

CHAPTER  
**11**

# The Age of Imperialism, 1850–1914

## PREVIEWING THEMES

### Empire Building

The Industrial Revolution gave European nations the necessary technology to dominate other peoples. During the 1800s, the European powers competed with one another to claim parts of Africa, Southeast Asia, India, and the Pacific. Toward the end of the century, the United States established its own overseas colonies in the Pacific.

### Economics

The imperialists regarded their colonies as captive markets as well as sources of raw materials and trade goods. The colonizers demanded production of cash crops at the expense of the peasants' own subsistence agriculture. In tropical areas, plantation agriculture increased the need for laborers and spurred immigration.

### Power and Authority

Colonizers were divided on the best method of rule. Britain and the United States ruled indirectly, using local leaders and institutions where possible. The French and others ruled the colonies directly from a central authority. Often the two methods were blended.

## EUROPEAN COLONIES, 1850–1914

Territory Controlled By:

Belgium
France
German Empire
Great Britain
Italy
The Netherlands
Portugal
Russian Empire
Spain
United States
Independent States

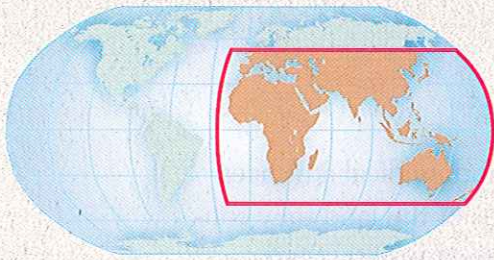


ATLANTIC OCEAN

This sculptured brass weight was used by the **Asante** people of Africa. The elaborate nature of the weight may indicate that trade was especially important to the Asante. The British traded with the Asante on the west coast of Africa, also known as the Gold Coast.



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## PREVIEWING THE CHAPTER

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Queen Victoria of England ruled during most of the Age of Imperialism. During her reign, the saying, "The sun never sets on the British Empire" was true of the colonial holdings of Britain.



PACIFIC OCEAN

Ethiopian ruler **Menelik II** defeated the Italians at the Battle of Adowa in 1896. The Ethiopians' defeat of the Italians was one of the few successful resistances to the European imperialists.

Tropic of Cancer

Equator 0°

INDIAN OCEAN

Tropic of Capricorn



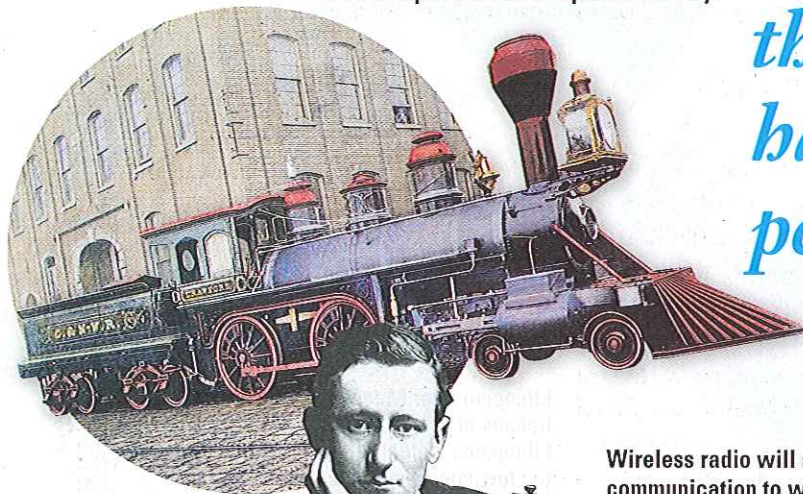
# Interact *with* History

The 19th-century Europeans have access to steam engines and medical advances. They have the technical know-how to develop the resources of the land they control. They want to develop these resources to make themselves great profits. Many believe that they also have both the right and the responsibility to develop the lands and cultures of less advanced areas of the world.

You wonder about the Europeans' thinking. What rights and responsibilities do they really have? How much should they try to change other peoples and other cultures?

Railroads will bring the products grown or mined to market and carry people to different parts of the conquered country.

*What impact might these Europeans have on the land and people they conquer?*



Wireless radio will allow communication to wide areas of the country.



Mining gold and diamonds will destroy the land that has been taken away from the local inhabitants.

## EXAMINING *the* ISSUES

- Does a technologically advanced nation have a responsibility to share its advances with less developed areas?
- Is it acceptable to impose your culture on another culture group?
- Who should benefit from the resources of a place?
- Is there such a thing as having too much power over others?

Discuss these questions with your classmates. In your discussion, remember what you have already learned about conquests and cultural changes.

**As you read** about imperialists in this chapter, look for their effects on both the colonizers and the colonized.

Local rule might be eliminated or replaced with rule by European monarchs and their representatives.



1

# Imperialists Divide Africa

## TERMS & NAMES

- imperialism
- racism
- Social Darwinism
- Berlin Conference 1884–85
- Shaka
- Boer
- Great Trek
- Boer War

### MAIN IDEA

Ignoring the claims of African ethnic groups, kingdoms, and city-states, Europeans established colonial claims.

### WHY IT MATTERS NOW

African nations continue to feel the effects of the colonial presence of 100 years ago.

**SETTING THE STAGE** Industrialization stirred ambitions in many European nations. They wanted more resources to fuel their industrial production. They competed for new markets for their goods. They looked to Africa and Asia as sources of the raw materials and as markets for cloth, plows, guns, and other industrial products.

## Africa Before Imperialism

In the mid-1800s, on the eve of the European domination of Africa, African peoples were divided into hundreds of ethnic and linguistic groups. Most continued to follow traditional beliefs, while others converted to Islam or Christianity. These groups spoke more than 1,000 different languages. Politically, they ranged from large empires that united many ethnic groups to independent villages. The largest empire in West Africa at its peak had a population of about 10 million people.

Although Europeans had established contacts with Africans as early as the 1450s, they actually controlled very little land. Powerful African armies were able to keep the Europeans out of most of Africa for 400 years. As late as 1880, Europeans controlled only 10 percent of the continent's land, mainly on the coast.

Furthermore, European travel into the interior on a large-scale basis was virtually impossible. Europeans could not navigate African rivers that had so many rapids and cataracts and drastically changing flows. Until the introduction of steam-powered riverboats, Europeans would not be able to conduct major expeditions into the interior of Africa.

Finally, large networks of Africans conducted trade. These trade networks kept Europeans from controlling the sources of trade items such as gold and ivory. These trade networks were specialized. The Chokve, for example, devoted themselves to collecting ivory and beeswax in the Angola highlands. Others such as the Yao carried their goods to merchants on the coast.



This highly valued ivory mask is one of four taken from the King of Benin in 1897. It was worn with several others on the belt of a ceremonial costume of the king.

### THINK THROUGH HISTORY

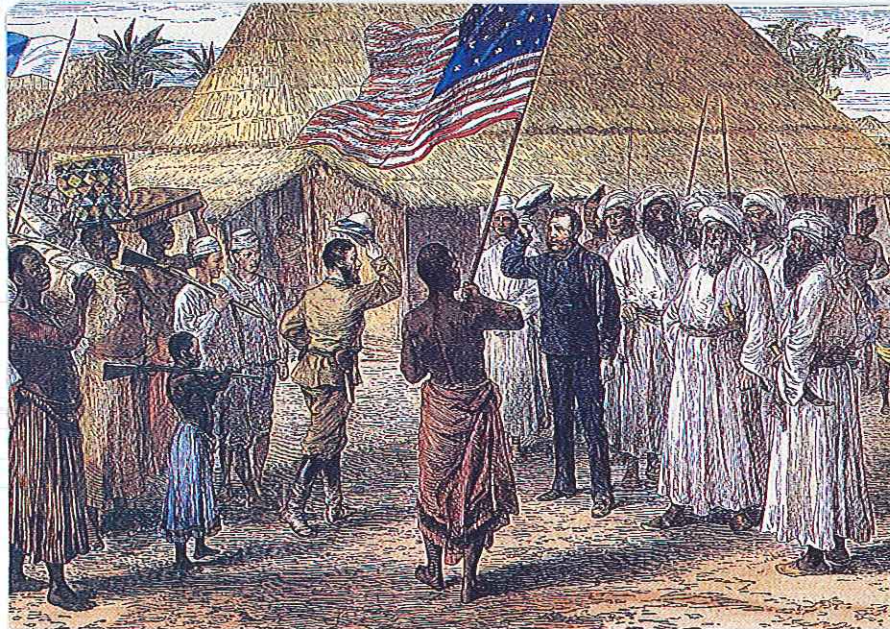
#### A. Analyzing

**Causes** Why did the Europeans control such a small portion of Africa in the 1800s?

## Nations Compete for Overseas Empires

Those Europeans who did penetrate the interior of Africa tended to be explorers, missionaries, or humanitarians who opposed the slave trade. Europeans and Americans learned about Africa through travel books and newspapers. These publications competed for readers by hiring reporters to search the globe for stories of adventure, mystery, or excitement.

**The Congo Sparks Interest** In the late 1860s, David Livingstone, a minister from Scotland, traveled with a group of Africans deep into central Africa. They were searching for the source of the Nile. When several years passed with no word from him or his party, many people feared he was dead. An American newspaper hired reporter Henry Stanley to find Livingstone. In 1871, he found Dr. Livingstone on the shores of Lake Tanganyika. Stanley's account of the meeting made headlines around the world.



“Dr. Livingstone, I presume?” was the greeting of American reporter Henry Stanley in their famous meeting in 1871 at Lake Tanganyika. This picture is from a drawing based on Dr. Livingstone’s own material.

forced labor, excessive taxation, and abuses of the native Congolese that humanitarians from around the world demanded changes. In 1908, the Belgian government took over the colony. The Belgian Congo, as the colony later became known, was 80 times larger than Belgium. Leopold’s seizure of the Congo alarmed France. Earlier, in 1882, the French had approved a treaty that gave France the north bank of the Congo River. Soon Britain, Germany, Italy, Portugal, and Spain were also claiming parts of Africa.

**Motives Driving Imperialism** Economic, political, and social forces accelerated the drive to take over land in all parts of the globe. The takeover of a country or territory by a stronger nation with the intent of dominating the political, economic, and social life of the people of that nation is called **imperialism**. The Industrial Revolution provided European countries with a need to add lands to their control. As European nations industrialized, they searched for new markets and raw materials to improve their economies.

The race for colonies grew out of a strong sense of national pride as well as from economic competition. Europeans viewed an empire as a measure of national greatness. “All great nations in the fullness of their strength have desired to set their mark upon barbarian lands,” wrote the German historian Heinrich von Treitschke, “and those who fail to participate in this great rivalry will play a pitiable role in time to come.” As the competition for colonies intensified, each country was determined to plant its flag on as much of the world as possible.

Because of their advanced technology, many Europeans basically believed that they were better than other peoples. This belief was **racism**, the idea that one race is superior to others. The attitude was a reflection of a social theory of the time, called **Social Darwinism**. In this theory, Charles Darwin’s ideas about evolution and “survival of the fittest” were applied to social change. Those who were fittest for survival enjoyed wealth and success and were considered superior to others. According to the theory, non-Europeans were considered to be on a lower scale of cultural and physical development because they did not have the technology that Europeans had. Europeans believed that they had the right and the duty to bring the results of their progress to other countries. Cecil Rhodes, a successful businessman and one of the major supporters of British expansion, clearly stated this position:

#### A VOICE FROM THE PAST

I contend that we [Britons] are the finest race in the world, and the more of the world we inhabit, the better it is for the human race. . . . It is our duty to seize every opportunity of acquiring more territory and we should keep this one idea steadily before our eyes that more territory simply means more of the Anglo-Saxon race, more of the best, the most human, most honourable race the world possesses.

CECIL RHODES, *Confession of Faith* 1877

In 1879, Stanley returned to Africa, and in 1882 he signed treaties with local chiefs of the Congo River valley. The treaties gave King Leopold II of Belgium personal control of these lands.

Leopold claimed that his primary motive in establishing the colony was to abolish the slave trade. However, he licensed companies that brutally exploited Africans, by forcing them to collect sap from rubber plants. The time required to do this interfered with the care of their own food crops. So severe were the

#### THINK THROUGH HISTORY

**B. Making Inferences** What attitude about the British does Rhodes’s statement display?

The push for expansion also came from missionaries who worked to Christianize the peoples of Asia, Africa, and the Pacific Islands. Many missionaries believed that European rule was the best way to end evil practices such as the slave trade. They also wanted to “civilize,” that is, to “westernize,” the peoples of the foreign land.

**Forces Enabling Imperialism** External and internal forces contributed to the Europeans’ conquest of Africa. The overwhelming advantage was the Europeans’ technological superiority. The Maxim gun, invented in 1889, was the world’s first automatic machine gun. European countries quickly acquired the Maxim, while the resisting Africans were forced to rely on outdated weapons.

European countries also had the means to control their empire. The invention of the steam engine allowed Europeans to easily travel upstream to establish bases of control deep in the African continent. Railroads, cables, and steamers allowed close communications within a colony and between the colony and its controlling nation. All these made control easier.

Even with superior arms and steam engines to transport them, Europeans might still have stayed confined to the coast. Europeans were highly susceptible to malaria. One discovery changed that—the drug quinine. Regular doses of quinine protected Europeans from attacks of this disease caused by mosquitoes.

Internal factors also made the European sweep through Africa easier. Africans’ huge variety of languages and cultures discouraged unity among them. Wars fought between ethnic groups over land, water, and trade rights also prevented a unified stand. Europeans soon learned to play rival groups against each other. Finally, Africans fought at a tremendous disadvantage because they did not have the weapons and technology the Europeans had.

## African Lands Become European Colonies

The scramble for African territory began in earnest about 1880. At that time, the French began to expand from the West African coast toward western Sudan. The discoveries of diamonds in 1867 and gold in 1886 in South Africa increased European interest in colonizing the land. No European power wanted to be left out of the race.

**Berlin Conference Divides Africa** The competition was so fierce that European countries feared war among themselves. To prevent fighting, 14 European nations met at the **Berlin Conference** in 1884–85 to lay down rules for the division of Africa. They agreed that any European country could claim land in Africa by notifying other nations of their claims and showing they could control the area. The European nations

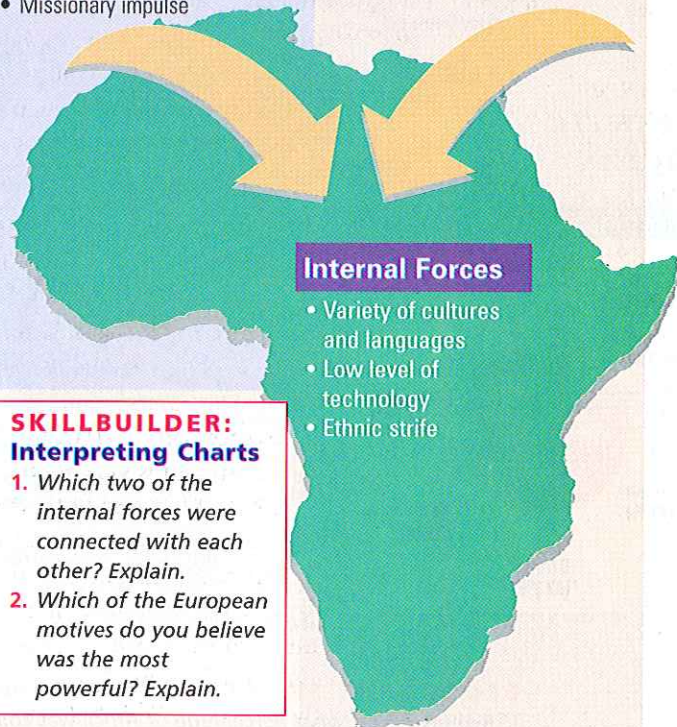
### Europeans Enter Africa

#### European Motives

- Nationalism
- Economic competition
- European racism
- Missionary impulse

#### External Forces

- Maxim gun
- Railroads and steamships
- Cure for malaria



#### SKILLBUILDER: Interpreting Charts

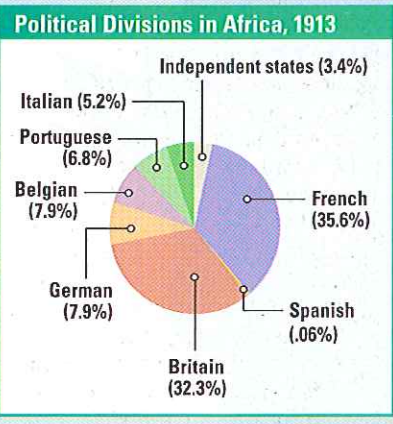
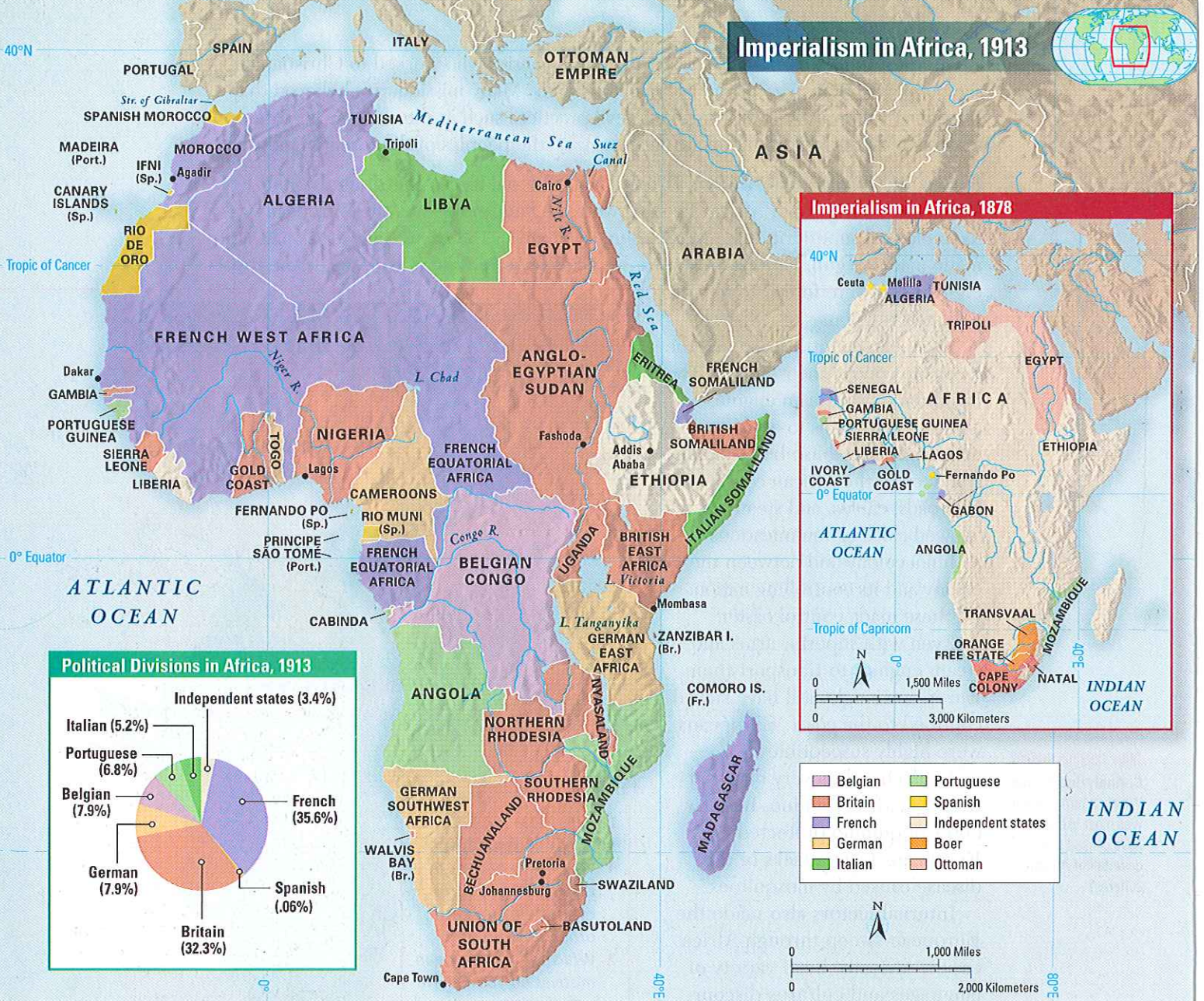
1. Which two of the internal forces were connected with each other? Explain.
2. Which of the European motives do you believe was the most powerful? Explain.

#### THINK THROUGH HISTORY

**C. Analyzing Issues**  
Which external factor was most likely to have caused the downfall of African cultures?



## Imperialism in Africa, 1913



### GEOGRAPHY SKILLBUILDER: Interpreting Maps and Charts

- Region** About what percentage of Africa was colonized by Europeans in 1878? How much by 1913?
- Region** According to the map of 1913, which two imperial powers held the most land? According to the chart, what percentage of land in Africa was held by the two powers?

divided the rest of the continent with little thought to how African ethnic or linguistic groups were distributed. No African ruler attended these meetings, yet the conference sealed Africa's fate. By 1914, only Liberia and Ethiopia remained free from European control.

**Demand for Product Shapes Colonies** When European countries began colonizing, many believed that Africans would soon be buying European goods in great quantities. They were wrong; European goods were not bought. However, European businesses still needed raw materials from Africa. Businesses eventually developed cash-crop plantations to grow peanuts, palm oil, cocoa, and rubber. These products displaced the food crops grown by farmers to feed their families.

The major source of great wealth in Africa proved to be the continent's rich mineral resources. The Belgian Congo contained untold wealth in copper and tin. Even these riches seemed small compared to the gold and diamonds in South Africa.

**THINK THROUGH HISTORY**  
**D. Recognizing Effects** What sort of problems might result from combining or splitting groups of people?

## Three Groups Clash over South Africa

The history of South Africa is a history of Africans, Dutch, and British clashing over land and resources. Although the African lands seemed empty to the Europeans, there were huge areas claimed by various ethnic groups. The local control of these lands, especially in the east, had been in dispute for about 100 years.

**Zulu Expansion** From the late 1700s to the late 1800s, a series of local wars shook southern Africa. Around 1816, a Zulu chief, **Shaka**, used highly disciplined warriors and good military organization to create a large centralized state. Shaka's successors, however, were unable to keep the kingdom intact against the superior arms of the British invaders. The Zulu land became a part of British-controlled land in 1887.

**Boers and British Settle in the Cape** The Dutch first came to the Cape of Good Hope in 1652 to establish a way station for their ships sailing between the Dutch East Indies and home. Dutch settlers known as **Boers** (Dutch for "farmers") gradually took over native Africans' land and established large farms. When the British took over the Cape Colony in the 1800s, the two groups of settlers clashed over British policy regarding land and slaves.

In the 1830s, to escape the British, several thousand Boers began to move north. This movement has become known as the **Great Trek**. The Boers soon found themselves fighting fiercely with Zulu and other African groups whose land they were taking.

**The Boer War** Diamonds and gold were discovered in southern Africa in the 1860s and 1880s. Suddenly, "outsiders" from all parts of the world rushed in to make their fortunes. The Boers tried to keep the outsiders from gaining political rights. An attempt to start a rebellion against the Boers failed. The Boers blamed the British. In 1899, the Boers took up arms against the British.

In many ways the **Boer War** between the British and the Boers was the first modern "total" war. The Boers launched commando raids and used guerrilla tactics against the British. The British countered by burning Boer farms and imprisoning women and children in disease-ridden concentration camps. Britain won the war. In 1902, the Boer republics were joined into a self-governing Union of South Africa, controlled by the British.

The establishing of colonies signaled a change in the way of life of the Africans. The Europeans made efforts to change the political, social, and economic lives of the peoples they conquered. You will learn about these changes in Section 2.

### THINK THROUGH HISTORY

**E. Contrasting** How was the struggle for land in the Boer War different from other takeovers in Africa?

## GlobalImpact

### Americans in the Boer War

Americans as well as nationals from other countries volunteered to fight in the Boer War (1899–1902). Although they joined both sides, most fought for the Boers. They believed the Boers were fighting for freedom against British tyrants.

One group of 46 Irish Americans from Chicago and Massachusetts caused an international scandal when they deserted their Red Cross unit and took up arms for the Boers.

Some Irish who fought for the Boers became leaders in the Irish rebellion when they returned home. John MacBride, a leader of a Boer unit that included many Irish Americans, later took part in the 1916 Easter Rising in Dublin. He was executed by the British.

## Section 1 Assessment

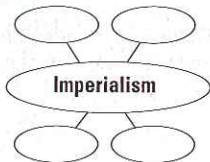
### 1. TERMS & NAMES

Identify

- imperialism
- racism
- Social Darwinism
- Berlin Conference 1884–85
- Shaka
- Boer
- Great Trek
- Boer War

### 2. TAKING NOTES

Copy the spider map below and fill in the four motives that caused the growth of imperialism during the late 1800s.



How did Europeans use Social Darwinism to justify empire-building?

### 3. MAKING INFERENCES

What can you infer about the Europeans' attitude toward Africans from the Berlin Conference?

**THINK ABOUT**

- who attended the conference
- the outcome of the conference

### 4. THEME ACTIVITY

**Empire Building** Create a time line that includes events that occurred in South Africa between 1800 and 1914. What motives caused most of these events?



# 2 Imperialism

## TERMS & NAMES

- paternalism
- assimilation
- Menelik II

## PATTERNS OF CHANGE

## CASE STUDY: Nigeria

### MAIN IDEA

Europeans embarked on a new phase of empire-building that affected both Africa and the rest of the world.

### WHY IT MATTERS NOW

Many former colonies have political problems that are the result of colonial rule.

**SETTING THE STAGE** The Berlin Conference of 1884–85 was a Europeans' conference, and the Boer War was a Europeans' war. Europeans argued and fought among themselves over the lands of Africa. In carving up Africa, the European countries paid little or no attention to historical political divisions such as kingdoms or caliphates, or to ethnic and language groupings. Uppermost in the minds of the Europeans was the ability to control the land, its people, and their resources.

## Colonial Control Takes Many Forms

The imperialism of the 18th and 19th centuries was conducted differently than the empire-building of the 15th and 16th centuries. In the earlier period, imperial powers often did not penetrate far into the conquered areas in Asia and Africa. Nor did they always have a substantial influence on the lives of the people. During this new period of imperialism, the Europeans demanded more influence over the economic, political, and social lives of the people. They were determined to shape the economies of the lands to benefit European economies. They also wanted the people to adopt European customs.

**Forms of Colonial Control** Each European nation had certain policies and goals for establishing colonies. To establish control of an area, Europeans used different techniques. Over time, four forms of colonial control emerged: colony, protectorate, sphere of influence, and economic imperialism. In practice, gaining control of an area might involve the use of several of these forms.

### PATTERNS OF CHANGE: Imperialism

Forms of Imperialism	Characteristics	Example
Colony	A country or a region governed internally by a foreign power	Somaliland in East Africa was a French colony.
Protectorate	A country or territory with its own internal government but under the control of an outside power	Britain established a protectorate over the Niger River delta.
Sphere of Influence	An area in which an outside power claims exclusive investment or trading privileges	Liberia was under the sphere of influence of the United States.
Economic Imperialism	Independent but less developed nations controlled by private business interests rather than by other governments	The Dole Fruit company controlled pineapple trade in Hawaii.

#### SKILLBUILDER: Interpreting Charts

1. Which two forms are guided by interests in business or trade?
2. What is the difference between a protectorate and a colony?

## Patterns of Imperialist Management

In addition to the external form of control preferred by the colonizing country, European rulers also needed to develop methods of day-to-day management of the colony. Two basic methods of internal management emerged. Britain and other nations such as the United States in its Pacific Island colonies preferred indirect control. France and most other European nations wielded a more direct control. Later, when colonies gained independence, the management method used had an influence on the type of government chosen in the new nation.

**Indirect Control** Indirect control relied on existing political rulers. In some areas, the British asked a local ruler to accept British authority to rule. These local officials handled much of the daily management of the colony. In addition, each colony had a legislative council that included colonial officials as well as local merchants and professionals nominated by the colonial governor.

The assumption was that the councils would train local leaders in the British method of government and that a time would come when the local population would govern itself. This happened earlier in the British colonies of South Africa and Canada. In the 1890s, the United States began to colonize. It chose the indirect method of control for its colonies.

**Direct Control** The French and other European powers preferred a more direct control of their colonies. They viewed the Africans as children unable to handle the complex business of running a country. Based on this attitude, the Europeans developed a policy called **paternalism**. Using that policy, Europeans governed people in a fatherly way by providing for their needs but not giving them rights. To accomplish this, the Europeans brought in their own bureaucrats and did not train local people in European methods of governing.

The French also supported a policy of **assimilation**. That policy was based on the idea that in time, the local populations would become absorbed into French culture. To aid in the transition, all local schools, courts, and businesses were patterned after French institutions. In practice, the French abandoned the ideal of assimilation for all but a few places and settled for a policy of "association." They recognized African institutions and culture but regarded them as inferior to French culture. Other European nations used this style of rule but made changes to suit their European culture.

**THINK THROUGH HISTORY**  
**A. Comparing** How was the policy of paternalism like Social Darwinism?

Management Methods	
Indirect Control	Direct Control
<ul style="list-style-type: none"> <li>Local government officials were used</li> <li>Limited self-rule</li> <li>Goal: to develop future leaders</li> <li>Government institutions are based on European styles but may have local rules</li> </ul>	<ul style="list-style-type: none"> <li>Foreign officials brought in to rule</li> <li>No self-rule</li> <li>Goal: assimilation</li> <li>Government institutions are based only on European styles</li> </ul>
<p>Examples</p> <ul style="list-style-type: none"> <li>British colonies such as Nigeria, India, Burma</li> <li>U.S. colonies on Pacific Islands</li> </ul>	<p>Examples</p> <ul style="list-style-type: none"> <li>French colonies such as Somaliland, Vietnam</li> <li>German colonies such as Tanganyika</li> <li>Portuguese colonies such as Angola</li> </ul>

### SKILLBUILDER: Interpreting Charts

- In which management method are the people less empowered to rule themselves? Explain.
- In what ways are the two management methods different?

# African Weaving

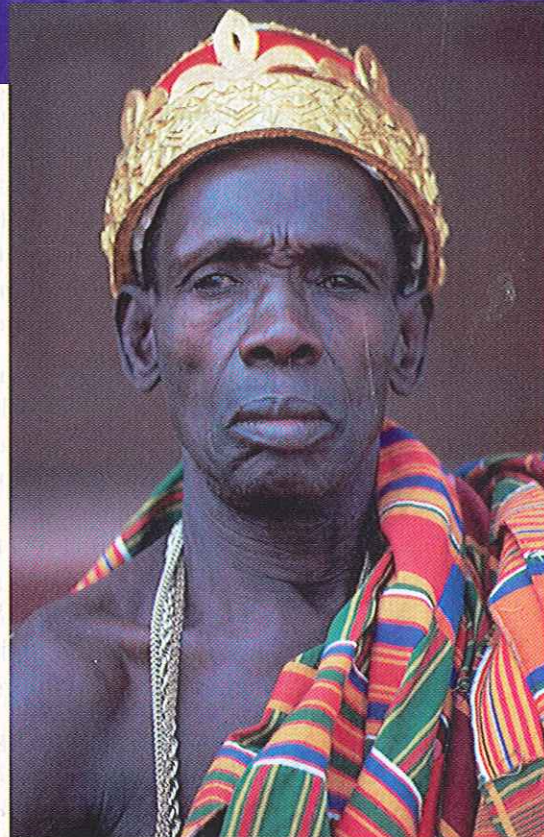
When Europeans began colonizing Africa, they found a variety of cultures, many with distinctive textiles. Just as the colonizers learned to identify peoples from the textiles they wore, so historians also learn from these fabrics. For example, the materials used in the fabrics reveal clues about the environment of the weavers. The designs and patterns often used traditional symbols or myths of the culture. When and how the fabrics were used also provide information about the culture's celebrations and social roles. Many of these fabrics, such as the ones below, continue to be produced in modern times.

## Adinkra Cloth

Gyaman people of the Ivory Coast produced this hand-printed and embroidered cloth. Stamp patterns were made from a gourd and dipped in a dye made of bark paste. The cloth was stamped with symbols. The name of each symbol represented a proverb, an event, or a human, animal, or plant. The symbol shown (rams' horns) is a sign of strength and humility.

## Kuba Cloth

Made by Kuba people of Congo, this cloth was made of raffia, a palm-leaf fiber. The cloth design was based on traditional geometric styles. The cloth was worn at ceremonial events, was used as currency, and may have been offered for part of a dowry.



A modern-day Ivory Coast chief wears kente cloth. *Kente* is a general term for silk cloth. Only royalty are allowed to wear kente cloth.

## Kente Cloth

This cloth was produced by the Asante people of Ghana. The word *kente* is not used by the Asante. It comes from a Fante (another society) word for basket. The Asante called the cloth *asasia*. *Asasia* production was a monopoly of the king of the Asante.

### Connect to History

**Contrasting** Each of these textiles reflects a specific group. Identify characteristics that make the textiles different from each other.

SEE SKILLBUILDER HANDBOOK, PAGE 654

### Connect to Today

**Comparing** To show their roots, some African Americans wear clothing with a kente cloth pattern. What other ethnic groups have specific clothing that connects them to their roots?

## CASE STUDY: Nigeria

### A British Colony

A close look at Britain's rule of Nigeria illustrates the forms of imperialism used by European powers to gain control of an area, and also shows management methods used to continue the control of the economic and political life of the area.

In 1807, Britain outlawed the slave trade. The British freed some slaves on the West African coast, who then assisted the British in overpowering other groups. To get a group's land, the British persuaded that group's enemies to help fight them. The winning African groups might then be open to British control.

Later, the Royal Niger Company gained control of the palm-oil trade along the Niger River. In 1884–85, the Berlin Conference gave Britain a protectorate in lands along the Niger River. In 1914, the British claimed the entire area of Nigeria as a colony. But in this new age of imperialism, it was necessary to not only claim the territory but also to govern the people living there.

Nigeria is one of the most culturally diverse areas in Africa. About 250 different ethnic groups lived there. The three largest groups were the Hausa-Fulani in the north, the Yoruba in the southwest, and the Igbo in the southeast. The groups in the area claimed by Britain were different from each other in many ways including language, culture, and religion. The Hausa-Fulani people of the north were Muslim and were accustomed to a strong central government. The Igbo and Yoruba peoples relied on local chiefs or governing councils for control. The Hausa-Fulani and Yoruba were traditional enemies.

Britain did not have enough troops to govern such a wide and complex area. So it turned to indirect rule of the land. The British relied on local administrations and chiefs to keep order, avoid rebellion, and collect taxes.

Ruling indirectly through local officials functioned well in northern Nigeria. There the traditional government was most like the British style of government. The process did not work as well in eastern or southwestern Nigeria, where the chiefdoms and councils had trouble with British indirect rule. One reason was that the British appointed chiefs where there had been no chiefs before. Then the British restricted their powers. This left the chiefs with little real status and led to problems governing the area.

### African Resistance

Across Africa, European attempts to colonize the lands were met with resistance. The contest between African states and European powers was never equal due to the Europeans' superior arms. Sometimes African societies tried to form alliances with

#### THINK THROUGH HISTORY

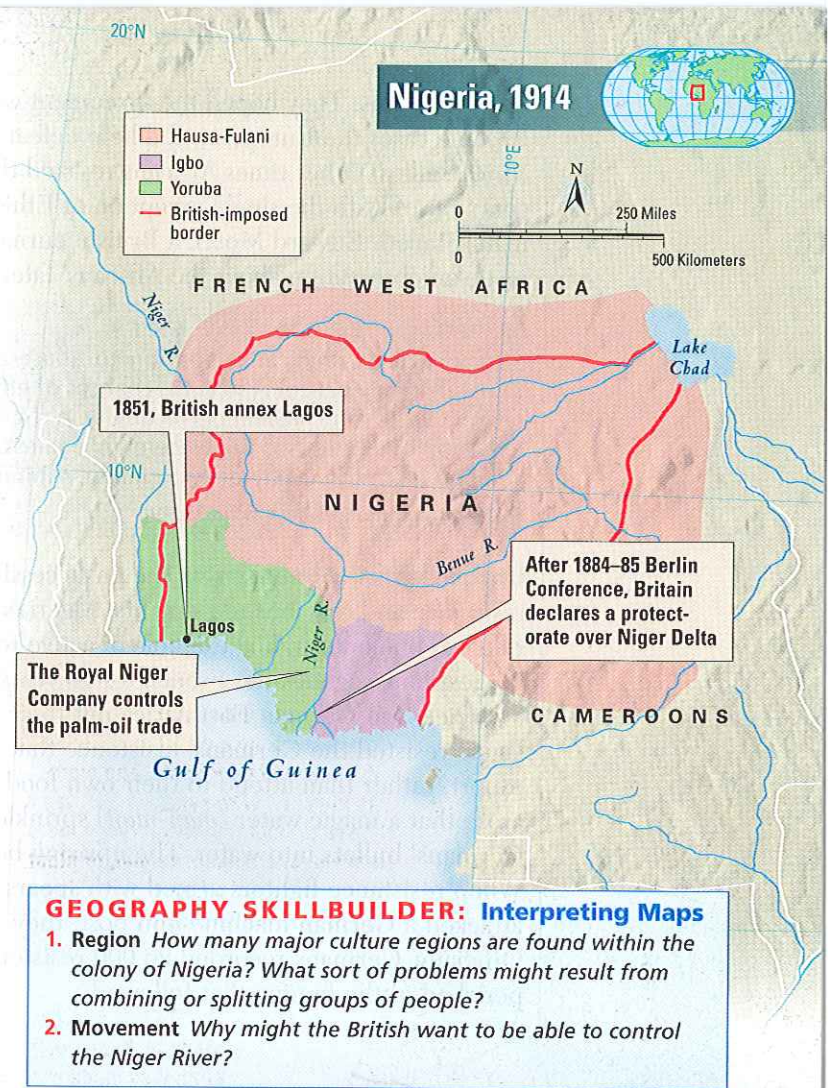
##### B. Summarizing

Which forms of imperialistic control did Britain use in Nigeria?

#### THINK THROUGH HISTORY

##### C. Analyzing

**Motives** Why was using local governments to control a colony a logical solution for the British?



the Europeans. They hoped the agreement would allow them to remain independent. In some cases the Europeans did help defeat the rivals, but they then turned on their African allies. Other times Africans resisted the Europeans with whatever forces they could raise. With the single exception of Ethiopia, all these attempts at resistance ultimately failed. Edward Morel, a British journalist who lived for a time in the Congo, made an observation about the Africans' fate:

#### A VOICE FROM THE PAST

Nor is violent physical opposition to abuse and injustice henceforth possible for the African in any part of Africa. His chances of effective resistance have been steadily dwindling with the increasing perfectibility in the killing power of modern armament.

Thus the African is really helpless against the material gods of the white man, as embodied in the trinity of imperialism, capitalistic exploitation, and militarism.

EDWARD MOREL, *The Black Man's Burden*

**THINK THROUGH HISTORY**  
**D. Clarifying** What does Morel believe is the fate of Africa?

**Unsuccessful Movements** The unsuccessful resistance attempts included active resistance and religious movements. Algeria's almost 50-year resistance to French rule was one outstanding example of active resistance. In West Africa, Samori Touré led resistance against the French for 16 years.

Africans in German East Africa put their faith in a spiritual defense. African villagers resisted the Germans' insistence that they plant cotton, a cash crop for export, rather than attend to their own food crops. In 1905, the belief suddenly arose that a magic water (*maji-maji*) sprinkled on their bodies would turn the Germans' bullets into water. The uprising became known as the Maji Maji rebellion. When resistance fighters armed with spears and protected by the magic water attacked a German machine-gun post, they were mowed down by the thousands. Officially, Germans recorded 26,000 resisters dead. But almost twice that number perished in the famine that followed.

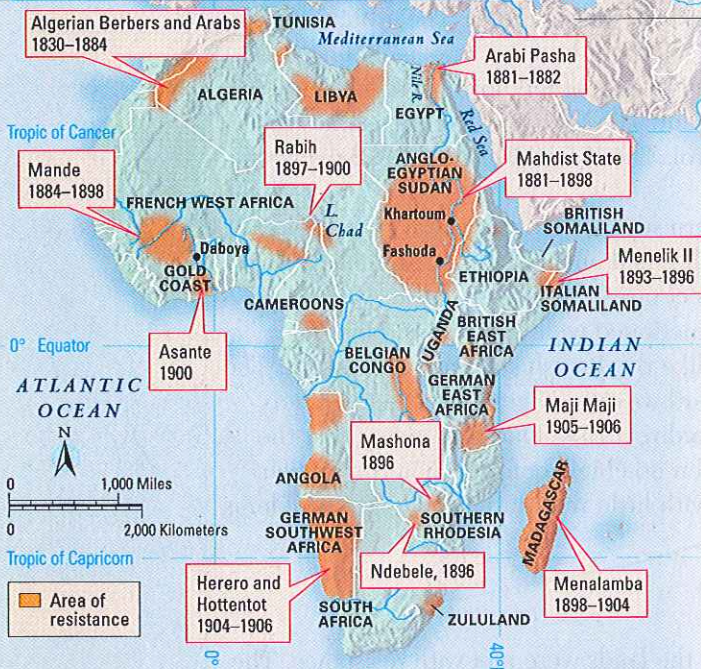
#### Ethiopia: A Successful Resistance

Ethiopia was the only African nation to successfully resist the Europeans. Its victory was due to one man—**Menelik II**. He became emperor of Ethiopia in 1889. He successfully played Italians, French, and British against each other, all of whom were striving to bring Ethiopia into their spheres of influence. In the meantime he built up a large arsenal of modern weapons purchased from France and Russia. About to sign a treaty with Italy, Menelik discovered differences between the wording of the treaty in Amharic—the Ethiopian language—and in Italian. Menelik believed he was giving up a tiny portion of Ethiopia. However, the Italians claimed all of Ethiopia as a protectorate. Meanwhile, Italian forces were advancing into northern Ethiopia. Menelik declared war. In 1896, in one of the greatest battles in the history of Africa—the Battle of Adowa—Ethiopian forces successfully defeated the Italians and maintained their nation's independence.

**THINK THROUGH HISTORY**  
**E. Analyzing Causes** Why would the French and Russians sell arms to Ethiopia?



### Resistance Movements in Africa, 1881–1914



#### GEOGRAPHY SKILLBUILDER: Interpreting Maps

- Region** Which region had the largest area affected by resistance?
- Region** Was any region unaffected by resistance movements?

## Impact of Colonial Rule

European colonial rule forever altered Africans' lives. For the most part, the effects were negative, but in some cases the Europeans brought benefits.

On the positive side, colonialism reduced local warfare. Now, under the control of the European military, raids between rival tribes were reduced. Humanitarian efforts in some colonies improved sanitation and brought hospitals and schools. As a result, life spans increased and literacy rates improved. Also positive was the economic expansion. African products came to be valued on the international market. To aid the economic growth, African colonies gained railroads, dams, and telephone and telegraph lines. But for the most part, these only benefited European business interests, not Africans' lives.

On the negative side, Africans lost control of their land and their independence. Many died of new diseases such as smallpox. They also lost thousands of their people in resisting the Europeans. Famines resulted from the change to cash crops in place of subsistence agriculture.

Africans also suffered from a breakdown of their traditional cultures. Traditional authority figures were replaced. Homes and property were transferred with little regard to their importance to the people. Men were forced to leave villages to find ways to support themselves and their families. They had to work in mines, on European-owned farms, or on government projects such as railroad building. Contempt for the traditional culture and admiration of European life undermined stable societies and caused identity problems for Africans.

The most troublesome political legacy from the colonial period was the dividing of the African continent. Long-term rival chiefdoms were sometimes united, while at other times, kinship groups were split between colonies. The artificial boundaries that combined or unnaturally divided groups created problems that plagued African colonies during European occupation. These boundaries continue to create problems for the nations that evolved from the former colonies.

The patterns of behavior of imperialist powers were similar, no matter where their colonies were located. Dealing with local traditions and peoples continued to cause problems in other areas of the world dominated by Europeans. Resistance to the European imperialists also continued, as you will see in Section 3.

### THINK THROUGH HISTORY

#### F. Recognizing

**Effects** Why might the problems caused by artificial boundaries continue after the Europeans left?

## HISTORY MAKERS

### Samori Touré about 1830–1900

Samori Touré is a hero of the Mandinka people. His empire is often compared to the great Mali Empire of the 1300s.

Touré was a nationalist who built a powerful Mandinkan kingdom by conquering neighboring states. His kingdom became the third largest empire in West Africa.

For 16 years, Touré opposed the French imperialists in West Africa. The well-armed Mandinkas were France's greatest foe in West Africa, and the two armies clashed several times. The Mandinkan Empire was finally brought down, not in battle, but by a famine.

Sekou Touré, the first president of the nation of Guinea in 1958, claimed to be the grandson of Samori Touré.

## Section 2 Assessment

### 1. TERMS & NAMES

Identify

- paternalism
- assimilation
- Menelik II

### 2. TAKING NOTES

Re-create the chart below on your paper. Fill in the information on how Europeans controlled and managed other areas of the world.

European Imperialism	
Forms of Control	
Management Methods	

### 3. FORMING OPINIONS

Do you think Europeans could have conquered Africa if the Industrial Revolution had never occurred? Explain your answer.

#### THINK ABOUT

- the limited role of Europeans in Africa until the late 1800s
- what inventions changed Europeans' ability to enter Africa

### 4. THEME ACTIVITY

**Power and Authority** With a small group of students, divide into two teams, one representing the Europeans and one representing the Africans. Debate the following statement: "The negative effects of imperialism outweighed its positive results."

# Views of Imperialism

European imperialism extended to the continents beyond Africa. As imperialism spread, the colonizer and the colonized viewed the experience of imperialism in very different ways. Some Europeans were outspoken about the superiority they felt toward the peoples they conquered. Others thought imperialism was very wrong. Even the conquered had mixed feelings about their encounter with the Europeans.

## ESSAY

### J. A. Hobson

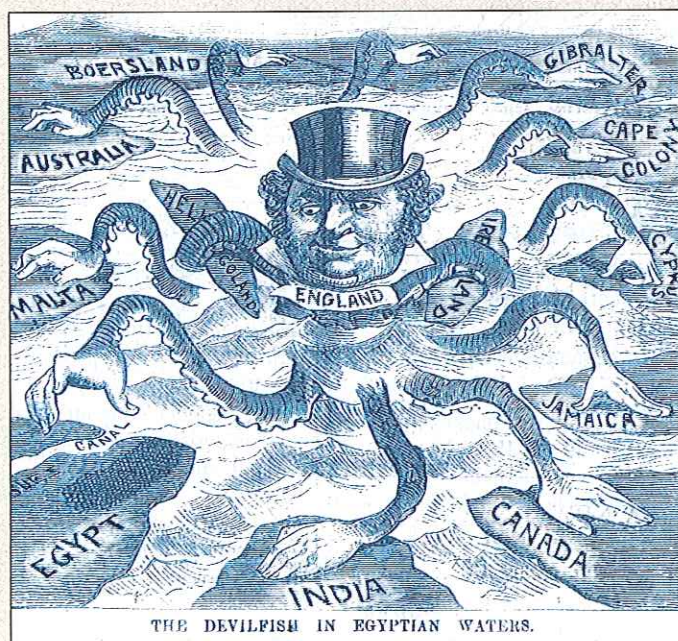
A journalist and essayist, Hobson was an outspoken critic of imperialism. His 1902 book, *Imperialism*, made a great impression on his fellow Britons.

For Europe to rule Asia by force for purposes of gain, and to justify that rule by the pretence that she is civilizing Asia and raising her to a higher level of spiritual life, will be adjudged by history, perhaps, to be the crowning wrong and folly of Imperialism. What Asia has to give, her priceless stores of wisdom garnered from her experience of ages, we refuse to take; the much or little which we could give we spoil by the brutal manner of our giving. This is what Imperialism has done, and is doing, for Asia.

## POLITICAL CARTOON

### Devilfish in Egyptian Waters

Notice that Egypt is not yet one of the areas controlled by the British.



## SPEECH

### Jules Ferry

In a speech before the French National Assembly on July 28, 1883, Jules Ferry summarized reasons for supporting French imperialism.

Nations are great in our times only by means of the activities which they develop; it is not simply 'by the peaceful shining forth of institutions . . . ' that they are great at this hour. . . . Something else is needed for France: . . . that she must also be a great country exercising all of her rightful influence over the destiny of Europe, that she ought to propagate this influence throughout the world and carry everywhere that she can her language, her customs, her flag, her arms, and her genius.

## SPEECH

### Dadabhai Naoroji

Dadabhai Naoroji was the first Indian elected to the British Parliament. He was also a part of the founding of the Indian National Congress. In 1871, he delivered a speech answering a question about the impact of Great Britain on India. In the speech he listed positives and negatives about the rule of the British. The conclusion of the speech is printed below.

To sum up the whole, the British rule has been — morally, a great blessing; politically peace and order on one hand, blunders on the other; materially, impoverishment. . . . The natives call the British system “Sakar ki Churi,” the knife of sugar. That is to say there is no oppression, it is all smooth and sweet, but it is the knife, notwithstanding. I mention this that you should know these feelings. Our great misfortune is that you do not know our wants. When you will know our real wishes, I have not the least doubt that you would do justice. The genius and spirit of the British people is fair play and justice.

## Connect to History

**Analyzing Effects** For each excerpt, list the positive and negative effects of imperialism mentioned by the speaker.

SEE SKILLBUILDER HANDBOOK, PAGE 653

## Connect to Today

**Research** List the countries controlled by England as shown in the political cartoon. Research to find out what year each of them became independent. Make a chart showing the countries in order by the year they were freed from colonial status. Next to each one also write its current name.

 **CD-ROM** For another perspective on imperialism, see World History: Electronic Library of Primary Sources

# Muslim Lands Fall to Imperialist Demands

## TERMS & NAMES

- geopolitics
- Crimean War
- Suez Canal

### MAIN IDEA

European nations expanded their empires by seizing territories from Muslim states.

### WHY IT MATTERS NOW

Political events in this vital resource area are still influenced by actions from the imperialistic period.

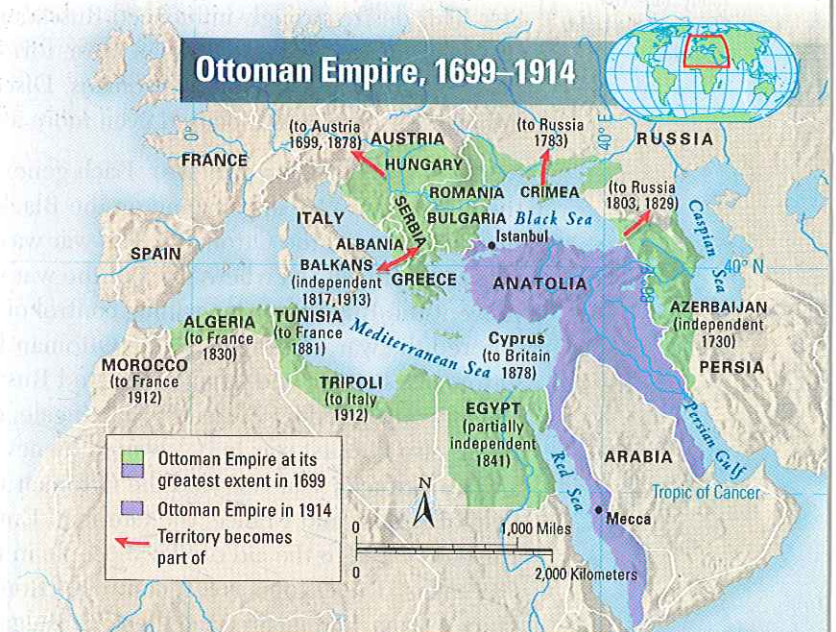
**SETTING THE STAGE** The European powers who carved up Africa among themselves also looked elsewhere to see what other lands they could control. The Muslim lands that rimmed the Mediterranean had largely been claimed as a result of Arab and Ottoman conquests. Now the Muslim power in those areas was weakening. Europeans competed with each other to gain control of this strategically important area.

## Ottoman Empire Loses Power

The Ottoman Empire at its peak stretched from Hungary in the north, through Greece, around the Black Sea, south through Syria, and across Egypt all the way west to the borders of Morocco. But during the empire's last 300 years, it steadily declined in power. The declining empire had difficulties trying to fit into the modern world. However, the Ottomans made attempts to change before they finally were unable to hold back the European imperialist powers.

**Reforms Fail** When Suleiman I, the last great Ottoman sultan, died in 1566, he was followed by a succession of weak sultans. The ruling party broke up into a number of quarreling, often corrupt factions. Along with weakening power came other problems. Corruption and theft had caused financial losses. Coinage was devalued, causing inflation. Unemployed ex-soldiers and students caused trouble. Once a leader in scientific, mechanical, and administrative achievements, the Ottoman Empire fell further and further behind Europe.

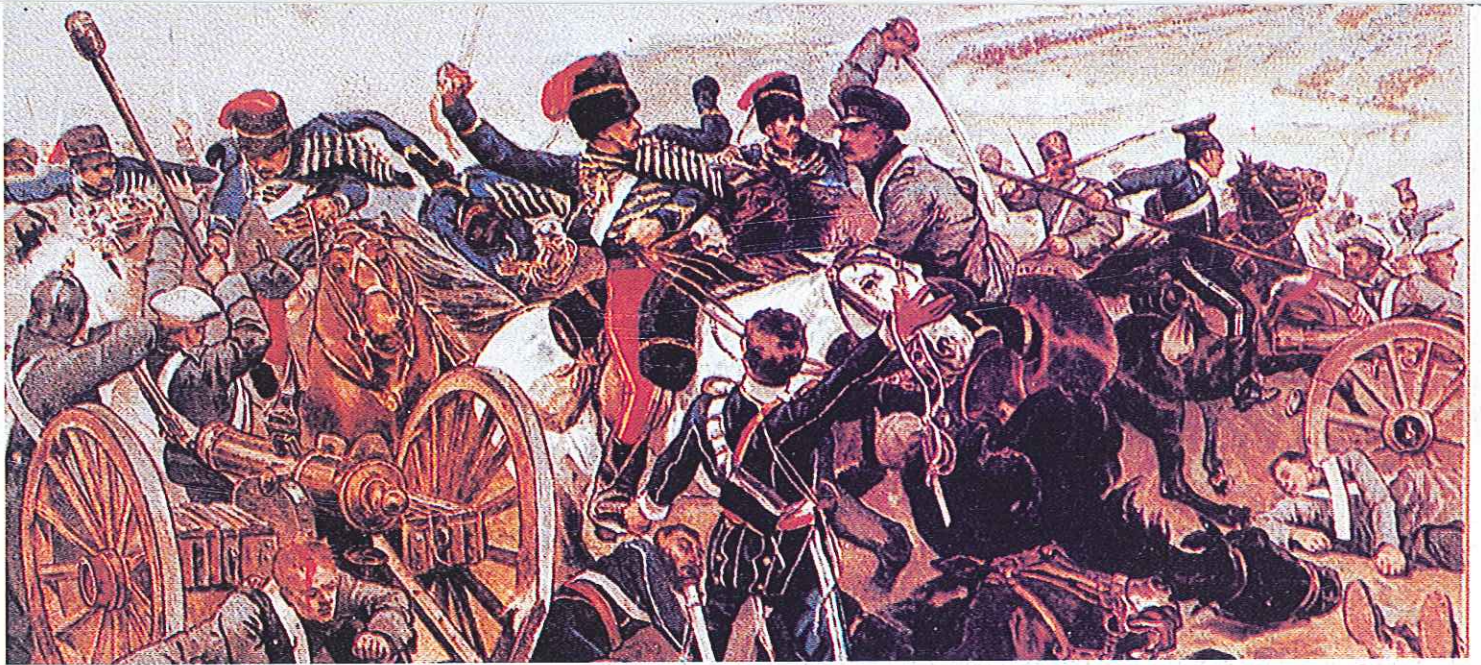
When Selim III came into power in 1789, he attempted to modernize the army. The older janissary corps resisted his efforts. Selim III was overthrown and reform movements were temporarily abandoned. Meanwhile, nationalist feelings began to stir among the Ottoman's subject peoples. In 1830, Greece gained its independence, and Serbia gained self-rule. The Ottomans' weakness was becoming apparent to European powers, who were expanding their territories. They began to look for ways to take the lands away from the Ottomans.



### GEOGRAPHY SKILLBUILDER: Interpreting Maps

1. **Region** Approximately how much of the Ottoman Empire was lost by 1914?
2. **Region** How many European nations claimed parts of the Ottoman Empire? Which areas became independent?





This 1897 lithograph shows the British forces at the Battle of Balaklava in the Crimean War. This battle was the inspiration for a famous poem by Alfred, Lord Tennyson, "The Charge of the Light Brigade."

## Europeans Grab Territory

**Geopolitics**—an interest in or taking of land for its strategic location or products—played an important role in the fate of the Ottoman Empire. World powers were attracted to its strategic location. The Ottomans controlled access to the Mediterranean and the Atlantic sea trade. Merchants in landlocked countries that lay beyond the Black Sea had to go through Ottoman lands. Russia, for example, desperately wanted passage for its grain exports across the Black Sea and into the Mediterranean Sea. This desire strongly influenced Russia's relations with the Ottoman Empire. Russia attempted to win Ottoman favor, formed alliances with Ottoman enemies, and finally waged war against the Ottomans. Discovery of oil in Persia and the Arabian Peninsula around 1900 focused even more attention on the area.

**Russia and the Crimean War** Each generation of Russian czars launched a war on the Ottomans to try to gain land on the Black Sea. In 1853, war broke out between the Russians and the Ottomans. The war was called the **Crimean War**, after a peninsula in the Black Sea where most of the war was fought. Britain and France wanted to prevent the Russians from gaining control of additional Ottoman lands. So they entered the war on the side of the Ottoman Empire. The combined forces of the Ottomans, Britain, and France defeated Russia. The Crimean War was the first war in which women, led by Florence Nightingale, established their position as army nurses. It was also the first war to be covered by newspaper correspondents.

The Crimean War revealed the Ottoman Empire's military weakness. Despite the help of Britain and France, the Ottoman Empire continued to lose lands. The Russians came to the aid of Slavic people in the Balkans who rebelled against the Ottomans. The Ottomans lost control of Romania, Montenegro, Cyprus, Bosnia, Herzegovina, and an area that became Bulgaria. The Ottomans lost land in Africa, too. By the beginning of World War I, the Ottoman Empire was reduced to a small portion of its former size.

Observing the slow decline of the Ottoman Empire, some Muslim leaders decided that their countries would either have to adjust to the modern world or be consumed by it. Egypt and Persia both initiated political and social reforms, in part to block European domination of their lands.

**Egypt Tries Reform** Modernization came to Egypt as a result of the interest in the area created by the French Revolution. Egypt's strategic location at the head of the Red Sea appeared valuable to France and Britain. After Napoleon failed to win Egypt, a new leader emerged: Muhammad Ali. The Ottomans sent him to govern

### THINK THROUGH HISTORY

**A. Analyzing Causes** Why would the decline of the Ottoman Empire make other Muslim countries try to change?

**THINK THOUGH HISTORY**

**B. Recognizing Effects** What two effects did raising cotton have on Egyptian agriculture?

Egypt, but he soon broke away from Ottoman control. In 1841, he fought a series of battles in which he gained control of Syria and Arabia. Through the combined efforts of European powers, he and his heirs were recognized as hereditary rulers of Egypt.

Muhammad Ali began a series of reforms in the military and in the economy. He personally directed a shift of Egyptian agriculture to a plantation cash crop—cotton. This brought Egypt into the international marketplace, but at a cost to the peasants. They lost the use of lands they traditionally farmed. They were forced to grow cash crops in place of food crops.

Muhammad Ali's efforts to modernize Egypt were continued by his grandson, Isma'il. Isma'il supported the construction of the **Suez Canal**. The canal was a man-made waterway that cut through the Isthmus of Suez. It connected the Red Sea to the Mediterranean. It was built mainly with French money and Egyptian labor. The Suez Canal was opened in 1869 with a huge international celebration. However, Isma'il's modernization efforts, such as irrigation projects and communication networks, were enormously expensive. Egypt soon found that it could not pay its European bankers even the interest on its \$450 million debt. The British insisted on overseeing financial control of the canal, and in 1882 the British occupied Egypt.

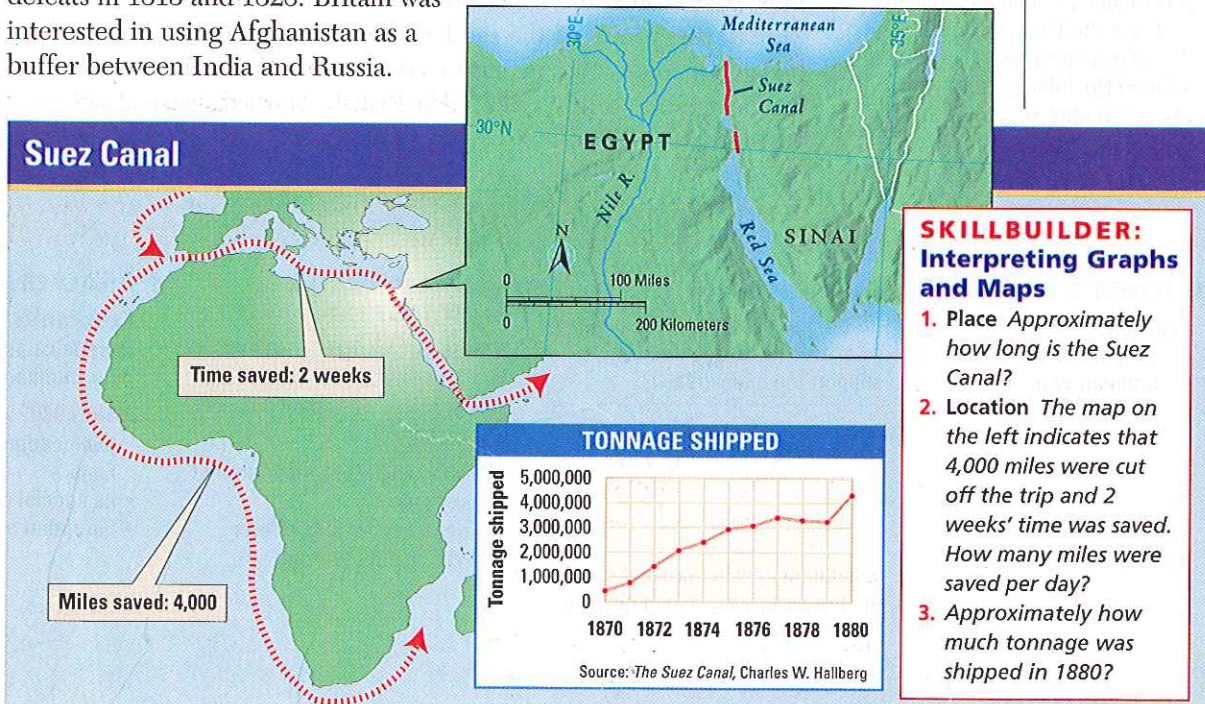
British control of the Suez Canal remained an important part of British imperial policy. The canal was viewed as the "Lifeline of the Empire" because it allowed the British quicker access to its colonies in Asia and Africa. A British imperialist, Joseph Chamberlain, presented a speech to Parliament. In it he supported the continued control of the canal:

**A VOICE FROM THE PAST**

I approve of the continued occupation of Egypt; and for the same reasons I have urged upon this Government, . . . the necessity for using every legitimate opportunity to extend our influence and control in that great African continent which is now being opened up to civilization and to commerce. . . .

JOSEPH CHAMBERLAIN, in a speech, January 22, 1894

**Persia Pressured to Change** Elsewhere in southwest Asia, Russia and Britain competed to exploit Persia commercially and to bring that country under their own spheres of influence. Russia was especially interested in gaining access to the Persian Gulf and the Indian Ocean. Twice Persia gave up territories to Russia after military defeats in 1813 and 1828. Britain was interested in using Afghanistan as a buffer between India and Russia.



In 1857, Persia resisted British demands but was forced to give up all claims to Afghanistan. Britain's interest in Persia increased greatly after the discovery of oil there in 1908.

Persia lacked the capital to develop its own resources. To raise money and to gain economic prestige, the Persian ruler began granting concessions to Western businesses. Businesses bought the right to operate in a certain area or develop a certain product. For example, a British corporation, the Anglo-Persian Oil Company, began to develop Persia's rich oil fields in the early 1900s.

Tension arose between the often corrupt rulers, who wanted to sell concessions to Europeans, and the people. The people were often backed by religious leaders who feared change or disliked Western influence in their nation. In 1891, Nasir al-Din attempted to sell the rights to export and distribute Persian tobacco to a British company. This action outraged Sayyid Jamal al-Din al-Afghani, a modernist leader, who helped set up a tobacco boycott by the heavy-smoking Persians. In the following quote, he expresses his contempt for the Persian ruler:

#### Background

Britain needed oil for its ships, which now ran on oil rather than coal. Thus, they needed greater supplies of petroleum.

## CONNECT to TODAY

### Tobacco and Politics

Tobacco production is a huge industry in the world. It is estimated that about 7 million metric tons of tobacco are consumed each year. (That is about 6 trillion cigarettes per year.)

In some countries, production of tobacco is a major part of the economy. Taxes on tobacco products generate much revenue in countries across the world. Since the tobacco industry creates huge profits, it often has an impact on the politics of a country as well.

Health concerns about tobacco consumption have also found their way into politics. Worldwide, countries are looking at government control of tobacco products as a way to deal with health problems.

Since the 1980s the World Health Organization has promoted a World No-Tobacco Day, which occurs on May 31 each year.

### A VOICE FROM THE PAST

... He has sold to the foes of our Faith the greater part of the Persian lands and the profits derived from them, for example ... tobacco, with the chief centers of its cultivation, the lands on which it is grown and the warehouses, carriers, and sellers, wherever these are found. ...

In short, this criminal has offered the provinces of Persia to auction among the Powers, and is selling the realms of Islam and the abodes of Muhammad and his household to foreigners.

SAYYID JAMAL AL-DIN AL-AFGHANI, in a letter to Hasan Shirazi, April 1891

The tobacco boycott worked. Riots broke out and the ruler was compelled to cancel the concession. As unrest continued in Persia, the government was unable to control the situation. In 1906, a group of revolutionaries forced the ruler to establish a constitution. In 1907, Russia and Britain took over the country and divided it into spheres of influence.

In the Muslim lands, the European imperialists gained control by using economic imperialism and creating spheres of influence. Although some governments made attempts at modernization, in most cases it was too little too late. In other areas of the globe, imperialists provided the modernization. India, for example, became a colony that experienced massive change as a result of the occupation of the imperialist British. You will learn about India in Section 4.

#### THINK THROUGH HISTORY

**C. Clarifying** Why did al-Afghani condemn the actions of the Persian ruler?

## Section 3 Assessment

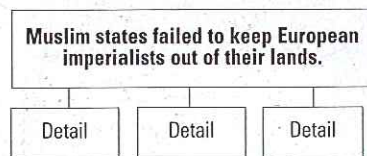
### 1. TERMS & NAMES

Identify

- geopolitics
- Crimean War
- Suez Canal

### 2. TAKING NOTES

Re-create the diagram below and fill in at least three details that support the main idea.



What imperialistic forms of control did the Europeans use to govern these lands?

### 3. COMPARING AND CONTRASTING

How were the reactions of African and Muslim rulers to imperialism similar? How were they different?

#### THINK ABOUT

- African and Muslim patterns of resistance
- African and Muslim efforts toward modernization

### 4. ANALYZING THEMES

**Economics** Why did European imperialist powers want to take over Ottoman Empire lands?

#### THINK ABOUT

- the location of the Ottoman Empire
- its special resources
- European ambitions

# British Imperialism in India

## TERMS & NAMES

- sepoy
- “jewel in the crown”
- Sepoy Mutiny
- Raj

### MAIN IDEA

As the Mughal Empire declined, Britain seized Indian territory until it controlled almost the whole subcontinent.

### WHY IT MATTERS NOW

India, the second most populated nation in the world, has its political roots in this colony.

**SETTING THE STAGE** British economic interest in India began in the 1600s, when the British East India Company set up trading posts at Bombay, Madras, and Calcutta. At first, India’s ruling Mughal Dynasty kept European traders under control. By 1707, however, the Mughal Empire was collapsing. Dozens of small states, each headed by a ruler or maharajah, broke away from Mughal control.

## British Expand Control Over India

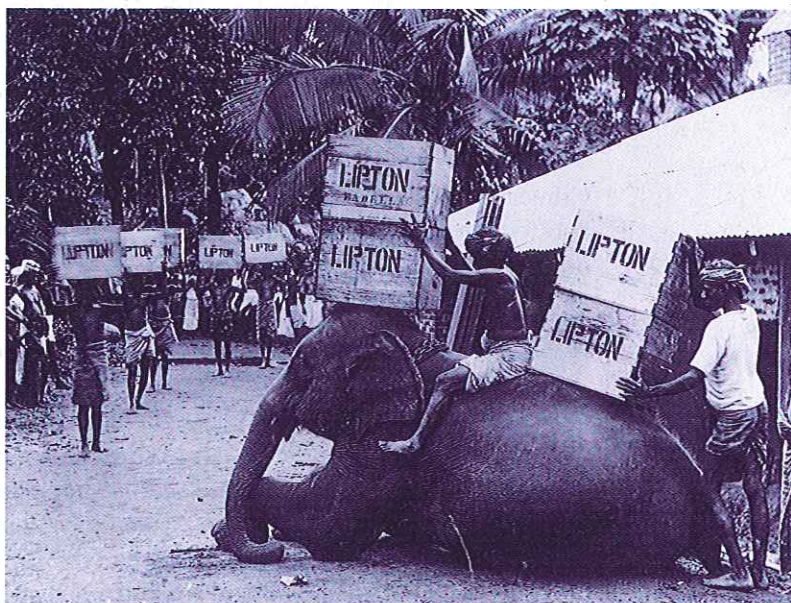
The East India Company quickly took advantage of the growing weakness of the Mughals. In 1757, Robert Clive led company troops in a decisive victory over Indian forces at the Battle of Plassey. From that time on, the East India Company was the leading power in India. The area controlled by the company grew over time. Eventually, it governed directly or indirectly an area that included modern Bangladesh, most of southern India, and nearly all the territory along the Ganges River in the north.

**East India Company Dominates** Officially, the British government regulated the East India Company’s efforts both in London and in India. Until the beginning of the 19th century, the company ruled India with little interference from the British government. The company even had its own army, led by British officers and staffed by **sepoys**, or Indian soldiers. The governor of Bombay, Mountstuart Elphinstone, referred to the sepoy army as “a delicate and dangerous machine, which a little mismanagement may easily turn against us.”

**“Jewel in the Crown” Produces Trade Products** At first, India was treasured by the British more for its potential than its actual profit. The Industrial Revolution had turned Britain into the world’s workshop, and India was a major supplier of raw materials for that workshop. Its 300 million people were also a large potential market for British-made goods. It is not surprising, then, that the British considered India the brightest **“jewel in the crown”** — the most valuable of all of Britain’s colonies.

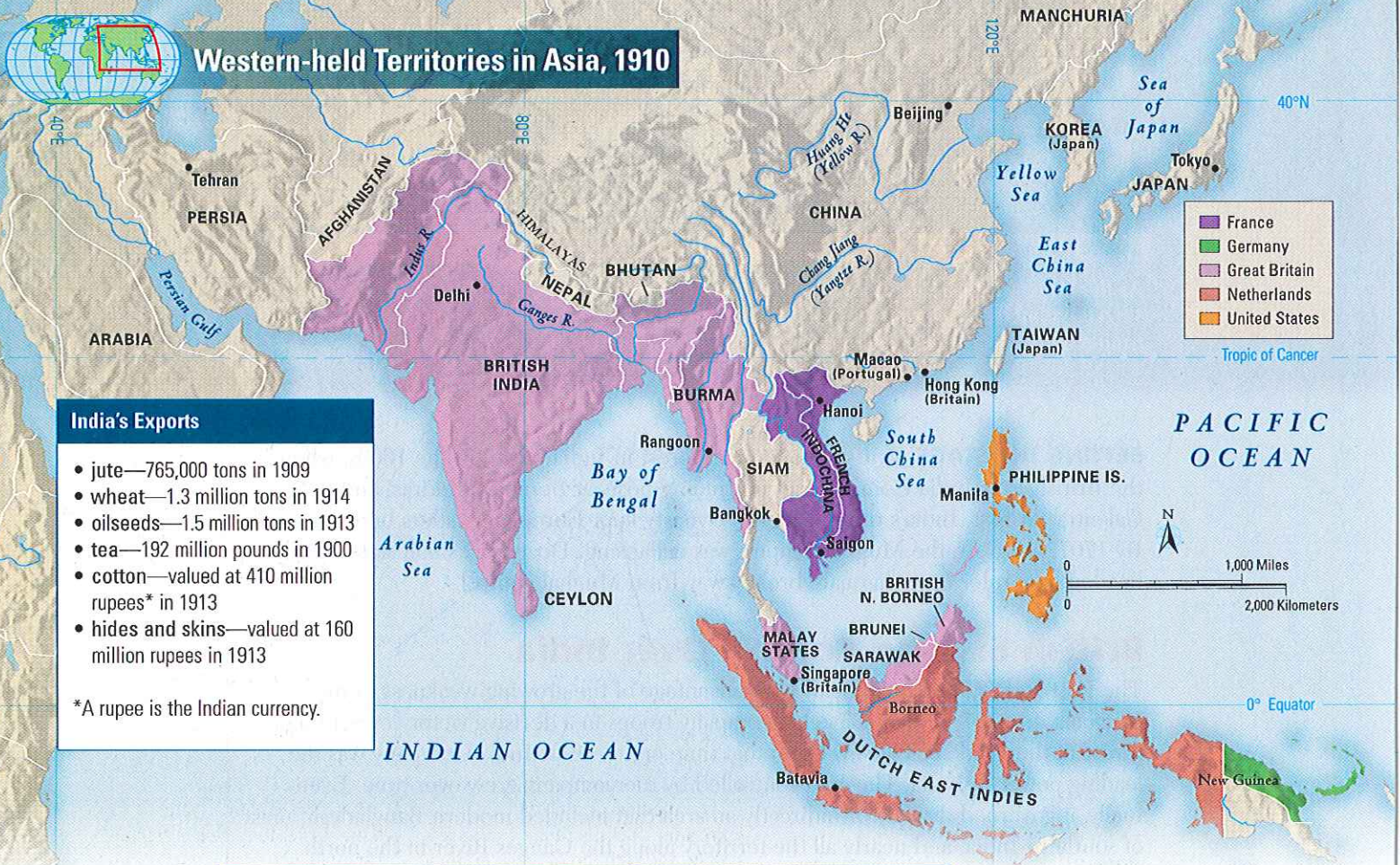
The British set up restrictions that prevented the Indian economy from operating on its own. British policies called for India to produce raw materials for British manufacturing and to buy British finished goods. In addition,

Tea from the Lipton plantation in Darjeeling is loaded onto an elephant for transport to Calcutta.





## Western-held Territories in Asia, 1910



### India's Exports

- jute—765,000 tons in 1909
- wheat—1.3 million tons in 1914
- oilseeds—1.5 million tons in 1913
- tea—192 million pounds in 1900
- cotton—valued at 410 million rupees\* in 1913
- hides and skins—valued at 160 million rupees in 1913

\*A rupee is the Indian currency.

### GEOGRAPHY SKILLBUILDER: Interpreting Maps

1. **Region** Which nation in 1900 held the most land in colonies?
2. **Location** How is the location of India a great advantage for trade?

Indian competition with British finished goods was prohibited. For example, India's own handloom textile industry was almost put out of business by imported British textiles. Cheap cloth and ready-made clothes from England flooded the Indian market and drove out local producers.

India became economically valuable only after the British established a railroad network. Railroads transported raw products from the interior to the ports and manufactured goods back again. The majority of the raw materials were agricultural products produced on plantations. Plantation crops included tea, indigo, coffee, cotton, and jute. Another crop was opium. The British shipped opium to China and exchanged it for tea, which they then sold in England.

Trading these crops was closely tied to international events. For example, the Crimean War in the 1850s cut off the supply of Russian jute to Scottish jute mills. This boosted the export of raw jute from Bengal, a province in India. Likewise, cotton production in India increased when the Civil War in the United States cut off supplies of cotton for British textile mills.

**Impact of Colonialism** India both benefited from and was oppressed by British colonialism. On the positive side, the laying of the world's third largest railroad network was a major British achievement. When completed, the railroads enabled India to develop a modern economy and brought unity to the connected regions. Along with the railroads, a modern road network, telephone and telegraph lines, dams, bridges, and irrigation canals enabled India to modernize. Sanitation and public health improved. Schools and colleges were founded, and literacy increased. Also, British troops cleared central India of bandits and put an end to local warfare among competing local rulers.

### Vocabulary

jute: a fiber used for sacks and cord.

### THINK THROUGH HISTORY

**A. Summarizing** On which continents are Indian goods being traded?

On the negative side, the British held much of the political and economic power. The British restricted Indian-owned industries such as cotton textiles. The emphasis on cash crops resulted in a loss of self-sufficiency for many villagers. The conversion to cash crops reduced food production, causing famines in the late 1800s. The British officially adopted a hands-off policy regarding Indian religious and social customs. Even so, the increased presence of missionaries and the outspoken racist attitude of most British officials threatened Indian traditional life.

## Indians Rebel

By 1850, the British controlled most of the Indian subcontinent. However, there were many pockets of discontent. Many Indians believed that in addition to controlling their land the British were trying to convert them to Christianity. The Indian people also resented the constant racism that the British expressed toward them.

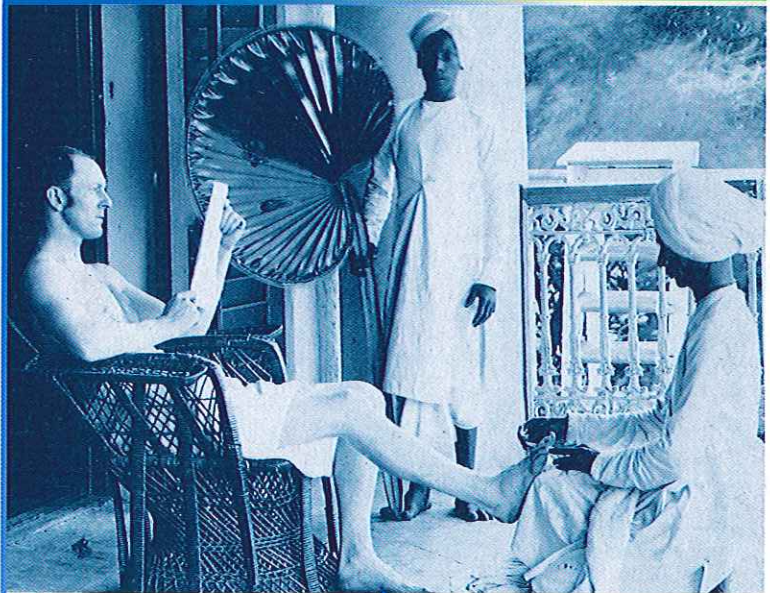
**Sepoy Rebellion** As economic problems increased for Indians, so did their feelings of resentment and nationalism. In 1857, gossip spread among the sepoys, the Indian soldiers, that the cartridges of their new Enfield rifles were sealed with beef and pork fat. To use the cartridges, soldiers had to bite off the seal. Both Hindus, who consider the cow sacred, and Muslims, who do not eat pork, were outraged by the news.

A garrison commander was shocked when 85 of the 90 sepoys refused to accept the cartridges. The British handled the crisis badly. The soldiers who had disobeyed were jailed. The next day, on May 10, 1857, the sepoys rebelled. They marched to Delhi, where they were joined by Indian soldiers stationed there. They captured the city of Delhi. From Delhi, the rebellion spread to northern and central India.

Some historians have called this outbreak the **Sepoy Mutiny**. The uprising spread over much of northern India. Fierce fighting took place. Both British and sepoys tried to slaughter each other's armies. The East India Company took more than a year to regain control of the country. The British government sent troops to help them.

The Indians could not unite against the British due to weak leadership and serious splits between Hindus and Muslims. Hindus did not want the Muslim Mughal Empire restored. Indeed, many Hindus preferred British rule to Muslim rule. Most

## Daily Life



### British Army

Social class determined the way of life for the British Army in India. Upper-class men served as officers. Lower-class British served at lesser rank and did not advance past the rank of sergeant. Only men with the rank of sergeant and above were allowed to bring their wives to India.

Each English officer's wife attempted to re-create England in the home setting. Like a general, she directed an army of 20 to 30 servants.

Officers and enlisted men spent much of each day involved in sports such as cricket, polo, and rugby. Athletics were encouraged to keep the men from "drink and idleness." The upper-class officers also spent time socializing at fancy-dress dances, concerts, and after-polo events.

### Indian Servants

Caste determined Indian occupations. Jobs were strictly divided by caste. Castes were divided into four broad categories called varna. Indian civil servants were of the third varna. House and personal servants were of the fourth varna.

Even within the varna, jobs were strictly regulated, which is why such large servant staffs were required. For example, in the picture above, although both were of the same varna, the person washing the man's feet was of a different caste than the person doing the fanning.

The social life of the servants centered around religious festivals and ceremonies marking important life passages. These included a child's first haircut, religious initiation, engagement, marriage, or childbirth.

### THINK THROUGH HISTORY

**B. Recognizing Effects** Look back at Elphinstone's comment on page 701. Did the Sepoy Mutiny prove him correct? Explain your answer.



This English engraving shows the British troops defending the Royal Residency at Lucknow against a sepoy attack on July 30, 1857.

of the princes and maharajahs who had made alliances with the East India Company did not take part in the rebellion. The Sikhs, a religious group that had been hostile to the Mughals, also remained loyal to the British. Indeed, from then on, the bearded and turbaned Sikhs became the mainstay of Britain's army in India.

**Turning Point** The mutiny marked a turning point in Indian history. As a result of the mutiny, in 1858, the British government took direct command of India. The part of India that was under direct British rule was called the Raj. The term **Raj** referred to British rule over India from 1757 until 1947. India was divided into 11 provinces and some 250 districts. Sometimes a handful of officials were the only British among the million or so people in a district. A cabinet minister in London directed policy, and a British governor-general in India carried out the government's orders. After 1877, this official held the title of viceroy. To reward the many princes who had remained loyal to Britain, the British promised to respect all treaties the East India Company had made with them. They also promised that the Indian states that were still free would remain independent. Unofficially, however, Britain won greater and greater control of those states.

The Sepoy Mutiny fueled the racist attitudes of the English. The English attitude is illustrated in the following quote by Lord Kitchener, British commander in chief of the army in India:

#### A VOICE FROM THE PAST

It is this consciousness of the inherent superiority of the European which has won for us India. However well educated and clever a native may be, and however brave he may prove himself, I believe that no rank we can bestow on him would cause him to be considered an equal of the British officer.

LORD KITCHENER, quoted in K. M. Panikkar, *Asia and Western Dominance*

The mutiny increased distrust between the British and the Indians. A political pamphlet suggested that both Hindus and Muslims "are being ruined under the tyranny and oppression of the . . . treacherous English."

#### THINK THROUGH HISTORY

**C. Recognizing Effects** In what ways did the Sepoy Mutiny change the political climate of India?

## Indian Nationalist Movements Begin

In the early 1800s, some Indians began demanding more modernization and a greater role in governing themselves. Ram Mohun Roy, a modern-thinking, well-educated Indian, began a campaign to move India away from traditional practices and ideas. Sometimes called the “Father of Modern India,” Ram Mohun Roy called for an end to widow suicide, which he believed was a murderous act. He saw child marriages and the rigid caste separation as parts of religious life that needed to be changed to bring India into a more modern frame of mind. He believed that if the practices were not changed, India would continue to be controlled by outsiders. Roy’s writings inspired other Indian reformers to call for adoption of Western ways. Roy also founded a social reform movement that worked for change in India.

Besides modernization and westernization, nationalist feelings started to surface in India. Indians resented a system that made them second-class citizens in their own country. Even Indians with a European education faced discrimination. They were barred from top posts in the Indian Civil Service. Those who managed to get middle-level jobs were paid less than Europeans. A British engineer on the East India Railway, for example, made nearly 20 times as much money as an Indian engineer.

A spirit of Indian nationalism led to the founding of two nationalist groups, the Indian National Congress in 1885 and the Muslim League in 1906. At first, such groups concentrated on specific concerns for Indians. Gradually their demands broadened. By the early 1900s, they were calling for self-government.

The nationalists were further inflamed in 1905 by the partition of Bengal. The province, which had a population of 85 million, was too large for administrative purposes. So the British divided it into a Hindu section and a Muslim section. Acts of terrorism broke out. The province was on the edge of open rebellion. In 1911, yielding to the pressure, the British took back the order and divided the province in a different way.

Conflict over the control of India continued to develop between the Indians and the British in the following years. Elsewhere in Southeast Asia, the same struggles for control of land took place between local groups and the major European powers that dominated them. You will learn about them in Section 5.

### Background

Hindu tradition called *suttee* called for a widow to be burned alive on the funeral pyre of her husband.

### THINK THROUGH HISTORY

#### D. Analyzing

**Motives** Why would the British think that dividing the Hindus and Muslims into separate sections would be good?

## HISTORY MAKERS



**Ram Mohun Roy**  
1772–1833

An extremely bright student, Ram Mohun Roy learned Persian, Sanskrit, and Arabic as a child. He spent many hours studying the religions of the world to understand people. He also studied the social and political ideas of the American and French revolutions.

Roy watched his sister-in-law burned alive on the funeral pyre of her husband. After that, he resolved to end practices that rooted India to the past. He challenged traditional Hindu culture and called for modernization of Hindu society.

The Hindu reform society he organized, Brahma Samaj, shaped the thinking of the 19th-century Indian reformers. The society was the forerunner of the Indian nationalist movements.

## Section 4 Assessment

### 1. TERMS & NAMES

Identify

- sepoy
- “jewel in the crown”
- Sepoy Mutiny
- Raj

### 2. TAKING NOTES

Re-create on your paper the cause-and-effect diagram below and fill in the effects of the three causes listed.

Cause	Effect
1. Decline of the Mughal Empire	
2. Colonial policies	
3. Sepoy Mutiny	

Which of the effects you listed later became causes?

### 3. ANALYZING

How did imperialism contribute to unity and the growth of nationalism in India?

#### THINK ABOUT

- the benefits of imperialism
- the negative effects of imperialism

### 4. ANALYZING THEMES

**Empire Building** How did economic imperialism lead to India’s becoming a British colony?

#### THINK ABOUT

- the role of the British East India Company
- the Sepoy Mutiny



# Western Powers Rule Southeast Asia

## TERMS & NAMES

- Pacific Rim
- King Mongkut
- Emilio Aguinaldo
- annexation
- Queen Liliuokalani

### MAIN IDEA

Demand for Asian products drove Western imperialists to seek possession of Southeast Asian lands.

### WHY IT MATTERS NOW

Southeast Asian independence struggles in the 20th century have their roots in this period of imperialism.

**SETTING THE STAGE** Just as the European powers rushed to divide Africa, they also competed to carve up the lands of Southeast Asia. These lands form part of the **Pacific Rim**, the countries that border the Pacific Ocean. Western nations desired the Pacific Rim lands for their strategic location along the sea route to China. Westerners also recognized the value of the Pacific colonies as sources of tropical agriculture, minerals, and oil.

Traditional-style boats anchor in modern Singapore harbor. High-rise buildings of the 20th century mark Singapore as a major city. Today Singapore is a successful trading nation on the Pacific Rim.

## Western Rivalries for Pacific Rim Lands

Early in the 19th century, the Dutch East India Company established control over most of the 3,000-mile-long chain of Indonesian islands. As the European powers began to appreciate the value of the area, they challenged each other for their own parts of the prize. The British established a major trading port at Singapore. The French took over Indochina on the Southeast Asian mainland. The Germans claimed New Guinea and the Marshall and Solomon islands.

**Plantation Products Spur Competition** The lands of Southeast Asia were perfect for plantation agriculture. The major focus was on sugar cane, coffee, cocoa, rubber, coconuts, bananas, and pineapple. As these products became more important in the world trade markets, European powers raced each other to claim lands.

**Dutch Expand Control** The Dutch East India Company, chartered in 1602, actively sought lands in Southeast Asia. It seized Melaka from the Portuguese and fought the British and Javanese for control of Java. The discovery of oil and tin on the islands and the desire for more rubber plantations prompted the Dutch to gradually expand their control over Sumatra, Borneo, Celebes, the Moluccas, and Bali. Finally the company ruled the whole island chain of Indonesia, then called the Dutch East Indies.

Management of plantations and trade brought a large Dutch population to the islands. In contrast to the British, who lived temporarily in India but retired in Britain, the Dutch thought of Indonesia as their home. They created a rigid social class system. The Dutch were on top, wealthy and educated Indonesians came next, and plantation workers resided at the bottom. The Dutch also forced farmers to plant one-fifth of their land in specified export crops.

**British Take the Malayan Peninsula** To compete with the Dutch, the British sought a trading base that would



### THINK THROUGH HISTORY

**A. Comparing** How was the Dutch East India Company like the British East India Company?

serve as a stop for its ships that traveled the India-China sea routes. They found the ideal location—a large, sheltered harbor—on Singapore, an island just off the tip of the Malay Peninsula. The opening of the Suez Canal and the increased demand for tin and rubber combined to make Singapore one of the world's busiest ports.

Britain also gained colonies in Malaysia and in Burma (modern Myanmar). Malaysia had large deposits of tin and became the world's leading rubber exporter. Upper Burma provided teak, while central Burma exported oil. Needing workers to mine the tin and tap the rubber trees, Britain encouraged Chinese to immigrate to Malaysia. Chinese flocked to the area, and some of them became highly successful in business. As a result of such immigration, the Malays soon became a minority in their own country. Conflict between the resident Chinese and the native Malays remains unresolved today.

#### THINK THROUGH HISTORY

##### B. Analyzing

**Motives** Why do you think so many Chinese would move to Malaysia?

**French Control Indochina** The French had been active in Southeast Asia since the turn of the century. They even helped the Nguyen (nuh-WIN) dynasty rise to power in Vietnam. In the 1840s, during the rule of an anti-Christian Vietnamese emperor, seven French missionaries were killed. Church leaders and capitalists who wanted a larger share of the overseas market demanded military intervention. Emperor Napoleon III ordered the French army to invade southern Vietnam. Later, the French added Laos, Cambodia, and northern Vietnam to the territory. The combined states would eventually be called French Indochina. In 1867, a governor of a Vietnamese state told how overpowering the French were:

#### A VOICE FROM THE PAST

Now, the French are come, with their powerful weapons of war to cause dissension among us. We are weak against them; our commanders and our soldiers have been vanquished. Each battle adds to our misery. . . . The French have immense warships, filled with soldiers and armed with huge cannons. No one can resist them. They go where they want, the strongest ramparts fall before them.

PHAN THANH GIAN, in a letter to his administrators

The French colonists tried to impose their culture on the Indochinese. Using direct colonial management, the French themselves filled all important positions in the government bureaucracy. They did not encourage local industry. Rice became a major export crop. Four times as much land was devoted to rice production. However, the peasants' consumption of rice decreased because rice was shipped out of the region. Anger over this reduction set the stage for Vietnamese resistance against the French.

**Colonial Impact** In Southeast Asia, colonization brought mixed results. Economies grew based on cash crops or goods such as tin and rubber that could be sold on the world market. Roads, harbors, and rail systems linked areas and improved communication and transportation. These improvements were more for the benefit of European business than the local population. However, education, health, and sanitation did improve. Political changes included unification of areas at the cost of weaker local leaders and governments.

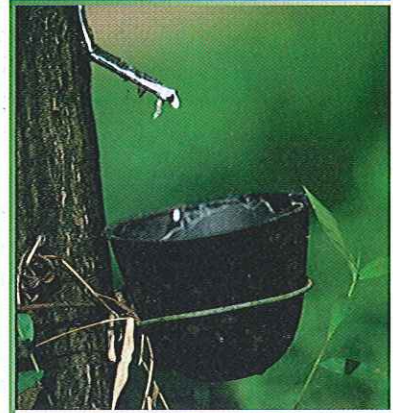
Unlike other colonial areas, millions of people from other areas of Asia and the world migrated to work on plantations and in the mines in Southeast Asia. This migration changed the cultural and racial makeup of the area. Southeast Asia became a melting pot of Hindus, Muslims, Christians, and Buddhists. The resulting cultural changes often led to racial and religious clashes that are still seen today.

#### THINK THROUGH HISTORY

##### C. Recognizing

**Effects** What changes took place in Southeast Asia as a result of colonial control?

## Global Impact



### Migrating Rubber Plants

The rubber tree is native to the South American tropics. South American Indians first realized its potential and used the sap to make balls and "waterproof" shoes.

At first rubber sap was only a curiosity in Europe. Then American, Scottish, and British inventors discovered ways of processing it. In 1876, an English botanist collected seeds from wild trees in the Amazon rainforest and planted them in Kew Gardens in London. Later, young trees grown from those seeds were taken to Ceylon and the Malay Peninsula to start rubber plantations there.

The invention of automobiles created a huge demand for rubber. Rubber plantations soon mushroomed in Southeast Asia, Africa, and Central and South America.

## Siam Maintains Independence

While its neighbors on all sides fell under the control of imperialists, Siam (present-day Thailand) maintained its independence throughout the colonial period. Siam lay between British-controlled Burma and French Indochina. (See map on page 702.) France and Britain each aimed to prevent the other from gaining control of Siam. Knowing this, Siamese kings skillfully promoted Siam as a neutral zone between the two powers.

Siam modernized itself under the guidance of **King Mongkut** and his son Chulalongkorn. In a royal proclamation, King Chulalongkorn showed his understanding of the importance of progress:

### A VOICE FROM THE PAST

As the times and the course of things in our country have changed, it is essential to promote the advancement of all our academic and technical knowledge and to prevent it from succumbing [giving in] to competition from the outside. In order to achieve this, it is imperative to make haste in education so that knowledge and ability will increase.

KING CHULALONGKORN, "Royal Proclamation in Education"

To accomplish the changes, Siam started schools, reformed the legal system, and reorganized the government. The government built its own railroads and telegraph systems and ended slavery. Because the changes came from their own government, the Siamese people escaped the social turmoil, racist treatment, and economic exploitation that occurred in countries controlled by foreigners.

## U.S. Acquires Pacific Islands

Because they fought for their independence from Britain, most Americans disliked the idea of colonizing other nations. However, two groups of Americans were outspoken in their support of imperialism. One group of ambitious empire-builders felt the United States should fulfill its destiny as a world power, colonizing like the Europeans. The other group, business interests, welcomed the opening of new markets and trade possibilities. Beginning in 1898, the United States began to acquire territory and to establish trading posts in the Pacific.

**The Philippines Change Hands** The United States acquired the Philippine Islands, Puerto Rico, and Guam as a result of the Spanish-American War in 1898. Gaining the Philippines touched off a debate in the United States over imperialism. President McKinley's views swayed many to his side. He told a group of Methodist ministers that he had concluded "that there was nothing left for us to do but to take them all [the Philippine Islands], and to educate Filipinos, and uplift and Christianize them."

Filipino nationalists who had already been fighting with the Spanish were not happy to trade one colonizer for another. **Emilio Aguinaldo** (eh-MEE-lyoh AH-gee-NAHL-doh), leader of the Filipino nationalists, claimed that the United States had promised immediate independence after the Spanish-American War ended. The nationalists declared independence and the establishment of the Philippine Republic.

The United States immediately plunged into a fierce struggle with the Filipino nationalists and defeated them in 1902. The United States promised the Philippine people that it would prepare them for self-rule. To achieve this goal, the United States provided many benefits to the islands. It built roads, railroads, and hospitals, and set up school systems. However, American businesses exploited the Philippines

### Background

Siam was named Thailand in 1939.

The progressive Siamese king Mongkut ruled from 1851 to 1868. During his reign he modernized his land and prevented the British and French from taking over.



### Vocabulary

Filipino: an inhabitant of the Philippine Islands

economically. As with other Southeast Asian areas, businessmen encouraged growing cash crops such as sugar at the expense of basic food crops.

**Hawaii Becomes a Republic** U.S. interest in Hawaii began around the 1790s when Hawaii was a port on the way to China and East India. Beginning about the 1820s, sugar trade began to change the Hawaiian economy. Americans established sugar-cane plantations and became so successful that they imported laborers from China, Japan, and Portugal. By the mid-19th century, American sugar plantations accounted for 75 percent of Hawaii's wealth. At the same time, American sugar planters also gained great political power in Hawaii.

Then in 1890, the McKinley Tariff Act passed by the U.S. government set off a crisis in the islands. The act eliminated the tariffs on all sugar entering the United States. Now, sugar from Hawaii was no longer cheaper than sugar produced elsewhere. That change cut into the sugar producers' profits. Some U.S. business leaders pushed for **annexation** of Hawaii, or the adding of the territory to the United States. Making Hawaii a part of the United States meant that Hawaiian sugar could be sold for greater profits because American producers got an extra two cents a pound from the U.S. government.

About the same time, the new Hawaiian ruler, **Queen Liliuokalani** (luh-LEE-uh-oh-kuh-LAH-nee), took the throne. In 1893, she called for a new constitution that would increase her power. It would also restore the political power of Hawaiians at the expense of wealthy planters. To prevent this from happening, a group of American businessmen hatched a plot to overthrow the Hawaiian monarchy. In 1893, Queen Liliuokalani was removed from power.

In 1894, Sanford B. Dole, a wealthy plantation owner, was named president of the new Republic of Hawaii. The president of the new republic asked the United States to annex it. Acting on the findings of a commission sent to the islands, President Cleveland refused. However, about five years later, in 1898, the Republic of Hawaii was annexed by the United States.

The period of imperialism was a time of great power and domination of others by mostly European powers. As the 19th century closed, the lands of the world were all claimed. The European powers now faced each other with competing claims. Their battles with each other would become the focus of the 20th century.

## HISTORY MAKERS



**Queen Liliuokalani**  
1838–1917

Liliuokalani was Hawaii's only queen and the last monarch of Hawaii. At the death of her younger brother, she became next in line for the throne. In 1891, she took that throne after the death of her older brother.

Liliuokalani bitterly regretted her brother's loss of power to American planters. She worked to regain power for the Hawaiian monarchy. As queen she refused to renew a treaty signed by her brother that would have given commercial privileges to foreign businessmen. It was a decision that would cost her the crown.

In 1895, she was forced to give up power. However, she continued to oppose the annexation of Hawaii by the United States as a part of the Oni pa'a (Stand Firm) movement.

### Background

President McKinley, who had strong imperialist feelings, came to office in 1897 and encouraged annexation of Hawaii.

## Section 5 Assessment

### 1. TERMS & NAMES

Identify

- Pacific Rim
- King Mongkut
- Emilio Aguinaldo
- annexation
- Queen Liliuokalani

### 2. TAKING NOTES

Re-create on your paper the spider map below. In each circle, identify a Western power and the areas it controlled.



### 3. DRAWING CONCLUSIONS

How did the reforms of the Siamese kings maintain Siam's independence?

**THINK ABOUT**

- what was happening to Siam's neighbors
- the results of the changes

### 4. THEME ACTIVITY

**Empire Building** Compose a series of letters to the editor expressing different views on the overthrow of the Hawaiian queen. Include both the Hawaiian and American views on this event.

## TERMS & NAMES

Briefly explain the importance of each of the following to the imperialism of 1850–1914.

1. imperialism
2. racism
3. Berlin Conference 1884–1885
4. paternalism
5. Menelik II
6. geopolitics
7. Suez Canal
8. “jewel in the crown”
9. Raj
10. Queen Liliuokalani

### Interact with History

Make a chart showing the advantages and disadvantages to a local person living in a place that became a European colony. Next make a similar chart for a European living in a foreign place. How do they compare? Discuss with members of your class a way to decide whether the advantages outweigh the disadvantages for each group.

## REVIEW QUESTIONS

SECTION 1 (pages 305–309)

### Imperialists Divide Africa

11. What motives caused the nations of Europe to engage in imperialist activities?
12. What effect did the Boer War have on Africans?

SECTION 2 (pages 310–316)

### Patterns of Change: Imperialism Case Study: Nigeria

13. What are the forms of imperial rule?
14. How did Ethiopia resist European rule so successfully?

SECTION 3 (pages 317–320)

### Muslim Lands Fall to Imperialist Demands

15. Why did the European nations have an interest in controlling the Muslim lands?
16. What methods did the Muslim leaders use to try to prevent European imperialism?

SECTION 4 (pages 321–325)

### British Imperialism in India

17. How was the economy of India transformed by the British?
18. What caused the Sepoy Mutiny?

SECTION 5 (pages 326–329)

### Western Powers Rule Southeast Asia

19. How did Siam manage to remain independent when others countries in the area were colonized?
20. Describe the attitudes held by Americans about colonizing other lands.

## Visual Summary

### The New Imperialism, 1850–1914

#### CAUSES

##### Nationalism

To gain power, European nations compete for colonies and trade.

##### Economic Competition

Demand for raw materials and new markets spurs a search for colonies.

##### Missionary Spirit

Europeans believe they must spread their Christian teachings to the world.

#### IMPERIALISM

Europeans exerted influence over the economic, political, and social lives of people they colonized.

#### EFFECTS

##### Colonization

Europeans control land and people in areas of Africa, Asia, and Latin America.

##### Colonial Economics

Europeans control trade in the colonies and set up dependent cash-crop economies.

##### Christianization

Christianity is spread to Africa, India, and Asia.

## CRITICAL THINKING

### 1. SUEZ CANAL

**THEME ECONOMICS** Why did the British view the Suez Canal as the lifeline of their empire?

### 2. RESISTANCE TO IMPERIALISM

Re-create on your paper the diagram below. For each geographic area, tell how the local people resisted the demands of the Europeans.

Africa	Muslim Lands	India	Southeast Asia

### 3. ECONOMIC EFFECTS OF IMPERIALISM ON COLONIES

How did imperialism alter the economic life of the lands Europeans colonized?

### 4. ANALYZING PRIMARY SOURCES

The following quotation is from Kwaku Dua III, king of the Asante people. He was being pressured by the British government to allow his kingdom to become a protectorate of Britain. Read the quotation and answer the questions below it.

#### A VOICE FROM THE PAST

The suggestion that Ashanti [Asante] in its present state should come and enjoy the protection of Her Majesty the Queen and Empress of India, I may say this is a matter of serious consideration, and which I am happy to say we have arrived at the conclusion, that my kingdom of Ashanti will never commit itself to any such conclusion, that Ashanti must remain independent as of old, at the same time to remain friendly with all white men. I do not write this with a boastful spirit, but in the clear sense of its meaning. Ashanti is an independent kingdom.

KWAKU DUA III to Frederic M. Hodgson, December 27, 1889

- Briefly, what is Kwaku Dua III's answer to the queen?
- Why do you think Kwaku Dua III responded that he wanted to remain friendly to white men?
- What aspects of the response would lead you to believe that Kwaku Dua III did not feel inferior to the Queen of England?

## CHAPTER ACTIVITIES

### 1. LIVING HISTORY: Unit Portfolio Project

**THEME EMPIRE BUILDING** Your unit portfolio project focuses on empire-building in lands around the globe by Western powers during the late 1800s and early 1900s (see page 249). For Chapter 11, you might use one of the following ideas to add to your portfolio:

- Imagine that it is 1899 and you are hosting a debate on the United States' takeover of the Philippine Islands. Your guests will be William McKinley and Emilio Aguinaldo. Prepare a script that includes at least five questions you will ask each of them and their possible responses.
- Write a series of diary entries or a poem from the point of view of a person in a land colonized by Europeans. Write a brief opening describing where you live and from what country the colonizers have come.



Using the Internet, magazines, and books, collect at least four articles or illustrations with references to remaining imperialist influence in the countries discussed in this chapter. For example, you might find a Manila street with an American name or a picture of a French store in Hanoi. Mount the materials on a page and write a paragraph at the bottom that explains the imperialist connection.

### 2. CONNECT TO TODAY: Cooperative Learning

**THEME POWER AND AUTHORITY** Problems that continue to plague Africa today often have their roots in imperialism. Divide into small groups and choose one of the following countries: Somalia, Republic of South Africa, Angola, Democratic Republic of Congo (Zaire), Nigeria, and Chad. Research the country's history from colonialism to the present. Prepare a report on the history of the colony, including how imperialism has continued to affect life there.

### 3. INTERPRETING A TIME LINE

Revisit the unit time line on pages 248–249. Look at the Chapter 11 section. Name two events that occurred in Europe between 1850 and 1914 that demonstrated the growth of nationalism, which was one of the forces driving imperialism.

## FOCUS ON GEOGRAPHY

### Where the Sun Never Set

"The sun never sets on the British Empire" was a saying about the British Empire at the peak of its power.

- From the map below, what does this saying mean?
- Which British colony is also a continent?

### Connect to History

Explain how such a small nation as Britain could gain such a large empire.

