Quick Study Guide

Nationalism Around the World 1910–1939

<table>
<thead>
<tr>
<th>Location</th>
<th>Guide</th>
<th>Expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mexico</td>
<td>To reject foreign influence</td>
<td>Nationalizing foreign positions, emphasizing the Mexican Revolution</td>
</tr>
<tr>
<td>Africa</td>
<td>To fight for rights under colonial systems</td>
<td>Leading up to the independence movement, focusing on the African National Congress (ANC)</td>
</tr>
<tr>
<td>Latin America and Asia</td>
<td>To end up in revolution and awakening</td>
<td>Seeking autonomy and nation-building, including protests and uprisings</td>
</tr>
</tbody>
</table>

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

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.

1911
- Sun Yat-sen and the Guomindang establish the Republic of China.

1920
- Atatürk founds modern Turkey.
**Cumulative Review**

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

1. **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

2. **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.

3. **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 1920s, the United States had expanded to 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:
     - reasons for expansion
     - expansionist goals
     - international reaction to expansion

**Connections to Today**

1. **Conflict: The Zapatista Army of National Liberation**
   - In 2005, Emiliano Zapata was assassinated in 1919, the spirit of his movement has lived on. In the early 1900s, 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.

2. **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.

**Cumulative Review**

1. Responses should include an accurate comparison of both conflicts and mention key facts about both.
2. 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.
3. 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**

1. 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.

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
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 companies and encouraged domestic industry.
2. It was the announcement of British support for Jewish settlement in Palestine. It went against Pan-Arabian 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 northeastern 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 businesses.
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 tested the mandate system.
10. By encouraging Indians to use nonviolent 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...

Critical Thinking
15. Draw Conclusions: How did the Good Neighbor Policy affect 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?

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.

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

16. Tensions increased when the British offered only small reforms after the war.
17. It shows that all Mexicans, including women, were united in overthrowing Diaz.
18. The struggle between the Communists, Guomindang, and Japanese...
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, (b) 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 breaking 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 public relation 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 considerable measure of success in undermining the authority of Government.'"

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

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 Indian 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. send, 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 to support your response.

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.