



CHAPTER 21

The Height of Imperialism 1800–1914

Section 1 Colonial Rule in Southeast Asia

Section 2 Empire Building in Africa

Section 3 British Rule in India

Section 4 Nation Building in Latin America

MAKING CONNECTIONS

What significance can a building convey?

The Victoria Memorial, shown in this photo, was built in honor of Queen Victoria, who was named the Empress of India after the Sepoy Mutiny. A symbol of British dominance in India, the memorial was built by several Indian states that were eager to gain political favor. In this chapter you will learn about European dominance not only in India, but also in Africa, Asia, and Latin America.

- What modern buildings do you know of that symbolize power or dominance?
- The Taj Mahal in India was built in memory of one of Shah Jahan’s wives. What other buildings around the world honor individuals?



**AFRICA, ASIA, AND
LATIN AMERICA** ▶



1804

Haiti becomes first independent state in Latin America

1841

Explorer David Livingstone arrives in Africa

1800

1830

1860

THE WORLD ▶

1812

Napoleon invades Russia

1861

Civil war begins in the United States





1874

Great Britain annexes the west coastal states of Africa

1900

Most of Southeast Asia is under Western rule



1915

Gandhi revives India's movement for independence

1890

1914

1921

Chinese Communist Party is formed

FOLDABLES™

Study Organizer

Comparing and Contrasting

Ask students to create a Venn diagram using a Three-Tab book to make a close comparison of the revolts in Mexico and South America. The overlapping area of the ovals should include characteristics that both revolts had in common.



History  **ONLINE**

Chapter Overview—Visit glencoe.com to preview Chapter 21.

Colonial Rule in Southeast Asia

GUIDE TO READING

The BIG Idea

Competition Among Countries

Through the new imperialism, Westerners controlled vast territories, exploited native populations, and opened markets for European products.

Content Vocabulary

- imperialism (p. 686)
- indirect rule (p. 690)
- racism (p. 687)
- direct rule (p. 690)
- protectorate (p. 688)

Academic Vocabulary

- exploit (p. 690)
- export (p. 690)

People and Places

- Singapore (p. 688)
- Commodore George Dewey (p. 688)
- Burma (p. 688)
- Philippines (p. 689)
- Thailand (p. 688)
- Emilio Aguinaldo (p. 689)
- King Mongkut (p. 688)
- King Chulalongkorn (p. 688)

Reading Strategy

Identifying Information Make a chart showing which countries controlled what parts of Southeast Asia.

Spain (until 1898)	
Netherlands	
United States (after 1898)	
France	
Great Britain	

During the nineteenth century, many Western powers scrambled for new territories in Southeast Asia and Africa. Governing by either indirect or direct rule, the Western powers controlled the governments and economies of their colonies. Some territories resisted colonial rule, but most early resistance movements failed.

The New Imperialism

MAIN IDEA Under new imperialism, European countries began to seek additional territory.

HISTORY & YOU Do you remember how the Industrial Revolution created demand for raw materials and new markets? Read to learn how European countries used new imperialism to meet these needs.

In the nineteenth century, a new phase of Western expansion began. European nations began to view Asian and African societies as a source of industrial raw materials and a market for Western manufactured goods.

The Scramble for Territories

In the 1880s, European states began an intense scramble for overseas territory. **Imperialism**, the extension of a nation's power over other lands, was not new. Europeans had set up colonies and trading posts in North America, South America, and Africa by the sixteenth century.

However, the imperialism of the late nineteenth century, called the "new imperialism" by some, was different. Earlier, European states had been content, especially in Africa and Asia, to set up a few trading posts where they could carry on trade and perhaps some missionary activity. Now they sought nothing less than direct control over vast territories.

Motives for Imperialism

Why did Westerners begin to increase their search for colonies after 1880? There was a strong economic motive. Capitalist states in the West were looking for both markets and raw materials such as rubber, oil, and tin for their industries. The issue was not simply an economic one, however. European nation-states were involved in heated rivalries. They acquired colonies abroad in order to gain an advantage over their rivals. Colonies were also a source of national prestige. To some people, in fact, a nation could not be great without colonies.

IMPERIALISM IN SOUTHEAST ASIA, 1900



Geography SKILLS

- Regions** Which two European nations controlled the most territory in Southeast Asia in 1900?
- Regions** Using the map and information from your text, describe Thailand's unique status in Southeast Asia.

In addition, imperialism was tied to Social Darwinism and racism. Social Darwinists believed that in the struggle between nations, the fit are victorious. **Racism** is the belief that race determines traits and capabilities. Racists erroneously believe that particular races are superior or inferior.

Racist beliefs have led to the use of military force against other nations. One British professor argued in 1900, "The path of progress is strewn with the wrecks of nations; traces are everywhere to be seen of the [slaughtered remains] of inferior races. Yet these dead people are, in very truth, the stepping stones on which

mankind has arisen to the higher intellectual and deeper emotional life of today."

Some Europeans took a more religious and humanitarian approach to imperialism. They believed Europeans had a moral responsibility to civilize primitive people. They called this responsibility the "white man's burden." To some, this meant bringing the Christian message to the "heathen masses." To others, it meant bringing the benefits of Western democracy and capitalism to these societies.

✓ Reading Check **Describing** What were four primary motivations for the new imperialism?



Colonial Takeover

MAIN IDEA Rivalries for overseas territories led to Western dominance of Southeast Asia.

HISTORY & YOU Does your school have a sports rivalry with another school? Read to learn how the rivalry between Great Britain and France led to conquests in Southeast Asia.

The new imperialism of the late nineteenth century was evident in Southeast Asia. In 1800, the Europeans ruled only two societies in this area: the Spanish Philippines and the Dutch East Indies. By 1900, virtually the entire area was under Western rule.

Great Britain

The process began with Great Britain. In 1819 Great Britain sent Sir Thomas Stamford Raffles to found a new colony on a small island at the tip of the Malay Peninsula. Called **Singapore** (“city of the lion”), in the new age of steamships, it soon became a major stopping point for traffic going to or from China. Raffles was proud of his new city. He wrote about Singapore to a friend in England: “Here all is life and activity; and it would be difficult to name a place on the face of the globe with brighter prospects.”

During the next few decades, the British advance into Southeast Asia continued. Next to fall was the kingdom of **Burma** (modern Myanmar). Britain wanted control of Burma in order to protect its possessions in India. It also sought a land route through Burma into south China. Although the difficult terrain along the frontier between Burma and China caused this effort to fail, British activities in Burma led to the collapse of the Burmese monarchy. Britain soon established control over the entire country.

France

France, which had some missionaries operating in Vietnam, nervously watched the British advance into Burma. The local Vietnamese authorities, who viewed Christianity as a threat to Confucian doctrine, persecuted the French missionaries. However, Vietnam failed to stop the Christian

missionaries. Vietnamese internal rivalries divided the country into two separate governments—the north and the south.

France was especially alarmed by British attempts to monopolize trade. To stop any British move into Vietnam, the French government decided in 1857 to force the Vietnamese to accept French protection.

The French eventually succeeded in making the Vietnamese ruler give up territories in the Mekong River delta. The French occupied the city of Saigon and, during the next 30 years, extended their control over the rest of the country. In 1884 France seized the city of Hanoi and later made the Vietnamese empire a French **protectorate**—a political unit that depends on another government for its protection.

In the 1880s, France extended its control over neighboring Cambodia, Annam, Tonkin, and Laos. By 1887, France included all of its new possessions in a new Union of French Indochina.

Thailand—the Exception

After the French conquest of Indochina, **Thailand** (then called Siam) was the only remaining free state in Southeast Asia. During the last quarter of the nineteenth century, British and French rivalry threatened to place Thailand, too, under colonial rule.

Two remarkable rulers were able to prevent that from happening. One was **King Mongkut** (known to theatergoers as the king in *The King and I*), and the other was his son, **King Chulalongkorn**. Both promoted Western learning and maintained friendly relations with the major European powers. In 1896 Britain and France agreed to maintain Thailand as an independent buffer state between their possessions in Southeast Asia.

The United States

One final conquest in Southeast Asia occurred at the end of the nineteenth century. In 1898, during the Spanish-American War, United States naval forces under **Commodore George Dewey** defeated the Spanish fleet in Manila Bay.

Believing it was his moral obligation to “civilize” other parts of the world, President

William McKinley decided to turn the **Philippines**, which had been under Spanish control, into an American colony. This action would also prevent the area from falling into the hands of the Japanese. In fact, the islands gave the United States a convenient jumping-off point for trade with China.

This mixture of moral idealism and desire for profit was reflected in a speech given in the U.S. Senate in January 1900 by Senator Albert Beveridge of Indiana:

PRIMARY SOURCE

“Mr. President, the times call for candor. The Philippines are ours forever. And just beyond the Philippines are China’s unlimited markets. We will not retreat from either. We will not abandon an opportunity in [Asia]. We will not renounce our part in the mission of our race, trustee, under God, of the civilization of the world.”

—Senator Albert Beveridge, 1900

The Filipinos did not agree with the American senator. **Emilio Aguinaldo** (AH•gee•NAHL•doh) was the leader of a movement for independence in the Philippines. He began his revolt against the Spanish and went into exile in 1898. When the United States acquired the Philippines, Aguinaldo continued the revolt and set himself up as the president of the Republic of the Philippines. Led by Aguinaldo, the guerrilla forces fought bitterly against the United States troops to establish their independence.

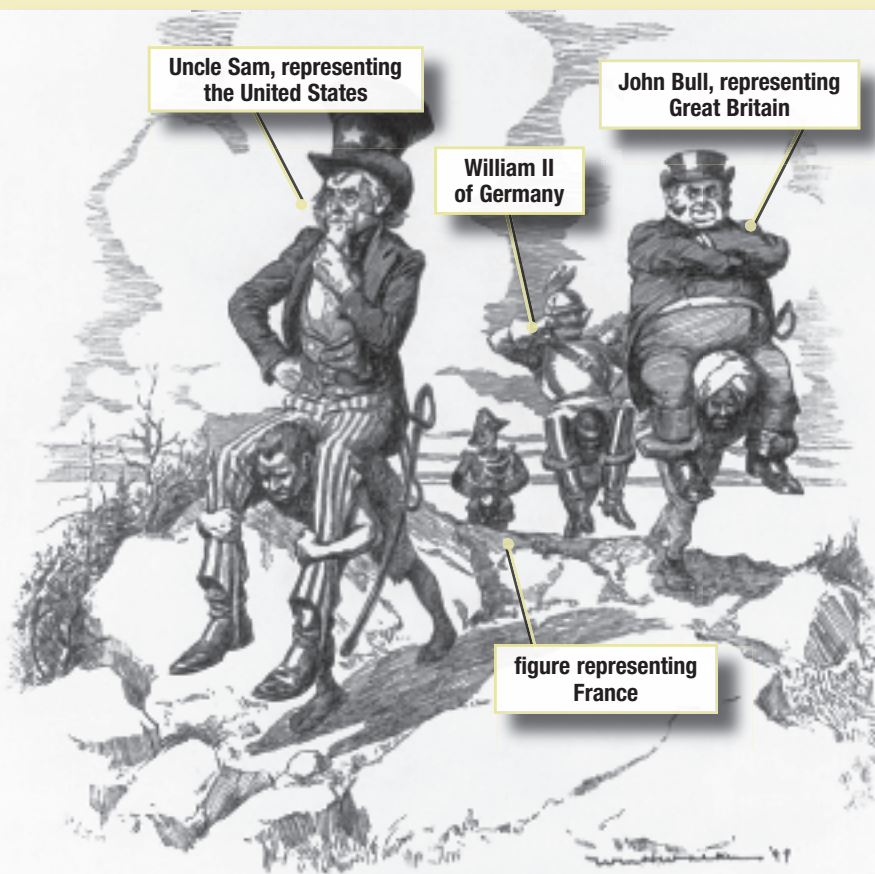
The fight for Philippine independence resulted in three years of bloody warfare. However, the United States defeated the guerrilla forces, and President McKinley had his stepping-stone to the rich markets of China.

✓ Reading Check Identifying What spurred Britain to control Singapore and Burma?

POLITICAL CARTOONS

PRIMARY SOURCE

The New Imperialism



Major Regions of European Control

	Southeast Asia	Africa	India
Belgium			
Britain			
France			
Germany			
Italy			
Netherlands			
Portugal			
Spain			

DOCUMENT-BASED QUESTIONS

This *Life* magazine cartoon from 1899, *White(!) Man’s Burden*, appeared as Americans were fighting native peoples for control of the Philippines. As the chart shows, Europeans already had their colonial empires.

- Identifying** Who do the carriers in the cartoon represent?
- Identifying Points of View** What did “the white man’s burden” mean to supporters of imperialism? What does it mean in the cartoon?



Colonial Regimes

MAIN IDEA European countries controlled the governments and economies of their colonies in Southeast Asia.

HISTORY & YOU Does your school's student council have the power to run the school? Read to learn about European rule in Southeast Asia.

Western powers governed their new colonial empires by either indirect or direct rule. Their chief goals were to **exploit** the natural resources of the lands and to open up markets for their own manufactured goods.

Indirect and Direct Rule

Sometimes a colonial power could realize its goals by cooperating with local political elites. For example, the Dutch East India Company used **indirect rule** in the Dutch East Indies. Under indirect rule, local rulers were allowed to keep their authority and status in a new colonial

setting. This made access to the region's natural resources easier. Indirect rule was cheaper because fewer officials had to be trained and it affected local culture less.

However, indirect rule was not always possible. Some local elites resisted the foreign conquest. In these cases, the local elites were replaced with British officials. This system is called **direct rule**. For example, Great Britain administered Burma directly through its colonial government in India. In Indochina, France used both systems. It imposed direct rule in southern Vietnam, but ruled indirectly through the emperor in northern Vietnam.

To justify their conquests, Western powers spoke of bringing the blessings of Western civilization to their colonial subjects, including representative government. However, many Westerners came to fear the idea of native peoples (especially educated ones) being allowed political rights.

Colonial Economies

The colonial powers did not want their colonists to develop their own industries. Thus, colonial policy stressed the **export** of raw materials. This policy often led to some form of plantation agriculture. Peasants worked as wage laborers on the foreign-owned plantations. Plantation owners kept wages at poverty levels to increase profits. Conditions on plantations were often so unhealthy that thousands died. Also, peasants bore the burden of high taxes.

Nevertheless, colonial rule did bring some benefits to Southeast Asia. A modern economic system began there. Colonial governments built railroads, highways, and other structures that benefited native peoples as well as colonials. The development of an export market helped create an entrepreneurial class in rural areas. In the Dutch East Indies, for example, small growers of rubber, palm oil, coffee, tea, and spices began to share in the profits of the colonial enterprise. Most of the profits, however, were taken back to the colonial mother country.

PEOPLE *in* HISTORY

Saya San

1876–1931 Burmese freedom fighter



In Burmese folklore, the Galon is a bird of prey that feeds on dragon flesh. To Saya San, a Buddhist monk and physician, this myth represented his message to the British colonizers of Burma. Naming his peasant rebels the "Galon Army," Saya San led a nationalist revolt in 1930 in an attempt to expel the British from Burma. The heavy burden of British taxes rallied the peasants to his cause. His army had only spears and swords with which to fight against British guns, but they carried charms that they believed would protect them from harm. Although the revolt failed, Saya San inspired the next generation of

Burmese nationalists, who gained Burma's independence seventeen years later. **In the Galon myth, what did the dragon represent to Saya San's Galon Army?**

The mythical Burmese Galon

✓ Reading Check **Explaining** How did colonial powers justify their rule?

Resistance to Colonial Rule

MAIN IDEA Native peoples had varying levels of success resisting colonial rule in Southeast Asia.

HISTORY & YOU Do you know of any occupied countries today that object to foreign rule? Read to learn how countries in Southeast Asia resisted the rule of European powers.

Many subject peoples in Southeast Asia resented being governed by Western powers. At first, resistance came from the existing ruling class. In Burma, for example, the monarch himself fought Western domination. By contrast, in Vietnam, after the emperor had agreed to French control of his country, a number of government officials set up an organization called Can Vuoug (“Save the King”). They fought against the French without the emperor’s help.

Sometimes, resistance to Western control took the form of peasant revolts. Under colonial rule, peasants were often driven off the land to make way for plantation agriculture. Angry peasants then vented their anger at the foreign invaders. For example, in Burma, in 1930 the Buddhist monk Saya San led a peasant uprising against the British colonial regime many years after the regime had completed its takeover.

Early resistance movements failed. They were overcome by Western powers. At the beginning of the twentieth century, a new kind of resistance began to emerge that was based on the force of nationalism. The leaders were often from a new class that the colonial rule had created: westernized intellectuals in the cities.

In many cases, this new urban middle class—composed of merchants, clerks, students, and professionals—had been educated in Western-style schools. They were the first generation of Asians to embrace the institutions and values of the West. Many spoke Western languages and worked in jobs connected with the colonial regimes.

At first, many of the leaders of these movements did not focus clearly on the idea of nationhood. Instead, they simply tried to defend the economic interests or religious beliefs of the native peoples. In Burma, for example, students at the University of Rangoon formed an organization to protest against official persecution of the Buddhist religion and British lack of respect for local religious traditions. They protested against British arrogance and failure to observe local customs in Buddhist temples. Not until the 1930s, however, did these resistance movements, such as those begun in Burma, begin to demand national independence.

Reading Check Summarizing Explain three forms of resistance to Western domination.

Vocabulary

1. **Explain** the significance of: imperialism, racism, Singapore, Burma, protectorate, Thailand, King Mongkut, King Chulalongkorn, Commodore George Dewey, Philippines, Emilio Aguinaldo, exploit, indirect rule, direct rule, export.

Main Ideas

2. **Explain** how the new imperialism differed from old imperialism.
3. **Identify** how each area listed below was ruled—direct or indirect rule—and which European power ruled it.

Country	Direct	Indirect	Ruling Power
Dutch East Indies			
Burma			
Southern provinces in Mekong Delta			
Northern Vietnam			

4. **List** some benefits colonial rule brought to Southeast Asia. Do you think these benefits outweighed the disadvantages? Explain.

Critical Thinking

5. **The BIG Idea Making Inferences** Why were resistance movements often led by native leaders who had been educated in the West? How did their goals change over time?
6. **Determining Effect** Identify the effects of colonial rule on the colonies.

Analyzing Visuals

7. **Analyzing Visuals** Explain which features are used in the map on page 687 to present information visually, without the use of text.

Writing About History

8. **Expository Writing** Use varied media to determine how Filipino political groups today view the relationship between their country and the United States. Write an essay based on your findings.

History ONLINE

For help with the concepts in this section of *Glencoe World History*, go to glencoe.com and click Study Central.

Empire Building in Africa

GUIDE TO READING

The BIG Idea

Competition Among Countries

Virtually all of Africa was under European rule by 1900.

Content Vocabulary

- annexed (p. 692)
- indigenous (p. 696)

Academic Vocabulary

- uncharted (p. 695)
- traditions (p. 698)

People

- Muhammad Ali (p. 693)
- Henry Stanley (p. 695)
- David Livingstone (p. 695)
- Zulu (p. 696)

Reading Strategy

Categorizing Information As you read, make a chart like the one below showing which countries controlled what parts of Africa.

Western Power	Area of Africa
Belgium	
Britain	
France	
Germany	

During the late nineteenth century, the major European powers scrambled to colonize Africa. Virtually all of Africa was under European rule by 1900. Maintaining that rule was not easy, however. African nationalism emerged during the early part of the twentieth century.

West Africa and North Africa

MAIN IDEA European countries exercised increasing control over West Africa and North Africa, especially once the Suez Canal was completed.

HISTORY & YOU Do you take the long way to get to a destination, or do you look for shortcuts? Read about how Europeans constructed a shortcut for ships through Egypt.

Before 1880, Europeans controlled little of the African continent directly. They were content to let African rulers and merchants represent European interests. Between 1880 and 1900, however, Great Britain, France, Germany, Belgium, Italy, Spain, and Portugal, spurred by intense rivalries among themselves, placed virtually all of Africa under European rule.

West Africa

Europeans had a keen interest in Africa's raw materials, especially those of West Africa—peanuts, timber, hides, and palm oil. Earlier in the nineteenth century, Europeans had profited from the slave trade in this part of Africa. By the late 1800s, however, trade in enslaved people had virtually ended. As the slave trade declined, Europe's interest in other forms of trade increased. The growing European presence in West Africa led to increasing tensions with African governments in the area.

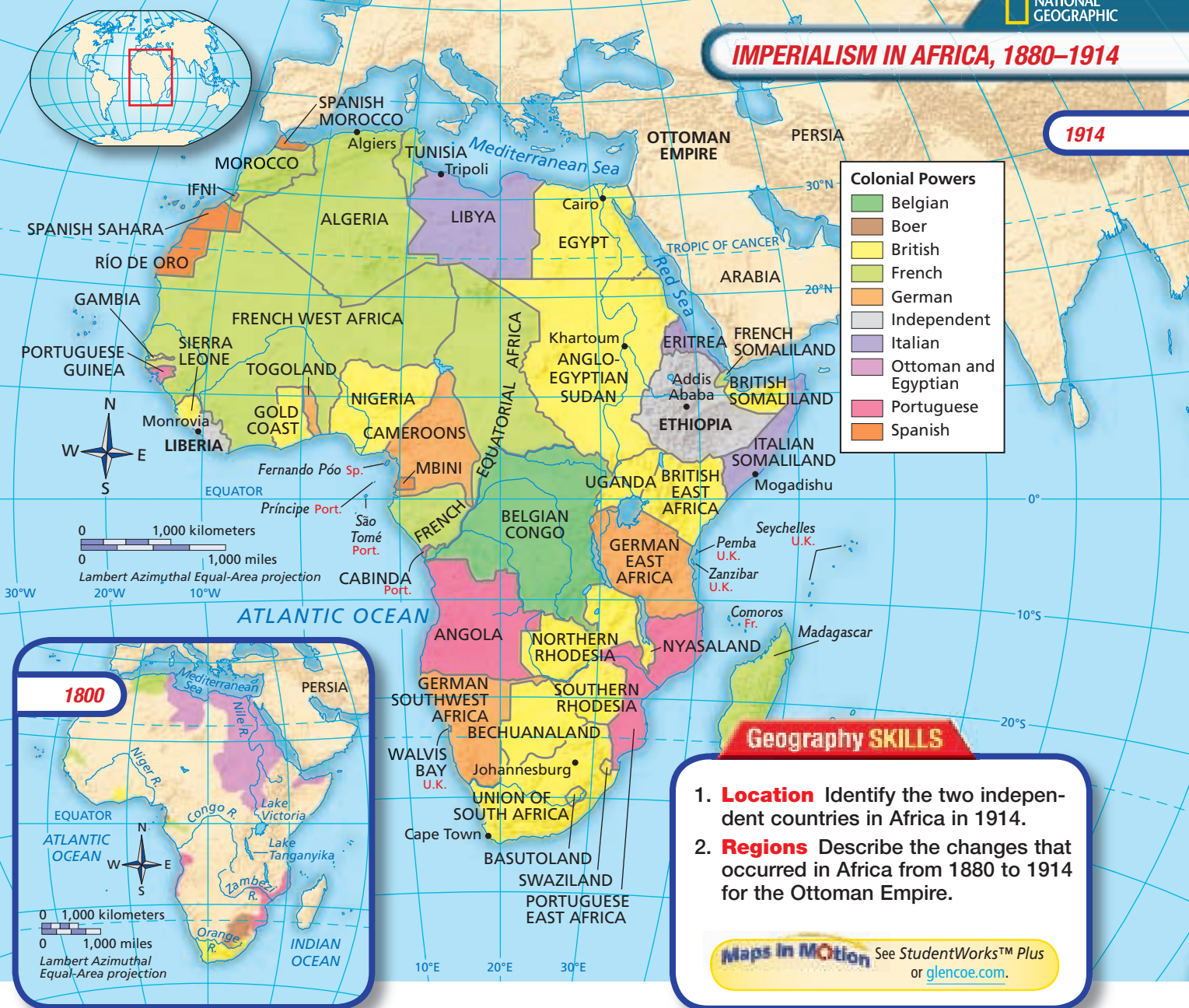
For a long time, most African states were able to maintain their independence. However, in 1874 Great Britain **annexed** (incorporated a country within a state) the west coastal states as the first British colony of Gold Coast. At about the same time, Britain established a protectorate in Nigeria. By 1900, France had added the huge area of French West Africa to its colonial empire. This left France in control of the largest part of West Africa. In addition, Germany controlled Togo, Cameroon, German Southwest Africa, and German East Africa.

North Africa

Egypt had been part of the Ottoman Empire, but as Ottoman rule declined, the Egyptians sought their independence. In 1805

IMPERIALISM IN AFRICA, 1880–1914

1914



Geography SKILLS

- Location** Identify the two independent countries in Africa in 1914.
- Regions** Describe the changes that occurred in Africa from 1880 to 1914 for the Ottoman Empire.

Maps in Motion See StudentWorks™ Plus or glencoe.com.

an officer of the Ottoman army named **Muhammad Ali** seized power and established a separate Egyptian state.

During the next 30 years, Muhammad Ali introduced a series of reforms to bring Egypt into the modern world. He modernized the army, set up a public school system, and helped create small industries that refined sugar, produced textiles and munitions, and built ships.

The growing economic importance of the Nile Valley in Egypt, along with the development of steamships, gave Europeans the desire to build a canal east of Cairo to connect the Mediterranean and Red

Seas. In 1854 a French entrepreneur, Ferdinand de Lesseps, signed a contract to begin building the Suez Canal. The canal was completed in 1869.

The British took an active interest in Egypt after the Suez Canal was opened. Believing that the canal was its “lifeline to India,” Great Britain tried to gain as much control as possible over the canal area.

In 1875 Britain bought Egypt’s share in the Suez Canal. When an Egyptian army revolt against foreign influence broke out in 1881, Britain suppressed the revolt. Egypt became a British protectorate in 1914.



The British believed that they should also control the Sudan, south of Egypt, to protect their interests in Egypt and the Suez Canal. In 1881 Muslim cleric Muhammad Ahmad, known as the Mahdi (in Arabic, “the rightly guided one”), launched a revolt that brought much of the Sudan under his control.

Britain sent a military force under General Charles Gordon to restore Egyptian authority over the Sudan. However, Muhammad Ahmad’s troops wiped out Gordon’s army at Khartoum in 1885. General Gordon himself died in the battle. Not until 1898 were British troops able to seize the Sudan.

The French also had colonies in North Africa. In 1879, after about 150,000 French

people had settled in the region of Algeria, the French government established control there. Two years later, France imposed a protectorate on neighboring Tunisia. In 1912 France established a protectorate over much of Morocco.

Italy joined the competition for colonies in North Africa by attempting to take over Ethiopia. In 1896, however, the Italian invading forces were defeated. Italy now was the only European state defeated by an African state. This humiliating loss led Italy to try again in 1911. Italy invaded and seized Turkish Tripoli, which it renamed Libya.

✓ Reading Check **Explaining** Why did the British set up settlements in Africa?

INFOGRAPHICS

The Suez Canal Opens for Business

The Suez Canal, built by the French using Egyptian labor, was completed in 1869. This waterway linked the Mediterranean Sea and Red Sea. Instead of sailing around Africa, European ships could now pass through the canal to reach eastern Asia in much less time.

At this time, demand for Egyptian cotton made Egypt’s economy strong. Egypt’s ruler,

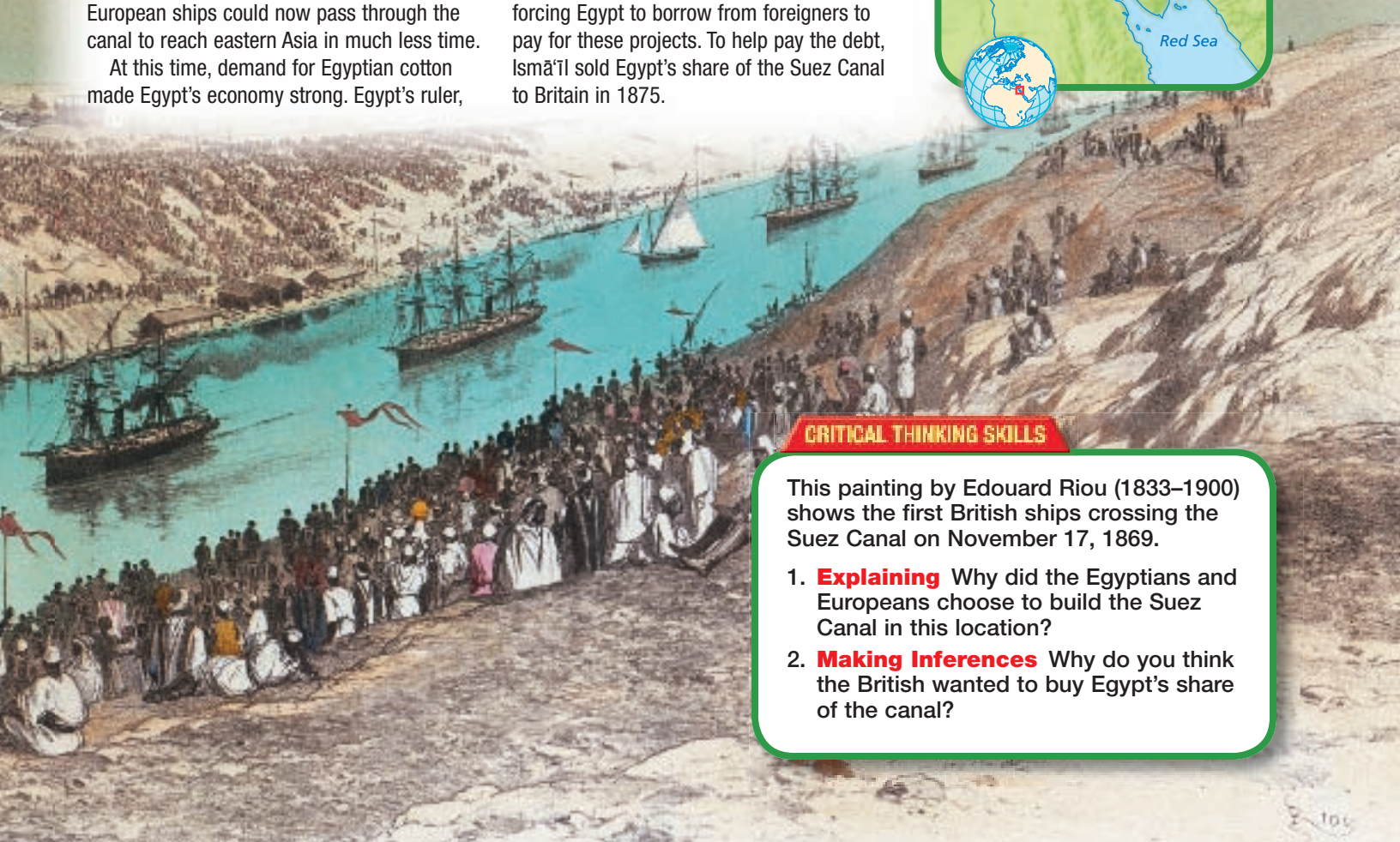
Khedive Ismā’īl, spent large sums on modernizing his country, building roads, railways, and factories. By the 1870s, however, economic conditions had worsened, forcing Egypt to borrow from foreigners to pay for these projects. To help pay the debt, Ismā’īl sold Egypt’s share of the Suez Canal to Britain in 1875.



CRITICAL THINKING SKILLS

This painting by Edouard Riou (1833–1900) shows the first British ships crossing the Suez Canal on November 17, 1869.

- Explaining** Why did the Egyptians and Europeans choose to build the Suez Canal in this location?
- Making Inferences** Why do you think the British wanted to buy Egypt’s share of the canal?



Central and East Africa

MAIN IDEA European powers competed for colonies in Central Africa and East Africa.

HISTORY & YOU Have you ever read a description of a far-off land that made you want to see it for yourself? Read to learn how reports of explorers stirred European interest in Africa.

Central Africa

Central African territories were soon added to the list of European colonies. Explorers aroused popular interest in the dense tropical jungles of Central Africa.

David Livingstone was one such explorer. He arrived in Africa in 1841 as a 27-year-old medical missionary. During the 30 years he spent in Africa, Livingstone trekked through **uncharted** regions. He sometimes traveled by canoe, but mostly Livingstone walked and spent much of his time exploring the interior of the continent.

During his travels through Africa, Livingstone made detailed notes of his discoveries. He sent this information back to London whenever he could. The maps of Africa were often redrawn based on Livingstone's reports. A major goal of Livingstone's explorations was to find a navigable river that would open Central Africa to European commerce and to Christianity.

When Livingstone disappeared for awhile, an American newspaper, the *New York Herald*, hired a young journalist, **Henry Stanley**, to find the explorer. Stanley did find him, on the eastern shore of Lake Tanganyika. Overwhelmed by finding Livingstone alive if not well, Stanley greeted the explorer with these now-famous words, "Dr. Livingstone, I presume?"

After Livingstone's death in 1873, Stanley remained in Africa to carry on the great explorer's work. Unlike Livingstone, however, Henry Stanley had a strong dislike of Africa. He once said, "I detest the land most heartily."

In the 1870s, Stanley explored the Congo River in Central Africa and sailed down it to the Atlantic Ocean. Soon, he was encouraging the British to send settlers to the Congo River basin. When Britain refused,

Stanley turned to King Leopold II of Belgium.

King Leopold II was the real driving force behind the colonization of Central Africa. He rushed enthusiastically into the pursuit of an empire in Africa. "To open to civilization," he said, "the only part of our globe where it has not yet penetrated, to pierce the darkness which envelops whole populations, is a crusade, if I may say so, a crusade worthy of this century of progress." Profit, however, was equally important to Leopold. In 1876 he hired Henry Stanley to set up Belgian settlements in the Congo.

Leopold's claim to the vast territories of the Congo aroused widespread concern among other European states. France, in particular, rushed to plant its flag in the heart of Africa. Leopold ended up with the territories around the Congo River. France occupied the areas farther north.

East Africa

By 1885, Britain and Germany had become the chief rivals in East Africa. Germany came late to the ranks of the imperialist powers. At first, the German chancellor Otto von Bismarck had downplayed the importance of colonies. As more and more Germans called for a German empire, however, Bismarck became a convert to colonialism. As he expressed it, "All this colonial business is a sham, but we need it for the elections."

In addition to its West African holdings, Germany tried to develop colonies in East Africa. Most of East Africa had not yet been claimed by any other power. However, the British were also interested in the area because control of East Africa would connect the British Empire in Africa from South Africa to Egypt. Portugal and Belgium also claimed parts of East Africa.

To settle conflicting claims, the Berlin Conference met in 1884 and 1885. The conference officially recognized both British and German claims for territory in East Africa. Portugal received a clear claim on Mozambique. No African delegates, however, were present at this conference.

✓ Reading Check **Examining** What effect did King Leopold II have on European colonization of the Congo River basin?



South Africa

MAIN IDEA European powers quickly came to dominate the region of South Africa.

HISTORY & YOU Have you and a good friend ever disagreed so hotly on an issue that you parted ways? Read to learn about how the Boers came to revolt against British rule in South Africa.

Nowhere in Africa did the European presence grow more rapidly than in the south. By 1865, the total white population of South Africa had risen to nearly 200,000 people.

The Boers, or Afrikaners—as the descendants of the original Dutch settlers were called—had occupied Cape Town and surrounding areas in South Africa since the seventeenth century. During the Napoleonic Wars, however, the British seized these lands from the Dutch. Afterward, the British encouraged settlers to come to what they called Cape Colony.

The Boer Republics

In the 1830s, disgusted with British rule, the Boers moved from the coastal lands and headed northward on the Great Trek. Altogether one out of every five Dutch-speaking South Africans joined the trek. Their parties eventually settled in the region between the Orange and Vaal (VAHL) Rivers and in the region north of the Vaal River. In these areas, the Boers formed two independent republics—the Orange Free State and the Transvaal (later called the South African Republic).

The Boers believed that white superiority was ordained by God. They denied non-Europeans any place in their society, other than as laborers or servants. As they settled the lands, the Boers put many of the **indigenous** peoples, those native to a region, in these areas on reservations.

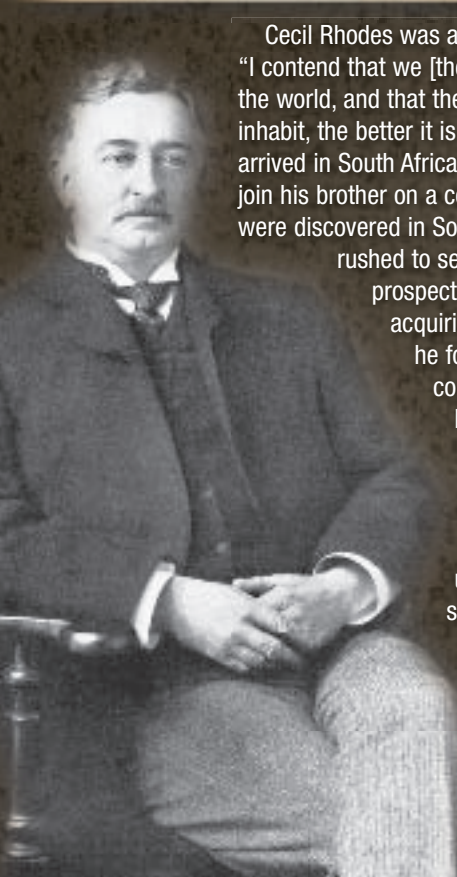
The Boers had frequently battled the indigenous **Zulu** people. In the early nineteenth century, the Zulu, under a talented

PEOPLE *in* HISTORY

Cecil Rhodes

1853–1902 British Colonizer

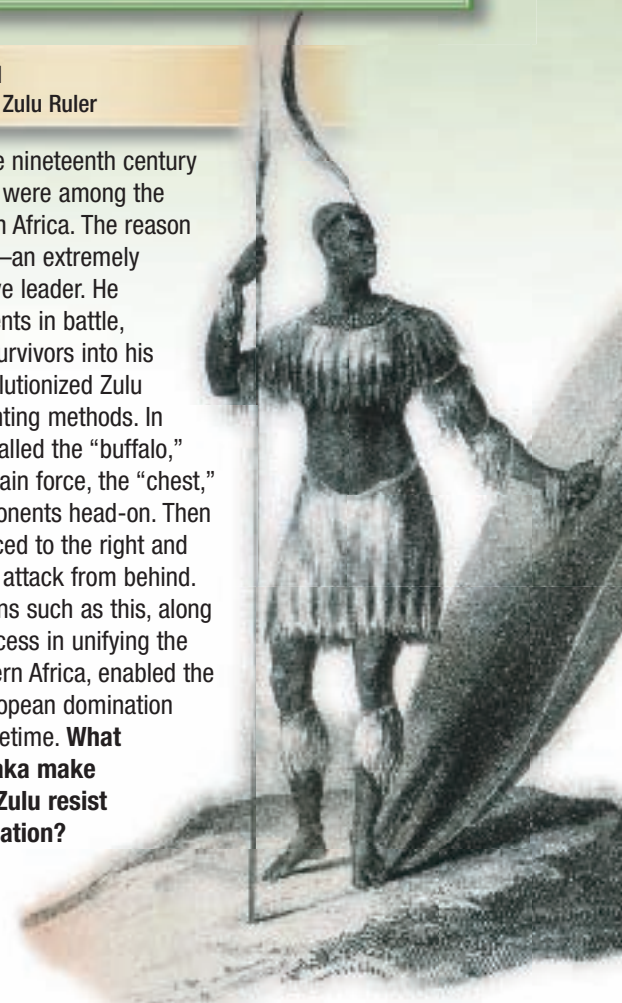
Cecil Rhodes was an imperialist, and proud of it: “I contend that we [the British] are the first race in the world, and that the more of the world we inhabit, the better it is for the human race.” Rhodes arrived in South Africa in 1870 at the age of 17 to join his brother on a cotton farm. When diamonds were discovered in South Africa, the brothers rushed to seek their fortune. While other prospectors dug, Rhodes began acquiring diamond fields. In 1881 he formed the De Beers mining company. His fortune secure, Rhodes focused on his vision of a British Africa. As a member of Cape Colony’s Parliament, and later as its prime minister, Rhodes used political influence and sometimes force to secure British control. **What was Rhodes’s vision for Africa?**




Shaka Zulu

c. 1787–1828 Zulu Ruler

For most of the nineteenth century the Zulu warriors were among the fiercest fighters in Africa. The reason was Shaka Zulu—an extremely brutal but effective leader. He terrorized opponents in battle, then forced the survivors into his army. Shaka revolutionized Zulu weapons and fighting methods. In his battle tactic called the “buffalo,” Shaka sent his main force, the “chest,” to attack the opponents head-on. Then other warriors raced to the right and left as “horns” to attack from behind. Military innovations such as this, along with Shaka’s success in unifying the peoples of southern Africa, enabled the Zulu to resist European domination during Shaka’s lifetime. **What changes did Shaka make that helped the Zulu resist European domination?**





ruler named Shaka, had carved out their own empire. Even after Shaka's death, the Zulu remained powerful. Finally, in the late 1800s, the British military became involved in conflicts with the Zulu, and the Zulu were defeated.

Cecil Rhodes

In the 1880s, British policy in South Africa was influenced by Cecil Rhodes. Rhodes had founded diamond and gold companies that had made him a fortune. He gained control of a territory north of the Transvaal, which he named Rhodesia after himself.

Rhodes was a great champion of British expansion. He said once, "I think what [God] would like me to do is to paint as much of Africa British red as possible." One of Rhodes's goals was to create a series of British colonies "from the Cape to Cairo"—all linked by a railroad.

Rhodes's ambitions eventually led to his downfall in 1896. The British government forced him to resign as prime minister of Cape Colony after discovering that he planned to overthrow the Boer government of the South African Republic without his government's approval. The British action was too late to avoid a war between the British and the Boers, however.

The Boer War

This war, called the Boer War, dragged on from 1899 to 1902. Fierce guerrilla resistance by the Boers angered the British. They responded by burning crops and herding about 120,000 Boer women and children into detention camps, where lack of food caused some 20,000 deaths. Eventually, the vastly larger British army won. A peace treaty was signed in 1902.

In 1910 the British created an independent Union of South Africa, which combined the old Cape Colony and the Boer republics. The new state would be a self-governing nation within the British Empire. To appease the Boers, the British agreed that only whites, with a few propertied Africans, would vote.

 **Reading Check** **Explaining** What were the causes of the Boer War?

Effects of Imperialism

MAIN IDEA Using direct or indirect rule, European nations exploited Africa, and their governance stimulated African nationalism.

HISTORY & YOU How do you feel when someone treats you with an air of superiority? Read to learn how European attitudes toward Africans stirred nationalist feelings.

By 1914, Great Britain, France, Germany, Belgium, Italy, Spain, and Portugal had divided up Africa. Only Liberia, which had been created as a homeland for the formerly enslaved persons of the United States, and Ethiopia remained free states. Native peoples who dared to resist were devastated by the Europeans' superior military force.

Colonial Rule in Africa

As was true in Southeast Asia, most European governments ruled their new territories in Africa with the least effort and expense possible. Indirect rule meant relying on existing political elites and institutions. The British especially followed this approach. At first, in some areas, the British simply asked a local ruler to accept British authority and to fly the British flag over official buildings.

The concept of indirect rule was introduced in the Islamic state of Sokoto, in northern Nigeria, beginning in 1903. This system of indirect rule in Sokoto had one good feature: it did not disrupt local customs and institutions. However, it did have some unfortunate consequences.

The system of indirect rule was basically a fraud because British administrators made all major decisions. The native authorities served chiefly to enforce those decisions.

Another problem was that the policy of indirect rule kept the old African elite in power. Such a policy provided few opportunities for ambitious and talented young Africans from outside the old elite. In this way British indirect rule sowed the seeds for class and tribal tensions, which erupted after independence came in the twentieth century.



Most other European nations governed their African possessions through a form of direct rule. This was true in the French colonies. At the top was a French official, usually known as a governor-general. He was appointed from Paris and governed with the aid of a bureaucracy in the capital city of the colony.

The French ideal was to assimilate African subjects into French culture rather than preserve native **traditions**. Africans were eligible to run for office and even serve in the French National Assembly in Paris. A few were also appointed to high-powered positions in the colonial administration.

Rise of African Nationalism

As in Southeast Asia, a new class of leaders emerged in Africa by the beginning of the twentieth century. Educated in colonial schools or in Western nations, they were the first generation of Africans to know a great deal about the West.

The members of this new class admired Western culture and sometimes disliked the ways of their own countries. They were eager to introduce Western ideas and institutions into their own societies. Still, many of these new leaders came to resent the foreigners and their arrogant contempt for African peoples. These intellectuals recognized the gap between theory and practice

OPPOSING VIEWPOINTS

Who Benefited From the New Imperialism?

PRIMARY SOURCE 1

Kipling argues that Africans benefited from imperialism.

Take up the White Man's burden—
Send forth the best ye breed—
Go bind your sons to exile
To serve your captives' needs;
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—
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 he us from bondage,
Our loved Egyptian night?”

—*The White Man's Burden*, Rudyard Kipling, British Journalist, 1899

PRIMARY SOURCE 2

Morel argues that Africans were harmed by imperialism.

It is [the Africans] who carry the “Black man's burden. . . .” In hewing out for himself a fixed abode in Africa, the white man has massacred the African in heaps. . . .

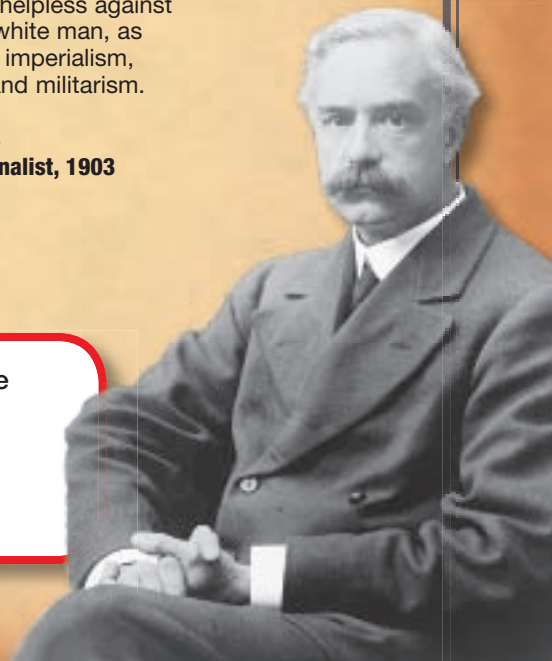
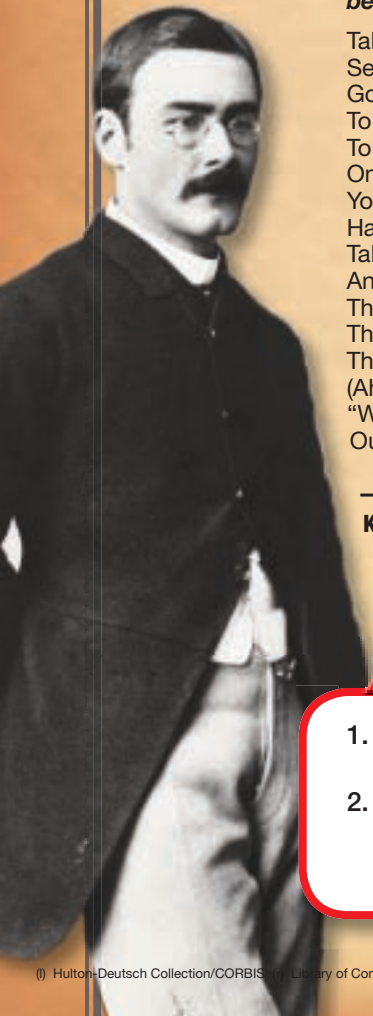
What the partial occupation of his soil by the white man has failed to do; . . . what the [machine gun] and the rifle, the slave gang, labour in the bowels of the earth and the lash, have failed to do; what imported measles, smallpox and syphilis have failed to do; whatever the overseas slave trade failed to do; the power of modern capitalistic exploitation, assisted by modern engines of destruction, may yet succeed in accomplishing. . . .

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

—*The Black Man's Burden*, Edward Morel, British Journalist, 1903

DOCUMENT-BASED QUESTIONS

- Interpreting** What was the impact of imperialism on the colonized territories in Africa, according to Morel?
- Analyzing** Quote lines in Rudyard Kipling's poem that reflect his view of the colonized peoples. What values did Kipling assume his readers shared with him?





in colonial policy. Westerners had exalted democracy, equality, and political freedom but did not apply these values in the colonies.

There were few democratic institutions. Native peoples could have only low-paying jobs in the colonial bureaucracy. To many Africans, colonialism had meant the loss of their farmlands or employment on plantations or in factories run by foreigners. Some lost even more, as Lobengula, a southern African king, told Britain's Queen Victoria in this letter:

PRIMARY SOURCE

"Some time ago a party of men came to my country, the principal one appearing to be a man called Rudd. They asked me for a place to dig for gold, and said they would give me certain things for the right to do so. I told them to bring what they could give and I would show them what I would give. A document was written and presented to me for signature. I asked what it contained, and was told that in it were my words and the words of those men. I put my hand to it. About three months afterwards I heard from other sources that I had given by the document the right to all the minerals of my country."

—*The Imperialism Reader*, Louis L. Snyder, ed.

Middle-class Africans did not suffer as much as poor African peasant plantation workers. However, members of the middle class also had complaints. They usually qualified only for menial jobs in the government or business. Even then, their salaries were lower than those of Europeans in similar jobs.

Europeans expressed their superiority over Africans in other ways. Segregated clubs, schools, and churches were set up as more European officials brought their wives and began to raise families. Europeans were also condescending in their relationships with Africans. For instance, Europeans had a habit of addressing Africans by their first names or calling an adult male "boy."

Such conditions led many members of the new urban educated class to feel great confusion toward their colonial rulers and the civilization the colonists represented. The educated Africans were willing to admit the superiority of many aspects of Western culture. However, these intellectuals fiercely hated colonial rule and were determined to assert their own nationality and cultural destiny. Out of this mixture of hopes and resentments emerged the first stirrings of modern nationalism in Africa.

During the first quarter of the twentieth century, resentment turned to action. Across Africa, native peoples began to organize political parties and movements seeking the end of foreign rule. They wanted to be independent and self-governed.

✓ Reading Check **Evaluating** Why were many African intellectuals frustrated by colonial policy?

Vocabulary

- Explain** the significance of: annexed, Muhammad Ali, David Livingstone, uncharted, Henry Stanley, indigenous, Zulu, traditions.

Main Ideas

- Explain** why the British were so interested in controlling the Sudan.
- Name** a major goal that David Livingstone had for exploring Central Africa.
- List** the ways in which the French system of direct rule included Africans. Use a chart like the one below.

Roles of Africans in the French System of Direct Rule
1.
2.
3.
4.

Critical Thinking

- The BIG Idea** **Drawing Conclusions**
What can you conclude from the fact that African delegates were not included in the Berlin Conference of 1884?
- Making Inferences** Why do you think the Boers resisted British rule?
- Analyzing Visuals** Examine the painting of the Suez Canal on page 694. How do you think the artist's portrayal of the scene provides a sense of setting and perspective? What elements suggest a time frame for the scene?

Writing About History

- Expository Writing** Research the importance of the Suez Canal today. Write a paper comparing the present-day significance of the canal to its historical significance.

History ONLINE

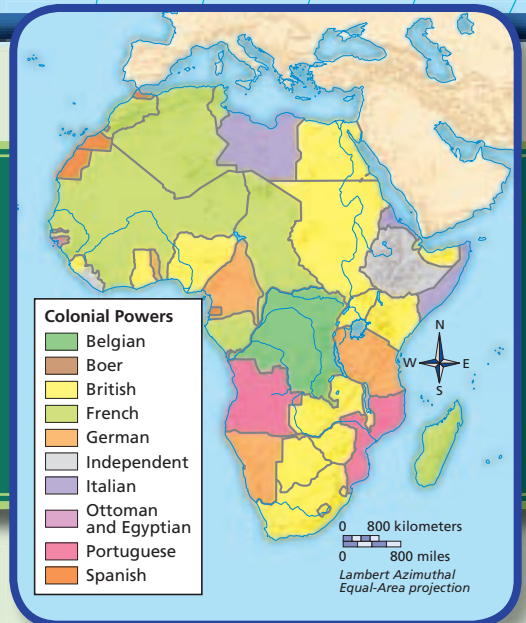
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AFRICA ON THE EVE OF COLONIALISM



◀ In 1869, completion of the Suez Canal allowed ships to sail from Europe to Asia without going all the way around the southern tip of Africa.

▶ By 1914, almost the entire continent was divided into European colonies.





▲ This French cartoon shows Bismarck at the Berlin Conference, carving up the “cake” of Africa as representatives of the other European powers watch.



◀ Ethiopian Emperor Menelik defeated Italian forces in the Battle of Adwa in 1896, ending Italy’s hopes of expanding its East African colonial empire.

THE SCRAMBLE FOR AFRICA

Interest in Africa Grows By the late 1800s, the Industrial Revolution had spread throughout Europe. Industrialized nations became economic rivals as they sought new markets in Africa for their manufactured goods and raw materials for production at home. Africa had rubber, ivory, minerals, and other natural resources as well as largely untapped markets for European products. Many Europeans also saw colonies as a way to assert their nation’s status as a world power.

Advances in transportation and technology fueled interest in African colonization. As steamships replaced sailing ships, travel to Africa became faster. Construction of the Suez Canal made Africa part of a key trade route to India. New medicines increased protection against malaria and other tropical diseases, making colonization safer.

The Berlin Conference At talks in Berlin hosted by German chancellor Otto von Bismarck, delegates sought an orderly “carving up” of the African interior. Most shared the views of Belgian King Leopold II, who wrote, “I don’t want to miss the chance of getting us a slice of this magnificent African cake.” European powers haggled back and forth over geographic boundaries for their African colonies, but avoided direct conflict.

New National Boundaries By 1914, Europeans had redrawn the map of Africa. National boundaries largely ignored the location of ethnic, linguistic, and religious groups within each region. People in the Belgian Congo, for example, spoke over 200 different languages. New borders divided African kingdoms and tribes or put together ethnic groups with little knowledge of each other’s languages and customs. These changes had an impact on the peoples of Africa long after colonial rule ended.

Geography SKILLS

1. **Place** What are key factors in the decision of European governments to colonize Africa after the Industrial Revolution?
2. **Human-Environmental Interaction** What effect might the redrawing of national boundaries by Europeans have on nation-building in African countries?

British Rule in India

GUIDE TO READING

The BIG Idea

Struggle for Rights The British brought stability to India but destroyed native industries and degraded Indians.

Content Vocabulary

- sepoy (p. 702)
- viceroy (p. 704)

Academic Vocabulary

- civil (p. 704)
- estate (p. 707)

People, Places, and Events

- Kanpur (p. 703)
- Queen Victoria (p. 703)
- Bombay (p. 705)
- Indian National Congress (p. 705)
- Mohandas Gandhi (p. 706)
- Rabindranath Tagore (p. 707)

Reading Strategy

Determining Cause and Effect As you read, use a chart like the one below to identify some causes and effects of British influence on India.

Cause	Effect
1. British textiles	
2. cotton crops	
3. school system	
4. railroad, telegraph, telephone services	

The British brought order and stability to India, but India paid a high price for British rule. The mistrust and cultural differences between the British and Indians sparked an independence movement and renewed interest among Indians in their culture and history.

The Sepoy Mutiny

MAIN IDEA Mistrust and cultural differences between the British and Indians led to violent conflict.

HISTORY & YOU Does your family follow certain traditions or religious practices? Read to learn how cultural differences helped ignite an Indian rebellion in 1857.

Over the course of the eighteenth century, British power in India had increased while the power of the Mogul rulers had declined (see Chapter 15). The British government gave a trading company, the British East India Company, power to become actively involved in India's political and military affairs. To rule India, the British East India Company had its own soldiers and forts. It also hired Indian soldiers, known as **sepoys**, to protect the company's interests in the region.

Events Leading to Revolt

In 1857 a growing Indian distrust of the British led to a revolt. The British call the revolt the Sepoy Mutiny. Indians call it the First War of Independence. Neutral observers label it the Great Rebellion.

The major immediate cause of the revolt was a rumor that the troops' new rifle cartridges were greased with cow and pig fat. The cow was sacred to Hindus. The pig was taboo to Muslims. To load a rifle at that time, soldiers had to bite off the end of the cartridge. To the sepoys, touching these greased cartridges to their lips would mean that they were polluted.

A group of sepoys at an army post in Meerut, near Delhi, refused to load their rifles with the cartridges. The British charged them with mutiny, publicly humiliated them, and put them in prison. This treatment of their comrades enraged the sepoy troops in Meerut. They went on a rampage, killing 50 European men, women, and children. Soon other Indians joined the revolt, including Indian princes whose land the British had taken.

Within a year, however, Indian troops loyal to the British and fresh British troops had crushed the rebellion. Although Indian troops fought bravely and outnumbered the British by about 230,000 to 45,000, they were not well organized. Rivalries between

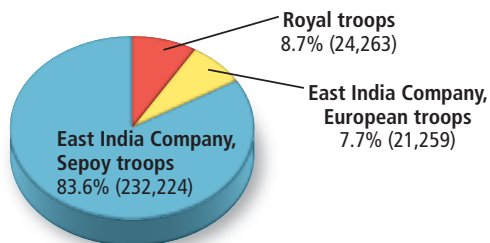
Causes of the Sepoy Mutiny

- Increased British power in India; decreased power for Mogul rulers
- Growing distrust of British
- British disrespect for Indian religions and culture

Effects

- End of the Mogul Empire
- Beginning of direct British rule in India
- Indian nationalist movement

Troops Employed in British India, 1857



Source: Statistical Abstract Relating to British India from 1840 to 1865.

CRITICAL THINKING SKILLS

Charles Canning was the British governor-general in India. After the British crushed the sepoy uprising, Canning declared that any mutineer who had not committed murder could be spared execution. The *Times* of London called this decree the “clemency of Canning.”

1. **Identifying** The sepoys made up what percentage of the troops of the British East India Company in 1857?
2. **Analyzing** What British attitude toward the sepoys does the cartoon show? Describe details from the cartoon that reveal this attitude.

Hindus and Muslims kept the Indians from working together.

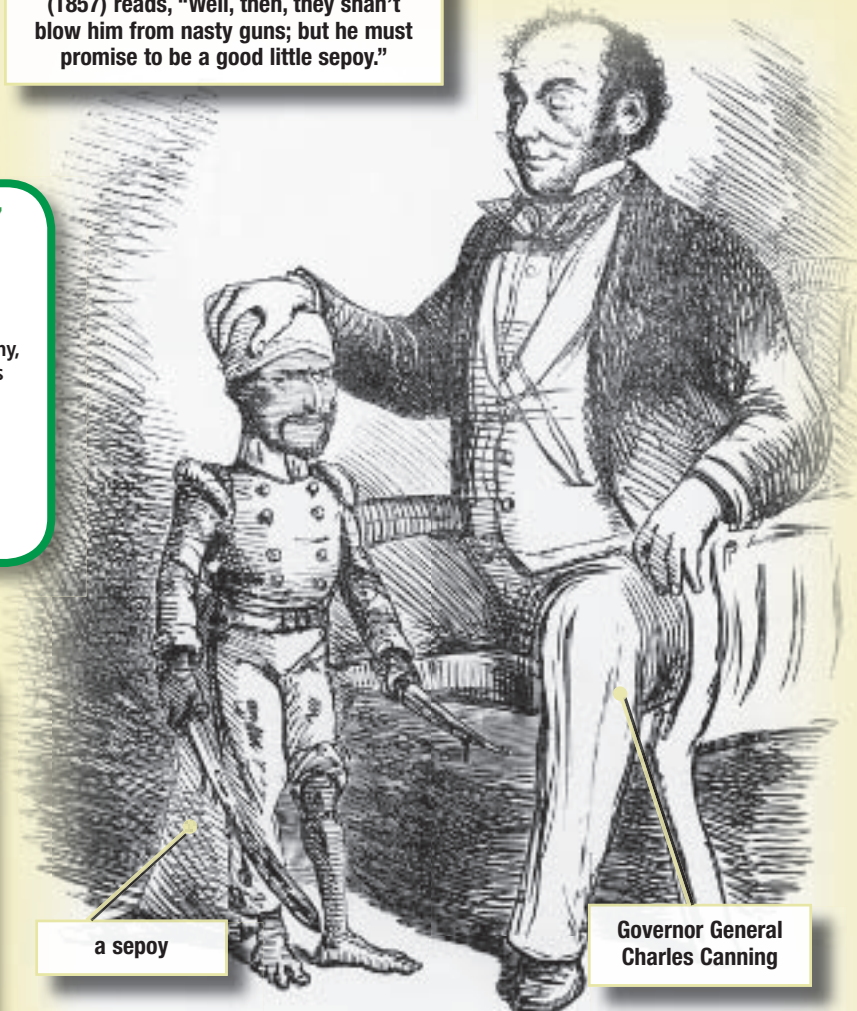
Atrocities were terrible on both sides. At **Kanpur** (Cawnpore), Indians massacred 200 defenseless women and children in a building known as the House of the Ladies. Recapturing Kanpur, the British took their revenge before executing the Indians.

Effects of the Revolt

As a result of the uprising, the British Parliament transferred the powers of the East India Company directly to the British

The Great Rebellion in India

The caption of *The Clemency of Canning* (1857) reads, “Well, then, they shan’t blow him from nasty guns; but he must promise to be a good little sepoy.”



a sepoy

Governor General Charles Canning

THE CLEMENCY OF CANNING.

government. In 1876 **Queen Victoria** took the title Empress of India. The people of India were now her colonial subjects, and India became her “Jewel in the Crown.”

Although the rebellion failed, it helped to fuel Indian nationalism. The rebellion marked the first significant attempt by the people of South Asia to throw off British rule. Later, a new generation of Indian leaders would take up the cause.

- ✓ **Reading Check** **Describing** What were some effects of the Great Rebellion?



British Colonial Rule

MAIN IDEA The British brought order and stability to India, but they also hurt India's economy and degraded the Indian people.

HISTORY & YOU Do people in your life have both a positive and a negative influence on you? Read to learn how British rule in India had both positive and negative results for India.



See page R47 to read excerpts from Dadabhai Naraji's *The Impact of British Rule in India* in the **Primary Sources and Literature Library**.

After the Sepoy Mutiny, the British government began to rule India directly. They appointed a British official known as a **vicero**y (a governor who ruled as a representative of a monarch). A British **civil** service staff assisted the viceroy. This staff of about 3,500 officials ruled almost 300 million people, the largest colonial population in the world. British rule involved both benefits and costs for Indians.

Benefits of British Rule

British rule in India had several benefits for subjects. It brought order and stability to a society badly divided into many states with different political systems. It also led to a fairly honest, efficient government.

Through the efforts of the British administrator and historian Lord Thomas Macaulay, a new school system was set up. The new system used the English language, as Macaulay explained:

PRIMARY SOURCE

"What then shall the language of education be? [Some] maintain that it should be the English. The other half strongly recommend the Arabic and Sanskrit. The whole question seems to me to be, which language is the best worth knowing? . . . It is, I believe, no exaggeration to say that all the historical information which has been collected from all the books written in the Sanskrit language is less valuable than what may be found in short textbooks used at preparatory schools in England."

—*A New History of India*, Stanley Wolpert, 1977

The goal of the new school system was to train Indian children to serve in the government and army. The new system served only elite, upper-class Indians, however. Ninety percent of the population remained uneducated and illiterate.

Railroads, the telegraph, and a postal service were introduced to India shortly

after they appeared in Great Britain. In 1853 the first trial run of a passenger train traveled the short distance from Bombay to Thane. By 1900, 25,000 miles (40,225 km) of railroads crisscrossed India.

Costs of British Rule

The Indian people, however, paid a high price for the peace and stability brought by British rule. Perhaps the greatest cost was economic. British entrepreneurs and a small number of Indians reaped financial benefits from British rule, but it brought hardship to millions of others in both the cities and the countryside. British manufactured goods destroyed local industries. British textiles put thousands of women out of work and severely damaged the Indian textile industry.

In rural areas, the British sent the zamindars to collect taxes. The British believed that using these local officials would make it easier to collect taxes from the peasants. However, the zamindars in India took advantage of their new authority. They increased taxes and forced the less fortunate peasants to become tenants or lose their land entirely. Peasant unrest grew.

The British also encouraged many farmers to switch from growing food to growing cotton. As a result, food supplies could not keep up with the growing population. Between 1800 and 1900, 30 million Indians died of starvation.

Finally, British rule was degrading, even for the newly educated upper classes who benefited the most from it. The best jobs and the best housing were reserved for Britons. Although many British colonial officials sincerely tried to improve the lot of the people in India, British arrogance cut deeply into the pride of many Indians.

The British also showed disrespect for India's cultural heritage. The Taj Mahal, for example, was built as a tomb for the beloved wife of an Indian ruler. The British used it as a favorite site for weddings and parties. Many partygoers even brought hammers to chip off pieces as souvenirs. British racial attitudes led to the rise of an Indian nationalist movement.

✓ Reading Check **Examining** How was British rule degrading to Indians?

Indian Nationalists

MAIN IDEA The British presence in India led to an Indian independence movement.

HISTORY & YOU What methods did Martin Luther King, Jr., use in the civil rights movement of the 1960s? Read to learn about Gandhi, the Indian leader who first practiced nonviolent protest.

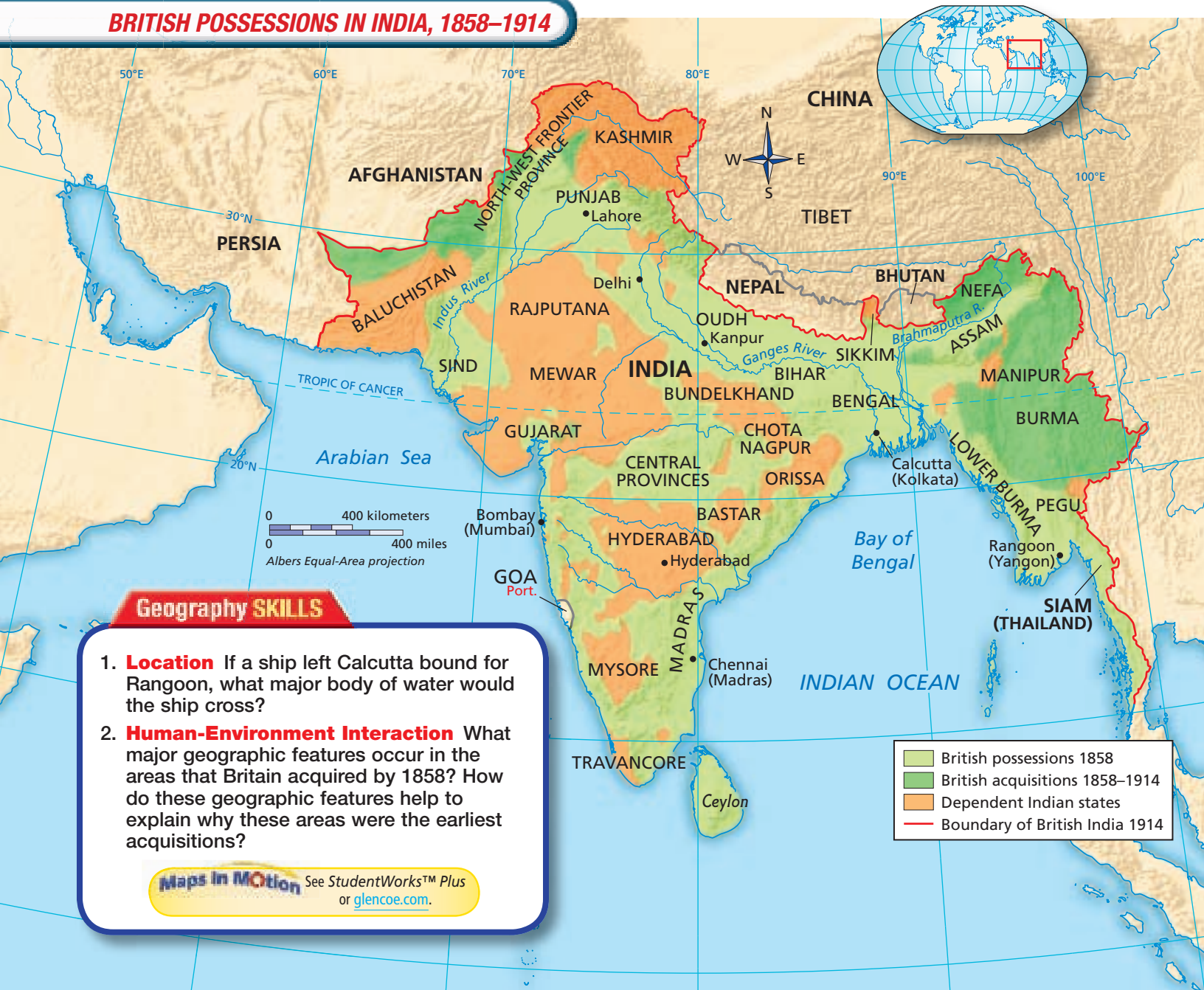
The first Indian nationalists were upper-class and English-educated. Many of them were from urban areas, such as **Bombay** (Mumbai), Madras (Chennai), and Calcutta (Kolkata). Some were trained in British law and were members of the civil service.

At first, many Indian nationalists preferred reform to revolution. However, the slow pace of reform convinced many that relying on British goodwill was futile. In 1885 a small group of Indians met in Bombay to form the **Indian National Congress (INC)**. The INC did not demand immediate independence. Instead, it called for a share in the governing process.

The INC had difficulties because of religious differences. The INC sought independence for all Indians, regardless of class or religious background. However, many of its leaders were Hindu and reflected Hindu concerns. Later, Muslims called for the creation of a separate Muslim League.

NATIONAL GEOGRAPHIC

BRITISH POSSESSIONS IN INDIA, 1858–1914





Such a league would represent the interests of the millions of Muslims in Indian society.

In 1915 the return of a young Hindu from South Africa brought new life to India's struggle for independence. **Mohandas Gandhi** was born in 1869 in Gujarat, in western India. He studied in London and became a lawyer. In 1893 he went to South Africa to work in a law firm serving Indian workers there. He soon learned of the racial exploitation of Indians living in South Africa.

On his return to India, Gandhi became active in the independence movement. Using his experience in South Africa, he began a movement based on nonviolent resistance. Its aim was to force the British to improve the lot of the poor and to grant independence to India. Ultimately, Gandhi's movement led to Indian independence.

✓ Reading Check **Describing** Who were the first Indian nationalists?

Colonial Indian Culture

MAIN IDEA British rule sparked renewed interest among Indians in their own culture and history.

HISTORY & YOU Do you know where your ancestors came from? Are you curious about your cultural roots? Read to learn about an Indian author who helped awaken a new interest in Indian culture in the early 1900s.

The love-hate tension in India that arose from British domination led to a cultural awakening as well. The cultural revival began in the early nineteenth century with the creation of a British college in Calcutta. A local publishing house was opened. It issued textbooks on a variety of subjects, including the sciences, Sanskrit, and Western literature. The publisher also printed grammars and dictionaries in various Indian languages.

This revival soon spread to other regions of India. It led to a search for a new national

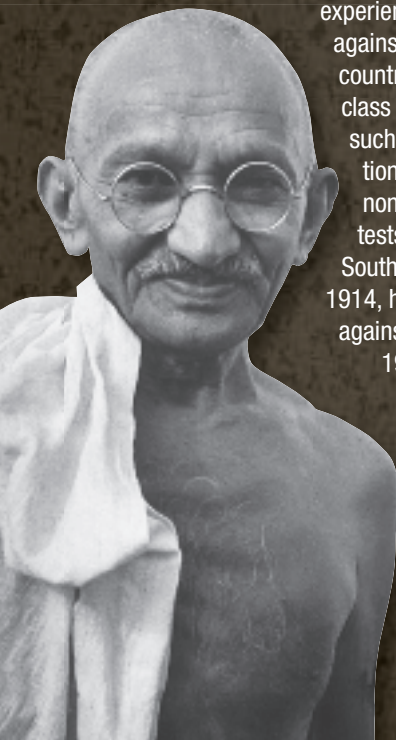
PEOPLE *in* HISTORY

Mohandas K. "Mahatma" Gandhi
1869–1948 Indian Independence Leader

The seeds of India's independence were planted in another British colony—South Africa. Mohandas K. Gandhi, a young lawyer practicing in South Africa, experienced first-hand the discrimination against Indians that was common in that country. He was ordered to give up a first-class seat on a train. Gandhi witnessed such injustices against the Indian population every day. He resolved to fight using nonviolent resistance. He organized protests against racism and unjust laws in South Africa. Upon returning to India in 1914, he organized civil disobedience against British rule. After his arrest in

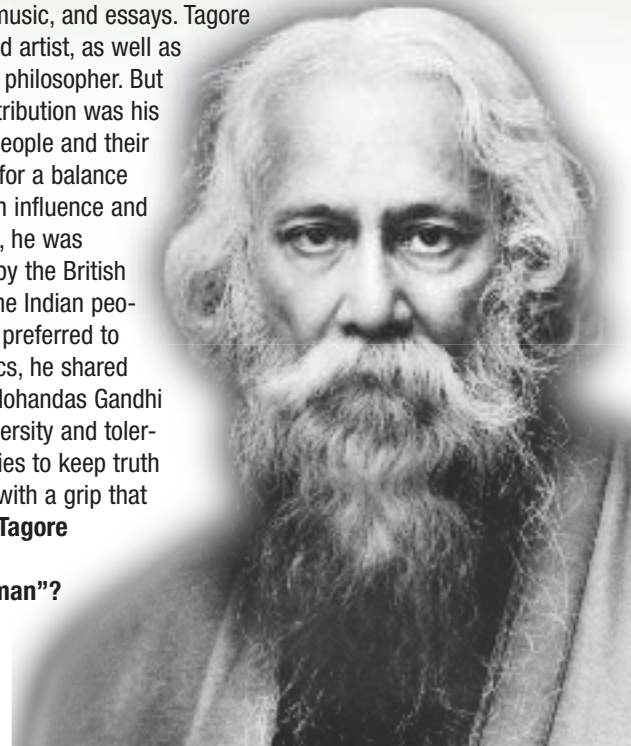
1922, he defended his beliefs at trial: "Nonviolence is the first article of my faith. It is also the last article of my creed." Gandhi's methods eventually paid off. Britain agreed to India's independence in 1947.

How did Gandhi hope to win India's freedom?



Rabindranath Tagore
1861–1941 Indian Writer and Social Reformer

Rabindranath Tagore was India's version of the European "Renaissance man." An accomplished poet who won the 1913 Nobel Prize in Literature, he also wrote plays, short stories, novels, music, and essays. Tagore was also a skilled artist, as well as an educator and philosopher. But his greatest contribution was his devotion to his people and their culture. Striving for a balance between Western influence and ancient customs, he was revered equally by the British colonizers and the Indian people. Although he preferred to stay out of politics, he shared with his friend Mohandas Gandhi a devotion to diversity and tolerance: "Bigotry tries to keep truth safe in its hand with a grip that kills it." **Why is Tagore considered a "Renaissance man"?**





identity and a modern literary expression. Indian novelists and poets began writing historical romances and epics. Some wrote in English, but most were uncomfortable with a borrowed colonial language. They preferred to use their own regional tongues.

Nationalist Newspapers

Printed in the various regional Indian languages, newspapers were a common medium used to arouse mass support for nationalist causes. These newspapers reached the lower-middle-class populations—tens of thousands of Indians who had never learned a word of English.

In his newspaper *Kesari* (“The Lion”), journalist Balwantrao Gangadhar Tilak used innuendo (suggestion) to convey the negative feelings about the British without ever writing anything disloyal. G. S. Aiyar, editor of the popular *Swadeshamitram* (“Friend of Our Own Nation”), organized the Triplicane Literary Society. At these meetings, the region’s young intellectuals gathered to discuss poetry and politics.

Tagore

The most famous Indian author was **Rabindranath Tagore**, winner of the Nobel Prize in Literature in 1913. A great writer and poet, Tagore had many talents. He was also a social reformer, spiritual leader, educator, philosopher, singer, painter, and international spokesperson for the moral concerns of his age. He set to music the Bengali poem *Bande Mataram* (“Hail to Thee, Mother”), which became Indian nationalism’s first anthem. Tagore liked to invite the great thinkers of the time to his expansive country home, or **estate**. There he set up a school that became an international university.

Tagore’s life mission was to promote pride in a national Indian consciousness in the face of British domination. He wrote a widely read novel in which he portrayed the love-hate relationship of India toward its colonial mentor. The novel reflected an Indian people who admired and imitated the British but who agonized over how to establish their own identity.

Tagore, however, was more than an Indian nationalist. His life’s work was one long prayer for human dignity, world peace, and the mutual understanding and union of East and West. As he once said,

PRIMARY SOURCE

“It is my conviction that my countrymen will truly gain their India by fighting against the education that teaches them that a country is greater than the ideals of humanity.”

—Rabindranath Tagore

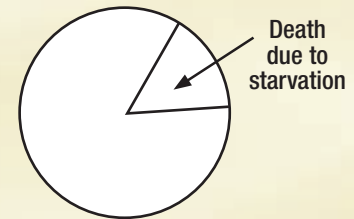
✓ Reading Check **Comparing** How did the nationalist movement parallel cultural developments in India?

Vocabulary

1. **Explain** the significance of: sepoy, Kanpur, Queen Victoria, viceroy, civil, Bombay, Indian National Congress, Mohandas Gandhi, Rabindranath Tagore, estate.

Main Ideas

2. **Identify** the event that ignited sepoy discontent into a full-scale mutiny.
3. **Illustrate** the percentage of India’s population that died of starvation in the 1800s. Use a graph like the one below.



4. **State** the aim of Mohandas Gandhi’s nonviolent resistance movement.

Critical Thinking

5. **The BIG Idea Predicting Consequences** Many British lived in India for decades. Do you think living in India would have changed British attitudes toward Indians? Explain.
6. **Drawing Conclusions** Do you think the benefits of British rule to India outweighed its costs? Support your answer.
7. **Analyzing Visuals** Study the photograph of Tagore on page 706. Describe some aspect of the photo that you believe provides a clue to Tagore’s personality.

Writing About History

8. **Descriptive Writing** Imagine you are a member of India’s upper class. You have just attended a reception at the home of a British official. Describe in writing your impressions of the home, making a comparison to your own residence.

History ONLINE

For help with the concepts in this section of *Glencoe World History*, go to glencoe.com and click Study Central.

Nation Building in Latin America

GUIDE TO READING

The BIG Idea

Self-Determination Latin American countries gained their independence but became economically dependent on Western powers.

Content Vocabulary

- *peninsulares* (p. 708)
- *caudillos* (p. 711)
- *creoles* (p. 708)
- cash crops (p. 712)
- *mestizos* (p. 709)

Academic Vocabulary

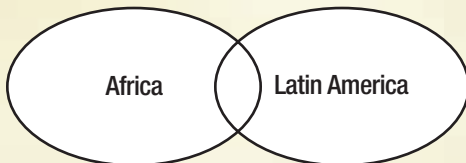
- intervention (p. 711)
- redistribution (p. 712)

People, Places, and Events

- José de San Martín (p. 710)
- Benito Juárez (p. 712)
- Simón Bolívar (p. 710)
- Puerto Rico (p. 713)
- Monroe Doctrine (p. 711)
- Panama Canal (p. 713)
- Antonio López de Santa Anna (p. 711)
- Haiti (p. 713)
- Nicaragua (p. 714)

Reading Strategy

Comparing and Contrasting As you read, create a Venn diagram comparing and contrasting colonial rule in Africa and in Latin America.



The success of the American Revolution and the ideals of the French Revolution spread throughout Latin America. One by one the Latin American countries gained their independence from colonial rule. However, with that independence came the realization that they had exchanged being political colonies of the Western powers to being their economic allies, dependent on their former rulers.

Nationalist Revolts

MAIN IDEA Revolutionary ideas in Latin America were sparked by the successes of revolutions in North America.

HISTORY & YOU Who do you think of as heroes of the American struggle for independence? George Washington? Patrick Henry? Read to learn about the heroes of Latin American independence.

By the end of the eighteenth century, the political ideals stemming from the revolution in North America put European control of Latin America in peril. Latin America's social class structure played a big role in how the nineteenth-century revolutions occurred and what they achieved.

Social classes divided colonial Latin America. **Peninsulares** were Spanish and Portuguese officials who resided temporarily in Latin America for political and economic gain. At the top of the class structure, *peninsulares* dominated Latin America. They held all important positions. Creoles controlled land and business and resented the *peninsulares*. The *peninsulares* regarded the creoles as second-class citizens. *Mestizos* were the largest group. They worked as servants or laborers.

Prelude to Revolution

Creoles were the descendants of Europeans born in Latin America who lived there permanently. The creoles especially favored the revolutionary ideals of equality of all people in the eyes of the law, free trade, and a free press. The creoles disliked the domination of their trade by Spain and Portugal. When Napoleon overthrew the monarchies of Spain and Portugal, the authority of their colonial empires was severely weakened. Then, between 1807 and 1825, a series of revolts enabled most of Latin America to become independent.

Before the main independence movements began, an unusual revolution took place. In the French colony of Saint Domingue, on the island of Hispaniola, François-Dominique Toussaint-Louverture

EUROPEAN COLONIES IN LATIN AMERICA



(TOO•SAN LOO•vuhr•TYUR) led more than 100,000 slaves in revolt. They seized control of all of Hispaniola. On January 1, 1804, the western part of Hispaniola, now called Haiti, announced its freedom. Haiti became the first independent state in Latin America.

Revolt in Mexico

Beginning in 1810, Mexico, too, experienced a revolt. The first real hero of Mexican independence was Miguel Hidalgo. A parish priest, Hidalgo lived in a village about 100 miles (160 km) from Mexico City.

Hidalgo had studied the French Revolution. He roused the local Native Americans and **mestizos** (people of mixed European and Native American descent) to free themselves from the Spanish:

PRIMARY SOURCE

“My children, this day comes to us as a new dispensation. Are you ready to receive it? Will you be free? Will you make the effort to recover from the hated Spaniards the lands stolen from your forefathers 300 years ago?”

—Miguel Hidalgo, September 16, 1810



Student Web Activity—
Visit glencoe.com and complete the activity on independence movements in Latin America.



On September 16, 1810, Hidalgo led this ill-equipped army of thousands of Native Americans and mestizos in an attack against the Spaniards. He was an inexperienced military leader, however, and his forces were soon crushed. A military court sentenced Hidalgo to death. However, his memory lives on. In fact, September 16, the first day of the uprising, is Mexico's Independence Day.

The participation of Native Americans and mestizos in Mexico's revolt against Spanish control frightened both the creoles and the *peninsulares*. Afraid of the masses, they cooperated in defeating the popular revolutionary forces. Conservative elites—both creoles and *peninsulares*—then decided to overthrow Spanish rule. The conservatives wanted an independent nation ruled by a monarch. They selected a creole military leader, Agustín de Iturbide (EE•tur•BEE•thay), to help bring in this new government.

In 1821 Mexico declared its independence from Spain. Iturbide named himself

emperor in 1822 but was deposed in 1823. Mexico then became a republic.

Revolts in South America

José de San Martín of Argentina and **Simón Bolívar** of Venezuela, both members of the creole elite, were hailed as the “Liberators of South America.” These men led revolutions throughout the continent. José de San Martín believed that the Spaniards must be removed from all of South America if any South American nation was to be free.

Bolívar began the struggle for independence in Venezuela in 1810. He then went on to lead revolts in New Granada (Colombia) and Ecuador.

By 1810, the forces of San Martín had liberated Argentina from Spanish authority. In January 1817, San Martín led his forces over the Andes to attack the Spanish in Chile. The journey was an amazing feat. Two-thirds of the pack mules and horses died during the trip. Soldiers suffered from lack of oxygen and severe cold while crossing mountain passes. The Andes

PEOPLE *in* HISTORY

José de San Martín

1778–1850 South American Liberator

José de San Martín was born in Argentina, but learned his military skills in the Spanish army. After Napoleon occupied Spain, he witnessed the uprising of Spanish patriots against French occupation. He began to sympathize with the independence movement in America. In

Spain, he met with creole revolutionaries. Years later he wrote about this turning point in his life: “. . . [K]nowing of the first movements of Caracas, Buenos

Aires and elsewhere we resolved to return each to our country of birth, in order to offer our services to the struggle. . . .” San Martín returned to Argentina and organized the resistance. After freeing Argentina, he led his troops across the Andes to free Chile. Later, he helped liberate Peru. **How did the French occupation of Spain influence San Martín?**

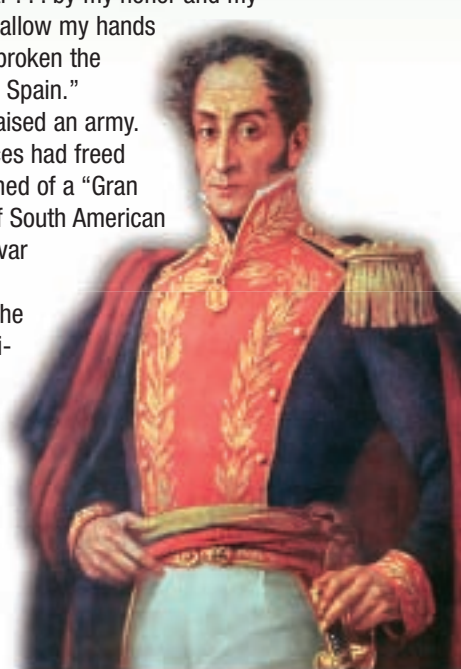


Simón Bolívar

1783–1830 South American Liberator

Son of a wealthy Venezuelan family, Simón Bolívar read books by European writers that described “the rights of man” and free republics. While visiting Rome, Bolívar gazed at the ruins of the great civilization and said to Rodríguez, “I swear . . . by my honor and my country, that I shall never allow my hands to be idle . . . until I have broken the shackles which bind us to Spain.”

Returning home, Bolívar raised an army. By the mid-1820s his forces had freed five nations. Bolívar dreamed of a “Gran Colombia,” a vast union of South American states. But soon after Bolívar became president of Gran Colombia, civil wars tore the union apart. Although unification failed, Bolívar had set South America on the path of freedom. **What influences helped to motivate Bolívar?**





mountains were more than two miles (3.2 km) above sea level.

The arrival of San Martín's forces in Chile completely surprised the Spaniards. Spanish forces were badly defeated at the Battle of Chacabuco on February 12, 1817. In 1821 San Martín moved on to Lima, Peru, the center of Spanish authority.

San Martín was convinced that he could not complete the liberation of Peru alone. He welcomed the arrival of Simón Bolívar and his forces. Bolívar, the "Liberator of Venezuela," took on the task of crushing the last significant Spanish army at Ayacucho on December 9, 1824.

By the end of 1824, Peru, Uruguay, Paraguay, Colombia, Venezuela, Argentina, Bolivia, and Chile had all become free of Spain. Earlier, in 1822, the prince regent of Brazil had declared Brazil's independence from Portugal. The Central American states had become independent in 1823. In 1838 and 1839, they divided into five republics: Guatemala, El Salvador, Honduras, Costa Rica, and Nicaragua.

Threats to Independence

In the early 1820s, only one major threat remained to the newly won independence of the Latin American states. Members of the Concert of Europe favored the use of troops to restore Spanish control in Latin America. The British, who wished to trade with Latin America, disagreed. They proposed joint action with the United States against any European moves against Latin America.

Distrustful of British motives, James Monroe, the president of the United States, acted alone in 1823. In the **Monroe Doctrine**, he guaranteed the independence of the new Latin American nations. The Monroe Doctrine also strongly warned against any European **intervention** in the Americas.

More important to Latin American independence than American words, however, was the British navy. Other European powers feared the power of the British navy, which stood between Latin America and any planned European invasion force.

✓ Reading Check **Evaluating** How did the French Revolution help inspire the revolution in Mexico?

Nation Building

MAIN IDEA After they became independent, Latin American nations faced a staggering range of problems.

HISTORY & YOU Do you feel independent yet still depend on your parents in some ways, such as for money? Read how Latin America returned to economic dependence.

The new Latin American nations faced a number of serious problems between 1830 and 1870. The wars for independence had resulted in a staggering loss of people, property, and livestock. Unsure of their precise boundaries, the new nations went to war with one another to settle border disputes. Poor roads, a lack of railroads, thick jungles, and mountains made communication, transportation, and national unity difficult. During the course of the nineteenth century, the new Latin American nations would become economically dependent on Western nations once again.

Rule of the Caudillos

Most of the new nations of Latin America began with republican governments, but they had no experience in self-rule. Soon after independence, strong leaders known as **caudillos** gained power.

Caudillos ruled chiefly by military force and were usually supported by the landed elites. Many kept the new national states together. Some were also modernizers who built roads and canals, ports, and schools. Others were destructive.

Antonio López de Santa Anna, for example, ruled Mexico from 1833 to 1855. During this time, he served as president for 11 two-year terms. Calling himself the "Napoleon of the West," Santa Anna misused state funds, halted reforms, and created chaos. As one historian judged, "Any progress in Mexico achieved during the era of Santa Anna had nothing to do with him."

In 1835 American settlers in the Mexican state of Texas revolted against Santa Anna's rule. Texas gained its independence in 1836 and United States statehood followed in 1845. War between Mexico and the United States soon followed (1846–1848).



Mexico was defeated and lost almost one-half of its territory to the United States in the Mexican War.

Fortunately for Mexico, Santa Anna's disastrous rule was followed by a period of reform from 1855 to 1876. This era was dominated by **Benito Juárez**, a Mexican national hero. The son of Native American peasants, President Juárez brought liberal reforms to Mexico. Some of Juárez's Laws of Reform included separation of church and state, toleration of all faiths, curbing the power of the military, an educational system for all of Mexico, and the **redistribution** of land to the poor.

Other caudillos, such as Juan Manuel de Rosas in Argentina, were supported by the masses. These caudillos became extremely popular and brought about radical change. Unfortunately, the caudillo's authority depended on his personal power. When he died or lost power, civil wars for control of the country often erupted.

A New Imperialism

Political independence brought economic independence, but old patterns were quickly reestablished. Instead of Spain and Portugal, Great Britain and the United States now dominated the Latin American economy.

Great Britain dominated trade in Latin America for most of the nineteenth century. British merchants moved into Latin America in large numbers, and British investors poured in funds. By the late 1920s, the United States replaced Europe as the source of loans and investments. Direct U.S. investments in Latin America reached \$3.5 billion, out of a world total of \$7.5 billion.

American, British, and other foreign investors built transportation and communication systems and power plants. These investors also introduced new technologies such as refrigeration, steam engines, and mining equipment. These innovations led to increased production of export commodities such as wheat, tobacco, wool, sugar, coffee, and hides. At the same time, Latin American countries imported finished consumer goods, especially textiles, and had limited industry.

Economic Dependence

The emphasis on exporting raw materials and importing finished products ensured the ongoing domination of the Latin American economy by foreigners who reaped many benefits and profits. On the other hand, most Latin American countries experienced uneven economic development since they were almost wholly dependent on the sale or export of two or three **cash crops**—crops that are grown for sale rather than for personal use. A drop in world prices for the crops or failed harvests could be devastating to an economy based on cash crops.

Latin American countries remained economically dependent on Western nations, even though they were no longer colonies. In Central America and the Caribbean, export economies still dominated long into the 1900s. In some areas, such as in Cuba with sugar, in Brazil with coffee, and in Central America with bananas, an entire national economy continued to depend on a single cash crop.

Persistent Inequality

A fundamental problem for all of the new Latin American nations was the domination of society by the landed elites. Large estates remained a way of life in Latin America. By 1848, for example, the Sánchez Navarro family in Mexico possessed 17 estates made up of 16 million acres (6,480,000 ha). Latin American estates were often so large that they could not be farmed efficiently.

Land remained the basis of wealth, social prestige, and political power throughout the nineteenth century. Landed elites ran governments, controlled courts, and kept a system of inexpensive labor. These landowners made enormous profits by growing single cash crops, such as coffee for export. Most of the population had no land to grow basic food crops. As a result, the masses experienced dire poverty.

✓ Reading Check **Describing** What were some of the difficulties that the new Latin American republics faced?

Change in Latin America

MAIN IDEA Many Latin American governments patterned their new constitutions after the United States constitution.

HISTORY & YOU Can you think of a recent example when the United States demonstrated its power in the world? Read to learn how the United States extended its influence over countries in Latin America.

After 1870, Latin American governments, led by large landowners, wrote constitutions similar to those of the United States and European democracies. The ruling elites were careful to keep their power by limiting voting rights, however.

The U.S. in Latin America

By 1900, the United States had emerged as a world power. It began to intervene in the affairs of its southern neighbors. As a result of the Spanish-American War (1898), Cuba became a protectorate of the United

States. That same year **Puerto Rico** was also annexed to the United States.

In 1903 President Theodore Roosevelt supported a rebellion that allowed Panama to separate from Colombia and establish a new nation. In return, the United States was granted control of a 10-mile strip of land running from coast to coast. There the United States built the **Panama Canal**, which opened in 1914 and was one of the greatest engineering feats in the world at that time.

American Investments

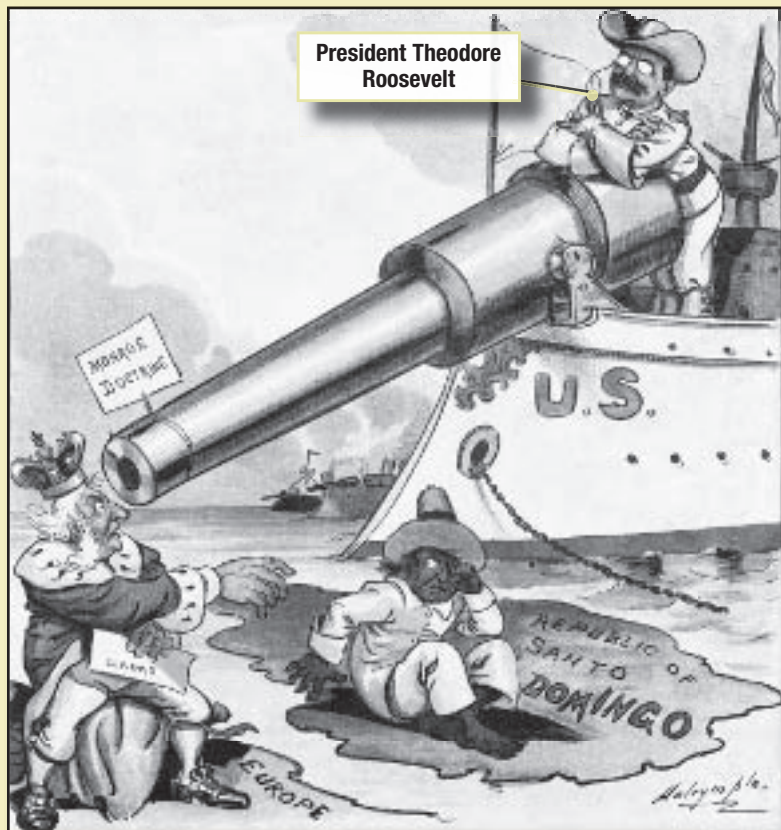
American investments in Latin America soon expanded, as did the resolve to protect those investments. Beginning in 1898, U.S. military forces were sent to Cuba, Mexico, Guatemala, Honduras, Nicaragua, Panama, Colombia, Haiti, and the Dominican Republic to protect American interests.

Some expeditions stayed for years. U.S. Marines were in **Haiti** from 1915 to 1934 and in **Nicaragua** from 1912 to 1933.

POLITICAL CARTOONS

PRIMARY SOURCE

The Monroe Doctrine and Roosevelt Corollary



In 1823 President James Monroe declared that Europeans may not interfere in the affairs of any nation in the Western Hemisphere. His intent was to protect U.S. interests in Latin America by discouraging further European colonization. In 1904 President Theodore Roosevelt took the policy a step further. At the time, European powers threatened to send warships to Santo Domingo to collect debts owed them. In a statement that became known as the Roosevelt Corollary to the Monroe Doctrine, Roosevelt claimed that the United States could intervene in any Latin American nation guilty of "chronic misconduct" (such as the inability to repay debts). The United States then took control of debt collection in the Dominican Republic.

DOCUMENT-BASED QUESTIONS

This cartoon, titled *Hands Off!*, illustrates one view of U.S. intervention in Latin America.

- Analyzing Visuals** How is the Latin American portrayed in this cartoon? What does this portrayal suggest about the reasons for U.S. imperialism in Latin America?
- Making Inferences** How do you think United States intervention might have affected Latin American nations?



Constitution of 1917

- established a federal government, with separation of powers and a bill of rights
- limited president’s term in office
- granted universal male suffrage
- gave workers the right to form unions
- set a minimum wage and maximum hours
- prohibited pay discrimination based on race, ethnicity, or gender
- established a social security system
- stated that Mexico’s natural resources belong to the Mexican people, not to foreign investors
- limited foreign land ownership
- restored lands to Native Americans

▲ Revolutionary leaders, such as “Pancho” Villa and Emiliano Zapata, raised armies from the discontented rural poor to fight for land reform. Zapata coined the revolutionary war slogan, “¡Tierra y Libertad!” which means “Land and Liberty!”—a cry still heard in Mexico to protest injustice.

Effects of the Mexican Revolution

The Constitution of 1917 set down many of the goals of the revolution. For revolutionary leaders, the goal was political reform. For peasants, it was about land reform. It would take decades for the reforms to take hold fully. Still, this constitution—the “fruit” of the Mexican Revolution—laid the groundwork for positive change. Eventually, the revolution helped to bring about a more democratic and politically stable Mexico.

CRITICAL THINKING SKILLS

1. **Identify** What are two signs of nationalism in the Mexican Constitution of 1917?
2. **Making Inferences** How well did the Mexican Revolution achieve its goals?

Increasing numbers of Latin Americans began to resent this interference from the “big bully” to the north.

Revolution in Mexico

In some countries, large landowners supported dictators who looked out for the interests of the ruling elite. Porfirio Díaz, who ruled Mexico between 1877 and 1911, created a conservative, centralized government. The army, foreign capitalists, large landowners, and the Catholic Church

supported Díaz. All these groups benefited from their alliance with Díaz. However, growing forces for change in Mexico led to a revolution.

During Díaz’s dictatorial reign, the wages of workers had declined. Ninety-five percent of the rural population owned no land, whereas about 1,000 families owned almost all of Mexico. A liberal landowner, Francisco Madero, forced Díaz from power in 1911. The door to a wider revolution then opened.



Madero made a valiant effort to handle the revolutionary forces at work. He put some of the best officials in his administration, and he sought a balance in dealing with foreign interests. However, his efforts proved ineffective.

The northern states were in near anarchy as Pancho Villa's armed masses of bandits swept the countryside. The federal army was full of hard-minded generals who itched to assert their power. Even the liberal politicians and idealists found fault with Madero for not solving all of the country's problems at once.

Madero's ineffectiveness created a demand for agrarian reform. This new call for reform was led by Emiliano Zapata. Zapata aroused the masses of landless peasants and began to seize and redistribute the estates of wealthy landholders. While Madero tried to reach an agreement with him for land reforms, Zapata refused to disarm his followers.

Between 1910 and 1920, the Mexican Revolution caused great damage to the Mexican economy. Finally, a new constitution was enacted in 1917. This constitution set up a government led by a president. It also created land-reform policies, established limits on foreign investors, and set an agenda to help the workers.

The revolution also led to an outpouring of patriotism throughout Mexico. National pride was evident, for example, as intellectuals and artists sought to capture what was unique about Mexico, with special emphasis on its past.

Prosperity and Social Change

After 1870, Latin America began an age of prosperity based to a large extent on the export of a few basic items. These included wheat and beef from Argentina, coffee from Brazil, coffee and bananas from Central America, and sugar and silver from Peru. These foodstuffs and raw materials were largely exchanged for finished goods—textiles, machines, and luxury items—from Europe and the United States. After 1900, Latin Americans also increased their own industrialization. They built factories to produce textiles, foods, and construction materials.

One result from the prosperity of increased exports was growth in the middle sectors (divisions) of Latin American society. Lawyers, merchants, shopkeepers, businesspeople, schoolteachers, professors, bureaucrats, and military officers increased in numbers. After 1900, these middle sectors of society continued to expand.

Middle-class Latin Americans shared some common characteristics. They lived in cities and sought education and decent incomes. They also saw the United States as a model, especially in regard to industrialization. The middle class sought liberal reform, not revolution. Once they had the right to vote, they generally sided with the landholding elites.

✓ Reading Check **Evaluating** What caused the growth of a middle class in Latin America?

Vocabulary

- Explain** the significance of: *peninsulares*, *creoles*, *mestizos*, José de San Martín, Simón Bolívar, Monroe Doctrine, intervention, *caudillos*, Antonio López de Santa Anna, Benito Juárez, redistribution, cash crops, Puerto Rico, Panama Canal, Haiti, Nicaragua.

Main Ideas

- Describe** the social classes of Latin America.
- Explain** how Latin American countries would often determine the next ruler after a *caudillo* died.
- Identify** the country that exported each product group listed in the chart below.

Product	Country
coffee	
bananas and coffee	
beef and wheat	
sugar and silver	

Critical Thinking

- The BIG Idea Determining Cause and Effect** How did persistent inequality contribute to the failure of democracy in the young Latin American nations?
- Making Inferences** Why do you think Theodore Roosevelt supported Panama's rebellion to win independence from Colombia?
- Analyzing Visuals** Examine the group photograph on page 714. What do you think you can determine about the subjects of the photo from the way they are dressed?

Writing About History

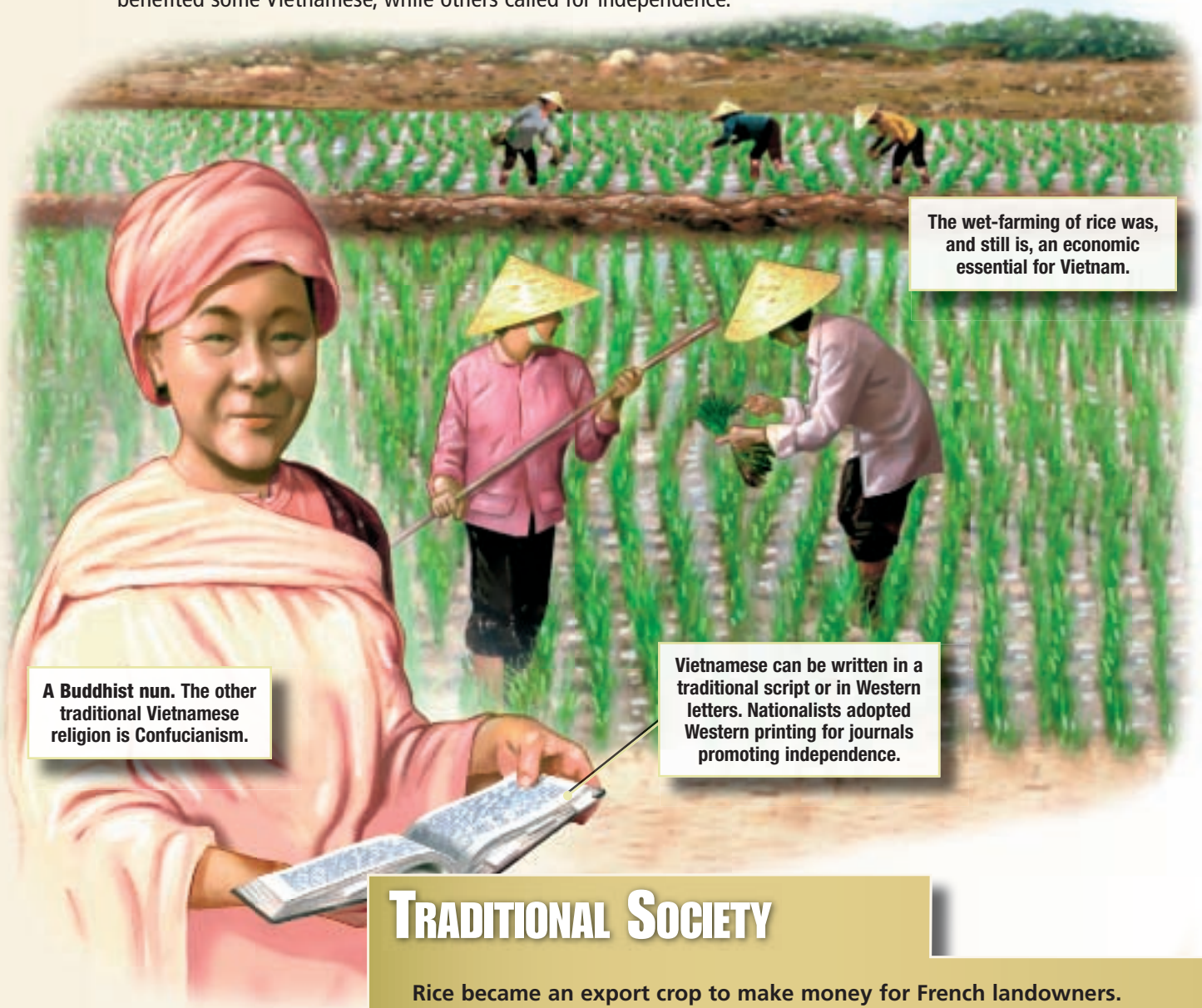
- Expository Writing** Why did Latin American countries remain economically dependent on Western nations when they were no longer political colonies? Write a brief essay explaining why this happened.

History ONLINE

For help with the concepts in this section of *Glencoe World History*, go to glencoe.com and click Study Central.

Indochina: French Colonialism in Vietnam

In the 1860s, France began to gain influence in Vietnam, and in 1887, Vietnam officially fell under French political domination and economic exploitation. French intervention divided Vietnamese society. Colonial policies benefited some Vietnamese, while others called for independence.



The wet-farming of rice was, and still is, an economic essential for Vietnam.

A Buddhist nun. The other traditional Vietnamese religion is Confucianism.

Vietnamese can be written in a traditional script or in Western letters. Nationalists adopted Western printing for journals promoting independence.

TRADITIONAL SOCIETY

Rice became an export crop to make money for French landowners. Large numbers of landless peasants worked big estates as they had for centuries, so traditional society remained mostly intact, though now the peasants sometimes faced rice shortages. The French did not preserve the traditional Confucian scholar officials, as they were the first to call for Vietnamese independence. Without these teachers, the country's historically high rate of literacy fell drastically.



Colonial architecture, seen in the Hanoi Cathedral, remains part of Vietnam's cultural heritage today.

Vietnamese Catholic converts were given land and administrative positions by the French.

The French used the traditional social order and modern military power to maintain control.

FRUSTRATIONS OF COLONIALISM

The French greatly increased the amount of rice land, but either sold it to the highest-bidding Vietnamese landlord or gave it to French speculators. The Vietnamese were shut out of trade and industry. They were denied civil liberties and participation in government. Most Vietnamese worked harder and received less in return. After 1900, new nationalist leaders began to look beyond the old monarchy for inspiration.

ANALYZING VISUALS

1. **Describing** What do the tools and equipment of traditional farming indicate about peasant life in colonial Vietnam?
2. **Assessing** What were some of the affects of colonial rule on the Vietnamese people?

CHAPTER 21 Visual Summary



You can study anywhere, anytime by downloading quizzes and flash cards to your PDA from glencoe.com.

SOUTHEAST ASIA AND AFRICA and New Imperialism

- Under new imperialism, European nations came to rule virtually all of Southeast Asia and Africa by 1900.
- European countries controlled the economies and governments of the Asian colonies.
- Some Southeast Asians resisted colonial rule more successfully than others.
- Europeans used direct and indirect rule to exploit Africa. Resentment led to African nationalism.

THE INAUGURATION OF THE SUEZ CANAL



The Suez Canal made control of Egypt even more desirable to European rivals.

THE SIEGE OF DELHI



British forces storm the Cashmere Gate to reclaim the city of Delhi after the Sepoy Mutiny.

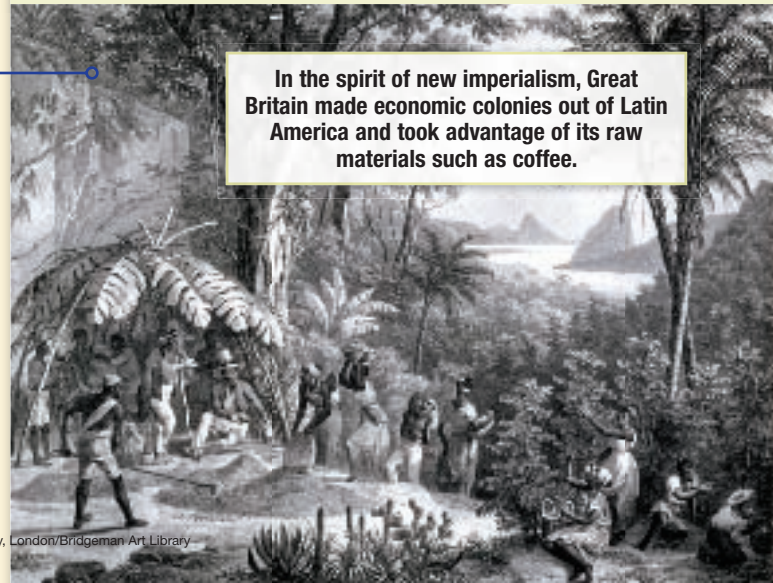
INDIA and New Imperialism

- Indian mistrust of the British and cultural differences led to the Sepoy Mutiny.
- After the mutiny, Britain stabilized India but hurt the economy and degraded the Indians.
- Resistance to British rule led to an independence movement guided by Mohandas Gandhi, which was ultimately successful.

LATIN AMERICA and New Imperialism

- Inspired by the American and French Revolutions, Latin Americans started their own revolts for independence.
- Latin American nations wrote constitutions similar to the constitution of the United States.
- After gaining independence, Latin American nations experienced staggering economic and political problems.

HARVESTING COFFEE IN BRAZIL



In the spirit of new imperialism, Great Britain made economic colonies out of Latin America and took advantage of its raw materials such as coffee.

STANDARDIZED TEST PRACTICE

TEST-TAKING TIP

If you do not immediately know the right answer to a question, look at each answer choice carefully. Try to recall the context in which these events were discussed in class. Remembering this context may help you eliminate incorrect answer choices.

Reviewing Vocabulary

Directions: Choose the word or words that best complete the sentence.

- _____ controlled land and business in Latin America but were regarded as second-class citizens by European officials there.
 - Peninsulares
 - Creoles
 - Mestizos
 - Caudillos
- The British East India Company hired Indian soldiers called _____ to protect its interests in India.
 - caudillos
 - viceroy
 - mestizos
 - sepoys
- A political unit that depends on another government for protection is known as _____.
 - a colony
 - an annex
 - a protectorate
 - a territory
- The Boers fought with many _____ people, especially the Zulu of South Africa.
 - imperialist
 - indigenous
 - colonial
 - racist

Reviewing Main Ideas

Directions: Choose the best answers to the following questions.

Section 1 (pp. 686–691)

- Unlike earlier imperialism, which desire became a motive for the new imperialism of the late nineteenth century?
 - To control large territories directly
 - To trade with faraway lands
 - To set up colonies in other lands
 - To convert primitive people to Christianity
- What nation forced Vietnam to become its protectorate to prevent a rival power from expanding in the region?
 - Britain
 - France
 - United States
 - Netherlands

Section 2 (pp. 692–699)

- Which of the following connects the Mediterranean and Red Sea?
 - Panama Canal
 - Dardanelles
 - Bosporus
 - Suez Canal
- Who were the Afrikaners?
 - The caudillos
 - The Zulu
 - The Boers
 - The Tutsi

Need Extra Help?

If You Missed Questions . . .	1	2	3	4	5	6	7	8
Go to Page . . .	708	702	688	696	686	689	693	696

GO ON 

9. Which country ruled its African possessions through direct rule?
- A France
 - B United States
 - C Great Britain
 - D Poland

Section 3 (pp. 702–707)

10. What colony did Queen Victoria consider her “Jewel in the Crown”?
- A South Africa
 - B India
 - C Burma
 - D New England
11. Which famous leader used nonviolent resistance to help win independence for India?
- A Rabindranath Tagore
 - B G. S. Aiyar
 - C Mohandas Gandhi
 - D Balwantrao Gangadhar Tilak

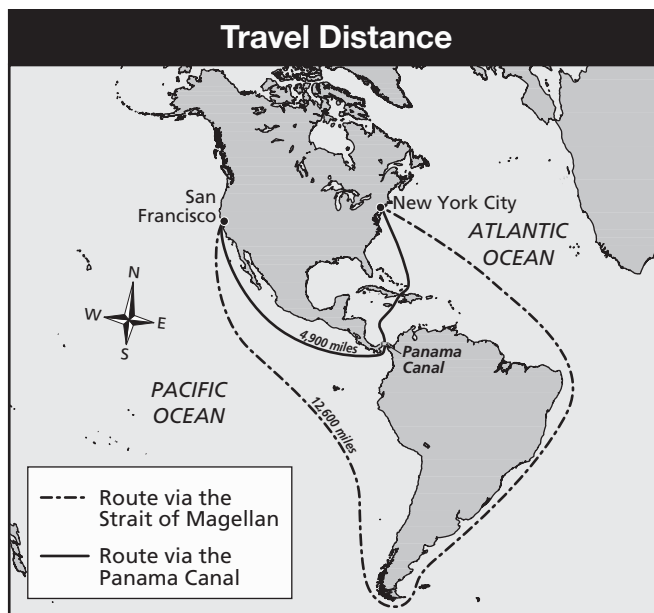
Section 4 (pp. 708–715)

12. Who led his forces over the Andes, surprising Spanish troops and winning independence for Chile?
- A Simón Bolívar
 - B Miguel Hidalgo
 - C Antonio López de Santa Anna
 - D José de San Martín
13. As a result of a slave revolt led by François-Dominique Toussaint-Louverture, which of the following became Latin America’s first independent nation?
- A Bolivia
 - B Brazil
 - C Mexico
 - D Haiti

Critical Thinking

Directions: Choose the best answers to the following questions.

Use the following map to answer question 14.



14. Why is the Panama Canal important to the United States?
- A It is the only way to get from New York City to San Francisco.
 - B It makes travel by sea from New York City to San Francisco possible.
 - C It connects the east and west coasts of the United States to Latin American ports.
 - D It shortens the sailing distance between the east and west coasts of the United States.
15. Which of the following was a result of the Sepoy Mutiny?
- A The rise of an Indian nationalist movement
 - B The end of British direct rule in India
 - C The end of recruiting Indian troops for the British army
 - D The return of the Mogul ruler

Need Extra Help?

If You Missed Questions . . .	9	10	11	12	13	14	15
Go to Page . . .	698	703	706	710	709	709	703

GO ON

16. Which of the following is a major reason why Latin American countries remained economically dependent after political independence?
- A They imported raw materials and exported finished goods.
 - B They grew food instead of cash crops.
 - C They built factories instead of boosting farm production.
 - D They exported raw materials and imported finished goods.
17. "Europeans have a moral responsibility to civilize primitive people." This statement best expresses which of the following concepts?
- A Social Darwinism
 - B nationalism
 - C the "white man's burden"
 - D the Monroe Doctrine

Analyze the chart and answer the question that follows. Base your answer on the chart and on your knowledge of world history.

Height of European Imperialism

European Power	Having Colonies in . . .		
	Southeast Asia	Africa	India
Britain	X	X	X
Belgium		X	
France	X	X	
Germany		X	
Italy		X	
Netherlands	X	X	
Portugal	X	X	
Spain	X	X	

18. A common phrase in the late nineteenth century was "the sun never sets on the _____ empire." To which country in the chart does this phrase refer?
- A Spain
 - B France
 - C Germany
 - D Britain

Need Extra Help?

If You Missed Questions . . .	16	17	18	19	20	21
Go to Page . . .	712	687	721	721	721	690

Document-Based Questions

Directions: Analyze the document and answer the short answer questions that follow the document. Base your answers on the document and on your knowledge of world history.

Miguel Hidalgo, a parish priest living in a small village about 100 miles from Mexico City, had studied the French Revolution. Hidalgo roused the local Native Americans and mestizos to free themselves from Spanish rule. On September 16, 1810, Hidalgo's army attacked the Spaniards.

"My children, this day comes to us as a new dispensation. Are you ready to receive it? Will you be free? Will you make the effort to recover from the hated Spanish the lands stolen from your forefathers 300 years ago?"

19. What emotions is Hidalgo trying to arouse?
20. Do you believe that Native Americans in North America are justified in feeling that their lands were stolen? Why or why not?

Extended Response

21. Colonialism affected people differently. Some thrived, while others suffered. Discuss the various concerns of people under colonial rule. Did social class affect how members of the native population viewed colonial rule? How were the concerns of different social classes similar? How were they different?

History ONLINE

For additional test practice, use Self-Check Quizzes—Chapter 21 at glencoe.com.