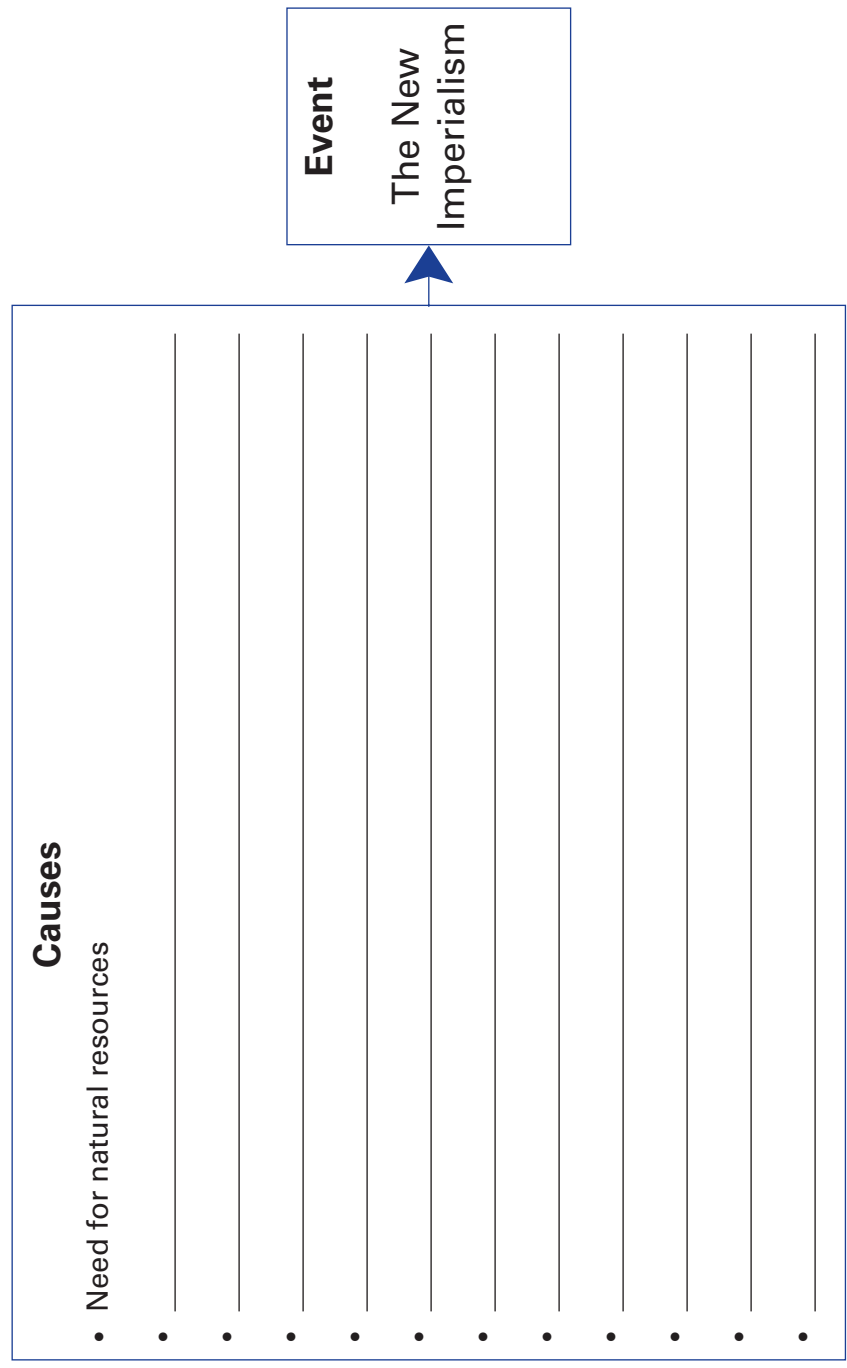


CHAPTER
9
SECTION 1

Note Taking Study Guide
BUILDING OVERSEAS EMPIRES

Focus Question: How did Western nations come to dominate much of the world in the late 1800s?

As you read this section in your textbook, complete the chart below with the multiple causes of imperialism in the 1800s.



CHAPTER
9
SECTION 1

Section Summary
BUILDING OVERSEAS EMPIRES

Many western countries built overseas empires in the late 1800s. This expansion, referred to as **imperialism**, is the domination by one country of the political, economic, or cultural life of another country or region. In the 1800s, Europeans embarked on a path of aggressive expansion called the “new imperialism.” There were several causes. The Industrial Revolution was one. Manufacturers wanted access to natural resources, as well as markets for their goods. Colonies also were an outlet for Europe’s growing population. Leaders claimed that colonies were needed for national security. Industrial nations seized overseas islands and harbors as bases to supply their ships.

Nationalism played an important role, too. When one European country claimed an area, rival nations would move in and claim nearby areas. Europeans felt that ruling a global empire increased a nation’s prestige. Missionaries, doctors, and colonial officials believed that they had a duty to spread Western civilization. Behind the idea of the West’s civilizing mission was a growing sense of racial superiority. Many Westerners used Social Darwinism to justify their domination of non-Western societies. As a result, millions of non-Westerners were robbed of their cultural heritage.

Europeans had the advantages of strong economies, well-organized governments, and powerful armies and navies. Superior technology, such as riverboats, the telegraph, and the Maxim machine gun enhanced European power. Africans and Asians tried to resist Western expansion. Some people fought the invaders. Others tried to strengthen their societies by reforming their traditions. Many organized nationalist movements to expel the imperialists.

The leading imperial powers developed several systems to control colonies. The French practiced direct rule. They sent officials and soldiers from France to run the colony. Their goal was to impose French culture on the natives. The British, by contrast, relied on indirect rule. To govern their colonies, they used local rulers. In a **protectorate**, local rulers were left in place but were expected to follow the advice of European advisors on issues such as trade or missionary activity. In a **sphere of influence**, an outside power claimed exclusive investment or trading privileges, but did not rule the area.

Review Questions

1. Which aspect of the new imperialism led to non-Westerners being robbed of their cultural heritage?

2. What is the difference between a protectorate and a sphere of influence?

READING CHECK

How did Africans and Asians resist Western expansion?

VOCABULARY STRATEGY

What does the word *prestige* mean in the underlined sentence? Notice that the word *increased* appears in the same sentence. What would ruling a global empire *increase* for a European nation? Use this context clue to help you figure out the meaning of *prestige*.

READING SKILL

Multiple Causes List the multiple causes of imperialism mentioned in this summary.

CHAPTER

9

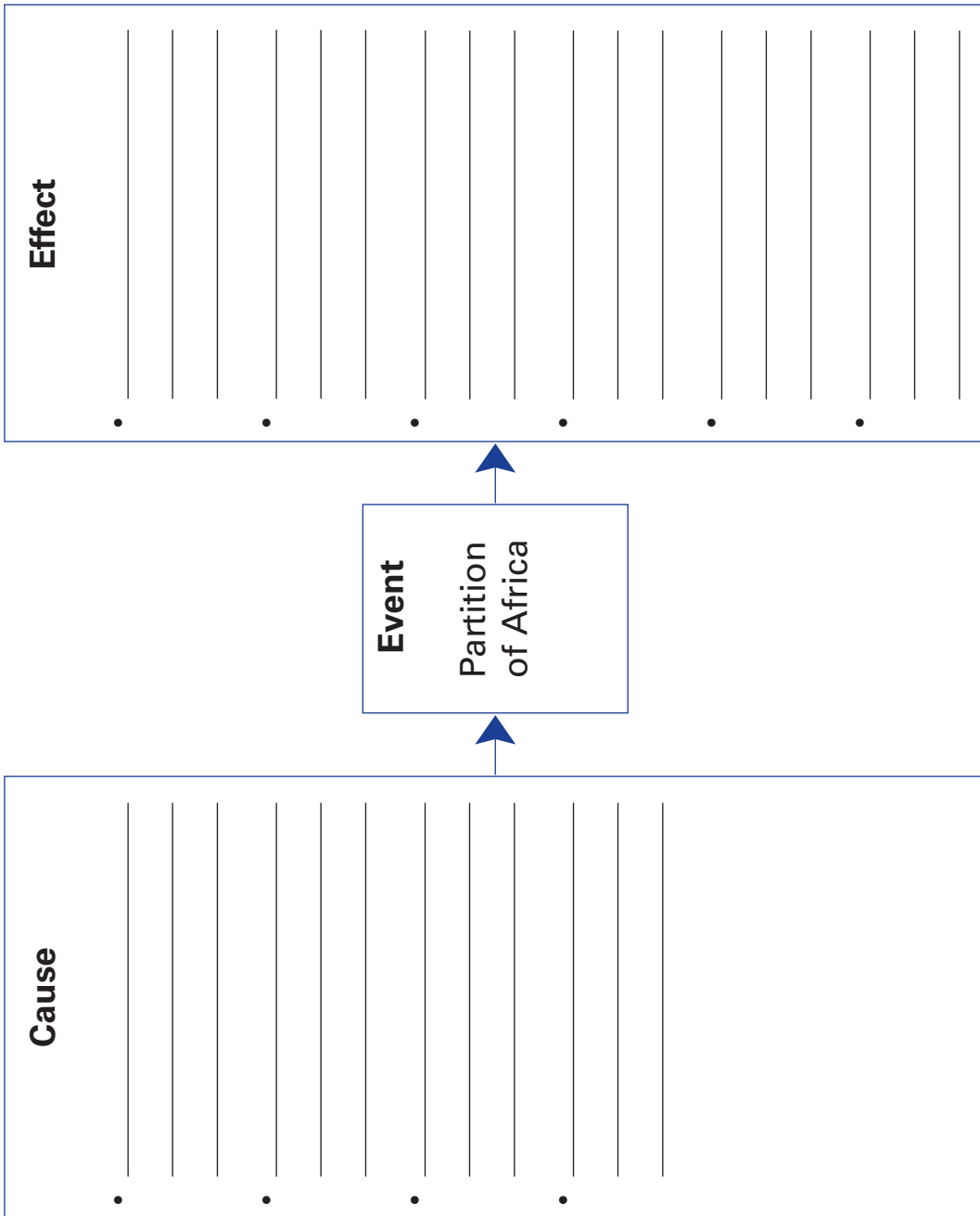
SECTION 2

Note Taking Study Guide

THE PARTITION OF AFRICA

Focus Question: How did imperialist European powers claim control over most of Africa by the end of the 1800s?

As you read this section in your textbook, complete the chart below by identifying the causes and effects of the partition of Africa by European nations.



CHAPTER

9

SECTION 2

Section Summary

THE PARTITION OF AFRICA

Before the scramble for colonies began in the 1800s, North Africa was under the rule of the declining Ottoman empire. West Africa experienced an Islamic revival inspired by **Usman dan Fodio**. In East Africa, port cities carried on a profitable trade. Zulus were a major force in southern Africa. A brilliant Zulu leader, **Shaka**, conquered nearby peoples. Groups driven from their homelands by the Zulus migrated north, conquering other peoples and creating powerful states.

For many years, Europeans had been trading along the African coasts. In the 1800s, contact increased as European explorers began pushing into the interior of Africa. One of the best-known was the missionary explorer **Dr. David Livingstone**. In 1869, the journalist **Henry Stanley** trekked into Africa to find Livingstone, who had not been heard from for years. Other missionaries followed explorers such as Livingstone. They built schools, churches, and medical clinics, often taking a **paternalistic** view of Africans.

About 1871, **King Leopold II** of Belgium hired Stanley to arrange trade treaties with African leaders. Leopold's action prompted Britain, France, and Germany to join in a scramble for African land. Eventually, without consulting any Africans, European leaders met in Berlin to divide the continent of Africa among themselves. In the following years, Europeans expanded further into Africa, often exploiting African people and resources. In southern Africa, the **Boer War** began when Britain wanted to claim Boer land. The Boers were descendants of Dutch farmers. The British wanted the land because gold and diamonds had been discovered there.

Africans fought back against European imperialism. In West Africa, **Samori Touré** fought French forces. **Yaa Asantewaa** was an Asante queen who led the fight against the British in West Africa. Another female leader was **Nehanda** of the Shona in Zimbabwe. In most cases resistance was not successful. However, Ethiopia was able to keep its independence. Earlier, Ethiopia had been divided up among a number of rival princes who then ruled their own domains. **Menelik II** modernized his country and trained an army, successfully resisting Italian invaders.

The Age of Imperialism caused a Western-educated African **elite** to emerge. Some admired Western ways. Others sought independence through nationalist movements.

Review Questions

1. Who ruled North Africa before the 1800s?

2. What set off a European scramble for African territories?

READING CHECK

Which African country was able to resist European conquest and maintain its independence?

VOCABULARY STRATEGY

What does the word *domains* mean in the underlined sentence? Use context clues. Think about what a prince rules. What would have been divided? Use these context clues to help you figure out the meaning of *domains*.

READING SKILL

Cause and Effect What caused groups of Africans in southern Africa to migrate north? What was the effect of this?

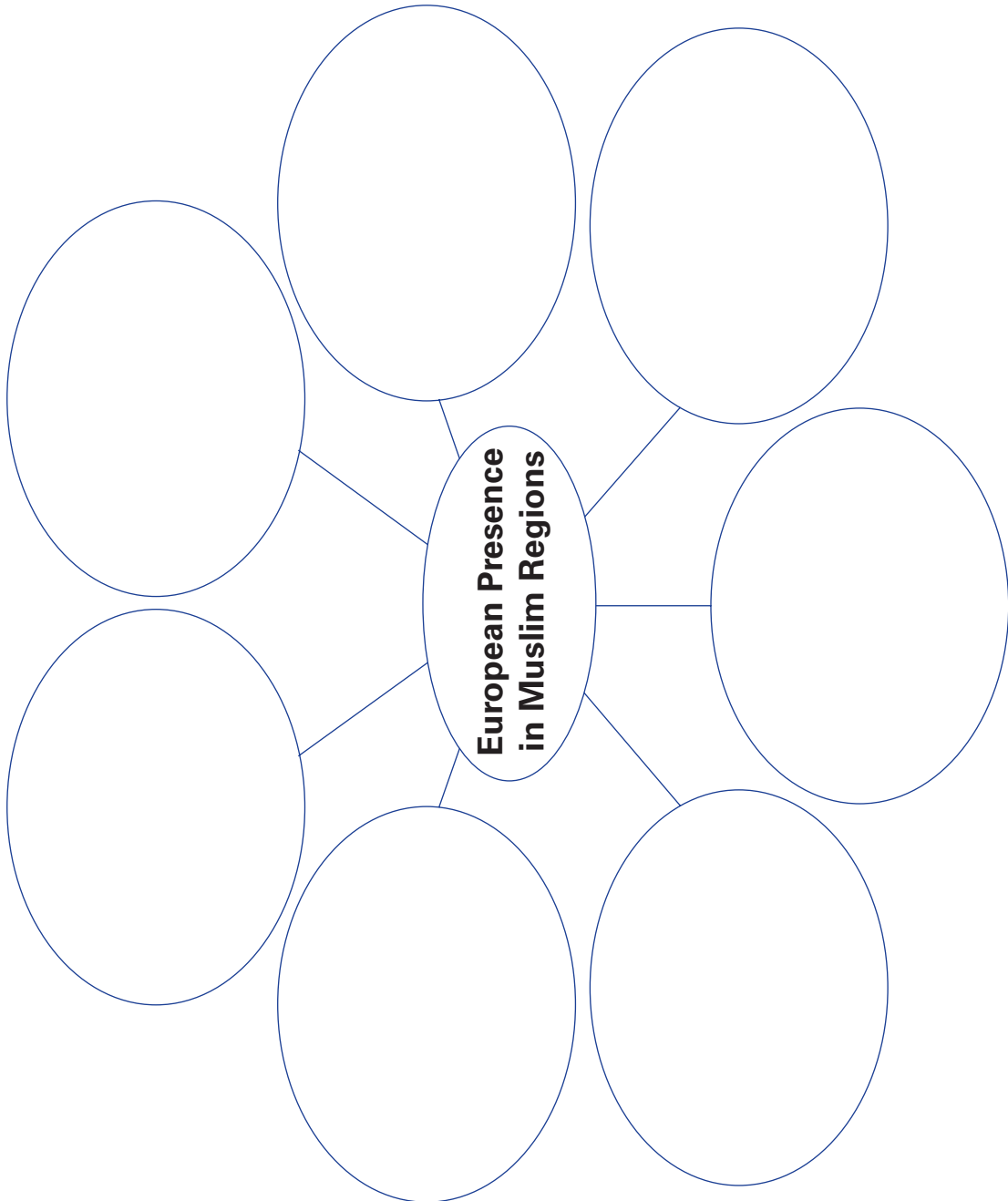
CHAPTER
9
SECTION 3

Note Taking Study Guide

EUROPEAN CLAIMS IN MUSLIM REGIONS

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

As you read this section in your textbook, complete the concept web below to understand the effects of European imperialism on Muslim regions of the world.



CHAPTER
9
SECTION 3

Section Summary
EUROPEAN CLAIMS IN MUSLIM REGIONS

In the 1500s, three giant Muslim empires ruled large areas of the world—the Ottomans in the Middle East, the Safavids in Persia, and the Mughals in India. By the 1700s, all three Muslim empires were in decline, in part because of corruption and discontent. Reform movements arose, stressing religious piety and strict rules of behavior. For example, in the Sudan, **Muhammad Ahmad** announced that he was the **Mahdi**, the long-awaited savior of the faith. The Mahdi and his followers fiercely resisted British expansion into the region.

At its height, the Ottoman empire extended across North Africa, Southeastern Europe, and parts of the Middle East. Ambitious **pashas** and economic problems added to the Ottoman decline. As ideas of nationalism spread from Western Europe, internal revolts by subject peoples weakened the empire. European states took advantage of this weakness to grab Ottoman territory. Some Ottoman leaders saw the need for reform. They looked to the West for ideas on reorganizing the government and its rigid rules. In the early 1700s, they reorganized the bureaucracy and system of tax collection. However, **sultans** usually rejected reform, adding to the tension. Tension between Ottoman Turkish nationalists and minority groups led to a brutal **genocide** of Christian Armenians. Turks accused Christian Armenians of supporting Russia against the Ottoman empire.

In the early 1800s, Egypt was a semi-independent province of the Ottoman empire. **Muhammad Ali** is sometimes called the “father of modern Egypt” because he introduced a number of political and economic reforms. He also conquered the neighboring lands of Arabia, Syria, and Sudan. Before he died in 1849, he had set Egypt on the road to becoming a major Middle Eastern power. His successors were less skilled, however, and in 1882 Egypt became a protectorate of Britain.

Like the Ottoman empire, Persia—now Iran—faced major challenges. The Qajar shahs exercised absolute power. Foreign nations, especially Russia and Britain, wanted to control Iran’s oil fields. They were granted **concessions** and sent troops to protect their interests. These actions outraged Iranian nationalists.

Review Questions

1. What was the extent of the Ottoman empire?

2. Why is Muhammad Ali sometimes called the “father of modern Egypt”?

READING CHECK

What were the three great Muslim empires in the 1500s?

VOCABULARY STRATEGY

What does the word *bureaucracy* mean in the underlined sentence? *Bureau* is a French word that means “office.” The suffix *-cracy* means “type of government.” Use these word-origin clues to help you figure out what *bureaucracy* means.

READING SKILL

Understanding Effects What was the effect of the concessions granted to Britain and Russia in Iran?

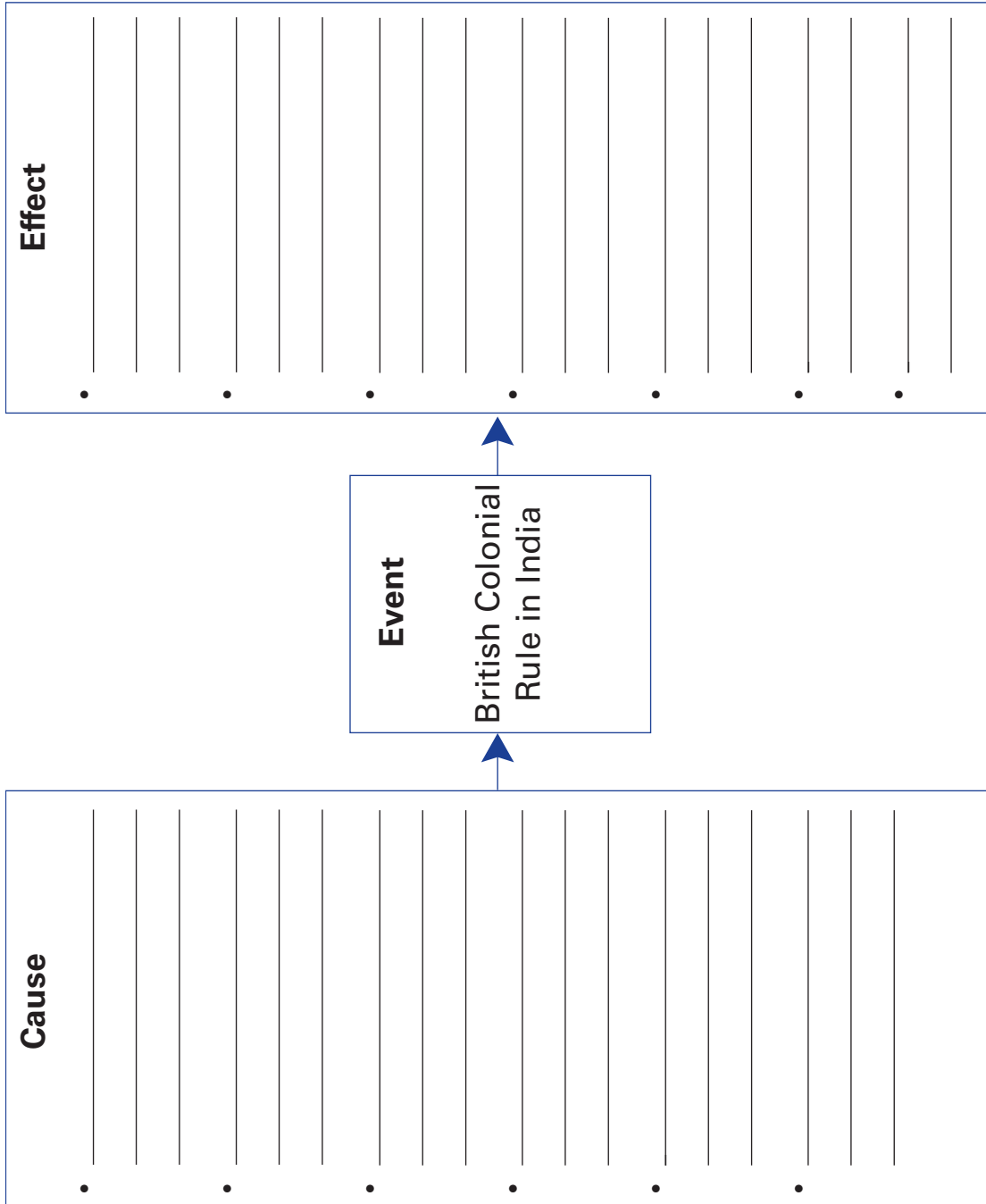
CHAPTER
9
SECTION 4

Note Taking Study Guide

THE BRITISH TAKE OVER INDIA

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

As you read this section in your textbook, complete the flowchart below to identify the causes and effects of British colonial rule in India.



CHAPTER

9

SECTION 4

Section Summary

THE BRITISH TAKE OVER INDIA

Mughal rulers governed a powerful Muslim empire in India. The British East India Company had trading rights on the fringes of the Mughal empire. The main goal of the East India Company was to make money. As Mughal power declined, the East India Company extended its power. By the mid-1800s, it controlled three-fifths of India. The British were able to conquer India by exploiting its diversity, and by encouraging competition and disunity among rival princes. When necessary, the British also used force. However, British officials worked to end slavery and the caste system. They banned **sati**, a custom that called for a widow to throw herself on her husband's funeral fire. In the 1850s, the East India Company made several unpopular moves. The most serious brought about the Sepoy Rebellion. Indian soldiers, or **sepoys**, were told to bite off the tips of their rifle cartridges. This order caused a rebellion because the cartridges were greased with animal fat, violating local religious beliefs. The British crushed the revolt, killing thousands of unarmed Indians. The rebellion left a legacy of mistrust on both sides.

After the rebellion, Parliament ended the rule of the East India Company. Instead, a British **viceroy** governed India in the name of the monarch. In this way, all of Britain could benefit from trade with India as Britain incorporated India into the overall British economy. However, it remained an unequal partnership, favoring the British. Although the British built railroads and telegraph lines, they destroyed India's hand-weaving industry. Encouraging Indian farmers to grow cash crops led to massive **deforestation** and famines.

Some educated Indians urged India to follow a Western model of progress. Others felt they should keep to their own Hindu or Muslim cultures. In the early 1800s, **Ram Mohun Roy** combined both views. Roy condemned rigid caste distinctions, child marriage, **sati**, and **purdah**, or the isolation of women in separate quarters. He also set up educational societies to help revive pride in Indian culture. Most British disdained Indian culture and felt that Western-educated Indians would support British rule. Instead, Indians dreamed of ending British control. In 1885, Indian nationalists formed the Indian National Congress and began pressing for self-rule.

Review Questions

1. How were the British able to conquer India?

2. How did India benefit from Western technology?

READING CHECK

What was sati?

VOCABULARY STRATEGY

What does the word *overall* mean in the underlined sentence? Notice that it is a compound word. A compound word is made from two separate words. Use the two words that make up *overall* to help you figure out what it means.

READING SKILL

Identify Causes and Effects

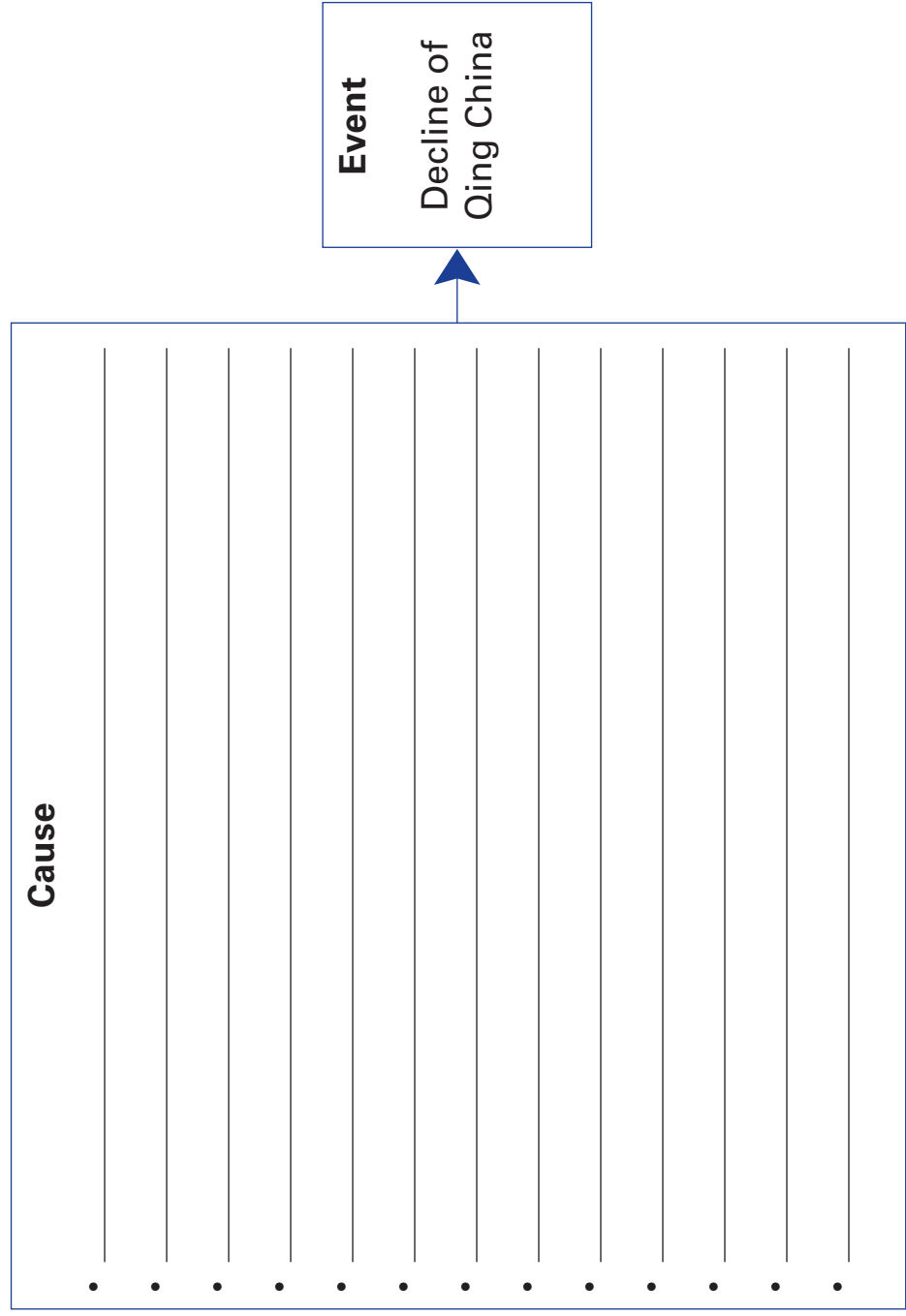
What caused the sepoys to rebel? What were two effects of the rebellion?

CHAPTER
9
SECTION 5

Note Taking Study Guide
CHINA AND THE NEW IMPERIALISM

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

As you read this section in your textbook, complete the chart below by listing the multiple causes that led to the decline of Qing China.



CHAPTER

9

SECTION 5

Section Summary

CHINA AND THE NEW IMPERIALISM

For centuries, China had a favorable **balance of trade**, because of a **trade surplus**. Westerners had a **trade deficit** with China, buying more from the Chinese than they sold to them. This changed in the late 1700s when the British began trading opium grown in India in exchange for Chinese tea. The Chinese government outlawed opium and called on Britain to stop this drug trade. The British refused, leading to the **Opium War** in 1839. With outdated weapons and fighting methods, the Chinese were easily defeated. Under the Treaty of Nanjing, which ended the war, Britain received a huge **indemnity** and British citizens gained the right of **extraterritoriality**. About a decade later China lost another war. France, Russia, and the United States then each made specific demands on China. China was pressured to sign treaties stipulating the opening of more ports and allowing Christian missionaries in China.

China also faced internal problems. Peasants hated the Qing government because of corruption. The resulting **Taiping Rebellion** against this government led to an estimated 20 million to 30 million deaths. However, the Qing government survived. In addition, the Chinese were divided over the need to adopt Western ways. Some felt Western ideas and technology threatened Confucianism. Reformers who wanted to adopt Western ways in the “self-strengthening movement” did not have government support.

Meanwhile, China’s defeat in the **Sino-Japanese War** of 1894 encouraged European nations to carve out spheres of influence in China. The United States feared that American merchants might be shut out. Eventually, without consulting the Chinese, the United States insisted that Chinese trade should be open to everyone on an equal basis as part of an **Open Door Policy**. Chinese reformers blamed conservatives for not modernizing China. In 1898, the emperor, **Guang Xu**, launched the Hundred Days of Reform. Conservatives opposed this reform effort and the emperor was imprisoned.

Many Chinese, including a secret society known to Westerners as the Boxers, were angry about the presence of foreigners. Anti-foreign feeling exploded in the **Boxer Uprising** in 1900. Although the Boxers failed, nationalism increased. Reformers called for a republic. One of them, **Sun Yixian**, became president of the new Chinese republic when the Qing dynasty fell in 1911.

Review Questions

1. What were the results of the Opium War?

2. Why was the Qing government so hated?

READING CHECK

Who was the Chinese reformer who became president of China in 1911?

VOCABULARY STRATEGY

What does the word *stipulating* mean in the underlined sentence? What clues can you find in the surrounding words, phrases, or sentences? Use these context clues to help you figure out what *stipulating* means.

READING SKILL

Recognize Multiple Causes

What brought about the Open Door Policy in China?
