

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

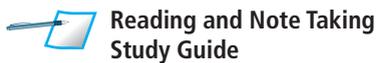
Section 1, pp. 750–751

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

L3



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 **History Interactive** 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.

All in One 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**.

Quick Study Guide

Progress Monitoring Online

For: Self-test with vocabulary practice
Web Code: naa-2461

Western Imperialism

Africa	Muslim Regions	India	China
<ul style="list-style-type: none"> Berlin Conference Raw materials exploited Boer War Racial segregation in South Africa Western-educated African elite Nationalism grows 	<ul style="list-style-type: none"> Islamic reform movements Internal revolts Armenian genocide Egypt modernizes 	<ul style="list-style-type: none"> British East India Company Changes to legal and caste systems Sepoy Rebellion Indians forced to raise cash crops Population growth and famine Indian National Congress Muslim League 	<ul style="list-style-type: none"> Opium War Unequal trade treaties Self-strengthening movement Sino-Japanese War Boxer Uprising

Imports from Africa and Asia about 1870



Key Events of the New Imperialism

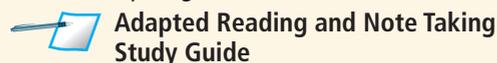
<p>1800</p> <p>Chapter Events</p> <p>Global Events</p>	<p>1805</p> <p>Muhammad Ali is named governor of Egypt.</p> 	<p>1807</p> <p>In the United States, Robert Fulton uses a steam engine to power a ship.</p>	<p>1825</p> <p>Chapter Events</p> <p>Global Events</p>	<p>1830</p> <p>France begins efforts to conquer Algeria in North Africa.</p>	<p>1848</p> <p>Revolutions break out throughout much of Europe.</p>	<p>1850</p> <p>Chapter Events</p> <p>Global Events</p>	<p>1857</p> <p>The Sepoy Rebellion breaks out in India.</p> 
---	--	--	---	---	--	---	--

Differentiated

Instruction Solutions for All Learners

L1 Special Needs **L2** Less Proficient Readers

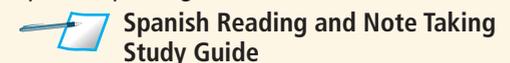
Use the following study guide resources to help students acquiring basic skills:



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

L2 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

Concept Connector

Concept Connector

Cumulative Review

Record the answers to the questions below on your Concept Connector worksheets. In addition, record information from this chapter about the following concepts:

- Nationalism: English nationalism
- Nationalism: American nationalism

1. **Belief Systems** In the late 1800s, many missionaries believed that they had a duty to spread the ideas of Western civilization, including its medicine, law, and Christian religion. Do research to learn more about the positive and negative impact of missionaries during this time period. Is there any evidence of the blending of Christian and native religions? How many Christian followers are there in Africa today?
2. **Empire** European imperialism began long before the 1800s. European states had overseas empires as early as the 1400s and 1500s. Do research to learn more about the Spanish empire of the 1500s and then compare it to the British empire of the late 1800s. How were they similar? How were they different? Think about the following:
 - economic motives
 - religious motives
 - political and military motives
3. **Empire** 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 colonialism was a tool of the wealthy. Others believed that it was immoral to impose undemocratic 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.

Connections to Today

1. **Economics: 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		
Year	Number of Ships	Net Tons
1975	5,579	50,441,000
1985	19,791	352,579,000
1995	15,051	360,372,000
2003	15,667	549,381,000

SOURCE: Leth Suez Transit Online, 2004

2. **People and the Environment: Famine** 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.

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 disparagement 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 immorality 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 1800s. Similar factors have led to hunger in the world today, but students may also mention drought, deforestation, and political issues.

For additional review of this chapter's core concepts, remind students to refer to the

 **Reading and Note Taking Study Guide**

Concept Connector, pp. 317, 343, 359, 375

L3

1884
European officials meet at the Berlin Conference to settle rival land claims in Africa.



1899
Boer War erupts in South Africa.

1911
Sun Yixian becomes president of Chinese republic.

History Interactive
For: Interactive timeline
Web Code: nap-2462

1875

1900

1925

Mid-1880s
German engineers develop the first automobile.

1914
World War I begins in Europe.

Differentiated Instruction

Solutions for All Learners

- L1** Special Needs **L2** Less Proficient Readers **L2** English Language Learners

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

 **Adapted Reading and Note Taking Study Guide**

Adapted Concept Connector, pp. 317, 357, 384, 406

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

 **Spanish Reading and Note Taking Study Guide**

Spanish Concept Connector, pp. 317, 357, 384, 406

Chapter Assessment

Terms, People, and Places

1. imperialism
2. Sino-Japanese War
3. pasha
4. trade deficit
5. Muhammad Ali
6. Taiping Rebellion
7. genocide
8. indemnity

Main Ideas

9. economic, political, military, humanitarian, religious motives, and Social Darwinism
10. Many non-Western nations were weak whereas Western powers had strong economies, governments, and armed forces and superior technology.
11. Medical advances and steamships allowed explorers and missionaries to push deep into Africa.
12. King Leopold's activities in the Congo led to the Berlin Conference, which led to a scramble to carve out claims.
13. nationalist revolts, European pressure, efforts to Westernize, the Young Turks movement, and problems with Armenians
14. Muhammad Ali's modernization encouraged 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. British rule led to schooling in Western ideals 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.

Chapter Assessment

Terms, People, and Places

Match the following definitions with the terms listed below. You will not use all of the terms.

genocide	trade surplus
imperialism	trade deficit
indemnity	Menelik II
Sino-Japanese War	Muhammad Ali
pasha	Taiping Rebellion
viceroy	Boxer Uprising

1. the domination by one country of the political, economic, or cultural life of another country or region
2. war between China and Japan where Japan gained Taiwan
3. provincial ruler in the Ottoman empire
4. situation in which a country imports more than it exports
5. governor of Egypt, sometimes called the "father of modern Egypt"
6. peasant revolt in China from 1850–1864
7. a deliberate attempt to destroy an entire religious or ethnic group
8. payment for losses in war

Main Ideas

Section 1 (pp. 750–753)

9. Describe the four main motives of the new imperialists.
10. Why did Western imperialism spread so rapidly?

Section 2 (pp. 754–761)

11. How did European contact with Africa increase during the 1800s?
12. How did the scramble for African colonies begin?

Section 3 (pp. 762–766)

13. What problems faced the Ottoman empire in the 1800s?
14. How did the modernization of Egypt lead to British rule?



● 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 SH16 of the Writing Handbook for additional help.

Prewriting

- Make a list of what you believe to be the strongest arguments of the Chinese official.

Section 4 (pp. 767–772)

15. Explain the impact of British colonial rule on India.
16. Describe the origins of Indian nationalism.

Section 5 (pp. 773–777)

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. **Geography and History** Why were the natural resources of Africa and Asia important to Europeans in the 1800s?
21. **Analyzing Cartoons** 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?



22. **Summarize** How did the Ottoman empire try to westernize?
23. **Predict Consequences** How do you think rivalries between religious groups affected anti-imperialism efforts in India? Explain your answer.
24. **Analyze Information** Why did Western industrial nations establish spheres of influence in China rather than colonies as they did in Africa and India?

Critical Thinking

20. They needed them for industry, due to the Industrial Revolution.
21. Sample: It may have improved them because they divided territory without going to war.
22. It Westernized its government and military, built railroads, improved medical care and farming, and sent young men to receive a Western education.

23. Sample: They may have hindered anti-imperialist efforts by causing division and causing Muslims to fear that a Hindu-run India would oppress them.
24. 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 genocide.” It refers to the destruction, between 1895 and 1923, of the Christian Armenians of Turkey under the Muslim Ottoman government. More than 2 million Armenians lived in Turkey before the genocide. Estimates of those killed vary from 600,000 to 1.5 million. The rest were driven from their ancestral home. 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 burning everything. There was a whole group of us running away from the school.”

—Annalin, a survivor from Smyrna on events of 1922

Document B

“The massacre of Armenian subjects in the Ottoman Empire in 1896 . . . was amateur and ineffective compared with the largely successful attempt to exterminate [them] during the First World War in 1915. . . . [This] genocide was carried out under the cloak of legality by cold-blooded governmental action. These were not mass-murders committed spontaneously by mobs of private people. . . .”

—Arnold Toynbee, British historian, cited in *Experiences*

Document C

“The 1,000 Armenian houses are being emptied of furniture by the police one after the other. The furniture, bedding and everything of value is being stored in large buildings about the city. . . . The goods are piled in without any attempt at labeling or systematic storage. 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 Tebizond, 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 Holocaust] 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 precedent in the Armenian case as well. Nor is the fact that 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

Document-Based Assessment

- To help students understand the documents on this page, give them the following **TIP: Look at the author of the document before reading it so you can evaluate the person’s bias and whether the author is likely to distort the facts.**
- To provide students with further practice in answering Document-Based Assessment Questions, go to  **Document-Based Assessment**, pp. 67–79
- If students need more instruction on comparing viewpoints, have them read the **Skills Handbook**, p. SH34.

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 B, the 1915 massacre of Armenians
A went unpunished.
B was ineffective and unsuccessful.
C was not as well documented as the 1896 massacre.
D was committed with the knowledge of the Turkish government.
2. Document C shows that the Turkish police
A tried to protect the property of Armenian citizens, despite their government’s orders.
B tried to help Armenian citizens as best they could.
C took part in stealing the property of Armenian citizens.
D protested to the American embassy to try to help their friends.
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 murders.
D both took place in Germany.
4. **Writing Task** Ismayale Kemal Pasha, a governor in Marash, was described by one survivor as kind and justice-loving. He tried saving Armenian citizens, despite orders from his superiors to carry out the genocide without remorse. Suppose Ismayale Kemal Pasha explained his decision to help in a memoir. Write a brief explanation from his point of view. Use these documents along with information from the chapter in your writing.

● Writing About History

As students begin the assignment, refer them to page SH16 of the **Writing Handbook** for help in writing a persuasive essay. Remind them of the steps they should take to complete their assignment, including prewriting, drafting, and revising. For help in revising, remind them to use the guidelines on page SH17 of the **Writing Handbook**.

Students’ essays should have a clear thesis statement supported by well-developed arguments that build from weakest to strongest. They should include a conclusion that ends with a strong argument. They should be polite toward their audience and free of grammatical and spelling errors. For scoring rubrics for writing assignments, see **Assessment Rubrics**, p. 8.

Answers

1. D
2. C
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 Pasha to disobey his superiors.