

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.

- Understand the causes and effects of the Sepoy Rebellion.
- Explain how British rule affected India.
- Describe how Indians viewed Western culture.
- Identify the origins of Indian nationalism.


Prepare to Read

Build Background Knowledge **L3**

Ask students to recall the changes in the British textile industry during the Industrial Revolution. Tell them that the British were interested in India as a source of cotton. Ask students to predict how trading cotton with the British would affect India's economy.


Set a Purpose **L3**

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

 **AUDIO** Witness History Audio CD, Critical of British Rule

Ask **What is the knife of sugar?** (*the gradual extension of British control over India*) Ask students to predict how the British might have created a knife of sugar in India.

- **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 4 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 Paragraph Shrinking strategy (TE, p. T20). As they read, have them fill in the flowchart with causes and effects of British rule in India.

 **Reading and Note Taking**
Study Guide, p. 220

WITNESS HISTORY  AUDIO

Critical of British Rule

In 1871, Indian nationalist Dadabhai Naoroji (DAH dah by now ROH jee) criticized British rule in India:

“[Indians] call the British system ‘Sakar ki Churi’ (SA kur kee CHOO ree), the knife of sugar. That is to say, there is no oppression, it is all smooth and sweet, but it is the knife notwithstanding.”

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



Queen Victoria writes letters as her Indian servant waits for his orders.

British East India Company's coat of arms

The British Take Over India

Objectives

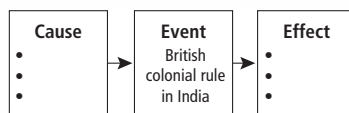
- Understand the causes and effects of the Sepoy Rebellion.
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Terms, People, and Places

sati	deforestation
sepoy	Ram Mohun Roy
viceroy	purdah

Note Taking

Reading Skill: Identify Causes and Effects As you read this section, make a flowchart to show the causes and effects of British rule in India.



For more than 200 years, Mughal rulers governed a powerful empire in India. By the mid-1700s, however, the Mughal empire was collapsing from a lack of strong rulers. Britain then turned its commercial interests in the region into political ones.

East India Company and Rebellion


In the early 1600s, the British East India Company won trading rights on the fringe of the Mughal empire. As Mughal power declined, the company's influence grew. By the mid-1800s, it controlled three fifths of India.

Exploiting Indian Diversity The British were able to conquer India by exploiting its diversity. Even when Mughal power was at its height, India was home to many people and cultures. As Mughal power crumbled, India became fragmented. Indians with different traditions and dozens of different languages were not able to unite against the newcomers. The British took advantage of Indian divisions by encouraging competition and disunity among rival princes. Where diplomacy or intrigue did not work, the British used their superior weapons to overpower local rulers.

Implementing British Policies The East India Company's main goal in India was to make money, and leading officials often grew rich. At the same time, the company did work to improve roads, preserve peace, and reduce banditry.

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

overall, p. 769

Definition and Sample Sentence

adj. total

Matt had scored low on one physics exam but still managed to have the highest overall grade.

Teach

East India Company and Rebellion

L3

Instruct

- **Introduce: Key Terms** Ask students to find the key term *sepoy* (in blue) in the text and explain its meaning. Explain that sepoys were Indian soldiers trained and led by British officers, who in turn answered to the British East India Company. Ask **What problems might this situation create?** (*conflicting loyalties, misuse of force for profit*) **Why did the British use this system?** (*cheap, easy to maintain*)
- **Teach** Ask **How did the British exploit Indian diversity?** (*They played different princes and peoples against each other.*) **What changes did the East India Company bring to India?** (*It improved roads, preserved peace, reduced banditry, introduced Western education and law, and pushed for social change.*) **How could the Sepoy Rebellion be interpreted as resulting from British feelings of superiority?** (*The rebellion flared because British rules did not take into consideration sepoys' religious practices, possibly because the British did not regard Indian religions as equal in importance to their own religion.*) **Why do you think the Sepoy Rebellion was so violent?** (*religious fervor and long-simmering resentment over British control*)
- **Quick Activity** Have students access **Web Code nap-2441** to take the **Geography Interactive Audio Guided Tour** and then have them compare the area mainly affected by the Sepoy Rebellion with the total area under British control in 1858.

Independent Practice

Have students write a letter from an Indian sepoy to Queen Victoria protesting the treatment of Indians by the East India Company. Make sure they mention violations of their religious beliefs.

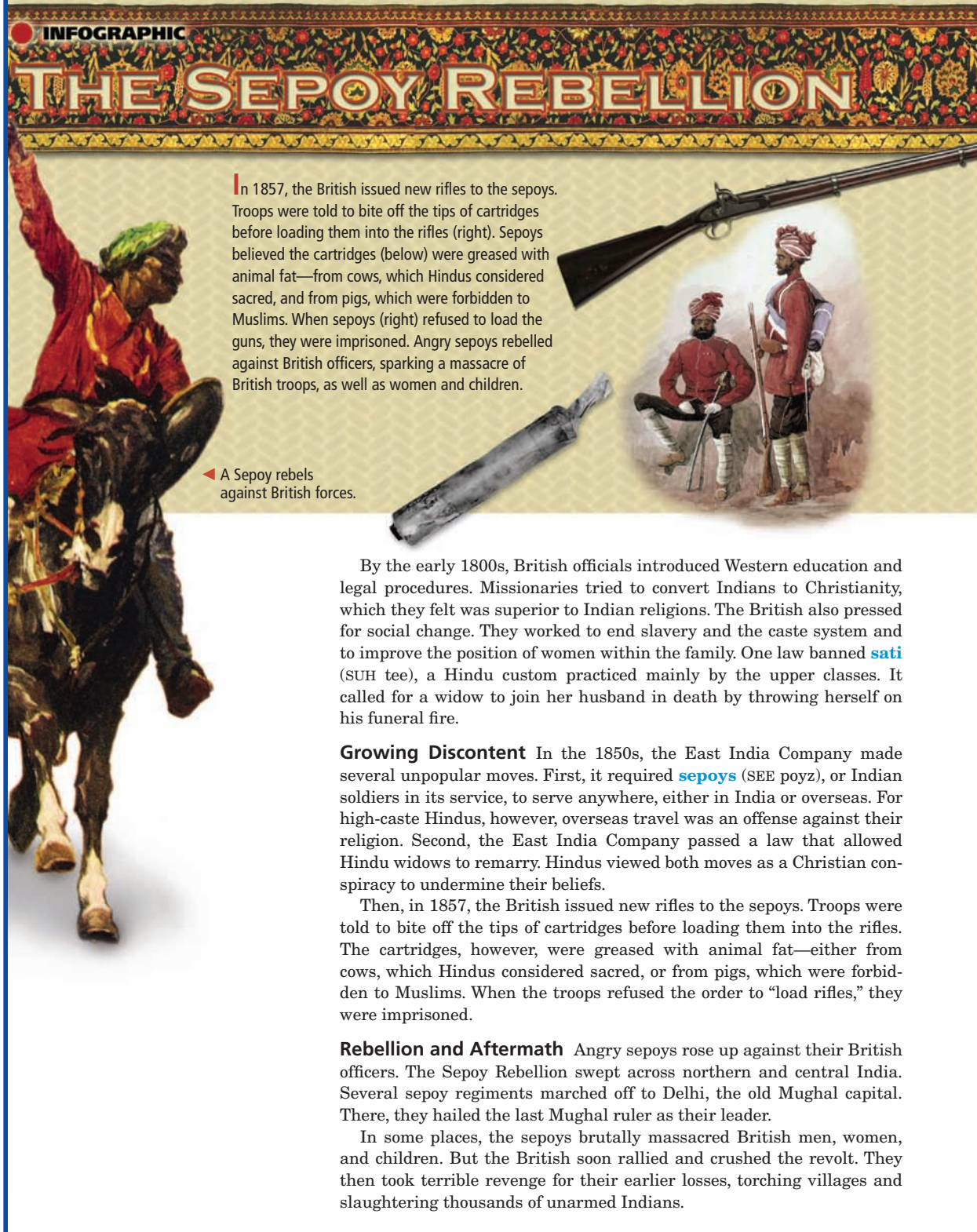
Monitor Progress

As students fill in their flowcharts, circulate to make sure they understand the causes of British rule in India. For a completed version of the flowchart, see

 **Note Taking Transparencies**, 163

INFOGRAPHIC

THE SEPOY REBELLION



In 1857, the British issued new rifles to the sepoys. Troops were told to bite off the tips of cartridges before loading them into the rifles (right). Sepoys believed the cartridges (below) were greased with animal fat—from cows, which Hindus considered sacred, and from pigs, which were forbidden to Muslims. When sepoys (right) refused to load the guns, they were imprisoned. Angry sepoys rebelled against British officers, sparking a massacre of British troops, as well as women and children.

◀ A Sepoy rebels against British forces.

By the early 1800s, British officials introduced Western education and legal procedures. Missionaries tried to convert Indians to Christianity, which they felt was superior to Indian religions. The British also pressed for social change. They worked to end slavery and the caste system and to improve the position of women within the family. One law banned **sati** (SUH tee), a Hindu custom practiced mainly by the upper classes. It called for a widow to join her husband in death by throwing herself on his funeral fire.

Growing Discontent In the 1850s, the East India Company made several unpopular moves. First, it required **sepoys** (SEE poyz), or Indian soldiers in its service, to serve anywhere, either in India or overseas. For high-caste Hindus, however, overseas travel was an offense against their religion. Second, the East India Company passed a law that allowed Hindu widows to remarry. Hindus viewed both moves as a Christian conspiracy to undermine their beliefs.

Then, in 1857, the British issued new rifles to the sepoys. Troops were told to bite off the tips of cartridges before loading them into the rifles. The cartridges, however, were greased with animal fat—either from cows, which Hindus considered sacred, or from pigs, which were forbidden to Muslims. When the troops refused the order to “load rifles,” they were imprisoned.

Rebellion and Aftermath Angry sepoys rose up against their British officers. The Sepoy Rebellion swept across northern and central India. Several sepoy regiments marched off to Delhi, the old Mughal capital. There, they hailed the last Mughal ruler as their leader.

In some places, the sepoys brutally massacred British men, women, and children. But the British soon rallied and crushed the revolt. They then took terrible revenge for their earlier losses, torching villages and slaughtering thousands of unarmed Indians.

History Background

British East India Company Founded in the 1600s, the British East India Company was the predecessor of the transnational corporation. Until 1858 the company did largely as it pleased, enforcing its will with a private army. Its officers profited personally amid widespread corruption. Because of its monopoly, it could drive down prices, causing destitution among India's weavers, and sell high in Britain. It had many critics; even economist Adam Smith criticized its

oppressive policies. Horace Walpole accused the company of having “murdered, deposed, plundered, usurped,” and caused “famine in Bengal, in which millions perished” while the company hoarded rice for price gouging. Jawaharlal Nehru noted it was not accidental that a Hindustani word absorbed into the English language was *loot*. Edmund Burke pointed out that “every rupee of profit made by an Englishman is lost for ever to India.”

Imperialism in India to 1858



A British officer fights sepoy near Delhi.

Impact of British Colonial Rule

L3

Instruct

■ **Introduce: Vocabulary Builder** Have students read the Vocabulary Builder term and definition. Ask students what the “*overall*” British economy” included. (*Britain’s own industries, its banks and trading companies, and its overseas trade*) Ask **What did it mean for India to be just a part of this overall economy?** (*India’s interests were not a priority.*)

■ **Teach** Ask students how trade benefited Britain, and how it benefited India. Then, on the board, write “British Raj,” the name for British rule, and beneath it, create two columns to list the positive and negative effects of British rule on India. Using the Idea Wave strategy (TE, p. T22), have students volunteer information to go in each column. Then ask **How did British rule lead to famine?** (*Improvements in health and farming led to population growth that could not be sustained. In addition, farmers grew cash crops rather than food for themselves.*)

■ **Quick Activity** Display **Color Transparency 147: Indian Tea Poster**. Use the lesson suggested in the transparency book to guide a discussion on trade in India.

Color Transparencies, 147

Independent Practice

Have students fill in the Outline Map *The British in India to 1858* and shade the areas of India brought under British control.

All in One Teaching Resources, Unit 5, p. 76

Monitor Progress

Circulate to make sure students are filling in their Outline Maps accurately. Administer the Geography Quiz.

All in One Teaching Resources, Unit 5, p. 77

Answers

✓ The Sepoy rebellion was caused by changes that violated Hindu beliefs: requiring sepoy to travel and to bite off greased cartridge tips and allowing widows to remarry.

Thinking Critically

1. The British forced Hindu and Muslim soldiers to do things that were against their religious beliefs.
2. northern and central India

The Sepoy Rebellion left a bitter legacy of fear, hatred, and mistrust on both sides. It also brought major changes in British policy. In 1858, Parliament ended the rule of the East India Company and put India directly under the British crown. It sent more troops to India, taxing Indians to pay the cost of these occupying forces. While it slowed the “reforms” that had angered Hindus and Muslims, it continued to develop India for Britain’s own economic benefit.

✓ **Checkpoint** What were the causes of the Sepoy Rebellion in northern and central India?

Impact of British Colonial Rule

After 1858, Parliament set up a system of colonial rule in India called the British Raj. A British **vicero**y in India governed in the name of the queen, and British officials held the top positions in the civil service and army. Indians filled most other jobs. With their cooperation, the British made India the “brightest jewel” in the crown of their empire.

British policies were designed to incorporate India into the overall British economy. At the same time, British officials felt they were helping India to modernize. In their terms, modernizing meant adopting not only Western technology but also Western culture.

An Unequal Partnership Britain saw India both as a market and as a source of raw materials. To this end, the British built roads and an impressive railroad network. Improved transportation let the British sell

Thinking Critically

1. **Draw Conclusions** How was the Sepoy Rebellion a clash of cultures?
2. **Map Skills** Which regions were most affected by the Sepoy Rebellion?

Vocabulary Builder

overall—(OH vur awl) *adj.* total

Differentiated

Instruction

Solutions for All Learners

L1 Special Needs **L2** Less Proficient Readers

Direct students to the Infographic on the Sepoy Rebellion. Have volunteers explain how each picture or artifact is related to the story of the rebellion. Have volunteers explain the sepoy’s complaints and the British point of view. Then have students examine the photos in this section and identify advantages and disadvantages of British rule of India.

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. 220
- Adapted Section Summary, p. 221

Different Views on Culture/Indian Nationalism Grows

L3

Instruct

- **Introduce** Have a volunteer read aloud the last sentence under the black heading *Western Attitudes*. Remind them that the word *arrogant*, used to describe Macaulay's statement, means "full of self-importance." Ask student to describe how this meaning suits Macaulay's quote.
- **Teach** Point out that leaders such as Ram Mohun Roy wanted to combine Western and Indian culture. Meanwhile, British leaders hoped that a Western-educated elite would strengthen British power. Ask **How did the British strategy backfire?** (*Western ideas led to nationalism and calls for self-rule.*)
- **Quick Activity** Have students take the role of Indian nationalists who are opening a new school. Have them decide whether they would establish the school in English, or in one of the major native Indian languages.

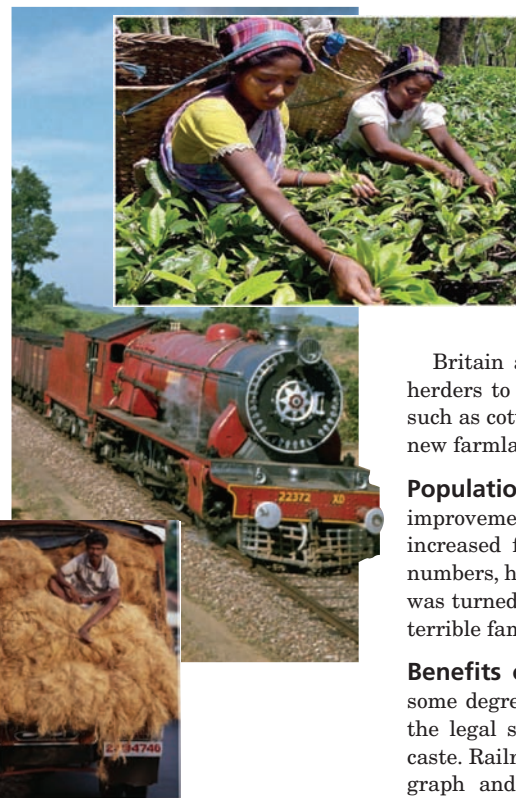
Independent Practice

Biography To help students better understand how educated Indians tried to blend Western with Indian culture, have them read the biography *Rabindranath Tagore* and complete the worksheet.

All in One Teaching Resources, Unit 5, p. 73

Monitor Progress

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



Railroads and Trade

By building thousands of miles of railroads, the British opened up India's vast interior to trade. The British also encouraged Indians to grow tea (top photo) and jute (bottom photo). Today, tea is one of India's biggest crops. *What were some of the benefits of British rule?*

their factory-made goods across the subcontinent and carry Indian cotton, jute, and coal to coastal ports for transport to factories in England. New methods of communication, such as the telegraph, also gave Britain better control of India. After the Suez Canal opened in 1869, British trade with India soared. But it remained an unequal partnership, favoring the British. The British flooded India with inexpensive, machine-made textiles, ruining India's once-prosperous hand-weaving industry.

Britain also transformed Indian agriculture. It encouraged nomadic herders to settle into farming and pushed farmers to grow cash crops, such as cotton and jute, that could be sold on the world market. Clearing new farmlands led to massive **deforestation**, or cutting of trees.

Population Growth and Famine The British introduced medical improvements and new farming methods. Better healthcare and increased food production led to rapid population growth. The rising numbers, however, put a strain on the food supply, especially as farmland was turned over to growing cash crops instead of food. In the late 1800s, terrible famines swept India.

Benefits of British Rule On the positive side, British rule brought some degree of peace and order to the countryside. The British revised the legal system to promote justice for Indians regardless of class or caste. Railroads helped Indians move around the country, while the telegraph and postal system improved communication. Greater contact helped bridge regional differences and develop a sense of national unity.

The upper classes, especially, benefited from some British policies. They sent their sons to British schools, where they were trained for posts in the civil service and military. Indian landowners and princes, who still ruled their own territories, grew rich from exporting cash crops.

✓ **Checkpoint** How did British colonial rule affect Indian agriculture?

Different Views on Culture

Some educated Indians were impressed by British power and technology and urged India to follow a Western model of progress. These mostly upper-class Indians learned English and adopted Western ways. Other Indians felt that the answer to change lay with their own Hindu or Muslim cultures.

Indian Attitudes In the early 1800s, **Ram Mohun Roy** combined both views. A great scholar, he knew Sanskrit, Persian, and Arabic classics, as well as English, Greek, and Latin works. Roy felt that India could learn from the West. He was a founder of Hindu College in Calcutta, which provided an English-style education to Indians. Many of its graduates went on to establish English schools all over the region. While Roy saw the value of Western education, he also wanted to reform traditional Indian culture.

Roy condemned some traditions, such as rigid caste distinctions, child marriage, sati, and **pardah** (PUR duh), the isolation of women in separate quarters. But he also set up educational societies that helped revive pride in Indian culture. Because of his influence on later leaders, he is often hailed today as the founder of Indian nationalism.

Answers

✓ nomadic herders became farmers, farmers grew cash crops, clearing farmland led to deforestation, and the British introduced new farming methods.

Caption a degree of peace and order, improved communication and transportation, a fairer legal system, an increased sense of unity, and better educational opportunities for young men of the upper class

Differentiated

Instruction Solutions for All Learners


L4 Advanced Readers L4 Gifted and Talented

Indian literature is the oldest literature in the world, with some of the Vedas dating back to about 1000 B.C. Have students read an example of Indian literature. Possible works could include an excerpt of the Vedas, a contemporary Indian account of the time period covered in this chapter, such as *The Travels of Dean*

Mahomet, or a work by Rabindranath Tagore, such as *Gitañjali (Song Offerings)*. Help students to find these works or others in the school's library or a local library. Then ask students to present a summary of the example they read to the class.

Western Attitudes The British disagreed among themselves about India. A few admired Indian theology and philosophy. As Western scholars translated Indian classics, they acquired respect for India's ancient heritage. Western writers and philosophers borrowed ideas from Hinduism and Buddhism.

However, most British people knew little about Indian achievements and dismissed Indian culture with contempt. In an essay on whether Indians should be taught in English or their own languages, British historian Thomas Macaulay arrogantly wrote that "a single shelf of a good European library is worth the whole native literature of India and Arabia."

 **Checkpoint** How did Indians and British view each other's culture in the 1800s?

Indian Nationalism Grows

During the years of British rule, a class of Western-educated Indians emerged. In the view of Macaulay and others, this elite class would bolster British power. As it turned out, exposure to European ideas had the opposite effect. By the late 1800s, Western-educated Indians were spearheading a nationalist movement. Schooled in Western ideals such as democracy and equality, they dreamed of ending imperial rule.

Indian National Congress In 1885, nationalist leaders organized the Indian National Congress, which became known as the Congress party. Its members believed in peaceful protest to gain their ends. They called for greater democracy, which they felt would bring more power to Indians like themselves. The Indian National Congress looked forward to eventual self-rule, but supported Western-style modernization.

Muslim League At first, Muslims and Hindus worked together for self-rule. In time, however, Muslims grew to resent Hindu domination of the Congress party. They also worried that a Hindu-run government would oppress Muslims. In 1906, Muslims formed the Muslim League to pursue their own goals. Soon, they were talking of a separate Muslim state.

 **Checkpoint** How are the origins of Indian nationalism linked to British rule?

Section 4 Assessment

Terms, People, and Places

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

Note Taking

2. **Reading Skill: Identify Causes and Effects** Use your completed flowchart to answer the Focus Question: How did Britain gradually extend its control over most of India, despite opposition?

Comprehension and Critical Thinking

3. **Recognize Cause and Effect** What were the causes and effects of the Sepoy Rebellion?
4. **Draw Conclusions** What were the positive and negative effects of British rule on Indians?
5. **Analyze Information** How did British rule lead to growing Indian nationalism?

Progress Monitoring Online

For: Self-quiz with vocabulary practice
Web Code: naa-2441

Writing About History

Quick Write: Draft an Opening Paragraph Write an opening paragraph for a persuasive essay on whether the British were right to pass laws that tried to reform the caste system. Remember that the first few sentences of your draft are your chance to build interest in your topic. Add details that will help grab the reader's attention.


Assess and Reteach

Assess Progress

L3

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


 **Teaching Resources, Unit 5, p. 66**


- To further assess student understanding, use  **Progress Monitoring Transparencies, 102**


Reteach

L1 L2

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

 **Reading and Note Taking Study Guide, p. 221** L3

 **Adapted Reading and Note Taking Study Guide, p. 221** L1 L2



 **Spanish Reading and Note Taking Study Guide, p. 221** L2

Extend

L4

Have students research the economic relationship between Britain and India today. Have them draw diagrams or graphic organizers to describe their findings.

Answers

-  Some Indians adopted Western culture, while others favored a mixture of Western and Indian culture. A few British respected Indian culture, but most disparaged it.
-  British rule led to schooling in Western ideals of democracy, which led to nationalism.

Section 4 Assessment

1. Most of the terms are related to British imperialism in India (*sepoy*, *viceroi*, *deformation*) or Hindu customs targeted by the British (*sati*, *purdah*).
2. The British East India Company exploited Indian diversity and used its monopoly to extend control over most of India; then the British government took over.
3. Cause: British rules that violated Hindu beliefs; Effects: distrust and hatred on

- both sides and more direct control of India by the British
4. Positive: improved transportation, communication, medical care, farming methods, order, justice, and education; Negative: exploitation, destruction of local industry, deforestation, and famine
5. Western-educated Indians learned ideas about democracy, which they applied to their situation.

Writing About History

Responses should include opening sentences with interesting details that build to a clear thesis statement taking a strong position.

For additional assessment, have students access **Progress Monitoring Online** at **Web Code naa-2441**.

Technology

Objectives

- Describe how technology changes the way people live and work
- Understand changes in society due to refrigeration, plastics, and the transistor

Build Background Knowledge L3

Ask students to recall how railroads changed Indian society? (*greater access to worldwide markets; more communication and travel between regions of India, leading to greater national unity*) Then ask them to name some other examples of technology and how they changed society.

Instruct

Work with students to analyze how each of the three technologies changed daily life. Ask them to consider how life today would be different if the automobile had never been invented. Then direct students' attention to the question at the top of the page, **How has technology changed the way people live and work?** Help the class summarize the kinds of changes that often come with new technology. Point out that each change often leads to a chain of effects.

Independent Practice

Concept Connector Have students fill in the Concept Connector worksheet on technology, which includes additional examples and critical thinking questions.



Reading and Note Taking
Study Guide, p. 375

Monitor Progress

Circulate to make sure that students are filling in their Concept Connector worksheets accurately.

Thinking Critically

1. Sample: Container ships allowed speedier delivery of goods and lower prices; improved automobiles led people to build more roads, move to suburbs, and travel more; airplanes also led to more travel by reducing the amount of time needed to get from one place to another.
2. Responses should show specific research and thought about the effects of the chosen technology on how people live and work. An example might discuss the development of hybrid cars which operate on both electricity and gas.



How has technology changed the way people live and work?

The British colonized India to extract its natural resources and to sell British-made products. To serve these ends, Britain made sure that the Suez Canal, its shipping "lifeline" to India, remained open. Britain also built a massive railway system to carry finished goods into India and raw materials out. The introduction of railway technology changed India and encouraged a spirit of nationalism. As the following examples demonstrate, advances in transportation technology always have the potential of changing society.

Container Ships

By the early 1900s, diesel ships replaced the sailing and steam-powered ships that had carried British goods to India years before. Some shippers had begun putting cargo in sealed, standard-sized containers for easier handling. By the 1960s, specially designed container ships could transport hundreds of the locked and sealed cargo boxes. Shippers developed automated equipment to unload and store the containers quickly. These containers fit perfectly onto truck trailers and railroad flatcars. The new technology greatly increased the efficiency of shipping goods, while reducing the cost.

Freight Transport Billion tkm*

	Road	Rail	Sea
European Union	1,516	358	1,254
United States	1,534	2,183	414
Japan	313	22	244
China	597	1,362	NA
Russia	22	1,434	93

* Tons per kilometer
NA Not available
SOURCE: EUROPA Statistical Pocketbook Online, 2004

Automobiles

Like the first machine-powered ships, the earliest automobiles ran on steam power. That changed, however, after the invention of the internal-combustion gasoline engine in 1878. Until the early 1900s, cars served mainly as recreational vehicles for the rich. Then Henry Ford mass produced his inexpensive Model T. By 1930, more than 25 million cars were on the road in the United States alone. The rise of the automobile changed industrialized societies. Networks of roads and highways grew. Suburbs blossomed. More people traveled than ever before.

Airplanes

Decades after the Wright brothers made their first successful flight in 1903, only the most adventurous people traveled by air. In 1940, airliners began to have pressurized cabins that allowed them to fly above turbulence. Other technological innovations, including radar, made airplanes safer. By 1960, more Americans traveled from city to city on planes than on trains and buses, and air travel had replaced ships as the leading way to cross the Atlantic. Today, airlines throughout the world carry millions of passengers each year.

Thinking Critically

1. How did each of these transportation technologies affect people's lives?
2. **Connections to Today** Learn more about a present-day advance in transportation technology. Write a summary of how this innovation may change the way people live or work.



History Background

Transportation and the Mail Advances in transportation technology improved the speed and delivery of the mail. In the early 1800s, mail in the United States traveled along lonely roads carried by a mounted rider or by coach. By mid-century, railroads replaced horses in carrying the mail. Not only did letters travel faster by train, but sorting the mail while it

traveled by train also saved time. The invention of the steamship allowed the mail to travel faster on rivers and by sea to new settlements on the West Coast. The invention of the airplane was another leap forward. The postal service was the primary supporter of the aviation industry in the United States following World War I.