

# CHAPTER 26

## Quick Study Guide

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

### Nationalism Around the World

Section 1, pp. 855–856; Section 2, pp. 858–864; Section 3, pp. 865–867; Section 4, pp. 869–873; Section 5, pp. 874–877

### Key Leaders

Section 1, pp. 853–855; Section 2, pp. 861–862; Section 3, pp. 865–868; Section 4, pp. 870–873

### Effects of World War I on World Events

Section 1, p. 855; Section 2, pp. 858–864; Section 5, pp. 876–877

### Key Events in Latin America, Africa, and Asia

Section 1, pp. 852–855; Section 2, pp. 859–862; Section 3, p. 867; Section 4, pp. 870–871, 873

- For additional review, remind students to refer to the

L3

### Reading and Note Taking Study Guide

Note Taking Study Guide, pp. 243, 245, 247, 249, 251

Section Summaries, pp. 244, 246, 248, 250, 252

- Have students access **Web Code nap-2762** 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 6, pp. 38–43

For **Progress Monitoring Online**, refer students to the Self-test with vocabulary practice at **Web Code naa-2761**.

# CHAPTER 27

## Quick Study Guide

### Progress Monitoring Online

For: Self-test with vocabulary practice  
Web Code: naa-2761

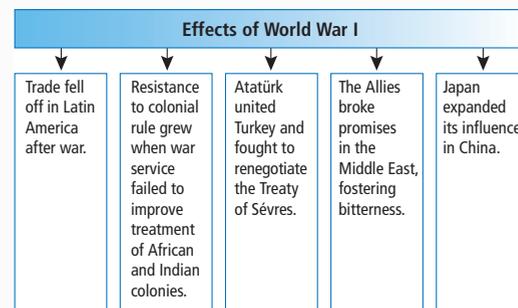
### Nationalism Around the World 1910–1939

Location	Goals	Expression
Mexico	To reject foreign influence	Nationalizing foreign companies; emphasizing Latin American culture
Africa	To fight for rights under colonial system	Organizing resistance, including protests, boycotts, strikes, squatting; founding of associations and political parties
Turkey and Persia	To strengthen countries by modernizing and westernizing	Secularizing daily life; adopting Western ways; building industry
The Middle East	To create a Pan-Arab state	Resisting mandate system; ongoing friction between Jewish settlers and Palestinians
India	To gain independence from British	Protesting British rule using nonviolent methods, under Gandhi's leadership
China	To lessen foreign domination of China	Resisting Japanese encroachment; attempting to strengthen China
Japan	To build an empire	Issuing the Twenty-One Demands; invading China multiple times

### Key Leaders

Emiliano Zapata—Mexican land reformer  
Venustiano Carranza—conservative Mexican president  
Atatürk—father of modern Turkey  
Reza Khan—modernizing Shah of Persia  
Gandhi—Congress Party leader (led self-rule protest movement)  
Jiang Jieshi—leader of Guomindang (Chinese Nationalists)  
Mao Zedong—leader of Chinese Communist Party

### Effects of World War I on World Events



### Key Events in Latin America, Africa, and Asia



1910  
Mexican Revolution begins.

1912  
Black South Africans form a political party, which later becomes the African National Congress (ANC).

1917  
A new Mexican constitution is passed, but fighting continues.

Latin America  
and Africa  
Asia

1910

1915

1920

1911  
Sun Yixian and the Guomindang establish the Republic of China.



1923  
Atatürk founds modern Turkey.

### Differentiated Instruction

Solutions for All Learners

L1 Special Needs L2 Less Proficient Readers

For students acquiring basic skills:

### Adapted Reading and Note Taking Study Guide

Adapted Note Taking, pp. 243, 245, 247, 249, 251

Adapted Section Summaries, pp. 244, 246, 248, 250, 252

L2 English Language Learners

For Spanish-speaking students:

### Spanish Reading and Note Taking Study Guide

Spanish Note Taking, pp. 243, 245, 247, 249, 251

Spanish Section Summaries, pp. 244, 246, 248, 250, 252

## Concept Connector

## Concept Connector

### Cumulative Review

Record the answers to the questions below on your **Concept Connector** worksheets.

- Conflict** The Chinese Communists and the Guomindang (Nationalists) battled each other off and on for control of China from the 1920s through the 1940s. The Communists ultimately triumphed. Compare this conflict to the Russian Revolution of 1917. Consider the following:
  - causes
  - nature and duration of fighting
  - role of foreign interference
  - role of communist ideology
  - effect on economy and daily life
- Nationalism** Compare Pan-Arab nationalism in the Middle East to Pan-Slav nationalism in the Balkans. How were the aims, goals, and results of the two movements similar? How did they differ? Answer these questions in an essay.
- Nationalism** By the early 1900s, Japan was an industrial power and wanted to build an empire similar to those of other industrialized powers. Throughout the 1800s, the United States had expanded its hold on North America, while several European nations had built large empires. However, these nations sought to limit Japanese expansion. Read more about expansion in Japan, the United States, and Britain, and create a chart comparing the three countries. Include the following in your chart:
  - reasons for expansion
  - expansionist goals
  - international reaction to expansion

### Connections to Today

- Conflict: The Zapatista Army of National Liberation** Although Emiliano Zapata was assassinated in 1919, the spirit of his movement has lived on. In the early 1990s, poverty-stricken Indian peasants in the southern state of Chiapas formed a revolutionary group named the Zapatista Army of National Liberation, after Zapata. Conduct research on the issues behind the Zapatista movement, and then create a chart comparing issues from the Mexican Revolution era to those of the Zapatistas today.



- Conflict: Soweto, Then and Now** Soweto, a poor suburb of Johannesburg, South Africa, was a harsh symbol of apartheid. Soweto has changed since apartheid began to end in 1990, but poverty is still widespread. Conduct research and write two paragraphs about life in Soweto today.

Tell students that the main concepts for this chapter are Conflict and Nationalism, 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

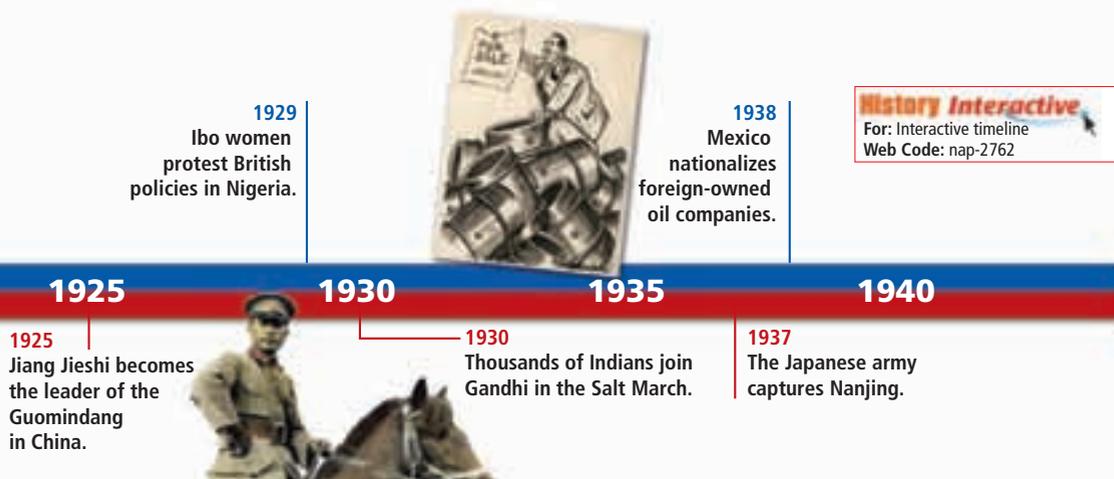
- Responses should include an accurate comparison of both conflicts and mention key facts about both.
- Essays should compare both types of nationalism and note such similarities as the idea of a shared heritage including history and language, the desire for independence and land, as well as such differences as the role played by the West.
- Charts should clearly list reasons for expansion, including the desire for new markets for goods as well as the availability of raw materials and resources, room for expanding populations, and growing industrial strength.

### Connections to Today

- Charts should accurately compare the Zapatista movement with what was learned in this chapter about reform and economic and political nationalism in early twentieth-century Mexico. They should include the issues of land use, foreign influence, and resistance to one-party rule.
- Answers should reflect valid research from reliable sources about life in modern-day Soweto. They should mention that Soweto residents today have more political power and better health care than in the apartheid years, but unemployment is still high.

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

 **Reading and Note Taking Study Guide**  
Concept Connector, pp. 320, 359



### 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**

Adapted Concept Connector, pp. 322, 384

#### L2 English Language Learners

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

 **Spanish Reading and Note Taking Study Guide**

Spanish Concept Connector, pp. 322, 384

**L3**

# Chapter Assessment

## Terms, People, and Places

1. It is a desire for domestic control of the economy. In the early 1900s, Latin Americans nationalized many foreign-owned businesses and encouraged domestic industry.
2. It was the announcement of British support for Jewish settlement in Palestine. It went against Pan-Arabic aims to create a united Arab nation.
3. *Ahimsa* is a doctrine of nonviolence and reverence for all life. Civil disobedience is the refusal to obey unjust laws. Gandhi used the theory of nonviolence as a principle in his campaign, which included passive and active civil disobedience.
4. a list of demands given to Yuan Shikai, the leader of China, by Japanese leaders that would have made China a protectorate of Japan
5. Manchuria is a region of northern China that is rich in natural resources. Japanese ultranationalists, or extreme nationalists, created an excuse to invade and control Manchuria in 1931.

## Main Ideas

6. unequal distribution of wealth and power, middle class agitation for democracy, upper class resentment of foreign control of business
7. It led to stronger central governments, less foreign influence, and more pride in Latin American cultures.
8. Pan-Africanism and the *négritude* movement bolstered pride in African culture.
9. Turkey and Persia modernized, while Palestine and other territories protested the mandate system.
10. by encouraging Indians to use non-violent protest and civil disobedience to force Britain to give India independence
11. First phase: Guomindang and Communists fought against warlords. Second phase: Guomindang and Communists fought each other for control of China.
12. Japan took over Manchuria in 1931 and invaded China again in 1937.
13. by expanding Japan's empire and getting access to more natural resources

# Chapter Assessment

## Terms, People, and Places

1. Define **economic nationalism**. How did this movement bring change to Latin America in the early 1900s?
2. What was the **Balfour Declaration**? Did it further or hinder the aims of **Pan-Arabism**? Explain.
3. Define **ahimsa** and **civil disobedience**. How did Gandhi use both in his campaign for self-rule in India?
4. What were the **Twenty-One Demands**? How were they an example of foreign imperialism in China?
5. Define **Manchuria** and **ultranationalist**. Describe how what happened in Manchuria was a result of ultranationalist aims in Japan.

## Main Ideas

### Section 1 (pp. 852–857)

6. What caused the Mexican Revolution?
7. How did nationalism affect Latin America in the early 1900s?

### Section 2 (pp. 858–864)

8. How did African nationalism grow in the early 1900s?
9. What changes took place in the Middle East?

### Section 3 (pp. 865–868)

10. How did Mohandas Gandhi help Indians work to gain self-rule?

### Section 4 (pp. 869–873)

11. Describe the two phases of civil war in China.
12. How did Japan interfere in China in the 1930s?

### Section 5 (pp. 874–877)

13. Describe how ultranationalists in Japan sought to solve Japan's economic problems during the Great Depression.

### Chapter Focus Question

14. How did nationalism and the desire for change shape world events in the early 1900s?

## Critical Thinking

15. **Draw Conclusions** How did the Good Neighbor Policy change the relationship between the United States and Latin America?
16. **Draw Inferences** How did Pan-Africanism affect people around the world?
17. **Recognize Cause and Effect** How did World War I affect relations between India and Britain?



18. **Analyzing Visuals** In the photo above, Mexican *soldaderas* stand with some male soldiers. How does this image embody some of the goals of the Mexican Revolution?
19. **Identify Central Issues** What three-sided struggle took place in China from 1937 to 1945?
20. **Predict Consequences** How were liberal changes in 1920s Japan reversed by ultranationalists in the 1930s?



## ● Writing About History

**Writing a Persuasive Essay** In this chapter, you learned about how people in many different regions of the world struggled to change their lives in the early 1900s. Pick a major issue from one of these regions, choose a stance on it, and then write an essay that persuades the reader to believe in your point of view.

### Prewriting

- Choose a topic that provokes a valid argument, not a topic on which most people would agree or disagree.
- Gather information about your topic to help you generate arguments.

### Drafting

- Develop a thesis and arguments that support your position.
- Use an organizational structure to help build your argument.
- Write an introduction outlining your position and arguments on the topic, a body, and a conclusion.

### Revising

- As you review your essay, look for and eliminate weak logic.
- Use the guidelines for revising your essay on page SH17 of the Writing Handbook.

## Chapter Focus Question

14. Nationalism led many countries to resist foreign control or, in the case of Japan, to try to expand its own influence.

## Critical Thinking

15. The United States lessened its interference in Latin American affairs.
16. It unified Africans and people of African descent.

17. Tensions increased when the British offered only small reforms after the war.
18. It shows that all Mexicans, including women, were united in overthrowing Díaz.
19. the struggle between the Communists, Guomindang, and Japanese
20. Ultranationalists restricted rights and renewed aggressive expansionist policies.

# Document-Based Assessment

## A Fistful of Salt

Mohandas Gandhi's campaign of nonviolent resistance was a potent weapon in the Indian struggle for independence from Britain. The documents below describe one hard-fought battle: the Salt March of 1930.

### Document A

"Wherever possible, civil disobedience of the salt laws should be started. These laws can be violated in three ways. It is an offense to manufacture salt wherever there are facilities for doing so. The possession and sale of contraband salt, which includes natural salt or salt earth, [is] also an offense. The purchasers of such salt will be equally guilty. To carry away the natural salt deposits on the seashore is likewise violation of the law. So is the hawking of such salt. In short, you may choose any one or all of these devices to break the salt monopoly."

—Gandhi on the Salt March

### Document B

"The Salt Satyagraha started with a dramatic long march by Gandhi and a group of picked companions from Sabarmati to the coast at Dandi, 240 miles away, where he proceeded to make salt illegally by boiling sea water. The march was a publicity enterprise of great power as the press followed the party's progress . . . As he journeyed . . . deliberately challenging established authority, village headmen began to resign in large numbers . . . in April, [India's Viceroy, Lord] Irwin reported to London that in Gujarat 'the personal influence of Gandhi threatens to create a position of real embarrassment to the administration . . . as in some areas he has already achieved a considerable measure of success in undermining the authority of Government.'"

—From *Modern India: The Origins of Asian Democracy*  
by Judith M. Brown

### Document C

"Suddenly, at a word of command, scores of native policemen rushed upon the advancing marchers and rained blows on their heads with their steel-shod *lathis*. Not one of the marchers even raised an arm to fend off the blows. They went down like ten-pins. . . . The survivors, without breaking ranks, silently and doggedly marched on until struck down."

—Webb Miller, a British journalist reporting on a march to the salt deposits at Dharsana

### Document D



Gandhi picking up salt at the coastal village of Dandi in India, April 6, 1930

## Document-Based Assessment

- To help students understand the documents on this page, give them the following **TIP: Analyze photographs as primary sources by identifying the photographer's purpose in taking the picture.**
- To provide students with further practice in answering Document-Based Assessment Questions, go to  **Document-Based Assessment**, pp. 80–94
- If students need more instruction on analyzing primary sources, have them read the **Skills Handbook**, p. SH33.

## Analyzing Documents

Use your knowledge of India's struggle for self-rule and Documents A, B, C, and D to answer questions 1–4.

1. In Document A, Gandhi was mainly addressing
  - A British authorities.
  - B journalists around the world.
  - C the British people.
  - D the Indian people.
2. In Document B, the historian describes the effect of the Salt March on
  - A the supply of salt.
  - B the authority of the British government.
  - C protesters in other countries.
  - D Gandhi's health.
3. Which words from Document C reflect the attitude of the reporter toward the marchers?
  - A suddenly, command
  - B steel-shod *lathis*, ten-pins
  - C fend, blows
  - D silently, doggedly
4. **Writing Task** How was the Salt March a turning point in India's struggle for independence? Use what you have learned from these documents and the chapter in your response.

## ● 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' persuasive essays should address a relevant topic and advance a valid argument. Their points should be well-supported, their reasoning well-organized and free of weak logic. For scoring rubrics for writing assignments, see **Assessment Rubrics**, p. 8.

## Answers

1. D
2. B
3. D
4. Responses should emphasize that the Salt March used nonviolent methods, garnered international attention, and exposed police brutality. They should also use specific evidence from the documents and the chapter to support their conclusions.