

Objectives

As you teach this section, keep students focused on the following objectives to help them answer the Section Focus Question and master core content.

- Analyze the causes of the “new imperialism.”
- Explain why Western imperialism spread so rapidly.
- Describe how imperial governments ruled their empires.

Prepare to Read

Build Background Knowledge **L3**

Write the words *empire* and *imperialism* on the board. Ask **How are these words related?** (*Empire means a group of states under one ruler; imperialism is the process of forming an empire by creating colonies.*) Ask students to recall earlier empires they have studied. Then have them predict the benefits and disadvantages of empire building in the 1800s.

Set a Purpose **L3**

- **WITNESS HISTORY** Read the selection aloud or play the audio.



Ask **Why would “the White Man” show pride?** (*He thinks he is superior.*) **Who does Kipling think profits from imperialism?** (*the subject peoples*) **Who do you think really profits from this relationship?** (*Answers will vary.*)

- **Focus** Point out the Section Focus Question and write it on the board. Tell students to refer to this question as they read. (*Answer appears with Section 1 Assessment answers.*)
- **Preview** Have students preview the Section Objectives and the list of Terms, People, and Places.
- **Reading Skill** Have students use the worksheet *Reading Strategy: Identify Causes and Effects*.

All in One Teaching Resources, Unit 5, p. 69

1

English writer
Rudyard Kipling



Missionary prayer
book in Korean

WITNESS HISTORY  AUDIO**The White Man's Burden**

Born in India, English writer Rudyard Kipling witnessed British imperialism firsthand. His 1899 poem “The White Man's Burden” summarizes his view of the duties of imperial nations:

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

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

Building Overseas Empires

Objectives

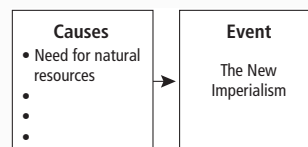
- Analyze the causes of the “new imperialism.”
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Terms, People, and Places

imperialism
protectorate
sphere of influence

Note Taking

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



Like Great Britain, other Western countries built overseas empires in the late 1800s. The Industrial Revolution had transformed the West. Advances in science and technology, industry, transportation, and communication provided Western nations with many advantages. Armed with new economic and political power, Western nations set out to dominate the world.

Motives Driving the New Imperialism

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

By the 1800s, however, Europe had gained considerable power. Strong, centrally governed nation-states had emerged, and the Industrial Revolution had greatly enriched European economies. Encouraged by their new economic and military strength, Europeans embarked on a path of aggressive expansion that today's historians call the “new imperialism.” In just a few decades, beginning in the 1870s, Europeans brought much of the world under their influence and control. Like other key developments in world history, the new imperialism exploded out of a combination of causes.

Vocabulary Builder

Use the information below and the following resources to teach the high-use word from this section.

All in One Teaching Resources, Unit 5, p. 68; Teaching Resources, Skills Handbook, p. 3

High-Use Word

prestige, p. 751

Definition and Sample Sentence

n. the power to impress or influence because of success or wealth
Even though Christine wasn't the most popular candidate for class president, her **prestige** still won her many votes.

Economic Interests Spur Expansion The Industrial Revolution created needs and desires that spurred overseas expansion. Manufacturers wanted access to natural resources such as rubber, petroleum, manganese for steel, and palm oil for machinery. They also hoped for new markets of consumers to whom they could sell their factory goods. Bankers sought ventures to invest their profits. In addition, colonies offered a valuable outlet for Europe’s growing population.

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

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

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

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

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



A Market for Goods

A driving force behind imperialism was the desire for access to new markets in which to sell goods. This British propaganda poster boasts that Africa would become a gold mine for British-made products. Britain’s sense of national pride and aggressive foreign policy during this period came to be known as jingoism. *What does this poster show about the British attitude toward Africa?*

Vocabulary Builder

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

- **Note Taking** Have students read this section using the Structured Read Aloud Strategy (TE, p. T20). As they read, have students fill in the chart showing the multiple causes of imperialism.

Reading and Note Taking Study Guide, p. 214

Teach

Motives Driving the New Imperialism

L3

Instruct

- **Introduce: Vocabulary Builder** Have students read the Vocabulary Builder term and definition. Tell students that *prestige* was very important to European powers. Ask **How might a nation increase its prestige?** (*by increasing its political, economic, or military power or by expanding the territory it controls*)
- **Teach** Display **Color Transparency 143: Causes of the New Imperialism** and review the causes. Then ask students how the Industrial Revolution might have contributed to Western nations’ sense of superiority.
 - 📖 **Color Transparencies**, 143
- **Quick Activity** Have students reread the Kipling quote. Ask **Who stood to “profit” or “gain” from each of the factors that led to the new imperialism?** (*mostly Western powers*)

Independent Practice

Organize students into four groups. Ask each group to examine one of the following motives for the new imperialism: economic, political/military, humanitarian/religious, Social Darwinist. Then have each group create a poster illustrating its motive.

Monitor Progress

As students fill in their charts, circulate to make sure they understand the political and social causes of imperialism. For a completed version of the chart, see

📖 **Note Taking Transparencies**, 160

Answers

- ✓ economic motives, political and military missions, humanitarian and religious beliefs, and Social Darwinist ideas

Caption It was seen as a new market to be explored and exploited.

Differentiated

Instruction Solutions for All Learners

L1 Special Needs L2 Less Proficient Readers

Have students examine the poster on this page. Ask **What cause of imperialism is demonstrated in the poster?** (*economic*) **How can you tell?** (*The poster talks about new markets and shows the potential growth.*) Then have students examine the photo on page 753. **What cause does this photo demonstrate?** (*military*)

L2 English Language Learners

Use the following resources to help students acquire basic skills:

Adapted Reading and Note Taking Study Guide

- Adapted Note Taking Study Guide, p. 214
- Adapted Section Summary, p. 215

The Rapid Spread of Western Imperialism/Forms of Imperial Rule

LB

Instruct

- **Introduce: Key Terms** Write the key terms *colony*, *protectorate*, and *sphere of influence* on the board. Draw a circle around each term, overlapping part of all three circles. Use this three-way Venn diagram to lead a discussion comparing and contrasting these terms.
- **Teach** On the board, create four columns for Western Strengths and Weaknesses, Non-Western Strengths and Weaknesses. Have students volunteer information to fill in the chart. Make sure they include resistance groups under Non-Western Strengths and criticism at home under Western Weaknesses. Encourage students to identify strengths and weaknesses beyond those listed in the book, such as fighting on native versus foreign soil. Then use the Think-Write-Pair-Share strategy (TE, p. T23) to discuss whether Western and non-Western countries were matched in a fair fight.
- **Quick Activity** Display **Color Transparency 144: Responsibilities of Powerful Nations**. Have students identify the cartoonist's point of view. Then discuss whether or not powerful nations have responsibilities toward less powerful nations.

 **Color Transparencies**, 144

Independent Practice

Have students suppose that they are living in the 1800s and that the two views in Comparing Viewpoints are newspaper editorials. Have them write a letter to the editor arguing against one of the viewpoints.

Monitor Progress

- Circulate to ensure students understand both sides of the debate on imperialism.
- Check Reading and Note Taking Study Guide entries for student understanding.

Answers

COMPARING VIEWPOINTS that the English are a superior race; that the land belongs to its inhabitants, who have an established way of life

Caption They had superior weapons.

■ COMPARING VIEWPOINTS

European Conquest of Africa

The excerpts below present two different views on the partition of Africa by European nations in the 1800s. **Critical Thinking** *What is Cecil Rhodes's argument for imperialism? What is Chief Kabongo's argument against it?*

Favoring Imperialism

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

—Cecil Rhodes

Opposing Imperialism

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

—Chief Kabongo of the Kikuyu in Kenya

The Rapid Spread of Western Imperialism

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

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

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

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

The Maxim Gun

Sir Hiram Maxim with his invention, the Maxim machine gun. *Why were European armies often able to defeat African or Asian forces?*



History Background

The Maxim Gun As English writer Hilaire Belloc wrote in this couplet, "Whatever happens, we have got/ the Maxim gun, and they have not." This weapon provided Western powers with a significant advantage in battle. Invented by Hiram Maxim in 1885, it was the first fully automatic machine gun. It could fire 500 rounds per minute, about as many as 100 rifles.

A later model was called the "Devil's Paintbrush" because of the way it mowed down charging soldiers. In 1893, fifty British soldiers with four Maxim guns fought off 5000 warriors in what is now Zimbabwe. The Austrian, German, Italian, and Russian armies also bought Maxim machine guns.

Western-educated Africans and Asians organized nationalist movements to expel the imperialists from their lands.

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

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

Forms of Imperial Rule

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

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

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

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

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



Indian princes and British army officers play polo in 1880.

Assess and Reteach

Assess Progress

L3

- Have students complete the Section Assessment.
- Administer the Section Quiz.

All in One Teaching Resources, Unit 5, p. 63

- To further assess student understanding, use Progress Monitoring Transparencies, 99

Reteach

L1 L2

If students need more instruction, have them read the section summary.

- Reading and Note Taking Study Guide, p. 215 L3
- Adapted Reading and Note Taking Study Guide, p. 215 L1 L2
- Spanish Reading and Note Taking Study Guide, p. 215 L2

Extend

L4

Have students write an essay comparing the new European empires to one of the empires studied in a previous chapter. They should compare the forms of imperial rule and the factors that led to the spread of empire.

Answers

- ✓ Westerners had stronger economies, governments, and technology as well as the necessary manpower.
- ✓ France practiced direct rule whereas Britain often used indirect rule, through a local ruling class.

● Writing About History

The thesis statement should take a clear position and include reasons that can be supported by evidence in the section.

For additional assessment, have students access **Progress Monitoring Online** at **Web Code naa-2411**.

Progress Monitoring Online

For: Self-quiz with vocabulary practice
Web Code: naa-2411

● Writing About History

Quick Write: Write a Thesis Statement
Suppose that you are writing a persuasive essay using the point of view of an anti-imperialist from a Western nation trying to persuade the public that imperialism is wrong. Based on what you have read in this section, write a thesis statement for your essay.

Section 1 Assessment

Terms, People, and Places

1. What do each of the key terms listed at the beginning of the section have in common? Explain.

Note Taking

2. **Reading Skill: Recognize Multiple Causes** Use your completed chart to answer the Focus Question: How did Western nations come to dominate much of the world in the late 1800s?

Comprehension and Critical Thinking

3. **Explain** (a) What were three reasons for the rapid spread of Western imperialism? (b) How did people oppose it?
4. **Recognize Bias** Western colonial officials and missionaries thought that they had a duty to spread the “blessings of Western civilization” to their African and Asian “little brothers.” How was this a biased viewpoint?

Section 1 Assessment

1. All three terms relate to the domination of one country by another.
2. Western scientific, technological, and economic progress during the Industrial Revolution strengthened Western armed forces and allowed Western nations to dominate much of the world.

3. (a) Non-Western nations were in a weak state; Western powers had strong economies, governments, and armed forces; and they had superior technology. (b) through wars of resistance and nationalist movements and by adopting Western technologies and economic reforms
4. Western civilization was assumed to be superior and Westerners to be wiser and more advanced than their “little brothers.”