegovina, and an area that became Bulgaria. The Ottomans lost land in Africa too. By the beginning of World War I, the Ottoman Empire was reduced in size and in deep decline. 📍

A. Answer Even though the Ottomans were victorious, the war revealed their military weakness.

MAIN IDEA

Making Inferences

📍 How did the Crimean War help lead to the decline of the Ottoman Empire?



GEOGRAPHY SKILLBUILDER: Interpreting Maps

- 1. Region** Approximately how much of the Ottoman Empire was lost by 1914?
- 2. Region** How many European nations claimed parts of the Ottoman Empire? Which areas became independent?

Europeans Grab Territory

10.4.3

Critical Thinking

- Why did the discovery of oil in Persia increase the value of Ottoman territory? (*The oil had to pass through Ottoman land to Europe.*)
- In what way were Russian, British, and French motivations in the Crimean War similar? (*They all wanted to control Ottoman territory.*)

World Art and Cultures Transparencies

- AT58 Reception at the Court of Sultan Selim III

History from Visuals

Interpreting the Map

Which countries acquired land from the Ottomans? (*Austria, Russia, France, Italy, Britain, independent Azerbaijan, independent Balkans, and partially independent Egypt*)

Extension Ask students to compare this map with the one on page 343. Which parts of the African Ottoman Empire did European countries take over? (*Egypt and Suez—Britain; Libya/Tripoli—Italy; Algeria and Tunisia—France*)

SKILLBUILDER Answers

- 1. Region** about two-thirds
- 2. Region** five; Azerbaijan, Egypt, Balkans

DIFFERENTIATING INSTRUCTION: STRUGGLING READERS

Charting the Decline of the Ottoman Empire

Class Time 30 minutes

Task Making a cause-and-effect chart for the decline of the Ottoman Empire

Purpose To understand why Muslim states fell to Europeans

Instructions Have students read pages 119–120 of the Reading Study Guide and work with a partner to answer the questions. Have them discuss their answers with other pairs and reconcile any discrepancies. Then make copies of the cause-and-effect chart on page 49 of In-Depth Resources: Unit 3 and give a copy to each pair of students. Have them fill in the chart (ignoring the Suez Canal

entry for the moment) and present their results to the class. A sample chart follows:

Death of Suleiman I	corruption, declining technological skills, internal quarrels
Rise of nationalism	further weakening of empire's internal control
Geopolitics	European interest in Ottoman land
Discovery of oil in Persia	increased motivation for seizing Ottoman territory

GOING DEEPER: Europeans Claim Muslim Lands

A. Providing Cause and Effect As you read this section, explain how each of the events listed contributed to the decline of Muslim states.

1. Death of Suleiman I	
2. Rise of nationalism	
3. Geopolitics	
4. Construction of the Suez Canal	
5. Discovery of oil in Persia	

B. Recognizing Main Ideas Describe the policies European nations used to gain control of Muslim lands.

C. Providing Cause and Effect On the back of this page, write a paragraph explaining the causes and outcomes of the Crimean War.

In-Depth Resources: Unit 3

More About . . .

The Khyber Pass

The 33-mile-long Khyber Pass winds through the Hindu Kush mountains, connecting the northern parts of Afghanistan and Pakistan. Alexander the Great's army entered India through the Khyber Pass in 326 B.C., and it has been a major trade and invasion route since that time. The British built a highway and railroad through the Pass during the 1920s.

Tip for Struggling Readers

When a country modernizes, it attempts to move away from traditional ways of doing such key things as farming. For farmers, that might mean planting new crops or using new types of farm machinery.

Egypt Initiates Reforms

10.4.2; 10.4.3

Critical Thinking

- How was Muhammad Ali's promotion of cotton production similar to European imperialists' actions in Africa? (Both substituted production of cash crops for food crops.)
- Why was the completion of the Suez Canal cause for international celebration? (It greatly decreased the time needed to travel from Europe to East Africa and Asia.)

The Great Game For much of the 19th century, Great Britain and Russia engaged in yet another geopolitical struggle, this time over Muslim lands in Central Asia. Known as the "Great Game," the war was waged over India, one of Britain's most profitable colonies. Russia sought to extend its empire and gain access to India's riches. Britain defended its colony and also attempted to spread its empire beyond India's borders. Afghanistan, which lay between the Russian and British empires, became the center of their struggle. (See the map on page 337.)

In the 1800s, Afghanistan was an independent Muslim kingdom. Its dry, mountainous terrain and determined people continually frustrated the invading imperial powers. After decades of fighting, Great Britain finally withdrew from Afghanistan in 1881. In 1921, Britain formally agreed that its empire would not extend beyond the Khyber Pass, which borders eastern Afghanistan. The newly formed Soviet Union, meanwhile, signed a nonaggression pact with Afghanistan. That agreement was honored until 1979, when the Soviet Union invaded Afghanistan.

Egypt Initiates Reforms

Observing the slow decline of the Ottoman Empire, some Muslim leaders decided that their countries would either have to adjust to the modern world or be consumed by it. Egypt initiated political and social reforms, in part to block European domination of its land.

▼ Muhammad Ali was a common soldier who rose to leadership as a result of his military skill and political shrewdness.

Military and Economic Reforms Modernization came to Egypt as a result of the interest in the area created by the French occupation. Egypt's strategic location at the head of the Red Sea appeared valuable to France and Britain. After Napoleon failed to win Egypt, a new leader emerged: Muhammad Ali. The Ottomans sent him as part of an expeditionary force to govern Egypt, but he soon broke away

from Ottoman control. Beginning in 1831, he fought a series of battles in which he gained control of Syria and Arabia. Through the combined efforts of European powers, Muhammad Ali and his heirs were recognized as the hereditary rulers of Egypt.

Muhammad Ali began a series of reforms in the military and in the economy. Without foreign assistance, he personally directed a shift of Egyptian agriculture to a plantation cash crop—cotton. This brought Egypt into the international marketplace but at a cost to the peasants. They lost the use of lands they traditionally farmed and were forced to grow cash crops in place of food crops.

The Suez Canal Muhammad Ali's efforts to modernize Egypt were continued by his grandson, Isma'il. Isma'il supported the construction of the **Suez Canal**. The canal was a human-made waterway that cut

B. Answer brought Egyptians into the international market, reduced production of food crops

MAIN IDEA**Recognizing Effects**

What two effects did raising cotton have on Egyptian agriculture?



354 Chapter 11

DIFFERENTIATING INSTRUCTION: GIFTED AND TALENTED STUDENTS**Debating Use of the Suez Canal**

Class Time 30 minutes

Task Debating about access to the Suez Canal

Purpose To broaden understanding of the Suez Canal by exploring different points of view

Instructions Divide students into two groups and explain that they will debate the proposition, "All countries should have equal access to strategic waterways such as the Suez Canal." Have each group appoint members to act as researchers, presenters, coaches, timekeepers, and producers of graphic aids. In their presentations, ask them to pay particular attention to the following issues:

- nations' access to vital waterways in the late 1850s
- the strategic importance of the canal
- the relationships among the nations that used the canal
- the rights of the nations that must oversee and maintain the canal

Have students stage a formal debate and ask the entire class to vote to determine the strongest argument. In addition to the debate, you might ask interested students to research access to the canal today. Who uses it? Who oversees it? Who does and does not have access to it?

History *in* Depth

Suez Canal

The Suez Canal was viewed as the “Lifeline of the Empire” because it allowed Britain quicker access to its colonies in Asia and Africa. In a speech to Parliament, Joseph Chamberlain explained that he believed Britain should continue its occupation of Egypt because of “the necessity for using every legitimate opportunity to extend our influence and control in that great African continent which is now being opened up to civilization and to commerce.”

This painting represents the opening celebration of the canal on November 17, 1869.



GEOGRAPHY SKILLBUILDER:
Interpreting Maps
Place Approximately how long is the Suez Canal?



through the Isthmus of Suez. It connected the Red Sea to the Mediterranean. It was built mainly with French money from private interest groups, using Egyptian labor. The Suez Canal opened in 1869 with a huge international celebration. However, Isma'il's modernization efforts, such as irrigation projects and communication networks, were enormously expensive. Egypt soon found that it could not pay its European bankers even the interest on its \$450 million debt. The British insisted on overseeing financial control of the canal, and in 1882 the British occupied Egypt.

Persia Pressured to Change

Elsewhere in southwest Asia, Russia and Britain competed to exploit Persia commercially and to bring that country under their own spheres of influence. (See map on page 353.) Russia was especially interested in gaining access to the Persian Gulf and the Indian Ocean. Twice Persia gave up territories to Russia, after military defeats in 1813 and 1828. Britain was interested in using Afghanistan as a buffer between India and Russia. In 1857, Persia resisted British demands but was forced to give up all claims to Afghanistan. Britain's interest in Persia increased greatly after the discovery of oil there in 1908.

Persia lacked the capital to develop its own resources. To raise money and to gain economic prestige, the Persian ruler began granting concessions to Western businesses. These concessions allowed businesses to buy the right to operate in a certain area or develop a certain product. For example, a British corporation, the Anglo-Persian Oil Company, began to develop Persia's rich oil fields in the early 1900s.

The Age of Imperialism 355

History *in* Depth

Interpreting the Map

In addition to connecting the Mediterranean Sea and Red Sea, what effect did the Suez Canal have on Egypt and Sinai? (*It created a barrier between them.*)

Extension Have students compare this map with the one on page 337. What route would Europeans have had to take to East Africa before the Suez Canal was built? (*through the Atlantic Ocean down the west coast, around the southern tip, and up the east coast of Africa*)

SKILLBUILDER Answer
Place about 100 miles

Persia Pressured to Change
 10.4.2; 10.4.3

Critical Thinking

- What advantages did granting business concessions to Western countries offer Persia? (*income, development of their resources, and participation in world events*)
- How did Persia's granting of concessions eventually lead to its takeover by Britain and Russia? (*Concessions allowed Western countries to establish an economic foothold in Persia, which they exploited when the Persian government lost control of the country.*)

DIFFERENTIATING INSTRUCTION: ENGLISH LEARNERS

Understanding Reforms in Egypt

Class Time 25 minutes

Task Defining words and giving examples

Purpose To understand imperialism in Muslim lands

Instructions To help students understand what was happening in Egypt, Persia, and Russia, work with them on some of the vocabulary used on pages 354 and 355. Have pairs of students read the material under the headings “Egypt Initiates Reforms” and “Persia Pressured to Change.” Have students identify words they find unfamiliar or difficult. Then work with them to develop definitions and examples for each word. Here are some examples:

Words	Definitions/Examples
modernization	Up-to-date, recent; Ex: modern weapons, new methods for farming, new communication systems
hereditary rulers	ruling power passed to family members; Ex: son who rules after his father
exploit	selfishly make use of; Ex: Asia, Russia, and Britain made use of Persia's resources without proper payment
buffer	a separation; Ex: Afghanistan separated India and Russia
economic prestige	wealth admired by others; Ex: Persia sold the right to develop oil fields to Western businesses to gain wealth and admiration.

More About . . .

Jamal al-Din al-Afghani

While in the British colony of India seeking an education in the mid-1850s, Jamal al-Din al-Afghani experienced firsthand the uprising of Muslims and Hindus against British imperial domination. He returned to Persia resolved to fight for his country's religious values and independence from foreign influence.



▲ Nasir al-Din was killed by one of al-Afghani's followers a few years after the boycott.

Battle over Tobacco Tension arose between the often corrupt rulers, who wanted to sell concessions to Europeans, and the people. The people were often backed by religious leaders who feared change or disliked Western influence in their nation. In 1890, Persian ruler Nasir al-Din sold a concession to a British company to export Persian tobacco. This action outraged Jamal al-Din al-Afghani, a leader who supported the modernization of Persia. He helped set up a tobacco boycott by the heavy-smoking Persians. In the following quote, he expresses his contempt for the Persian ruler:

PRIMARY SOURCE

He has sold to the foes of our Faith the greater part of the Persian lands and the profits derived from them, for example . . . tobacco, with the chief centers of its cultivation, the lands on which it is grown and the warehouses, carriers, and sellers, wherever these are found. . . .

In short, this criminal has offered the provinces of Persia to auction among the Powers, and is selling the realms of Islam and the abodes of Muhammad and his household to foreigners.

JAMAL AL-DIN AL-AFGHANI, in a letter to Hasan Shirazi, April 1891

MAIN IDEA

Analyzing Primary Sources

Why did al-Afghani condemn the actions of the Persian ruler?

C. Answer He sold the land and the profits from it to foreigners.

The tobacco boycott worked. Riots broke out, and the ruler was forced to cancel the concession. As unrest continued in Persia, however, the government was unable to control the situation. In 1906, a group of revolutionaries forced the ruler to establish a constitution. In 1907, Russia and Britain took over the country and divided it into spheres of influence. They exercised economic control over Persia.

In the Muslim lands, many European imperialists gained control by using economic imperialism and creating spheres of influence. Although some governments made attempts to modernize their nations, in most cases it was too little too late. In other areas of the globe, imperialists provided the modernization. India, for example, became a colony that experienced enormous change as a result of the occupation of the imperialist British. You will learn about India in Section 4.

3 ASSESS

SECTION 3 ASSESSMENT

Have students list the pages where answers to the questions can be found to help them review for the chapter assessment.

Formal Assessment

- Section Quiz, p. 192

4 RETEACH

Divide the class into six groups to portray the Ottoman Empire, Britain, France, Russia, Egypt, and Persia. Ask them to have a discussion in which the Asian and African countries explain why they came under European control and the European powers explain their reasons for seizing these lands.

In-Depth Resources: Unit 3

- Reteaching Activity, p. 68

SECTION 3 ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- geopolitics
- Crimean War
- Suez Canal

USING YOUR NOTES

2. What imperialistic forms of control did the Europeans use to govern these lands? (10.4.2)

Muslim states failed to keep European imperialists out of their lands.

detail detail detail

MAIN IDEAS

3. What is geopolitics? (10.4.2)
 4. Why did Great Britain want to control the Suez Canal? (10.4.2)
 5. Why did the Persian people oppose their ruler's policy of selling business concessions to Europeans? (10.4.3)

CRITICAL THINKING & WRITING

6. **COMPARING AND CONTRASTING** How were the reactions of African and Muslim rulers to imperialism similar? How were they different? (10.4.3)
 7. **MAKING PREDICTIONS** What do you think happened as a result of Muhammad Ali's agriculture reform? (10.4.3)
 8. **ANALYZING BIAS** What does the quotation in the History in Depth on page 355 suggest about Joseph Chamberlain's view of British imperialism in Africa? (10.4.3)
 9. **WRITING ACTIVITY** **EMPIRE BUILDING** Write a **cause-and-effect paragraph** about reform efforts undertaken in Muslim lands. (Writing 2.2.a)

CONNECT TO TODAY **CREATING A TIME LINE**

Iran (formerly Persia) has undergone many changes since the late 1800s. Create a **time line** of important events in Iran's modern history. Include photographs that illustrate the events. (CST 3)

ANSWERS

1. geopolitics, p. 352 • Crimean War, p. 353 • Suez Canal, p. 354

2. **Sample Answer:** Details—Ottoman Empire tries to reform but fails; Egyptian leaders cannot complete modernization; Persia falls to economic imperialism. Europeans used spheres of influence and economic imperialism to govern the Muslim states.
 3. an interest in or taking of land for its strategic location or products
 4. for quicker access to its colonies in Africa and Asia

5. They disliked Western influence.
 6. **Possible Answer:** Both resisted Europeans; Muslims tried to modernize to resist Western imperialism, but all the African rulers except Menelik II simply gave up their lands.
 7. **Possible Answer:** food shortages and starvation
 8. He believed that Africa would benefit from Britain's "civilizing" influence and from increased commerce.

9. **Rubric** Paragraphs should
 • list the reforms undertaken in Muslim lands.
 • describe the effects of these reforms.

CONNECT TO TODAY

- Rubric** Time lines should
 • include events from 1979 to the present.
 • be in chronological order.
 • include photographs to illustrate events.

LESSON PLAN

4

Aboriginal bark painting from Milingimbi, Australia

Battle of Isandhlwana, 1879, Zululand (now in South Africa)

British Imperialism in India

MAIN IDEA

EMPIRE BUILDING As the Mughal Empire declined, Britain seized Indian territory and soon controlled almost the whole subcontinent.

WHY IT MATTERS NOW

India, the second most populated nation in the world, adopted some of its modern political institutions from the British.

TERMS & NAMES

- sepoy
- “jewel in the crown”
- Sepoy Mutiny
- Raj

CALIFORNIA STANDARDS

10.4.1 Describe the rise of industrial economies and their link to imperialism and colonialism (e.g., the role played by national security and strategic advantage; moral issues raised by the search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology).

10.4.3 Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.

10.4.4 Describe the independence struggles of the colonized regions of the world, including the roles of leaders, such as Sun Yat-sen in China, and the roles of ideology and religion.

TAKING NOTES

Recognizing Effects Use a diagram to identify the effects of the three causes listed.

Cause	Effect
1. Decline of the Mughal Empire	
2. Colonial policies	
3. Sepoy Mutiny	

The Age of Imperialism 357

SETTING THE STAGE British economic interest in India began in the 1600s, when the British East India Company set up trading posts at Bombay, Madras, and Calcutta. At first, India’s ruling Mughal Dynasty kept European traders under control. By 1707, however, the Mughal Empire was collapsing. Dozens of small states, each headed by a ruler or maharajah, broke away from Mughal control. In 1757, Robert Clive led East India Company troops in a decisive victory over Indian forces allied with the French at the Battle of Plassey. From that time until 1858, the East India Company was the leading power in India.

British Expand Control over India

The area controlled by the East India Company grew over time. Eventually, it governed directly or indirectly an area that included modern Bangladesh, most of southern India, and nearly all the territory along the Ganges River in the north.

East India Company Dominates Officially, the British government regulated the East India Company’s efforts both in London and in India. Until the beginning of the 19th century, the company ruled India with little interference from the British government. The company even had its own army, led by British officers and staffed by **sepoys**, or Indian soldiers. The governor of Bombay, Mountstuart Elphinstone, referred to the sepoy army as “a delicate and dangerous machine, which a little mismanagement may easily turn against us.”

Britain’s “Jewel in the Crown” At first, the British treasured India more for its potential than its actual profit. The Industrial Revolution had turned Britain into the world’s workshop, and India was a major supplier of raw materials for that workshop. Its 300 million people were also a large potential market for British-made goods. It is not surprising, then, that the British considered India the brightest “**jewel in the crown**,” the most valuable of all of Britain’s colonies.

The British set up restrictions that prevented the Indian economy from operating on its own. British policies called for India to produce raw materials for British manufacturing and to buy British goods. In addition, Indian competition with British goods was prohibited. For example, India’s own handloom textile industry was almost put out of business by imported British textiles. Cheap cloth from England flooded the Indian market and undercut local producers.

OBJECTIVES

- Describe the British takeover of India.
- Identify positive and negative aspects of British colonialism in India.
- Trace early nationalist movements in India.

1 FOCUS & MOTIVATE

Ask students if they have ever heard of the phrase *jewel in the crown*. What does it refer to? (*Britain’s colony of India*) Explain that they will learn how this jewel did not passively accept being set on the head of a foreign monarch.

2 INSTRUCT

British Expand Control over India

10.4.1; 10.4.3

Critical Thinking

- Why did the governor of Bombay think the sepoys might turn against the British? (*The sepoys’ primary allegiance was to their own country, not to Britain.*)

CALIFORNIA RESOURCES

California Reading Toolkit, p. L52
 California Modified Lesson Plans for English Learners, p. 99
 California Daily Standards Practice Transparencies, TT44
 California Standards Enrichment Workbook, pp. 47–48, 51–52, 53–54
 California Standards Planner and Lesson Plans, p. L95
 California Online Test Practice
 California Test Generator CD-ROM
 California Easy Planner CD-ROM
 California eEdition CD-ROM

SECTION 4 PROGRAM RESOURCES

ALL STUDENTS

In-Depth Resources: Unit 3

- Guided Reading, p. 50
- Skillbuilder Practice: Analyzing Bias, p. 53

Formal Assessment

- Section Quiz, p. 193

ENGLISH LEARNERS

In-Depth Resources in Spanish

- Guided Reading, p. 91
- Skillbuilder Practice, p. 93

Reading Study Guide (Spanish), p. 121

Reading Study Guide Audio CD (Spanish)

STRUGGLING READERS

In-Depth Resources: Unit 3

- Guided Reading, p. 50
- Skillbuilder Practice: Analyzing Bias, p. 53
- Reteaching Activity, p. 69

Reading Study Guide, p. 121

Reading Study Guide Audio CD

GIFTED AND TALENTED STUDENTS

In-Depth Resources: Unit 3

- Primary Source: Letter Opposing the English, p. 58

Electronic Library of Primary Sources

- “The Rise of the Color Bar”

INTEGRATED TECHNOLOGY

eEdition CD-ROM

Power Presentations CD-ROM

Geography Transparencies

- GT27 India Under British Rule, 1805–1886

World Art and Cultures Transparencies

- AT59 Raja Ram Singh in Procession

Electronic Library of Primary Sources

- “The Rise of the Color Bar”

classzone.com

More About . . .

British Economic Impact on Indian Society

British economic policies affected Indian classes unequally, although they were supposed to improve the lot of poor farmers. In fact, the only classes to benefit from British rule were the zamindars, or landowners, and the entrepreneurs of Calcutta. The farmers themselves remained as poor as ever throughout British rule.

History from Visuals

Interpreting the Map

Which countries in Asia were not under European domination in 1910? (*Arabia, Persia, Afghanistan, Nepal, Bhutan, Siam, China, Taiwan, Korea, Japan*)

Extension Ask students to identify the features indicated in the map that made India the “jewel in the crown” for Great Britain. Have them consider not only resources, but also India’s strategic location. What problems would Britain have faced trying to trade in the Far East if it had not held India? (*a long and difficult journey by sea or overland through Europe and Asia*)

SKILLBUILDER Answers

- 1. Region** Great Britain
- 2. Location** It has access to Southeast Asia, East Asia, and Africa.

British Transport Trade Goods India became increasingly valuable to the British after they established a railroad network there. Railroads transported raw products from the interior to the ports and manufactured goods back again. Most of the raw materials were agricultural products produced on plantations. Plantation crops included tea, indigo, coffee, cotton, and jute. Another crop was opium. The British shipped opium to China and exchanged it for tea, which they then sold in England.

Trade in these crops was closely tied to international events. For example, the Crimean War in the 1850s cut off the supply of Russian jute to Scottish jute mills. This boosted the export of raw jute from Bengal, a province in India. Likewise, cotton production in India increased when the Civil War in the United States cut off supplies of cotton for British textile mills.

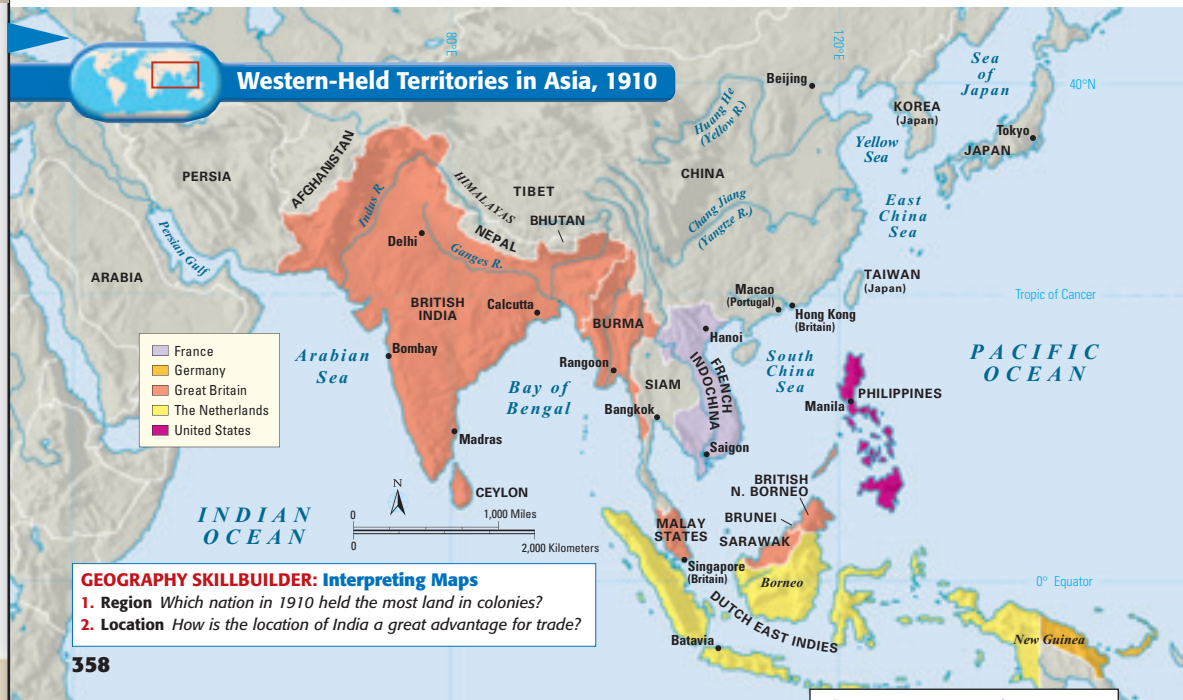
Impact of Colonialism India both benefited from and was harmed by British colonialism. On the negative side, the British held much of the political and economic power. The British restricted Indian-owned industries such as cotton textiles. The emphasis on cash crops resulted in a loss of self-sufficiency for many villagers. The conversion to cash crops reduced food production, causing famines in the late 1800s. The British officially adopted a hands-off policy regarding Indian religious and social customs. Even so, the increased presence of missionaries and the racist attitude of most British officials threatened traditional Indian life.

On the positive side, the laying of the world’s third largest railroad network was a major British achievement. When completed, the railroads enabled India to develop a modern economy and brought unity to the connected regions. Along with the railroads, a modern road network, telephone and telegraph lines, dams, bridges, and irrigation canals enabled India to modernize. Sanitation and public health improved. Schools and colleges were founded, and literacy increased. Also, British troops cleared central India of bandits and put an end to local warfare among competing local rulers.

Vocabulary
jute: a fiber used for sacks and cord

MAIN IDEA

Summarizing
On which continents were Indian goods being traded?
A. Answer Asia and Europe



DIFFERENTIATING INSTRUCTION: GIFTED AND TALENTED STUDENTS

Colonialism in Literature

Class Time 40 minutes

Task Reading and reporting on literary treatments of British colonialism in India

Purpose To learn more about life in British-ruled India

Instructions Have students read short stories and novels about the period of British rule in India. For a point of view sympathetic to the British, suggest that they read the fiction of Rudyard Kipling. They might start by reading Kipling’s poem “The Burial” on page 60 of In-Depth Resources: Unit 3. For an Indian perspective, they might choose one of the following works:

- Prem Chand, *The Gift of a Cow*
- Rabindranath Tagore, *The Crescent Moon*
- Works by R. K. Narayan, such as *The Grandmother’s Tale and Other Stories* and *A Tiger for Malgudi*, provide a contrast, depicting Indian village life relatively unchanged under British rule.

Have students report to the class on the point of view presented in their selection. Encourage them to critically evaluate the work and discuss how persuasive it is.

10 LITERATURE SELECTION “The Burial” by Rudyard Kipling

10 **LEVEL 4** **Complex**

Read the poem “The Burial” by Rudyard Kipling. Then answer the questions that follow. Write your answers in the space provided.

1 **Identify the Main Idea** What is the main idea of the poem? Write your answer in the space provided.

2 **Identify the Theme** What is the theme of the poem? Write your answer in the space provided.

3 **Identify the Mood** What is the mood of the poem? Write your answer in the space provided.

4 **Identify the Tone** What is the tone of the poem? Write your answer in the space provided.

5 **Identify the Point of View** What is the point of view of the poem? Write your answer in the space provided.

6 **Identify the Setting** What is the setting of the poem? Write your answer in the space provided.

7 **Identify the Conflict** What is the conflict of the poem? Write your answer in the space provided.

8 **Identify the Resolution** What is the resolution of the poem? Write your answer in the space provided.

9 **Identify the Climax** What is the climax of the poem? Write your answer in the space provided.

10 **Identify the Denouement** What is the denouement of the poem? Write your answer in the space provided.

Social History

Social Class in India

In the photograph at right, a British officer is waited on by Indian servants. This reflects the class system in India.

British Army

Social class determined the way of life for the British Army in India. Upper-class men served as officers. Lower-class British served at lesser rank and did not advance past the rank of sergeant. Only men with the rank of sergeant and above were allowed to bring their wives to India.

Each English officer's wife attempted to re-create England in the home setting. Like a general, she directed an army of 20 to 30 servants.

Indian Servants

Caste determined Indian occupations. Castes were divided into four broad categories called varna. Indian civil servants were of the third varna. House and personal servants were of the fourth varna.

Even within the varna, jobs were strictly regulated, which is why such large servant staffs were required. For example, in the picture here, both servants were of the same varna. Although the servants were from the same varna, they had different jobs.



Social History

Social Class in India

Make sure students understand that social class influenced the daily lives of both British army officers and their Indian servants. Ask students how the lives of these two groups differed. In what ways were they similar? (Possible Answers: The dominant position of the British afforded them more leisure time than the Indians enjoyed. The groups were similar in that both socialized only with their own kind.)

The Sepoy Mutiny

By 1850, the British controlled most of the Indian subcontinent. However, there were many pockets of discontent. Many Indians believed that in addition to controlling their land, the British were trying to convert them to Christianity. The Indian people also resented the constant racism that the British expressed toward them.

Indians Rebel As economic problems increased for Indians, so did their feelings of resentment and nationalism. In 1857, gossip spread among the sepoys, the Indian soldiers, that the cartridges of their new Enfield rifles were greased with beef and pork fat. To use the cartridges, soldiers had to bite off the ends. Both Hindus, who consider the cow sacred, and Muslims, who do not eat pork, were outraged by the news.

A garrison commander was shocked when 85 of the 90 sepoys refused to accept the cartridges. The British handled the crisis badly. The soldiers who had disobeyed were jailed. The next day, on May 10, 1857, the sepoys rebelled. They marched to Delhi, where they were joined by Indian soldiers stationed there. They captured the city of Delhi. From Delhi, the rebellion spread to northern and central India.

Some historians have called this outbreak the **Sepoy Mutiny**. The uprising spread over much of northern India. Fierce fighting took place. Both British and sepoys tried to slaughter each other's armies. The East India Company took more than a year to regain control of the country. The British government sent troops to help them.

The Indians could not unite against the British due to weak leadership and serious splits between Hindus and Muslims. Hindus did not want the Muslim Mughal Empire restored. Indeed, many Hindus preferred British rule to Muslim rule. Most of the princes and maharajahs who had made alliances with the East India

B. Possible Answer Yes, he predicted problems with sepoy armies if they were not handled correctly. The mutiny was proof of this.

MAIN IDEA

Recognizing Effects

Look back at Elphinstone's comment on page 357. Did the Sepoy Mutiny prove him correct?

The Sepoy Mutiny

10.4.4

Critical Thinking

- What British action caused the sepoys' refusal of the cartridges to escalate? (jailing of the rebellious soldiers)
- How did the Sepoy Mutiny lead to increased British racism? (Possible Answer: It built British resentment of the Indians' resistance and rebellion.)

In-Depth Resources: Unit 3

- Primary Source: Letter Opposing the English, p. 58

Electronic Library of Primary Sources

- "The Rise of the Color Bar"

DIFFERENTIATING INSTRUCTION: ENGLISH LEARNERS

Causes and Effects of British Rule in India

Class Time 25 minutes

Task Creating a chart of causes and effects

Purpose To clarify important ideas about British imperialism in India

Instructions Divide students into small groups and have them read and discuss pages 357–361 of the text. Hand out copies of page 192 of In-Depth Resources in Spanish. Then have students work together to fill in the causes and effects missing from the chart. Instruct them to consult with other groups, if needed, to complete this task. Possible answers for the missing information might include:

1. Cause—Mughal Empire weakens and East India Company defeats Indian troops.
2. Effect—India becomes united and develops a modern economy.
3. Cause—British force India to produce cash crops.
4. Effect—British government takes direct command of India.
5. Cause—Nationalism grows in India.
6. Effect—Acts of terrorism take place.

Ask students to think about how history might have been different if any of the events listed as causes had not happened.

11 causas causas British Imperialism in India

11 causas causas British Imperialism in India

A. Proposición de causas y efectos. Al leer acerca del imperialismo en India, cree un cuadro de causas y efectos (proporcionándole el resto de la información) en cada dirección.

Causas	Efectos
1. El Imperio Mughal se debilita y el Imperio Británico derrotó a las tropas de los indios.	2. El Imperio Británico toma el control de India.
2. El Imperio Británico toma el control de India.	3. Los campesinos ya no son esclavos, trabajan y producen alimentos y tejidos baratos.
3. Los campesinos ya no son esclavos, trabajan y producen alimentos y tejidos baratos.	4. El Imperio Británico fuerza a India a producir cultivos de efectivo.
4. El Imperio Británico fuerza a India a producir cultivos de efectivo.	5. El Imperio Británico toma el control directo de India.
5. El Imperio Británico toma el control directo de India.	6. El Imperio Británico obliga a los indios a producir cultivos de efectivo.

B. Identificación de consecuencias. Al leer de cada hecho, cree la consecuencia de cada uno. (Las causas de los hechos se proporcionan a la izquierda.)

1. El Imperio Británico obliga a los indios a producir cultivos de efectivo.

2. El Imperio Británico toma el control directo de India.

3. El Imperio Británico fuerza a India a producir cultivos de efectivo.

4. El Imperio Británico obliga a los indios a producir cultivos de efectivo.

5. El Imperio Británico toma el control directo de India.

6. El Imperio Británico obliga a los indios a producir cultivos de efectivo.

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In-Depth Resources in Spanish

More About . . .

The British Raj

The term *raj* is a Hindi word meaning “rule” or “sovereignty.” It has been used to refer both to British rule of India and to the viceroy of India, who was appointed by the British government for five or six years. By 1910, the Raj was one of the most powerful rulers in the world. He governed 300 million subjects and had one of the finest armies of the time.

Geography Transparencies

- GT27 India Under British Rule, 1805–1886

World Art and Cultures Transparencies

- AT59 Raja Ram Singh in Procession

Tip for English Learners

The “inherent superiority” statement by Lord Kitchener means he believes the English, from birth, were better than the Indians.

Company did not take part in the rebellion. The Sikhs, a religious group that had been hostile to the Mughals, also remained loyal to the British. Indeed, from then on, the bearded and turbaned Sikhs became the mainstay of Britain’s army in India.

Turning Point The mutiny marked a turning point in Indian history. As a result of the mutiny, in 1858 the British government took direct command of India. The term **Raj** refers to British rule after India came under the British crown during the reign of Queen Victoria. A cabinet minister in London directed policy, and a British governor-general in India carried out the government’s orders. After 1877, this official held the title of viceroy.

To reward the many princes who had remained loyal to Britain, the British promised to respect all treaties the East India Company had made with them. They also promised that the Indian states that were still free would remain independent. Unofficially, however, Britain won greater and greater control of those states.

The Sepoy Mutiny fueled the racist attitudes of the British. The British attitude is illustrated in the following quote by Lord Kitchener, British commander in chief of the army in India:

PRIMARY SOURCE

It is this consciousness of the inherent superiority of the European which has won for us India. However well educated and clever a native may be, and however brave he may prove himself, I believe that no rank we can bestow on him would cause him to be considered an equal of the British officer.

LORD KITCHENER, quoted in K. M. Panikkar, *Asia and Western Dominance*

The mutiny increased distrust between the British and the Indians. A political pamphlet suggested that both Hindus and Muslims “are being ruined under the tyranny and oppression of the . . . treacherous English.”

C. Possible Answers More of India was under British control; greater distrust between Indians and the British.

MAIN IDEA

Recognizing Effects

In what ways did the Sepoy Mutiny change the political climate of India?

▼ This engraving shows sepoys attacking the British infantry at the Battle of Cawnpore in 1857.



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SKILLBUILDER PRACTICE: ANALYZING BIAS

Identifying and Evaluating Biases

Class Time 25 minutes

Task Reading critically for biased material

Purpose To build skills in evaluating information

Instructions Explain to students that bias is a prejudiced point of view. Prejudiced views are typically formed without examining the facts and are unreasonable and negative. Biased historical accounts tend to be one-sided and to reflect the personal prejudices of the writer. Even though the account may be from a first-person primary source, it is important to examine the material to see if it is reasonable and based on thoughtful examination of

facts. To help students detect biases, instruct them to look for language that conveys a strongly positive or negative slant on the subject.

Have students read “A Voice from the Past” on this page. Ask them to analyze Kitchener’s biases.

- Europeans are inherently superior.
- Natives can never be equal.
- Natives cannot be trusted with positions of authority, no matter how clever or well educated they are.
- Europeans must always remain in control.

11 SKILLBUILDER PRACTICE Analyzing Bias

An assumption is a belief or an idea that is taken for granted to be true. Some assumptions are based on logic or evidence, while others are based on personal opinions and prejudices. Bias is a strong, prejudiced point of view. It may lead to a positive opinion, but it may also lead to a negative opinion.

1. What assumption does the author make about Englishmen?

2. What are some words in the passage that reflect your judgments and appeal to the reader's emotions?

3. Which statements are facts? Which statements are opinions or judgments?

4. How would you describe the tone of the passage?

5. What is the author's point of view?

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In-Depth Resources: Unit 3

Nationalism Surfaces in India

In the early 1800s, some Indians began demanding more modernization and a greater role in governing themselves. Ram Mohun Roy, a modern-thinking, well-educated Indian, began a campaign to move India away from traditional practices and ideas. Ram Mohun Roy saw arranged child marriages and the rigid caste separation as parts of Indian life that needed to be changed. He believed that if the practices were not changed, India would continue to be controlled by outsiders. Roy's writings inspired other Indian reformers to call for adoption of Western ways. Roy also founded a social reform movement that worked for change in India.

Besides modernization and Westernization, nationalist feelings started to surface in India. Indians hated a system that made them second-class citizens in their own country. They were barred from top posts in the Indian Civil Service. Those who managed to get middle-level jobs were paid less than Europeans. A British engineer on the East India Railway, for example, made nearly 20 times as much money as an Indian engineer.

Nationalist Groups Form This growing nationalism led to the founding of two nationalist groups, the Indian National Congress in 1885 and the Muslim League in 1906. At first, such groups concentrated on specific concerns for Indians. By the early 1900s, however, they were calling for self-government.

The nationalists were further inflamed in 1905 by the partition of Bengal. The province was too large for administrative purposes, so the British divided it into a Hindu section and a Muslim section. Keeping the two religious groups apart made it difficult for them to unite in calling for independence. In 1911, the British took back the order and divided the province in a different way.

Conflict over the control of India continued to develop between the Indians and the British in the following years. Elsewhere in Southeast Asia, the same struggles for control of land took place between local groups and the major European powers that dominated them. You will learn about them in Section 5.

D. Possible Answer
Because these groups often were hostile to each other, it would make control of the areas easier.

MAIN IDEA

Analyzing Motives

Why would the British think that dividing the Hindus and Muslims into separate sections would be good?

SECTION 4 ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- sepoy
- "jewel in the crown"
- Sepoy Mutiny
- Raj

USING YOUR NOTES

2. Which of the effects you listed later became causes? (10.4.4)

Cause	Effect
1. Decline of the Mughal Empire	
2. Colonial policies	
3. Sepoy Mutiny	

MAIN IDEAS

- Why did Britain consider India its "jewel in the crown"? (10.4.3)
- Why didn't Indians unite against the British in the Sepoy Mutiny? (10.4.3)
- What form did British rule take under the Raj? (10.4.3)

CRITICAL THINKING & WRITING

- MAKING INFERENCES** How did economic imperialism lead to India's becoming a British colony? (10.4.1)
- EVALUATING DECISIONS** What might the decision to grease the sepoys' cartridges with beef and pork fat reveal about the British attitude toward Indians? (10.4.3)
- SYNTHESIZING** How did imperialism contribute to unity and to the growth of nationalism in India? (10.4.4)
- WRITING ACTIVITY** **EMPIRE BUILDING** Write an editorial to an underground Indian newspaper, detailing grievances against the British and calling for self-government. (Writing 2.5.a)

CONNECT TO TODAY CREATING A POLITICAL CARTOON

In 1947, India was divided into two countries: mostly Hindu India and mostly Muslim Pakistan. However, the two countries maintain a tense relationship today. Research to learn about the cause of this tension and illustrate it in a **political cartoon**. (10.4.4)

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Nationalism Surfaces in India

10.4.4

Critical Thinking

- How might child marriages and rigid caste separation have prevented India from becoming independent? (Possible Answer: by keeping people's minds closed to modern ideas and approaches needed to operate independently in the modern world)
- In what way were Indian nationalism and westernization compatible goals? (Westernization provided Indians the ideas and technology to use in service of their own country.)

3 ASSESS

SECTION 4 ASSESSMENT

Have students answer the questions without consulting the text, and then check their answers by locating the relevant information.

Formal Assessment

- Section Quiz, p. 193

4 RETEACH

Display the concept web graphic organizer. Ask students to work in groups to fill in the web, using this sentence as the main idea: "The Indian population never fully accepted British rule."

Critical Thinking Transparencies

- CT78 Concept Web

In-Depth Resources: Unit 3

- Reteaching Activity, p. 69

ANSWERS

1. sepoy, p. 357 • "jewel in the crown," p. 357 • Sepoy Mutiny, p. 359 • Raj, p. 360

- 2. Sample Answer:** Effects—1. East India Company expanded its colonial territory; 2. Created resentment and nationalistic feelings among Indians; 3. Built support for nationalist groups. Each effect became the cause of the next effect.
3. because India was the most valuable British colony
4. weak leadership and conflicts between Hindus and Muslims
5. direct rule; India was divided into provinces and districts and ruled directly

- by British officials.
6. The British East India Company had its own army but was unable to regain control during the Sepoy Mutiny. This opened the way for Britain to step in, seize control, and claim India as a colony.
7. It revealed their insensitivity and indifference to Indians' religious customs.
8. Hindus and Muslims were united in hating British rule; all Indians resented job discrimination, lower pay, and condescension.

- 9. Rubric** Editorials should
- state the Indians' grievances against the British.
 - present supporting facts, reasons, and examples.
 - conclude with a call to action.

INTEGRATED TECHNOLOGY

- Rubric** Political cartoons should
- focus on a source of tension between India and Pakistan today.
 - clearly identify each nation.
 - exhibit originality.

LESSON PLAN

OBJECTIVES

- Summarize the acquisition of European colonies in Southeast Asia.
- Explain how Siam remained independent.
- Describe U.S. acquisition of the Philippines and Hawaii.

1 FOCUS & MOTIVATE

Ask students to explain what they know about countries such as Vietnam, Thailand, and the Philippines, all in the Pacific Rim. Explain that these countries have always had strategic value for imperialistic nations.

2 INSTRUCT

European Powers Invade the Pacific Rim

10.4.1; 10.4.2; 10.4.3

Critical Thinking

- What was the force above all others that drove imperialism in Southeast Asia? (*trade*)

CALIFORNIA RESOURCES

California Reading Toolkit, p. L53
California Modified Lesson Plans for English Learners, p. 101
California Daily Standards Practice Transparencies, TT45
California Standards Enrichment Workbook, pp. 47–48, 49–50, 51–52
California Standards Planner and Lesson Plans, p. L97
California Online Test Practice
California Test Generator CD-ROM
California Easy Planner CD-ROM
California eEdition CD-ROM

Aboriginal bark painting from Milingimbi, Australia

Battle of Isandhlwana, 1879, Zululand (now in South Africa)

5

Imperialism in Southeast Asia

MAIN IDEA

ECONOMICS Demand for Asian products drove Western imperialists to seek possession of Southeast Asian lands.

WHY IT MATTERS NOW

Southeast Asian independence struggles in the 20th century have their roots in this period of imperialism.

TERMS & NAMES

- Pacific Rim
- King Mongkut
- Emilio Aguinaldo
- annexation
- Queen Liliuokalani

CALIFORNIA STANDARDS

10.4.1 Describe the rise of industrial economies and their link to imperialism and colonialism (e.g., the role played by national security and strategic advantage; moral issues raised by the search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology).

10.4.2 Discuss the locations of the colonial rule of such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States.

10.4.3 Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.

SETTING THE STAGE Just as the European powers rushed to divide Africa, they also competed to carve up the lands of Southeast Asia. These lands form part of the **Pacific Rim**, the countries that border the Pacific Ocean. Western nations desired the Pacific Rim lands for their strategic location along the sea route to China. Westerners also recognized the value of the Pacific colonies as sources of tropical agriculture, minerals, and oil. As the European powers began to appreciate the value of the area, they challenged each other for their own parts of the prize.

European Powers Invade the Pacific Rim

Early in the 18th century, the Dutch East India Company established control over most of the 3,000-mile-long chain of Indonesian islands. The British established a major trading port at Singapore. The French took over Indochina on the Southeast Asian mainland. The Germans claimed the Marshall Islands and parts of New Guinea and the Solomon islands.

The lands of Southeast Asia were perfect for plantation agriculture. The major focus was on sugar cane, coffee, cocoa, rubber, coconuts, bananas, and pineapple. As these products became more important in the world trade markets, European powers raced each other to claim lands.

Dutch Expand Control The Dutch East India Company, chartered in 1602, actively sought lands in Southeast Asia. It seized Malacca from the Portuguese and fought the British and Javanese for control of Java. The discovery of oil and tin on the islands and the desire for more rubber plantations prompted the Dutch to gradually expand their control over Sumatra, part of Borneo, Celebes, the Moluccas, and Bali. Finally the Dutch ruled the whole island chain of Indonesia, then called the Dutch East Indies. (See map opposite.)

Management of plantations and trade brought a large Dutch population to the islands. In contrast to the British, who lived temporarily in India but retired in Britain, the Dutch thought of Indonesia as their home. They moved to Indonesia and created a rigid social class system there. The Dutch were on top, wealthy and educated Indonesians came next, and plantation workers were at the bottom. The Dutch also forced farmers to plant one-fifth of their land in specified export crops.

TAKING NOTES

Clarifying Use a spider map to identify a Western power and the areas it controlled.



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SECTION 5 PROGRAM RESOURCES

ALL STUDENTS

In-Depth Resources: Unit 3

- Guided Reading, p. 51
- History Makers: Mongkut, p. 64

Formal Assessment

- Section Quiz, p. 194

ENGLISH LEARNERS

In-Depth Resources in Spanish

- Guided Reading, p. 92

Reading Study Guide (Spanish), p. 123

Reading Study Guide Audio CD (Spanish)

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STRUGGLING READERS

In-Depth Resources: Unit 3

- Guided Reading, p. 51
- Building Vocabulary, p. 52
- Reteaching Activity, p. 70

Reading Study Guide, p. 123

Reading Study Guide Audio CD

GIFTED AND TALENTED STUDENTS

In-Depth Resources: Unit 3

- Primary Source: In Favor of Imperialism, p. 59

Electronic Library of Primary Sources

- from *Hawaii's Story by Hawaii's Queen*

INTEGRATED TECHNOLOGY

eEdition CD-ROM

Power Presentations CD-ROM

Critical Thinking Transparencies

- CT27 Comparing Imperialist Styles
- CT63 Chapter 27 Visual Summary

Electronic Library of Primary Sources

- from *Hawaii's Story by Hawaii's Queen*

classzone.com

British Take the Malayan Peninsula To compete with the Dutch, the British sought a trading base that would serve as a stop for their ships that traveled the India-China sea routes. They found a large, sheltered harbor on Singapore, an island just off the tip of the Malay Peninsula. The opening of the Suez Canal and the increased demand for tin and rubber combined to make Singapore one of the world's busiest ports.

Britain also gained colonies in Malaysia and in Burma (modern Myanmar). Malaysia had large deposits of tin and became the world's leading rubber exporter. Needing workers to mine the tin and tap the rubber trees, Britain encouraged Chinese to immigrate to Malaysia. Chinese flocked to the area. As a result of such immigration, the Malays soon became a minority in their own country. Conflict between the resident Chinese and the native Malays remains unresolved today.

French Control Indochina The French had been active in Southeast Asia since the 17th century. They even helped the Nguyen (nuh•WIN) dynasty rise to power in Vietnam. In the 1840s, during the rule of an anti-Christian Vietnamese emperor, seven French missionaries were killed. Church leaders and capitalists who wanted a larger share of the overseas market demanded military intervention. Emperor Napoleon III ordered the French army to invade southern Vietnam. Later, the French added Laos, Cambodia, and northern Vietnam to the territory. The combined states would eventually be called French Indochina.

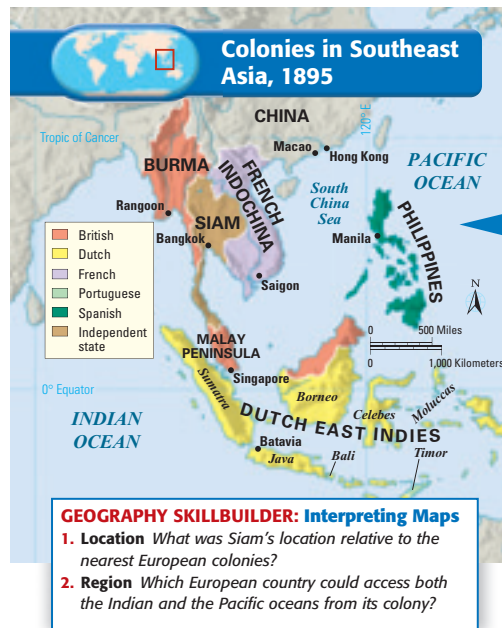
Using direct colonial management, the French themselves filled all important positions in the government bureaucracy. They did not encourage local industry. Four times as much land was devoted to rice production. However, the peasants' consumption of rice decreased because much of the rice was exported. Anger over this reduction set the stage for Vietnamese resistance against the French.

Colonial Impact In Southeast Asia, colonization brought mixed results. Economies grew based on cash crops or goods that could be sold on the world market. Roads, harbors, and rail systems improved communication and transportation but mostly benefited European business. However, education, health, and sanitation did improve.

Unlike other colonial areas, millions of people from other areas of Asia and the world migrated to work on plantations and in the mines in Southeast Asia. The region became a melting pot of Hindus, Muslims, Christians, and Buddhists. The resulting cultural changes often led to racial and religious clashes that are still seen today.

Siam Remains Independent

While its neighbors on all sides fell under the control of imperialists, Siam (present-day Thailand) maintained its independence throughout the colonial period. Siam lay between British-controlled Burma and French Indochina. (See map above.) France and Britain each aimed to prevent the other from gaining control of Siam. Knowing this, Siamese kings skillfully promoted Siam as a neutral zone between the two powers.



GEOGRAPHY SKILLBUILDER: Interpreting Maps

- Location** What was Siam's location relative to the nearest European colonies?
- Region** Which European country could access both the Indian and the Pacific oceans from its colony?

A. Possible Answer They were searching for jobs.

MAIN IDEA

Analyzing Motives

Why do you think so many Chinese moved to Malaysia?

History from Visuals

Interpreting the Map

Ask students which colony covered the greatest expanse in the area. (*Dutch East Indies*) Which had the greatest land area? (*French Indochina*)

Extension Have students consult a reference book to determine the status of these former colonies today. (*None are now under foreign control.*)

SKILLBUILDER Answers

- Location** It was sandwiched between French Indochina and British Burma.
- Region** the Netherlands

Siam Remains Independent

10.4.3

Critical Thinking

- How did Siam's geographic location influence its political decisions? (*Its position between French and British colonies kept it neutral and resistant to foreign domination.*)
- What values motivated Mongkut and Chulalongkorn? (*respect for education, independence, and progress*)

In-Depth Resources: Unit 3

- History Makers: Mongkut, p. 64

Tip for Struggling Readers

After the invention of the automobile, there was a huge demand for rubber tires. Rubber was a driving force for imperialism in Southeast Asia.

DIFFERENTIATING INSTRUCTION: STRUGGLING READERS

Colonization in Southeast Asia

Class Time 25 minutes

Task Examining the events of imperialism in Southeast Asia

Purpose To understand how European powers colonized Southeast Asia

Instructions Have pairs of students read the Reading Study Guide for Section 5 and study the map on page 797. Remind students that they are probably already somewhat familiar with the present-day countries of Vietnam, Thailand, Cambodia, and the Philippines. Have students make a chart of how each imperial power impacted the lands they colonized.

Power	Lands Claimed	Major Trade Products
Dutch	Java, Sumatra, Borneo, Celebes, the Moluccas, Bali	Oil, tin, rubber
British	Malaysia, Burma	Tin, rubber
French	Vietnam, Laos, Cambodia	Rice
Americans	Philippines, Hawaii	Sugar, bananas, pineapples



CHAPTER 11 Section 5 page 797-800

Imperialism in Southeast Asia

BEFORE YOU READ
In the text, you will learn how the British reached to imperialism.
In the activity, you will read about imperialism in Southeast Asia.

AS YOU READ
Use the text boxes to show the various lands controlled by each Western nation.

European Powers Invade the Pacific Rim (1890-1914)
Which Western powers grabbed lands in Southeast Asia?
European nations also grabbed lands in the Pacific Rim, southeast Asia, and the islands on the edge of the Pacific Ocean. The United States, Germany, and Japan pushed for plantation expansion. Sugar and tin were valued resources because they were important products.
The Dutch controlled Indonesia. Many of the Dutch also moved to Indonesia through the Indonesian archipelago. The French ruled Indochina directly and used to push French rule over the Dutch at the top. Malaya and other Southeast Asian nations were...
The British took the part of Singapore, Malacca, and Borneo (modern Malaysia). They controlled the Malay Peninsula. The British recognized the Chinese to enter in Malaya. The Malacca Sea became a necessity to their own country. France, Britain, the Malay, and the Chinese wanted to be the...
France grabbed Indochina (modern Laos, Cambodia, and Vietnam). The French ruled Indochina directly and used to push French rule over the Dutch at the top. Malaya and other...

FIGURE AND NAMES
Pacific Rim Southeast Asia
Imperialism
Dutch
British
French
Americans

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Reading Study Guide

Then in 1890, the McKinley Tariff Act passed by the U.S. government set off a crisis in the islands. The act eliminated the tariffs on all sugar entering the United States. Now, sugar from Hawaii was no longer cheaper than sugar produced elsewhere. That change cut into the sugar producers' profits. Some U.S. business leaders pushed for **annexation** of Hawaii, or the adding of the territory to the United States. Making Hawaii a part of the United States meant that Hawaiian sugar could be sold for greater profits because American producers got an extra two cents a pound from the U.S. government.

About the same time, the new Hawaiian ruler, **Queen Liliuokalani** (luh•LEE•uh•oh•kuh•LAH•nee), took the throne. In 1893, she called for a new constitution that would increase her power. It would also restore the political power of Hawaiians at the expense of wealthy planters. To prevent this from happening, a group of American businessmen hatched a plot to overthrow the Hawaiian monarchy. In 1893, Queen Liliuokalani was removed from power.

In 1894, Sanford B. Dole, a wealthy plantation owner and politician, was named president of the new Republic of Hawaii. The president of the new republic asked the United States to annex it. At first, President Cleveland refused. In 1898, however, the Republic of Hawaii was annexed by the United States.

The period of imperialism was a time of great power and domination of others by mostly European powers. As the 19th century closed, the lands of the world were all claimed. The European powers now faced each other with competing claims. Their battles would become the focus of the 20th century.



History Makers

Queen Liliuokalani

How would you describe Queen Liliuokalani's politics? (*fiercely nationalistic*) Queen Liliuokalani received a modern education and toured the Western world before taking the throne of Hawaii. A talented musician, she is best known for her song "Aloha Oe," the national song of farewell in Hawaii.

Electronic Library of Pimary Sources

- from *Hawaii's Story by Hawaii's Queen*

SECTION 5 ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- Pacific Rim
- King Mongkut
- Emilio Aguinaldo
- annexation
- Queen Liliuokalani

USING YOUR NOTES

2. Which Western power do you think had the most negative impact on its colonies? (10.4.1)



MAIN IDEAS

3. How were the Dutch East India Trading Company and the British East India Company similar? (10.4.2)
4. What changes took place in Southeast Asia as a result of colonial control? (10.4.3)
5. Why did some groups believe that the United States should colonize like the Europeans? (10.4.3)

CRITICAL THINKING & WRITING

6. **DRAWING CONCLUSIONS** How did the reforms of the Siamese kings help Siam remain independent? (10.4.3)
7. **ANALYZING BIAS** What does President McKinley's desire to "uplift and Christianize" the Filipinos suggest about his perception of the people? (10.4.3)
8. **ANALYZING MOTIVES** Why do you think Sanford Dole wanted the United States to annex Hawaii? (10.4.3)
9. **WRITING ACTIVITY** **[ECONOMICS]** Compose a **letter to the editor** expressing a Hawaiian's view on the U.S. businessmen who pushed for the annexation of Hawaii for economic gain. (Writing 2.5.d)

CONNECT TO TODAY DRAWING A BAR GRAPH

Research to find out about the economic situation of Southeast Asian countries today. Rank the economies and present your findings in a **bar graph**. (10.4.3)

The Age of Imperialism 365

3 ASSESS

SECTION 5 ASSESSMENT

Have students complete the assessment and exchange papers with a partner to check their answers.

Formal Assessment

- Section Quiz, p. 194

4 RETEACH

Display the visual summary for Chapter 27 and divide the class into four groups. Have each group present the information about imperialism for the Dutch, British, French, or the United States.

Critical Thinking Transparencies

- CT63 Chapter 27 Visual Summary

In-Depth Resources: Unit 3

- Reteaching Activity, p. 70

ANSWERS

1. Pacific Rim, p. 362 • King Mongkut, p. 364 • Emilio Aguinaldo, p. 364 • annexation, p. 365 • Queen Liliuokalani, p. 365
2. **Sample Answer:** Dutch—Indonesia; British—Malay Peninsula; French—Indochina; U.S.—Philippines/Hawaii. Most negative impact—France, because it tried to completely subjugate the Indochinese by imposing its culture, government, industry, and agriculture
3. Both were trading companies that practiced economic imperialism.
4. economies grew; education and health improved; areas unified but lost local leaders; migration resulted in cultural change.
5. They believed the United States was destined to become a world power.
6. Siam modernized, making it competitive with Europeans.
7. **Possible Answer:** He saw them as primitive, irreligious, and inferior.
8. **Possible Answer:** He was a plantation owner and knew he would benefit from annexation.
9. **Rubric** Letters to the editor should
- be written from the viewpoint of a Hawaiian.
 - express indignation at businessmen's desire to profit at Hawaii's expense.
 - call for an end to annexation.

CONNECT TO TODAY

Rubric Bar graphs should

- reveal information about Southeast Asian economies today.
- indicate which Southeast Asian countries have the healthiest economies.