CHAPTER 24

Quick Study Guide

■ Have students use the Quick Study Guide to prepare for this chapter’s test. Students may wish to refer to the following pages as they review:

Western Imperialism
Section 2, pp. 754–760; Section 3, pp. 762–766; Section 4, pp. 767–771; Section 5, pp. 773–777

Imports from Africa and Asia about 1870
Section 1, pp. 750–751

Key Events of the New Imperialism
Section 2, pp. 756–758; Section 3, p. 764; Section 4, pp. 768–769; Section 5, p. 777

■ For additional review, remind students to refer to the Reading and Note Taking Study Guide

Note Taking Study Guide, pp. 214, 216, 218, 220, 222
Section Summaries, pp. 215, 217, 219, 221, 223

■ Have students access Web Code nap-2462 for this chapter’s timeline, which includes expanded entries and additional events.

■ If students need more instruction on analyzing timelines, have them read the Skills Handbook, p. SH32.

■ When students have completed their study of the chapter, distribute Chapter Tests A and B.

Teaching Resources, Unit 5, pp. 78–83

For Progress Monitoring Online, refer students to the Self-test with vocabulary practice at Web Code naa-2461.

Progress Monitoring Online
For: Progress Monitoring Online
Web Code: nac-2461

■ Western Imperialism

Africa
• British Confiscation
• Famine
• Racial segregation in South Africa
• Western-educated African elite
• Nationalism

Middle East
• Islamic reform movements
• Internal rivalries
• Arab nationalism
• Egypt

India
• British East India Company
• Bengal famine
• Salt reforms
• Sepoy Rebellion
• Indian boycott of cash crops
• Indian National Congress
• Muslim League

■ Imports from Africa and Asia about 1870

■ Key Events of the New Imperialism

1805 Muhammad Ali is named governor of Egypt.

1825 Crimea begins efforts to conquer Algeria in North Africa.

1857 The Sepoy Rebellion breaks out in India.

1850 Revolutions break out throughout much of Europe.

1800 In the United States, Robert Fulton uses a steam engine to power a ship.

1848 Revolutions break out in many parts of Europe.

1848 Revolutions break out throughout much of Europe.

Chapter Events
Global Events

• Adapted Reading and Note Taking Study Guide

Note Taking Study Guide, pp. 214, 216, 218, 220, 222
Section Summaries, pp. 215, 217, 219, 221, 223

Differentiated Instruction

Special Needs
Use the following study guide resources to help students acquiring basic skills:

Adapted Reading and Note Taking Study Guide
Note Taking Study Guide, pp. 214, 216, 218, 220, 222
Section Summaries, pp. 215, 217, 219, 221, 223

Less Proficient Readers

English Language Learners
Use the following study guide resources to help Spanish-speaking students:

Spanish Reading and Note Taking Study Guide
Note Taking Study Guide, pp. 214, 216, 218, 220, 222
Section Summaries, pp. 215, 217, 219, 221, 223
Connections to Today

1. Economic: Trade and the Suez Canal. Reread the information in Section 3 on the Suez Canal. How did the opening of the Suez Canal in 1869 transform world trade? Then, find a recent newspaper or magazine article on the Suez Canal today. Do you think the canal is more or less important today than it was in 1869? Write two paragraphs on trade and the Suez Canal today, citing examples from current events to support your answer.

Suez Canal Traffic

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Ships</th>
<th>Net Tons</th>
</tr>
</thead>
<tbody>
<tr>
<td>1975</td>
<td>7,578</td>
<td>50,461,880</td>
</tr>
<tr>
<td>1985</td>
<td>19,701</td>
<td>352,379,830</td>
</tr>
<tr>
<td>1999</td>
<td>17,891</td>
<td>362,372,820</td>
</tr>
<tr>
<td>2003</td>
<td>15,887</td>
<td>543,381,880</td>
</tr>
</tbody>
</table>

SOURCES: Suez Transit Online, 2004

2. People and the Environment: Famines. You have read how disaster struck Ireland in October 1845 when a deadly plant disease ruined the potato crop. In the late 1800s, famines also swept through India. What were the major causes of these famines? What was the effect of growing cash crops instead of food? Conduct research to learn more about the causes of hunger and malnutrition in the world today.

3. Political: Europe and the World. As you have read, there were small groups of people in the West who were against imperialism for both political and moral reasons. Some anti-imperialists believed that colonization was a tool of the wealthy. Others believed that it was immoral to impose autocratic rule on other peoples. Do research to learn more about the arguments against imperialism in the late 1800s and early 1900s. Summarize your findings in two or three paragraphs.

Cumulative Review

Tell students that the main concepts for this chapter are Belief Systems, Empire, Nationalism, and Technology, and then ask them to answer the Cumulative Review questions on this page. Discuss the Connections to Today topics and ask students to answer the questions that follow.

Cumulative Review

1. Research should include examples of both positive (such as improved medical care) and negative (such as disregardment of African customs) impacts. Answers should include information about religious blending and the number of Christian followers today.

2. Responses should weigh the importance of economic motives (acquiring wealth, natural resources, raw materials, and markets), religious motives (spreading Christianity), and political and military motives (extending the territory and seeking greater power and glory) for both empires.

3. Summaries should reflect a clear understanding of the arguments against imperialism in the late 1800s and early 1900s, such as the immoral nature of imposing one’s culture and government on another people.

Connections to Today

1. Responses should also include details on trade through the canal today (such as number of ships or total revenue) to support a clear thesis statement on whether the canal is more or less important today.

2. Responses should mention that population growth and growing cash crops instead of food helped lead to famine in the 1890s. Similar factors have led to hunger in the world today, but students may also mention drought, deforestation, and political issues.
Chapter Assessment

Terms, People, and Places

1. imperialism
2. Sun-Japanese War
3. pasha
4. trade deficit
5. Muhammad Ali
6. Taeping War
7. genocide
8. indemnity
9. economic
10. non-Western
11. Medical
12. steamships
13. King Leopold
14. Muhammad Ali's modernization
15. Armenians
16. nationalism
17. Qing dynasty
18. Ottoman empire
19. nationalism
20. nationalism
21. nationalism

Main Ideas

9. economic, political, military, humanitar...
10. Many non-Western nations were weak...
11. Medical advances and steamships...
12. King Leopold's activities in the Congo...
13. nationalist revolts, European pres...
14. Muhammad Ali's modernization encourages Western influence and eventually led to the construction of the Suez canal, but high-interest loans forced the Egyptian ruler to sell shares of the canal, giving the British a controlling interest.
15. British rule led to improved transportation, communication, medical care, farming methods, order, justice, and education but also led to exploitation, destruction of local industry, deforestation, and famine.
16. The British rule led to schooling in Western ideas of democracy, which led to nationalism.
17. through military force
18. The defeat of the Boxer Rebellion led to greater Westernization, which led to nationalism, which combined with discontent and a weak emperor to topple the dynasty.

Chapter Focus Question

19. Western nations gained global empires by exploiting weaknesses in non-Western states and by using their economic and military power and superior technology to extend their influence.

Terms, People, and Places

section 1 (pp. 750–753)
1. Describe the four main directions of the new imperialists.
2. Why did Western imperialism spread so rapidly?
3. How did European contact with Africa increase during the 1800s?
4. How did the scramble for African colonies begin?

section 2 (pp. 754–761)
5. Explain the impact of British colonial rule on India.
6. Explain the impact of British colonial rule on India.
7. Explain the impact of British colonial rule on India.
8. Why did the Qing dynasty come to an end?

section 3 (pp. 762–766)
9. What problems faced the Ottoman empire in the 1800s?
10. Why did the Qing dynasty come to an end?
11. How did European contact with Africa increase during the 1800s?
12. Why did the Qing dynasty come to an end?
13. What problems faced the Ottoman empire in the 1800s?
14. How did the modernization of Egypt lead to British rule?

section 4 (pp. 767–772)
15. Explain the impact of British colonial rule on India.
16. Describe the origins of Indian nationalism.
17. How did westerners gain trading rights in China during the 1800s?
18. Why did the Qing dynasty come to an end?

Chapter Focus Question

19. How did Western industrial powers gain global empires?

Critical Thinking

20. Geographical and Historical. Why were the natural resources of Africa and Asia important to Europeans in the 1800s?
21. Analyzing Caricatures. The political cartoon below shows a French soldier (left) and a British soldier (right) ripping apart a map. How do you think the situation depicted in the cartoon affected relations between Britain and France?

Writing About History

Writing a Persuasive Essay. During the 1800s, European powers embarked on a period of expansion known as the Age of Imperialism. Despite resistance, these powers brought much of the world under their control between 1870 and 1914. Write a persuasive essay from the point of view of a Chinese government official in which the official tries to persuade the British that the Treaty of Nanjing is too harsh and will lead to dangerous anti-foreign feelings. Consult page 914 of the Writing Handbook for additional help.

Presenting
- Make a list of what you believe to be the strongest arguments of the Chinese official.
- Organize the arguments on your list from weakest to strongest.
- Closes with a strong argument.

Drafting
- Clearly state the position that you will prove in the thesis statement.
- Sequence your arguments so that you open or close with your strongest ones.
- Write a conclusion that restates your thesis and closes with a strong argument.

Revising
- Revise your arguments to make sure that you have explained them logically and clearly.

Sample: They may have hindered anti-imperialist efforts by causing division and causing Muslims to fear that a Hindu-run India would oppress them.

Sample: to avoid conflict among themselves and possibly to avoid the expense of maintaining a colony in China
Document-Based Assessment

The Forgotten Genocide

The Armenian massacre has been called the “forgotten geno-
cide.” It refers to the destruction, between 1895 and 1923, of the
Christian Armenians of Turkey under the Muslim Ottoman govern-
ment. More than 2 million Armenians lived in Turkey before the
massacres. Estimates of those killed vary from 600,000 to
1.5 million. The rest were driven from their ancestral homes. Most
perpetrators were freed, despite pledges by the Allies to punish
them after World War I.

Document A

“As it got worse, all of us, and all the people, began gathering in
our school. The word came around that the Turks were going on the
streets and killing all the Armenians and leaving them on the
streets. I, myself, was in school already, so I simply stayed there.
Then orders came from the school that we, too, should run away.
But where? All the buildings were on fire! The Turks were burn-
ing everything. There was a whole group of us running away from
the school.” —Arnaud Toyoba, British historian, cited in Experiences

Analyzing Documents

Use your knowledge of the Armenian massacre and Documents A, B, C, and D to answer questions 1–4.

1. According to Document D, the 1915 massacre of Armenians
   A. went unpunished.
   B. was ineffective and unsuccessful.
   C. was an attempt to exterminate Armenians.
   D. was carried out under the cloak of legality by cold-blooded governmental action.

2. Document C shows that the Turkish police
   A. were ineffective and unsuccessful.
   B. tried to protect the property of Armenian citizens.
   C. carried out orders from their government.
   D. protected the American embassy.

3. According to Document D, the Armenian Massacre and the
   Holocaust
   A. were committed by the same people.
   B. were carried out in a similar way.
   C. had very few similarities, except for the large number of
   D. both took place in Germany.

4. Writing Task
   “The 1,000 Armenian houses are being emptied of furniture by
   the police one after the other. The furniture, building and every-
   thing of value is being stored in large buildings about the
   city. . . . The goods are piled in without any attempt at labeling
   or systematization. A crowd of Turkish women and children follow
   the police about like a lot of vultures and seize anything they can lay their hands on and when the more valuable things
   are carried out of the house by the police they rush in and take
   the balance. . . . I suppose it will take several weeks to empty all
   the houses and then the Armenian shops and stores will be cleared out.”
   —From a report to the American embassy by Oscar S. Heizer,
   American consul in Tebland, July 1915

Document D

“The proportion of Armenians killed by the Turks in World War I
out of the general number of Armenians in the Ottoman Empire
was no less than that of the Jewish victims [during the Hol-
ocaust] or out of the total Jewish population in Europe. Nor are
the methods of killing unique . . . . The type of murder committed by
the Germans in the USSR—mass machine-gunning—was the
traditional method of mass murder in our century, and the death
marches of Jews in the closing stages of the war had their prece-
dent in the Armenian case as well. Nor is the fact in the case
of the Holocaust it was a state machine and a bureaucracy that
was responsible for the murder unique, because there, too, the
Young Turks had preceded the German Nazis in planning the
execution of a population with such means as were modern at the
time.”
—From Remembrance and Denial by Richard G. Hovannisian

Answers

1. D
2. A
3. B
4. Responses should use specific evidence from the documents and the chapter to explain how the violence and destruction of the Armenian genocide caused Paşa to desist his superior.