

# The Age of Imperialism

## THE BIG PICTURE

European powers came to rule a large portion of Africa and Asia between 1800 and 1920. Only Japan emerged as an independent power capable of challenging the West. In the Americas, the United States exercised greater influence over the affairs of its neighbors.



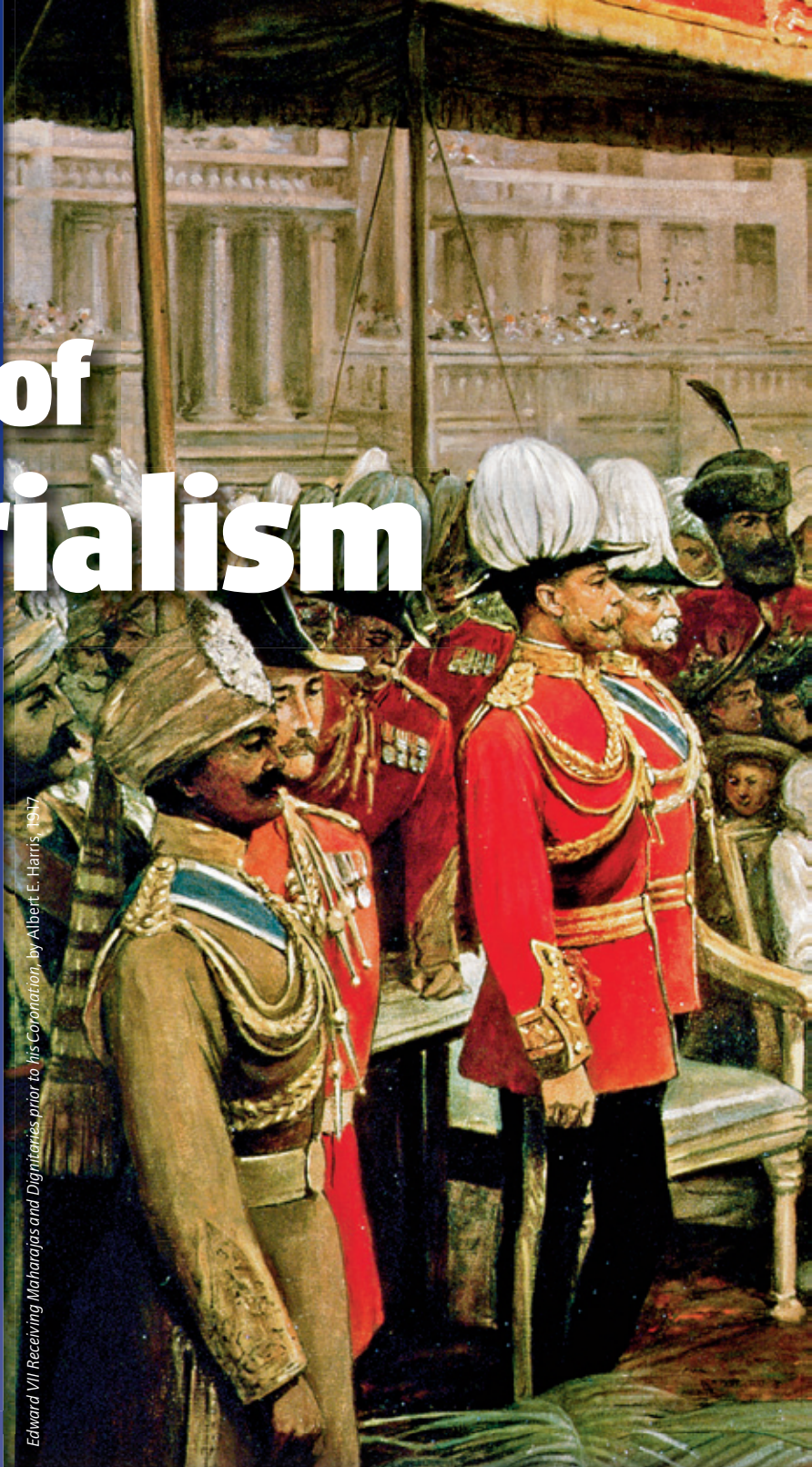
## North Carolina Standards

### Social Studies Objectives

**4.05** Evaluate the causes and effectiveness of nineteenth and twentieth century nationalistic movements that challenged European domination in Africa, Asia, and Latin America;.

### Language Arts Objective

**2.01.4** Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print information texts appropriate to grade level and course by demonstrating comprehension of main idea and supporting details.



Edward VII Receiving Maharajas and Dignitaries prior to his Coronation, by Albert E. Harris, 1917

## TIME LINE

### CHAPTER EVENTS

**1842**

The first Opium War ends in China.

**1862**

France gains control of Vietnam.

**1884–1885**

The Berlin Conference sets the rules for dividing Africa.

**1885**

The Indian National Congress is founded.

**1840**

**1860**

**1880**

### WORLD EVENTS

**1845**

The Irish Potato Famine begins.

**1861**

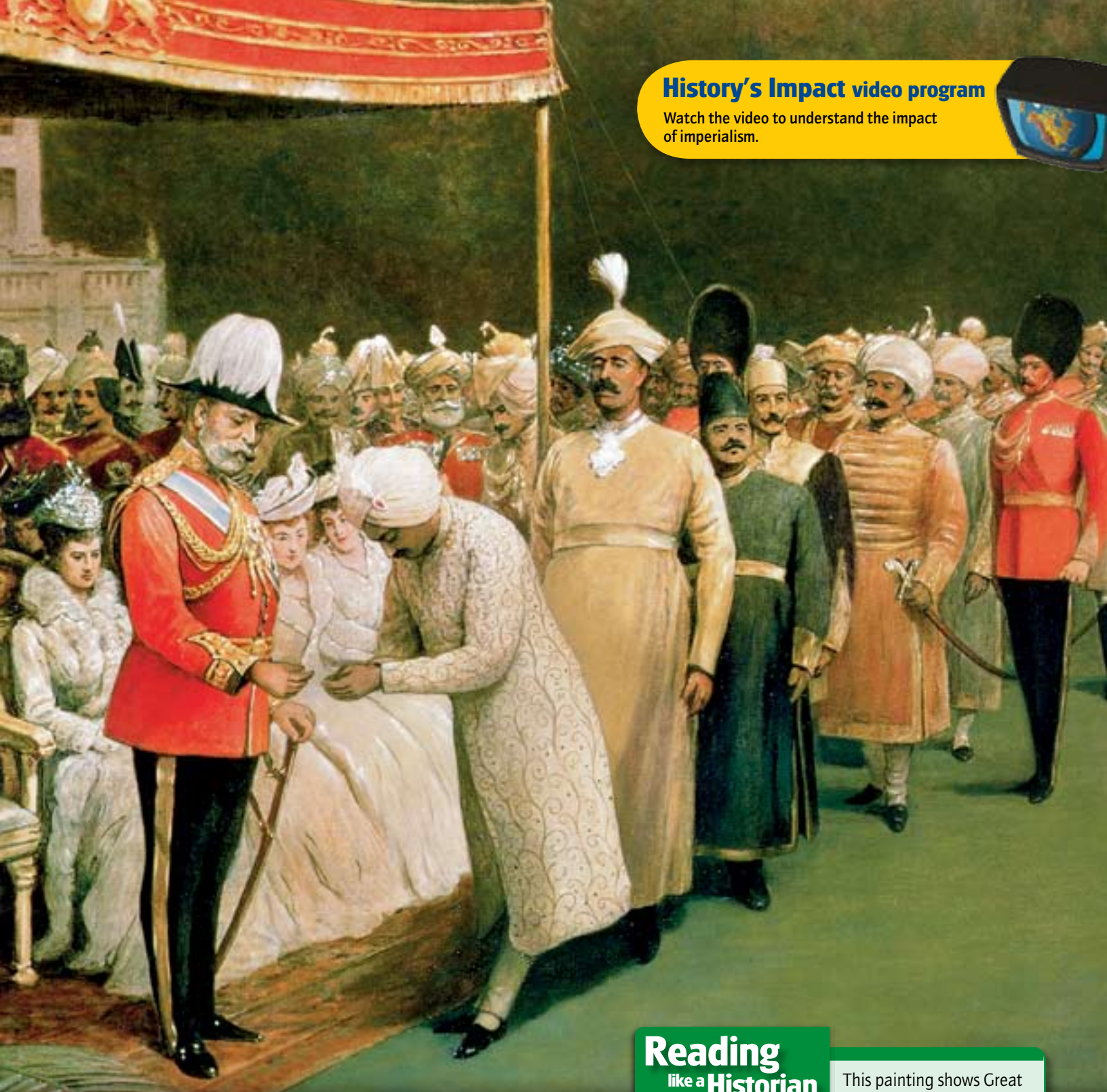
The American Civil War begins.

**1871**

German unification is complete.

## History's Impact video program

Watch the video to understand the impact of imperialism.



**1895**

Japan wins the Sino-Japanese War.

**1898**

The United States gains control of Cuba and the Philippines.

**1900**

**1901**

Edward VII becomes king of the United Kingdom.

**1920**

**1914**

World War I begins.

## Reading like a Historian

This painting shows Great Britain's Edward, Prince of Wales, being greeted by Indian princes during an official visit to India in 1875.

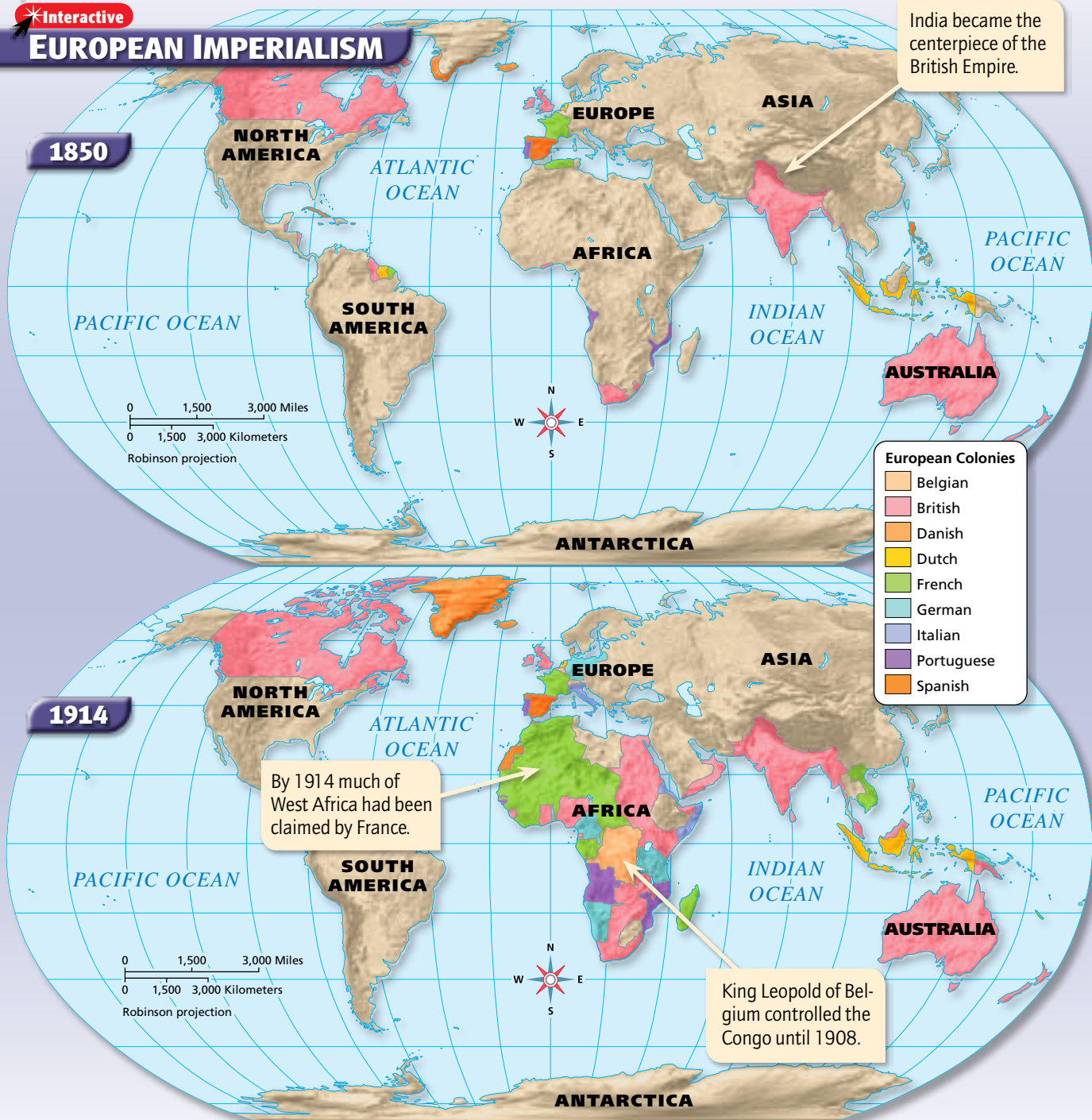
**Analyzing Visuals** The artist painted this scene in 1917, when Britain's position as a major world power was being threatened by the events of World War I. Why do you think the artist chose to look back at this particular moment?

See **Skills Handbook**, p. H26

# GEOGRAPHY Starting Points

**Interactive**

## EUROPEAN IMPERIALISM



**Starting Points** Starting in the late 1700s, European nations began a renewed campaign of competitive empire building that would eventually span the globe. By the early 1900s, European nations controlled territory on nearly every continent. The legacy of imperialism would affect the world for decades to come.

- Analyze** Why do you think there were more European colonies in 1914 than in 1850?
- Predict** How do you think the change in political control in Africa between 1850 and 1914 affected Africa's people?



### Listen to History

Go online to listen to an explanation of the starting points for this chapter.

[go.hrw.com](http://go.hrw.com)

Keyword: SHL IMP

## SECTION

# 1

# The British in India

## BEFORE YOU READ

### MAIN IDEA

One of the first examples of European imperialism in Asia, the British rule over India changed Indian politics, economics, and society and led to the rise of Indian nationalism.

### READING FOCUS

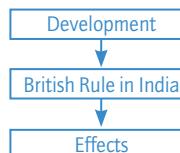
1. What changes set the stage for European imperialism in Asia and Africa?
2. What role did the British East India Company play in British imperialism in India?
3. What was life like in India when it became a British colony?

### KEY TERMS

British East India Company  
Sepoy Mutiny  
Raj  
Indian National Congress  
Muslim League

### TAKING NOTES

As you read, take notes on the development and effects of British rule in India.



Robert Clive and Mir Jafar after the Battle of Plassey, by Francis Hayman, 1857



◀ British general Robert Clive made a secret deal to gain territory for Britain.

### THE INSIDE STORY

**When does a secret work better than an army?**

The year was 1756, and British power in India was rising. To secure their position in India, the British began fortifying their position in the rich trading city of Calcutta. This effort angered the ruler of Bengal, the region in which Calcutta lay, and he sent his army to attack the British fortifications at Fort William. The fort fell quickly, and more than 140 British defenders were imprisoned in a small, poorly ventilated jail cell for the night. All but 23 of the prisoners died of dehydration and suffocation.

Outraged, the British sent general Robert Clive to recapture Calcutta. Clive secretly met with a commander of the Bengal army. Later, when the British met the Bengal army, the commander refused to join in the battle. Why did the commander not fight? He and Clive had made a secret deal. The deal helped the British recapture Calcutta, and the commander became the ruler of Bengal.

By taking control of Calcutta, the British had essentially become the rulers of the richest province in the Mughal Empire. Remarkably, the conquest of Bengal had been won not through military might, but through deceit. ■

## Setting the Stage

The arrival of the British in India was an example of European imperialism, the process of one people ruling or controlling another. By 1700, Spain, Great Britain, France, and Portugal ruled vast territories in the Americas. Europeans had less success, however, in ruling territory in Asia and Africa. While Europeans had built trading posts along those continents' coasts, they held little territory farther inland.

By the late 1700s, however, European states began expanding their power in Asia and Africa. Two factors that made this possible were new technologies and the weakening of the great empires of Asia and North Africa.

**New Technologies** Advances in technology gave Europeans a huge military advantage over Africans and Asians. Steam-powered gunboats could attack even inland targets, while repeating rifles, machine guns, and exploding shells made European armies more lethal than ever. Asian and African weapon makers simply could not match these new technologies.

**Weakening Empires** Meanwhile, the great empires of Asia and North Africa were weakening, and Europeans took advantage. The Mughal Empire in India entered a deep decline after 1707. The Ottoman Empire lost strength throughout the 1700s and had a weak grasp on its North African provinces. The Qing dynasty in China faced several major rebellions. By the late 1700s, European armies faced limited resistance as they claimed new territories.

**READING CHECK Summarize** Why did European power begin to expand in the late 1700s?

### FORMS OF IMPERIALISM

Imperial nations developed several different ways of organizing and governing the many territories in their empires.

- **Colony** a territory governed by a foreign power
- **Protectorate** a territory that has its own government but is controlled by a foreign power
- **Sphere of influence** a territory in which a country claims exclusive political or economic rights.

QUICK  
FACTS

## British East India Company

Early British imperialism in India was not carried out by the government but by a trading company, the **British East India Company**. Created to control trade between Britain, India, and East Asia, the company soon became embroiled in Indian politics. By 1800 it had come to rule much of India in the name of Great Britain.

**The British Take Control** As long as the Mughal Empire remained strong in India, the East India Company's activity was limited to coastal trading cities. When the empire began to break apart into small states in the mid-1700s, though, leaders of the East India Company sensed a chance to take over Indian lands. They manipulated the rulers of these new states, suggesting to each ruler that he needed British support to keep his throne. By playing rulers against each other and keeping them from cooperating, the British kept India in chaos. The company then swept in with its own armies and took over much of India, claiming to have done so just to restore order.

**Changes in India** Once in control, the East India Company made changes to Indian society. They introduced a new education system and the English language. They also introduced British laws that banned certain customs, such as sati, the practice of Hindu widows throwing themselves on their husbands' funeral fires. The British also invited Christian missionaries to spread their beliefs through India.

Eventually, some Indians began to believe the British were trying to destroy their society. They thought the British wanted to eliminate Indian customs and Hinduism completely. As a result, relations between Indians and British became increasingly strained.

**The Sepoy Mutiny** In 1857 these strained relations exploded into a rebellion, the **Sepoy Mutiny**. Sepoys were Indian soldiers who fought in the British army. The spark that set off their rebellion was the introduction of a new type of British rifle. Before inserting a cartridge into the rifle, a soldier had to bite off the end of an ammunition cartridge, which was greased with pork and beef fat. This offended both Muslim sepoys, who did not eat pork, and Hindu sepoys, who did not eat beef.

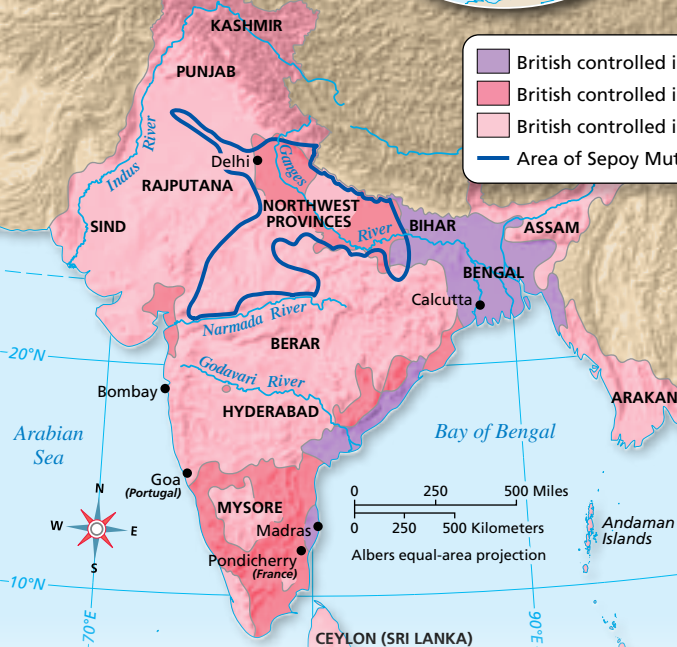


English is still widely spoken in India today and serves as a major language of government and business.

## THE BRITISH IN INDIA, 1767–1858



- British controlled in 1767
- British controlled in 1805
- British controlled in 1858
- Area of Sepoy Mutiny



This Indian artwork shows soldiers rebelling against British rule in the Sepoy Mutiny of 1857.

*The Sepoy Mutiny*, unknown Indian artist, c. 1860, The Granger Collection, New York

### GEOGRAPHY SKILLS

#### INTERPRETING MAPS

**Movement** How did the territory controlled by Great Britain change between 1805 and 1858?

Already resentful of the British efforts to westernize India, many sepoys balked. Thinking that the new cartridges were a plot to make them abandon Hinduism and Islam, sepoys in the town of Meerut refused to use them. For their protest, these sepoys were punished. In response, sepoys all over northern India rose up against British officers. Before long the rebellious sepoys had gained control of Delhi.

The violence of this rebellion was ferocious, with both sides committing atrocities. Sepoys killed not only their officers but also British women and children. The British responded with extreme brutality. Captured mutineers were strapped to cannons and shot. Villages suspected of supporting rebels were burned. The fighting continued for two years.

As a result of the mutiny, the British ended the rule of the East India Company in 1858. From then on, the British government would rule India directly. Although the British moved away from some of the social regulations that had angered many Indians, distrust continued between the British and the Indians.

#### READING CHECK Identify Cause and Effect

How did the decline of the Mughal Empire contribute to the rise of British power in India?

## India as a British Colony

India was Britain's most important colony—the “jewel in the crown” of the British Empire. Ruling India gave the British great political and financial rewards, as well as national pride. But for many Indians, British rule was a source of frustration and humiliation. This frustration gave rise to powerful feelings of nationalism.

**The Raj** The era of British rule in India is often called the British **Raj** (RAHZH), a Hindi word meaning “rule.” The administration of India was carried out by a government agency called the Indian Civil Service (ICS). Though they were ruling India, most officials of the ICS were British. The ICS employed very few Indians, leaving many educated Indians frustrated at having no say in their own government.

Many British officials in India believed themselves superior to the people they governed. As a result, they lived in segregated neighborhoods and belonged to exclusive clubs. Most of these officials believed that they were improving the lives of the Indian people through westernization. Yet many prejudiced British officials believed that Indians were utterly incapable of governing themselves.

#### ACADEMIC VOCABULARY

**prejudiced** biased against a racial, religious, or national group

## Impact of the Raj on India

The era of British control in India brought many changes. The British introduced their own governmental, legal, and educational systems, the English language, and new forms of technology and industry. These changes to India's economy and society, combined with unhappiness over foreign control, led to the growth of nationalism in India. **Which of these changes do you think had the longest lasting effects in India? Why?**



Ram Mohun Roy, an Indian nationalist, argued for India's right to govern itself.



The British encouraged the growth of commercial agriculture, India's main industry during the Raj.

During the Raj the British built railroads, roads, and canals in India. By 1910 India had the fourth-largest railroad network in the world. Britain invested in transportation for two reasons: to move troops to trouble spots more easily and to help sell British products throughout India.

India was an important market for British manufactured goods, but that was not its only economic significance. It was a source of raw materials, such as cotton, tea, indigo, and jute. In fact, India became one of the most significant sources of raw cotton for British textile factories in the 1860s, after cotton from the United States became unavailable during the American Civil War. In addition, taxes collected from Indian landowners paid for the administration of India and the Indian army.

Though it was profitable for Britain, the introduction of British manufactured goods, especially textiles, devastated India's pre-existing industry. Although India had been a major exporter of textiles to Asia until the early 1800s, the British closed Indian textile factories to prevent competition with British companies. By the mid-1800s, India primarily exported raw materials rather than manufactured goods.

**The Rise of Indian Nationalism** Many groups in India found the changes that came with British rule deeply disturbing. Indian elites and middle classes resented having so

few opportunities to participate in government. Although the British allowed Indians to participate in town and district councils after 1861, Indians had little power to influence decisions at higher levels of government.

Still, it took more than resentment to build a nationalist movement. That movement did not take off until Indians began to see themselves as having the same rights as Europeans. This idea was first expressed by the reformer Ram Mohun Roy in the 1820s. Roy, an activist who wanted to abolish several aspects of traditional Indian society, felt that the British were violating the Indian people's rights, including the rights of free speech and religion. Roy wrote texts and opened schools to spread his nationalist ideas throughout India.

Despite Roy's efforts, it took several decades for the nationalist movement to become active. The first Indian nationalist organization, the **Indian National Congress**, was not founded until 1885. A popular organization, the Indian National Congress was established by English-speaking Indians, most of whom were Hindu. In the early years, the requests of the Congress to the British were modest, such as more positions for Indians in the ICS and better representation on government councils.

Indian nationalism became more radical, though, when the British announced plans to partition Bengal. Officials claimed that breaking Bengal into two provinces would make it



Under British rule, thousands of miles of railroads were built across India. Here, workers build the East Bengal Railway around 1870.



A lingering effect of the Raj is the prevalence of the English language in India today. One of the country's most widely spoken languages, English is often used in politics and business.

easier to govern, but some nationalists thought the partition was an attempt to break up Bengal's Hindu population. In response, radicals in the Congress called for a boycott of British goods. This boycott, or *swadeshi* ("own country"), movement lasted from 1905 to 1908.

Participants in the *swadeshi* boycotts vowed to wear only Indian-made garments. As part of their protest, some publicly burned piles of British cloth. A few militant nationalists, not thinking the boycott to be a strong enough statement of their feelings, attacked British officials. The militants were punished, but the *swadeshi* movement convinced the British to make concessions to the Indian people.

In addition to political concessions, the *swadeshi* movement had some unintended consequences. One was the formation of the **Muslim League** in 1906. Many Muslim leaders feared that Hindus had opposed the partition of Bengal for political reasons—to preserve the power of Hindus at the expense of Muslims. As a result, the Muslim League sought to protect the interests of Indian Muslims. The Indian National Congress and the Muslim League later became the main organizations in the struggle for Indian independence.

**READING CHECK Infer** Why did Indian nationalists respond to the plan to partition Bengal with a boycott of British goods?

## SECTION 1 ASSESSMENT

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Online Quiz

Keyword: SHL IMP HP

### Reviewing Ideas, Terms, and People

1. **a. Recall** What military technologies did the Industrial Revolution provide to Europeans?  
**b. Identify Cause and Effect** How did internal problems in Asian empires contribute to the success of European imperialism?
2. **a. Identify** What was the Sepoy Mutiny?  
**b. Explain** How did Britain gain control over most of India by 1858?
3. **a. Define** What was the Raj?  
**b. Explain** How did the *swadeshi* movement lead to the creation of the Muslim League?

### Critical Thinking

4. **Categorize** Using the chart below and your notes from this section, summarize the effects of British rule on India in each category listed. Which effect was most significant?

Category	Effects
Politics	
Economics	
Society	

### FOCUS ON SPEAKING

5. **Persuasion** Write a short speech arguing that British rule helped India or harmed India. Use details from the section.

# East Asia and the West

## BEFORE YOU READ

### MAIN IDEA

While Western nations focused their imperial ambitions on East Asia, the reactions and results differed in China, Japan, and Southeast Asia.

### READING FOCUS

1. How did Western nations gain power and influence in China in the 1800s?
2. What led to the rise of Japan as a major power?
3. How did European power and influence increase in Southeast Asia?

### KEY TERMS AND PEOPLE

unequal treaties  
extraterritoriality  
Taiping Rebellion  
Boxer Rebellion  
Sun Yixian  
Treaty of Kanagawa  
Emperor Meiji  
Sino-Japanese War

### TAKING NOTES

Take notes about

the actions of Western nations and the responses of nations in East Asia.

Western Actions	Response of East Asian Nations

### THE INSIDE STORY

#### *Why did Great Britain go to war over the sale of illegal drugs?*

During the 1700s tea became a popular drink among the British. China was the sole source of tea. Despite Britain's position as the world's greatest industrial power, China had little interest in buying anything Britain produced. So, to pay for its tea habit, Britain sent vast quantities of silver to China. Year after year, silver was leaving Britain for China, and little money was coming back.

To correct the imbalance, Britain needed to find a product that the Chinese would buy, and it found one—opium. Opium had been grown in Asia for centuries, but the Chinese emperor had outlawed the opium trade in 1729. Even so, British traders had been smuggling in small quantities of opium from Britain's territories in India for years. Because of the desire to send silver back to Britain, the British East India Company increasingly ignored opium smuggling in the territory it controlled.

Opium had a devastating effect on China. Workers and peasants fell victim to the drug. It is impossible to know exact figures, but some historians estimate that as many as 1 out of every 10 Chinese were addicted to opium.

The drug's destructive effects on Chinese society led the emperor to stand firm against the British smuggling. Commissioner Lin Zixu wrote a letter to Queen Victoria, stating the Chinese case.

"Let us ask, where is your conscience? I have heard that the smoking of opium is very strictly forbidden by your country; that is because the harm caused by opium is clearly understood. Since it is not permitted to do harm to your own country, then even less should you let it be passed on to the harm of other countries—how much less to China!"

The British never responded to Lin's letter. When Lin ordered the destruction of British opium stored in the city of Guangzhou, the British struck back by sending warships to China. The Opium War had begun. ■

## THE OPIUM WAR

### British ships attacking Chinese warships during the Opium War ►

*Iron Steam Ship Nemesis Destroying the Chinese War Junks,*  
by Edward Duncan, 1841



## Western Nations Gain Power

In 1800 trade with European merchants was profitable for the Chinese, but the Chinese did not view the Europeans as particularly important. They were just another set of foreigners who might pay tribute to the emperor.

All of that changed in the 1800s. Little by little, the Qing dynasty lost its power, its prestige, and its sovereignty over China.

**The Opium War** Chinese rulers had long believed that all nations outside China were barbaric, and they wanted little contact with the outside world. When Europeans pushed for trading rights in China, the Chinese restricted their trade to a single city, Guangzhou.

The Chinese did not want European goods, but they did want silver. They were pleased when tea became popular in Britain and British silver flowed into China. But the British were distressed by the imbalance of trade.

In the late 1700s the British discovered a solution to the trade imbalance—opium. In China there was a great demand for the drug, and opium addiction became such a problem that the Chinese government banned the

import of opium in 1796. But foreign merchants continued to smuggle the drug into China.

In 1839 Chinese officials ordered the destruction of British opium in Guangzhou. The British responded by sending a naval force to launch an attack. After capturing Shanghai in 1842, the British forced the Chinese to sign a peace treaty, the Treaty of Nanjing.

The Treaty of Nanjing was the first of the **unequal treaties**—so called because they benefited European countries at the expense of China. The treaty opened five more ports to Western trade. It also gave **extraterritoriality** to the British, meaning that British citizens accused of crimes had the right to be tried in British courts rather than in Chinese courts.

In the next two decades, China was forced to sign more treaties with Britain, France, the United States, and Russia. Slowly but surely, the Qing dynasty was losing control over China to Western intruders.

**The Taiping Rebellion** The failure of the Qing dynasty to resist the Western powers led some Chinese to believe that the dynasty had lost the mandate of heaven. That belief led to a series of rebellions starting in 1850.

## IMPERIALISM IN CHINA, 1842–1900

### Spheres of Influence

- Russian
- British
- German
- French
- Japanese
- Treaty port
- Area of Boxer Rebellion, 1900

### GEOGRAPHY SKILLS

### INTERPRETING MAPS

**Regions** Which two nations controlled the largest spheres of influence?



In the 1850s the most serious rebellion was led by Hong Xiuquan (shee-oo-CHOO-ahn), who believed that he was the brother of Jesus. He wanted to create a “Heavenly Kingdom of Great Peace,” (*Taiping Tianguo*) where no one would be poor. His followers formed a movement called the **Taiping Rebellion**.

Hong and his followers captured large territories in southeastern China and by 1853 controlled the city of Nanjing. Qing soldiers, as well as British and French armies, attacked the Taiping army and finally defeated it in 1864. Although the Qing dynasty emerged victorious, the cost was great—more than 20 million Chinese died in the Taiping Rebellion.

**Foreign Influence Takes Hold** After the Taiping Rebellion, reform-minded officials of the Qing dynasty tried to make changes. For example, they pushed to build coal mines, factories, and railroads. They encouraged the government to make modern weapons and ships. They tried to introduce Western knowledge and languages to China. This movement, called the

self-strengthening movement, ultimately failed because of strong resistance from traditional Confucian scholars and powerful officials.

While China struggled to reform, Japan was emerging as a major military power. China went to war with Japan over Korea in 1894, but the Japanese soundly defeated China.

Noting the weakness of the Chinese military, Western powers rushed to claim more territory in China. Germany, Russia, Great Britain, and France all carved out spheres of influence there.

By the late 1890s the United States got involved. Americans feared that European nations would divide China among themselves and the United States would lose its profitable trade in China. To prevent such a loss, U.S. secretary of state John Hay proposed the Open Door Policy, which would allow free trade in the Chinese ports under European control. This policy would allow the United States to continue its trade in China. Although the European nations never formally agreed to the Open Door Policy, they did allow free trade in their ports.

#### READING SKILLS

##### Identifying Supporting Details

What kind of reforms did Qing officials make?

### HISTORY CLOSE-UP

## Shanghai, 1900

Located near the mouth of the Chang Jiang (Yangzi River), the city of Shanghai became an international financial and trade center in the late 1800s. As a treaty port, Shanghai was open to free trade with the West.

The Chinese area of the city centered around Nanjing Road, where Chinese merchants sold goods to both Chinese and Europeans.

Chinese merchants sold a variety of goods, including tea, leather goods, and gift items.

By the end of the 1800s, China was in a desperate position. The war with Japan had exposed China's military weakness, and Europeans now controlled large portions of Chinese territory. Something had to be done if China were to remain independent.

In 1898 the Chinese emperor decided to enact a series of reforms, including changing the civil service examinations and building a modern army. But Empress Dowager Cixi, the most powerful person in China, stopped the reforms because she believed they threatened the rule of the Qing dynasty. People who believed the reforms were necessary now began to call for an end to the Qing dynasty.

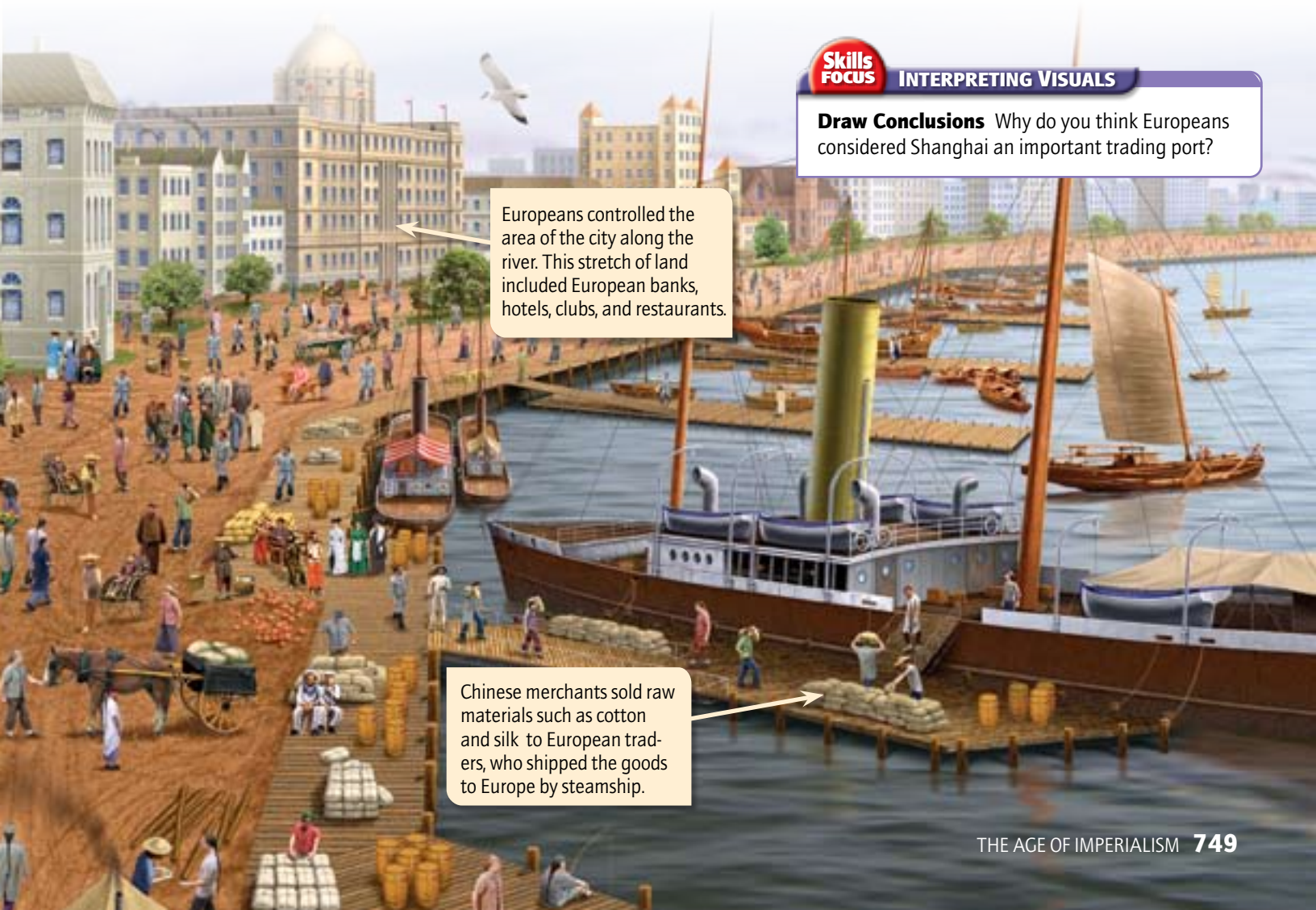
**The Boxer Rebellion** The humiliation of China by the West produced several nationalist movements intent on restoring China's glory. The most important was the Harmonious Fists, or Boxers. This secret society combined martial arts training, hatred of foreigners, and a belief that they were invulnerable to Western weapons. The **Boxer Rebellion** began in 1899 when

the Boxers started attacking missionaries and Chinese converts to Christianity.

In June 1900 the Boxers laid siege to the foreign compounds in Beijing and held the foreigners hostage for 55 days. A few weeks later, an army of 20,000 foreign troops captured Beijing and suppressed the uprising. The foreign powers imposed a heavy fine on the Chinese government for secretly supporting the Boxers. The result was more humiliation for the Chinese government at the hands of foreigners.

**The 1911 Revolution** With the defeat of the Boxers, Qing officials finally began to enact reforms. They eliminated the system of examinations for officials and tried to establish primary and secondary schools. Qing officials took steps to create a new national army. They even created elected provincial assemblies, which began to meet in 1909.

Still, these reforms were too little, too late. Radicals living in Japan and the United States called for the overthrow of the Qing dynasty and the creation of a new Chinese republic.



**Skills  
Focus**

#### INTERPRETING VISUALS

**Draw Conclusions** Why do you think Europeans considered Shanghai an important trading port?

Europeans controlled the area of the city along the river. This stretch of land included European banks, hotels, clubs, and restaurants.

Chinese merchants sold raw materials such as cotton and silk to European traders, who shipped the goods to Europe by steamship.

# SUN Yixian

1866–1925



Known as the Father of Modern China, Sun Yixian first became interested in pursuing a political career after China's disastrous

defeat in the Sino-Japanese War. By 1905 he began developing a plan to restore economic and political strength to China. His ideas centered around the concept of political tutelage—that a strong government would teach the Chinese people the principles of representative government until a true democracy could emerge. Sun Yixian was practical and formed many alliances—even with Russian Communists—in an effort to unite the Chinese people.

**Draw Conclusions** What was Sun Yixian's main goal throughout his career?

**Sun Yixian**, known in the West as Sun Yat-sen, was the most prominent of these radicals. Sun based his revolutionary ideology on three basic principles—nationalism, democracy, and “people’s livelihood.” The last of these principles involved equality in landownership and was often translated as socialism.

Sun believed that China should eventually become a democracy, but that the Chinese people were not ready yet. First, he called for the overthrow of the Qing dynasty and its replacement by a ruling nationalist party. He wanted this party to act as a guardian of the Chinese people until they were ready for democracy.

Other people in China also began to call for the overthrow of the Qing dynasty. Revolutionary ideas took root among intellectuals and junior officers in military academies. In October 1911 a group of young officers led a revolt in the city of Wuchang. Support for the revolt grew rapidly. In January 1912 the revolutionaries declared a republic.

The Qing wanted a general named Yuan Shikai to quash the rebellion. Instead of crushing the rebels, though, Yuan negotiated peace with them. At the peace talks, Yuan convinced the Chinese emperor to abdicate. This event brought an end to the 268-year rule of the Qing dynasty. After the abdication, Yuan Shikai agreed to become the first president of the new Republic of China.

**READING CHECK Find the Main Idea** How did European intervention in China contribute to the downfall of the Qing dynasty?

## The Rise of Modern Japan

Japan learned from the Chinese example about how *not* to respond to the West. Like China, Japan resisted contact at first. But once that contact was made in the mid-1800s, Japan reacted differently. Instead of descending into turmoil and revolution, Japan emerged as a great military and imperial power.

**The U.S. Renews Contact** The Tokugawa regime ruled Japan from 1603 to 1867 and tried to limit contact with the outside world. Yet American and European merchants wanted to trade with Japan. To open up trade, in 1852 U.S. president Millard Fillmore sent Commodore Matthew Perry on a mission to Japan. Perry appeared in Edo (Tokyo) Bay in 1853 with four warships and again in 1854 with nine ships.

The threat of the U.S. navy convinced Japanese officials to sign the **Treaty of Kanagawa** in 1854. This treaty allowed American ships to stop at two Japanese ports. Another treaty in 1858 opened five more Japanese ports to Western merchants. This treaty also established extraterritoriality for Westerners in Japan.

Many Japanese found these treaties deeply humiliating. They were especially angry that Westerners committing crimes in Japan received extremely mild punishments or no punishment at all. These treaties contributed to the rise of Japanese nationalism.

**The Meiji Restoration** Throughout the Tokugawa period, the emperor had been little more than a symbolic figure. The shogun, or supreme military ruler, was the real power in Tokugawa Japan. But many Japanese people, resenting the way that the shogun had given in to Western demands, forced the shogun to step down. This ended the military control of the Japanese government.

The young emperor, Mutsuhito, took back the power of the government in 1868, taking the name **Emperor Meiji**, which means “enlightened rule.” The period of his reign from 1868 to 1912 is called the Meiji period, and the emperor’s return to power is called the Meiji Restoration.

From China’s example, the Meiji emperor learned about the risk of resisting Western demands. China had clung to its traditional ways and had been unsuccessful in keeping

its sovereignty, or independent control of its government. The Meiji emperor believed that the best way to preserve and build Japan's strength was to modernize and reform.

**Meiji Reforms** The reforms undertaken during the Meiji era were far-reaching. A group of Japanese officials made a two-year journey called the Iwakura Mission, in which they traveled to the United States and Europe to learn about Western society, military practices, and economics. The officials were to determine which aspects of Western life would help Japan modernize efficiently.

Japan soon required all children to attend school and allowed some students to study abroad. Japanese military officials adapted practices of the U.S. and European armed forces to strengthen their own military.

Most significantly, the emperor supported rapid industrialization. The government financed the construction of the infrastructure

necessary for a modern industrial economy. It built telegraph lines, set up a postal service, established a national currency, and helped build a railroad system. By the 1890s, the Japanese economy was booming. In fact, between 1895 and 1915, manufacturing grew more rapidly in Japan than in the United States. Japan was quickly becoming one of the world's great industrial powers.

**Becoming an Imperial Power** Now that Japan had modernized, it was ready to take its place on the world stage. It began by strengthening its influence over Korea. In the 1870s Japan forced Korea to open three ports to Japanese merchants—even though Korea had traditionally pledged its allegiance to China. When a rebellion broke out in Korea in 1894, Japan and China both sent troops to Korea. This action led to the **Sino-Japanese War**, which lasted only a few months and ended in a humiliating defeat for China.

## Japan Reacts to U.S. Military Might

Commodore Matthew Perry Arrives in Japan, by Yoshitoshi Taisho



In this print, artist Yoshitoshi Taisho depicts the arrival of Commodore Perry in Edo Bay in 1853. Perry's hulking black warships sent the Japanese a strong message about U.S. military power.

**Analyzing Visuals** How did the artist show the difference between Japanese and American power?

See **Skills Handbook**, p. H26

## THE MEIJI REFORMS

QUICK  
FACTS

During the Meiji era, a number of significant reforms quickly transformed Japan into a modern industrialized nation.

### Governmental Reforms

- Ended feudalism; local government based on prefectures (districts)
- Enacted European-style constitution

### Rapid Industrialization

- Government invested in transportation and communication
- Government directly supported businesses and industries

### Military Reforms

- Modeled army and navy after those of Prussia and Britain
- Required three years' military service from all men



▲ Factory workers during the Meiji era

The Japanese victory established Japan as the most powerful state in Asia. As a result of the war, China recognized Korea's independence. Japan gained control of Taiwan, which became its colony, and won the right to build factories in China. Western powers treated Japan with a newfound respect, giving in to Japan's request to end extraterritoriality.

Japan's status as a great power was confirmed by its victory in the Russo-Japanese War of 1904–1905. This war was caused by Russian competition with Japan over influence in Manchuria and Korea. Although the Japanese won a series of battles, they could not get the Russians to surrender. Instead, the two sides asked U.S. president Theodore Roosevelt to help negotiate a peace treaty, called the Treaty of Portsmouth.

The treaty gave Japan control over Russian railway lines in southern Manchuria and transferred Russian leases on two Manchurian ports to Japan. The treaty also recognized Korea as under Japanese influence.

Japan's victory over Russia was celebrated all over Asia. It showed that an Asian power could defeat a European power. But growing Japanese power also presented a threat to its Asian neighbors. In 1910 Japan annexed Korea as a Japanese colony, demonstrating that its power in Asia was growing.

**READING CHECK** Draw Conclusions How did Japan gain the strength to become an imperial power?

## Europeans in Southeast Asia

Southeast Asia had long been a source of spices, such as cloves and pepper, that Europeans valued highly. To get these spices, Europeans established colonies there in the 1500s.

In the 1600s and 1700s, the Dutch controlled the spice trade by holding key Southeast Asian ports and fortifications. The Dutch began to grow sugar and coffee on large plantations in their Southeast Asian colonies. This shift to plantation agriculture set the pattern for future colonies in Southeast Asia.

In the 1800s the British began to compete with the Dutch in Malaysia. The British attained control of Malacca (part of modern-day Malaysia) from the Dutch in 1824. Britain already controlled the port cities of Singapore and Penang on the Malay Peninsula. In the late 1800s, the British moved into the interior of the peninsula. There, they established rubber plantations to provide raw material for bicycle-tire factories in Britain.

While the British increased their control over Malaysia, the French conquered part of Indochina. French missionaries and traders were active in Vietnam in the early 1800s. The ruling Nguyen (NGWEEN) dynasty saw the French as a threat and tried to expel French missionaries from the country. They also tried to crack down on Vietnamese converts to Christianity. In response, French emperor Napoleon III sent a fleet to Vietnam. The French defeated the Vietnamese forces in the Mekong

Meiji Reform Silk Factory, by Ichiyosai Kunitaru, c. 1875

Delta and forced the Vietnamese ruler to sign the Treaty of Saigon in 1862. This treaty gave the French control of most of the territory in southern Vietnam.

France took control of the rest of Vietnam in 1884 and annexed neighboring Laos and Cambodia, creating a territory known as French Indochina. Like the British in India, the French built roads, railroads, and irrigation systems in Indochina. They also introduced some reforms in education and medical care.

French colonialism in Indochina largely benefited the French, however. Many French citizens became rich from their large tea and rubber plantations. Meanwhile, many Vietnamese farmers fell into debt when they were unable to pay high taxes. Due to these factors, Vietnamese peasants often lost their farms and were forced to become wage laborers. Vietnamese resentment against the French rulers grew throughout the 1800s and early 1900s.

Siam (called Thailand today) was the only Southeast Asian country to retain its independence in the 1800s. Siam served as a buffer between British-controlled Burma and French Indochina. By skillful exploitation of European rivalries and by careful modernization, the monarchs of Siam preserved the nation's freedom.

#### READING CHECK

**Summarize** Why were Europeans interested in colonizing Southeast Asia?



#### GEOGRAPHY SKILLS

#### INTERPRETING MAPS

- Location** Which nation served as a buffer state between British-controlled Burma and French Indochina?
- Place** According to the map, which nation controlled the most land area in Southeast Asia?

## SECTION 2 ASSESSMENT

go.hrw.com

Online Quiz

Keyword: SHL IMP HP

### Reviewing Ideas, Terms, and People

- Recall** What were the unequal treaties?
  - Draw Conclusions** How did European imperialism lead to problems for the Qing dynasty?
  - Elaborate** How did the Chinese people react to the growing influence of Westerners in China?
- Identify** Who was Emperor Meiji?
  - Contrast** How did Japan's reaction to Western imperialism differ from China's?
  - Evaluate** Why was Japan more successful than China in maintaining its independence?
- Recall** What was the Treaty of Saigon?
  - Make Generalizations** How did Siam retain its independence?

### Critical Thinking

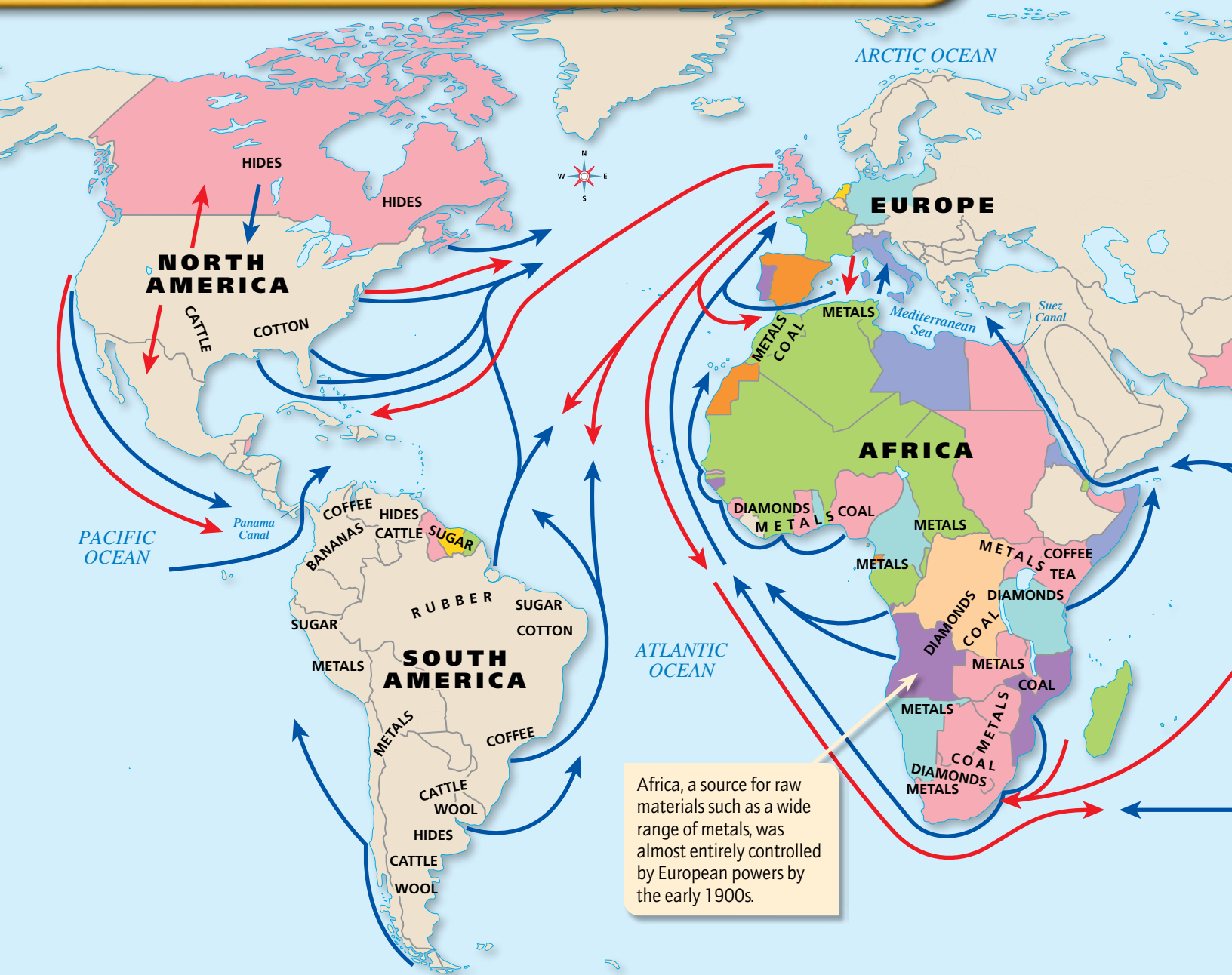
- Compare and Contrast** Using your notes from the section and the chart below, compare and contrast European imperialism's effects on China and Japan.

	Effects on Japan	Effects on China
Political		
Economic		
Cultural		
Military		

### FOCUS ON SPEAKING

- Persuasion** Suppose you are an official at the court of the Chinese emperor, just after China's defeat in the Sino-Japanese War. Prepare a short presentation to the emperor explaining the types of reforms China needs to make to become a great power again.

# HISTORY & Geography



## Imperialism and a Global Economy

One result of the growth of imperialism was the creation of a global economy. As European nations competed for power and influence, they set up colonies around the world, especially in Africa and Asia. The colonies provided Europe's powers with the raw materials they needed for their rapidly industrializing economies. At the same time, the colonies provided new markets for European exports of manufactured goods. As a result, global trade grew dramatically, and a two-way traffic of goods developed—raw materials went to Europe, and manufactured goods went to the colonies.



# The Scramble for Africa

## BEFORE YOU READ

### MAIN IDEA

In the late 1800s and early 1900s, European powers claimed land in much of Africa.

### READING FOCUS

1. What factors led to the new imperialism?
2. How did European powers claim territory in Africa?
3. How did Africans resist European imperialism?

### KEY TERMS AND PEOPLE

Social Darwinism  
Cecil Rhodes  
Suez Canal  
Berlin Conference  
Leopold II  
Shaka  
Menelik II

### TAKING NOTES

Take notes on new imperialism in Africa, European nations in Africa, and resistance to imperialism.


### THE INSIDE STORY

**How did Ethiopia remain independent?** In 1889 the emperor of Ethiopia, Menelik II, signed a treaty with Italy. This treaty gave control over what is now Eritrea to the Italians in exchange for weapons and a sum of money. An error in the translation of the treaty, however, led both sides to war.

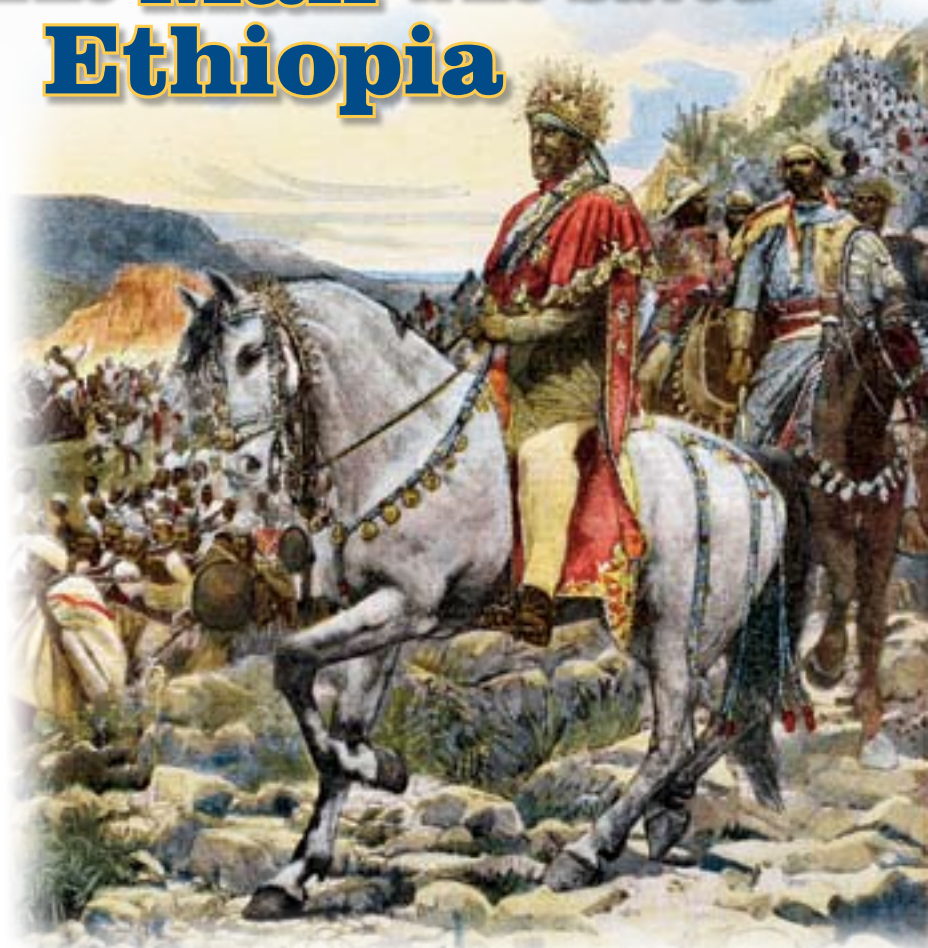
The Italian translation of the treaty led Italy to believe that it not only controlled Eritrea but that it also had a protectorate over Ethiopia. The version of the treaty in Amharic—the official language of Ethiopia—led Menelik to believe he was only giving up Eritrea. Menelik rejected the claim over Ethiopia and denounced the entire treaty, knowing it would lead to war.

The Italian translation of the treaty led Italy to believe that it not only controlled Eritrea but that it also had a protectorate over Ethiopia. The version of the treaty in Amharic—the official language of Ethiopia—led Menelik to believe he was only giving up Eritrea. Menelik rejected the claim over Ethiopia and denounced the entire treaty, knowing it would lead to war.

Menelik initiated the war, amassing some 100,000 Ethiopian soldiers and advancing upon the Italian forces at Adwa. The Italian force was disorganized, and the Ethiopians quickly defeated it on March 1, 1896, in the Battle of Adwa. About 70 percent of the Italian forces perished in the battle. The Italians retreated through unfamiliar terrain while local peoples harassed them.

The Battle of Adwa marked a high point of African resistance to European imperialism. An African army had crushed a European army in battle and in doing so had ensured the continued independence of Ethiopia. ■

## The Man Who Saved Ethiopia



The Negus Menelik II at Battle of Aduwa, 1896

### ▲ Menelik II at the Battle of Adwa

## The New Imperialism

European countries controlled only a small part of Africa in 1880, but by 1914, only Ethiopia and Liberia remained independent. During the period known as the “Scramble for Africa” European powers rapidly divided Africa.

Historians view the scramble as the most visible example of the new imperialism. Unlike the imperialism of the 1500s and 1600s, the new imperialism was not based on settlement of colonies. Instead, European powers worked to directly govern large areas occupied by non-European peoples. Europeans were driven by economic interests, political competition, and cultural motives.

**Economic Interests** Before the early 1800s, several European nations profited from the slave trade in Africa. However, after some nations passed laws abolishing the slave trade, Europeans looked to Africa instead as a source for raw materials. During the Industrial Revolution, Europeans needed materials such as coal and metals to manufacture goods. These needs fueled Europeans’ desire for land with plentiful natural resources—resources that were available in Africa.

To gather and export these natural resources, European entrepreneurs, or independent businesspeople, developed their own mines, plantations, and trading routes. Sometimes the entrepreneurs would call on their home countries to protect their economic interests from European competitors. In this way, the drive for colonization sometimes came from ambitious individuals, rather than from European governments.

**Political Competition** Imperialism in Africa reflected struggles for power in Europe, such as the long-term rivalry between France and Britain. As France expanded its control over West and Central Africa, Britain began to expand its colonial empire to block the French. The rise of Germany and Italy as European powers also contributed to the new imperialism. Both nations jumped into the race for colonies to assert their status as great powers.

Nationalism also contributed to the rise of the new imperialism. European leaders believed that controlling colonies would gain them more respect from other leaders.

**Cultural Motives** In addition to practical matters of economics and politics, the new imperialism was motivated by cultural attitudes. In particular, European imperialists felt they were superior to non-European peoples. These Europeans argued that humanity was divided into distinct peoples, or races, and there were significant biological differences between the races. Most Europeans who held these views believed that people of European descent were biologically superior to people of African or Asian descent.

As a result, some Europeans believed their rule in Africa was justified because they were teaching Africans good government, European customs, and Christian values. Some imperialists even believed their actions in Africa were noble. They saw it as their duty to educate those people they considered inferior. They referred to their influence in Africa as “the white man’s burden,” after a poem by the English writer Rudyard Kipling.

Defenders of imperialism also often applied Charles Darwin’s theory of natural selection to the struggle between nations and races. Darwin argued that species that are more fit for their environment will survive and reproduce. The notion of **Social Darwinism** stated that certain nations or races are more fit than others. Social Darwinists believed these “fit” nations came to rule over the nations that are “less fit,” and often showed discrimination against citizens of the ruled nations.

One outspoken advocate of Social Darwinism was Englishman **Cecil Rhodes**. A wealthy businessman, Rhodes once explained how he felt about British influence in Africa:

### HISTORY’S VOICES

“I contend that we are the finest race in the world and that the more of the world we inhabit the better it is for the human race . . . What an alteration there would be if they [Africans] were brought under Anglo-Saxon influence.”

—Cecil Rhodes, *Confessions of Faith*, 1877

Rhodes believed that a railway linking Britain’s Cape Colony in southern Africa to Cairo, Egypt, in the north would bring what he saw as the benefits of civilization to all Africans.

**READING CHECK Find the Main Idea** What were some reasons that European powers scrambled to claim colonies in Africa?

### ACADEMIC VOCABULARY

**discrimination**  
the act of treating a person differently because of race, gender, or national origin

## READING SKILLS

### Identifying Supporting Details

What details are given that explain European claims in Africa?

## European Claims in Africa

Prior to the 1880s, Europeans controlled some parts of the African coast. In the 1880s, driven by their new economic, political, and cultural motives, Europeans began to compete for additional territory in Africa.

### Scientific Advances and Imperialism

In Africa Europeans faced a huge continent with rugged terrain that could make travel and control difficult. In the 1880s, however, several European scientific advances came together to make traveling in and controlling Africa easier. With the discovery of the drug quinine, Europeans protected themselves against one of the biggest threats, malaria. With the development of the first automatic machine gun, they created a strong military advantage, one that enabled them to defeat and subdue African peoples who had no modern weapons. Finally, with the development of telegraphs, railroads, and steamships, Europeans overcame many of the problems of communication and travel.

**Suez Canal** In 1869 another technological advancement, the **Suez Canal**, influenced Britain's interest in Egypt. The canal linked the Mediterranean with the Red Sea, drastically shortening the trip from Europe to the Indian Ocean by eliminating the need for ships to sail around the southern tip of Africa.

When the Egyptian government appeared unstable in 1882, the British occupied Egypt to protect British interests in the Suez Canal. Britain later established partial control over Egypt as a protectorate to ensure British access to the canal.

**Division of Africa** Meanwhile, European nations continued to compete aggressively for other territories in Africa. To create order and prevent conflict between European nations, European leaders met in Berlin, Germany, in 1884–1885 to divide African territory. Leaders at the **Berlin Conference** agreed that when a European nation claimed a new African territory, it had to notify other European nations and prove that it could control the territory. As they divided Africa, European leaders paid no attention to Africans' traditional ethnic boundaries. This disregard for the African peoples' land would later cause conflict.

**The Boer War** In southern Africa, the British met opposition to land claims. Dutch settlers, known as Boers, had lived in the region since the 1600s. After gold was discovered there in the late 1800s, the Boers refused to grant political rights to foreigners, including the British. Tensions between the two groups heightened as Britain tried to make Boer territory a part of the British Empire. In 1899 war broke out.

During the Boer War, British forces vastly outnumbered Boer forces. Nevertheless, using guerrilla tactics, the Boers quickly gained an advantage over British troops. The British responded by destroying Boer farms and imprisoning women and children in concentration camps. More than 20,000 Boer women and children died of disease in the camps. In the end the British defeated the Boers, and in 1902, Boer territory became the self-governing Union of South Africa under British control.

**Belgian Congo** Unlike most of Africa, the Congo Free State in Central Africa was not ruled by a European country. Instead, the king of Belgium, **Leopold II**, claimed the territory for himself. Leopold created a personal fortune by exploiting the Congo's natural resources.

In the 1890s and early 1900s in Europe and the United States, the demand for rubber increased as the need for bicycle and automobile tires increased. To meet this demand, Leopold forced his Congolese subjects to extract rubber from the region's rubber trees. Millions of workers died from overwork and disease. Eventually an international outcry over Leopold's brutal tactics caused the Belgian government to take control of the Congo in 1908.

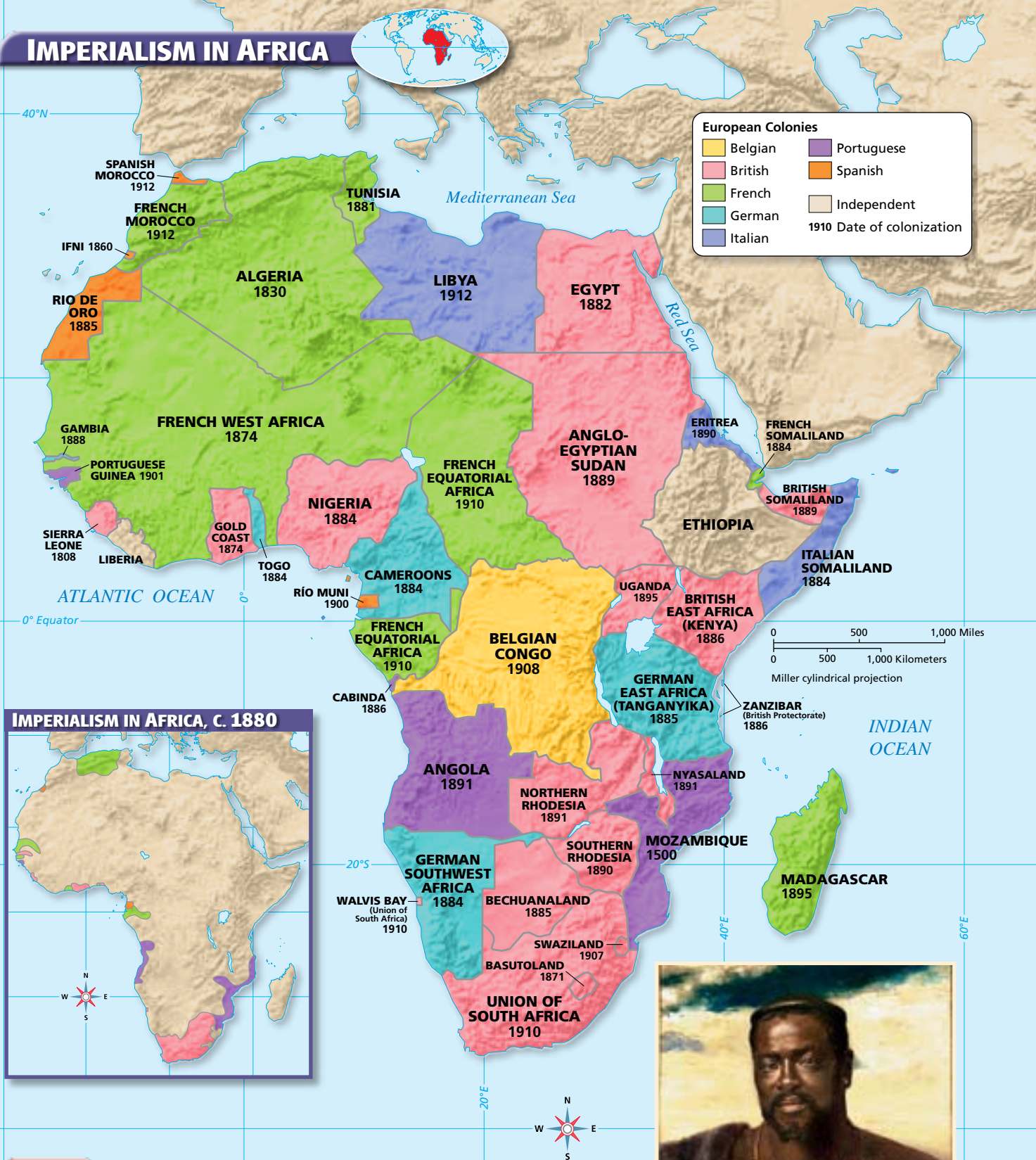
**READING CHECK Infer** How did the Berlin Conference contribute to the Scramble for Africa?

## African Resistance

Africans did not passively accept European claims to rule over them. As European troops advanced on African territory, they often met stiff resistance from local rulers and peoples.

**The Zulu** The Zulu people resisted colonialism for more than 50 years. In the early 1800s the Zulu leader **Shaka** built a strong Zulu kingdom by subduing several neighboring peoples.

# IMPERIALISM IN AFRICA



## GEOGRAPHY SKILLS

### INTERPRETING MAPS

- Location** Which nation successfully remained independent during the Scramble for Africa?
- Regions** During which decade did European nations seize the greatest amount of land in Africa?



Cetshwayo, king of the Zulu nation, led his army to resist imperial control. Though Zulu resistance was fierce, the British defeated them in 1879.

## THE NEW IMPERIALISM IN AFRICA

QUICK  
FACTS

### CAUSES

- European nations needed raw materials.
- European leaders wanted power and land.
- Europeans believed in Social Darwinism.

### EFFECTS

- Africans lost their land and independence.
- Many Africans died resisting the Europeans.

In 1879 the British invaded Zulu territory. The Zulus, led by Shaka's nephew Cetshwayo (keh-WAH-yoh), won a major victory, but the Zulus could not resist the superior military might of the British for long. In about six months, the British defeated the Zulus and annexed their kingdom as a colony.

**Ethiopia** Only the African nation of Ethiopia was able to retain its independence by matching European firepower. In 1889 the emperor of Ethiopia, **Menelik II**, undertook a program of modernization that included a modern army.

In 1895 Italian forces invaded Ethiopia over a treaty dispute. Within a year, however,

Menelik's forces—more numerous and better armed than the Italians—defeated the Italians at the Battle of Adwa.

**French West Africa** Even without modern weapons, other Africans still fiercely resisted European powers. In West Africa, the leader of the Malinke peoples, Samory Touré, formed his own army to fight against French rule. Touré fought the French for 15 years and proclaimed himself king of Guinea. However, in 1898 the French captured Touré and defeated his army. This act ended all resistance to French rule in West Africa.

**German East Africa** Religious symbolism often played a significant role in African resistance as Africans called on their gods and ancestors for spiritual guidance. For example, in 1905 in the colony of German East Africa, several African peoples united to rebel against the Germans' order to grow cotton for export to Germany. To combat the Germans, a spiritual leader encouraged his followers to sprinkle magic water, or *maji*, all over their bodies to protect themselves from German bullets. The magic water did not work. This Maji Maji Rebellion, as it became known, was quickly put down by the Germans, who killed tens of thousands of Africans.

**READING CHECK Draw Conclusions** How did Ethiopia resist imperialism?

## SECTION 3 ASSESSMENT

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Online Quiz

Keyword: SHL IMP HP

### Reviewing Ideas, Terms and People

- a. Define** What is Social Darwinism?

**b. Explain** Why did European nations want raw materials from Africa?

**c. Evaluate** What drove European leaders to claim African territory?
- a. Recall** What advances in technology made European domination of Africa possible?

**b. Explain** What was the purpose of the Berlin Conference?

**c. Support a Position** Do you think Leopold II should have claimed the Belgian Congo for himself? Why or why not?
- a. Identify** Who were the Zulu?

**b. Draw Conclusions** How did Ethiopians under Menelik II defeat the Italians?

### Critical Thinking

- 4. Sequence** Using your notes, make a list of the key events in European imperialism in Africa. Then organize the events on a time line like the one below.



### FOCUS ON WRITING

- 5. Narration** Write a brief news report on the Battle of Adowa. Use chronological order to tell what happened from the beginning to the end of the battle.

# Imperialism in Latin America

## BEFORE YOU READ

### MAIN IDEA

Imperialism in Latin America involved the United States and European nations seeking to strengthen their political and economic influence over the region.

### READING FOCUS

1. How did various groups struggle for power in Mexico before and during the Mexican Revolution?
2. How did growing U.S. influence in Latin America change the region?

### KEY TERMS AND PEOPLE

Antonio López de Santa Anna  
Porfirio Díaz  
Emiliano Zapata  
Francisco "Pancho" Villa  
Venustiano Carranza  
José Martí  
Spanish-American War  
Emilio Aguinaldo  
Roosevelt Corollary

### TAKING NOTES

Take notes on the sequence of events in Latin America from 1820 to 1920.



## REVOLUTION ON THE RUN



◀ Pancho Villa leads other Mexican rebels on horseback.

### THE INSIDE STORY

***How did a revolutionary win by running?*** Of all of the leaders of the Mexican Revolution, Francisco "Pancho"

Villa fascinated Americans the most. Villa's successes in battle and his colorful personality made him a darling of the American media in 1913 and 1914. He gave interviews to U.S. journalists and allowed a Hollywood film crew to make a movie about his life. Because of Villa's revolutionary battles against wealth and privilege, journalists called him a "Mexican Robin Hood."

But the media adoration began to change in 1916. Villa became angry that the United States had recognized

the government of Venustiano Carranza, his rival for power. He launched an attack on Columbus, New Mexico, in which 19 U.S. citizens were killed, and then retreated to Mexico. Villa's goal was to provoke the United States into invading Mexico, an act Villa thought would destroy relations between the United States and Carranza governments.

U.S. president Woodrow Wilson sent General John J. Pershing on an expedition across the Mexican border to capture Villa—dead or alive. For 11 months Pershing pursued Villa through northern Mexico, but he never caught him. The pursuit accomplished Villa's goal, however. It soured relations between Mexico and the United States. ■

## FACES OF HISTORY

### Emiliano ZAPATA 1879–1919



Emiliano Zapata was a Mexican revolutionary who fought for the rights of the rural poor. Orphaned at age 17, Zapata led his neighbors

in taking back land that had been seized from them. Later, he helped Francisco Madero overthrow Díaz as president of Mexico but quickly grew dissatisfied with the pace of land reform. He led a campaign that seized land and returned it to peasants. He later helped defeat Victoriano Huerta, occupied Mexico City with Pancho Villa, and implemented land reform. His campaign came to a swift end after he was ambushed and killed by the forces of Venustiano Carranza.

**Infer** Why do you think the cause of land reform was so important to Emiliano Zapata?

## Power Struggles in Mexico

Although Mexico won its independence from Spain in 1821 and became a republic in 1823, political factions struggled for control of the government. Conflict among political groups caused violence well into the next century.

**Early Conflicts** In the 30 years after independence, Mexican politics was dominated by **Antonio López de Santa Anna**. His popularity relied on numerous military victories, and he served as president five times between 1833 and 1855. He began his career aligned with liberal reformers, but as his power increased his rule became more conservative. He was exiled from the country several times, only to return to power as his enemies were defeated. Finally, in 1855 a group of reformers overthrew and exiled Santa Anna, and he did not return.

The leader of these reformers, Benito Juárez, put forth a series of major reforms that reduced the power of the Catholic Church and the military. Conservatives were outraged by these efforts. Soon, a civil war erupted. With support from the U.S. government, Juárez and his liberal allies triumphed.

**The Second Mexican Empire** The conservatives found a powerful ally in Europe. French emperor Napoleon III dreamed of restoring a French empire in the Americas. In 1861 he sent French troops into Mexico, overthrew the Mexican government, and installed Austrian archduke Maximilian as emperor of Mexico.

Mexican conservatives supported Maximilian at first because they believed he would restore the power of the church. But Maximilian ended up alienating both conservatives and liberals. When the French withdrew their troops, Maximilian did not have enough support to stay in power. Forced to surrender, Maximilian was executed by Republican troops.

The Mexican Republic was restored, and Juárez was reelected as president. Because of Juárez's courageous resistance to Maximilian and the French, he became one of Mexico's greatest national heroes.

**The Mexican Revolution** After the death of Juárez, **Porfirio Díaz** came to power. Ruling with an iron fist, he maintained law and order in Mexico. Díaz imprisoned his opponents and used the army to keep the peace at any cost.

Díaz helped modernize Mexico by encouraging foreign investment. Mexican exports boomed, and railroads expanded quickly. Yet most Mexicans remained extremely poor. Wealth was concentrated in the hands of foreign investors and a small Mexican elite. Half of the population was bound to debt-slavery, and discontent began to grow.

In the election of 1910, Díaz controlled the outcome. He jailed his opponent, the reform-minded Francisco Madero. After being released from jail, however, Madero fled to Texas and declared himself president of Mexico. He called for a revolution against the Díaz government.

When Madero returned to Mexico later that year, he found rebellion spreading across the nation. Two men gathered support from the lowest classes and began attacking government forces. **Francisco "Pancho" Villa** led a band of rebels who supported Madero's ideas. They disgraced Díaz's government by capturing the city of Juárez in 1911. At the same time, a group of indigenous peasants led by **Emiliano Zapata** arose and called for land reforms. Díaz was soon forced to resign.

**More Violence** Madero was elected president later that year, but turmoil in Mexico continued. Within months, army chief Victoriano Huerta seized power and imprisoned Madero. Former supporters of Madero opposed Huerta. In the north, Pancho Villa's army of small ranchers, unemployed workers, and cowboys also rose up against Huerta. Zapata's peasant



army revolted against Huerta in the south. Even the United States opposed him after Madero was executed in 1914.

The United States intervened by sending Marines to occupy the city of Veracruz, bringing Mexico and the United States close to war. Huerta struggled to stay in power but resigned in July and fled to Spain.

**Carranza as President** With Huerta gone, Venustiano Carranza declared himself president. Zapata and Villa, however, refused to support Carranza, and the nation was plunged into another civil war. But by the end of 1915, Carranza had defeated his rivals.

Villa continued to lead attacks against the Carranza government. Upset that the United States recognized Carranza as president, Villa launched an attack across the U.S. border. U.S. forces pursued Villa back across the Mexican border, but were unable to capture him. In 1920 he finally agreed to halt his attacks.

With his political position now secure, Carranza took on the task of nation building. A new constitution went into effect in 1917, allowing the government to redistribute land, limiting the power of the church, and protecting the rights of citizens. Despite these improvements, Mexico still struggled with the problem of widespread poverty made worse by the damage done by years of revolution.

**READING CHECK** **Sequence** What were the major events of the Mexican Revolution?

## Mexican Revolution

This mural by David Siquieros depicts the solidarity of Mexican peasants, led by Emiliano Zapata, in their struggle to regain the land once taken from them.

## Growing U.S. Influence

The United States had become a growing economic force in Latin America by the late 1800s. Economic power and political power grew together, and the United States exerted its influence and control in many ways.

**Uprising in Cuba** One of Spain's colonies in the Americas was the island of Cuba. In the 1860s Cuban nationalists began fighting for independence. Spain's response was to exile the leaders of the nationalist revolts.

One exiled leader managed to continue the struggle for independence from New York City. A poet and journalist, **José Martí**, communicated to Cubans through his writing, urging them to continue to fight for independence. While exiled, he founded the Cuban Revolutionary Party and in 1895 he returned to Cuba to join an uprising against the Spanish.

The Spanish responded brutally to the uprising. Martí was killed, and thousands of Cubans were forced into camps controlled by the Spanish army. The conditions were terrible, and many died from disease or starvation.

### THE IMPACT TODAY

A statue of José Martí stands in New York City's Central Park. The statue was a gift of the Cuban government in 1965.

**The Spanish-American War** In the United States, many people already felt sympathy for the Cuban rebels. They viewed the Cuban struggle for freedom as similar to their own American Revolution. U.S. newspapers printed scandalous stories and large, shocking illustrations about events in Cuba. Newspapers using this sensationalist style of reporting, known as yellow journalism, urged the United States to enter the war.

In February 1898 the U.S. battleship *Maine* mysteriously exploded in Havana's harbor, and many Americans immediately assumed that Spain was responsible. Congress declared war, and the **Spanish-American War** began.

The war was a disaster for Spain. The Spanish army was defeated in Cuba, and Spanish navy fleets were destroyed in the Philippines and Cuba. Within three months, the United States had won the war. In the treaty ending the war, the United States received Puerto Rico and Guam, and agreed to purchase the Philippines for \$20 million.

Even though Spain agreed to give up Cuba, some Americans did not want Cuba to have full independence. Instead the United States

made Cuba a protectorate by forcing it to include the Platt Amendment as part of its new constitution. The Platt Amendment allowed the United States to intervene in Cuba, to approve foreign treaties, and to lease land at Guantánamo Bay for a naval base.

**Revolt in the Philippines** In the Philippines, another Spanish colony, nationalists believed that the Spanish-American War would bring them independence. But rather than grant the Philippines independence, the United States made it an American colony. Rebel leader **Emilio Aguinaldo**, who had cooperated with U.S. forces against the Spanish, felt betrayed.

Filipino rebels revolted against the U.S. occupation. In three years of fighting, more than 200,000 Filipinos died from combat or disease. They did not win independence. The United States ruled the Philippines through a governor appointed by the U.S. president until 1935. The Philippines were not granted full independence until 1946.

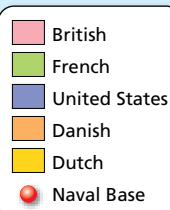
## UNITED STATES INTERVENTION IN THE CARIBBEAN



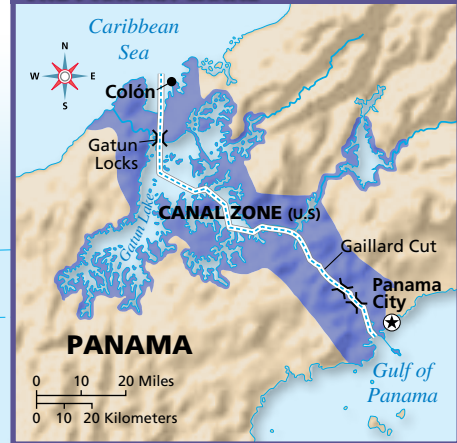
### GEOGRAPHY SKILLS

#### INTERPRETING MAPS

**Regions** How might the number and locations of European-controlled territories in the Caribbean have influenced U.S. policy in the region?



## THE PANAMA CANAL



**The Panama Canal** With the building of the Panama Canal, the United States gained control over more territory. A French company had tried unsuccessfully to build a canal across the Isthmus of Panama, then part of Colombia, in the 1880s. In 1903 the United States bought the French property and equipment, but Colombia refused to allow the United States to build the canal.

Determined to build the canal, U.S. president Theodore Roosevelt sent U.S. warships to support an uprising against Colombia. After Panama was declared independent, the new nation quickly signed a treaty granting the United States a strip of land to build the canal. This became the Panama Canal Zone, which was ruled directly by the United States.

The Panama Canal was built between 1904 and 1914. Its construction was a marvel of modern engineering but major medical advances were required to control the effects of yellow fever and malaria upon canal workers. When the Panama Canal opened, it shortened the sea voyage from San Francisco to New York City by about 8,000 miles.

**A Warning to Europeans** In 1823, with the proclamation of the Monroe Doctrine, the United States declared the Americas off-limits to European imperialism except for colonies that already existed. Until the end of the Spanish-American War, however, the Monroe Doctrine was seen by European powers as no more than an idle threat.

By the late 1800s, Europe and the United States had considerable financial interests in Latin America. Many Latin American nations had become deeply indebted to foreign creditors. In 1904 European creditors threatened to use military force to collect their debts in the Dominican Republic.

To protect U.S. interests and maintain stability in the region, President Roosevelt announced the **Roosevelt Corollary** to the Monroe Doctrine.

#### HISTORY'S VOICES

“Chronic wrongdoing . . . in the Western Hemisphere . . . may force the United States, however reluctantly, . . . to the exercise of an international police power.”

—Theodore Roosevelt, Roosevelt Corollary, 1904

The United States vowed to use its military might to keep Europeans out of the Americas.

**Increasing U.S. Power** The United States sent troops to several nations in the early 1900s. U.S. forces entered Haiti, the Dominican Republic, Nicaragua, and Cuba with the stated goal of restoring civil order. The United States took control of the finances of these countries, claiming a need to prevent financial chaos. In reality, the United States used the Roosevelt Corollary to become even more involved in the political affairs of Latin American countries.

**READING CHECK Find the Main Idea** How did the United States gain control over more territory in the late 1800s and early 1900s?

## SECTION 4 ASSESSMENT

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Online Quiz

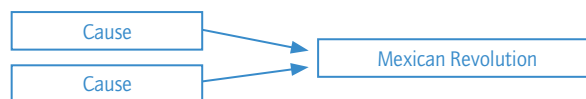
Keyword: SHL IMP HP

### Reviewing Ideas, Terms, and People

1. **a. Identify** Who was Porfirio Díaz?  
**b. Identify Cause and Effect** What was the effect of Victoriano Huerta's seizing power and imprisoning Madero?  
**c. Elaborate** How successful was Venustiano Carranza in quelling the turmoil of the Mexican Revolution?
2. **a. Recall** What event pushed the United States into war with Spain?  
**b. Draw Conclusions** Why did President Roosevelt develop the Roosevelt Corollary to the Monroe Doctrine?  
**c. Predict** What do you think was the Latin American reaction to increasing U.S. power in the early 1900s?

### Critical Thinking

3. **Identify Cause and Effect** Copy this chart and use your notes from the section to explain the causes of the Mexican Revolution.



### FOCUS ON WRITING

4. **Persuasion** Using details from the section, write an editorial on the growing influence of the United States in Latin America. Take the point of view of a Latin American.

# Imperialism

**Historical Context** The documents that follow reveal a number of different attitudes concerning the effects of imperialism.

**Task** Examine the selections and answer the questions that follow. After you have studied the documents, you will be asked to write an essay contrasting the views of people on both sides of the imperialism debate. You will need to use evidence from the selections and from the chapter to support the position you take in your essay.

## DOCUMENT 1

### A Chinese View of Democracy

Sun Yixian, the spokesman of Chinese nationalism, fiercely opposed imperialism. He did not believe that China needed any help from other countries to thrive. In fact, in his *History of the Chinese Revolution*, Sun argued that China was at its best when it remained free from any outside influence.

Revelations of Chinese history prove that the Chinese as a people are independent in spirit and in conduct. Coerced into touch with other people, they could at times live in

peace with them by maintaining friendly relations and at others assimilate them. . . During the periods when their political and military prowess declined, they could not escape for the time from the fate of a conquered nation, but they could eventually vigorously reassert themselves. Thus the Mongol rule of China, lasting nearly a hundred years was finally overthrown by Tai Tse of the Ming dynasty and his loyal follower. So in our own time was the Manchu yoke thrown off by the Chinese. Nationalistic ideas in China did not come from a foreign source; they were inherited from our remote forefathers.

## DOCUMENT 2

### Roosevelt in the Caribbean

Under President Theodore Roosevelt, the United States expanded its influence over nations in the Caribbean and the rest of Latin America after the Spanish-American War. In this cartoon, Roosevelt marches through the Caribbean while carrying a club, a reference to a West African proverb that was one of his favorite expressions: “Speak softly and carry a big stick; you will go far.”



The Granger Collection, New York

## DOCUMENT 3

### Kipling's "The White Man's Burden"

British poet Rudyard Kipling was born in India—at the time a British colony—and was a great supporter of imperialism. He believed that the countries of Europe and the United States had a duty to help the people of Africa, Asia, and Latin America, a duty he referred to as the "White Man's Burden" in the 1899 poem of that name, part of which is printed below.

Take up the White Man's burden—  
Ye dare not stoop to less—  
Nor call too loud on Freedom  
To cloke your weariness;  
By all ye cry or whisper,  
By all ye leave or do,  
The silent, sullen peoples  
Shall weigh your gods and you.

Take up the White Man's burden—  
Have done with childish days—  
The lightly proffered laurel,  
The easy, ungrudged praise.  
Comes now, to search your manhood  
Through all the thankless years  
Cold, edged with dear-bought wisdom,  
The judgments of your peers!

## DOCUMENT 4

### Letter to the Emperor of Japan

In 1853 U.S. president Millard Fillmore sent Commodore Matthew Perry and four large warships to Japan. His purpose was the request the opening of Japan to trade with the United States. An excerpt from Fillmore's letter to the emperor of Japan appears below.

GREAT AND GOOD FRIEND: I send you this public letter by Commodore Matthew C. Perry, an officer of the highest rank in the navy of the United States, and commander of the squadron now visiting Your imperial majesty's dominions.

I have directed Commodore Perry to assure your imperial majesty that I entertain the kindest feelings toward your majesty's person and government, and that I have no other object in sending him to Japan but to propose to your imperial majesty that the United States and Japan should live in friendship . . . with each other.

These are the only objects for which I have sent Commodore Perry, with a powerful squadron, to pay a visit to your imperial majesty's renowned city of Yedo: friendship, commerce, a supply of coal and provisions, and protection for our shipwrecked people.

## Skills FOCUS

## READING LIKE A HISTORIAN

### DOCUMENT 1

- a. **Recall** What does Sun Yixian say are two characteristics of the Chinese people?
- b. **Draw Conclusions** Do you think Sun would have welcomed Europeans to China? Why or why not?

### DOCUMENT 2

- a. **Explain** What does the "big stick" symbolize?
- b. **Infer** Do you think this cartoonist approved of American imperialism? Why or why not?

### DOCUMENT 3

- a. **Describe** What does the "White Man's Burden" mean?
- b. **Analyze** Why does Kipling urge European nations to become involved in other societies?

### DOCUMENT 4

- a. **Identify** Why does President Fillmore say he has sent Perry and his squadron to Japan?
- b. **Infer** Why do you think President Fillmore mention that Perry has arrived "with a powerful squadron"?

## DOCUMENT-BASED ESSAY QUESTION

How did attitudes toward imperialism differ between the people who were founding colonies and those whose countries were colonized? Using the documents above and information from the chapter, form a thesis that explains your position. Then write a short essay to support it.

See **Skills Handbook**, p. H25

## VISUAL STUDY GUIDE

## Imperialism in the 1800s

## CAUSES

**Desire for Resources and Markets**

- Western industrializing countries needed raw materials and consumers for manufactured goods.

**Political Competition Among Western Nations**

- Long-standing rivalries and the rise of nationalism led countries to compete for power.

**Western Belief in Cultural Superiority**

- Westerners believed it was their duty and their right to rule over and "civilize" other peoples.

## Imperialism

## EFFECTS

**Colonization**

- European nations, and to a lesser degree the United States and Japan, exerted their power and influence over much of the globe.

**Rise of Nationalism**

- The experience of colonial rule, as well as exposure to Western ideas, led to the development of nationalism in parts of Asia and Africa.

**Exploitation of Peoples Under Colonial Rule**

- Through exploitation of resources and the labor of peoples under colonial rule, imperial nations benefited at the expense of those they ruled.

## Key Events of Imperialism

**1842** ■ Opium War and Treaty of Nanjing

**1853** ■ Commodore Perry opens Japan

**1857** ■ Sepoy Mutiny results in British government taking direct control over India

**1861** ■ France installs Austrian archduke Maximilian as the emperor of Mexico

**1862** ■ Treaty of Saigon gives France control over most of Vietnam

**1868** ■ Meiji era begins in Japan

**1884** ■ Berlin Conference sets the rules for European control over Africa

**1885** ■ Indian National Congress founded

**1894** ■ Japan wins the Sino-Japanese War

**1898** ■ U.S. wins the Spanish-American War

**1900** ■ Boxer Rebellion in China

**1906** ■ The Muslim League founded

**1911** ■ Chinese and Mexican revolutions begin

**1914** ■ Panama Canal opens

## Review Key Terms and People

Fill in each blank with the name or term that correctly completes the sentence.

1. The \_\_\_\_\_ declared that the United States would use its military power to prevent Europeans from gaining control in the Americas.
2. The period of British rule in India is often referred to as the \_\_\_\_\_.

3. \_\_\_\_\_ successfully resisted Western attempts to conquer Ethiopia.
4. During the \_\_\_\_\_, Chinese nationalists laid siege to foreign compounds in Beijing for 55 days.
5. \_\_\_\_\_ declared himself president of Mexico after Huerta was forced to flee in 1914.
6. \_\_\_\_\_ began an era of modernization in Japan.
7. The notion that certain nations or races are more fit than others is called \_\_\_\_\_.



## Comprehension and Critical Thinking

### SECTION 1 (pp. 741–745)

- 8. a. Recall** What role did the British East India Company have in India until 1857?
- b. Identify** What effect did British rule have on the development of Indian nationalism?
- c. Evaluate** Did the British bring more benefits or more harm to India? Explain your answer.

### SECTION 2 (pp. 746–753)

- 9. a. Define** What was extraterritoriality?
- b. Identify Cause** In what ways did European imperialism contribute to the downfall of the Qing dynasty in China?
- c. Elaborate** Why were Japan's reforms more effective at resisting Western imperialism than China's reforms were?

### SECTION 3 (pp. 756–760)

- 10. a. Identify** What did the Berlin Conference achieve?
- b. Draw Conclusions** Why were Europeans so eager to gain control over Africa?
- c. Predict** Given how Europeans gained control over Africa, what might be the long-term effects?

### SECTION 4 (pp. 761–765)

- 11. a. Recall** Who was Francisco Madero?
- b. Sequence** What were the major events of the Mexican Revolution?
- c. Evaluate** How did interference from outside nations contribute to unrest in Mexico in the 1800s and early 1900s?

## Reading Skills

**Identifying Supporting Details** Use what you know about identifying supporting details to answer the questions below.

- 12.** As Indian nationalism began to develop in the late 1800s and early 1900s, why were two different organizations created to fight for the rights of Indians?
- 13.** What information did the Iwakura Mission seek on its two-year journey through the United States and Europe?

## Analyzing Primary Sources

**Reading Like a Historian** This political cartoon below was drawn by American cartoonist Thomas Nast in 1885.



*The World's Plunderers*, by Thomas Nast, 1885  
The Granger Collection, New York

- 14. Explain** What do the “grab bags” symbolize?
- 15. Draw Conclusions** What do you think the artist thought about European imperialism?

## Using the Internet

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Practice Online

Keyword: SHL IMP

- 16.** The Berlin Conference set the ground rules for the European nations that wanted to divide Africa amongst themselves. Using the Internet, research the decisions made at the Berlin Conference. Then make a list of all provisions contained in the General Act of the Berlin Conference, including a map that shows the territorial decisions.

## WRITING ABOUT HISTORY

**Exposition: Writing a News Article** In 1853 Commodore Perry and his warships ended two centuries of Japan's isolation from the West.

- 17. Assignment:** Write a news article in which you explain what happened as a result of Commodore Perry's missions to Japan in 1853 and 1854. Be sure to include the reactions of the Japanese and the Americans to this contact. To provide depth to your story, use specific details from the chapter and from other research.

# Standardized Test Practice

**Directions** Write your answer for each statement or question on a separate answer sheet. Choose the letter of the word or expression that best completes the statement or answers the question.

**1 The Industrial Revolution began in Great Britain in part because**

- A Britain imported technology from the United States.
- B Britain had laws against the enclosure movement.
- C Britain had a large number of immigrant workers.
- D Britain had key resources like iron and coal.

**2 As factories in Great Britain grew,**

- A mass production decreased.
- B the textile industry became less important.
- C cottage industries declined.
- D workers moved away from cities.

**3 Why did some factory owners prefer to hire women and children to work in their factories?**

- A because women and children would work for lower wages
- B because women and children were less likely to get sick
- C because it was illegal for men to work in factories
- D because men preferred to work outdoors

**4 Which thinker called for workers around the world to unite and overthrow the capitalist system?**

- A Adam Smith
- B Thomas Malthus
- C Thomas Edison
- D Karl Marx

**5 Industrialization led to**

- A technological advances like railroads and electricity.
- B the decline of the middle class.
- C less leisure time for ordinary people.
- D the decline of capitalist economies.

**6 How did medical advances of the 1800s change industrial societies?**

- A They enabled governments to provide free health care.
- B They helped to lower infant mortality rates.
- C They caused a decrease in the amount of pollution.
- D They ended the need for vaccinations.

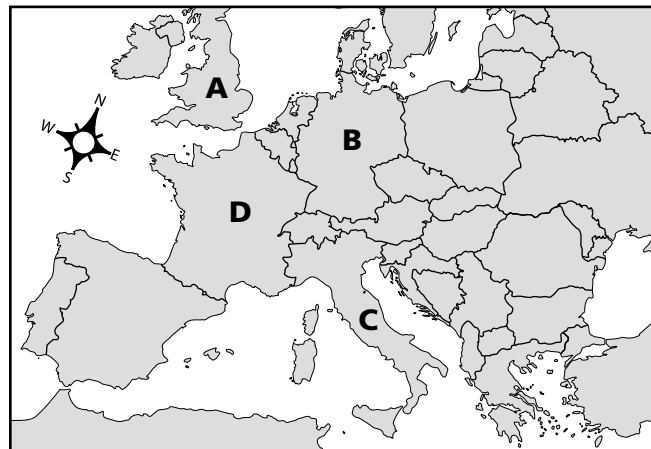
**7 Many industrial cities in the 1800s**

- A severely restricted the growth of suburbs.
- B had traffic problems as cars became common.
- C started to become more livable as infrastructure improved.
- D lost population as workers moved back to rural areas.

**8 How did government reforms in Britain affect women's suffrage?**

- A Women lost the right to vote.
- B Women could vote only if they were over 50.
- C Women could only vote in local elections.
- D Women could vote in all elections.

**9 Which letter on the map below indicates the country where the Dreyfus affair occurred?**



- A A
- B B
- C C
- D D

**10 Both Toussaint L'Ouverture and Simón Bolívar**

- A served as colonial governors for Spain in the Americas.
- B were priests who argued for better treatment of native peoples.
- C fought against the spread of Enlightenment ideas.
- D led independence movements in the Americas.

**11 When was slavery abolished in the United States?**

- A at the beginning of the Revolutionary War
- B during the Civil War
- C before the Louisiana Purchase
- D at the end of the French and Indian War

**12 Two of the first countries in Europe to unify under nationalist movements were**

- A Austria and Poland.
- B Norway and Greece.
- C Spain and Austria.
- D Italy and Germany.

**13 Giuseppe Garibaldi is associated with Italian**

- A exploration.
- B monarchy.
- C isolationism.
- D nationalism.

**14 The quote below by France's minister of foreign affairs in 1883 is an attempt to justify what policy?**

---

*"The policy of colonial expansion is a political and economic system . . . One can relate this system to three orders of ideas: economic ideas, ideas of civilization in its highest sense, and ideas of politics and patriotism."*

---

- A industrialization
- B imperialism
- C nationalism
- D reform

**15 One reason the British wanted to control India was**

- A to encourage Indian nationalism.
- B to buy manufactured goods from India.
- C to get access to India's raw materials.
- D to set up a democracy in India.

**16 What caused the Boxer Rebellion in China?**

- A military duties that were forced on the Chinese
- B resentment against foreigners
- C resistance to the introduction of modern technology
- D the fear of a Japanese invasion

**17 How did the Meiji Restoration affect Japan?**

- A Japan's economy became modern and industrialized.
- B Japan became more isolated.
- C China invaded and occupied Japan.
- D Japan moved away from Western ideas

**18 What happened at the Berlin Conference?**

- A Germany and France signed an agreement to end the Franco-Prussian War.
- B European leaders met to decide how to divide Africa.
- C Great Britain and Germany met to discuss how to prevent the spread of industrial technologies.
- D Austria demanded that Germany renounce claims to its territory.

**REVIEWING THE UNIT**

**Constructed Response** Industrialization, nationalism, and imperialism are all related. Recall what you have learned about each topic. Then write a brief essay in which you summarize how industrialization influenced the rise of nationalism in Europe and how nationalism and the growth of industrial economies contributed to the growth of imperialism.

**CONNECTING TO THE PREVIOUS UNIT**

**Constructed Response** Basic ideas about science, knowledge, and progress that developed during the Scientific Revolution contributed to the development of the Industrial Revolution. Recall the major changes that occurred during the Scientific Revolution. Then write a brief essay on how those changes set the stage for the beginnings of the Industrial Revolution.

## Themes & Global Connections

### THEME

#### SCIENCE AND TECHNOLOGY

##### What new advances in science and technology occurred during the Industrial Revolution?

During the Industrial Revolution, scientists and engineers made major advances in the science and technology of industry. They invented new machines, learned how to harness new sources of power, created a system of factory production, and developed ways to mass produce goods.

#### TECHNOLOGICAL ADVANCES DURING THE INDUSTRIAL REVOLUTION

##### New Inventions

New inventions, such as the spinning jenny and steam engine, changed the way people produced goods. Large and complex machines of iron and steel became the main tools of industry.

##### New Sources of Power

To power their new inventions, people burned fossil fuels like coal. Fossil fuels provided abundant energy to move steam-powered machines and generate electricity.

##### Creation of Factories

With new machines and new sources of power, the very nature of how work was organized changed. The huge new industrial machines required people to come together in large factories to produce goods like cotton and wool textiles, railroad cars, and iron and steel.

##### Mass Production of Goods

The scale of industrial production was so enormous that mass production became common, and factories produced more goods than ever before.

### THEME

#### ECONOMIC SYSTEMS

##### How did the Industrial Revolution change the world's economic systems?

The technological advances made during the Industrial Revolution had far-reaching effects on the world economy. In industrializing countries, production increased and economies boomed as a new urban middle class developed. At the same time, a global economy began to emerge that was dominated by the world's industrial countries.

#### EFFECTS OF THE INDUSTRIAL REVOLUTION ON ECONOMIC SYSTEMS

- The amount of manufactured goods in industrializing countries increased dramatically, causing prices to fall and standards of living to rise.
- A new middle class of workers developed.
- Cities grew rapidly into industrial centers as people flocked to factories to work.
- Industrial countries worked to secure access to raw materials for their factories and to export their manufactured goods.
- A global economic system dominated by industrial countries began to develop.

## THEME

### GOVERNMENT AND CITIZENSHIP

#### How did nationalism affect government and citizenship?

In the 1800s, the rise of nationalism, or devotion to one's national group, had major impacts on government and citizenship around the world. Nationalism led to revolutions and the rise of the nation-state as the main form of government.

#### EFFECTS OF NATIONALISM ON GOVERNMENT AND CITIZENSHIP

- Revolutions in Europe and Latin America led to the creation of new governments based on national groups—people that share a common identity and features such as language, religion, or culture.
- Citizens felt a connection to their government through a shared identity, common history, and national symbols.
- Nonnational states that were imposed by rulers from the top down were challenged, overthrown, and replaced by new governments.
- The nation-state became the dominant form of government.

## Skills FOCUS

### UNDERSTANDING THEMES

How have industrialization and nationalism shaped the world today? Use your textbook and other resources to gather information about what the world was like before the Industrial Revolution and the rise of modern nationalist movements and what it is like now. Then create a chart like the one below and use it to compare how the world has changed.

	Then	Now
Science and Technology		
Economic Systems		
Government and Citizenship		

## Global Connections

**Making Connections** This chart shows basic economic data for three different countries today. What does this data indicate about the different levels of industrialization in each country? How do you think the Industrial Revolution affected these countries differently? Write a short essay explaining how this data relates to the Industrial Revolution and its uneven effects around the world.

	Major Industries	Labor Force	Urban	Per Capita GDP
<b>United Kingdom</b>	Machine tools, electric power equipment, automation equipment, railroad equipment, shipbuilding, aircraft	Agriculture 1.5%, industry 19.1%, services 79.5%	89.1%	\$29,600
<b>Nigeria</b>	Crude oil, mining, palm oil, peanuts, cotton, rubber	Agriculture 70%, industry 10%, services 20%	46.7%	\$1,000
<b>Thailand</b>	Tourism, textiles and garments, agricultural processing, beverages, tobacco, cement	Agriculture 49%, industry 14%, services 37%	31.9%	\$8,100

Source: *The World Almanac and Book of Facts*, 2006

## CHAPTER

21

**The Industrial Revolution**

1700–1900

**MAIN IDEA** The Industrial Revolution and the factory system changed how goods were made as industry moved from the home and into factories.

**SECTION 1** The Industrial Revolution began in Great Britain, which had the necessary factors of production, and later spread to other countries.

**SECTION 2** The factory system changed life for workers and created new labor conditions.

**SECTION 3** New economic ideas such as Marxism arose in response to industrialization.

## CHAPTER

22

**Life in the Industrial Age**

1800–1900

**MAIN IDEA** During the Industrial Age, cities grew and changed, new inventions and advances changed life, and people enjoyed new cultural pursuits.

**SECTION 1** The telegraph, telephone, and railroad led to a transportation and communication revolution.

**SECTION 2** New ideas in the sciences included discoveries in biology, physics, chemistry, and medicine.

**SECTION 3** As cities grew larger and became more livable, a growing middle class enjoyed new leisure activities and new movements in the arts.

## CHAPTER

23

**Reforms, Revolutions, and War**

1800–1900

**MAIN IDEA** In the 1800s, industrialization in Britain led to reform, a new government formed in France, much of Latin America achieved independence, and a costly civil war struck the United States.

**SECTION 1** Reforms in Britain increased voting rights, abolished slavery, and improved working conditions.

**SECTION 2** After a revolution against the monarchy, France worked to create a democratic government.

**SECTION 3** In the Americas, new countries formed after gaining independence from European rule.

**SECTION 4** The United States expanded westward in the 1800s and suffered through a bloody civil war.

## CHAPTER

24

**Nationalism in Europe**

1800–1920

**MAIN IDEA** During the 1800s, nationalist movements spread throughout Europe, and people united to form their own nation-states.

**SECTION 1** After years of rebellion against Austrian control, several Italian states unified to form Italy.

**SECTION 2** Otto von Bismarck successfully led the German people in two wars against Austria and France, which finally unified German states into one nation.

**SECTION 3** In central and eastern Europe, ethnic groups struggled for independence against two powerful empires—the Austrian Empire and the Ottoman Empire.

**SECTION 4** In the 1800s and early 1900s, Russians revolted against the absolute power of the czars.

## CHAPTER

25

**The Age of Imperialism**

1800–1920

**MAIN IDEA** In the 1800s, European nations colonized large areas of Africa, Asia, and Latin America.

**SECTION 1** British rule over India supplied British factories with raw materials like cotton and tea.

**SECTION 2** While China was controlled by European traders, Japan had limited contact with the West.

**SECTION 3** Europe's imperial powers divided up and colonized most of Africa despite African resistance.

**SECTION 4** While nations in Latin America gained independence from Spain and Portugal, the United States exerted its influence in the Caribbean.

## Thinking like a Historian

### Summary and Extension Activity

The Industrial Revolution had dramatic effects on Europe and the rest of the world. Write one paragraph on each of the following topics to describe how industrialization influenced each:

- A. Economies and societies
- B. Nationalism
- C. The rise of imperialism