CHAPTER 24

The New Imperialism
1800–1914
Empire Builders

Lord Frederick Lugard, a British empire builder, tried to justify imperialism in Africa with these words:

"There are some who say we have no right to Africa at all, that 'it belongs to the natives.' I hold that our right is the necessity that is upon us to provide for our ever-growing population—either by opening new fields for emigration, or by providing work and employment . . . and to stimulate trade by finding new markets."

Listen to the Witness History audio to learn more about imperialism.

One of several journalists in South Africa, British writer Rudyard Kipling (bottom right) considered imperialism to be beneficial to Africans.

Chapter Preview

Chapter Focus Question  How did Western industrial powers gain global empires?

Section 1  Building Overseas Empires

Section 2  The Partition of Africa

Section 3  European Claims in Muslim Regions

Section 4  The British Take Over India

Section 5  China and the New Imperialism

Use the Quick Study Timeline at the end of this chapter to preview chapter events.

To explore Essential Questions related to this chapter, go to PHSchool.com
Web Code: nad-2407
Objectives
• Analyze the causes of the “new imperialism.”
• Explain why Western imperialism spread so rapidly.
• Describe how imperial governments ruled their empires.

Terms, People, and Places
imperialism
protectorate
sphere of influence

Note Taking
Reading Skill: Recognize Multiple Causes As you read the section, make a chart like the one below showing the multiple causes of imperialism in the 1800s.

<table>
<thead>
<tr>
<th>Causes</th>
<th>Event</th>
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<tbody>
<tr>
<td>• Need for natural resources</td>
<td>The New Imperialism</td>
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Building Overseas Empires
Like Great Britain, other Western countries built overseas empires in the late 1800s. The Industrial Revolution had transformed the West. Advances in science and technology, industry, transportation, and communication provided Western nations with many advantages. Armed with new economic and political power, Western nations set out to dominate the world.

Motives Driving the New Imperialism
European imperialism did not begin in the 1800s. Imperialism is the domination by one country of the political, economic, or cultural life of another country or region. As you have learned, European states won empires in the Americas after 1492, established colonies in South Asia, and gained toeholds on the coasts of Africa and China. Despite these gains, between 1500 and 1800, Europe had little influence on the lives of the peoples of China, India, or Africa.

By the 1800s, however, Europe had gained considerable power. Strong, centrally governed nation-states had emerged, and the Industrial Revolution had greatly enriched European economies. Encouraged by their new economic and military strength, Europeans embarked on a path of aggressive expansion that today’s historians call the “new imperialism.” In just a few decades, beginning in the 1870s, Europeans brought much of the world under their influence and control. Like other key developments in world history, the new imperialism exploded out of a combination of causes.
Economic Interests Spur Expansion  The Industrial Revolution created needs and desires that spurred overseas expansion. Manufacturers wanted access to natural resources such as rubber, petroleum, manganese for steel, and palm oil for machinery. They also hoped for new markets of consumers to whom they could sell their factory goods. Bankers sought ventures to invest their profits. In addition, colonies offered a valuable outlet for Europe's growing population.

Political and Military Motives  Political and military issues were closely linked to economic motives. Steam-powered merchant ships and naval vessels needed bases around the world to take on coal and supplies. Industrial powers seized islands or harbors to satisfy these needs.

Nationalism played an important role, too. When France, for example, moved into West Africa, rival nations like Britain and Germany seized lands nearby to halt further French expansion. Western leaders claimed that colonies were needed for national security. They also felt that ruling a global empire increased a nation's prestige around the world.

Humanitarian and Religious Goals  Many Westerners felt a genuine concern for their "little brothers" beyond the seas. Missionaries, doctors, and colonial officials believed they had a duty to spread what they saw as the blessings of Western civilization, including its medicine, law, and Christian religion.

Applying Social Darwinism  Behind the idea of the West's civilizing mission was a growing sense of racial superiority. Many Westerners had embraced the ideas of Social Darwinism. They applied Darwin's ideas about natural selection and survival of the fittest to human societies. European races, they argued, were superior to all others, and imperial domination of weaker races was simply nature's way of improving the human species. As a result, millions of non-Westerners were robbed of their cultural heritage.

Checkpoint  What factors contributed to European imperialism in the 1800s?

Vocabulary Builder

**prestige**—(pres' teezh) n. the power to impress or influence because of success or wealth

A Market for Goods  A driving force behind imperialism was the desire for access to new markets in which to sell goods. This British propaganda poster boasts that Africa would become a gold mine for British-made products. Britain's sense of national pride and aggressive foreign policy during this period came to be known as jingoism. **What does this poster show about the British attitude toward Africa?**
The excerpts below present two different views on the partition of Africa by European nations in the 1800s. Critical Thinking: What is Cecil Rhodes’s argument for imperialism? What is Chief Kabongo’s argument against it?

Favoring Imperialism

“I contend that we are the first race in the world and that the more of the world we inhabit the better it is for the human race. I contend that every acre added to our territory provides for the birth of more of the English race, who otherwise would not be brought into existence. . . . I believe it to be my duty to God, my Queen and my country to paint the whole map of Africa red, red from the Cape to Cairo. That is my creed, my dream and my mission.”

—Cecil Rhodes

 Opposing Imperialism

“A Pink Cheek man came one day to our Council . . . and he told us of the King of the Pink Cheek who . . . lived in a land over the seas. ‘This great king is now your king,’ he said. This was strange news. For this land was ours. . . . We had no king, we elected our Councils and they made our laws. With patience, our leading Elders tried to tell this to the Pink Cheek. . . . But at the end he said, ‘This we know, but in spite of this what I have told you is a fact. You have now a king . . . and his laws are your laws.”

—Chief Kabongo of the Kikuyu in Kenya

The Rapid Spread of Western Imperialism

From about 1870 to 1914, imperialist nations gained control over much of the world. Leading the way were soldiers, merchants, settlers, missionaries, and explorers. In Europe, imperial expansion found favor with all classes, from bankers and manufacturers to workers. Western imperialism expanded rapidly for a number of reasons.

Weakness of Non-Western States While European nations had grown stronger in the 1800s, several older civilizations were in decline, especially the Ottoman Middle East, Mughal (MOO gul) India, and Qing (ching) China. In West Africa, wars among African peoples and the damaging effect of the slave trade had undermined established empires, kingdoms, and city-states. Newer African states were not strong enough to resist the Western onslaught.

Western Advantages European powers had the advantages of strong economies, well-organized governments, and powerful armies and navies. Superior technology, including riverboats and the telegraph, as well as improved medical knowledge also played a role. Quinine and other new medicines helped Europeans survive deadly tropical diseases. And, of course, advances such as Maxim machine guns, repeating rifles, and steam-driven warships were very strong arguments in persuading Africans and Asians to accept Western control.

Resisting Imperialism Africans and Asians strongly resisted Western expansion into their lands. Some people fought the invaders, even though they had no weapons to equal the Maxim gun. Ruling groups in certain areas tried to strengthen their societies against outsiders by reforming their own Muslim, Hindu, or Confucian traditions. Finally, many
Western-educated Africans and Asians organized nationalist movements to expel the imperialists from their lands.

**Facing Criticism at Home** In the West itself, a small group of anti-imperialists emerged. Some argued that colonialism was a tool of the rich. Others said it was immoral. Westerners, they pointed out, were moving toward greater democracy at home but were imposing undemocratic rule on other peoples.

**Checkpoint** How did Western imperialism spread through Africa and Asia so quickly?

**Forms of Imperial Rule**
The leading imperial powers developed several kinds of colonial rule. The French practiced direct rule, sending officials and soldiers from France to administer their colonies. Their goal was to impose French culture on their colonies and turn them into French provinces.

The British, by contrast, often used a system of indirect rule. To govern their colonies, they used sultans, chiefs, or other local rulers. They then encouraged the children of the local ruling class to get an education in Britain. In that way, they groomed a new “Westernized” generation of leaders to continue indirect imperial rule and to spread British civilization. Like France and other imperialist nations, however, Britain could still resort to military force if its control over a colony was threatened.

In a protectorate, local rulers were left in place but were expected to follow the advice of European advisors on issues such as trade or missionary activity. A protectorate cost less to run than a colony did, and usually did not require a large commitment of military forces.

A third form of Western control was the sphere of influence, an area in which an outside power claimed exclusive investment or trading privileges. Europeans carved out these spheres in China and elsewhere to prevent conflicts among themselves.

**Checkpoint** Compare and contrast how Britain and France ruled their colonies.

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**Writing About History**
Quick Write: Write a Thesis Statement
Suppose that you are writing a persuasive essay using the point of view of an anti-imperialist from a Western nation trying to persuade the public that imperialism is wrong. Based on what you have read in this section, write a thesis statement for your essay.
In the late 1800s, Britain, France, Germany, and other European powers began a scramble for African territories. Within about 20 years, the Europeans had carved up the continent and dominated millions of Africans. Although the Yao and others resisted, they could not prevent European conquest.

**Africa in the Early 1800s**

To understand the impact of European domination, we must look at Africa in the early 1800s, before the scramble for colonies began. Africa is a huge continent, nearly three times the size of Europe. Across its many regions, people spoke hundreds of languages and had developed varied governments. Some people lived in large centralized states, while others lived in village communities.

**North Africa** North Africa includes the enormous Sahara and the fertile land along the Mediterranean. Since long before 1800, the region was a part of the Muslim world. In the early 1800s, much of North Africa remained under the rule of the declining Ottoman empire.

**Islamic Crusades in West Africa** By the early 1800s, an Islamic revival spread across West Africa. It began among the Fulani people in northern Nigeria. The scholar and preacher Usman dan Fodio (oo SMAHN dahm foh DEE oh) denounced the corruption of the local Hausa rulers. He called for social and religious reforms based on the sharia, or Islamic law. Usman inspired Fulani herdsmen and Hausa townspeople to rise up against their European rulers.
Usman and his successors set up a powerful Islamic state in northern Nigeria. Under their rule, literacy increased, local wars quieted, and trade improved. Their success inspired other Muslim reform movements in West Africa. Between about 1780 and 1880, more than a dozen Islamic leaders rose to power, replacing old rulers or founding new states in the western Sudan.

In the forest regions, strong states like the Asante (uh SAHN teh) kingdom had arisen. The Asante traded with Europeans and Muslims and controlled several smaller states. However, these tributary states were ready to turn to Europeans or others who might help them defeat their Asante rulers.

**East Africa** Islam had long influenced the east coast of Africa, where port cities like Mombasa (mahm BAH suh) and Kilwa (KEEL wah) carried on profitable trade. The cargoes were often slaves. Captives were marched from the interior to the coast to be shipped as slaves to the Middle East. Ivory and copper from Central Africa were also exchanged for goods such as cloth and firearms from India.

**Southern Africa** In the early 1800s, the Zulus emerged as a major force in southern Africa under a ruthless and brilliant leader, Shaka. Between 1818 and 1828, Shaka waged relentless war and conquered many nearby peoples. He absorbed their young men and women into Zulu regiments. By encouraging rival groups to forget their differences, he cemented a growing pride in the Zulu kingdom.

His conquests, however, set off mass migrations and wars, creating chaos across much of the region. Groups driven from their homelands by the Zulus then migrated north, conquering still other peoples and creating their own powerful states. By the 1830s, the Zulus faced a new threat, the arrival of well-armed, mounted Boers, descendants of Dutch farmers who were migrating north from the Cape Colony. In 1814, the Cape Colony had passed from the Dutch to the British. Many Boers resented British laws that abolished slavery and otherwise interfered with their way of life. To escape British rule, they loaded their goods into covered wagons and started north. Several thousand Boer families joined this “Great Trek.”

As the migrating Boers came into contact with Zulus, fighting quickly broke out. At first, Zulu regiments held their own. But in the end, Zulu spears could not defeat Boer guns. The struggle for control of the land would rage until the end of the century.

**Impact of the Slave Trade** In the early 1800s, European nations began to outlaw the transatlantic slave trade, though it took years to end. Meanwhile, the East African slave trade continued to Asia.

Some people helped freed slaves resettle in Africa. In 1787, the British organized Sierra Leone in West Africa as a colony for former slaves. Later, some free blacks from the United States settled in nearby Liberia. By 1847, Liberia had become an independent republic.

**Checkpoint** What factors shaped each of the main regions of Africa during the early 1800s?
European Contact Increases

From the 1500s through the 1700s, Europeans traded along the African coast. Africans wanted trade with Europeans but did not want to “house them.” Resistance by Africans, difficult geography, and diseases all kept Europeans from moving into the interior regions of the continent. Medical advances and river steamships changed all that in the 1800s.

Explorers Advance Into Africa’s Interior In the early 1800s, European explorers began pushing into the interior of Africa. Explorers like Mungo Park and Richard Burton set out to map the course and sources of the great African rivers such as the Niger, the Nile, and the Congo. They were fascinated by African geography, but they had little understanding of the peoples they met. All, however, endured great hardships while exploring Africa.

Missionaries Follow Explorers Catholic and Protestant missionaries followed the explorers. All across Africa, they sought to win people to Christianity. The missionaries were sincere in their desire to help Africans. They built schools and medical clinics alongside churches. They also focused attention on the evils of the slave trade. Still, missionaries, like most Westerners, took a paternalistic view of Africans, meaning they saw them as children in need of guidance. To them, African cultures and religions were “degraded.” They urged Africans to reject their own traditions in favor of Western civilization.

Livingstone Blazes a Trail The best-known explorer and missionary was Dr. David Livingstone. For 30 years, he crisscrossed Africa. He wrote about the many peoples he met with more sympathy and less bias than did most Europeans. He relentlessly opposed the slave trade, which remained a profitable business for some African rulers and foreign traders. The only way to end this cruel traffic, he believed, was to open up the interior of Africa to Christianity and trade.

Livingstone blazed a trail that others soon followed. In 1869, the journalist Henry Stanley trekked into Central Africa to find Livingstone, who had not been heard from for years. He finally tracked him down in 1871 in what is today Tanzania, greeting him with the now-legendary phrase “Dr. Livingstone, I presume?”

Checkpoint How did European contact with Africa increase in the late 1800s?

A Scramble for Colonies

Shortly afterward, King Leopold II of Belgium hired Stanley to explore the Congo River basin and arrange trade treaties with African leaders. Publicly, Leopold spoke of a civilizing mission to carry the light “that for millions of men still plunged in barbarism will be the dawn of a better era.” Privately, he dreamed of conquest and profit. Leopold’s activities in the Congo set off a scramble by other nations. Before long, Britain, France, and Germany were pressing rival claims to the region.

Berlin Conference To avoid bloodshed, European powers met at an international conference in 1884. It took place not in Africa but in Berlin, Germany. No Africans were invited to the conference.
Map Skills During the late 1800s, European countries took part in a scramble for Africa. They claimed control of nearly the entire continent by 1914.

1. **Locate** (a) Algeria (b) Belgian Congo (c) Ethiopia

2. **Region** In which part of Africa were most of France's colonies located?

3. **Make Comparisons** How did imperialism in Africa in 1850 compare with that in 1914?
BIOGRAPHY

Cecil Rhodes

Cecil Rhodes (1853–1902) arrived in South Africa at age 17, determined to make his fortune. He got off to a slow start. His first venture, a cotton-farming project, failed. Then, Rhodes turned to diamond and gold mining. By the age of 40, he had become one of the richest men in the world.

However, money was not his real interest. "For its own sake I do not care for money," he once wrote. "I want the power." Rhodes strongly supported British imperialism in Africa. He helped Britain extend its African empire by 1,000,000 square miles and had an entire British colony named after himself—Rhodesia (now Zimbabwe). Rhodes also helped promote the policy of the separation of races in southern Africa. How was Cecil Rhodes' desire for power illustrated by his actions?

At the Berlin Conference, European powers recognized Leopold's private claims to the Congo Free State but called for free trade on the Congo and Niger rivers. They further agreed that a European power could not claim any part of Africa unless it had set up a government office there. This principle led Europeans to send officials who would exert their power over local rulers and peoples.

The rush to colonize Africa was on. In the 20 years after the Berlin Conference, the European powers partitioned almost the entire continent. As Europeans carved out their claims, they established new borders and frontiers. They redrew the map of Africa with little regard for traditional patterns of settlement or ethnic boundaries.

Horrors in the Congo Leopold and other wealthy Belgians exploited the riches of the Congo, including its copper, rubber, and ivory. Soon, there were horrifying reports of Belgian overseers brutalizing villagers. Forced to work for almost nothing, laborers were savagely beaten or mutilated. The overall population declined drastically.

Eventually, international outrage forced Leopold to turn over his personal colony to the Belgian government. It became the Belgian Congo in 1908. Under Belgian rule, the worst abuses were ended. Still, the Belgians regarded the Congo as a possession to be exploited. Africans were given little or no role in the government, and the wealth of their mines went out of the country to Europe.

France Extends Its Influence France took a giant share of Africa. In the 1830s, it had invaded and conquered Algeria in North Africa. The victory cost tens of thousands of French lives and killed many times more Algerians. In the late 1800s, France extended its influence along the Mediterranean into Tunisia. It also won colonies in West and Central Africa. At its height, the French empire in Africa was as large as the continental United States.

Britain Takes Its Share Britain's share of Africa was more scattered than that of France. However, it included more heavily populated regions with many rich resources. Britain took chunks of West and East Africa. It gained control of Egypt and pushed south into the Sudan.

In southern Africa, Britain clashed with the Boers, who were descendants of Dutch settlers. As you have read, Britain had acquired the Cape Colony from the Dutch in 1814. At that time, many Boers fled British rule, migrating north and setting up their own republics. In the late 1800s, however, the discovery of gold and diamonds in the Boer lands led to conflict with Britain. The Boer War, which lasted from 1899 to 1902, involved bitter guerrilla fighting. The British won in the end, but at great cost.

In 1910, the British united the Cape Colony and the former Boer republics into the Union of South Africa. The new constitution set up a government run by whites and laid the foundation for a system of complete racial segregation that would remain in force until 1993.

Others Join the Scramble Other European powers joined the scramble for colonies, in part to bolster their national image, while also furthering their economic growth and influence. The Portuguese carved out large colonies in Angola and Mozambique. Italy reached across the Mediterranean to occupy Libya and then pushed into the "horn" of Africa, at the southern end of the Red Sea. The newly united German empire took

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lands in eastern and southwestern Africa, including Cameroons and Togo. A German politician, trying to ease the worries of European rivals, explained, "We do not want to put anyone in the shade, but we also demand our place in the sun."

**Checkpoint** How did King Leopold II set off a scramble for colonies in Africa?

**Africans Resist Imperialism**

Europeans met armed resistance across the continent. The Algerians battled the French for years. **Samori Touré** (sah MAWR ee too RAY) fought French forces in West Africa, where he was building his own empire. The British battled the Zulus in southern Africa and the Asante in West Africa. When their king was exiled, the Asante put themselves under the command of their queen, **Yaa Asantewaa** (YA uh ah sahn TAY wuh). She led the fight against the British in the last Asante war. Another woman who became a military leader was **Nehanda** (neh HAHN duh), of the Shona in Zimbabwe. Although a clever tactician, Nehanda was captured and executed. However, the memory of her achievements inspired later generations to fight for freedom.

In East Africa, the Germans fought wars against the Yao and Herero (huh REHR oh). Fighting was especially fierce in the Maji-Maji Rebellion of 1905. The Germans triumphed only after burning acres and acres of farmland, leaving thousands of local people to die of starvation.

**Ethiopia Survives** One ancient Christian kingdom in East Africa, Ethiopia, managed to resist European colonization and maintain its independence. Like feudal Europe, Ethiopia had been divided up among a number of rival princes who ruled their own domains. In the late 1800s, however, a reforming ruler, **Menelik II**, began to modernize his country. He hired European experts to plan modern roads and bridges and set up a Western school system. He imported the latest weapons and European officers to help train his army. Thus, when Italy invaded Ethiopia in 1896, Menelik was prepared. At the battle of Adowa (AH duh wuh), the Ethiopians smashed the Italian invaders. Ethiopia was the only African nation, aside from Liberia, to preserve its independence.

**BIOGRAPHY**

**Menelik II**

Before becoming emperor of Ethiopia, Menelik II (1844–1913) ruled the Shoa region in central Ethiopia. He ensured that he would succeed John IV as emperor by marrying his daughter to John's son. After John died in 1889, Menelik took the throne. Menelik used profits from ivory sales to buy modern weapons. He then hired European advisors to teach his soldiers how to use the new guns. Menelik's army conquered neighboring lands and won a stunning victory over the Italians at Adowa. European nations rushed to establish diplomatic ties with Ethiopia. Around the world, people of African descent hailed Menelik's victory over European imperialism.

**Vocabulary Builder**

**domain**—(doh MAYN) n. territory over which rule or control is exercised
A New African Elite Emerges During the Age of Imperialism, a Western-educated African elite, or upper class, emerged. Some middle-class Africans admired Western ways and rejected their own culture. Others valued their African traditions and condemned Western societies that upheld liberty and equality for whites only. By the early 1900s, African leaders were forging nationalist movements to pursue self-determination and independence.

Checkpoint How did Ethiopians resist imperialism?

Terms, People, and Places
1. For each term, person, or place listed at the beginning of the section, write a sentence explaining its significance.

Note Taking
2. Reading Skill: Identify Causes and Effects Use your completed chart to answer the Focus Question: How did imperialist European powers claim control over most of Africa by the end of the 1800s?

3. Describe Name one development in each region of Africa in the early 1800s.

4. Analyze Information What impact did explorers and missionaries have on Africa?

5. Draw Inferences (a) Why do you think the Europeans did not invite Africans to the Berlin Conference? (b) What might be the effect of this exclusion upon later African leaders?

6. Summarize How did Africans resist European imperialism?

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Writing About History
Quick Write: Generate Arguments One way to approach a persuasive essay is to create a list of arguments that you can include to persuade your audience. For practice, create a list of three arguments that could be used in a persuasive essay either in favor of or opposed to the European colonization of Africa.
European imperialists gained control over much of Africa by signing treaties with local rulers. In most cases, the chiefs did not understand what rights they were signing away. Cecil Rhodes used this tactic with King Lobengula, who thought that he was allowing the British only to dig on his land. Rhodes, however, took control of the kingdom, eventually naming it Rhodesia. The novel *On Trial for My Country* is a fictional account of a conversation between King Lobengula and his father.

"Why did you not stand up to Rhodes and prevent him from taking your country by strength? Why did you not fight?"

"I thought that if I appealed to the white men's sense of justice and fair play, reminding them how good I had been to them since I had never killed or ill-treated a white man, they might hear my word and return to their homes...."

"I... told them that I had not given them the road to Mashonaland."

"Yes, and they replied and told you that they had been given the road by their Queen and would only return on the orders of their Queen. What did you do then?"

"I mobilized the army and told them to wait for my word."

"Did you give that word?"

"No."

"Were the soldiers keen to fight?"

"Yes, they were dying to fight."

"Why did you not let them fight?"

"I wanted to avoid bloodshed and war...."

"And you allowed them to flout your word as king of the Amadebele? You let them have their way. ... Is that right? ... Why did you not... seek their protection and declare your country a British protectorate?"

"... I knew that if I fought the white men I would be beaten. If I sought the white man's friendship and protection, there would be opposition to me or civil war. So I decided to pretend to the white men that if they came into the country I would fight, and hoped that they would be afraid and not come.... [T]hey called my bluff and came...."

"Was there no other way out of your dilemma?"

"I did consider marrying the Queen, but even though I hinted at this several times no one followed it up."

"I see!"

1. mobilize (muh buh lyz) v. to assemble for war
2. flout (flowt) v. to mock

**Thinking Critically**

1. Synthesize Information  Why did King Lobengula want to avoid fighting the British?
2. Analyze Literature  How does Samkange show that Lobengula's father disagreed with his son's decision?
The Egyptian Campaign

By 1797, Napoleon Bonaparte felt that Europe offered too few chances for glory. Setting his sights toward Africa in 1798, he invaded Egypt, a province of the Ottoman empire.

"Europe is a molehill. . . . We must go to the East. . . . All great glory has been acquired there."

Focus Question: How did European nations extend their power into Muslim regions of the world?

European Claims in Muslim Regions

Objectives

- Analyze the sources of stress in Muslim regions.
- Explain the problems the Ottoman empire faced.
- Describe how Egypt sought to modernize.
- Understand European interest in Persia.

Terms, People, and Places

Muhammad Ahmad  genocide
Mahdi  Muhammad Ali  concession
pasha  sultan

Note Taking

Reading Skill: Understand Effects. As you read, fill in a concept web like the one below with the effects of European imperialism in Muslim regions of the world.

Napoleon's Egyptian campaign highlighted Ottoman decline and opened a new era of European contact with Muslim regions of the world. European countries were just nibbling at the edges of Muslim countries. Before long, they would strike at their heartland.

Stresses in Muslim Regions

Muslim lands extended from western Africa to Southeast Asia. In the 1500s, three giant Muslim empires ruled much of this world—the Ottomans in the Middle East, the Safavids (sah FAH vidz) in Persia, and the Mughals in India.

Empires in Decline By the 1700s, all three Muslim empires were in decline. The decay had many causes. Central governments had lost control over powerful groups such as landowning nobles, military elites, and urban craft guilds. Corruption was widespread. In some places, Muslim scholars and religious leaders were allied with the state. In other areas, they helped to stir discontent against the government.

Rise of Muslim Reform Movements In the 1700s and 1800s, reform movements sprang up across various Muslim regions of Africa and Asia. Most stressed religious piety and strict rules of behavior. Usman dan Fodio led the struggle to reform Muslim practices in northern Africa. In the Sudan, Muhammad Ahmad (AHK mud) announced that he was the Mahdi (mahk DEE), the long-awaited savior of the faith. The Mahdi and his followers fiercely resisted British expansion into the region.
Another Islamic reform movement, the Wahhabi (wah HAHB ee) movement in Arabia, rejected the schools of theology and law that had emerged in the Ottoman empire. In their place, they wanted to recapture the purity and simplicity of Muhammad's original teachings. Although the revolt was put down, the Wahhabi movement survived. Its teachings remain influential in the kingdom of Saudi Arabia today.

**European Imperialism** In addition to internal decay and stress, the three Muslim empires faced powerful threats from Western imperialists. Through diplomacy and military threats, European powers won treaties giving them favorable trading terms. They then demanded special rights for Europeans residing in Muslim lands. At times, European powers protected those rights by intervening in local affairs.

**Checkpoint** How was Western imperialism a source of stress in Muslim regions of the world?

**Problems for the Ottoman Empire**

At its height, the Ottoman empire had extended across North Africa, Southeastern Europe, and the Middle East. By the early 1800s, however, it faced serious challenges. Ambitious pashas, or provincial rulers, had increased their power. Economic problems and corruption added to Ottoman decay.

**Nationalist Revolts Break Out** As ideas of nationalism spread from Western Europe, internal revolts weakened the multiethnic Ottoman empire. Subject peoples in North Africa, Eastern Europe, and the Middle East threatened to break away. In the Balkans, Greeks, Serbs, Bulgarians, and Romanians gained their independence. Revolts against Ottoman rule also erupted in Arabia, Lebanon, and Armenia. The Ottomans suppressed these uprisings, but Egypt slipped out of their control.

**European Pressure Increases** European states sought to benefit from the slow crumbling of the Ottoman empire. After seizing Algeria in the 1830s, France hoped to gain more Ottoman territory. Russia schemed to gain control of the Bosporus (BAHS puh rus) and the Dardanelles. Control of these straits would give the Russians access to the Mediterranean Sea. Britain tried to thwart Russia's ambitions, which it saw as a threat to its own power in the Mediterranean and beyond to India. And in 1898, the new German empire hoped to increase its influence in the region by building a Berlin-to-Baghdad railway.

**Efforts to Westernize** Since the late 1700s, several Ottoman rulers had seen the need for reform and looked to the West for ideas. They reorganized the bureaucracy and system of tax collection. They built railroads, improved education, and hired Europeans to train a modern military. Young men were sent to the West to study science and technology. Many returned with Western political ideas about democracy and equality.

The reforms also brought improved medical care and revitalized farming. These improvements,
However, created a different set of problems. Better healthcare resulted in a population explosion that increased the already intense competition for the best land and led to unrest.

The adoption of Western ideas also increased tension. Many officials objected to changes that were inspired by a foreign culture. For their part, repressive sultans, rulers of the Ottoman Turkish empire, rejected reform and tried to rebuild the autocratic power enjoyed by earlier rulers.

**Young Turks Demand Reform** In the 1890s, a group of liberals formed a movement called the Young Turks. They insisted that reform was the only way to save the empire. In 1908, the Young Turks overthrew the sultan. Before they could achieve their planned reforms, however, the Ottoman empire was plunged into the world war that erupted in 1914.

**Armenian Genocide** Traditionally, the Ottomans had let minority nationalities live in their own communities and practice their own religions. By the 1890s, however, nationalism was igniting new tensions, especially between Turkish nationalists and minority peoples who sought their own states. These tensions triggered a brutal genocide of the Armenians, a Christian people concentrated in the eastern mountains of the empire. Genocide is a deliberate attempt to destroy a racial, political, or cultural group.

The Muslim Turks accused Christian Armenians of supporting Russian plans against the Ottoman empire. When Armenians protested repressive Ottoman policies, the sultan had tens of thousands of them slaughtered. Over the next 25 years, between 600,000 and 1.5 million Armenians were killed or died from disease and starvation.

**Checkpoint** How were efforts to Westernize problematic for the Ottoman empire?

**Egypt Seeks to Modernize**

In the early 1800s, Egypt was a semi-independent province of the Ottoman empire, making great strides toward reform. Its success was due to Muhammad Ali, an ambitious soldier appointed governor of Egypt by the Ottomans. Ali used the opportunity created by Napoleon’s invasion and the civil war that followed to seize power in 1805.

**Muhammad Ali Introduces Reforms** Muhammad Ali is sometimes called the “father of modern Egypt.” He introduced a number of political and economic reforms, including improving tax collection, reorganizing the landholding system, and backing large irrigation projects to increase farm output. By expanding cotton production and encouraging the development of many local industries, Ali increased Egyptian participation in world trade.

Muhammad Ali also brought Western military experts to Egypt to help him build a well-trained, modern army. He conquered the neighboring lands of Arabia, Syria, and Sudan. Before he died in 1849, he had set Egypt on the road to becoming a major Middle Eastern power.

**Building the Suez Canal** Muhammad Ali’s successors lacked his skills, and Egypt came increasingly under foreign control. In 1858, a French entrepreneur, Ferdinand de Lesseps (LAY seps), organized a company to build the Suez Canal. European nations gained power over the Ottomans by extending loans at high interest rates. In 1875, the ruler of
The Suez Canal is a waterway in Egypt that stretches for more than 100 miles (160 kilometers). It connects the Mediterranean and Red seas, shortening the travel distance from Western Europe to ports in East Africa and Asia. After it opened in 1869, European ships no longer had to sail around the southern tip of Africa. The canal reduced the trip from London, England, to Bombay, India, by 5,150 miles (8,280 kilometers). The canal averaged between one and two ships per day (below) in its first year of operation and travel time averaged about 40 hours. Today, oil tankers and cargo ships make up most of the canal's traffic with a travel time of about 14 hours.

Construction of the Suez Canal began in 1859 and took workers 10 years to complete. Although digging was first done by hand, laborers later used dredgers and steam shovels to remove sediment.

Thinking Critically
1. Draw Conclusions Why was the Suez Canal an important waterway?
2. Map Skills Which countries benefited the most from the Suez Canal? Explain.
Oil flows out of one of the first oil wells to be drilled in Persia, around 1910.

Egypt was unable to repay loans he had contracted for the canal and other projects. To pay his debts, he sold his shares in the canal. The British bought the shares, gaining a controlling interest in the canal.

**Becoming a British Protectorate** When Egyptian nationalists revolted against foreign influence in 1882, Britain made Egypt a protectorate. In theory, the governor of Egypt was still an official of the Ottoman government. In fact, he followed policies dictated by Britain. Under British influence, Egypt continued to modernize. However, nationalist discontent simmered and flared into protests and riots.

**Checkpoint** How did Egypt fall under British control?

**Persia and the European Powers**

Like the Ottoman empire, Persia faced major challenges in the 1800s. The Qajar (kah JAHR) shahs, who ruled Persia from 1794 to 1925, exercised absolute power. Still, they did take steps to introduce reforms. The government helped build telegraph lines and railroads and experimented with a liberal constitution. Reform, however, did not save Persia from Western imperialism. Russia wanted to protect its southern frontier and expand into Central Asia. Britain wanted to protect its interests in India.

For a time, each nation set up its own sphere of influence in Persia. The discovery of oil in the early 1900s heightened foreign interest in the region. Both Russia and Britain plotted for control of Persian oil fields. They persuaded the Persian government to grant them **concessions**, or special rights given to foreign powers. To protect their interests, they sent troops into Persia. Persian nationalists were outraged. The nationalists included two very different groups. Some Persians wanted to move swiftly to adopt Western ways. Others, led by Muslim religious leaders, condemned the Persian government and Western influences.

**Checkpoint** How did Persia attract foreign interest in the early 1900s?
Critical of British Rule

In 1871, Indian nationalist Dadabhai Naoroji criticized British rule in India:

"[Indians] call the British system 'Sakar ki Churi' (sa kur kee choo reh), the knife of sugar. That is to say, there is no oppression, it is all smooth and sweet, but it is the knife notwithstanding."

Focus Question How did Britain gradually extend its control over most of India, despite opposition?

The British Take Over India

Objectives
- Understand the causes and effects of the Sepoy Rebellion.
- Explain how British rule affected India.
- Describe how Indians viewed Western culture.
- Identify the origins of Indian nationalism.

Terms, People, and Places
sati  deforestation  Ram Mohun Roy
sepoy  viceroy  purdah

Note Taking
Reading Skill: Identify Causes and Effects As you read this section, make a flowchart to show the causes and effects of British rule in India.

For more than 200 years, Mughal rulers governed a powerful empire in India. By the mid-1700s, however, the Mughal empire was collapsing from a lack of strong rulers. Britain then turned its commercial interests in the region into political ones.

East India Company and Rebellion

In the early 1600s, the British East India Company won trading rights on the fringe of the Mughal empire. As Mughal power declined, the company’s influence grew. By the mid-1800s, it controlled three fifths of India.

Exploiting Indian Diversity The British were able to conquer India by exploiting its diversity. Even when Mughal power was at its height, India was home to many people and cultures. As Mughal power crumbled, India became fragmented. Indians with different traditions and dozens of different languages were not able to unite against the newcomers. The British took advantage of Indian divisions by encouraging competition and disunity among rival princes. Where diplomacy or intrigue did not work, the British used their superior weapons to overpower local rulers.

Implementing British Policies The East India Company’s main goal in India was to make money, and leading officials often grew rich. At the same time, the company did work to improve roads, preserve peace, and reduce banditry.
In 1857, the British issued new rifles to the sepoys. Troops were told to bite off the tips of cartridges before loading them into the rifles (right). Sepoys believed the cartridges (below) were greased with animal fat—from cows, which Hindus considered sacred, and from pigs, which were forbidden to Muslims. When sepoys (right) refused to load the guns, they were imprisoned. Angry sepoys rebelled against British officers, sparking a massacre of British troops, as well as women and children.

By the early 1800s, British officials introduced Western education and legal procedures. Missionaries tried to convert Indians to Christianity, which they felt was superior to Indian religions. The British also pressed for social change. They worked to end slavery and the caste system and to improve the position of women within the family. One law banned sati (SUH tee), a Hindu custom practiced mainly by the upper classes. It called for a widow to join her husband in death by throwing herself on his funeral fire.

Growing Discontent In the 1850s, the East India Company made several unpopular moves. First, it required sepoys (SEE poyz), or Indian soldiers in its service, to serve anywhere, either in India or overseas. For high-caste Hindus, however, overseas travel was an offense against their religion. Second, the East India Company passed a law that allowed Hindu widows to remarry. Hindus viewed both moves as a Christian conspiracy to undermine their beliefs.

Then, in 1857, the British issued new rifles to the sepoys. Troops were told to bite off the tips of cartridges before loading them into the rifles. The cartridges, however, were greased with animal fat—either from cows, which Hindus considered sacred, or from pigs, which were forbidden to Muslims. When the troops refused the order to “load rifles,” they were imprisoned.

Rebellion and Aftermath Angry sepoys rose up against their British officers. The Sepoy Rebellion swept across northern and central India. Several sepoy regiments marched off to Delhi, the old Mughal capital. There, they hailed the last Mughal ruler as their leader.

In some places, the sepoys brutally massacred British men, women, and children. But the British soon rallied and crushed the revolt. They then took terrible revenge for their earlier losses, torching villages and slaughtering thousands of unarmed Indians.
The Sepoy Rebellion left a bitter legacy of fear, hatred, and mistrust on both sides. It also brought major changes in British policy. In 1858, Parliament ended the rule of the East India Company and put India directly under the British crown. It sent more troops to India, taxing Indians to pay the cost of these occupying forces. While it slowed the “reforms” that had angered Hindus and Muslims, it continued to develop India for Britain's own economic benefit.

Checkpoint What were the causes of the Sepoy Rebellion in northern and central India?

Impact of British Colonial Rule

After 1858, Parliament set up a system of colonial rule in India called the British Raj. A British viceroy in India governed in the name of the queen, and British officials held the top positions in the civil service and army. Indians filled most other jobs. With their cooperation, the British made India the “brightest jewel” in the crown of their empire.

British policies were designed to incorporate India into the overall British economy. At the same time, British officials felt they were helping India to modernize. In their terms, modernizing meant adopting not only Western technology but also Western culture.

An Unequal Partnership Britain saw India both as a market and as a source of raw materials. To this end, the British built roads and an impressive railroad network. Improved transportation let the British sell
By building thousands of miles of railroads, the British opened up India’s vast interior to trade. The British also encouraged Indians to grow tea (top photo) and jute (bottom photo). Today, tea is one of India’s biggest crops. What were some of the benefits of British rule?

Population Growth and Famine The British introduced medical improvements and new farming methods. Better healthcare and increased food production led to rapid population growth. The rising numbers, however, put a strain on the food supply, especially as farmland was turned over to growing cash crops instead of food. In the late 1800s, terrible famines swept India.

Benefits of British Rule On the positive side, British rule brought some degree of peace and order to the countryside. The British revised the legal system to promote justice for Indians regardless of class or caste. Railroads helped Indians move around the country, while the telegraph and postal system improved communication. Greater contact helped bridge regional differences and develop a sense of national unity.

The upper classes, especially, benefited from some British policies. They sent their sons to British schools, where they were trained for posts in the civil service and military. Indian landowners and princes, who still ruled their own territories, grew rich from exporting cash crops.

Checkpoint How did British colonial rule affect Indian agriculture?

Different Views on Culture

Some educated Indians were impressed by British power and technology and urged India to follow a Western model of progress. These mostly upper-class Indians learned English and adopted Western ways. Other Indians felt that the answer to change lay with their own Hindu or Muslim cultures.

Indian Attitudes In the early 1800s, Ram Mohun Roy combined both views. A great scholar, he knew Sanskrit, Persian, and Arabic classics, as well as English, Greek, and Latin works. Roy felt that India could learn from the West. He was a founder of Hindu College in Calcutta, which provided an English-style education to Indians. Many of its graduates went on to establish English schools all over the region. While Roy saw the value of Western education, he also wanted to reform traditional Indian culture.

Roy condemned some traditions, such as rigid caste distinctions, child marriage, sati, and purdah (PUR duh), the isolation of women in separate quarters. But he also set up educational societies that helped revive pride in Indian culture. Because of his influence on later leaders, he is often hailed today as the founder of Indian nationalism.
Western Attitudes The British disagreed among themselves about India. A few admired Indian theology and philosophy. As Western scholars translated Indian classics, they acquired respect for India’s ancient heritage. Western writers and philosophers borrowed ideas from Hinduism and Buddhism.

However, most British people knew little about Indian achievements and dismissed Indian culture with contempt. In an essay on whether Indians should be taught in English or their own languages, British historian Thomas Macaulay arrogantly wrote that “a single shelf of a good European library is worth the whole native literature of India and Arabia.”

Checkpoint How did Indians and British view each other’s culture in the 1800s?

Indian Nationalism Grows

During the years of British rule, a class of Western-educated Indians emerged. In the view of Macaulay and others, this elite class would bolster British power. As it turned out, exposure to European ideas had the opposite effect. By the late 1800s, Western-educated Indians were spearheading a nationalist movement. Schooled in Western ideals such as democracy and equality, they dreamed of ending imperial rule.

Indian National Congress In 1885, nationalist leaders organized the Indian National Congress, which became known as the Congress party. Its members believed in peaceful protest to gain their ends. They called for greater democracy, which they felt would bring more power to Indians like themselves. The Indian National Congress looked forward to eventual self-rule, but supported Western-style modernization.

Muslim League At first, Muslims and Hindus worked together for self-rule. In time, however, Muslims grew to resent Hindu domination of the Congress party. They also worried that a Hindu-run government would oppress Muslims. In 1906, Muslims formed the Muslim League to pursue their own goals. Soon, they were talking of a separate Muslim state.

Checkpoint How are the origins of Indian nationalism linked to British rule?

Terms, People, and Places
1. What do the key terms listed at the beginning of the section have in common?

Note Taking
2. Reading Skill: Identify Causes and Effects Use your completed flowchart to answer the Focus Question: How did Britain gradually extend its control over most of India, despite opposition?

Comprehension and Critical Thinking
3. Recognize Cause and Effect What were the causes and effects of the Sepoy Rebellion?
4. Draw Conclusions What were the positive and negative effects of British rule on Indians?
5. Analyze Information How did British rule lead to growing Indian nationalism?

Writing About History
Quick Write: Draft an Opening Paragraph Write an opening paragraph for a persuasive essay on whether the British were right to pass laws that tried to reform the caste system. Remember that the first few sentences of your draft are your chance to build interest in your topic. Add details that will help grab the reader’s attention.
In This Chapter

Britain brought much of the globe under its control in the 1800s because of its industrial strength and powerful navy. The "jewel in the crown" of the British Empire was India (right). India supplied British factories with raw materials and served as a huge market for British manufactured goods. But in the twentieth century, independence movements in India and elsewhere broke the British Empire apart.

Throughout History

522 B.C.—486 B.C. Darius I unifies the Persian empire by setting up a strong bureaucracy and building hundreds of miles of roads.

31 B.C.—A.D. 14 Emperor Augustus encourages loyalty by allowing Roman provinces a large measure of self-government.

1500s Spain used wealth from its empire in the Americas to wage wars in Europe, neglecting its own economic development.

1800s The French Empire rises and falls with the rise and fall of Napoleon I.

1990s Economic weakness and involvement in a long war in Afghanistan leads to the breakup of the Soviet Union.

Continuing Today

Although the Soviet Union has broken apart, Russia maintains its interest in the affairs of former Soviet states. Russia will flex its military muscle to keep them in line. Here Russian tanks roll into neighboring Georgia to support South Ossetia.

TRANSFER Activities

1. Analyze Throughout history, how have different empires been strengthened or weakened?

2. Evaluate Why do you think no empire has even been able to maintain its influence forever?

3. Transfer Complete a Web quest, record your thoughts in the Concept Connector Journal, and learn to make a video. Web Code nah-2408
By the 1830s, British merchant ships were arriving in China loaded with opium to trade with the Chinese for tea. In 1839, Chinese government official Lin Zexu (Lin DЗUH shoo) wrote a letter to Britain's Queen Victoria condemning the practice:

"We have heard that in your own country opium is prohibited with the utmost strictness and severity—this is strong proof that you know full well how hurtful it is. . . . Since . . . you do not permit it to injure your own country, you ought not to have the injurious drug transferred to another country."

Focus Question How did Western powers use diplomacy and war to gain power in Qing China?

For centuries, Chinese regulations had ensured that China had a favorable balance of trade with other nations. A nation's balance of trade refers to the difference between how much a country imports and how much it exports. By the 1800s, however, Western nations were using their growing power to tilt the balance of trade with East Asia in their favor.

Trade Between Britain and China

Prior to the 1800s, Chinese rulers placed strict limits on foreign traders. European merchants were restricted to a small area in southern China. China sold them silk, porcelain, and tea in exchange for gold and silver. Under this arrangement, China enjoyed a trade surplus, or exported more than it imported. Westerners, on the other hand, had a trade deficit with China, buying more from the Chinese than they sold to them.

By the late 1700s, two developments were underway that would transform China's relations with the Western world. First, China entered a period of decline. Second, the Industrial Revolution created a need for expanded markets for European goods. At the same time, it gave the West superior military power.

The Opium War During the late 1700s, British merchants began making huge profits by trading opium grown in India for Chinese tea, which was popular in Britain. Soon, many Chinese had become addicted to the drug. Silver flowed out of China in payment for the drug, disrupting the economy.
The Chinese government outlawed opium and executed Chinese drug dealers. They called on Britain to stop the trade. The British refused, insisting on the right of free trade.

In 1839, Chinese warships clashed with British merchants, triggering the **Opium War**. British gunboats, equipped with the latest in firepower, bombarded Chinese coastal and river ports. With outdated weapons and fighting methods, the Chinese were easily defeated.

**Unequal Treaties** In 1842, Britain made China accept the Treaty of Nanjing (NAHN jing). Britain received a huge **indemnity**, or payment for losses in the war. The British also gained the island of Hong Kong. China had to open five ports to foreign trade and grant British citizens in China **extraterritoriality**, the right to live under their own laws and be tried in their own courts.

The treaty was the first of a series of “unequal treaties” that forced China to make concessions to Western powers. A second war, lasting from 1856 to 1858, ended with France, Russia, and the United States pressuring China to sign treaties stipulating the opening of more ports to foreign trade and letting Christian missionaries preach in China.

**Checkpoint** How did British trade with China trigger the Opium Wars?

### The Taiping Rebellion Weakens China

By the 1800s, the Qing dynasty was in decline. Irrigation systems and canals were poorly maintained, leading to massive flooding of the Huang valley. The population explosion that had begun a century earlier created hardship...
for China’s peasants. An extravagant imperial court, tax evasion by the rich, and widespread official corruption added to the peasants’ burden. As poverty and misery increased, peasants rebelled. The Taiping Rebellion (TY ping), which lasted from 1850 to 1864, was probably the most devastating peasant revolt in history. The leader, Hong Xiuquan (hong shyoo CHWAHN), called for an end to the hated Qing dynasty. The Taiping rebels won control of large parts of China and held out for 14 years. However, with the help of loyal regional governors and generals, the government crushed the rebellion.

The Taiping Rebellion almost toppled the Qing dynasty. It is estimated to have caused the deaths of between 20 million and 30 million Chinese. The Qing government survived, but it had to share power with regional commanders. During the rebellion, Europeans kept up pressure on China, and Russia seized lands in the north.

**Checkpoint**  How did the Taiping Rebellion and other internal problems weaken the Qing dynasty?

**Launching Reform Efforts**

By the mid-1800s, educated Chinese were divided over the need to adopt Western ways. Most saw no reason for new industries because China’s wealth and taxes came from land. Although Chinese merchants were allowed to do business, they were not seen as a source of prosperity.

Scholar-officials also disapproved of the ideas of Western missionaries, whose emphasis on individual choice challenged the Confucian order. They saw Western technology as dangerous, too, because it threatened

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**Geography Interactive**
For: Audio guided tour
Web Code: nap-2451

**Thinking Critically**
1. **Recognize Cause and Effect**  How did conditions in China lead to the Taiping Rebellion?
2. **Map Skills**  Which regions were most greatly affected by the Taiping Rebellion?
By the late 1800s, the empress Ci Xi (tsih shih) had gained power. A strong-willed ruler, she surrounded herself with advisors who were deeply committed to Confucian traditions.

**Self-Strengthening Movement** In the 1860s, reformers launched the “self-strengthening movement.” They imported Western technology, setting up factories to make modern weapons. They developed shipyards, railroads, mining, and light industry. The Chinese translated Western works on science, government, and the economy. However, the movement made limited progress because the government did not rally behind it.

**War With Japan** Meanwhile, the Western powers and nearby Japan moved rapidly ahead. Japan began to modernize after 1868. It then joined the Western imperialists in the competition for a global empire.

In 1894, Japanese pressure on China led to the Sino-Japanese War. It ended in disaster for China, with Japan gaining the islands of Taiwan.

**Carving Spheres of Influence** The crushing defeat revealed China's weakness. Western powers moved swiftly to carve out spheres of influence along the Chinese coast. The British took the Chang River valley. The French acquired the territory near their colony of Indochina. Germany and Russia gained territory in northern China.

The United States, a longtime trader with the Chinese, did not take part in the carving up of China. It feared that European powers might shut out American merchants. A few years later, in 1899, it called for a policy to keep Chinese trade open to everyone on an equal basis. The imperial powers accepted the idea of an Open Door Policy, as it came to be called. No one, however, consulted the Chinese.

**Hundred Days of Reform** Defeated by Japan and humiliated by Westerners, Chinese reformers blamed conservative officials for not modernizing China. They urged conservative leaders to stop looking back at China’s past and to modernize as Japan had.

In 1898, a young emperor, Guang Xu (gwahng shoo), launched the Hundred Days of Reform. New laws set out to modernize the civil service exams, streamline government, and encourage new industries. Reforms affected schools, the military, and the bureaucracy. Conservatives soon rallied against the reform effort. The emperor was imprisoned, and the aging empress Ci Xi reasserted control. Reformers fled for their lives.

**Checkpoint** How did reformers try to solve China’s internal problems?

**The Qing Dynasty Falls**

As the century ended, China was in turmoil. Anger grew against Christian missionaries who threatened traditional Chinese Confucianism. The presence of foreign troops was another source of discontent. Protected by extraterritoriality, foreigners ignored Chinese laws and lived in their own communities.

**Boxer Uprising** Anti-foreign feeling finally exploded in the Boxer Uprising. In 1899, a group of Chinese had formed a secret society, the Righteous Harmonious Fists. Westerners watching them
train in the martial arts dubbed them Boxers. Their goal was to drive out the "foreign devils" who were polluting the land with their un-Chinese ways, strange buildings, machines, and telegraph lines.

In 1900, the Boxers attacked foreigners across China. In response, the Western powers and Japan organized a multinational force. This force crushed the Boxers and rescued foreigners besieged in Beijing. The empress Ci Xi had at first supported the Boxers but reversed her policy as they retreated.

**Aftermath of the Uprising** China once again had to make concessions to foreigners. The defeat, however, forced even Chinese conservatives to support Westernization. In a rush of reforms, China admitted women to schools and stressed science and mathematics in place of Confucian thought. More students were sent abroad to study.

China also expanded economically. Mining, shipping, railroads, banking, and exports of cash crops grew. Small-scale Chinese industry developed with the help of foreign capital. A Chinese business class emerged, and a new urban working class began to press for rights.

**Three Principles of the People** Although the Boxer Uprising failed, the flames of Chinese nationalism spread. Reformers wanted to strengthen China's government. By the early 1900s, they had introduced a constitutional monarchy. Some reformers called for a republic.

A passionate spokesman for a Chinese republic was Sun Yixian (soon yee SHYAHN), also known as Sun Yat-sen. In the early 1900s, he organized the Revolutionary Alliance to rebuild China on "Three Principles of the People." The first principle was nationalism, or freeing China from foreign domination. The second was democracy, or representative government. The third was livelihood, or economic security for all Chinese.

**Birth of a Republic** When Ci Xi died in 1908 and a two-year-old boy inherited the throne, China slipped into chaos. In 1911, uprisings in the provinces swiftly spread. Peasants, students, local warlords, and even court politicians helped topple the Qing dynasty.

In December 1911, Sun Yixian was named president of the new Chinese republic. The republic faced overwhelming problems and was almost constantly at war with itself or foreign invaders.

**Checkpoint** What caused the Qing dynasty to fall?
Quick Study Guide

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

Western Imperialism

- Berlin Conference
- Raw materials exploited
- Boer War
- Racial segregation in South Africa
- Western-educated African elite
- Nationalism grows

Muslim Regions

- Islamic reform movements
- Internal revolts
- Armenian genocide
- Egypt modernizes

India

- British East India Company
- Changes to legal and caste systems
- Sepoy Rebellion
- Indians forced to raise cash crops
- Population growth and famine
- Indian National Congress
- Muslim League

China

- Opium War
- Unequal trade treaties
- Self-strengthening movement
- Sino-Japanese War
- Boxer Uprising

Imports from Africa and Asia about 1870

Key Events of the New Imperialism

1805
Muhammad Ali is named governor of Egypt.

1830
France begins efforts to conquer Algeria in North Africa.

1857
The Sepoy Rebellion breaks out in India.

1800
1825
1850

1807
In the United States, Robert Fulton uses a steam engine to power a ship.

1848
Revolutions break out throughout much of Europe.

Chapter Events

Global Events
Essential Question Review

To connect prior knowledge with what you have learned in this chapter, answer the questions below in your Concept Connector journal. Use the journal in the Reading and Note Taking Study Guide to record your answers (or go to www.phschool.com Web Code: nad-2407). In addition, record information about the following concepts:

- Nationalism: English nationalism
- Nationalism: American nationalism

1. **Belief Systems** Both foreign and Chinese belief systems influenced China during the 1800s. Some Chinese wanted to adopt Western ways, while others wanted to maintain Confucian ways. How did the choices China made influence its future relationship with Western nations? Do you think China’s history would have been different if it had made the same choices as Japan? Why or why not?

2. **Genocide** In the 1890s, tensions between Muslim Turkish nationalists and Christian Armenians triggered a brutal genocide of the minority Armenians. It is estimated that more than one million Armenians were killed or died as a result. Review what you learned about Social Darwinism. How might a Social Darwinist explain the Armenian genocide?

3. **Imperialism** Powerful armies and navies, advanced weapons, and superior technologies were the tools of the “new imperialism.” But the European powers also employed other strategies to gain and keep control over colonies. For example, in South Africa, the British set up a government run by whites and imposed a system of complete racial segregation. What were some of the other strategies Europeans used to control colonies or spheres of influence? Think about the following:
   - indirect rule
   - exploitation
   - trade
   - treaties

Connections to Today

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

   **Suez Canal Traffic**

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Ships</th>
<th>Net Tons</th>
</tr>
</thead>
<tbody>
<tr>
<td>1975</td>
<td>5,579</td>
<td>50,441,000</td>
</tr>
<tr>
<td>1985</td>
<td>19,791</td>
<td>352,579,000</td>
</tr>
<tr>
<td>1995</td>
<td>15,051</td>
<td>360,372,000</td>
</tr>
<tr>
<td>2003</td>
<td>15,667</td>
<td>549,381,000</td>
</tr>
</tbody>
</table>

   SOURCE: Leth Suez Transit Online, 2004

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

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**History Interactive**

For: Interactive timeline
Web Code: nap-2462

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

1899
Boer War erupts in South Africa.

1911
Sun Yixian becomes president of Chinese republic.

1875
Mid-1880s
German engineers develop the first automobile.

1900

1914
World War I begins in Europe.
**Chapter Assessment**

**Terms, People, and Places**

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

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

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

**Main Ideas**

**Section 1 (pp. 750–753)**

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

**Section 2 (pp. 754–761)**

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

**Section 3 (pp. 762–766)**

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

**Writing About History**

In this chapter's five Section Assessments, you developed skills for writing a persuasive essay.

**Writing a Persuasive Essay** During the 1800s, European powers embarked on a period of expansion known as the Age of Imperialism. Despite resistance, these powers brought much of the world under their control between 1870 and 1914. Write a persuasive essay from the point of view of a Chinese government official in which the official tries to persuade the British that the Treaty of Nanjing is too harsh and will lead to dangerous anti-foreign feelings. Consult page SH16 of the Writing Handbook for additional help.

**Section 4 (pp. 767–772)**

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

**Section 5 (pp. 773–777)**

17. How did westerners gain trading rights in China during the 1800s?
18. Why did the Qing dynasty come to an end?

**Chapter Focus Question**

19. How did Western industrial powers gain global empires?

**Critical Thinking**

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

21. **Analyzing Cartoons** The political cartoon below shows a French soldier (left) and a British soldier (right) ripping apart a map. How do you think the situation depicted in the cartoon affected relations between Britain and France?

22. **Summarize** How did the Ottoman empire try to westernize?

23. **Predict Consequences** How do you think rivalries between religious groups affected anti-imperialism efforts in India? Explain your answer.

24. **Analyze Information** Why did Western industrial nations establish spheres of influence in China rather than colonies as they did in Africa and India?
The Armenian massacre has been called the “forgotten genocide.” It refers to the destruction, between 1895 and 1923, of the Christian Armenians of Turkey under the Muslim Ottoman government. More than 2 million Armenians lived in Turkey before the genocide. Estimates of those killed vary from 600,000 to 1.5 million. The rest were driven from their ancestral home. Most perpetrators were freed, despite pledges by the Allies to punish them after World War I.

Document A
"As it got worse, all of us, and all the people, began gathering in our school. The word came around that the Turks were going on the streets and killing all the Armenians and leaving them on the streets. I, myself, was in school already, so I simply stayed there. Then orders came from the school that we, too, should run away. But where? All the buildings were on fire! The Turks were burning everything. There was a whole group of us running away from the school."

—Annalin, a survivor from Smyrna on events of 1922

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

—Arnold Toynbee, British historian, cited in Experiences

Document C
"The 1,000 Armenian houses are being emptied of furniture by the police one after the other. The furniture, bedding and everything of value is being stored in large buildings about the city... The goods are piled in without any attempt at labeling or systematic storage. A crowd of Turkish women and children follow the police about like a lot of vultures and seize anything they can lay their hands on and when the more valuable things are carried out of the house by the police they rush in and take the balance... I suppose it will take several weeks to empty all the houses and then the Armenian shops and stores will be cleared out."

—From a report to the American embassy by Oscar S. Heizer, American consul in Tebizzond, July 1915

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

—From Remembrance and Denial by Richard G. Hovannisian

Analyzing Documents

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

1. According to Document B, the 1915 massacre of Armenians
   A. went unpunished.
   B. was ineffective and unsuccessful.
   C. was not as well documented as the 1896 massacre.
   D. was committed with the knowledge of the Turkish government.

2. Document C shows that the Turkish police
   A. tried to protect the property of Armenian citizens, despite their government’s orders.
   B. tried to help Armenian citizens as best they could.
   C. took part in stealing the property of Armenian citizens.
   D. protested to the American embassy to try to help their friends.

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

4. Writing Task Ismayale Kemal Pasha, a governor in Marash, was described by one survivor as kind and justice-loving. He tried saving Armenian citizens, despite orders from his superiors to carry out the genocide without remorse. Suppose Ismayale Kemal Pasha explained his decision to help in a memoir. Write a brief explanation from his point of view. Use these documents along with information from the chapter in your writing.