

SECTION 3 Step-by-Step Instruction

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

Prepare to Read

Build Background Knowledge L3

Ask students to recall how nationalism weakened the Ottoman empire, which bordered Europe to the south and east. Then have students predict how European imperialism may affect the region.

Set a Purpose L3

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

 **Witness History Audio CD,**
The Egyptian Campaign

Ask **Why do you think that Napoleon viewed the East as a place for glory?** (*Sample: the location of previous empires, the pyramids, spectacular art and architecture*)

- **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 3 Assessment answers.*)
- **Preview** Have students preview the Section Objectives and the list of Terms, People, and Places.
- **Note Taking** Have students read this section using the Guided Questioning strategy (TE, p. T20). As they read, have students fill in the concept web showing effects of European imperialism in Muslim regions.

 **Reading and Note Taking Study Guide,** p. 218



Poster of Napoleon in Egypt

WITNESS HISTORY AUDIO

The Egyptian Campaign

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

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

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



Lamp from a mosque

European Claims in Muslim Regions

Objectives

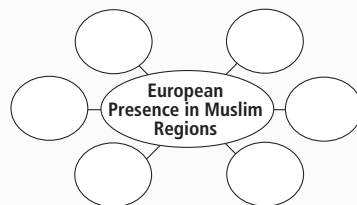
- Analyze the sources of stress in Muslim regions.
- Explain the problems the Ottoman empire faced.
- Describe how Egypt sought to modernize.
- Understand European interest in Persia.

Terms, People, and Places

Muhammad Ahmad	genocide
Mahdi	Muhammad Ali
pasha	concession
sultan	

Note Taking

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



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

Stresses in Muslim Regions


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

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

Rise of Muslim Reform Movements In the 1700s and 1800s, reform movements sprang up across various Muslim regions of Africa and Asia. Most stressed religious piety and strict rules of behavior. Usman dan Fodio led the struggle to reform Muslim practices in northern Africa. In the Sudan, **Muhammad Ahmad** (AHK mud) announced that he was the **Mahdi** (mahk DEE), the long-awaited savior of the faith. The Mahdi and his followers fiercely resisted British expansion into the region.

Vocabulary Builder

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

 **Teaching Resources, Unit 5, p. 68; Teaching Resources, Skills Handbook, p. 3**

High-Use Word

bureaucracy, p. 763

Definition and Sample Sentence

n. government staffed by administrators and officials who follow rigid rules
To get the policy changed, Julio had to take his petition through the entire education **bureaucracy**, from his teacher to the principal to the school board to the state board of education.

Another Islamic reform movement, the Wahhabi (wah HAHB ee) movement in Arabia, rejected the schools of theology and law that had emerged in the Ottoman empire. In their place, they wanted to recapture the purity and simplicity of Muhammad's original teachings. Although the revolt was put down, the Wahhabi movement survived. Its teachings remain influential in the kingdom of Saudi Arabia today.

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

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

Problems for the Ottoman Empire

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

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

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

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

The reforms also brought improved medical care and revitalized farming. These improvements,

Vocabulary Builder

bureaucracy (bur OK re see) *n.*
government staffed by administrators and officials who follow rigid rules.

General Ismail Pasha (center) fought for the British army in the Crimean War.



Differentiated

Instruction Solutions for All Learners

L4 Advanced Readers L4 Gifted and Talented

Ask students to learn more about the Young Turks and their revolutionary movement, including its key leaders, the chronology of events leading up to the overthrow, and its main goals. Then challenge students to write a scene taken from an imaginary play that illuminates a crucial moment in the struggle of the Young Turks to gain power. The scene does not

have to be strictly factual, but should be based on actual events. Suggestions include meetings between leaders to discuss strategies or goals, or the sultan Abdülhamid II's announcement that the constitution of 1876 will be restored. Refer students to language arts textbooks to review how scenes in plays are structured. Have students perform their scenes if appropriate.

Teach

Stresses in Muslim Regions/ Problems for the Ottoman Empire L3

Instruct

■ **Introduce** Display **Color Transparency 63: Historical Map Set** and review the spread of Islam. Point out that by the 1500s, three Muslim empires controlled land from western Africa to Southeast Asia.

📄 **Color Transparencies, 63**

■ **Teach** Ask students to identify the stresses that affected Muslim empires in the 1800s. (*government corruption, conflict over interpretations of Islam, European imperialism*) **How did these problems affect the Ottoman empire?** (*corruption allowed provincial rulers to grow powerful, the spread of Western ideas led sultans to reject reform, European imperialism threatened to compromise Ottoman territory*)

■ **Quick Activity** Display **Color Transparency 146: The Berlin-to-Baghdad Railway 1913**. Have students identify nations through which the railway would pass. Ask **Why would the Ottomans agree to have the Germans build a railway?** (*Sample: They did not have the technology or capital to build it themselves.*) **Why did the Germans want to build it?** (*They would profit from it and make inroads into the area.*)

📄 **Color Transparencies, 146**

Independent Practice

Have students fill in the Outline Map *The Ottoman Empire in the Late 1800s*

📄 **All in One Teaching Resources, Unit 5, p. 75**

Monitor Progress

■ As students fill in their concept webs, circulate to make sure they understand the pressures that European imperialism placed on Muslim regions. For a completed version of the concept web, see

📄 **Note Taking Transparencies, 162**

■ Circulate to make sure students are accurately labeling the regions of the Ottoman empire on their Outline Maps.

Answer

✓ Europeans gained better trading terms, demanded special treatment, and interfered in local affairs.

Egypt Seeks to Modernize

Instruct

- **Introduce** Reread or play the audio of Napoleon’s Witness History selection at the beginning of this section. Explain that Napoleon was successful at first in Egypt, but then the British (concerned about trade with India) sent their navy to destroy the French fleet. The Ottomans sent Muhammad Ali to retake Egypt. Ask students to predict what effect Napoleon’s escapade had on European powers. (*They, too, began to think about expanding into the Middle East.*)
- **Teach** Ask **How did Britain gain control of the Suez Canal?** (*Egypt was unable to pay its debts for the canal, so Britain bought Egypt’s shares in it.*) Point out that European powers often gained control in this way. Explain that in 1882 Britain claimed it intervened to protect its investments in Egypt.
- **Analyzing the Visuals** Direct students to the Infographic on the next page. Ask **Why was the Suez Canal so important to European powers, particularly the British?** (*It provided access to their empires in India, East Asia, and Australia.*)

Independent Practice

- **Viewpoints** To help students understand the debate surrounding the construction of the Suez Canal, have them read the selection *Two Views on the Suez Canal* and complete the worksheet.

 **Teaching Resources, Unit 5, p. 72**

- Divide the class into groups. Have each group research a different aspect of the Suez Canal, such as its political history, construction, and current use. Have each group design a web page (on paper). Put the pages together into a class web site.

Monitor Progress

To review this section, ask students to summarize how Britain gained control of Egypt.

Answer

- ✓ They led to population growth and conflict over foreign influence.

however, created a different set of problems. Better healthcare resulted in a population explosion that increased the already intense competition for the best land and led to unrest.

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

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

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

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

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

Egypt Seeks to Modernize

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

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

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

Building the Suez Canal Muhammad Ali’s successors lacked his skills, and Egypt came increasingly under foreign control. In 1858, a French entrepreneur, Ferdinand de Lesseps (LAY seps), organized a company to build the Suez Canal. European nations gained power over the Ottomans by extending loans at high interest rates. In 1875, the ruler of

Differentiated

Instruction Solutions for All Learners


Special Needs

To help students understand the changes in the Muslim world during this period, have them create a timeline listing the events discussed in this section. When they have completed their timelines, ask **When did European powers begin to dominate major Muslim countries such as Egypt and Persia?** (*late 1800s, early 1900s*)

Less Proficient Readers

English Language Learners

Use the following resources to help students acquire basic skills:

 **Adapted Reading and Note Taking Study Guide**

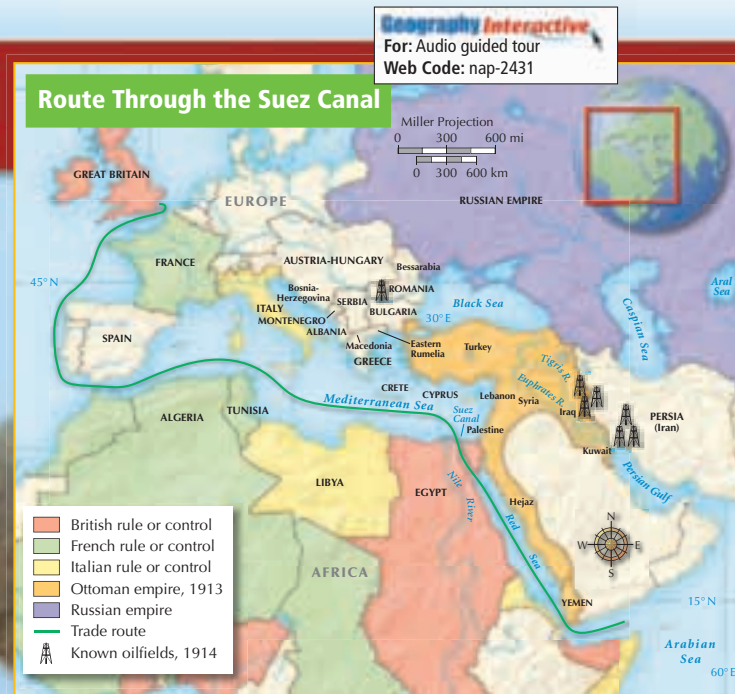
- Adapted Note Taking Study Guide, p. 218
- Adapted Section Summary, p. 219

Suez Canal

The Suez Canal is a waterway in Egypt that stretches for more than 100 miles (160 kilometers). It connects the Mediterranean and Red seas, shortening the travel distance from Western Europe to ports in East Africa and Asia. After it opened in 1869, European ships no longer had to sail around the southern tip of Africa. The canal reduced the trip from London, England, to Bombay, India, by 5,150 miles (8,280 kilometers). The canal averaged between one and two ships per day (below) in its first year of operation and travel time averaged about 40 hours. Today, oil tankers and cargo ships make up most of the canal's traffic with a travel time of about 14 hours.



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



Thinking Critically

1. **Draw Conclusions** Why was the Suez Canal an important waterway?
2. **Map Skills** Which countries benefited the most from the Suez Canal? Explain.

Persia and the European Powers

L3

Instruct

- **Introduce: Key Terms** Ask students to find the key term **concession** (in blue) in the text and explain its meaning. Tell students that countries like Persia did not have the technology or capital to develop their own natural resources or build railways or mines. They granted European **concessions**, or special rights, so the Europeans could come in and develop Persia for them.
- **Teach** Ask **How did the Qajar shahs try to resist European imperialism? (by reforming) What kinds of reforms did they make? (improved finances, built telegraph lines and railroads, created a new constitution) How did British and Russian troops end up in Persia? (These countries were granted oil concessions and sent troops to protect their investments.) What two groups objected? (Westernized nationalists and Muslim religious nationalists)** Point out that these two groups remain at odds in Iran to this day.

Independent Practice

Have students take the role of a British or Russian diplomat assigned to Persia. Have them write a letter back to their government outlining goals, obstacles, and progress in obtaining an oil concession.

Monitor Progress

Check Reading and Note Taking Study Guide entries for student understanding.

History Background

Iran and Imperialism Iran, as Persia was renamed in the 1930s, has continued to struggle with the effects of imperialism. In the 1920s, the British brought a Persian military officer, Reza Khan, to power. He soon declared himself shah, forced out Russian and British troops, and negotiated better terms with the British for oil. In 1941, the British, fearing Reza Shah would side with Germany in World War II, forced him out in favor

of his son, Mohammad Reza. After the war, British and Russian troops withdrew. In the 1950s, Britain and the United States, fearing nationalization of the oil industry, carried out a coup and placed the shah in absolute power. He was overthrown by revolution in 1979. Iran was then taken over by an anti-Western, conservative Islamic regime, but some Iranians continue to seek democratic reforms.

Answers

Thinking Critically

1. It connected Europe with eastern Africa, southern and eastern Asia, and Australia.
2. European countries that were able to increase trade

Assess and Reteach

Assess Progress

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

All in One Teaching Resources, Unit 5, p. 65

- To further assess student understanding use

 Progress Monitoring
Transparencies, 101

Reteach

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

 Reading and Note Taking
Study Guide, p. 219

 Adapted Reading and
Note Taking Study Guide, p. 219

 Spanish Reading and
Note Taking Study Guide, p. 219

Extend

Ask students to research recent developments in the Middle East. Have them focus on one country (such as Egypt or Iran) and write an essay on their country's interactions with Western powers today.

Answers

- ✓ Britain gained an economic foothold, and then, when Egyptian nationalists revolted, Britain made Egypt a protectorate.
- ✓ Oil was discovered.



Oil flows out of one of the first oil wells to be drilled in Persia, around 1910.

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

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

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

Persia and the European Powers

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

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

✓ **Checkpoint** How did Persia attract foreign interest in the early 1900s?

3 Assessment

Progress Monitoring Online

For: Self-quiz with vocabulary practice
Web Code: naa-2431

Terms, People, and Places

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

Note Taking

2. **Reading Skill: Understand Effects** Use your completed concept web to answer the Focus Question: How did European nations extend their power into Muslim regions of the world?

Comprehension and Critical Thinking

3. **Draw Conclusions** How did European nations take advantage of stresses in the Muslim world?
4. **Summarize** Describe two problems that contributed to Ottoman decline.
5. **Synthesize Information** How did Muhammad Ali modernize Egypt?
6. **Identify Central Issues** Why did Russia and Britain compete for power in Persia?

Writing About History

Quick Write: Answer Opposing Arguments Suppose that you are writing a persuasive essay on whether the Suez Canal was a positive or negative development for Egypt. An effective way to make your arguments convincing is to address both sides of the topic. Create a chart noting facts and ideas that support your position on one side and arguments that might be used against your position on the other.

Section 3 Assessment

1. Sentences should reflect an understanding of each term, person, or place listed at the beginning of the section.
2. Europeans exploited stresses in Muslim regions, schemed to increase their influence, gained concessions and debts, and then sent troops to take control and protect their interests.

3. Through diplomacy, economic investment, or the threat of force, European nations expanded their control.
4. any two: government corruption, nationalist revolts, European pressure, efforts to Westernize, the Young Turks movement, problems with Armenians
5. Muhammad Ali introduced political and economic reforms, increased foreign trade, and modernized the army.

6. Each country sought to expand its sphere of influence and gain control of Persian oil.

Writing About History

Charts should include facts and details that clearly support arguments on both sides of the issue.

For additional assessment, have students access **Progress Monitoring Online** at **Web Code naa-2431**.