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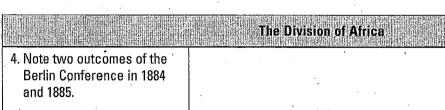




Guided reading $\ The \ Scramble \ for \ Africa$

A. *Determining Main Ideas* As you read about the European colonization of Africa, fill out the chart by writing notes in the appropriate spaces.

	The Forces of Imperialism
Note three motives behind the European race for colonies.	
Note two technological advantages Europeans had over the Africans.	
3. Note two factors within Africa that made it vulnerable to European conquest.	



5. Note three groups that clashed over territory and	
resources in South Africa.	
6. Note one outcome of the Boer War.	

B. Analyzing Causes and Recognizing Effects On the back of this paper, explain the concepts of racism and Social Darwinism and how they relate to the policy of imperialism.



GUIDED READING Imperialism Case Study: Nigeria

A. Clarifying As you read this section, take notes to answer the questions.

European nations used various 1. How did the British control Nigeria and other British colonies?								
	\				-	 	,	
2. What method of management did the French use with their colonies?	•		.•	•				

African societies tried to resist	Europe	an atte	npts at	coloniza	ition.				c i	
3. How did Algeria's resistance to French rule differ from the East Africans' resistance to German rule?				1			-			
4. Why was Ethiopia able to successfully resist European rule?								,		1

European colonial rule greatly tr	ansfor	med Af	rican	society						
5. How did Africans benefit from colonial rule?						•				
6. What were the negative con- sequences of colonial rule for the African continent?		-	-	÷.	-				•	

B. Summarizing On the back of this paper, explain the policies of paternalism and assimilation.

				* · · · · · · · · · · · · · · · · · · ·
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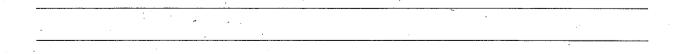


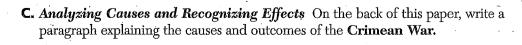
GUIDED READING Europeans Claim Muslim Lands

A. Analyzing Causes and Recognizing Effects	As you read this section, explain
how each of the factors listed contributed to the	e decline of Muslim states.

1. Death of Suleyman I		
	>	
2. Rise of nationalism		
3. Geopolitics		
1		
4. Construction of the Suez Canal	- →	
5. Discovery of oil in Persia		
	>	
12.5 No. 2018.5 Alican Marke 1979 Marketter and the array of the first of the control of the con		

5.	. Determining Main Ideas	Describe the policies Et	uropean nations used to gain	•		
	control of Muslim lands.	· -				
					•	
					<u> </u>	







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GUIDED READING British Imperialism in India

A. Analyzing Causes and Recognizing Effects As you read about imperialism in India, briefly note the cause or effect (depending on which is missing) of each situation.

	Causes	Effects
1.		East India Company gains control of India.
	Esperiments.	
2. British	establish a railroad network in India.	
	NOTE AND	
3.		Villagers are no longer self-sufficient; food production declines and famine sets in.
	Dept. de service de la constante de la constan	production declines and runnine sets in.
	poy Mutiny occurs and uprisings spread uch of northern India.	
	MMateria	
5.		Indians form Indian National Congress and then the Muslim League, which eventually call for self-government.
	MARCHES	
6. British p	partition Bengal into Hindu and Muslim s.	
	Market 2014	

B. Drawing Conclusions On the back of this paper, explain why the British viewed

Vlamo	Date	
Name	Date	



GUIDED READING Imperialism in Southeast Asia

A. Clarifying As you read about the colonization of Southeast Asia, write notes about each group.				
. Dutch East India Compa	iny .			
ands claimed	- Major-products	Impact of colonization		
2. British		High state of the		
Lands claimed	Immigration policy	Impact of colonization		
3. French				
ands claimed	Method of management	Impact of colonization `		
4. Americans				
ands claimed	Method of management	Impact of colonization		

King Mongkut

Emilio Aguinaldo

Liliuokalani



BUILDING VOCABULARY The Age of Imperialism

A.				n the second column with the term or name in late letter next to the word.	**************************************	
	1.	imperialism	a.	Filipino nationalist leader who fought against U.S. colonization of the Philippine Islands		
		racism	b,	Hawaiian ruler who tried to restore the political power of Hawaiians		,
	3.	Social Darwinism	c.	Dutch settlers of South Africa		
	4.	Boer	d.	belief that one race is superior to others		
	5.	paternalism	e.	Ethiopian leader who succeeded in resisting European colonization		
	6.	Emilio Aguinaldo	f.	theory that those who are fittest for survival enjoy wealth and success and are superior to others		
	7.	Menelik II	g.	policy of governing people in a parental way by providing for their needs but not giving them rights		•
	<u> </u>	Queen Liliuokalani	h.	seizure of a country or territory by a stronger country		E
В.	Comple	etion Select the term or	r na	me that best completes the sentence.		
•	Berlin C geopolit	Conference Boer cics Crim		ar Suez Canal annexation a War , assimilation Raj		
	1. The	Dutch settlers of South	Afri	ca fought against the British in the		
				neeting in which 14 European nations established rules consulting African rulers.		ָרָם מ
	3. The	period of British rule ov	er I	ndia from 1757 until 1947 is called the	,	ohte ree
	4. An in	nterest in or taking of la	nd f	or its strategic location or products is called	-•	ΔII
		human-made waterway le Mediterranean is the	that	cuts through the Isthmus of Suez and connects the Red Sea		or letter
	6. The	combined forces of the	Otto	oman Empire, Britain, and France defeated Russia in the		
	1					0
C.	Writing	Write a brief news acco	ount	of the Sepoy Mutiny using the following terms.		
	"jewel :	in the crown" sep	oy	Sepoy Mutiny		



SKILLBUILDER PRACTICE Analyzing Bias

An author's bias can be revealed through such clues as tone, loaded language, and appeals to the reader's emotions. Bias is a one-sided, prejudiced point of view. As you read the passage below, look for clues that signal the author's point of view. Then answer the questions below. (See Skillbuilder Handbook.)

very Englishman is born with a certain miraculous power that makes him master of the world. When he wants a thing he never tells himself that he wants it. He waits patiently till there comes into his head, no one knows how, a burning conviction that it is his moral and religious duty to conquer those who have got the thing he wants. Then he . . . conquers half the world and calls it Colonization. When he wants a new market for his adulterated Manchester goods, he sends a missionary to teach the natives the gospel of peace. The natives kill the missionary: he flies to arms in defense of Christianity; fights for it; conquers for it; and

takes the market as a reward from heaven.

You will never find an Englishman in the wrong. He does everything on principle. He fights you on patriotic principles; he robs you on business principles; he enslaves you on imperial principles; he bullies you on manly principles; he supports his king on loyal principles, and cuts off his king's head on republican principles. His watchword is always duty; and he never forgets that the nation which lets its duty get on the opposite side to its interest is lost.

from George Bernard Shaw, The Man of Destiny, 1905

				•		
:					··································	<u> </u>
		•	,			
2. What a	re some words ir	n the passage th	nat reflect valu	e judgments and	appeal to	
the rea	der's emotions?					
		. ,		•		
						·
					•	
3. Which	statements are f	actual? Which	statements are	opinions or judg	gments?	
3. Which	statements are fa	actual? Which	statements are	opinions or judg	gments?	
3. Which	statements are f	actual? Which	statements are	opinions or judg	gments?	
				opinions or judg	gments?	
	statements are factorial statements are factor			opinions or judg	gments?	
				opinions or judg	gments?	
4. How w		e the tone of the		opinions or judg	gments?	

GEOGRAPHY APPLICATION: MOVEMENT

David Livingstone Explores Southern Africa

Directions: Read the paragraphs below and study the map carefully. Then answer the questions that follow.

Cottish explorer David Livingstone, born in 1813, explored southern Africa on three different expeditions from 1841–1873. He journeyed there to bring "Christianity, commerce, and civilization" to the heart of the continent.

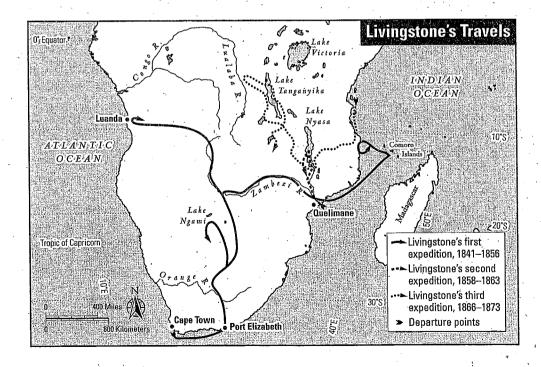
In 1841, Africa was a mystery to many Europeans. They thought of it as dry and infertile with little commercial value. However, Livingstone amazed them during his travels by sending back reports of a continent filled with lush forests, huge waterfalls, and massive grasslands. Initially, Livingstone's goal was to convert Africans to Christianity. However, that soon gave way to exploration and the attempt to discover trade routes that could undercut and possibly end the slave trade.

Livingstone also covered a great deal of territory. In 1855, he explored the turbulent and wild waters of the Zambezi River, which funnels into a great waterfall. He named it the Victoria Falls in honor of his monarch, Queen Victoria. In addition, his journeys across sub-Saharan Africa were the first by

a European and rank as one of the greatest land explorations in history.

During his travels, Livingstone survived a variety of hardships that killed many of his companions. Aside from the extreme heat, driving rain, and knee-deep mud, Livingstone suffered under the constant threat that the men traveling with him might mutiny and kill him. In addition, Livingstone battled repeated attacks of malaria. He also suffered from terrible headaches, dizziness, vomiting, and diarrhea. In one three-year stretch, he endured 27 attacks of fever. Livingstone was even mauled by a lion, an attack that permanently damaged his left hand.

Livingstone died in 1873 at the end of his third expedition. By that time, he had influenced attitudes toward Africa all over the Western world. Despite traditional thinking of the time that European culture was superior, Livingstone truly believed in Africa's ability to advance to the modern world.



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iterpr	eting Text and Visuals
1. Wer	re any of Livingstone's explorations in the northern hemisphere? Explain.
2. Nan	ne two lakes in eastern Africa that Livingstone explored
3. Dur	ring which expedition did Livingstone travel on the ocean?
4. Wh	at large river flowing into the Indian Ocean did he travel along?
5. Abo	out how many miles did he travel from Port Elizabeth to Luanda to Quelimane?
	ring which expedition did Livingstone cover the most territory and where did this journ
7. Des	scribe some of the problems that Livingstone encountered on his travels.

8. Wh	at were the three primary reasons that Livingstone undertook his journeys?
	1 / J
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PRIMARY SOURCE British Contract with an African King

In 1888 Cecil Rhodes sent three agents of his South Africa Company—Charles Rudd, Rochfort Maguire, and Francis Thompson—to see the king of the Ndebele people. The mining company agents persuaded the African king Lo Bengula to sign a contract granting the British mining rights. Later, Lo Bengula said that he had been tricked into signing the agreement, and he wrote a letter of protest to Queen Victoria of Great Britain. What were the terms of this contract?

now all men by these presents, that whereas Charles Dunell Rudd, of Kimberley; Rochfort Maguire, of London; and Francis Robert Thompson. of Kimberley, hereinafter called the grantees, have covenanted and agreed, and do hereby covenant and agree, to pay to me, my heirs and successors, the sum of one hundred pounds sterling, British currency, on the first day of every lunar month; and, further, to deliver at my royal kraal one thousand Martini-Henry breech-loading rifles, together with one hundred thousand rounds of suitable ball cartridge, five hundred of the said rifles and fifty thousand of the said cartridges to be ordered from England forthwith and delivered with reasonable dispatch, and the remainder of the said rifles and cartridges to be delivered as soon as the said grantees shall have commenced to work mining machinery within my territory; and further, to deliver on the Zambesi River a steamboat with guns suitable for defensive purposes upon the said river, or in lieu of the said steamboat, should I so elect to pay to me the sum of five hundred pounds sterling, British currency. On the execution of these presents, I, Lo Bengula, King of Matabeleland, Mashonaland, and other adjoining territories, in exercise of my council of indunas, do hereby grant and assign unto the said grantees, their heirs, representatives, and assigns, jointly and severally, the complete and exclusive charge over all metals and minerals situated and contained in my kingdoms. principalities, and dominions, together with full power to do all things that they may deem necessary to win and procure the same, and to hold, collect, and enjoy the profits and revenues, if any, derivable

from the said metals and minerals, subject to the aforesaid payment; and whereas I have been much molested [of] late by diverse persons seeking and desiring to obtain grants and concessions of land and mining rights in my territories, I do hereby authorise the said grantees, their heirs, representatives, and assigns, to take all necessary and lawful steps to exclude from my kingdom, principalities, and dominions all persons seeking land, metals, minerals, or mining rights therein, and I do hereby undertake to render them all such needful assistance as they may from time to time requiré for the exclusion of such persons, and to grant no concessions of land or mining rights from and after this date without their consent and concurrence; provided that, if at any time the said monthly payment of one hundred pounds shall cease [the agreement's end dates from] the last-made payment.

from Sir Lewis Mitchell, The Life of the Right Honorable Cecil John Rhodes, Vol. 1 (London: 1910), 244–245. Reprinted in Peter N. Stearns, ed., Documents in World History, Vol. II (New York: Harper Collins, 1988), 102–103.

Discussion Questions

Recognizing Facts and Details

- 1. What was the king to receive from the British mining company?
- 2. What did the king agree to give the British mining company?
- 3. **Drawing Conclusions** Why do you think the British mining company agents wanted to obtain mining rights through a contract rather than taking them by force?



PRIMARY SOURCE Letter from Menelik II

From 1889 to 1913, Emperor Menelik II ruled Ethiopia, the only African nation to resist colonization. He wrote the following letter to the caliph of the Sudan to express his opposition to European expansion and his desire to strengthen his alliance with the Sudan. How did Menelik II intend to resist European attempts to colonize his country?

This is to inform you that the Europeans who **L** are present round the White Nile with the English have come out from both the east and the west, and intended to enter between my country and yours and to separate and divide us. And I, when I heard of their plan, dispatched an expedition, sending detachments in five directions. The group [of Europeans] who are near are the English and the French, who are located in the direction from which the Belgians came. And do you remember when I sent to you Kantiba Jiru, you wrote to me by him that you have men in the direction from which the Belgians came?; and I ordered the chiefs of [my] troops that if they met with them, they were to parley with them and explain [my] intention. And now I have ordered my troops to advance towards the White Nile. And perhaps [if] you heard the news from merchants or from others you might misunderstand my action, [so now] I have written to you so that you would understand the object [of this expedition.

And you look to yourself, and do not let the Europeans enter between us. Be strong, lest if the

Europeans enter our midst a great disaster befall us and our children have no rest. And if one of the Europeans comes to you as a traveler, do your utmost to send him away in peace; and do not listen to rumors against me. All my intention is to increase my friendship with you, and that our countries may be protected from [their] enemies.

from G.N. Sanderson, "The Foreign Policy of Negus Menelik" in the Journal of African History, Vol. 5, 1964. Reprinted in Alvin M. Josephy, Jr., ed., The Horizon History of Africa (New York: American Heritage, 1971), 429.

Discussion Questions

Summarizing

- 1. According to Menelik II, what was the Europeans' plan?
- 2. What steps did Menelik II take in response to the Europeans' plan?
- 3. Making Inferences Based on your reading of this letter, what can you infer about the methods some European countries used to control African land and peoples?





PRIMARY SOURCE Letter Opposing the English

by Moulavy Syad Kutb Shah Sahib

During British imperial rule in the 19th century, many Indians believed that the British were trying to force them to convert to Christianity. In a letter, Muslim leader Moulavy Syad Kutb Shah Sahib issued a warning to Hindus and Muslims in order to protect them from the British. The following excerpt from his letter reflects Indians' resentment toward the British because of religious differences. What course of action did Moulavy Syad Shah recommend Indians should take?

he English are people who overthrow all religions. You should understand well the object of destroying the religions of Hindustan; they have for a long time been causing books to be written and circulated throughout the country by the hands of their priests, and, exercising their authority, have brought out numbers of preachers to spread their own tenets: this has been learned from one of their own trusted agents. . . . [The English] ordered the Brahmans and others of their army to bite cartridges, in the making up of which fat had been used. The Mussulman [Muslim] soldiers perceived that by this expedient the religion of the Brahmans and Hindus only was in danger, but nevertheless they also refused to bite them. On this the English now resolved on ruining the faith of both. . . . It is now my firm conviction that if these English continue in Hindustan they will kill every one in the country, and will utterly overthrow our religions. . . . Under these circumstances, I would ask, what course have you decided on to protect your lives and faith? Were your views and mine the same, we might destroy them entirely with a very little trouble, and if we do so, we shall protect our religions and save the country. . . . All you Hindus are hereby solemnly adjured, by your faith in Ganges, Tulsi, and Saligram; and all you Mussulmans, by your belief in God and the Koran, as these English are the common enemy of both, to unite in considering their slaughter extremely expedient, for by this alone will the lives and faith of both be saved. It is expedient, then, that you should coalesce and slay them. The slaughter of kine [cows] is regarded by the Hindus as a great insult to their religion. To prevent this a solemn compact and agreement has been entered into by all the Mahomedan chiefs of Hindustan, binding themselves, that if the Hindus will come forward to slay the English, the Mahomedans will from that very day put a stop to the slaughter of cows, . . . but if the Hindus will not

gird their loins to kill the English, but will try to save them, they will be as guilty in the sight of God as though they had committed the sins of killing cows and eating flesh. Perhaps the English may, for their own ends, try to assure the Hindus that as the Mussulmans have consented to give up killing cows from respect for the Hindu religion, they will solemnly engage to do the same, and will ask the Hindus to join them against the Mussulmans; but no sensible man will be gulled by such deceit, for the solemn promises and professions of the English are always deceitful and interested. Once their ends are gained they will infringe their engagements, for deception has ever been habitual with them, and the treachery they have always practised on the people of Hindustan is known to rich and poor. Do not therefore give heed to what they may say. . . . I trust you will all write answers approving of what has been proposed herein. This letter has been printed under the direction of Moulavy Syad Kutb Shah Sahib, at the Bahaduri press, in the city of Bareilly.

from Selections from the Records of the Government of Punjab and its Dependencies, New Series, No. VII (Lahore: Punjab Printing Company, Ltd., 1870), 173–175. Reprinted in Peter N. Stearns, ed., Documents in World History, Vol. II (New York: Harper Collins, 1988), 70–72.

Discussion Questions

Clarifying

- 1. According to this letter, why were the English a threat to Indians?
- 2. What course of action did Moulavy Syad Shah believe Indians should take against the English?
- 3. Analyzing Causes and Recognizing Effects
 What connections, if any, do you perceive
 between the attitudes expressed in this letter and
 the outbreak of the Sepoy Mutiny?



PRIMARY SOURCE In Favor of Imperialism

Speech by Albert Beveridge

While running for the Senate in 1898, Indiana's Albert Beveridge gave a campaign speech in which he explained why the United States should keep the Philippines. As you read this excerpt, consider his arguments in favor of U.S. imperialism.

t is a noble land that God has given us; a land Lathat can feed and clothe the world; a land whose coastlines would enclose half the countries of Europe; a land set like a sentinel between the two imperial oceans of the globe, a greater England with a nobler destiny. It is a mighty people that He has planted on this soil; a people sprung from the most masterful blood of history; . . . a people imperial by virtue of their power, by right of their institutions, by authority of their heaven-directed purposes—the propagandists and not the misers of liberty.

It is a glorious history our God has bestowed upon His chosen people; a history whose keynote was struck by the Liberty Bell; a history heroic with faith in our mission and our future; a history of statesmen who flung the boundaries of the republic out into unexplored lands and savage wildernesses; a history of soldiers who carried the flag across the blazing deserts and through the ranks of hostile mountains, even to the gates of sunset; a history of a multiplying people who overran a continent in half a century. . . .

Therefore, in this campaign, the question is larger than a party question. It is an American question. It is a world question. Shall the American people continue in their restless march toward the commercial supremacy of the world? Shall free institutions broaden their blessed reign as the children of liberty wax in strength, until the empire of our principles is established over the hearts of all mankind?...

God bless the soldiers of 1898, children of the heroes of 1861, descendants of the heroes of 1776! In the halls of history they will stand side by side with those elder sons of glory, and the opposition to the government at Washington shall not deny them. No! They shall not be robbed of the honor due them, nor shall the republic be robbed of what they won for their country. . . .

Hawaii is ours; Puerto Rico is to be ours; at the prayer of the people, Cuba will finally be ours; . . . at the very least the flag of a liberal government is to float over the Philippines, and I pray God it may be the banner that Taylor unfurled in Texas and Frémont carried to the coast—the stars and stripes of glory.

The march of the flag! . . .

Think of the thousands of Americans who will pour into Hawaii and Puerto Rico when the republic's laws cover those islands with justice and safety! Think of the tens of thousands of Americans who will invade mine and field and forest in the Philippines when a liberal government . . . shall establish order and equity there! Think of the hundreds of thousands of Americans who will build a soap-and-water, common-school civilization of energy and industry in Cuba when a government of law replaced the double reign of anarchy and tyranny. Think of the prosperous millions that empress of islands will support when, obedient to the law of political gravitation, her people ask for the highest honor liberty can bestow, the sacred Order of the Stars and Stripes, the citizenship of the Great Republic!

from Thomas B. Reed, ed., Modern Eloquence, Vol. XI (Philadelphia, 1903), 224–243.

Discussion Questions

Clarifying

- 1. Whose hand did Beveridge see in America's destiny?
- 2. According to Beveridge, what would Hawaii, Puerto Rico, the Philippines, and Cuba gain from their association with the United States?
- 3. Drawing Conclusions Which arguments for the expansion of the American empire do you find most persuasive?



LITERATURE SELECTION

"The Burial" by Rudyard Kipling

Section 1

Rudyard Kipling (1865–1936), a British poet, novelist, and short-story writer, lived in India during the time of British imperial rule. He believed that imperialism brought important benefits to the people of Asia and Africa. In his writings, Kipling expressed the belief that the work of the British government was noble and honorable. His elegy for British financier and colonizer Cecil Rhodes, "The Burial," echoes these sentiments. Rhodes chose for his burial site the Matoppos—or Matopo Hills—in present-day Zimbabwe (formerly Rhodesia), a colony Rhodes founded. Why does Kipling admire Rhodes?

(C. J. Rhodes, buried in the Matoppos, April 10, 1902)

When that great Kings return to clay,
Or Emperors in their pride,
Grief of a day shall fill a day,
Because its creature died.
But we—we reckon not with those
Whom the mere Fates ordain,
This Power that wrought on us and goes
Back to the power again.

Dreamer devout, by vision led
Beyond our guess or reach,
The travail of his spirit bred
Cities in place of speech.
So huge the all-mastering thought that droveSo brief the terms allowed—
Nations, not words, he linked to prove
His faith before the crowd.
It is his will that he look forth
Across the world he won—
The granite of the ancient North—
Great spaces washed with sun.

There shall he patient take his seat (As when the Death he dared),

And there await a people's feet
In the paths that he prepared.
There, till the vision he foresaw
Splendid and whole arise,

And unimagined Empires draw
To council 'neath the skies,
The immense and brooding Spirit still
Shall quicken and control.
Living he was the land, and dead,
His soul shall be her soul!

Research Options

- 1. Using Research in Writing Find out more about Cecil Rhodes. Then write a brief biographical sketch and share it with the class. Discuss with your classmates whether you agree with Kipling's assessment of Rhodes in "The Burial."
- 2. **Determining Word Meaning** Use a dictionary, an encyclopedia, or a handbook of literary terms to find a definition of *elegy*. Then discuss with your classmates whether it was appropriate for Kipling to write an elegy about Cecil Rhodes.

Name





LITERATURE SELECTION from Things Fall Apart by Chinua Achebe

Nigerian novelist Chinua Achebe grew up in a small Igbo village near the Niger River. His novel Things Fall Apart, written in 1958, shows how European colonization led to the breakdown of age-old patterns of African village life. Achebe illustrates this theme by focusing upon the story of Okonkwo, a respected man in the traditional Igbo village of Umuofia, who finds himself powerless to halt the changes Europeans are bringing to his land. The following excerpt takes place after Okonkwo and five other villagers have been arrested, imprisoned, and fined for destroying a Christian church in retaliation for Christians' crimes against the Igbo religion. After the men are released, Okonkwo recalls life before the Europeans came to Umuofia. What is Okonkwo's response to the Europeans?

As he thought of these things he heard the sound of the [town crier's] iron gong in the distance. He listened carefully, and could just hear the crier's voice. But it was very faint. He turned on his bed and his back hurt him. He ground his teeth. The crier was drawing nearer and nearer until he passed by Okonkwo's compound.

"The greatest obstacle in Umuofia." Okonkwo thought bitterly, "is that coward, Egonwanne. His sweet tongue can change fire into cold ash. When he speaks he moves our men to impotence. If they had ignored his womanish wisdom five years ago, we would not have come to this." He ground his teeth. "Tomorrow he will tell them that our fathers never fought a 'war of blame.' If they listen to him I shall leave them and plan my own revenge."

The crier's voice had once more become faint, and the distance had taken the harsh edge off his iron gong. Okonkwo turned from one side to the other and derived a kind of pleasure from the pain his back gave him. "Let Egonwanne talk about a 'war of blame' tomorrow and I shall show him my back and head." He ground his teeth.

The market-place began to fill as soon as the sun rose. Obierika was waiting in his obi [large living quarters of the head of the family] when Okonkwo came along and called him. He hung his goatskin bag and his sheathed matchet on his shoulder and went out to join him. Obierika's hut was close to the road and he saw every man who passed to the market-place. He had exchanged greetings with many who had already passed that morning.

When Okonkwo and Obierika got to the meeting-place there were already so many people that if one threw up a grain of sand it would not find its way to the earth again. And many more people were coming from every quarter of the nine villages. It warmed Okonkwo's heart to see such strength of numbers. But he was looking for one man in particular, the man whose tongue he dreaded and despised so much.

"Can you see him?" he asked Obierika. "Who?"

"Egonwanne," he said, his eyes roving from one corner of the huge market-place to the other. Most of the men were seated on goatskins on the ground. A few of them sat on wooden stools they had brought with them.

"No," said Obierika, casting his eyes over the crowd. "Yes, there he is, under the silk-cotton tree. Are you afraid he would convince us not to fight?"

"Afraid? I do not care what he does to you. I despise him and those who listen to him. I shall fight alone if I choose."

They spoke at the top of their voices because everybody was talking, and it was like the sound of a great market.

"I shall wait till he has spoken," Okonkwo thought.,"Then I shall speak."

"But how do you know he will speak against war?" Obierika asked after a while.

"Because I know he is a coward," said
Okonkwo. Obierika did not hear the rest of what he
said because at that moment somebody touched his
shoulder from behind and he turned round to
shake hands and exchange greetings with five or six
friends. Okonkwo did not turn around even though
he knew the voices. He was in no mood to
exchange greetings. But one of the men touched
him and asked about the people of his compound.

"They are well," he replied without interest.



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The first man to speak to Umuofia that morning was Okika, one of the six who had been imprisoned. Okika was a great man and an orator. But he did not have the booming voice which a first speaker must use to establish silence in the assembly of the clan. Onyeka had such a voice; and so he was asked to salute Umuofia before Okika began to speak.

"Umuofia kwenu!" he bellowed, raising his left arm and pushing the air with his open hand.

"Yaa!" roared Umuofia.

"Umuofia-kwenu!" he bellowed again, and again and again, facing a new direction each time. And the crowd answered, "Yaa!"

There was immediate silence as though cold water had been poured on a roaring flame.

Okika sprang to his feet and also saluted his clansmen four times. Then he began to speak:

"You all know why we are here, when we ought to be building our barns or mending our huts, when we should be putting our compounds in order. My, father used to say to me: Whenever you see a toad jumping in broad daylight, then know that something is after its life.' When I saw you all pouring into this meeting from all the quarters of our clan so early in the morning, I knew that something was after our life." He paused for a brief moment and then began again:

"All our gods are weeping. Idemili is weeping. Ogwugwu is weeping, Agbala is weeping, and all the others. Our dead fathers are weeping because of the shameful sacrilege they are suffering and the abomination we have all seen with our eyes." He stopped again to steady his trembling voice.

"This is a great gathering. No clan can boast of greater numbers or greater valour. But are we all here? I ask you: Are all the sons of Umuofia with us here?" A deep murmur swept through the crowd.

"They are not," he said. "They have broken the clan, and gone their several ways. We who are here this morning have remained true to our fathers, but our brothers have deserted us and joined a stranger to soil their fatherland. If we fight the stranger we shall hit our brothers and perhaps shed the blood of a clansman. But we must do it. Our fathers never dreamt of such a thing, they never killed their brothers. But a white man never came to them. So we must do what our fathers would never have done. Eneke the bird was asked why he was always on the wing and he replied: 'Men have learnt to shoot without missing their mark and I

have learnt to fly without perching on a twig.' We must root out this evil. And if our brothers take the side of evil we must root them out too. And we must do it now. We must bale [bail] this water now that it is only ankle-deep. . . . "

At this point there was a sudden stir in the crowd and every eye was turned in one direction. There was a sharp bend in the road that led from the market-place to the white man's court, and to the stream beyond it. And so no one had seen the approach of the five court messengers until they had come round the bend, a few paces from the edge of the crowd. Okonkwo was sitting at the edge.

He sprang to his feet as soon as he saw who it was. He confronted the head messenger, trembling with hate, unable to utter a word. The man was fearless and stood his ground, his four men lined up behind him.

In that brief moment the world seemed to stand still, waiting. There was utter silence. The men of Umuofia were merged into the mute backcloth of trees and giant creepers, waiting.

The spell was broken by the head messenger. "Let me pass!" he ordered.

"What do you want here?"

"The white man whose power you know too well has ordered this meeting to stop."

In a flash Okonkwo drew his matchet. The messenger crouched to avoid the blow. It was useless. Okonkwo's matchet descended twice and the man's head lay beside his uniformed body.

The waiting backcloth jumped into tumultuous life and the meeting was stopped. Okonkwo stood looking at the dead man. He knew that Umuofia would not go to war. He knew because they had let the other messengers escape. They had broken into tumult instead of action. He discerned fright in that tumult. He heard voices asking: "Why did he do it?"

He wiped his matchet on the sand and went away.

Activity Option

Recognizing Point of View

With a group of classmates, role-play an informal debate among villagers of Umuofia about whether to go to war with the Europeans. Before you begin, think about the pros and cons of going to war based on your reading of Chapter 27 and this excerpt from Achebe's novel. Be sure to support your opinions with facts and reasons.



HISTORYMAKERS Menelik II

Preserver of Independence

"In administration, as in 'high politics' and diplomacy where he scarcely made a false move after 1878. Menelik understood the limits of the possible, kept his objectives clearly in sight, and had an almost unerring eye for the means best suited to attain those objectives."—Historians Ronald Oliver and G. N. Sanderson

s foreign powers carved up Africa in the late 1800s, the nation of Ethiopia remained independent. This occurred because of the skill of Emperor Menelik II, who defended his country against voracious imperial appetites in Europe.

Menelik II was born as Sahle Miriam, the son of the king of Shoa, a part of Ethiopia. The king of Shoa was ruled by the emperor of Ethiopia. However, Shoa, on the southern border, was more independent of the emperor than most kingdoms. That ended in 1855, when the emperor invaded Shoa. The king died, the land was seized, and Sahle—only 11 years old—was taken prisoner. He was held captive for ten years.

In 1865, Sahle escaped back to Shoa and declared himself king. He ruled the region for more than 20 years, slowly gathering strength. For most of those years, the emperor of Ethiopia was Yohannes IV. Sahle outwardly showed loyalty to him by paying the tribute and sending soldiers to help him put down rebellions. Meanwhile, Sahle fortified his own power so he could challenge the emperor.

In preparing, Sahle took three steps. First, he made his kingdom larger with new conquests to the south and east. Second, he made his army stronger by buying guns from Europeans. Third, he gained support from Italy through a secret agreement. In the late 1880s, Yohannes's power weakened. He proved unable to check the growing influence of the Italians, who wanted to gain a foothold in Ethiopia. He also could not stop the Muslims in the Sudan, which bordered Ethiopia. As Sahle moved to challenge Yohannes, the emperor died in a fight against the Sudanese. Sahle became emperor. In taking Menelik II as his ruling name, he reached back in Ethiopian history. Menelik I had been the name of the son of Solomon and the Queen of Sheba who, by legend, had ruled many centuries before.

Only one king refused to recognize Menelik II as emperor. Yohannes's son claimed the throne for himself. Menelik, however, signed a treaty with Italy that gave the Italians the kingdom that his

rival ruled. He hoped to prevent the son and Italy from ever joining forces.

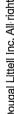
Soon, problems arose. There were two versions of the treaty that granted the Italians this land. In Amharic, the Ethiopian language, the treaty said one thing, but in Italian it gave Italy much greater control over Ethiopia. Menelik renounced the treaty and skillfully avoided Italian attempts to recognize its claim. He won the support of France and Russia for his position and traded for more weapons. He made friends with the rulers of the Sudan so he would not have to worry about an attack from them.

Finally, in 1895 Menelik moved against the Italians. Gathering a large army, he marched on the smaller Italian force. In March 1896, they met in the Battle of Adowa. The Italians were without supplies, disorganized, fighting on land they did not know, and outnumbered. Menelik's army crushed them. Almost three-quarters of the Italian force was killed, wounded, or captured. Other European nations saw Ethiopia's power.

Menelik ruled his empire for almost 20 more years, never again having to worry about invasion. He put in place telephone and telegraph systems so he could communicate with outlying areas. He built a railroad that connected a seaport with his new capital, Addis Ababa. He also started a westem-style school system aimed at training people for work in the government. When he died in 1913, he left behind a nation that had fought off European imperialism and was ready to enter the modern age.

Questions

- 1. **Determining Main Ideas** What is the main . idea of this biography?
- 2. Analyzing Causes and Recognizing Effects What actions helped Menelik maintain the independence of Ethiopia?
- 3. Supporting Opinions Reread the evaluation of Menelik at the top of the page. Do you agree or disagree the statement? Explain.





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HISTORYMAKERS Mongkut

Reforming King of Siam

"It is perhaps not too much to say that Siam owed to Mongkut more than anyone else . . . [its independence when] all the other states of Southeast Asia had come under European control."—Historian D. G. E. Hall

In the middle and late 1800s, Siam, present-day Thailand, faced serious challenges. Mongkut, a royal prince and future king, helped Siam meet them. He reformed the Buddhist religion and opened Siam to the West. He paved the way for his country to keep its independence while blending its culture with Western ideas.

Mongkut was the 43rd child of the king. He had high standing, however, because he was the first son born of a queen. Still, he was only 20 years old when his father died, and the council of the kingdom chose an older half-brother as the next ruler. Mongkut had recently become a Buddhist monk, and he remained one during the new leader's reign.

This period proved important for Mongkut's later life in three ways. He became a master of Buddhist thought and used his knowledge to launch a return to Buddhist roots. This reform movement made the religion easier to blend with Western science.

Second, Mongkut met scholars and thinkers from many Western nations. He was interested in their ideas and studied their languages and science. Later, when he became king, he allowed people from Europe and the United States to set up schools, hospitals, and printing presses in his country. One of them was the English woman Anna Leonowens, who became governess of Mongkut's children. Her book about life at court was the basis for the musical and movie *The King and I*.

Third, Mongkut's time as a monk allowed him to travel among the Siamese and become familiar with their lives. This experience gave him knowledge of his people and influenced his conduct. He became the first king of Siam to allow subjects to look at his face, and he generally took steps to end the tradition of treating the king as a god.

While living as a monk, Mongkut kept in contact with members of the court who were interested in establishing relations with the West. When his half-brother died in 1851, this group had Mongkut named king. He immediately began to modernize Siam. His chief goal was to make sure that European

powers treated Siam as a nation with its own rights and privileges. He wrote several letters to such rulers as Britain's Queen Victoria, the pope, and three American presidents. He even offered President James Buchanan the use of elephants to help the United States develop its economy.

In 1855, Mongkut agreed to a treaty with Great Britain. This pact ended limits on foreign trade that earlier kings had put in place. It granted British subjects in Siam the right to trade and move about the country freely. It also gave them the right to be free of Siamese laws and courts. This part of the treaty later proved unpopular with the Siamese. In return, the government of Siam collected a duty on goods imported into the country. The treaty was followed by similar ones with the United States and other European nations. As a result of these agreements, Siam began to export rice. More important, it avoided European colonial control.

Mongkut ruled until 1868. He once again gave the common people of Siam the right to ask the king directly for a fair solution to a problem. He supported Westerners who built hospitals, and he worked to improve the health and welfare of his people. He even started a mint to make coins, giving Siam a money economy.

When Mongkut died, his children continued the trends he had begun. One son became king and carried out the work of modernizing Siam. Another son became the nation's leading thinker and helped to spread Buddhism throughout the country.

Questions

- 1. *Making Inferences* How did Mongkut's form of Buddhism help Siam adopt Western ideas?
- 2. Comparing and Contrasting Compare the approaches that Menelik II of Ethiopia and Mongkut of Siam took to resisting Western imperialism.
- 3. **Drawing Conclusions** Why would the people of Siam not like the treaty provision that allowed the British to remain outside the law of Siam?



connections across time and cultures $Colonization \ and \ Imperialism$

THEWAYIGGONNEGIONS
POWER AND AUTHORITY

As you have read, imperialism in the eighteenth and nineteenth centuries differed from empire building in the fifteenth and sixteenth centuries. What were the significant differences between the two policies? How were they similar? Use the information presented in Chapter 20 and in this chapter to fill in the chart below.

Empire Building (15th–16th centuries)	Imperialism (18th+19th centuries)
Economic motives: desire for wealth and riches and new trade routes to Asia	Economic motives:
Social/religious motives: desire of Catholic priests to spread Christianity in the Americas	Social/religious motives:
3. Methods of conquest: military conquest of native peoples	Methods of conquest:
4. Patterns of colonial management: Spanish subjected conquered people to system of forced labor, Dutch and French established trading posts, and British established permanent colonies with limited self-rule.	Patterns of colonial management:
5. Resistance to colonial rule: Natives of New Mexico revolted against Spanish settlers.	Resistance to colonial rule:
6. Impact of colonization: Negative: death of natives from war and European diseases, enslavement of Africans	Impact of colonization:
Positive: global exchange of food items and livestock	

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RETEACHING ACTIVITY The Scramble for Africa

Find the	nam	mprehension ne or term in the second column that best matches the Then write the letter of your answer in the blank.	e description in the
	1.	The takeover of a country or territory by a	A. malaria
		stronger nation with the intent of dominating the political, economic, and social life of the people	B. Shaka
·	2.	The belief that one race is superior to others	C. missionaries
	3.	Theory of "survival of the fittest"	D. gold
		M (14 E	E. Berlin Conference
	4.	Meeting of 14 European nations in 1884–85 to determine rules for dividing Africa	F. Britain
,	5.	A Zulu chief who used highly disciplined war-	G. imperialism
		riors and good military organization to create a centralized state in South Africa	H. diamonds
	6	Dutch settlers who took over Africans' land and	I. Boers
	:	established farms in South Africa	J. Leopold II of Belgium
	7.	Group of people who traveled into Africa to promote Christianity	K. racism
	*		L. invention of the steam engine
·	8	Monarch who commissioned reporter Henry Stanley to obtain land in the Congo in his name	M. Social Darwinism
· · · · · · · · · · · · · · · · · · ·	9.	Factor that made it easier for Europeans to colonize Africa	N. Boer War
·	10.	Colonial power who won control of the Union of South Africa in 1902	
	11.	Disease that hampered European efforts to colonize Africa	
	12.	Armed struggle over South Africa	

Vame	Date	
varric	Dute	



RETEACHING ACTIVITY Imperialism Case Study: Nigeria

Making Inferences

Below are some general statements about empire building in Africa and how it affected Nigeria. Read each statement. Then supply details from the section to support it.

1.	The Berlin Conference of 1884–85 was held to decide rules for dividing Africa among coloni powers.
	a
	b
2.	Imperialism of the 18th and 19th centuries was different from explorations of Africa and Asia during the 15th and 16th centuries.
	ab
3.	Two methods for managing a colony developed.
	a. Direct control: b. Indirect control:
4.	Some European nations followed a policy of governing Africa called paternalism.
	a b
	Other nations, including France, supported a policy of assimilation.
	b
6.	The British gained control of Nigeria, one of the most culturally diverse parts of Africa.
	a
7.	Africans tried to resist European attempts to colonize the continent, but only Ethiopia was successful.
	a b
8.	European colonial rule had many negative effects and a few positive ones.
	a



RETEACHING ACTIVITY Europeans Claim Muslim Lands

Multiple Choice Choose the best answer for each item. Write the letter of your answer in the blank, 1. An interest in or taking of land for its 5. The "Great Game" refers to strategic location or products is called a. the debate that took place at the Berlin a. assimilation. Conference. b. internationalism. b. the contest between Britain and Russia c. the race for empire. over Muslim lands in Central Asia. d. geopolitics. c. the Boer war over South Africa. d. the military strategies Russia used to 2. All of these factors contributed to the protect Afghanistan from Great Britain. weakening of the Ottoman Empire except a. a series of weak sultans. 6. The leader of Egypt who began reforms to b. corruption that led to financial losses. modernize its military and economy was c. waves of disease. a. Isma'il. d. increasing inflation. b. Nasir al-Din. c. Muhammad Ali. 3. What aspect of the Ottoman Empire d. Selim III appealed most to world powers? a. its access to the Atlantic sea trade The Suez Canal connected b. its growing population a. the Nile River with the Red Sea. c. its strong military defenses b. the Black Sea and the Caspian Sea. d. its advanced technological development c. Mediterranean Sea with the Black Sea. d. the Red Sea and the Mediterranean. 4. The Crimean War was fought between a. Russia and Crimea. Persia's granting concessions to Western b. Russia and the Ottoman Empire. businesses there led to c. Crimea and the Ottoman Empire. a. the development of its oil fields. d. Britain and Russia. b. Persian control of Afghanistan. c. economic treaties between Persia and Great Britain. d. the assassination of Nasir al-Din.

Name	Date	



RETEACHING ACTIVITY British Imperialism in India

Summarizing

Complete the chart below by summarizing the significance of each of the people or events to British colonialism in India.

Event/Situation	Significance
1. Battle of Plassey	
·	
2. The army of sepoys	
3. "Jewel in the Crown"	·
4. Sepoy Mutiny	
5. Ram Mohun Roy and nationalism	
6. Indian National Congress and Muslim League	
o. main radional congress and massim zeagas	
7. Partition of Bengal	



RETEACHING ACTIVITY Imperialism in Southeast Asia

Sentence C Select the n		ompletes the sentence. Writ	e the name or term in
the blank.	Guam Pacific Rim coffee Indonesian Islands	Indochina sugar cane annexation corn	Philippine Islands wheat China Puerto Rico
e e e e e e e e e e e e e e e e e e e	Mongkut Britain Liliuokalani	Thailand Emilio Aguinaldo Sanford Dole	Germany rubber Vietnam
	e lands of Southeast Asi cific Ocean.	a form part of the	, the countries that border the
2. Ear	rly in the 19th century, t	the Dutch gained control of .	
		nds were claimed by	
	ench took over		ajor trading port at Singapore, and the
		, and portant in world markets.	were among the products from
		*	
	cause or the innux or the	·	to Malaysia, the Malays
6. Sia:	m, today called	, modernized du	ring the reign of King
	-	control of	
	e leader of the Filipino	sult of the Spanish-American	. war III 1098.

10. In a struggle for power between Hawaiians and the wealthy American planters there, Queen

was overthrown in 1893.

refers to the adding of Hawaii as a territory of the United States.

9. In this section,