

IMPERIALISM IN AFRICA TO 1914

LOCATE:

Atlantic Ocean	Mediterranean Sea	Suez Canal
Red Sea	Indian Ocean	Niger River
Congo River	Zambezi River	Nile River
		Orange River

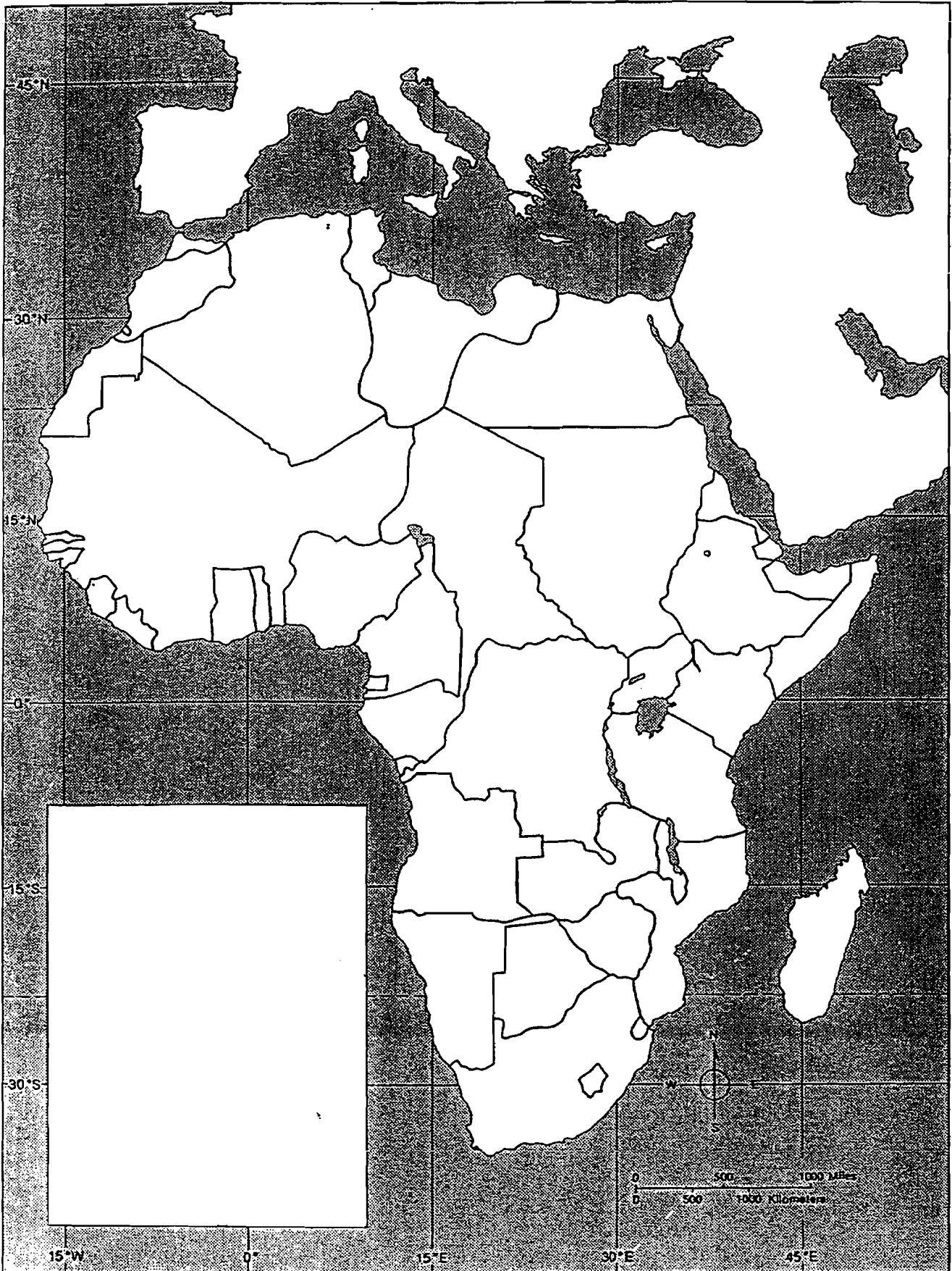
DEVELOP A KEY/COLOR POSSESSIONS OF:

Belgium	England	France	Germany
Italy	Portugal	Spain	

ANSWER THE FOLLOWING QUESTIONS:

1. In which part of Africa were most of France's possessions in 1914?
2. How can you infer that African did not willingly accept European domination? (make symbols representing your reasons)

40 Imperialism in Africa, 1880-1914



CHAPTER
11

Section 1

GEOGRAPHY APPLICATION: MOVEMENT

David Livingstone Explores Southern Africa

Directions: Read the paragraphs below and study the map carefully. Then answer the questions that follow.

Scottish explorer David Livingstone, born in 1813, explored southern Africa on three different expeditions from 1841–1873. He journeyed there to bring “Christianity, commerce, and civilization” to the heart of the continent.

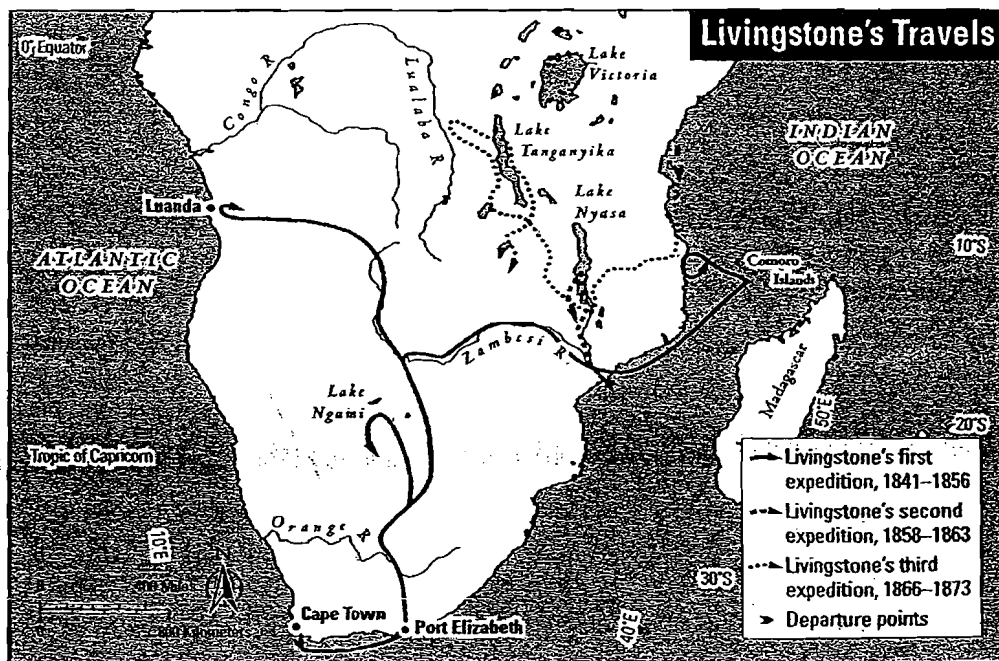
In 1841, Africa was a mystery to many Europeans. They thought of it as dry and infertile with little commercial value. However, Livingstone amazed them during his travels by sending back reports of a continent filled with lush forests, huge waterfalls, and massive grasslands. Initially, Livingstone’s goal was to convert Africans to Christianity. However, that soon gave way to exploration and the attempt to discover trade routes that could undercut and possibly end the slave trade.

Livingstone also covered a great deal of territory. In 1855, he explored the turbulent and wild waters of the Zambezi River, which funnels into a great waterfall. He named it the Victoria Falls in honor of his monarch, Queen Victoria. In addition, his journeys across sub-Saharan Africa were the first by

a European and rank as one of the greatest land explorations in history.

During his travels, Livingstone survived a variety of hardships that killed many of his companions. Aside from the extreme heat, driving rain, and knee-deep mud, Livingstone suffered under the constant threat that the men traveling with him might mutiny and kill him. In addition, Livingstone battled repeated attacks of malaria. He also suffered from terrible headaches, dizziness, vomiting, and diarrhea. In one three-year stretch, he endured 27 attacks of fever. Livingstone was even mauled by a lion, an attack that permanently damaged his left hand.

Livingstone died in 1873 at the end of his third expedition. By that time, he had influenced attitudes toward Africa all over the Western world. Despite traditional thinking of the time that European culture was superior, Livingstone truly believed in Africa’s ability to advance to the modern world.



5

Name _____

Interpreting Text and Visuals

1. Were any of Livingstone's explorations in the northern hemisphere? Explain. _____

2. Name two lakes in eastern Africa that Livingstone explored. _____

3. During which expedition did Livingstone travel on the ocean?

4. What large river flowing into the Indian Ocean did he travel along? _____

5. About how many miles did he travel from Port Elizabeth to Luanda to Quelimane? _____

6. During which expedition did Livingstone cover the most territory and where did this journey take him? _____

7. Describe some of the problems that Livingstone encountered on his travels.

8. What were the three primary reasons that Livingstone undertook his journeys? _____



CHAPTER
11

GUIDED READING *Imperialists Divide Africa*

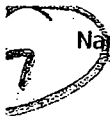
Section 1

A. Recognizing Main Ideas As you read about the European colonization of Africa, fill out the chart by writing notes in the appropriate spaces.

The Forces of Imperialism	
1. Note three motives behind the European race for colonies.	
2. Note two technological advantages Europeans had over the Africans.	
3. Note two internal factors that made Africa vulnerable to European conquest.	

The Colonization of Africa	
4. Note two outcomes of the Berlin Conference in 1884 and 1885.	
5. Note three groups that clashed over territory and resources in South Africa.	
6. Note one outcome of the Boer War.	

B. Perceiving Cause and Effect On the back of this paper, explain the concepts of **racism** and **Social Darwinism** and how they relate to the policy of **imperialism**.



Name _____

Date _____



GUIDED READING *Patterns of Change: Imperialism*

Section 2

A. Recognizing Facts and Details As you read this section, take notes to answer the questions.

European nations used various forms of colonial control	
1. How did the British control Nigeria and other British colonies?	
2. What method of management did the French use with their colonies?	

African societies tried to resist European attempts at colonization	
3. How did Algeria's resistance to French rule differ from the East Africans' resistance to German rule?	
4. Why was Ethiopia able to successfully resist European rule?	

European colonial rule greatly transformed African society	
5. How did Africans benefit from colonial rule?	
6. What were the negative consequences of colonial rule for the African continent?	

B. Using Context Clues On the back of this paper, explain the policies of **paternalism** and **assimilation**.

Chapter

The Age of Imperialism

THE ANTHEM OF IMPERIALISM

◆ Section (pages)

Rudyard Kipling (1865–1936) wrote this poem in 1899, at the height of the imperialist age. It was directed specifically at the United States, but it expresses an attitude shared by many in the West at that time.

The White Man's Burden
Take up the White Man's burden—
Send forth the best ye breed—
Go bind your sons to exile
To serve your captives' need;
To wait in heavy harness
On fluttered folk and wild—
Your new-caught, sullen peoples,
Half devil and half child.

Take up the White Man's burden—
In patience to abide,
To veil the threat of terror
And check the show of pride;
By open speech and simple,
An hundred times made plain,
To seek another's profit,
And work another's gain.

Take up the White Man's burden—
The savage wars of peace—
Fill full the mouth of Famine
And bid the sickness cease;

And when your goal is nearest
The end for others sought,
Watch Sloth and heathen Folly
Bring all your hope to nought.

Take up the White Man's burden—
And reap his old reward:
The blame of those ye better,
The hate of those ye guard—
The cry of hosts ye humour
(Ah, slowly!) toward the light:—
'Why brought ye us from bondage,
'Our loved Egyptian night?'

Take up the White Man's burden—
Ye dare not stoop to less—
Nor call too loud on Freedom
To cloak your weariness;
By all ye cry or whisper,
By all ye leave or do,
The silent, sullen peoples
Shall weigh your Gods and you.

1. (a) What benefits does Kipling say Westerners bring to non-Europeans?
(b) Does Kipling Believe that non-Europeans are grateful for these benefits?

2. Kipling paints a vivid, unflattering portrait of non-Europeans in this poem. What are some of the phrases he uses to convey this characterization?

3. Kipling warns his audience not to "call too loud on Freedom." How might the argument of freedom be used against his views?

(9)

Name _____
Class _____

Chapter [redacted] ♦ Section [redacted] (pages [redacted])

IN FAVOR OF THE UGANDAN RAILWAY

During the 1880's, the British East Africa Company set out to build a railway from the coast of Africa into Uganda. Shortly afterwards, the company ran into financial difficulty and appealed to Parliament for aid. In the following speech, Joseph Chamberlain of Birmingham argues in favor of subsidizing the railroad.

[Mr. Storey—a radical anti-imperialist who had just spoken against the railway] is opposed to expansion of the Empire and to any expense, on the ground, as I understand, that we have enough to do at home. Now, suppose this view . . . had been put 50 or 100 years ago, and suppose it had been accepted by the Parliament of that day, I ask myself what would now be the position of this country, what would be the position of persons in the shums for whom my honorable Friend has so much sympathy and feeling? Does my honorable Friend believe, if it were not for the gigantic foreign trade that has been created by the policy of expansion, that we could subsist in this country in any kind of way . . . ?

I firmly believe that the railway will pay in the end, and will prove a good investment. If you spend this 1,500,000 [pounds], the working classes of this country, and the people in the slums, for whom the hon. Member for Sunderland is so anxious, will benefit, for the whole of the work will, of course, be done in this country.

The hon. Member for Sunderland says he does feel a certain amount of obligation in connection with the suppression of the Slave Trade, . . . Well, I say with regard to the Slave Trade, that the railway will do more to suppress that abominable traffic than can be accomplished by any other expenditure of the same sum. What is the Slave Trade, and what is the cause of it? People do not make slaves through love of cruelty or mischief, but they do so because they made their livelihood by it. Tribes are enslaved, are taken as slaves, to carry burdens to the coast . . .

Make it the interest of the Arab slave traders to give up the Slave Trade, and you will take away . . . the temptation to carry on the Slave Trade. I ask the Committee, and I should like to put it to the country: Are they in earnest in this matter of the Slave Trade? . . . Do we hold it to be one of our prime duties, . . . and great glories, to take a prominent part in suppressing this trade? If we do, . . . let us spend our money wisely and direct it to this purpose.

1. In the first paragraph, what historical justification for imperialism does Chamberlain make?

2. According to Chamberlain, how would the railway "pay for itself"?

3. (a) What humanitarian justification for the railway does Chamberlain offer?

(b) How will this be accomplished?

4. Why might Chamberlain's speech have been effective in swaying Parliament?

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The following sources provide contrasting views on European imperialism in Africa. The first account is by Sir F. D. Lugard, a British colonial officer in the 1920's. The second account is by Patrice Lumumba, who became the first prime minister of independent Zaire (Belgian Congo) in 1960. Compare the two accounts and answer the questions that follow.

Let it be admitted at the outset that European brains, capital, and energy have not, and never will be, expended in developing the resources of Africa from motives of pure [concern for human welfare]; that Europe is in Africa for the mutual benefit of her own industrial classes, and of the native races in their progress to a higher plane . . .

By railways and roads, by reclamation of swamps and deserts, and by a system of fair trade and competition, we have added to the prosperity and wealth of these lands, and checked famine and disease. . . . We are endeavoring to teach the native races to conduct their own affairs with justice and humanity, and to educate them . . .

As Roman imperialism laid the foundations of modern civilisation, and led the wild barbarians . . . along the path of progress, so in Africa today we are repaying the debt, and bringing to the dark places of the earth . . . the torch of culture and progress . . . British methods have not perhaps in all cases produced ideal results, but I am profoundly convinced that British rule has promoted the happiness and welfare of the primitive races . . . If there is unrest, and a desire for independence, . . . it is because we have taught the value of liberty and freedom . . . Their very discontent is a measure of their progress.

The Dual Mandate in British Tropical Africa by Sir F. D. Lugard, 1929.

We have known the back-breaking work exacted from us in exchange for salaries which permitted us neither to eat enough to satisfy our hunger, . . . nor to raise our children as the beloved creatures that they are.

We have known the mockery, the insults, the blows submitted to morning, noon and night because we were "negres [black]."

We have known that our lands were despoiled in the name of supposedly legal texts, which in reality recognized only the right of the stronger.

We have known the law was never the same, whether dealing with a White or a Negro . . .

We have known the atrocious suffering of those who were imprisoned for political opinion or religious beliefs: exiles in their own country . . .

We have known that in the cities there were magnificent houses for the Whites and crumbling hovels for the Negroes, that a Negro was not admitted to movie theaters . . . restaurants, [or to] so-called "European" stores . . .

And, finally, who will forget the hangings or the firing squads where so many . . . perished.

From all this, my brothers, have we deeply suffered.

"The Independence of the Congo," by Patrice Lumumba in *Africa Speaks*, edited by James Duffy and Robert A. Manner, 1961.

1. What arguments does Lugard present in favor of imperialism? _____

2. To what extent did this view prevail in Europe at this time? _____

3. What period and group of people does Lumumba represent? _____
4. What are his views on imperialism? _____

5. What factors might account for the differences in viewpoints? _____

11

Chapter Viewpoint Activity Chapter

MODERN ERA EDITION

Opinions about the new imperialism differed among the colonial powers themselves as well as the people whose lands were taken over. In the first excerpt, missionary-explorer Dr. David Livingstone (1813–1873) writes in his diary about his feelings about working in Africa. In the second, Basil Davidson, a modern expert on Africa, reports on some of the reactions of African leaders. ♦ *As you read, think of some other possible points of view on both sides. Then, on a separate sheet of paper, answer the questions that follow.*

Two Views of Imperialism in Africa

David Livingstone (March 1866)

Now that I am on the point of starting another trip into Africa I feel quite exhilarated: when one travels with the specific object in view of ameliorating [improving] the condition of the natives every act becomes ennobled.

Whether exchanging the customary civilities, or arriving at a village, accepting a night's lodging, purchasing food for the party, asking for information, or answering polite African enquiries as to our objects in travelling, we begin to spread a knowledge of that people by whose agency their land will yet become enlightened and freed from the slave trade.

The mere animal pleasure travelling in a wild unexplored country is very great. . . . The effect of travel on a man whose heart is in the right place is that the mind is made more self-reliant: it becomes more confident of its own resources.

Sources: (1) *Last Journals of David Livingstone in Central Africa from 1865 to his death*, ed. Horace Waller (1874), in *The Challenge of Africa* (vol. 12, Encyclopedia of Discovery & Exploration; Aldus 1971); (2) *Let Freedom Come*, by Basil Davidson (Little, Brown, 1978).

Basil Davidson

There were those who welcomed the coming of European rule: usually, this was after the invasions were over. Few who were present at the time seem to have enjoyed it. "I hear your countryman done spoil West Indies," said a Niger Delta ruler to some British visitors in 1841, long before the invasions had begun: "I think he want come spoil we country too." With few exceptions the existing state of Africa found it well to defend themselves. They did this by diplomacy wherever they could, by warfare whenever they must: there were many wars of resistance to invasion.

The Ethiopian emperor Tewodros II spoke for a whole generation of African rulers as early as the 1860s, not long before his suicide after defeat in 1868 by an invading British force. "I know their game," he affirmed. "First the traders and the missionaries: then the ambassadors: then the cannon. It's better to go straight to the cannon." Even so, there was much puzzlement about why Europeans should behave as they did.

“ “ First the traders and the missionaries: then the ambassadors: then the cannon. It's better to go straight to the cannon. ” ”

Questions to Discuss

1. According to Livingstone, why does he feel uplifted by the thought of his coming trip to Africa? What long-term goal does he mention?
2. How did the Ethiopian ruler describe the different kinds of Europeans who came to Africa? How did he plan to respond?
3. Distinguishing False from Accurate Images
Do you think Livingstone honestly believed he was helping the Africans? What do you think the Ethiopian ruler would have said if he had met Livingstone? Could both men have been right in their descriptions of the results of European invasion?

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1. _____

2. _____

3. _____

4

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Identifying Alternatives

As you read in this chapter, the Industrial Revolution was one of the main causes of the new imperialism of the 1800s and early 1900s. Using new techniques and machinery, manufacturers could produce more goods than ever before. As a result, they looked abroad both for markets in which to sell those goods and for raw materials out of which to make them. Indeed, some believed that if colonies were not won, the economy of countries such as Great Britain and the United States would collapse. Others, however, denied that colonies were necessary for the health of an industrialized nation. The excerpts below present these two sides of the imperialist debate. ♦ *As you read the selections, think about the alternatives proposed by each and the possible consequences of each alternative. Then, on a separate sheet of paper, answer the questions that follow.*

**Joseph Chamberlain,
British manufacturer, 1893**

"We . . . must recognize that in order that we may have more employment to give we must create more demand. Give me the demand for more goods and then I will undertake to give plenty of employment in making the goods; and the only thing, in my opinion, that the government can do in order to meet this great difficulty . . . , is so to arrange its policy that . . . new markets shall be created, and that old markets shall be effectually developed. . . . For these reasons, . . . I would never lose the hold which we now have over our great Indian dependency, by far the greatest and most valuable of all the customers we have or ever shall have in this country. For the same reasons I approve of the continued occupation of Egypt, and for the same reasons I have urged upon this government, and upon previous governments, 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."

J.A. Hobson, British economist, 1902

"Aggressive Imperialism, which costs the taxpayer so dear, which is of so little value to the manufacturer and trader, which is fraught with such grave incalculable peril to the citizen, is a source of great gain to the investor who cannot find at home the profitable uses he seeks for his capital, and insists that his Government should help him to profitable and secure investments abroad. . . . No mere array of facts and figures . . . will suffice to dispel the popular delusion that the use of national force to secure new markets by annexing fresh tracts of territory is a sound and a necessary policy. . . . It has indeed been proved that recent annexations of tropical countries, procured at great expense, have furnished poor and precarious markets, that our aggregate trade with our colonial possessions is virtually stationary, and that our most profitable and progressive trade is with rival industrial nations, whose territories we have no desire to annex, whose markets we cannot force, and whose active antagonism we are provoking by our expansive policy."

Source: *The Imperialism Reader*, edited by Richard M. Brace (D. Van Nostrand Co., Inc., 1962).

Questions to Think About

1. What alternative is proposed by each author?
2. **Predicting Consequences** (a) What consequences does Chamberlain expect as a result of his proposed policy? (b) What consequences does Hobson predict as a result of such a policy?

Linking Past and Present

3. Follow the steps you have learned to identify alternatives with regard to the following problem: Should Puerto Rico become the 51st state? Do library research to write a report on the various alternatives to this problem and their potential consequences.

1. _____

2. _____

3. _____

4

15

USING
HISTORICAL
SOURCES

25

Name _____ Date _____

Chapter  The Arrival of the Europeans

European imperialism in Africa brought about changes in the culture and daily life of many Africans. The following selection is from the autobiography of Prince Modupe, who lived in the Gold Coast, present-day Ghana. In it, Prince Modupe describes the arrival of a missionary in his village during his boyhood. The prince came to the United States in 1922 and chose to stay. Read his recollection and answer the questions that follow.

Everyone was abuzz about the expected arrival of the white man with the powerful juju (magic). If his magic was more powerful than ours, then we must have it. That was Grandfather's decree. Grandfather wanted our people to have the best of everything. I doubt now that he had the slightest notion of the sweeping changes the new juju would bring with it. . . .

We believed in the existence of a demon who was said to be white in color. But of course this man we were expecting could not be an ogre or Grandfather would not receive him. There were a few other white, or nearly white things in our lives—cotton, white chickens, white cola, grubs in rotten stumps, white ants. These seemed natural and everyday enough but a white human was beyond simple imagining. . . .

Finally, the white man arrived. My first sight of him was a delightful relief. He did not appear to have demon quality and was not really white as milk is white, not the portion of him which showed, at least; he was more the color of leather. His wife and a little girl-child were with him. . . . The child had hair which hung to her shoulders and was the color of gold. It was in ringlets like shavings from the chisels of our wood carvers, not springy and crisp like mine. The three were led across the clearing to the royal stool where my grandfather sat. . . . The white missionary placed gifts at Grandfather's feet . . . a Bible, a camera, a mirror, a kaleidoscope, shoes, a high hat, cigarettes, matches, canned goods, shiny trinkets, and yard goods [cloth]. . . .

The photographs which the man brought showing bridges and cities, trains, boats, big buildings, were not impressive to us. . . . Having had no experience with the diminished scale of things in a photograph, we gained no concept of magnitude. But there were other pictures which disturbed me deeply. They were bright depictions of heaven and hell, which I later learned were made expressly for mission use. In them, all the bright angels hovering over the golden streets had white faces. The tortured creatures in hell with the orange-red flames licking over agonized contorted bodies all had black faces! . . .

Grandfather invited the white man to stay to dinner and for the night. The invitation was accepted. . . . For the first time in my life I felt doubt about the desirability of a brown skin and kinky hair. Why did gold grow above the faces of little white girls, who according to the pictures sprouted shining wings as soon as they went to live in the glorious compound of worthy Deads, a compound glowing with gold under their pale little feet? . . . Why did the horned demon who fueled the fires of hell have a black face like us?

Perhaps the real reason why my limbs trembled and my hands shook was that a little of the pride and glory which I had felt in being a youth of my tribe had gone out with the light of this eventful day.

Adapted from *The Epic of Modern Man*, edited by L. S. Stavrianos (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1966).

~~Vocabulary Use a dictionary to find the meanings of the following words:~~

- ~~diminished _____~~
- ~~magnitude _____~~
- ~~depiction _____~~
- ~~contorted _____~~

Comprehension

1. What was the decree of Prince Modupe's grandfather? _____

2. How does the prince describe the color of the missionary's skin? _____
3. What gifts did the missionary bring? _____

4. Which pictures disturbed the prince? _____

5. Why were the missionary's pictures of bridges and other constructions not impressive to the Africans? _____

Critical Thinking

1. Why is the prince relieved when he first sees the missionary? _____

2. In what ways do you think the missionary's gifts were supposed to impress the Africans? _____

3. Why do you think the missionary's pictures of heaven and hell disturbed Prince Modupe so deeply? _____

4. In what way does the prince's reaction to the missionary and his gifts show the cruel nature of imperialism? _____

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CHAPTER

11

Section 1

PRIMARY SOURCE British Contract with an African King

In 1888 Cecil Rhodes sent three agents of his South Africa Company—Charles Rudd, Rochfort Maguire, and Francis Thompson—to see the king of the Ndebele people. The mining company agents persuaded the African king Lo Bengula to sign a contract granting the British mining rights. Later, Lo Bengula said that he had been tricked into signing the agreement, and he wrote a letter of protest to Queen Victoria of Great Britain. What were the terms of this contract?

Know all men by these presents, that whereas Charles Dunell Rudd, of Kimberley; Rochfort Maguire, of London; and Francis Robert Thompson, of Kimberley, hereinafter called the grantees, have covenanted and agreed, and do hereby covenant and agree, to pay to me, my heirs and successors, the sum of one hundred pounds sterling, British currency, on the first day of every lunar month; and, further, to deliver at my royal kraal one thousand Martini-Henry breech-loading rifles, together with one hundred thousand rounds of suitable ball cartridge, five hundred of the said rifles and fifty thousand of the said cartridges to be ordered from England forthwith and delivered with reasonable dispatch, and the remainder of the said rifles and cartridges to be delivered as soon as the said grantees shall have commenced to work mining machinery within my territory; and further, to deliver on the Zambesi River a steamboat with guns suitable for defensive purposes upon the said river, or in lieu of the said steamboat, should I so elect to pay to me the sum of five hundred pounds sterling, British currency. On the execution of these presents, I, Lo Bengula, King of Matabeleland, Mashonaland, and other adjoining territories, in exercise of my council of indunas, do hereby grant and assign unto the said grantees, their heirs, representatives, and assigns, jointly and severally, the complete and exclusive charge over all metals and minerals situated and contained in my kingdoms, principalities, and dominions, together with full power to do all things that they may deem necessary to win and procure the same, and to hold, collect, and enjoy the profits and revenues, if any, derivable

from the said metals and minerals, subject to the aforesaid payment; and whereas I have been much molested [of] late by diverse persons seeking and desiring to obtain grants and concessions of land and mining rights in my territories, I do hereby authorise the said grantees, their heirs, representatives, and assigns, to take all necessary and lawful steps to exclude from my kingdom, principalities, and dominions all persons seeking land, metals, minerals, or mining rights therein, and I do hereby undertake to render them all such needful assistance as they may from time to time require for the exclusion of such persons, and to grant no concessions of land or mining rights from and after this date without their consent and concurrence; provided that, if at any time the said monthly payment of one hundred pounds shall cease [the agreement's end dates from] the last-made payment.

*from Sir Lewis Mitchell, The Life of the Right Honorable Cecil John Rhodes, Vol. 1 (London: 1910), 244–245.
Reprinted in Peter N. Stearns, ed., Documents in World History, Vol. II (New York: Harper Collins, 1988), 102–103.*

Discussion Questions

Recognizing Facts and Details

1. What was the king to receive from the British mining company?
2. What did the king agree to give the British mining company?
3. **Drawing Conclusions** Why do you think the British mining company agents wanted to obtain mining rights through a contract rather than taking them by force?

1. _____

2. _____

3. _____

4

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Name _____

Date _____

CHAPTER
11

Section 2

PRIMARY SOURCE **Letter from Menelik II**

From 1889 to 1913, Emperor Menelik II ruled Ethiopia, the only African nation to resist colonization. He wrote the following letter to the caliph of the Sudan to express his opposition to European expansion and his desire to strengthen his alliance with the Sudan. How did Menelik II intend to resist European attempts to colonize his country?

This is to inform you that the Europeans who are present round the White Nile with the English have come out from both the east and the west, and intended to enter between my country and yours and to separate and divide us. And I, when I heard of their plan, dispatched an expedition, sending detachments in five directions. The group [of Europeans] who are near are the English and the French, who are located in the direction from which the Belgians came. And do you remember when I sent to you Kantiba Jiru, you wrote to me by him that you have men in the direction from which the Belgians came?; and I ordered the chiefs of [my] troops that if they met with them, they were to parley with them and explain [my] intention. And now I have ordered my troops to advance towards the White Nile. And perhaps [if] you heard the news from merchants or from others you might misunderstand my action, [so now] I have written to you so that you would understand the object [of this expedition].

And you look to yourself, and do not let the Europeans enter between us. Be strong, lest if the

Europeans enter our midst a great disaster befall us and our children have no rest. And if one of the Europeans comes to you as a traveler, do your utmost to send him away in peace; and do not listen to rumors against me. All my intention is to increase my friendship with you, and that our countries may be protected from [their] enemies.

from G.N. Sanderson, "The Foreign Policy of Negus Menelik" in the Journal of African History, Vol. 5, 1964. Reprinted in Alvin M. Josephy, Jr., ed, The Horizon History of Africa (New York: American Heritage, 1971), 429.

Discussion Questions

Recognizing Facts and Details

1. According to Menelik II, what was the Europeans' plan?
2. What steps did Menelik II take in response to the Europeans' plan?
3. **Making Inferences** Based on your reading of this letter, what can you infer about the methods some European countries used to control African land and peoples?

1

2

3

CHAPTER
11

HISTORYMAKERS

Menelik II

Preserver of Independence

Section 2

"In administration, as in 'high politics' and diplomacy where he scarcely made a false move after 1878, Menelik understood the limits of the possible, kept his objectives clearly in sight, and had an almost unerring eye for the means best suited to attain those objectives."—Historians Ronald Oliver and G. N. Sanderson

As foreign powers carved up Africa in the late 1800s, the nation of Ethiopia remained independent. This occurred because of the skill of Emperor Menelik II, who defended his country against voracious imperial appetites in Europe.

Menelik II was born as Sahle Miriam, the son of the king of Shoa, a part of Ethiopia. The king of Shoa was ruled by the emperor of Ethiopia. However, Shoa, on the southern border, was more independent of the emperor than most kingdoms. That ended in 1855, when the emperor invaded Shoa. The king died, the land was seized, and Sahle—only 11 years old—was taken prisoner. He was held captive for ten years.

In 1865, Sahle escaped back to Shoa and declared himself king. He ruled the region for more than 20 years, slowly gathering strength. For most of those years, the emperor of Ethiopia was Yohannes IV. Sahle outwardly showed loyalty to him by paying the tribute and sending soldiers to help him put down rebellions. Meanwhile, Sahle fortified his own power so he could challenge the emperor.

In preparing, Sahle took three steps. First, he made his kingdom larger with new conquests to the south and east. Second, he made his army stronger by buying guns from Europeans. Third, he gained support from Italy through a secret agreement. In the late 1880s, Yohannes's power weakened. He proved unable to check the growing influence of the Italians, who wanted to gain a foothold in Ethiopia. He also could not stop the Muslims in the Sudan, which bordered Ethiopia. As Sahle moved to challenge Yohannes, the emperor died in a fight against the Sudanese. Sahle became emperor. In taking Menelik II as his ruling name, he reached back in Ethiopian history. Menelik I had been the name of the son of Solomon and the Queen of Sheba who, by legend, had ruled many centuries before.

Only one king refused to recognize Menelik II as emperor. Yohannes's son claimed the throne for himself. Menelik, however, signed a treaty with Italy that gave the Italians the kingdom that his

rival ruled. He hoped to prevent the son and Italy from ever joining forces.

Soon, problems arose. There were two versions of the treaty that granted the Italians this land. In Amharic, the Ethiopian language, the treaty said one thing, but in Italian it gave Italy much greater control over Ethiopia. Menelik renounced the treaty and skillfully avoided Italian attempts to recognize its claim. He won the support of France and Russia for his position and traded for more weapons. He made friends with the rulers of the Sudan so he would not have to worry about an attack from them.

Finally, in 1895 Menelik moved against the Italians. Gathering a large army, he marched on the smaller Italian force. In March 1896, they met in the Battle of Adowa. The Italians were without supplies, disorganized, fighting on land they did not know, and outnumbered. Menelik's army crushed them. Almost three-quarters of the Italian force was killed, wounded, or captured. Other European nations saw Ethiopia's power.

Menelik ruled his empire for almost 20 more years, never again having to worry about invasion. He put in place telephone and telegraph systems so he could communicate with outlying areas. He built a railroad that connected a seaport with his new capital, Addis Ababa. He also started a western-style school system aimed at training people for work in the government. When he died in 1913, he left behind a nation that had fought off European imperialism and was ready to enter the modern age.

Questions

1. **Recognizing Main Ideas** What is the main idea of this biography?
2. **Perceiving Cause and Effect** What actions helped Menelik maintain the independence of Ethiopia?
3. **Identifying Supporting Ideas** Reread the evaluation of Menelik at the top of the page. Do you agree or disagree the statement? Explain.

21

1. _____

2. _____

3. _____

4. _____

IMPERIALISM IN INDIA TO 1858

LOCATE:

Arabian Sea	Bay of Bengal	Ceylon	Kashmir	
Punjab	Sind	Rajpootana	Ajmer	
Assam	Bengal	Northwest Provinces	Bihar	
Arakan	Goa	Calcutta	Madras	Bombay

DEVELOP A KEY/COLOR AREAS REPRESENTING:

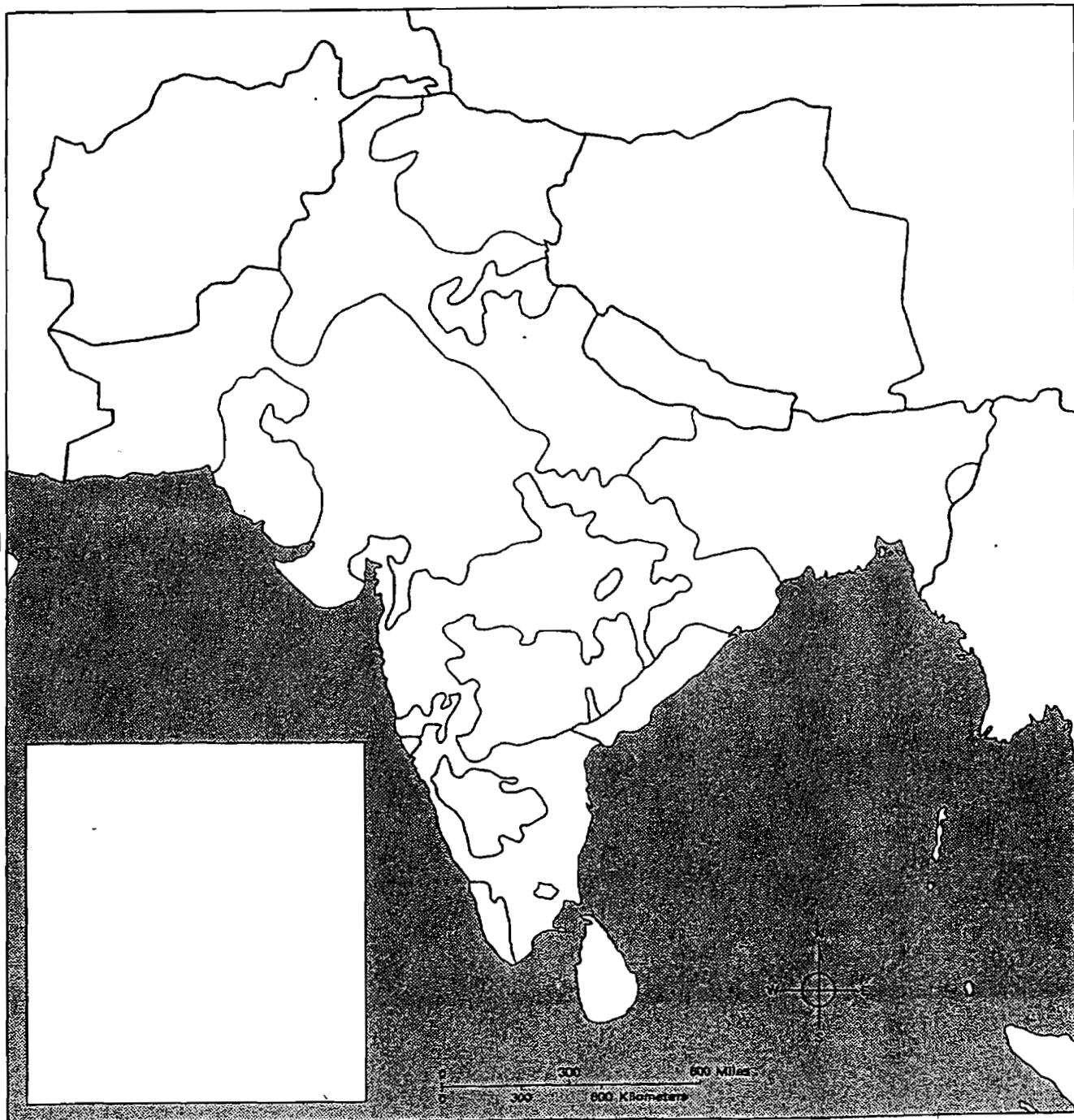
- British colonies in 1765
- Territory under British rule in 1805
- Territory under British rule in 1856
- Area affected by Sepoy Rebellion

ANSWER THE FOLLOWING QUESTIONS:

1. Which region was most greatly affected by the Sepoy Rebellion?

2. How might geography help explain why it was difficult for Britain to gain control of Kashmir?

41 The British in India, 1858



CHAPTER
11

GUIDED READING *British Imperialism in India*

Section 4

A. Perceiving Cause and Effect As you read about imperialism in India, briefly note the cause or effect (depending on which is missing) of each situation.

Causes	Effects
1.	East India Company gains control of India.
2. British establish a railroad network in India.	
3.	Villagers are no longer self-sufficient; food production declines and famine sets in.
4. The Sepoy Mutiny occurs and uprisings spread over much of northern India.	
5.	Indians form Indian National Congress and then the Muslim League, which eventually call for self-government.
6. British partition Bengal into Hindu and Muslim sections.	

B. Drawing Conclusions On the back of this paper, explain why the British viewed India as the “jewel in the crown.”

VICTORIA TAKES THE REINS

Following the Sepoy Rebellion, the British government took direct command of India. On November 1, 1858, Queen Victoria proclaimed the principles by which India was thenceforth to be ruled.

We desire no extension of our present territorial possessions; and, while we will permit no aggression upon our dominions or our rights to be attempted with impunity, we shall sanction no encroachment on those of others. We shall respect the rights, dignity, and honour of native princes as our own; and we desire that they, as well as our own subjects, should enjoy that prosperity and that social advancement which can only be secured by internal peace and by good government. . . .

Firmly relying ourselves on the truth of Christianity, and acknowledging with gratitude the solace of religion, we disclaim alike the right and the desire to impose our convictions on any of our subjects. We declare it to be our royal will and pleasure that none be in anywise favoured, none molested or disquieted, by reason of their religious faith or observances, but that all shall alike enjoy the equal and impartial protection of the law. . . .

Our clemency will be extended to all offenders, save and except those who have been or shall be convicted of having directly taken part in the murder of British subjects. With regard to such, the demands of justice forbid mercy.

To those who have willingly given asylum to murderers, knowing them to be such, or who may have acted as leaders or instigators in revolt, their lives alone can be guaranteed; but in apportioning the penalty due to such persons, full consideration will be given to the circumstances under which they have been induced to throw off their allegiance, and large indulgence will be shown to those whose crimes may appear to have originated in too credulous acceptance of the false reports circulated by designing men.

To all others in arms against the government we hereby promise unconditional pardon, amnesty, and oblivion of all offenses against ourselves, our crown and dignity, on the return to their homes and peaceful pursuits.

1. In the first paragraph, what are Victoria's objectives in governing India?

2. (a) What is Victoria's religious policy? _____

(b) Why is the statement of this policy particularly important in light of the Sepoy Rebellion (textbook page 542)?

3. What group was excluded from the grant of clemency?

4. Why might Victoria have decided to grant clemency to the vast majority of people who had taken part in the rebellion?

CHAPTER
11

Section 4

SKILLBUILDER PRACTICE *Analyzing Assumptions
and Biases*

An assumption is a belief or an idea that is taken for granted to be true. Some assumptions are based on factual evidence, while others are based on personal opinion and observations. Bias is a one-sided, prejudiced point of view. As you read the passage below, look for clues that signal the author's point of view. Then answer the questions below. (See Skillbuilder Handbook.)

Every Englishman is born with a certain miraculous power that makes him master of the world. When he wants a thing he never tells himself that he wants it. He waits patiently till there comes into his head, no one knows how, a burning conviction that it is his moral and religious duty to conquer those who have got the thing he wants. Then he . . . conquers half the world and calls it Colonization. When he wants a new market for his adulterated Manchester goods, he sends a missionary to teach the natives the gospel of peace. The natives kill the missionary; he flies to arms in defense of Christianity; fights for it; conquers for it; and

takes the market as a reward from heaven. . . .

You will never find an Englishman in the wrong. He does everything on principle. He fights you on patriotic principles; he robs you on business principles; he enslaves you on imperial principles; he bullies you on manly principles; he supports his king on loyal principles, and cuts off his king's head on republican principles. His watchword is always duty; and he never forgets that the nation which lets its duty get on the opposite side to its interest is lost.

from George Bernard Shaw, *The Man of Destiny*, 1905

1. What assumptions does the author make about Englishmen? _____

2. What are some words in the passage that reflect value judgments and appeal to the reader's emotions? _____

3. Which statements are factual? Which statements are opinions or judgments? _____

4. How would you describe the tone of the passage? _____

5. What is the author's point of view? _____

Imperialism brought many elements of British government and culture to India, but India's own ancient cultural traditions remained strong. One gifted artist who tried to bridge the gap between the two was Rabindranath Tagore, the first non-European writer to win the Nobel Prize for Literature. ♦ *As you read, think about how different cultures influence each other. Then, on a separate sheet of paper, answer the questions that follow.*

Rabindranath Tagore (1861–1941)

The life and work of Rabindranath Tagore touched every element of Bengali culture—music, poetry, philosophy, painting—and are still influential today. He also helped introduce that culture to people beyond India.

Tagore was born in Calcutta and, like many young men from wealthy Indian families, went to England briefly to study law. Other members of the Tagore family were well-known artists and philosophers, and he grew up surrounded by literature and music. He began writing poetry in his teens and then turned to short stories, novels, and plays. At 19, when he wrote his first novel, he was already famous in India.

From writing love poetry when he was young, Tagore turned to deeper, more religious and philosophical writing. As a composer, he blended folk and classical music styles in songs known as *Rabindra Sangeet*. These became as well known as his poetry and are still sung throughout South Asia, wherever people speak Bengali. Tagore himself was greatly admired and revered, and huge crowds flocked to hear him speak in Calcutta.

In 1891 he settled in Shileida at his father's estate, where the natural beauty of the countryside

and the Ganges River became important elements in his work. He also came to know the rural people, whose lives he described in short stories.

Tagore wrote primarily in Bengali, using the rhythm and meter of that language, and made many of his own translations into English. In 1913 he won the Nobel Prize for Literature for the English version of *Gitanjali* ("Song Offerings"), a collection of short meditations. Besides his huge output of writing and music, as well as his social and political work, Tagore also became one of the country's leading painters.

Tagore's father, a respected philosopher, had founded a retreat in the country called Santiniketan (Abode of Peace). In 1901 Tagore established a school there to teach a blend of Eastern and Western cultures and thought. The school expanded into an international university, Visva-Bharati, in 1921. Tagore himself also traveled and lectured throughout Europe, Asia, and the Americas.

Although Tagore was knighted by King George V in 1915, he renounced the honor in 1919 after British troops fired on a crowd who had gathered at a religious festival at Amritsar, killing nearly 400 Indians.



ILLUSTRATION/PHOTO CREDIT: UPI/BETTMANN

Questions to Think About

1. In what different ways did Rabindranath Tagore influence Indian culture?
2. How did Tagore try to increase links between Indian and Western culture?
3. **Making Comparisons** Can you think of a person in American culture who has had as

great influence on so many fields as Tagore did in India? If you can, explain this person's influence. If you cannot think of any one person, suggest reasons why no such person has existed in the United States.

1. _____

2. _____

3. _____

4. _____

CHAPTER
11

Section 4

PRIMARY SOURCE **Letter Opposing the English**
by Moulavy Syad Kutb Shah Sahib

During British imperial rule in the 19th century, many Indians believed that the British were trying to force them to convert to Christianity. In a letter, Muslim leader Moulavy Syad Kutb Shah Sahib issued a warning to Hindus and Muslims in order to protect them from the British. The following excerpt from his letter reflects Indians' resentment toward the British because of religious differences. What course of action did Moulavy Syad Shah recommend Indians should take?

The English are people who overthrow all religions. You should understand well the object of destroying the religions of Hindustan; they have for a long time been causing books to be written and circulated throughout the country by the hands of their priests, and, exercising their authority, have brought out numbers of preachers to spread their own tenets: this has been learned from one of their own trusted agents. . . . [The English] ordered the Brahmans and others of their army to bite cartridges, in the making up of which fat had been used. The Mussulman [Muslim] soldiers perceived that by this expedient the religion of the Brahmans and Hindus only was in danger, but nevertheless they also refused to bite them. On this the English now resolved on ruining the faith of both. . . . It is now my firm conviction that if these English continue in Hindustan they will kill every one in the country, and will utterly overthrow our religions. . . . Under these circumstances, I would ask, what course have you decided on to protect your lives and faith? Were your views and mine the same, we might destroy them entirely with a very little trouble; and if we do so, we shall protect our religions and save the country. . . . All you Hindus are hereby solemnly adjured, by your faith in Ganges, Tulsi, and Saligram; and all you Mussulmans, by your belief in God and the Koran, as these English are the common enemy of both, to unite in considering their slaughter extremely expedient, for by this alone will the lives and faith of both be saved. It is expedient, then, that you should coalesce and slay them. The slaughter of kine [cows] is regarded by the Hindus as a great insult to their religion. To prevent this a solemn compact and agreement has been entered into by all the Mahomedan chiefs of Hindustan, binding themselves, that if the Hindus will come forward to slay the English, the Mahomedans will from that very day put a stop to the slaughter of cows, . . . but if the Hindus will not

gird their loins to kill the English, but will try to save them, they will be as guilty in the sight of God as though they had committed the sins of killing cows and eating flesh. Perhaps the English may, for their own ends, try to assure the Hindus that as the Mussulmans have consented to give up killing cows from respect for the Hindu religion, they will solemnly engage to do the same, and will ask the Hindus to join them against the Mussulmans; but no sensible man will be gulled by such deceit, for the solemn promises and professions of the English are always deceitful and interested. Once their ends are gained they will infringe their engagements, for deception has ever been habitual with them, and the treachery they have always practised on the people of Hindustan is known to rich and poor. Do not therefore give heed to what they may say. . . . I trust you will all write answers approving of what has been proposed herein. This letter has been printed under the direction of Moulavy Syad Kutb Shah Sahib, at the Bahaduri press, in the city of Bareilly.

from Selections from the Records of the Government of Punjab and its Dependencies, New Series, No. VII (Lahore: Punjab Printing Company, Ltd., 1870), 173-175. Reprinted in Peter N. Stearns, ed., Documents in World History, Vol. II (New York: Harper Collins, 1988), 70-72.

Discussion Questions

Recognizing Facts and Details

1. According to this letter, why were the English a threat to Indians?
2. What course of action did Moulavy Syad Shah believe Indians should take against the English?
3. **Perceiving Cause and Effect** What connections, if any, do you perceive between the attitudes expressed in this letter and the outbreak of the Sepoy Mutiny?

1. _____

2. _____

3. _____

4

31

Name _____ Date _____

CHAPTER
11

Section 3

GUIDED READING *Muslim Lands Fall to Imperialist Demands*

A. Perceiving Cause and Effect As you read this section, explain how each of the factors listed contributed to the decline of Muslim states.

1. Death of Suleiman I	→	
2. Rise of nationalism	→	
3. Geopolitics	→	
4. Construction of the Suez Canal	→	
5. Discovery of oil in Persia	→	

B. Recognizing Main Ideas Describe the policies European nations used to gain control of Muslim lands.

C. Perceiving Cause and Effect On the back of this paper, write a paragraph explaining the causes and outcomes of the **Crimean War**.

IMPERIALISM IN CHINA TO 1914

LOCATE:

Pacific Ocean	Sea of Japan	Inner Mongolia	Outer Mongolia
Manchuria	Russia	Japan	Korea
Taiwan	Burma	French Indochina	Hong Kong
Shanghai	Beijing	Yangzi River	Huang He River

DEVELOP A KEY/COLOR AREAS REPRESENTING:

- Spheres of Influence of:
England France Germany Japan Russia
- Areas occupied by Russia
- Areas occupied by Japan
- Area of the Boxer Rebellion

ANSWER THE FOLLOWING QUESTIONS:

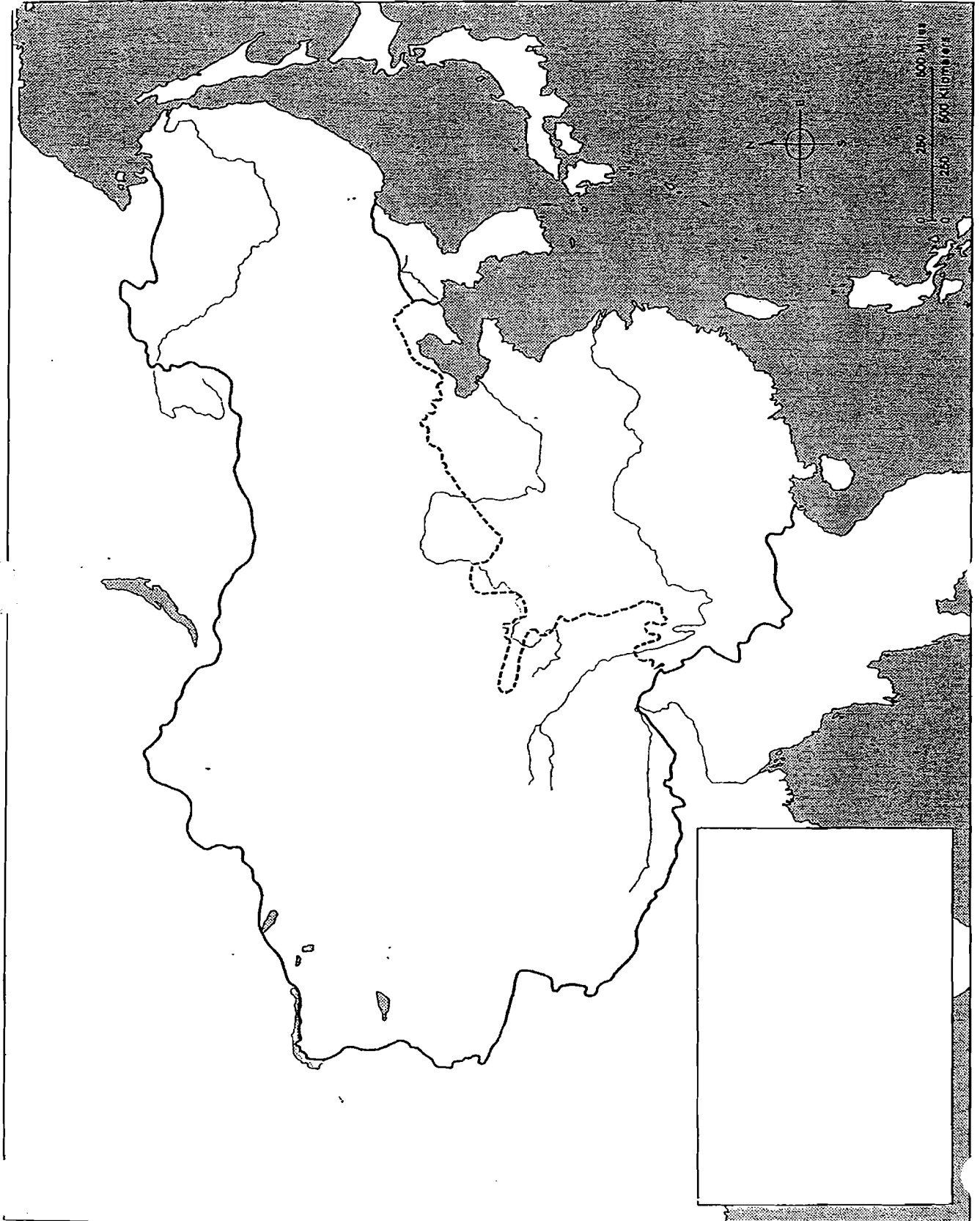
1. What river was in the center of the British sphere of influence?
2. What sphere of influence included Lushun (Port Arthur)?
3. Why would nationalism likely grow in China?

33

Name _____

Date _____

42 Ming and Manchu China



CHAPTER
12

GEOGRAPHY APPLICATION: MOVEMENT

The Opium Wars

Section 1

Directions: Read the paragraphs below and study the map carefully. Then answer the questions that follow.

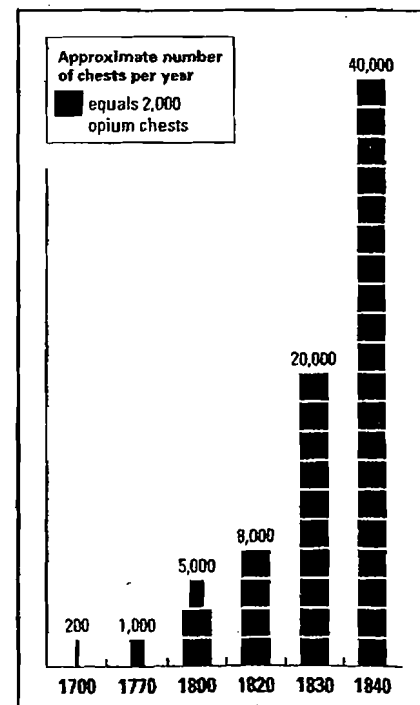
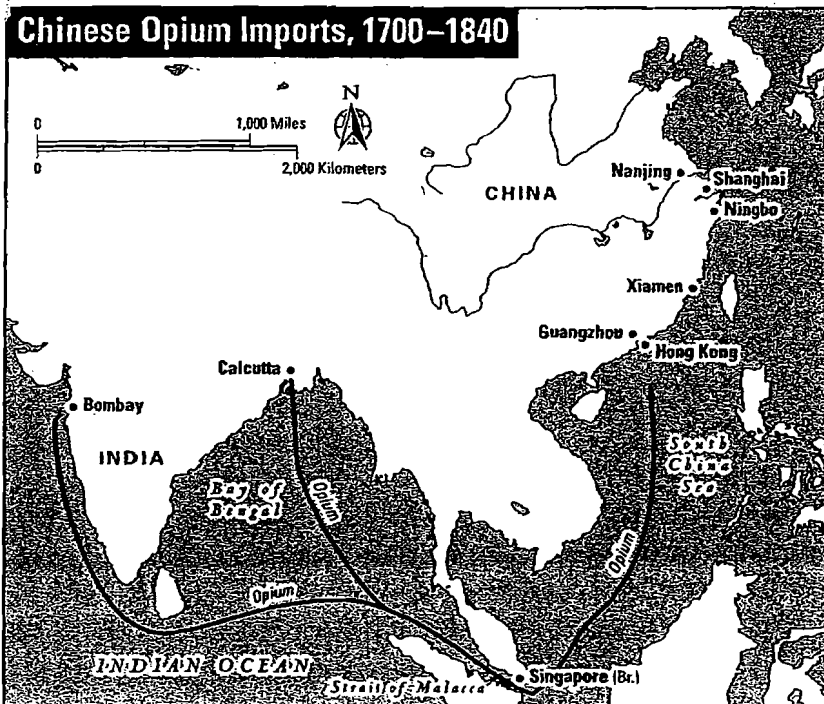
In the 1700s, Britain began smuggling from India into China a narcotic known as opium in order to open Chinese trade markets. The English had been desperate to find a product the Chinese would buy. Opium became that product.

The East India Company, the English company chartered to trade in Asia, opened Chinese trade markets by addicting the Chinese to opium. In the beginning, the Company kept the distribution of the narcotic to a small amount in order to increase the price. At that time, opium was a drug used only by wealthy Chinese—it was not yet a drug of the common people. However, in 1819, the British began distributing massive amounts of opium in order to eliminate the competition. Though flooding the market temporarily dropped the price, the cheaper price of the drug increased the amount of

users. Opium became a recreational drug and created a vast market of opium addicts.

The British government had a vested interest in not only maintaining, but increasing the amount of opium sold in China. Silver gained from the sale of opium helped purchase Chinese tea, which the English drank by the millions-of-gallons every year. The tax on this tea provided the British government with ten percent of its revenue.

Britain's expanding sales of opium to China caused the Opium War of 1839. China wanted sales stopped and destroyed an opium shipment at Guangzhou. The British responded by attacking the port cities shown on the map. The war ended in 1842 with a treaty favorable for the victorious British.



Interpreting Text and Visuals

1. In the graph what does each box represent? _____

2. How many chests were imported by China in 1820? _____

3. By how many chests did the annual opium imports increase between 1770 and 1800? between 1830 and 1840? _____

4. Describe the route by which opium reached China. _____

5. What is the approximate sailing distance from Bombay to Guangzhou? _____

6. How do you think British control over India and Singapore supported and protected its opium trade? _____

7. Why did the British government encourage the opium trade? _____

8. Describe the cycle of silver from Britain to China and back to Britain again. _____

CHAPTER
12

Section 1

GUIDED READING *China Responds to
Pressure from the West*

A. Perceiving Cause and Effect As you read this section, note some of the causes and effects of events and policies that affected China.

Causes	Events/Policies	Effects
	1. Opium War	
	2. Taiping Rebellion	
	3. Self-strengthening movement	
	4. Open Door policy	
	5. Boxer Rebellion	

B. Drawing Conclusions Explain why China was able to isolate itself from Western influence until the nineteenth century.

C. Using Context Clues On the back of this paper, define **sphere of influence** and **extraterritorial rights**.

The Decline of Manchu China: Analyzing Cartoons

Review pages _____ in your text and study the cartoon below. Then answer the questions that follow.



Source: Library of Congress.

1. What situation discussed in your text is depicted in this cartoon? _____

2. Why is China shown as a sleeping or dead dragon? _____

3. How would you describe the attitude of the animals to each other and to the dragon? _____

4. What message is the artist trying to convey? _____

5. What would be a suitable caption for this cartoon? _____

NO NEED FOR WESTERN LEARNING

While some Chinese welcomed Western influences, others remained hostile to foreign cultures. In the following selection, a government official urges the emperor to reconsider his decision to allow Westerners to teach Chinese students.

Your Majesty is certainly correct when you say that mathematics . . . is a legitimate field of study and should by no means be confused with heretical or unorthodox learning. However, as your humble servant sees it, whatever advantage can be derived from studying mathematics and astronomy is more than offset by the great harm that would certainly come about when we have to employ Westerners to teach them. . . .

Your humble servant has heard that the foundation of a nation lies in the virtues (such as righteousness and propriety) she possesses rather than in transient advantages she may have or fanciful expedients she can devise. Her true strength is derived from the collective mind of her citizens rather than some unusual skills she happens to possess. Now we are asked not only to pursue a small and insignificant skill but also to honor foreigners as teachers. Since foreigners are known for their treachery, it is extremely doubtful if they will reveal to us all of their secrets. Even if they did, their contribution would amount to no more than the training of techni-

cians. Throughout history no country has ever become strong by relying on achievement in technology. . . .

Moreover, foreigners have always been our enemies. In [1860], they launched a vicious attack against China without any provocation. They ravaged our capital. . . . Though the government was then forced to negotiate peace with these foreigners, how can it ever forget the unavenged shame? Since the conclusion of the peace treaty, Christianity has spread far and wide and with great cunning has beguiled and entrapped many innocent but ignorant citizens. In these critical times the only thing the nation can rely on for its survival is the rectitude of its intelligentsia [educated class], who, we hope, can continue to maintain people's integrity by pointing out to them the correct path to follow. Now that we are asked to transform our most talented young men, upon whom the future of our nation relies, into the followers of foreign ways . . . I am afraid that in a few years all of us will become foreigners instead of remaining Chinese.

1. On a separate piece of paper, summarize three main arguments the author uses to persuade the emperor to reverse his policy.

2. At the end of the second paragraph, the author states that "Throughout history no country has ever become strong by relying on achievement in technology." (a) Given the context of this speech, what might the author have meant by the word *strong*?

- (b) How might an official from an industrialized nation have interpreted this same statement?

Chapter 26 A Letter to Queen Victoria

In 1839, the emperor of China sent commissioner Lin Tse-hsu to Canton with orders to stop the opium trade. Lin's action in destroying the opium at Canton helped to bring on war with Great Britain. Lin presented the Chinese view in an eloquent letter to Queen Victoria, which was probably never received by the monarch. Read the excerpt from Lin's letter below and answer the questions that follow.

The Way of Heaven is fairness to all; it does not suffer us to harm others in order to benefit ourselves. Men are alike in this all the world over: that they cherish life and hate what endangers life. . . . Our Heavenly Court treats all within the Four Seas as one great family; the goodness of our great Emperor is like Heaven, that covers all things. . . .

Ever since the port of Canton was first opened, trade has flourished. For some hundred and twenty or thirty years, the natives of the place have enjoyed peaceful and profitable relations with the ships that come from abroad. Rhubarb, tea, silk are all valuable products of ours, without which foreigners could not live. The Heavenly Court, extending its benevolence to all alike, allows these things to be sold and carried away across the sea, not grudging them even to remote domains. But there is a class of evil foreigner that makes opium and brings it for sale, tempting fools to destroy themselves, merely in order to reap profit. . . . Our great, unified Manchu Empire regards itself as responsible for the habits and morals of its subjects and cannot rest content to see any of them become victims to a deadly poison. For this reason we have decided to inflict very severe penalties on opium dealers and opium smokers, in order to put a stop forever to the propagation of this vice. It appears that this poisonous article is manufactured by certain devilish persons in places subject to your rule. . . .

I am told that in your own country opium smoking is forbidden under severe penalties. This

means that you are aware of how harmful it is. But better than to forbid the smoking of it would be to forbid the sale of it and, better still, to forbid the production of it, which is the only way of cleansing the contamination at its source.

So long as you do not take it yourselves, but continue to make it and tempt the people of China to buy it, you will be showing yourselves careful of your own lives, but careless of the lives of other people. . . . Such conduct is repugnant to human feeling and at variance with the Way of Heaven. . . .

What is forbidden to consume, your dependencies must be forbidden to manufacture, and what has already been manufactured Your Majesty must immediately search out and throw it to the bottom of the sea, and never allow such a poison to exist in Heaven or on Earth. . . .

Both nations will enjoy the blessing of a peaceful existence, yours on its side having made clear its sincerity by respectful obedience to our commands. You will be showing that you understand the principles of Heaven, and calamities will not be sent down on you from above; you will be acting in accordance with decent feeling, which may also well influence the course of nature in your favor. . . .

Do not say you have not been warned in time. On receiving this, Your Majesty will be so good as to report to me immediately on the steps that have been taken at each of your ports.

Adapted from *The Opium War Through Chinese Eyes* by Arthur Waley (Chester Springs, Penn.: Dufour Editions, Inc., 1966).

Vocabulary Use a dictionary to find the meanings of the following words:

flourish _____

benevolence _____

opium _____

propagation _____

contamination _____

Comprehension

- _____ 1. The reading indicates that Chinese exports included all the following EXCEPT
 - a. silk
 - b. tea
 - c. coffee
 - d. rhubarb.
- _____ 2. China's trade with foreigners before the Opium War was conducted through the city of
 - a. Shanghai.
 - b. Peking.
 - c. Canton.
 - d. Hangchow.
- 3. Put an X before the statements that are accurate.
 - _____ a. The Chinese Emperor claimed sovereignty over all under heaven.
 - _____ b. Opium was a major problem in nineteenth-century China.
 - _____ c. China and Britain had been trading goods for over 200 years.
 - _____ d. It was legal to produce and sell opium in Britain.
- 4. How does Commissioner Lin characterize trade relations between China and the West prior to the beginning of the opium trade? _____

Critical Thinking

- 1. From the letter and your reading of Chapter 26, describe two misconceptions that the Chinese had about the West. _____

- 2. Which parts of Lin's argument do you think a Briton in the 1800s would have had trouble refuting? _____

- 3. From your reading of the textbook, how do you think Queen Victoria might have reacted had she received Lin's letter? _____

- 4. What part of the letter shows the Chinese idea that natural and political events are related? _____

- 5. Given the Chinese wish to end the opium trade, how could Britain defend its role in the Opium War? _____

41

Name _____

Date _____

CHAPTER
12

HISTORYMAKERS

Cixi

Conservative Force

Section 1

"If we cannot rely on the supernatural [powers], can we not rely upon the hearts of the people?"—Cixi, arguing for support of the Boxer attacks

During the 19th century, Cixi rose from relative obscurity to become the most powerful person in China. She ruled from behind the scenes, but with few challenges to her power. As China flirted with reforms to help face the challenge posed by European powers, Cixi's conservative views ended those changes.

Cixi began her career as a low-ranking wife to the Chinese emperor. Her fortunes improved in 1856, when she bore him his only son. When the emperor died five years later, Cixi and another former wife moved quickly to seize power. When members of the council of eight elder officials objected, the two women had three of them put to death and had the five others removed from office.

Cixi now shared power with the other empress and a reform-minded prince. During this time, the government weathered two conflicts: the Taiping Rebellion in the south, which ended in 1864, and the Nien Rebellion, which was crushed in 1868. The government then enacted some reforms. Schools were built to allow the Chinese to study foreign languages, and the army was modernized. In the middle 1860s, though, Cixi reduced the power of the prince who had backed these changes. Gradually, she undid those reforms.

Over time, Cixi became the real power, and she controlled China for almost 50 years. As advisers spoke to her son, now the emperor, she sat behind a screen, making all the important decisions. In 1873, the emperor finally reached adulthood, and Cixi could no longer rule as regent. Nevertheless, she still maintained control from behind the scenes. Using a network of spies, she could remain informed about the actions of the government.

When the emperor died in 1875, Cixi stepped in and named his successor. She broke with tradition to choose her four-year-old nephew, whom she adopted. With a child once again on the throne, Cixi became regent. The young emperor's actions were limited by their relationship. As her son, he owed her obedience. Aware that Cixi had made him emperor, he was equally aware that she could unseat him.

Cixi continued to rule actively for several more years. Then in 1889, she retired to a luxurious palace that she had built for herself. In the mid-1890s, however, China was defeated in war by the Japanese. Her nephew, now an adult, joined forces with a group of reformers to try to strengthen China. Concerned officials in the government contacted the empress, who returned to Beijing. She overthrew the emperor and retook control of the government.

Anger and frustration spread throughout China, and a group of rebels called Boxers gained in popularity. They hated foreigners and hoped to rid China of all traces of foreign influence. The Boxers began to attack Christian missionaries, and a Chinese governor employed Boxers as militia troops. Cixi soon joined with a group of court officials that backed the growing movement.

The situation grew to a crisis. Foreign diplomats in Beijing worried for their safety and brought troops to protect themselves. In 1900, the Boxers began a series of attacks in the capital. When foreign powers sent more than 2,000 soldiers to Beijing, Cixi ordered her army to turn them back. She then decided to combine the Boxers with the army in an effort to drive out the foreigners. Many Europeans were killed in these attacks, but officials in the provinces did not follow Cixi's orders. Finally, a large foreign army arrived and ended the Boxer threat. Cixi then had to agree to some reforms required by the foreigners. She managed to win revenge at least on her nephew the emperor, though. The day before she died, she ordered him poisoned to ensure that he would not rule after her death.

Questions

1. **Recognizing Facts and Details** Give two examples of conservative actions that Cixi took.
2. **Making Inferences** Why did the Boxers enjoy rising popularity?
3. **Predicting Outcomes** What do you think would be the result for China of Cixi's policy of no reforms?

1. _____

2. _____

3. _____

4

CHAPTER
11

Section 5

GUIDED READING

*Western Powers Rule
Southeast Asia*

A. Recognizing Facts and Details As you read about the colonization of Southeast Asia, write notes about each group.

1. Dutch East India Company		
Lands claimed	Major products	Impact of colonization

2. British		
Lands claimed	Immigration policy	Impact of colonization

3. French		
Lands claimed	Method of management	Impact of colonization

4. American		
Lands claimed	Method of management	Impact of colonization

B. Recognizing Facts and Details On the back of this paper, identify the following people:

- King Mongkut Emilio Aguinaldo Liliuokilani

CHAPTER
11

Section 5

HISTORYMAKERS **Mongkut**
Reforming King of Siam

44

"It is perhaps not too much to say that Siam owed to Mongkut more than anyone else . . . [its independence when] all the other states of Southeast Asia had come under European control."—Historian D. G. E. Hall

In the middle and late 1800s, Siam, present-day Thailand, faced serious challenges. Mongkut, a royal prince and future king, helped Siam meet them. He reformed the Buddhist religion and opened Siam to the West. He paved the way for his country to keep its independence while blending its culture with Western ideas.

Mongkut was the 43rd child of the king. He had high standing, however, because he was the first son born of a queen. Still, he was only 20 years old when his father died, and the council of the kingdom chose an older half-brother as the next ruler. Mongkut had recently become a Buddhist monk, and he remained one during the new leader's reign.

This period proved important for Mongkut's later life in three ways. He became a master of Buddhist thought and used his knowledge to launch a return to Buddhist roots. This reform movement made the religion easier to blend with Western science.

Second, Mongkut met scholars and thinkers from many Western nations. He was interested in their ideas and studied their languages and science. Later, when he became king, he allowed people from Europe and the United States to set up schools, hospitals, and printing presses in his country. One of them was the English woman Anna Leonowens, who became governess of Mongkut's children. Her book about life at court was the basis for the musical and movie *The King and I*.

Third, Mongkut's time as a monk allowed him to travel among the Siamese and become familiar with their lives. This experience gave him knowledge of his people and influenced his conduct. He became the first king of Siam to allow subjects to look at his face, and he generally took steps to end the tradition of treating the king as a god.

While living as a monk, Mongkut kept in contact with members of the court who were interested in establishing relations with the West. When his half-brother died in 1851, this group had Mongkut named king. He immediately began to modernize Siam. His chief goal was to make sure that European

powers treated Siam as a nation with its own rights and privileges. He wrote several letters to such rulers as Britain's Queen Victoria, the pope, and three American presidents. He even offered President James Buchanan the use of elephants to help the United States develop its economy.

In 1855, Mongkut agreed to a treaty with Great Britain. This pact ended limits on foreign trade that earlier kings had put in place. It granted British subjects in Siam the right to trade and move about the country freely. It also gave them the right to be free of Siamese laws and courts. This part of the treaty later proved unpopular with the Siamese. In return, the government of Siam collected a duty on goods imported into the country. The treaty was followed by similar ones with the United States and other European nations. As a result of these agreements, Siam began to export rice. More important, it avoided European colonial control.

Mongkut ruled until 1868. He once again gave the common people of Siam the right to ask the king directly for a fair solution to a problem. He supported Westerners who built hospitals, and he worked to improve the health and welfare of his people. He even started a mint to make coins, giving Siam a money economy.

When Mongkut died, his children continued the trends he had begun. One son became king and carried out the work of modernizing Siam. Another son became the nation's leading thinker and helped to spread Buddhism throughout the country.

Questions

1. **Making Inferences** How did Mongkut's form of Buddhism help Siam adopt Western ideas?
2. **Perceiving Relationships** Compare the approaches that Menelik II of Ethiopia and Mongkut of Siam took to resisting Western imperialism.
3. **Drawing Conclusions** Why would the people of Siam not like the treaty provision that allowed the British to remain outside the law of Siam?

95

1. _____

2. _____

3. _____

4

CHAPTER
12

GUIDED READING *Japan Modernizes*

Section 2

A. Using Sequential Order As you read about the modernization of Japan, answer the questions about the time line.

1853	Matthew Perry arrives in Tokyo harbor.	→	1. What was the American motive in sending the fleet?
1854	Japan signs the Treaty of Kanagawa.	→	2. How did the United States benefit from the terms of the treaty?
1867	Mutsuhito establishes a new government.	→	3. What steps did the Meiji take to modernize Japan?
		→	4. Why were both countries interested in Korea?
		→	5. How did the war begin?
1895	Japan and China pledge not to send armies into Korea.	→	6. What consequences did the war have?
1894	Sino-Japanese war begins.	→	7. What was the cause of this war?
1904	Russia and Japan go to war over Manchuria.	→	8. What were some consequences?
1910	Japan annexes Korea.	→	9. How did the Japanese rule Korea?

B. Making Judgments On the back of this paper, write a brief paragraph explaining why the **Meiji era** is viewed as a period of "enlightenment rule."

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Name _____ Date _____

CHAPTER
12

Section 3

GUIDED READING *U.S. Economic Imperialism in Latin America*

A. Perceiving Cause and Effect As you read this section, answer the questions about three factors that set the stage for economic imperialism in Latin America.

Factor 1: Legacy of Colonial Rule	
1. In what ways did landowners "enslave" peasant workers?	
2. How was land distributed during colonial times?	
3. What political problems did independent nations face as a result of European colonial rule?	

Factor 2: Foreign Trade	
4. How did advances in technology affect Latin American trade?	
5. How did foreign countries gain control of Latin American industries?	
6. Why did Latin American nations remain poor and unindustrialized after they gained independence?	

Factor 3: The Colossus of the North	
7. Why did President Monroe issue the Monroe Doctrine?	
8. How did the Spanish-American War make the United States the dominant imperial power in Latin America?	
9. How did the United States expand its influence in Latin America in the early 1900s?	

B. Recognizing Facts and Details On the back of this paper, identify the following:

caudillo

José Martí

Roosevelt Corollary

The Spanish-American War: Analyzing Cartoons

The cartoon below was published in the United States in 1898. Study it carefully and answer the questions that follow.



Source: Library of Congress.

- (a) What does the figure in the cartoon represent? _____

(b) How would you describe the cartoonist's attitude toward that figure? _____
- (a) What event does the message on the tombstone refer to? _____

(b) Who does the cartoonist blame for that event? _____
3. What effect did this cartoon probably have on the American public in 1898? _____

Chapter The Education of a Revolutionary

Ideas travel across political frontiers and often have major consequences far beyond their place of origin. This was true of the Enlightenment and the French Revolution, which influenced the thinking of educated people in Latin America. One of these was Simón Bolívar. Read the selection below, which describes Bolívar's youth, and answer the questions that follow.

In very considerable comfort and ease, Bolívar was brought up. His father, Don Juan Vicente de Bolívar, died when the boy was too young to be much influenced by him. His mother also died while he was still a child. His upbringing lay in the hands of a succession of tutors, far the most important of whom was a certain Simón Rodríguez, who had been born Carreño but changed his name because of his part in revolutionary activities. He also went under the name of Robinson—which would seem puzzling until we discover that Robinson Crusoe was the one book allowed by Rousseau to the hero of his novel Emile, and that Rodríguez had swallowed Rousseau whole.

The questing intelligence of the boy Bolívar, like that of the young Emile, was allowed to search for its own food. Nothing must be forced. The mind must flower under the influences of nature. So a great deal of Bolívar's schooling, like Emile's, took place under open skies. He became a strong and daring swimmer and a horseman; short in stature but lean and tough; an enthusiast for life.

It is no doubt easy enough to encourage in a twelve-year-old boy a passion for walking and climbing and swimming and riding, but Carreño-Rodríguez-Robinson, surely an unusual man, did more. He communicated his own passion for ideas and ideals, for the dreams of the era of revolution. Under the infection of his enthusiasm, Bolívar learned to read the French philosophers of the Enlightenment—Voltaire, Montesquieu, Rousseau, and the rest. (Later he taught himself to speak fluent French.)

He was a Spanish colonial, the heir of con-

querors and friars and slave-owners. . . . He could expect to own great estates and live like a lord—but intellectually he had become a French radical. His favorite author was already Voltaire, his pattern and hero soon to be Napoleon Bonaparte. Many years later he was to write to [his] tutor:

"You formed my heart for liberty, for justice, for the great, the beautiful. . . . You cannot imagine how deeply your lessons impressed themselves upon my heart."

Twice as a young man Bolívar journeyed to Europe. On his first visit he fell in love with a girl from Bilbao and at the age of eighteen married her. Returning to Venezuela with him, within a few months his wife was dead of fever. Bolívar vowed never to marry again, and he did not. . . . "See how odd things are," he said many years later. "If I had not become a widower, my life would have been altogether different. I should never have become General Bolívar, or the Liberator. . . . I should never have made my second visit to Europe."

In Paris, 1803–1804 was the year of Napoleon's imperial coronation, and Bolívar was both fascinated and horrified. . . . He had worshipped Napoleon "as the hero of the Republic, the bright star of glory, the genius of liberty," but now that Napoleon had made himself Emperor, "from that day I looked upon him as a tyrant and a hypocrite. . . . The crown laid upon Napoleon's head I looked on as a miserable thing. What seemed to be great was the universal acclaim."

Adapted from Nineteenth-Century Gallery: Portraits of Power and Rebellion by S. E. Ayling (New York: Barnes & Noble, Inc., 1970).

Vocabulary Use a dictionary to find the meanings of the following words:

- questing
stature
hypocrite



Comprehension

1. Who was the most important influence in Bolívar's early life? _____
2. Why did his tutor change his name? _____

3. What outdoor activities did Bolívar enjoy? _____
4. In what way does Bolívar say his life was changed by his wife's death? _____

5. What was Bolívar's response to Napoleon's becoming emperor? _____

Critical Thinking

1. In his novel *Emile*, Rousseau advocated certain ideas about education. From the reading, what do you think they were? _____

2. Explain how Bolívar's education prepared him for his later career. _____

3. Why were Bolívar's political ideas unusual for someone of his social class? _____

4. From your reading of Chapter 27 and the selection, explain why the career of Napoleon served as both a model and a warning to Bolívar. _____

5. Why do you think the ideas of the Enlightenment and the French Revolution could be transferred from Europe to South America? _____

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Name _____ Date _____

CHAPTER
12

Section 3

CONNECTIONS ACROSS TIME AND CULTURES

Responses to Western Pressure

THEMATIC CONNECTION:
CULTURAL INTERACTION

As you read in this chapter, Western powers forced Japan and China to open their ports to foreign trade. However, they never established colonies in these nations as they had in other parts of Asia and in Africa. (See Chapter 27.) Why didn't China and Japan become colonies of a Western power? Answer the following questions to help you decide.

1. Several internal forces made Africa vulnerable to colonization: a variety of cultures and languages, a low level of technology, and ethnic strife. What internal forces affected Western efforts to dominate
 - a. China? _____
 - b. Japan? _____
 - c. Latin America? _____

2. In the Berlin Conference, European nations set up rules for dividing Africa into colonies. This encouraged the colonization of Africa. What effect did the U.S. Open Door Policy have on the colonization of China? _____

3. How did U.S. policy prevent European nations from founding new colonies in Latin America? _____

4. King Mongkut of Siam kept his country from becoming a colony. He promoted Siam as a neutral country between British and French colonies. He also encouraged his country to modernize and progress. What factors helped Japan avoid becoming a colony of a European power? _____

5. Many colonies gained benefits from European government, such as transportation and communication networks, improved public health, and the end of local warfare. In your opinion, was it better to become a colony or remain an independent country? _____

CHAPTER
12

GUIDED READING *The Mexican Revolution*

Section 4

A. Recognizing Facts and Details As you read this section, take notes to answer questions about revolution and reform in Mexico.

What were the major accomplishments of each leader? What was the political impact of each?	
1. Antonio López de Santa Anna	
2. Benito Juárez	
3. Porfirio Díaz	

What role did each of the following play in the Mexican Revolution?	
4. Francisco Madero	
5. Francisco "Pancho" Villa	
6. Emiliano Zapata	
7. Venustiano Carranza	

B. Drawing Conclusions On the back of this paper, write a paragraph describing Benito Juárez's goals for **La Reforma**.

CHAPTER
12

Section 4

SKILLBUILDER PRACTICE *Identifying Problems*

Identifying the problems faced by a particular group of people during a certain time can help you understand historical events. When reading historical accounts, you will find that some problems are stated directly while other problems are implied by the actions people took. Read the passage below. Then identify the problems that led to war between the Mexicans and Texans. (See Skillbuilder Handbook.)

As Texas's Anglo population surged, tensions erupted with Mexico over cultural differences, including slavery. The overwhelmingly Protestant Anglo settlers spoke English instead of Spanish. Furthermore, many of the settlers were Southern cotton or sugar farmers who had brought slaves with them to Texas. Mexico, which had abolished slavery in 1829, insisted in vain that the Texans free their slaves.

In 1830, Mexico sealed its borders against any further immigration from the United States and slapped a heavy tax on the importation of American goods. Mexican troops rode into Texas to enforce Mexican law. Mexico, however, lacked sufficient troops to police its borders well. Despite immigration restrictions, the Anglo population of Texas doubled between 1830 and 1834. In 1834, Mexico repealed its 1830 ban on immigration. By 1835,

more than 1,000 Americans streamed into Texas each month. A year later, the population of Texas included only 4,000 *Tejanos*—Mexican settlers—but about 30,000 Native Americans, 30,000 Anglos, and 5,000 African Americans.

Meanwhile, Mexican politics had become increasingly unstable. Stephen Austin, an American who had led settlers into Texas, traveled to Mexico City in 1833 to present petitions for greater self-government for Texas. Santa Anna, convinced that Mexico would not be able to handle democracy, suspended the 1824 constitution and had Austin arrested and imprisoned for inciting revolution. After Santa Anna suspended local powers in Texas and other Mexican states, several rebellions erupted, including what would eventually come to be known as the Texas Revolution.

1. After independence, Mexico faced many kinds of problems. Give an example of each type of problem that Mexico faced. Then indicate if the problem was stated directly in the passage or implied.

Cultural: _____

Military: _____

Political: _____

Economic: _____

2. In 1834, Mexico repealed its ban on immigration to Texas. What problems resulted from this decision? _____

3. Stephen Austin wanted self-government for Texas. What problems might Texans have faced as citizens of Mexico? _____

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CHAPTER
12

Section 4

PRIMARY SOURCE *from* **The Plan of Ayala**
by Emiliano Zapata

During the Mexican Revolution, revolutionary leader Emiliano Zapata issued a list of political and economic demands—the Plan of Ayala—on November 28, 1911. His vision of economic reform influenced social development in Mexico until the 1940s. What does this excerpt from Zapata’s plan reveal about the goals of the Mexican Revolution?

We, the subscribers [to this Plan], constituted in a Revolutionary Council . . . declare solemnly before the countenance of the civilized world which judges us and before the Nation to which we belong and love, the principles which we have formulated to terminate the tyranny which oppresses us and redeem the Fatherland from the dictatorships which are imposed on us, which are determined in the following Plan:

1. [Accuses Francisco I. Madero, the leader of the 1910 revolution and President of Mexico, of betraying the Revolution and allying himself with the oppressive old guard in the State of Morelos.]
2. Francisco I. Madero is disavowed as Chief of the Revolution and as President of the Republic. . . .
3. The illustrious General Pascual Orozco . . . is recognized as Chief of the Liberating Revolution, and in case he does not accept this delicate post, General Emiliano Zapata is recognized as Chief of the Revolution. . . .
5. The Revolutionary Junta of the State of Morelos will not admit transactions or political compromises until the overthrow of the dictatorial elements of Porfirio Díaz and Francisco I. Madero. . . .
6. As an additional part of the Plan which we invoke, we assert that: the fields, woodland, and water which the hacendados [landlords], científicos or bosses in the shadow of tyranny and venal justice have usurped, will revert to the possession of the towns or citizens who have their corresponding titles to these properties. . . .
7. In virtue of the fact that the immense majority of the towns and Mexican citizens are not masters of the soil they step upon, . . . for this reason [the lands] will be expropriated, with indemnity of the third part of these monopolies to their powerful owners, so that the towns and citizens of Mexico can obtain common lands (ejidos), colonies, and legitimate resources

8. The hacendados, científicos or bosses who oppose directly or indirectly the present plan, will have their possessions nationalized. . . .
10. The insurgent military chiefs of the Republic, who rose up in armed revolt at the behest of Francisco I. Madero to defend the Plan of San Luis Potosí and who now oppose by force the present Plan, are to be judged traitors to the cause they defended and to the Fatherland. . . .
15. Mexicans: Consider that the cleverness and the bad faith of one man is spilling blood in a scandalous manner because of his inability to govern; . . . and as we raised our arms to elevate him to power, today we turn them against him for having gone back on his agreements with the Mexican people and having betrayed the Revolution he initiated; we are not personalists, we are believers in principles, not in men.

People of Mexico: Support with your arms in hand this Plan and you will create prosperity and happiness for the Fatherland.

from Emiliano Zapata, *The Plan of Ayala*, translated by Erick D. Langer. Reprinted in Peter N. Stearns, ed., *Documents in World History*, Vol. II (New York: Harper Collins Publishers, 1988), 182–183.

Discussion Questions

Recognizing Facts and Details

1. According to the Plan of Ayala, how did Zapata and other revolutionaries view the Mexican government under Díaz and Madero?
2. What political reforms did Zapata propose?
3. What economic reforms did he propose?
4. **Making Judgments** Which group of Mexicans do you think the Plan of Ayala would have benefited most—wealthy landowners or poor peasants? Explain your answer.

1. _____

2. _____

3. _____

CHAPTER
12

HISTORYMAKERS

Porfirio Díaz*Dictator Bringing Development*

Section 4

"Pan o palo" ["Bread or the club"]—Díaz slogan

Aruthless but effective leader, Porfirio Díaz ruled Mexico for 35 years. On the surface his government looked democratic, but he was an absolute dictator. His policies allowed Mexico to develop its industry, but they did little to benefit the Mexican people. Frustrated by this failure, those people finally rose against him and forced him out.

In 1830, Díaz was born to a small-town innkeeper in southern Mexico. His father died before he was three years old, and he had to combine school with work from a young age. As a teen he began to study to become a priest but soon quit and joined the army.

Díaz made a name for himself in the 1860s, when he joined the struggle to expel the French. He won a few key battles, fought a successful guerrilla war, and drove the enemy out of the Mexican capital in 1867. As a result, he ran for president against Benito Juárez, but lost. Díaz was defeated again in 1871 and staged a revolt on the grounds that the reelection of Juárez was against the constitution. Juárez died the next year, and Sebastián Lerdo de Tejada became president. Díaz prepared to run against Lerdo in 1876, but that January Díaz started a rebellion. He claimed that the elections would not be fair. By the end of the year, he had been elected president.

Díaz took charge of a troubled country. Mexico had suffered from decades of conflict, and bands of fighters and bandits still roamed throughout the country. The economy was in a shambles, and schools were poor. He restored order with a combination of persuasion, bribery, and brute force. His policy was clearly expressed in the slogan "pan o palo"—"bread or the club." Those who cooperated received rewards. Those who did not were punished.

After four years, Díaz did not run for reelection. However, he became unhappy with his successor and was reelected in 1884 and then several times until 1910. Throughout his rule, he made sure that his government seemed to follow the constitution. Elections were held whenever they were scheduled. In truth, though, he chose all government officials—down to town mayors—by deciding who had the right to run for office.

Díaz maintained his power because his policies made important groups content and unwilling to cause him trouble. He was generous to army commanders while keeping a tight rein on them. By moving generals around, he prevented them from gaining the loyalty of a regiment, thus removing a possible threat to himself. He allowed the Catholic Church some opportunity to restore its power and wealth. He kept the owners of huge estates happy by helping them buy huge chunks of public land at low prices and allowing them to avoid paying taxes. He also enacted policies that were friendly to foreign business owners. With their money, Mexico's industry grew. The number of miles of railroad increased 3,000 percent. Gold and silver mines were once again profitable. When companies began to pump petroleum, production soared from 10,345 to 13 million barrels a year in just ten years.

Until about 1900, these policies produced peace and what seemed to be prosperity. However, the great mass of Mexicans enjoyed no benefits. Profits from industries went to foreign investors. The owners of large estates controlled almost all the good farming areas. Furthermore, Mexicans suffered from cruel working conditions and low wages. Agricultural output began to decline, and angry workers went on strike.

Opposition to Díaz grew. More and more people protested the fact that American companies took profits from Mexico. In 1910, his presidential opponent led a revolt that spread quickly. Soon, 5,000 protesters surrounded Díaz's home. On May 25, 1911, he resigned and left for exile in Paris.

Questions

- Recognizing Facts and Details** Díaz maintained power with policies that prevented powerful groups from objecting to his rule. Provide two examples to support this statement.
- Making Judgments** Do you think Díaz was a good or bad ruler? Explain your answer.
- Making Inferences** Why did Díaz fall from power so quickly?

57

1. _____

2. _____

3. _____

4

Name _____
Class _____
Date _____

Basic Skills Worksheet

Topic: Imperialism
Skill: Summarizing Information

The sections below focus on different aspects of imperialism. After you have read them, summarize each in a sentence.

1. Increasingly Europeans viewed an empire as a measure of national stature. "There has never been a great power without great colonies," proclaimed one French writer. Thus the race for colonies grew out of a strong sense of national pride as well as from economic competition. As the competition for colonies intensified, many countries claimed land that had little economic value. Pride, not profit, was their motive. Each country was determined to plant its flag on as much of the world as possible.

Summary: _____

2. Thanks to the Industrial Revolution, each European country had not only the weapons needed to win an empire but also the means to control it. Steamers, railroads, telegraph cables, and other inventions allowed nations to keep in close touch with even the most distant colony.

At the same time, the new technology encouraged Europeans to think that they had a right to conquer other countries. They regarded their steamships and factories as proof of their progress. They believed that they had the right and the duty to bring the results of that progress to others peoples.

Summary: _____

3. The East India Company was quick to take advantage of the growing weakness of the Mughals. By 1757, the company was the leading power in India. 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.

Officially the British government regulated the company's efforts both in London and in India. In fact, 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 sepoy, or Indian soldiers. One early company official referred to this army as "a delicate and dangerous machine, which with a little mismanagement may easily turn against us."

Summary: _____

