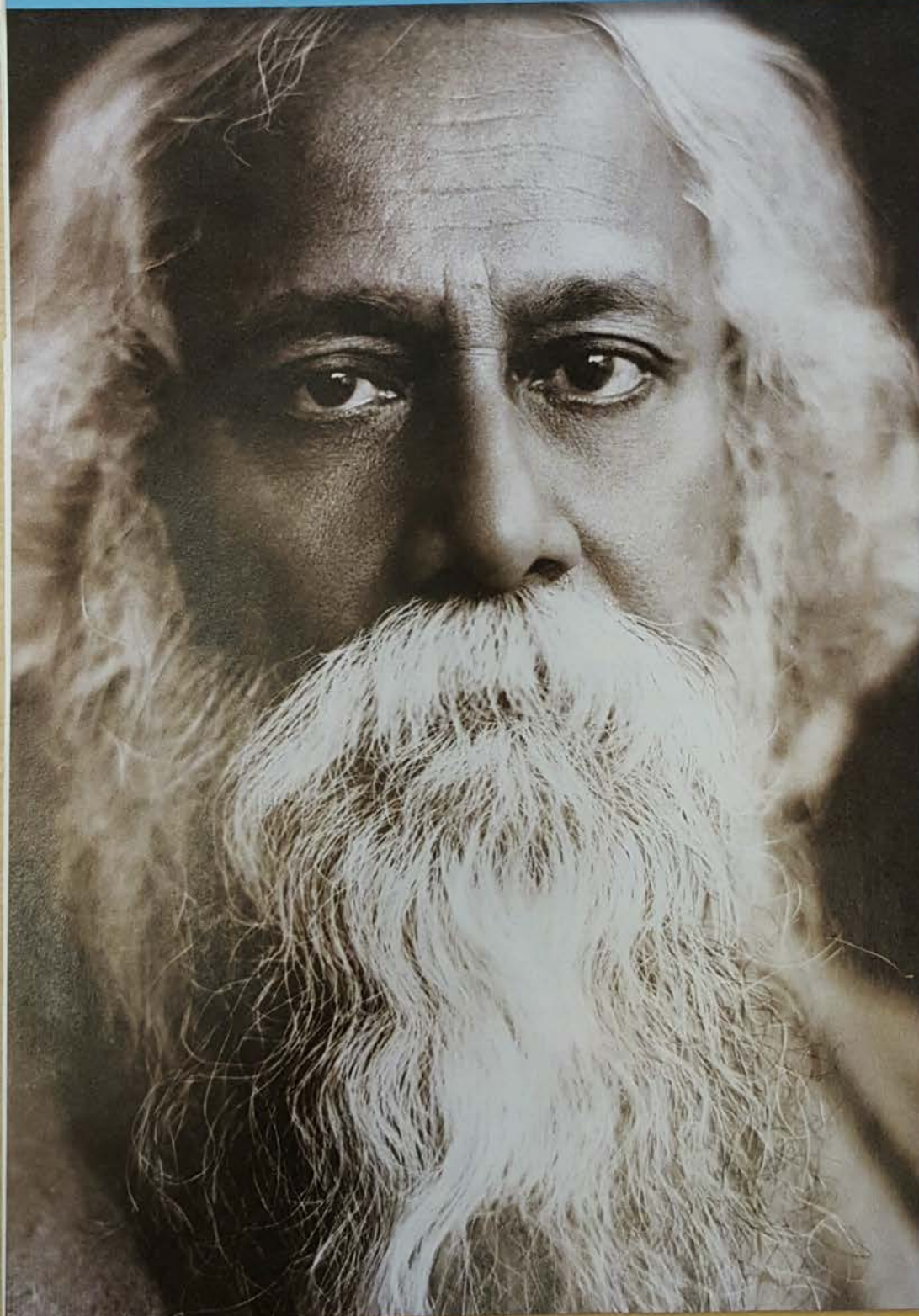


The Reach of Imperialism

1800–1914

ESSENTIAL QUESTIONS • *What are the causes and effects of imperialism?*
• *How do some groups resist control by others?*



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There's More Online! about the reach of imperialism.

CHAPTER 12

Lesson 1

Colonial Rule in Southeast Asia

Lesson 2

Empire Building in Africa

Lesson 3

British Rule in India

Lesson 4

Imperialism in Latin America

The Story Matters...

After 1870 the industrialized nations of Europe engaged in an unprecedented competition to acquire overseas colonies. A struggle for economic and military power largely motivated this intense rivalry, which historians refer to as the “new imperialism.” The “Jewel in the Crown” of the vast British Empire was India. The British attempted to dominate every aspect of Indian life, including the culture. One Indian who resisted this cultural imperialism was the Bengali writer Rabindranath Tagore.

◀ This photograph shows Tagore in 1929, when he was nearly 70. Although a passionate nationalist, he nevertheless strove for a balance between modern Western influence and ancient Indian traditions. One expression of this effort was his habit of writing his poetry first in Bengali and then translating it into English.

PHOTO: Bettmann/CORBIS

Place and Time: Asia and Africa 1800–1914

The nineteenth century was known for a new wave of imperialism as European powers, Japan, and the United States seized control of new territories and conquered peoples in Asia and Africa. The race for new colonies was fueled by competition among the European powers, nationalism, demand for raw materials, superior technology, and a belief in racial hierarchies. In Latin America, independence movements struggling to throw off Spanish authority succeeded by the mid-nineteenth century.

Step Into the Place

Read the quotes and look at the information presented on the map.



Analyzing Historical Documents In 1893 Frederick Lugard was arguing for more funding for African colonies, while journalists like Edmund Morel argued against the practice. What were the central motivations for imperialism, and what were the perceived costs to conquered peoples?

PRIMARY SOURCE

“We owe to the instincts of colonial expansion of our ancestors, those vast and noble dependencies which are our pride and the outlets of our trade to-day; and we are accountable to posterity that opportunities which now present themselves of extending the sphere of our industrial enterprise are not neglected, for the opportunities now offered will never recur again.”

—Frederick Lugard, British colonial administrator, from *The Rise of Our East African Empire*, 1893



PRIMARY SOURCE

“What the partial occupation of his soil by the white man has failed to do; what the mapping out of European political ‘spheres of influence’ has failed to do; what the maxim and the rifle, the slave gang, labour in the bowels of the earth and the lash, have failed to do; what imported [diseases] have failed to do; what even the oversea slave trade failed to do, the power of modern capitalistic exploitation, assisted by modern engines of destruction, may yet succeed in accomplishing. For from the evils of the latter, scientifically applied and enforced, there is no escape for the African.”

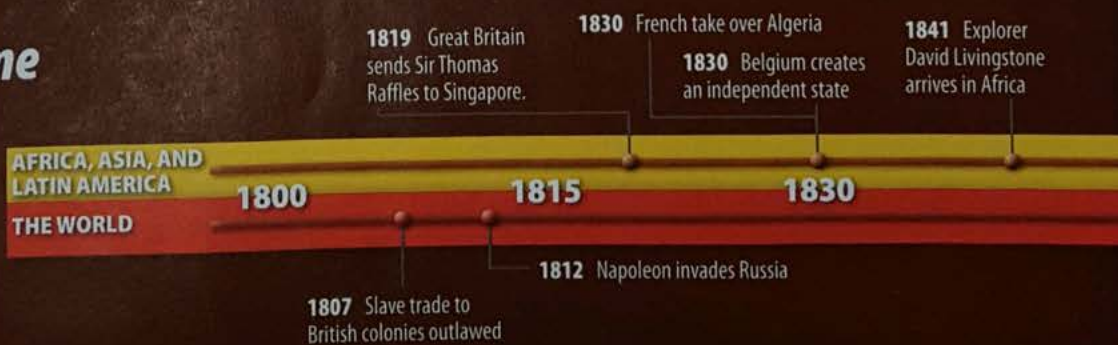
—Edmund D. Morel, British author, from *The Black Man’s Burden*, 1920



PHOTO: (l) Pictorial Press Ltd / Alamy, (r) Library of Congress, Prints & Photographs Division.

Step Into the Time

Demonstrating Understanding Choose an event from the time line and explain how it shows resistance to European imperialism.



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There's More Online!

- ✓ MAP Explore the interactive version of this map on Networks.
- ✓ TIME LINE Explore the interactive version of the time line on Networks.

The Spread of European Colonialism by 1914



1857 Great Rebellion begins in India

1874 Great Britain annexes west coastal states of Africa

1893 Union of French Indochina formed

1896 Ethiopians defeat Italian army at Adowa

1900 Most of Southeast Asia under Western rule

1914 Panama Canal opens

1845

1860

1875

1890

1905

1914

1848 Demonstrations erupt in the Austrian Empire

1861 Jefferson Davis leads Confederacy as U.S. Civil War begins

1877 "Jim Crow" laws enforce segregation in southern United States

1907 France, Great Britain, and Russia create Triple Entente

1914 Assassination of Archduke Francis Ferdinand

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There's More Online!

- ✓ **CHART/GRAPH** Major Regions of European Control
- ✓ **IMAGE** Government Palace at Saigon
- ✓ **IMAGE** Infrastructure in Cambodia, 1900
- ✓ **IMAGE** Revolt Against Colonialism in the Philippines, 1899
- ✓ **INTERACTIVE SELF-CHECK QUIZ**
- ✓ **MAP** Imperialism in Southeast Asia, 1900
- ✓ **VIDEO** Colonial Rule in Southeast Asia



LESSON 1

Colonial Rule in Southeast Asia

ESSENTIAL QUESTIONS

- What are the causes and effects of imperialism?
- How do some groups resist control by others?

IT MATTERS BECAUSE

During the nineteenth century, many Western powers scrambled for new territories in Southeast Asia and Africa. Governing by either indirect or direct rule, the Western powers controlled the governments and economies of their colonies. Some territories resisted colonial rule, but most early resistance movements failed.

The New Imperialism

GUIDING QUESTION What were the motivations for the new imperialism?

In the nineteenth century, a new phase of Western expansion began. European nations began to view Asian and African societies as a source of industrial raw materials and a market for Western manufactured goods.

In the 1880s, European states began an intense scramble for overseas territory. **Imperialism**, the extension of a nation's power over other lands, was not new. Europeans had set up colonies and trading posts in North America, South America, and Africa by the sixteenth century.

However, the imperialism of the late nineteenth century, called the "new imperialism" by some historians, was different. Earlier, European states had been content, especially in the case of Africa and Asia, to set up a few trading posts where they could carry on trade and perhaps some missionary activity. Now they sought nothing less than direct control over vast territories.

Why did Westerners begin to increase their search for colonies after 1880? There was a strong economic motive. Capitalist states in the West were looking for both markets and raw materials such as rubber, oil, and tin for their industries. The issue was not simply an economic one, however. European nation-states were involved in heated rivalries. They acquired colonies abroad in order to gain an advantage over their rivals. Colonies were also a source of national prestige. To some people, in fact, a nation could not be great without colonies.

Reading HELPDESK



Academic Vocabulary

- exploit
- export

Content Vocabulary

- imperialism
- racism
- protectorate
- indirect rule
- direct rule

TAKING NOTES:

Key Ideas and Details

Identifying Use a graphic organizer like this one to identify the political status of various regions of Southeast Asia.

Region	Political Status
Burma	
Singapore	
Vietnam	
Thailand	
Philippines	

In addition, imperialism was tied to Social Darwinism and racism. Social Darwinists believed that in the struggle between nations, the fit are victorious. **Racism** is the belief that race determines traits and capabilities. Racists erroneously believe that particular races are superior or inferior.

Racist beliefs led to the use of military force against other nations. Some Europeans took a more religious and humanitarian approach to imperialism. They believed Europeans had a moral responsibility to civilize primitive people. They called this responsibility the "white man's burden." To some, this meant bringing the Christian message to the "heathen masses." To others, it meant bringing the benefits of Western democracy and capitalism to these societies.

READING PROGRESS CHECK

Explaining How did Europeans justify imperialism?

Colonial Takeover

GUIDING QUESTION What led to Western dominance in Southeast Asia?

The new imperialism was evident in Southeast Asia. In 1800 the Europeans ruled only two societies in this area: the Spanish Philippines and the Dutch East Indies. By 1900 virtually the entire area was under Western rule.

Great Britain

The process began with Great Britain. In 1819 Great Britain sent Sir Thomas Stamford Raffles to found a new colony on a small island at the tip of the Malay Peninsula. Called Singapore ("city of the lion"), in the new age of steamships, it soon became a major stopping point for traffic traveling to or from China.

imperialism the extension of a nation's power over other lands

racism the belief that race determines a person's traits and capabilities

GEOGRAPHY CONNECTION

European countries used Southeast Asia as a source for raw materials.

- ENVIRONMENT AND SOCIETY** Which territory was the primary source of spices?
- HUMAN SYSTEMS** Which raw materials did the United States have access to?



CCSS Analyzing
PRIMARY SOURCES

American Imperialism

“Mr. President, the times call for candor. The Philippines are ours forever. And just beyond the Philippines are China’s illimitable markets. We will not retreat from either. We will not abandon an opportunity in [Asia]. We will not renounce our part in the mission of our race, trustee, under God, of the civilization of the world.”

—Senator Albert Beveridge, from a speech before the U.S. Senate, January 9, 1900

DBQ ANALYZING How does Beveridge’s statement reflect a mixture of moral idealism and a desire for profit?

protectorate a political unit that depends on another government for its protection

▼ This photograph shows King Norodom of Cambodia and his son being transported in a Western-style carriage in 1900.

► **CRITICAL THINKING**
Drawing Conclusions How did the French influence life in Cambodia?

During the next few decades, the British advance into Southeast Asia continued. Next to fall was the kingdom of Burma (modern Myanmar). Britain wanted control of Burma in order to protect its possessions in India. It also sought a land route through Burma into southern China. Although the difficult terrain along the frontier between Burma and China caused this effort to fail, British activities in Burma led to the collapse of the Burmese monarchy. Britain soon established control over the entire country.

France

France, which had some missionaries operating in Vietnam, nervously watched the British advance into Burma. The local Vietnamese authorities, who viewed Christianity as a threat to Confucian doctrine, persecuted the French missionaries. However, Vietnam failed to stop the Christian missionaries. Vietnamese internal rivalries divided the country into two separate governments—the north and the south.

France was especially alarmed by British attempts to monopolize trade. To stop any British movement into Vietnam, the French government decided in 1857 to force the Vietnamese to accept French protection.

The French eventually succeeded in making the Vietnamese ruler give up territories in the Mekong River delta. The French occupied the city of Saigon and, during the next 30 years, extended their control over the rest of the country. In 1883 France seized the city of Hanoi and later made the Vietnamese empire a French **protectorate**.

In the 1880s, France extended its control over neighboring Cambodia, Annam, Tonkin, and Laos. By 1887 France included all its new possessions in a new Union of French Indochina.

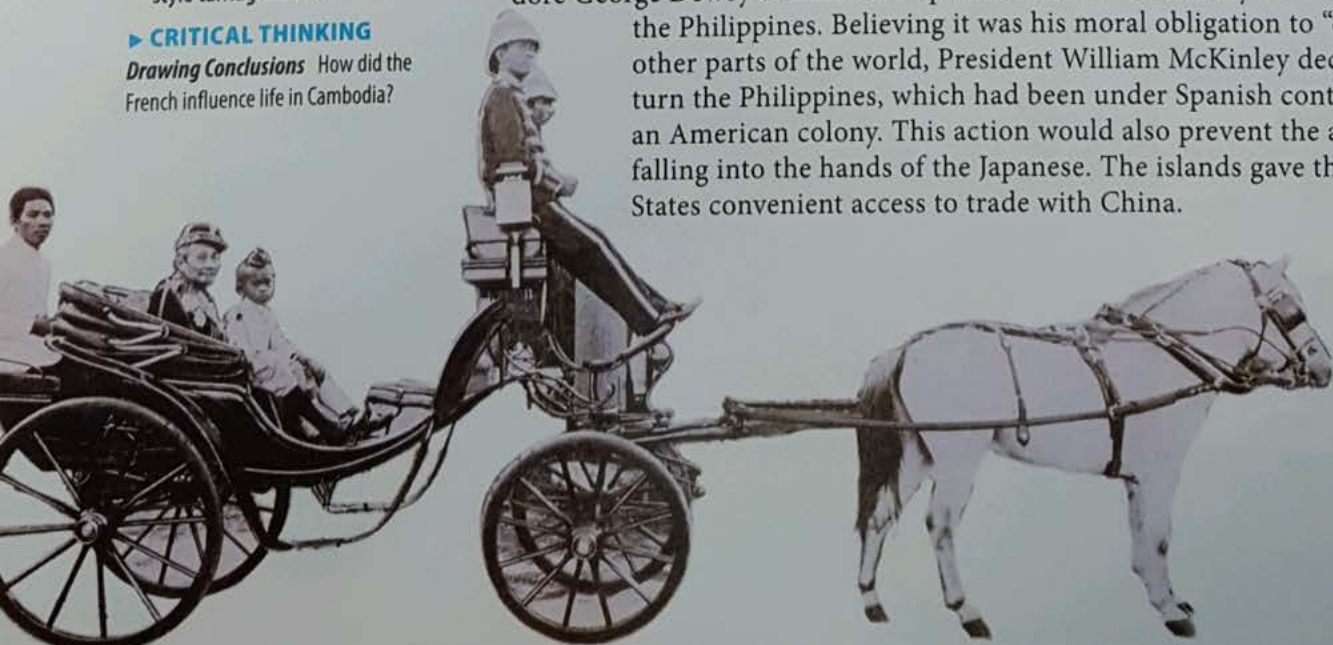
Thailand—The Exception

After the French conquest of Indochina, Thailand (then called Siam) was the only remaining free state in Southeast Asia. But the rivalry between the British and the French threatened to place Thailand under colonial rule, too.

Two remarkable rulers were able to prevent that from happening. One was King Mongkut (known to theatergoers as the king in *The King and I*), and the other was his son, King Chulalongkorn. Both promoted Western learning and maintained friendly relations with the major European powers. In 1896 Britain and France agreed to maintain Thailand as an independent buffer state between their possessions in Southeast Asia.

The United States

In 1898 during the Spanish-American War, U.S. naval forces under Commodore George Dewey defeated the Spanish fleet in Manila Bay in the Philippines. Believing it was his moral obligation to “civilize” other parts of the world, President William McKinley decided to turn the Philippines, which had been under Spanish control, into an American colony. This action would also prevent the area from falling into the hands of the Japanese. The islands gave the United States convenient access to trade with China.



Many Filipinos did not wish to be under American control. Emilio Aguinaldo (AH • gee • NAHL • doh) was the leader of a movement for independence in the Philippines. He began his revolt against the Spanish and went into exile in 1898. When the United States acquired the Philippines, Aguinaldo continued the revolt and set himself up as the president of the Republic of the Philippines. Led by Aguinaldo, the guerrilla forces fought bitterly against the U.S. troops to establish their independence.

The fight for Philippine independence resulted in three years of bloody warfare. However, the United States eventually defeated the guerrilla forces, and President McKinley had his stepping-stone to the rich markets of China.

READING PROGRESS CHECK

Identifying What prompted Britain to colonize Singapore and Burma?

Colonial Regimes

GUIDING QUESTION How did colonial powers govern their colonies?

Western powers governed their new colonial empires by either indirect or direct rule. Their chief goals were to **exploit** the natural resources of the lands and to open up markets for their own manufactured goods.

Indirect and Direct Rule

Sometimes a colonial power could realize its goals by cooperating with local political elites. For example, the Dutch East India Company used **indirect rule** in the Dutch East Indies. Under indirect rule, local rulers were allowed to keep their authority and status in a new colonial setting. This made access to the region's natural resources easier. Indirect rule was cheaper because fewer officials had to be trained. It also affected local culture less.

However, indirect rule was not always possible. Some local elites resisted foreign conquest. In these cases, the local elites were replaced with Western officials. This system was called **direct rule**. Great Britain administered Burma directly through its colonial government in India. In Indochina, France used both systems. It imposed direct rule in southern Vietnam but ruled indirectly through the emperor in northern Vietnam.

To justify their conquests, Western powers spoke of bringing the blessings of Western civilization to their colonial subjects, including representative government. However, many Westerners came to fear the idea of native peoples (especially educated ones) being allowed political rights.

Colonial Economies

The colonial powers did not want their colonists to develop their own industries. Thus, colonial policy stressed the **export** of raw materials. This policy often led to the development of plantation agriculture. In this system, peasants worked as wage laborers on the foreign-owned plantations. Plantation owners kept wages at poverty levels to increase profits. Conditions on plantations were often so unhealthy that thousands died. Also, peasants bore the burden of high taxes.

Nevertheless, colonial rule did bring some benefits to Southeast Asia. A modern economic system began there. Colonial governments built railroads, highways, and other structures that benefited native peoples as well as colonials. The development of an export market helped create an entrepreneurial class in rural areas. In the Dutch East Indies, for example,



▲ Filipinos mount an insurrection against the Americans in Manila in February 1899.

CRITICAL THINKING

Analyzing Visuals Contrast the depiction of the Filipinos with that of the American soldiers.

exploit to make use of meanly or unfairly for one's own advantage

indirect rule a colonial government in which local rulers are allowed to maintain their positions of authority and status

direct rule colonial government in which local elites were removed from power and replaced by a new set of officials brought from the colonizing country

export to send a product or service for sale to another country

small growers of rubber, palm oil, coffee, tea, and spices began to share in the profits of the colonial enterprise. Most of the profits, however, were taken back to the colonizing country.

✓ READING PROGRESS CHECK

Describing What kind of economic system did colonial rulers establish?

Resistance to Colonial Rule

GUIDING QUESTION How did indigenous people in Southeast Asia respond to colonial rule?

Many subject peoples in Southeast Asia resented colonization. At first, resistance came from the existing ruling class. In Burma, for example, the monarch himself fought Western domination. By contrast, in Vietnam, after the emperor had agreed to French control of his country, a number of government officials set up an organization called Can Vuong (“Save the King”). They fought against the French without the emperor’s help.

Sometimes resistance to Western control took the form of peasant revolts. Peasants were often driven off the land to make way for plantation agriculture. Angry peasants then vented their anger at the foreign invaders. For example, in Burma, in 1930 the Buddhist monk Saya San led a peasant uprising against the British colonial regime.

Early resistance movements failed. They were overcome by Western powers. In the early 1900s, however, a new kind of resistance emerged that was based on nationalism. The leaders were often from a new class that the colonial rule had created: Westernized intellectuals in the cities. They were the first generation of Asians to embrace the institutions and values of the West. Many were educated in the West, spoke Western languages, and worked in jobs connected with the colonial regimes.

At first, many of the leaders of these movements did not focus clearly on the idea of nationhood. Instead, they simply tried to defend the economic interests or religious beliefs of the native peoples. In Burma, for example, students at the University of Rangoon formed an organization to protest against official persecution of the Buddhist religion and British lack of respect for local religious traditions. They protested against British arrogance and failure to observe local customs in Buddhist temples. Not until the 1930s, however, did these resistance movements, such as those begun in Burma, begin to demand national independence.

✓ READING PROGRESS CHECK

Analyzing Why were resistance movements often led by Southeast Asian people who had been educated in the West?

▼ This 1874 engraving depicts the government palace at Saigon, which the French constructed to administer Indochina.



PHOTO: The new government palace at Saigon, from “Illustration”, 1874 (engraving), French School, 19th century / Private Collection / Archives-Chamnet / The Bridgeman Art Library

LESSON 1 REVIEW



Reviewing Vocabulary

1. Describing Write a paragraph describing different forms of colonial rule. Be sure to define *protectorate*, *direct rule*, and *indirect rule* and to discuss specific examples.

Using Your Notes

2. Summarizing Use your notes to write a paragraph summarizing the political situation of the regions of Southeast Asia by 1900.

Answering the Guiding Questions

3. Analyzing What were the motivations for the new imperialism?

4. Identifying Cause and Effect What led to Western dominance in Southeast Asia?

5. Explaining How did colonial powers govern their colonies?

6. Analyzing How did indigenous people in Southeast Asia respond to colonial rule?

Writing Activity

7. INFORMATIVE/EXPLANATORY Write an essay discussing the effects of colonial rule on the countries that were colonized. Be sure to discuss at least two specific examples.

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There's More Online!

- ✓ **IMAGE** Diamond Mine in South Africa
- ✓ **IMAGE** Henry Stanley and David Livingstone
- ✓ **IMAGE** Surrender of Zulu Chief Cetewayo, 1879
- ✓ **INTERACTIVE SELF-CHECK QUIZ**
- ✓ **MAP** Imperialism in Africa, 1914
- ✓ **PRIMARY SOURCE** Stanley Finds Livingstone
- ✓ **TIME LINE** Colonialism in South Africa
- ✓ **VIDEO** Empire Building in Africa



LESSON 2

Empire Building in Africa

ESSENTIAL QUESTIONS

- What are the causes and effects of imperialism?
- How do some groups resist control by others?

IT MATTERS BECAUSE

During the late nineteenth century, the major European powers scrambled to colonize Africa. Virtually all of Africa was under European rule by 1900. Maintaining that rule was not easy, however. African nationalism emerged during the early part of the twentieth century.

West Africa and North Africa

GUIDING QUESTION Why were European countries interested in West Africa and North Africa?

Before 1880, Europeans controlled little of the African continent directly. They were content to let African rulers and merchants represent European interests. Between 1880 and 1900, however, Great Britain, France, Germany, Belgium, Italy, Spain, and Portugal, spurred by intense rivalries among themselves, placed virtually all of Africa under European rule.

West Africa

Europeans had a keen interest in Africa's raw materials, especially those of West Africa—peanuts, timber, hides, and palm oil. Earlier in the nineteenth century, Europeans had profited from the slave trade in this region of Africa. By the late 1800s, however, trade in enslaved people had virtually ended. As the slave trade declined, Europe's interest in other forms of trade increased. The growing European presence in West Africa led to increasing tensions with African governments in the region.

For a long time, most African states were able to maintain their independence. However, in 1874 Great Britain **annexed** (incorporated a country within another country) the west coastal states as the first British colony of Gold Coast. At about the same time, Britain established a protectorate in Nigeria. By 1900, France had added the huge area of French West Africa to its colonial empire. This left France in control of the largest part of West Africa. In addition, Germany controlled Togo, Cameroon, German Southwest Africa, and German East Africa.

Reading HELPDESK



Academic Vocabulary

- uncharted • traditions

Content Vocabulary

- annex • indigenous

TAKING NOTES:

Key Ideas and Details

Categorizing Use the graphic organizer to show which countries controlled different parts of Africa.

Western Power	Area of Africa
Belgium	
Britain	
France	
Germany	



North Africa

Egypt had been part of the Ottoman Empire, but as Ottoman rule declined, the Egyptians sought their independence. In 1805 an officer of the Ottoman army named Muhammad Ali seized power and established a separate Egyptian state.

During the next 30 years, Muhammad Ali introduced a series of reforms to bring Egypt into the modern world. He modernized the army, set up a public school system, and helped create small industries that refined sugar, produced textiles and munitions, and built ships.

The growing economic importance of the Nile Valley in Egypt, along with the development of steamships, gave Europeans the desire to build a canal east of Cairo to connect the Mediterranean and Red Seas. Such a canal would allow transport between Europe and Asia, without traveling around Africa. In 1854 a French entrepreneur, Ferdinand de Lesseps, signed a contract to begin building the Suez Canal. The canal was completed in 1869.

The British took an active interest in Egypt after the Suez Canal was opened. Believing that the canal was its “lifeline to India,” Great Britain tried to gain as much control as possible over the canal area.

In 1875 Britain bought Egypt’s share in the Suez Canal. When an Egyptian army revolt against foreign influence broke out in 1881, Britain suppressed the revolt. Egypt became a British protectorate in 1914.

The British believed that they should also control Sudan, south of Egypt, to protect their interests in Egypt and the Suez Canal. In 1881 Muslim cleric Muhammad Ahmad, known as the Mahdi (in Arabic, “the rightly guided one”), launched a revolt that brought much of Sudan under his control.

Britain sent a military force under General Charles Gordon to restore Egyptian authority over Sudan. However, Muhammad Ahmad’s troops wiped out Gordon’s army at Khartoum in 1885. General Gordon himself died in the battle. Not until 1898 were British troops able to seize Sudan.

The French also had colonies in North Africa. In 1879 after about 150,000 French people had settled in the region of Algeria, the French government established control there. Two years later, France imposed a protectorate on neighboring Tunisia. In 1912 France established a protectorate over much of Morocco.

Italy joined the competition for colonies in North Africa by attempting to take over Ethiopia. In 1896, however, the Italian invading forces were defeated. Italy now was the only European state defeated by an African state. This humiliating loss led Italy to try again in 1911. Italy invaded and seized Turkish Tripoli, which it renamed Libya.

READING PROGRESS CHECK

Summarizing What motivated the British to compete for control of Egypt?

Central and East Africa

GUIDING QUESTION Why did European countries compete for colonies in Central Africa and East Africa?

Central Africa

Central African territories were soon added to the list of European colonies. European explorers aroused popular interest in the dense tropical jungles of Central Africa.

David Livingstone was one such explorer. He arrived in Africa in 1841 as a 27-year-old medical missionary. During the 30 years he spent in Africa,

CRITICAL THINKING

Drawing Conclusions Which colonial power controlled most of West Africa?

annex to incorporate into an existing political unit, such as a city or country

Livingstone trekked through **uncharted** regions. He sometimes traveled by canoe, but mostly Livingstone walked and spent much of his time exploring the interior of the continent.

During his travels through Africa, Livingstone made detailed notes of his discoveries. He sent this information back to London whenever he could. The maps of Africa were often redrawn based on Livingstone's eyewitness accounts and reports. A major goal of Livingstone's explorations was to find a navigable river that would open Central Africa to European commerce and to Christianity.

When Livingstone disappeared for a while, an American newspaper, the *New York Herald*, hired a young journalist, Henry Stanley, to find the explorer. Stanley did find him, on the eastern shore of Lake Tanganyika. Overwhelmed by finding Livingstone alive if not well, Stanley greeted the explorer with these now-famous words, "Dr. Livingstone, I presume?"

After Livingstone's death in 1873, Stanley decided to carry on the great explorer's work. Unlike Livingstone, however, Henry Stanley had a strong dislike of Africa. He once said, "I detest the land most heartily."

In the 1870s, Stanley explored the Congo River in Central Africa and sailed down it to the Atlantic Ocean. Soon, he was encouraging the British to send settlers to the Congo River basin. When Britain refused, Stanley turned to King Leopold II of Belgium.

King Leopold II was the real driving force behind the colonization of Central Africa. He rushed enthusiastically into the pursuit of an empire in Africa. "To open to civilization," he said, "the only part of our globe where it has yet to penetrate, to pierce the darkness which envelops whole populations, it is, I dare to say, a crusade worthy of this century of progress." Profit, however, was equally important to Leopold. In 1877 he hired Henry Stanley to set up Belgian settlements in the Congo.

Leopold's claim to the vast territories of the Congo aroused widespread concern among other European states. France, in particular, rushed to plant its flag in the heart of Africa. Leopold ended up with the territories around the Congo River. France occupied the areas farther north.

East Africa

By 1885 Britain and Germany had become the chief rivals in East Africa. Germany came late to the ranks of the imperialist powers. At first, the German chancellor Otto von Bismarck had downplayed the importance of colonies. As more and more Germans called for a German empire, however, Bismarck became a convert to colonialism. As he expressed it, "All this colonial business is a sham, but we need it for the elections."

In addition to its West African holdings, Germany tried to develop colonies in East Africa. Most of East Africa had not yet been claimed by any other power. However, the British were also interested in the area because control of East Africa would connect the British Empire in Africa from South Africa to Egypt. Portugal and Belgium also claimed parts of East Africa.

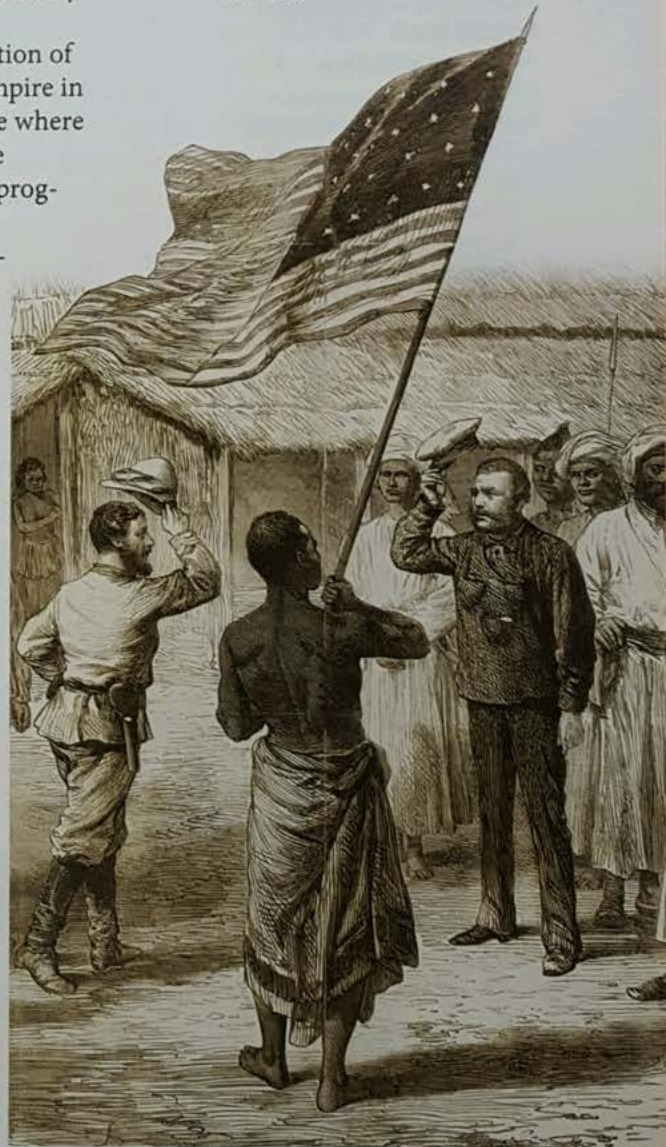
To settle conflicting claims, European countries met at the Berlin Conference in 1884 and 1885. The conference officially recognized both British and German claims for

uncharted not mapped;
unknown

▼ This 1872 British illustration depicts the meeting between Stanley and Livingstone on November 19, 1872.

► CRITICAL THINKING

Analyzing Why did the phrase "Dr. Livingstone, I presume?" become so famous?



territory in East Africa. Portugal received a clear claim on Mozambique. No African delegates, however, were present at this conference.

✓ READING PROGRESS CHECK

Explaining How did Leopold's aggression promote Western imperialism in Africa?

South Africa

GUIDING QUESTION How was European dominance different in South Africa?

Nowhere in Africa did the European presence grow more rapidly than in the south. By 1865 the total white population of South Africa had risen to nearly 200,000 people. The Boers, or Afrikaners—as the descendants of the original Dutch settlers were called—had occupied Cape Town and surrounding areas in South Africa since the seventeenth century. During the Napoleonic Wars, however, the British seized these lands from the Dutch. Afterward, the British encouraged settlers to come to what they called Cape Colony.

The Boer Republics

In the 1830s, disgusted with British rule, the Boers moved from the coastal lands and headed northward on the Great Trek. Altogether one out of every five Dutch-speaking South Africans joined the trek. Their parties eventually settled in the region between the Orange and Vaal (VAHL) Rivers and in the region north of the Vaal River. In these areas, the Boers formed two independent republics—the Orange Free State and the Transvaal (later called the South African Republic).

The Boers believed that white superiority was ordained by God. They denied non-Europeans any place in their society, other than as laborers or servants. As they settled the lands, the Boers put many of the **indigenous** peoples, those native to a region, in these areas on reservations.

The Boers had frequently battled the indigenous Zulu people. In the early nineteenth century, the Zulu, under a talented ruler named Shaka, had carved out their own empire. Even after Shaka's death, the Zulu remained powerful. In the late 1800s, the Zulu were defeated when the British military joined the conflict.

Cecil Rhodes

In the 1880s, British policy in South Africa was influenced by Cecil Rhodes. Rhodes had founded diamond and gold mining companies that had made him a fortune. Rhodes was a great champion of British expansion. He said once, "I think what [God] would like me to do is to paint as much of Africa British red as possible." One of Rhodes's goals was to create a series of British colonies "from the Cape to Cairo"—all linked by a railroad.

When gold and diamonds were discovered in the Transvaal, British settlers swarmed in looking to make their fortunes. The Boer residents resented the settlers and they were sometimes mistreated.

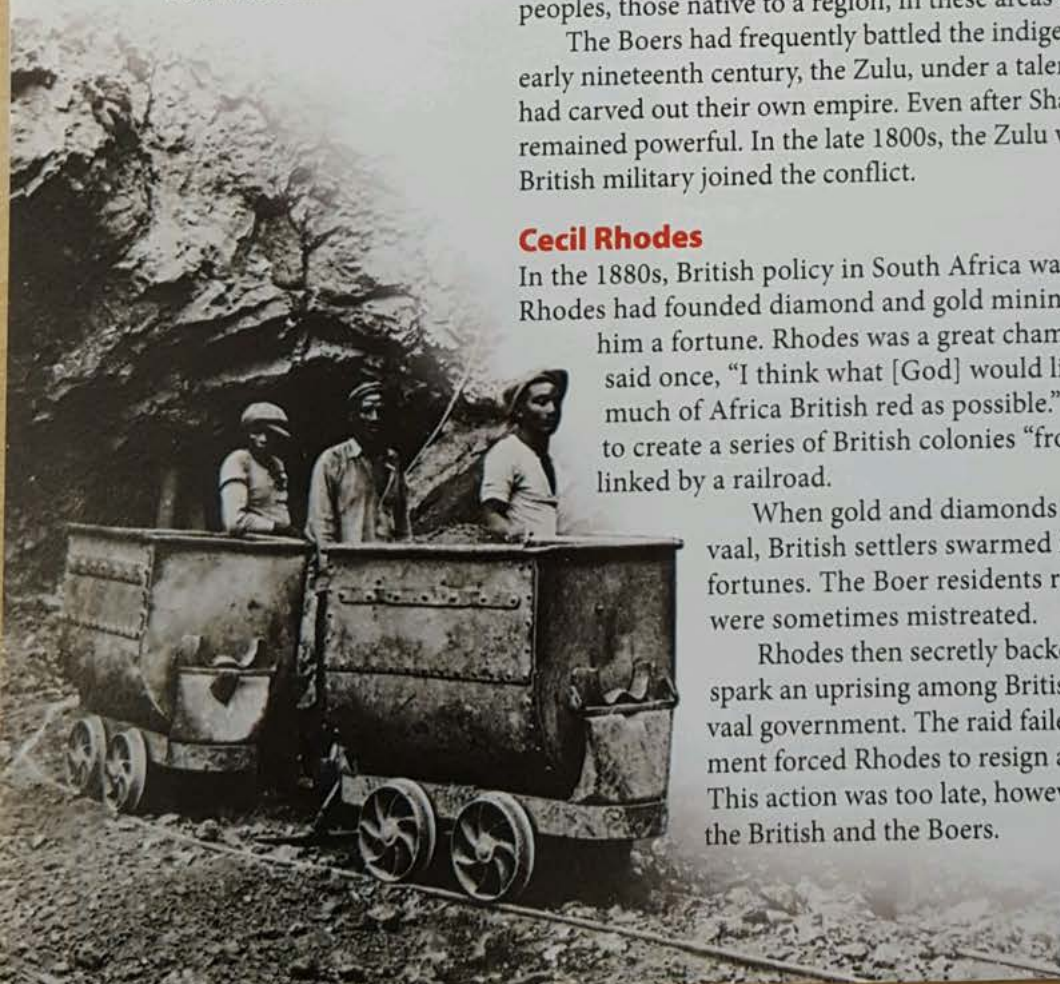
Rhodes then secretly backed a raid that was meant to spark an uprising among British settlers against the Transvaal government. The raid failed, and the British government forced Rhodes to resign as head of the Cape Colony. This action was too late, however, to prevent a war between the British and the Boers.

indigenous native to a region

► CRITICAL THINKING

Analyzing Visuals What conditions did men endure in South African diamond mines?

- ▼ After diamonds were discovered in 1867, thousands of Europeans came to Africa to make their fortunes. In 1881 Cecil Rhodes formed the De Beers Mining Company, which still dominates the world diamond market.



The Boer War

This war, called the Boer War, dragged on from 1899 to 1902. Fierce guerrilla resistance by the Boers angered the British. They responded by burning crops and forcing about 120,000 Boer women and children into detention camps, where lack of food caused some 20,000 deaths. Eventually, the vastly larger British army won. A peace treaty was signed in 1902.

In 1910 the British created an independent Union of South Africa, which combined the old Cape Colony and the Boer republics. The new state would be a self-governing nation within the British Empire. To appease the Boers, the British agreed that only whites, with a few propertied Africans, would vote.

READING PROGRESS CHECK

Identifying Central Issues What role did Cecil Rhodes play in promoting British imperialism in the south of Africa?



▲ The Zulu chief Cetewayo surrendered to the British after they captured the city of Ulundi in July 1879.

CRITICAL THINKING

Drawing Conclusions Why was Zulu chief Cetewayo unable to maintain power?

Effects of Imperialism

GUIDING QUESTION How did European governance lead to African nationalism?

By 1914 Great Britain, France, Germany, Belgium, Italy, Spain, and Portugal had divided up Africa. Only Liberia, which had been created as a homeland for the formerly enslaved persons of the United States, and Ethiopia remained free states. Native peoples who dared to resist were devastated by the Europeans' superior military force.

Colonial Rule in Africa

As was true in Southeast Asia, most European governments ruled their new territories in Africa with the least effort and expense possible. Indirect rule meant relying on existing political elites and institutions. The British especially followed this approach. At first, in some areas, the British simply asked a local ruler to accept British authority and to fly the British flag over official buildings.

The concept of indirect rule was introduced in the Islamic state of Sokoto, in northern Nigeria, beginning in 1903. This system of indirect rule in Sokoto had one good feature: It did not disrupt local customs and institutions. However, it did have some unfortunate consequences.

The system of indirect rule was basically a fraud because British administrators made all major decisions. The native authorities served chiefly to enforce those decisions.

Another problem was that the policy of indirect rule kept the old African elite in power. Such a policy provided few opportunities for ambitious and talented young Africans from outside the old elite. In this way British indirect rule sowed the seeds for class and ethnic tensions, which erupted after independence came in the twentieth century.

Most other European nations governed their African possessions through a form of direct rule. This was true in the French colonies. At the top was a French official, usually known as a governor-general. He was appointed from Paris and governed with the aid of a bureaucracy in the capital city of the colony.

The French ideal was to assimilate African subjects into French culture rather than preserve native **traditions**. Africans were eligible to run for office and even serve in the French National Assembly in Paris. A few were also appointed to high-powered positions in the colonial administration.

traditions the established customs of a people

Imperialism in Africa

“Some time ago a party of men came to my country, the principal one appearing to be a man called Rudd. They asked me for a place to dig for gold, and said they would give me certain things for the right to do so. I told them to bring what they could give and I would show them what I would give. A document was written and presented to me for signature. I asked what it contained, and was told that in it were my words and the words of those men. I put my hand to it. About three months afterwards I heard from other sources that I had given by the document the right to all the minerals of my country.”

—Lobengula, a southern African king, in a letter to Queen Victoria, quoted in *The Imperialism Reader*

DBQ IDENTIFYING
How did the Europeans take advantage of Lobengula?

Rise of African Nationalism

A new class of leaders emerged in Africa by the beginning of the twentieth century. Educated in colonial schools or in Western nations, they were the first generation of Africans to know a great deal about the West.

The members of this new class admired Western culture and sometimes disliked the ways of their own countries. They were eager to introduce Western ideas and institutions into their own societies. Still, many of these new leaders came to resent the foreigners and their arrogant contempt for African peoples. These intellectuals recognized the gap between theory and practice in colonial policy. Westerners had exalted democracy, equality, and political freedom but did not apply these values in the colonies.

There were few democratic institutions. Native peoples could have only low-paying jobs in the colonial bureaucracy. To many Africans, colonialism had meant losing their farmlands or working on plantations or in factories run by foreigners. Some African leaders lost even more, such as the rights to mine the natural resources in their country.

Middle-class Africans did not suffer as much as poor African peasants. However, members of the middle class also had complaints. They usually qualified only for menial jobs in the government or business. Even then, their salaries were lower than those of Europeans in similar jobs.

Europeans expressed their assumed superiority over Africans in other ways. Segregated clubs, schools, and churches were set up as more European officials brought their wives and began to raise families. Europeans were also condescending in their relationships with Africans. For instance, Europeans had a habit of addressing Africans by their first names.

Such conditions led many members of the new urban educated class to feel great confusion toward their colonial rulers and the civilization the colonists represented. The educated Africans found many aspects of Western culture to be superior to their own. However, these intellectuals fiercely hated colonial rule and were determined to assert their own nationality and cultural destiny. Out of this mixture of hopes and resentments emerged the first stirrings of modern nationalism in Africa.

During the first quarter of the twentieth century, resentment turned to action. Across Africa, native peoples began to organize political parties and movements seeking the end of foreign rule. They wanted to be independent and self-governing.

READING PROGRESS CHECK

Drawing Conclusions In what ways were Western nations hypocritical in their treatment of their colonies?

LESSON 2 REVIEW



Reviewing Vocabulary

1. **Identifying** While defining the terms, explain how the traditions of indigenous Africans influenced their relations with Europeans.

Using Your Notes

2. **Summarizing** Use your notes to indicate the predominant areas of Africa controlled by various European nations.

Answering the Guiding Questions

3. **Determining Cause and Effect** Why were European countries interested in West Africa and North Africa?

4. **Analyzing Information** Why did European countries compete for colonies in Central Africa and East Africa?

5. **Identifying Central Issues** How was European dominance different in South Africa?

6. **Drawing Conclusions** How did European governance lead to African nationalism?

Writing Activity

7. **INFORMATIVE/EXPLANATORY** In one or two paragraphs, explain the effects of the Berlin conference of 1884–1885 on the scramble for Africa.

networks

There's More Online!

- ✓ BIOGRAPHY Mohandas Gandhi
- ✓ IMAGE Life Under the British Raj
- ✓ IMAGE The Great Rebellion
- ✓ INTERACTIVE SELF-CHECK QUIZ
- ✓ MAP British Possessions in India, 1858–1914
- ✓ PRIMARY SOURCE Poem by Rabindranath Tagore
- ✓ VIDEO British Rule in India



LESSON 3

British Rule in India

ESSENTIAL QUESTIONS

- What are the causes and effects of imperialism?
- How do some groups resist control by others?

IT MATTERS BECAUSE

The British brought order and stability to India, but India paid a high price for British rule. The mistrust and cultural differences between the British and Indians sparked an independence movement and renewed interest among Indians in their culture and history.

The Great Rebellion

GUIDING QUESTION What was the source of conflict between the British and the Indian people?

Over the course of the eighteenth century, British power in India had increased while the power of the Mogul rulers had declined. The British government gave a trading company, the British East India Company, power to become actively involved in India's political and military affairs. To rule India, the British East India Company had its own soldiers and forts. It also hired Indian soldiers, known as **sepoys**, to protect the company's interests in the region.

Events Leading to Rebellion

In 1857 a growing Indian distrust of the British led to a revolt. The British call the revolt the Sepoy Mutiny. Indians call it the First War of Independence. Neutral observers label it the Great Rebellion.

The major immediate cause of the revolt was a rumor that the troops' new rifle cartridges were greased with cow and pig fat. The cow was sacred to Hindus. The pig was taboo to Muslims. To load a rifle at that time, soldiers had to bite off the end of the cartridge. To the sepoys, touching these greased cartridges to their lips would mean that they were polluted.

A group of sepoys at an army post in Meerut, near Delhi, refused to load their rifles with the cartridges. The British charged them with mutiny, publicly humiliated them, and put them in prison. This treatment of their comrades enraged the sepoy troops in Meerut. They went on a rampage, killing 50 European men, women, and children. Soon other Indians joined the revolt, including princes whose land the British had taken.

Reading HELPDESK



Academic Vocabulary

- civil
- estate

Content Vocabulary

- **sepoys**
- **viceroy**

TAKING NOTES:

Key Ideas and Details

Determining Cause and Effect

Use a chart like this one to identify some causes and effects of British influence on India.

Causes	Effect
British manufactured goods	
Cotton crops	
School system	
Railroad, telegraph, telephone services	



▲ This engraving of the Battle of Kanpur (Cawnpore) shows sepoy soldiers on horseback fighting British soldiers.

► **CRITICAL THINKING**

Analyzing Visuals Which side had the military advantage in this battle? Why?

sepoy an Indian soldier hired by the British East India Company to protect the company's interests in the region

Within a year, however, Indian troops loyal to the British and fresh British troops had crushed the rebellion. Although Indian troops fought bravely and outnumbered the British by about 230,000 to 45,000, they were not well organized. Rivalries between Hindus and Muslims kept the Indians from working together.

Atrocities were terrible on both sides. At Kanpur (Cawnpore), Indians massacred 200 defenseless women and children in a building known as the House of the Ladies. Recapturing Kanpur, the British took their revenge before executing the Indians.

Effects of the Rebellion

As a result of the uprising, the British Parliament transferred the powers of the East India Company directly to the British government. In 1876 Britain's Queen Victoria took the title Empress of India. The people of India were now her colonial subjects, and India then became her "Jewel in the Crown."

Although the rebellion failed, it helped fuel Indian nationalism. The rebellion marked the first significant attempt by the people of South Asia to throw off British Raj (rule). Later, a new generation of Indian leaders would take up the cause.

✓ **READING PROGRESS CHECK**

Determining Cause and Effect What were the effects of the Great Rebellion in India?

British Colonial Rule

GUIDING QUESTION What were the consequences of British rule in India?

After the Sepoy Mutiny, the British government began to rule India directly. They appointed a British official known as a **viceroy** (a governor who ruled as a representative of a monarch). A British **civil** service staff assisted the

Rabindranath Tagore on India

“The conditions which have prevailed in India from a remote antiquity have guided its history along a particular channel, which does not and cannot coincide with the lines of evolution taken by other countries under different sets of influences. It would be a sad misreading of the lessons of the past to tread too closely in the footsteps of any other nation, however successful in its own career.

I feel strongly that our country has been entrusted with a message which is not a mere echo of the living voices that resound from western shores ...”

—Rabindranath Tagore
from a letter, January 4, 1909

DBQ DRAWING CONCLUSIONS

What attitude would Tagore have had toward the opinion expressed by Macaulay about the use of English to educate Indians?

viceroy a governor who ruled as a representative of a monarch

civil involving the general public or civic affairs

viceroy. This staff of about 3,500 officials ruled almost 300 million people, the largest colonial population in the world. British rule involved both benefits and costs for Indians.

British rule in India had several benefits for colonial subjects. It brought order and stability to a society badly divided into many states with different, and sometimes opposing, political systems. It also led to a fairly honest, efficient government.

Through the efforts of the British administrator and historian Lord Thomas Macaulay, a new school system was set up. The new system used the English language, as Macaulay explained:

PRIMARY SOURCE

“What then shall [the language of education] be? [Some] maintain that it should be the English. The other half strongly recommend the Arabic and Sanskrit. The whole question seems to me to be, which language is the best worth knowing? . . . It is, I believe, no exaggeration to say that all the historical information which has been collected from all the books written in the Sanskrit language is less valuable [than] what may be found in [short textbooks] used at preparatory schools in England.”

—Lord Macaulay, from speech to Parliament, February 2, 1835

The goal of the new school system was to train Indian children to serve in the government and army. The new system served only elite, upper-class Indians, however. Ninety percent of the population remained uneducated and illiterate.

The British hired Indians and built roads, canals, universities, and medical centers. A postal service was introduced shortly after it appeared in Great Britain. India’s first rail network, beginning in Bombay, opened in 1853. By 1900, 25,000 miles (40,225 km) of railroads crisscrossed India. Health and sanitation conditions were also improved.

But the Indian people paid a high price for the peace and stability brought by British rule. Perhaps the greatest cost was economic. British entrepreneurs and a small number of Indians reaped financial benefits from British rule, but it brought hardship to millions of others in both the cities and the countryside. British manufactured goods destroyed local industries. British textiles put thousands of women out of work and severely damaged the Indian textile industry.

In rural areas, the British sent the zamindars to collect taxes. The British believed that using these local officials would make it easier to collect taxes from the peasants. However, the zamindars in India took advantage of their new authority. They increased taxes and forced the less fortunate peasants to become tenants or lose their land entirely. Peasant unrest grew.

The British also encouraged many Indian farmers to switch from growing food to growing cotton. As a consequence, food supplies could not keep up with the growing population. Between 1800 and 1900, 30 million Indians died of starvation.

Finally, British rule was degrading, even for the newly educated upper classes who benefited the most from it. The best jobs and the best housing were reserved for Britons. Although many British colonial officials sincerely tried to improve the lot of the people in India, British arrogance and racial attitudes cut deeply into the pride of many Indians and led to the rise of an Indian nationalist movement.

READING PROGRESS CHECK

Analyzing Information What was the price Indians had to pay for the increased stability of British rule?

Indian Nationalists

GUIDING QUESTION *What led to an Indian independence movement?*

The first Indian nationalists were upper-class and English-educated. Many of them were from urban areas, such as Bombay (Mumbai), Madras (Chennai), and Calcutta (Kolkata). Some were trained in British law and were members of the civil service.

At first, many Indian nationalists preferred reform to revolution. However, the slow pace of reform convinced many that relying on British goodwill was futile. In 1885 a small group of Indians met in Bombay to form the Indian National Congress (INC). The INC did not demand immediate independence. Instead, the group called for a share in the governing process.

The INC had difficulties because of religious differences. The INC sought independence for all Indians, regardless of class or religious background. However, many of its leaders were Hindu and reflected Hindu concerns. Later, Muslims called for the creation of a separate Muslim League. Such a league would represent the interests of the millions of Muslims in Indian society.

In 1914 the return of a young Hindu from South Africa brought new life to India's struggle for independence. Mohandas Gandhi was born in 1869 in Gujarat, in western India. He studied in London and became a lawyer. In 1893 Gandhi went to South Africa to work in a law firm serving Indian workers there. He soon learned of the racial exploitation of Indians living in South Africa.

On his return to India, Gandhi became active in the independence movement. Using his experience in South Africa, he began a movement based on nonviolent resistance. Its aim was to force the British to improve the lot of the poor and to grant independence to India. Ultimately, Gandhi's movement led to Indian independence.

READING PROGRESS CHECK

Identifying Central Issues What difficulties did the Indian National Congress face?

Colonial Indian Culture

GUIDING QUESTION *How did British rule influence Indian culture?*

From the beginning of their rule, the British often showed disrespect for India's cultural heritage. The Taj Mahal, for example, was built as a tomb for the beloved wife of an Indian ruler. The British used it as a favorite site for weddings and parties. Many partygoers even brought hammers to chip off pieces as souvenirs.

The love-hate tension in India that arose from British domination led to a cultural awakening as well. The cultural revival began in the early nineteenth century with the creation of a British college in Calcutta. A local publishing house was opened. It issued textbooks on a variety of subjects, including the sciences, Sanskrit, and Western literature. The publisher also printed grammars and dictionaries in various Indian languages.

This revival soon spread to other regions of India. It led to a search for a new national identity and a modern literary expression. Indian novelists and poets began writing historical romances and epics. Some wrote in English, but most were uncomfortable with a borrowed colonial language. They preferred to use their own regional tongues.

Connections to TODAY

Commonwealth Games

One legacy of imperialism is evident in the Commonwealth Games. Participation in the games is limited to amateur athletes who come from one of the countries of the British Commonwealth, the free association of states that includes many former parts of the British Empire. A more recent addition to the games is cricket, which the British brought to their colonies. Cricket is especially popular in India.

Printed in the various regional Indian languages, newspapers were a common medium used to arouse mass support for nationalist causes. These newspapers reached the lower-middle-class populations—tens of thousands of Indians who had never learned a word of English. In his newspaper *Kesari* (“The Lion”), journalist Balwantrao Gangadhar Tilak used innuendo (suggestion) to convey the negative feelings about the British without ever writing anything disloyal.

The most famous Indian author was Rabindranath Tagore, winner of the Nobel Prize in Literature in 1913. A great writer and poet, Tagore had many talents. He was also a social reformer, spiritual leader, educator, philosopher, singer, painter, and international spokesperson for the moral concerns of his age. Tagore liked to invite the great thinkers of the time to his expansive country home, or **estate**. There he set up a school that became an international university.

Tagore’s life mission was to promote pride in a national Indian consciousness in the face of British domination. He wrote a widely read novel in which he portrayed the love-hate relationship of India toward its colonial mentor. The novel reflected an Indian people who admired and imitated the British but who agonized over how to establish their own national identity.

Rabindranath Tagore, however, was more than an Indian nationalist. His life’s work was one long prayer for human dignity, world peace, and the mutual understanding and union of East and West. As Tagore once said,

PRIMARY SOURCE

“It is my conviction that my countrymen will truly gain their India by fighting against the education that teaches them that a country is greater than the ideals of humanity.”

—Rabindranath Tagore, from *Nationalism*

READING PROGRESS CHECK

Drawing Conclusions How did newspapers and literature help shape the nationalist movement?

estate a landed property usually with a large house

▼ Many Indians worked as domestic servants in the homes of British colonialists.

CRITICAL THINKING

Making Connections Why might Indian domestic servants have become resentful of British rule?



PHOTO: © Underwood & Underwood/CORBIS

LESSON 3 REVIEW



Reviewing Vocabulary

1. **Identifying** What were the roles of viceroys and civil servants in India and whom did they represent?

Using Your Notes

2. **Summarizing** Use your notes on the causes and effects of British rule in India to write a paragraph summarizing its effects.

Answering the Guiding Questions

3. **Identifying** What was the source of conflict between the British and the Indian people?

4. **Evaluating** What were the consequences of British rule in India?

5. **Identifying Cause and Effect** What led to an Indian independence movement?

6. **Explaining** How did British rule influence Indian culture?

Writing Activity

7. **INFORMATIVE/EXPLANATORY** Write a short paragraph outlining the general British attitude toward the people of India and the consequences of that attitude.

networks

There's More Online!

- ✓ **IMAGE** Construction of the Panama Canal
- ✓ **IMAGE** Leaders of the Mexican Revolution
- ✓ **IMAGE** The Roosevelt Corollary
- ✓ **INTERACTIVE SELF-CHECK QUIZ**
- ✓ **MAP** Sea Routes Before and After the Panama Canal
- ✓ **PRIMARY SOURCE** Mexican Constitution of 1917
- ✓ **VIDEO** Imperialism in Latin America



LESSON 4

Imperialism in Latin America

ESSENTIAL QUESTIONS

- What are the causes and effects of imperialism?
- How do some groups resist control by others?

IT MATTERS BECAUSE

In the course of the nineteenth century, the new nations of Latin America found themselves dependent on the West. The United States was especially prominent in the economic and political affairs of its southern neighbors. Social and political inequalities also continued to characterize many Latin American nations.

Reading HELPDESK



Academic Vocabulary

- **whereas** • **sector**

Content Vocabulary

- **dollar diplomacy**

TAKING NOTES:

Key Ideas and Details

Listing Use a graphic organizer like this one to list problems faced by Mexico after 1870 and reforms enacted in the constitution of 1917.

Problems
Reforms

The U.S. in Latin America

GUIDING QUESTION What was the impact of U.S. involvement in Latin America in the early 1900s?

In the late 1800s, the United States began to intervene in the affairs of its southern neighbors. In 1895 exile José Martí returned to Cuba to lead a revolt against Spanish rule. The brutality with which the Spanish crushed the rebellion shocked Americans and began a series of events that led the United States to declare war against Spain in 1898. As a result of the Spanish-American War, Cuba effectively became a protectorate of the United States. By the treaty that ended the war, Puerto Rico was also annexed to the United States.

In 1903 President Theodore Roosevelt supported a rebellion that allowed Panama to separate from Colombia and establish a new nation. In return, the United States was granted control of a 10-mile strip of land through the country. There the United States built the Panama Canal, which opened in 1914 and was one of the world's greatest engineering feats of its time. The canal connects the Atlantic and Pacific Oceans. On average, it takes a ship 8 to 10 hours to move through the canal passage.

In 1904 President Roosevelt expanded American involvement in Latin America. At the time, European powers threatened to send warships to Santo Domingo in the Dominican Republic to collect debts owed to them. In a statement that became known as the Roosevelt Corollary to the Monroe Doctrine, Roosevelt claimed that the United States could intervene in any Latin American nation

guilty of “chronic misconduct” (such as the inability to repay debts). The United States then took control of debt collection in the Dominican Republic.

American investments in Latin America soon expanded. In the early 1900s, the United States began to pursue “**dollar diplomacy**,” extending its influence by investing in Latin American development. The United States soon replaced Europe as the source of loans and investments. Direct U.S. investments reached \$3.5 billion, out of a world total of \$7.5 billion.

As American investments grew, so too did the resolve to protect those investments. U.S. military forces were sent to Cuba, Mexico, Guatemala, Honduras, Nicaragua, Panama, Colombia, Haiti, and the Dominican Republic to protect American interests. Some expeditions stayed for years. U.S. Marines were in Haiti from 1915 to 1934 and in Nicaragua from 1912 to 1933. Increasing numbers of Latin Americans began to resent this interference from the “big bully” to the north.

✓ **READING PROGRESS CHECK**

Analyzing Ethical Issues In what ways were U.S. actions in Latin America during the early 1900s imperialist?

Revolution in Mexico

GUIDING QUESTION *What were the causes and effects of the Mexican Revolution?*

After 1870, large landowners in Latin America began to take a more direct interest in national politics and even in governing. In Argentina and Chile, for example, landholding elites controlled the governments. They adopted constitutions similar to those of the United States and European democracies. The ruling elites, however, limited voting rights.

In some countries, large landowners supported dictators who looked out for the interests of the ruling elite. Porfirio Díaz, who ruled Mexico between 1877 and 1911, created a conservative, centralized government. The army, foreign capitalists, large landowners, and the Catholic Church supported Díaz. All these groups benefited from their alliance with Díaz. However, growing forces for change in Mexico led to a revolution.

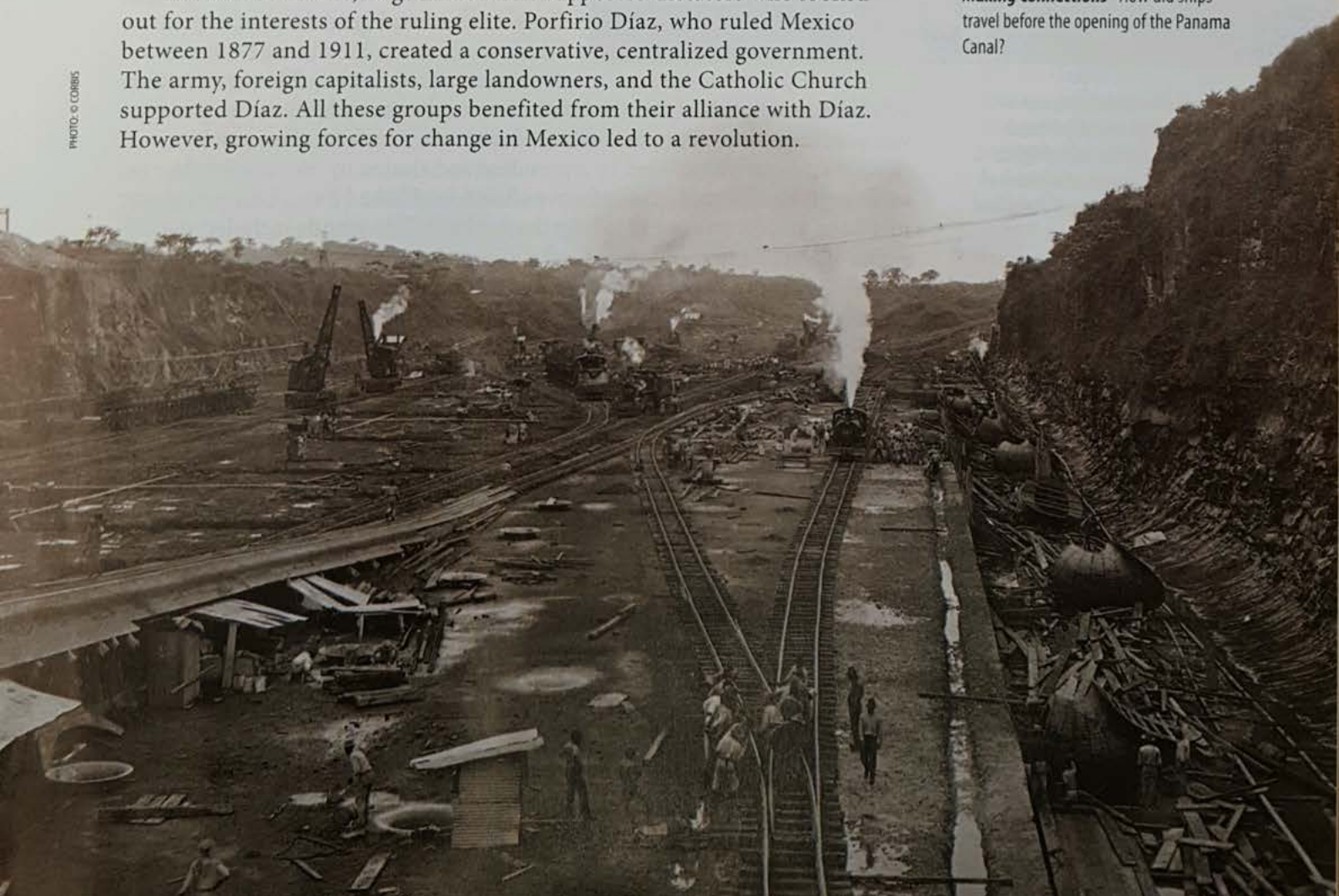
dollar diplomacy

diplomacy that seeks to strengthen the power of a country or effect its purposes in foreign relations by the use of its financial resources

▼ Workers wait along the railroad tracks during the construction of the Panama Canal at Gatun, Panama. The canal changed commercial shipping patterns in the Western Hemisphere.

► **CRITICAL THINKING**

Making Connections How did ships travel before the opening of the Panama Canal?



whereas although

During Díaz's dictatorial reign, the wages of workers had declined. Ninety-five percent of the rural population owned no land, **whereas** about 1,000 families owned almost all of Mexico. A liberal landowner, Francisco Madero, forced Díaz from power in 1911. The door to a wider revolution then opened.

Madero made a valiant effort to handle the revolutionary forces. He put some of the best officials in his administration, and he sought a balance in dealing with foreign interests. However, his efforts proved ineffective.

The northern states were in near anarchy as Pancho Villa's armed masses of bandits swept the countryside. The federal army was full of hard-minded generals who itched to assert their power. Even the liberal politicians and idealists found fault with Madero for not solving all of the country's problems at once.

Francisco Madero's ineffectiveness created a demand for agrarian reform. This new call for reform was led by Emiliano Zapata. Zapata aroused the masses of landless peasants and began to seize and redistribute the estates of wealthy landholders. Although Madero tried to reach an agreement with him for land reforms, Zapata refused to disarm his followers.

Between 1910 and 1920, the Mexican Revolution caused great damage to the Mexican economy. Finally, a new constitution was enacted in 1917. This constitution

set down many goals of the revolution. For revolutionary leaders, the goal was political reform. For peasants, it was about land reform. The constitution set up a government led by a president and elected by universal male suffrage. It also created land-reform policies, established limits on foreign investors, and set an agenda to help the workers. This agenda included the rights of workers to form unions, set a minimum wage, and limited working hours. Eventually, the revolution helped bring about a more democratic and politically stable Mexico.

The revolution also led to an outpouring of patriotism throughout Mexico. National pride was evident as intellectuals and artists sought to capture what was unique about Mexico with special emphasis on its past.

READING PROGRESS CHECK

Identifying Central Issues How did Díaz, Madero, Villa, and Zapata help incite or prolong the Mexican Revolution?

Prosperity and Social Change

GUIDING QUESTION How did prosperity change Latin America after 1870?

After 1870, Latin America began an age of prosperity based to a large extent on the export of a few basic items. These included wheat and beef from Argentina, coffee from Brazil, coffee and bananas from Central America,



▲ Revolutionary leaders, such as Pancho Villa (seated left) and Emiliano Zapata (seated right), raised armies from the masses of discontented poor to fight for land reform in Mexico.

CRITICAL THINKING

Analyzing Visuals What is the significance of this 1915 photograph of Mexican revolutionaries?

and sugar and silver from Peru. These foodstuffs and raw materials were largely exchanged for finished goods—textiles, machines, and luxury items—from Europe and the United States.

After 1900, Latin Americans also increased their own industrialization. They built factories to produce textiles, foods, and construction materials. But because the growth of the Latin American economy came mostly from the export of raw materials, Latin America remained economically dependent on Western nations and their foreign investment.

Despite its economic growth, Latin America was still an underdeveloped region of the world. Old patterns still largely prevailed in Latin American societies. Rural elites dominated their estates and their workers. Slavery had been abolished by 1888, but former enslaved people and their descendants were at the bottom of society. The indigenous peoples were still poverty stricken.

One result of the prosperity of increased exports was growth in the middle **sectors** of Latin American society. Lawyers, merchants, shopkeepers, businesspeople, schoolteachers, professors, bureaucrats, and military officers increased in numbers.

Regardless of the country in which they lived, middle-class Latin Americans shared some common characteristics. They lived in cities and sought education and decent incomes. They also saw the United States as a model, especially in regard to industrialization. The middle class sought liberal reform, not revolution. After they had the right to vote, they generally sided with the landholding elites.

As Latin American export economies boomed, the working class grew. So too did the labor unions, especially after 1914. Radical unions often advocated the use of the general strike as an instrument for change. By and large, the governing elites were able to stifle the political influence of the working class by limiting their right to vote.

The need for industrial workers also led Latin American countries to seek immigrants from Europe. For example, between 1880 and 1914, 3 million Europeans, primarily Italians and Spaniards, settled in Argentina.

As in Europe and the United States, in Latin America industrialization led to urbanization. Buenos Aires (called “the Paris of South America”) had 750,000 inhabitants by 1900 and 2 million by 1914. By that time, 53 percent of Argentina’s population lived in cities.

READING PROGRESS CHECK

Explaining How did an increase in exports change Latin America after 1870?

sector a sociological, economic, or political subdivision of society

Thinking Like a HISTORIAN

Determining Cause and Effect

Historians look for patterns to determine causes and effects of important historical phenomena and events, such as industrialization. As it had earlier in Western Europe and the United States, industrialization caused changes in Latin American societies. Did the process of industrialization have the same effects on Latin American societies as it did on European societies? Use historical analysis skills to answer this question.

LESSON 4 REVIEW



Reviewing Vocabulary

- Explaining** Write a paragraph explaining why the term *dollar diplomacy* appears in quotation marks in the text.

Using Your Notes

- Differentiating** Use your notes listing problems in Mexico after 1870 to write a paragraph that outlines how the new constitution tried to address these problems.

Answering the Guiding Questions

- Identifying Cause and Effect** What was the impact of U.S. involvement in Latin America in the early 1900s?

- Identifying Cause and Effect** What were the causes and effects of the Mexican Revolution?

- Assessing** How did prosperity change Latin America after 1870?

Writing Activity

- ARGUMENT** Write a paragraph that supports or argues against this point of view: The United States was right to do whatever was necessary to build the Panama Canal because it is such an important and strategic waterway.

CHAPTER 12 Assessment



Directions: On a separate sheet of paper, answer the questions below. Make sure you read carefully and answer all parts of the questions.

Lesson Review

Lesson 1

- 1 **IDENTIFYING CENTRAL ISSUES** What is imperialism? What did it lead to in the late nineteenth century?
- 2 **MAKING INFERENCES** What new class did colonial rule create? How did this eventually lead to the end of colonialism?

Lesson 2

- 3 **SUMMARIZING** What raw materials did Europeans seize in West Africa?
- 4 **INTERPRETING** What was the goal of European missionaries as they traveled to the rain forests of Central Africa?

Lesson 3

- 5 **SPECULATING** Why didn't the British set up universal public education in India?
- 6 **FINDING THE MAIN IDEA** What was the spark for India's cultural revival? What are some examples of it?

Lesson 4

- 7 **SPECIFYING** What provisions did the Mexican Constitution of 1917 include?
- 8 **MAKING CONNECTIONS** What caused the increase in the number of Latin Americans in the middle class in the late nineteenth century?

21st Century Skills

- 9 **UNDERSTANDING RELATIONSHIPS AMONG EVENTS** Who were the Boers? How did they influence the European presence in South Africa?
- 10 **IDENTIFYING PERSPECTIVES AND DIFFERING INTERPRETATIONS** What can you deduce from the three different names for the rebellion of 1857 in India and the perspectives of the groups that use them?

Exploring the Essential Questions

- 11 Work with a partner to create a time line showing at least three causes and three effects of imperialism, as well as three examples of resistance to imperialism (successful or unsuccessful) between 1800 and 1914. Include visuals such as photos, sketches, and maps. You may also include primary sources. Be prepared to explain any connections you find.

DBQ Analyzing Historical Documents

Use the document to answer the following questions.

In 1893 Captain F. D. Lugard presented a justification for Great Britain's indirect rule of East Africa.

PRIMARY SOURCE

“There are some who say we have no right in Africa at all, that ‘it belongs to the natives.’ I hold that our right is the necessity that is upon us to provide for our ever-growing population—either by opening new fields for emigration, or by providing work. . . . In Africa, moreover, there is among the people a natural inclination to submit to a higher authority. That intense detestation of control which animates our Teutonic races does not exist among the tribes of Africa, and if there is any authority that we replace, it is the authority of the Slavers and Arabs, or the intolerable tyranny of the ‘dominant tribe.’”

—quoted in *Civilization Past & Present*

- 12 **IDENTIFYING** What three reasons does Captain Lugard give to justify Great Britain's takeover of African nations?
- 13 **EVALUATING** How convincing do Captain Lugard's arguments seem today? Give details.

Extended-Response Question

- 14 **ARGUMENT** Compare and contrast the native peoples' resistance to colonization in Southeast Asia, Africa, India, and Latin America. Discuss who resisted, the tactics they used, and their successes or failures.

Need Extra Help?

If You've Missed Question	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Go to page	226	230	231	232	239	240	244	245	234	237	226	231	231	230