

# Industry and Imperialism



## Essential Question

How did the Industrial Revolution and imperialism transform the world?



**About the Photo:** The steam engine revolutionized transportation and manufacturing. In this photo, a steam engine pulls an early passenger train.

In this module, you will learn about a period of big changes that affected much of the world. Change came from the Industrial Revolution, war, and new political philosophies.

### What You Will Learn...

**Lesson 1: The Industrial Revolution . . . . . 858**

**The Big Idea** The Industrial Revolution created an economy based on factory-made goods, bringing sweeping changes to Europe and America.

**Lesson 2: Imperialism in Africa . . . . . 863**

**The Big Idea** In the late 1800s, Europeans once again created colonies in Africa and became involved in Africa politics and economics.

**Lesson 3: Europeans and Americans in Asia and the Pacific . . . . 870**

**The Big Idea** In the 1700s and 1800s, Europeans and Americans swept into Asia and the Pacific and forced many political and economic changes.

**Lesson 4: The Spanish-American War . . . . . 876**

**The Big Idea** Spain lost territory and the United States expanded into new parts of the world as a result of the Spanish-American War.

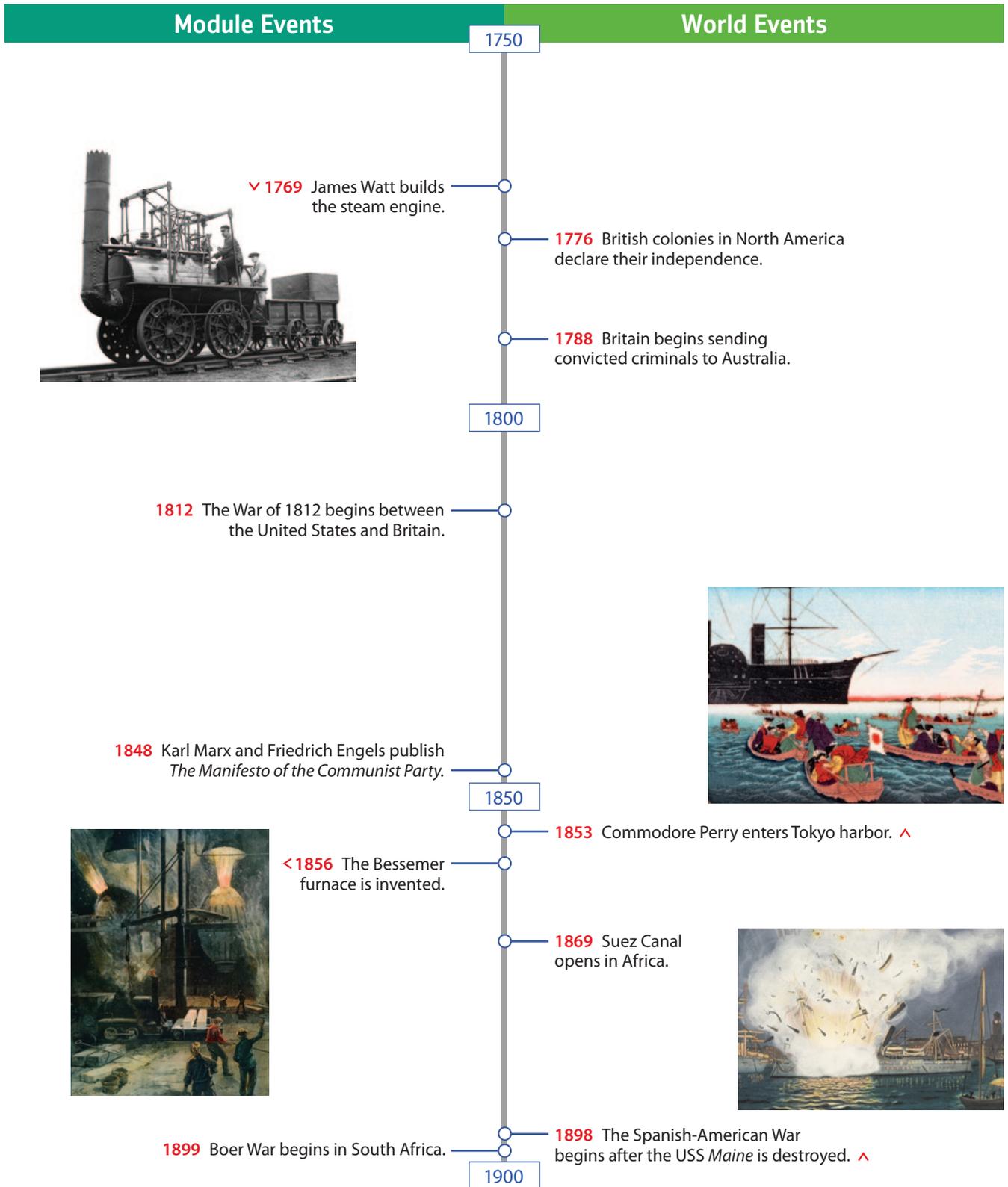
### Explore ONLINE!



#### VIDEOS, including...

- The Spanish-American War
- Andrew Carnegie: The Prince of Steel
- Suez Canal

- Document-Based Investigations
- Graphic Organizers
- Interactive Games
- Animation: How the Panama Canal Works
- Interactive Map: The Spanish-American War
- Image with Hotspots: New York City in the Late 1800s



# Reading Social Studies

## THEME FOCUS:

### Economics, Politics

In this module, you will learn about a period of many changes in Europe and how they affected life in other parts of the world. You will read how political changes like revolutionary movements spread from Europe to South America and how colonial policies influenced many of the world's regions. You will also learn about economic changes, including the Industrial Revolution, that led to a transformation of the world's economy. As you read about these changes, you will be able to compare the actions of different leaders.

## READING FOCUS:

### Compare Historical Texts

A good way to learn what people in the past thought is to read what they wrote. However, most documents will tell you only one side of the story. By comparing writings of different people, you can learn a great deal about the sides of a historical issue or debate.

**Compare Texts** When you compare historical texts, you should consider the following: who wrote the documents and what the documents were meant to achieve. To do this, you need to find the writer's main point or points.

“Nationalism . . . attacks democracy, . . . fights socialism and undermines pacifism, humanitarianism and internationalism. . . . It declares the programme of liberalism finished.”

—Alfredo Rocco, *What Is Nationalism and What Do the Nationalists Want?* 1914

“The State, therefore, is not only a high moral good in itself, but is also the assurance for the people's endurance. Only through it can their moral development be perfected, for the living sense of citizenship inspires the community in the same way as a sense of duty inspires the individual. . . . The grandeur of war lies in the utter annihilation of puny man in the great conception of the State, and it brings out the full magnificence of the sacrifice of fellow-countrymen for one another. In war the chaff is winnowed from the wheat.”

—Heinrich von Treitschke, *Politics*, vol. 1, pp. 54, 66–67

Document 1	Document 2
Rocco	Von Treitschke
Nationalism is opposed to liberalism, international cooperation, peace, and democracy.	Nationalism encourages moral development, a sense of duty, and, through war, brings out the best in people and separates the strong from the weak.
Both Sides of the Issue	
To some, nationalism was bad because it created unhealthy competition and led to war. Others thought it was good because it created a stronger state and better citizens.	

# You Try It!

Read the following passages, and then answer the questions.

“If Bonaparte was a conqueror, he conquered the grand conspiracy of kings against the abstract right of the human race to be free. . . . If he was ambitious his greatness was not founded on the . . . surrender of the rights of human nature.”

—William Hazlitt, *Political Essays, with Sketches of Public Characters*, 1819

“There are only two alternatives: to take the chains of slavery or to fight for freedom. Bonaparte tyrannizes our independence by the most violent means: fire and death. . . . Are we going to allow Napoleon’s eagles to come and seize our homes, outrage our families, despoil our GOD of his holy vessels, as they have just done in Portugal?”

—Proclamation at La Coruña, 1808

Answer these questions based on the passages you just read.

1. What is the main point Hazlitt makes in his passage?
2. What is the main point made in the second passage?
3. How can a comparison of these two passages help you understand the issues that shaped people’s attitudes toward the French emperor?

**As you read this module**, think about the kinds of historical documents that needed to be compared in order to write the module.

## Key Terms and People

### Lesson 1

factory system  
laissez-faire  
socialism  
Karl Marx

### Lesson 2

entrepreneurs  
imperialism  
Suez Canal  
Berlin Conference  
Boers

### Lesson 3

British East India Company  
Raj  
Guangzhou  
spheres of influence  
Boxer Rebellion  
Aborigines  
Maori

### Lesson 4

Emilio Aguinaldo  
José Martí  
yellow journalism  
Anti-Imperialist League  
Platt Amendment

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# The Industrial Revolution

## The Big Idea

The Industrial Revolution created an economy based on factory-made goods, bringing sweeping changes to Europe and America.

## Main Ideas

- During the Industrial Revolution, new machines and methods dramatically changed the way goods were produced.
- Industrialization and the factory system brought a new way of life to Europe and America.

## Key Terms and People

factory system  
laissez-faire  
socialism  
Karl Marx

## If YOU were there . . .

For years your father has woven cloth to make a living. But new machines can now weave cloth much faster than people can, and your father has lost his job. Many people you know are moving to the city to work in factories. Everyone has heard, though, that factory work is exhausting, is dangerous, and pays poorly.

**What do you think your father should do?**

## New Machines and Methods

In the 1700s and 1800s, new inventions completely changed the way people worked. At the same time, scientific discoveries led to key advances in health.

**New Inventions** Starting in the early 1700s, a series of inventions completely changed the way goods were made. In this time, called the Industrial Revolution, machines in factories began to perform the work that before had been done by hand at home or in small shops. This period of industrialization began in Great Britain but soon spread.

The textile, or cloth-weaving, industry was the first to change. Inventions like the flying shuttle, spinning jenny, and cotton gin combined to greatly increase cotton production and speed up the weaving process. As a result, Great Britain's textile industry grew rapidly.

In 1769, James Watt developed an efficient steam engine that could power the new factory machines. Since iron was used to make steam-powered machines, demand for iron grew. In 1856, Henry Bessemer developed a way to cheaply convert iron into steel. Because steel was stronger than iron, the steel industry grew as well.

Another factor that contributed to the Industrial Revolution was the development of interchangeable parts. "Interchangeable" means "identical." Inventors began creating machines that produced interchangeable parts. These parts were then used to make a large number of other devices. That

meant production of these devices grew quicker and less expensive. This gave rise to mass production, or manufacturing goods in large numbers.

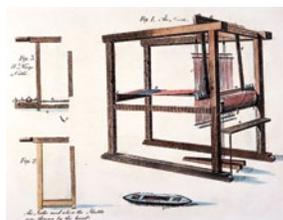
New inventions also improved transportation and communication. Steamships made river travel faster. Steam-powered trains replaced slow animal-drawn carts. In addition, a new device called the telegraph made it possible to quickly send messages over long distances. As a result, the telegraph allowed people to communicate over vast distances. This, in turn, helped different cultures assimilate, or become similar to one another. Another invention, called the radio, would also increase this cultural exchange and assimilation.

**The Factory System** Before industrialization, each good had been individually made by hand. You can imagine what a slow process this was. Industrialization shifted production to a factory system. In the **factory system**, machines rapidly produce large quantities of goods in factories.

Advances in transportation improved the efficiency of the factory system. Trains and steamships could bring raw materials to the factories and carry finished goods away. Products could then be shipped quickly to faraway markets.

## Key Inventions

New inventions in the 1700s and 1800s changed the way goods were made.



1733 Flying Shuttle

John Kay's invention sped up weaving so much that weavers outpaced their supply of thread.



1764 Spinning Jenny

James Hargreaves's invention made thread fast enough to keep up with the flying shuttle.



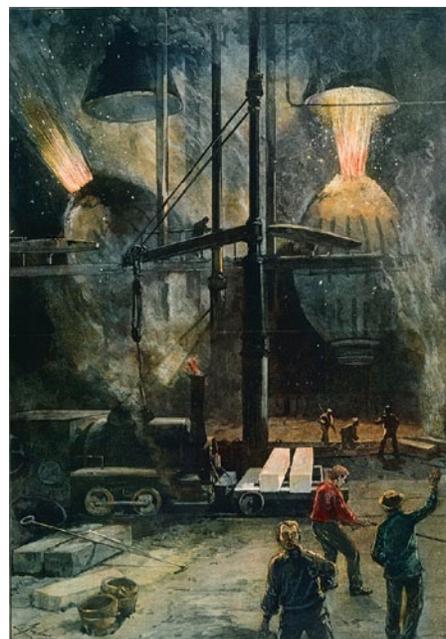
1769 Steam Engine

First used in factories, the steam engine later powered locomotives and ships.



1793 Cotton Gin

Eli Whitney's device efficiently cleaned cotton, helping U.S. growers meet British demand.



1856 Bessemer Furnace

The Bessemer furnace made steel from molten iron.

### Analyze Visuals

How do you think these inventions made life easier for people?

The new industries that sprang up during this period needed money to operate. Bankers, merchants, and rich landowners provided capital, money to invest in activities that produce more money. Because they, not the government, were funding industrialization, capitalists wanted government to stay out of business matters. They wanted **laissez-faire** (leh-say-FAR), a “let things be” attitude on the part of government toward industry. Governments agreed and placed very few regulations on business.

Industrialization spread to the United States by the early 1800s. By the century’s end, industrialization had spread to a number of countries in western Europe.

**Scientific Advances** The Industrial Age was also a time of increased scientific research. In medicine, Edward Jenner developed a treatment to prevent smallpox—one of the deadliest diseases of the time. Louis Pasteur discovered that germs cause disease, and he developed ways to kill them. These discoveries improved the health of millions and saved many lives.

In chemistry and physics, scientists made important discoveries about the structure of atoms, the small particles that make up everything in the universe. A husband and wife team, Marie and Pierre Curie, discovered two new elements. They named these elements radium and polonium. In 1911, Marie Curie won the Nobel Prize for Chemistry for her work. Major breakthroughs were also made in the fields of geology and psychology, the study of the mind.

## A New Way of Life

The Industrial Revolution changed the work experience and way of life for millions of people in Europe and America. New immigrants and a new middle class would bring changes to cities all over the world.

**New Immigrants** Industrialization could not have occurred so rapidly without immigrants. Many Europeans left home and moved to Britain, France, Germany, and the United States. There were several push-pull factors for this movement. One push factor was increased population growth in countries such as Ireland. This led to a scarcity of resources and jobs. Another was the development of new transportation technologies, such as trains and steamships. These technologies made immigration easier and less expensive. Pull factors included resources, such as land to farm, and new employment opportunities in factories.

Governments also played a role in this population movement. During this time, the United States wanted to increase its agriculture production. To achieve this, it gave away government-owned land to farmers. This attracted many new immigrants to the United States.

**The Workers** During the 1800s, machines began to do much of the work once done by weavers, artisans, and farm workers. As a result, many people had no way to support themselves. Unemployed workers moved from farms to the cities and took jobs in the new factories. As a result, cities quickly grew.

### Reading Check

Summarize How did new inventions promote industrialization?

With industrialization, more and more people went to work in factories to produce goods such as textiles. Although factory jobs were difficult and dangerous, they provided a living.



The rapid growth of cities led to social, economic, and political problems. Factory workers faced difficult conditions. Working long days on the machines was tiring and dangerous. Wages were poor. Women and children had to work too, but for lower pay than men. Many workers believed they were politically powerless and that they lacked government representation.

In addition, industrial cities were harsh places to live in. Factories polluted the air. Housing was crowded and poorly built. Garbage filled the streets. Crime became a part of daily life in many areas.

**Reform** Because of these problems, some reformers wanted to replace the capitalist system. In its place, they promoted **socialism**, a social system in which businesses are either owned by the workers or controlled by the government. Socialists hoped that ending private ownership of industries would stop the poor treatment of workers. German philosopher **Karl Marx** called for workers to unite in a revolution to bring down the capitalist system.

## Romanticism and Realism

During the 1800s, two major artistic movements emerged: romanticism and realism. Romantic artists rebelled against the changes brought by the Industrial Revolution. They focused on beauty and nature and tried to show life as they thought it should be. Realists, on the other hand, attempted to show life as it actually was. They often dealt with the social and economic effects of the Industrial Revolution.



### Analyze Visuals

Identify which artwork is an example of the realist style and which artwork is an example of the romantic style. Explain why you think this.

During this time, many workers joined together in voluntary labor associations called unions. A union spoke for all the workers in a particular trade. Unions bargained for better working conditions and higher pay. If factory owners refused these demands, union members could strike, or refuse to work. The establishment of unions became known as the labor movement. This movement underwent slow, painful growth in both Britain and the United States.

Eventually, reformers and unions forced political leaders to take action on working conditions. New laws reformed some of the worst abuses of industrialization. For example, the United States banned child labor and set maximum working hours. This and other reforms improved the workplace.

Over time, the reform movement spread. Many reformers in Britain and the United States fought for abolition—the end of slavery. Britain abolished slavery in 1833. In the United States, slavery ended in 1865, after the American Civil War. Women who fought for abolition later fought for women’s suffrage, or right to vote. Reformers also fought for something called temperance. The temperance movement worked to limit alcohol consumption. They believed this would improve the lives of many people. Still other reformers worked to establish free public education. In western Europe, free public schooling became available in the late 1800s.

**A Growing Middle Class** Some people benefited more than others from the changes of the 1800s. The middle class grew to include factory managers, merchants, clerks, engineers, doctors, and other well-educated professionals. People in the middle class earned good incomes and could afford comfortable lives. This gave them time to help solve social issues.

The middle and upper classes also had time to read, visit museums, and attend plays and concerts. Two major trends in the arts competed for their attention. Romanticism stressed beauty, nature, emotions, and simpler times. Realism tried to show everyday life as it really was.

**Summary and Preview** New inventions shifted the production of goods to factories. As a result, work experiences changed, cities grew, and the middle class expanded. Next, you will learn about imperialism and its effects in Africa.

### Reading Check

#### Find Main Ideas

What changes did industrialization bring about?

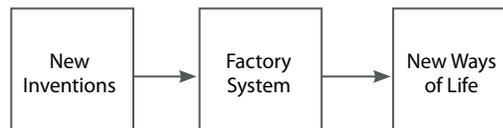
## Lesson 1 Assessment

### Review Ideas, Terms, and People

- a. Describe** What were some transportation and communication advances during the Industrial Revolution?
- b. Contrast** How did work under the factory system differ from work done at home or in small shops?
- a. Recall** What led to the rapid growth of cities?
  - Contrast** What is the main difference between capitalism and socialism?
  - Summarize** Which social issues did reformers work to solve in the 1800s?

### Critical Thinking

- Sequence** Using your notes, complete a diagram like this one. In the boxes, explain how each change in society led to the one that follows.





# Imperialism in Africa

## The Big Idea

In the late 1800s, Europeans once again created colonies in Africa and became involved in African politics and economics.

## Main Ideas

- The search for raw materials led to a new wave of European involvement in Africa.
- The Scramble for Africa was a race by Europeans to form colonies there.
- Some Africans resisted rule by Europeans.

## Key Terms and People

entrepreneurs  
imperialism  
Suez Canal  
Berlin Conference  
Boers

## If YOU lived there . . .

You are the chief of an African tribe in 1890. For many years, your people have been at war with a tribe that lives in the next valley. One day, however, a warrior from that tribe delivers a message to you. His chief has been approached by soldiers with strange clothes and weapons. They say that both tribes are now part of a colony that belongs to a place called England. The other chief wants to know how you will deal with these strangers.

**How will you respond to the other chief?**

## New Involvement in Africa

When Europeans first arrived in Africa in the 1400s, they hoped to get rich through trade. For centuries, controlling the trade of rare products from distant lands had been the surest road to wealth in Europe. The merchants who brought spices, silks, and other goods from Asia had been among the richest people on the continent.

With the beginning of the Industrial Revolution in the 1700s, however, a new road to riches emerged. Europeans found that they could become rich by building factories and making products that other people wanted, such as cheap cloth, tools, or steel. In order to make products, business owners needed raw materials. However, Europe did not have sufficient resources to supply all the factories that were opening. Where were these resources to come from?

**The Quest for Raw Materials** By the 1880s, Europeans decided that the best way to get resources was to create new colonies. They wanted these colonies to be located in places that had abundant resources not available in Europe.

One such place was Africa. Since the slave trade had ended in the early 1800s, few Europeans had paid much attention to Africa. Unless they could make a huge fortune in Africa, most people did not care what happened there.



Ivory traders collected elephant tusks in Africa for export to Europe.

As factory owners looked for new sources of raw materials, though, some people took another look at Africa. For the first time, they noticed its huge open spaces and its mineral wealth.

Once again, Europeans rushed to Africa to establish colonies. Most of these new colonists who headed to Africa in the 1800s were **entrepreneurs**, or independent businesspeople. In Africa they built mines, plantations, and trade routes with the dream of growing rich.

**Cultural Interference** Although they were in Africa to get rich, the European entrepreneurs who moved there frequently became involved in local affairs. Often, they became involved because they thought their ideas about government and culture were better than native African ways. As a result, they often tried to impose their own ideas on the local people. This sort of attempt to dominate a country's government, trade, or culture is called **imperialism**.

European imperialists justified their behavior by claiming that they were improving the lives of Africans. In fact, many Europeans saw it as their duty to introduce their customs and **values** to what they saw as a backward land. They forced Africans to assimilate, or adopt, many elements of European culture. As a result, thousands of Africans became Christian and learned to speak European languages.

Imperialism had other effects on the lives of Africans. During the early 1900s, several famines occurred across the continent. Often, these famines began because of a lack of rain. However, the production of cash crops in African colonies made the famines worse. Instead of growing food

#### Academic Vocabulary

values ideas that people hold dear and try to live by

## Diamond Mining

Among the resources that caught the eye of European entrepreneurs in Africa were diamonds. First discovered in South Africa in 1867, diamonds were extremely profitable. South Africa soon became the world's leading diamond producer. Nearly all of that production was done by one company, the De Beers Consolidated Mine Company, owned by English business leader Cecil Rhodes. De Beers mines, like the one shown here at Kimberley, poured the gems into the world market.

South Africa is still one of the world's leading diamond producers, and De Beers is one of the leading companies. By controlling the supply of diamonds available to the public, the company can command higher prices for its gems.



### Analyze Information

How can a company control the supply of a product?

for Africans, many plantations produced raw materials for Europeans. This led to food shortages. Thousands of Africans died as a result.

One firm believer in imperialism was English business owner Cecil Rhodes. He believed that British culture was superior to all others and that it was his duty to share it with the people of Africa. To that end, he planned to build a long railroad between Britain's colonies in Egypt and South Africa. He thought this railroad would bring what he saw as the benefits of British civilization to all Africans. However, his railroad was never completed.

**Government Involvement** Although the early imperialists in Africa were entrepreneurs, national governments soon became involved as well. Their involvement was largely the result of rivalries between countries. Each country wanted to control more land and more colonies than its rivals did. As a result, countries tried to create as many colonies as they could and to block others from creating colonies.

For example, France began to form colonies in West Africa in the late 1800s. Seeing this, the British hurried to the area to form colonies of their own. Before long, Germany and Italy also sought to control land in West Africa. They did not want to be seen as less powerful than either France or Britain.

The English government also got involved in Africa for other reasons. The British wanted to protect the **Suez Canal**, a waterway built in Egypt in the 1860s to connect the Mediterranean and Red Seas. The building of the canal had been funded by the Suez Canal Company. At first, this company consisted of French and Egyptian investors. Later, the British government

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## Imperialism in Africa, 1914



**Reading Check**  
Analyze Motives  
What were three reasons Europeans went to Africa?

became a main investor. The British used the canal as a fast route to their colonies in India. This led to increased trade between Britain and Asia. In the 1880s, however, instability in Egypt's government made the British fear they would lose access to the canal. As a result, the British moved into Egypt and took partial control of the country to protect their shipping routes.

## The Scramble for Africa

Desperate to have more power in Africa than their rivals, European countries rushed to claim as much land there as they could. Historians refer to this rush to claim land as the Scramble for Africa. The Europeans moved so quickly to snap up land that by 1914 most of Africa had been made into European colonies. Only Ethiopia and Liberia remained independent.

**The Berlin Conference** For many years, Europeans competed aggressively for land in Africa. Conflicts sometimes arose when many countries tried to claim the same area. To prevent these conflicts from developing into wars, Europe's leaders agreed to devise a plan to maintain order in Africa. They hoped this meeting would settle disputes and prevent future conflicts.

The meeting these European leaders held was called the **Berlin Conference**. Begun in 1884, it led to the division of Africa among various European powers. The conference left Africa a patchwork of European colonies.

When they were dividing Africa among themselves, Europe's leaders paid little attention to the people who lived there. As a result, the boundaries they drew for their colonies often divided kingdoms, clans, and families.

Separating people with common backgrounds was bad, but so was forcing people to live together who did not want to. Some European colonies grouped together peoples with different customs, languages, and religions. This forced contact between peoples often led to conflict and war. In time, the Europeans' disregard for Africans led to significant problems for Europeans and Africans alike.

**The Boer War** The Berlin Conference was intended to prevent conflicts over African territory, but it was not completely successful. In the late 1890s, war broke out in South Africa between British and Dutch settlers. Each group had claimed the land and wanted to drive the other out.

Dutch farmers called **Boers** had arrived in South Africa in the 1600s. There they had established two independent republics. For about 200 years, the Boers lived mainly as farmers. During that time they met with little interference from other Europeans.

Things changed in the 1800s, though. In 1886, gold was discovered near the Orange River in South Africa. Suddenly, the land on which the Boers had been living became highly desirable.

Among those who wanted to control South Africa after gold was discovered were the British. In 1899, the British tried to make the Boers' land part of the British Empire. The Boers resisted, and war broke out between the two groups.

The Boers did not think they could defeat the British in a regular war. The British had a much larger army than they did, especially once the British brought in troops from their various colonies. In addition, the British troops had much better weapons than the Boers had.

Instead, the Boers decided to wage a guerrilla war, one based on sneak attacks and ambushes. Through these tactics, the Boers quickly defeated several British forces and gained an advantage in the war.

However, these guerrilla tactics angered the British. To punish the Boers, they began attacking and burning Boer farms. They captured thousands of Boer women and children, imprisoning them in concentration camps. More than 20,000 women and children died in these camps, mostly from disease. In the end, the British defeated the Boers. As a result, South Africa became a British colony.

**Reading Check**  
Analyze Effects  
What were the results of the Berlin Conference?

## African Resistance

The Europeans thought the Berlin Conference and the Boer War would put an end to conflict in Africa. Once again, however, they had overlooked the African people. For centuries, many Africans had fought against the slave trade. Now they fought against being ruled by Europeans. They refused to peacefully give up their own cultures and adopt European ways.

As a result, the Europeans who entered African territory often met with resistance from local rulers and peoples. Europeans were able to end most of these rebellions quickly with their superior weapons. However, two well-organized peoples, the Zulu and the Ethiopians, caused more problems for the Europeans.

### Battle of Adwa

This painting of the Battle of Adwa was created years after the battle. The battle kept Ethiopia from becoming an Italian colony and is still celebrated today.



#### Analyze Visuals

Why might Ethiopians celebrate their victory at Adwa?





# Europeans and Americans in Asia and the Pacific

## The Big Idea

In the 1700s and 1800s, Europeans and Americans swept into Asia and the Pacific and forced many political and economic changes.

## Main Ideas

- The British made India into a colony in the 1700s and 1800s.
- European countries used force to make China open its ports to trade.
- Led by the United States, the West began to trade in Japan.
- Britain colonized and allowed self-rule in Australia and New Zealand.

## Key Terms

British East India Company  
Raj  
Guangzhou  
spheres of influence  
Boxer Rebellion  
Aborigines  
Maori

## If YOU were there . . .

You are an Indian merchant, a dealer in cotton and silk cloths. You have just finished a long journey to the city of Kolkata with a shipment of your finest bolts of cloth to be sent to Great Britain. You are hoping that this shipment will make you enough money to last for several months. As you approach the docks in Kolkata, however, a British official stops you. He tells you that you will not be allowed to send your cloth to Britain anymore, because importing cloth hurts British companies.

**How does this new policy affect you?**

## The British in India

As early as the days of the Roman Empire, Europeans had been fascinated by Asia. Traders had traveled back and forth between the two continents for centuries along the Silk Road, carrying precious goods in either direction. However, the journey along the Silk Road was long and dangerous, and few people dared it.

In the late 1200s, centuries after Rome fell, the Italian merchant Marco Polo traveled to China. When he returned home, Polo published an account of his journey, which soon became a bestseller. Still, few Europeans even dreamed of going to Asia.

Finally, in the 1400s Portuguese explorers successfully sailed to India for the first time. Other Europeans followed. Ambitious merchants built trading posts all along the Asian coast from India to China. However, Europeans seldom ventured very far inland. Their presence in Asia was limited mostly to the coast. That situation changed after the British moved into India.

**British East India Company** The people who changed the nature of European activity in Asia were British merchants. In the late 1700s, members of the **British East India Company**, a company created to control trade between Britain, India, and East Asia, arrived in India.

Although they had arrived to trade, the British soon became involved in Indian politics. At the time, India was ruled by the Mughal Empire. In the 1700s, that empire began to fall apart. One reason for this was a massive famine that struck India. Thousands of people died. As the Mughals lost control, the British took over. The East India Company brought in its own army to take control. Before long, the company controlled nearly all of India.

**Academic Vocabulary**  
policy rule, course of action

**The Raj** Many Indians were not happy with the British East India Company's **policies**. In 1857, a rebellion broke out. The rebellion was led by sepoys, Indian soldiers who fought in the British army.

The fighting was brutal and lasted more than two years. Rebel sepoys killed British officers, women, and children. The British burned villages they suspected of supporting the rebellion.

As a result of the rebellion, the government took control of India from the East India Company and began to rule India directly. The period of British control in India is called the **Raj** (RAHZH), from the Hindi word for "rule."

During the Raj most officials who served in the Indian government were British, not Indian. These British officials considered themselves superior to the Indian people they governed. Most of them lived in separate neighborhoods and belonged to exclusive clubs. They had little contact with the common people.

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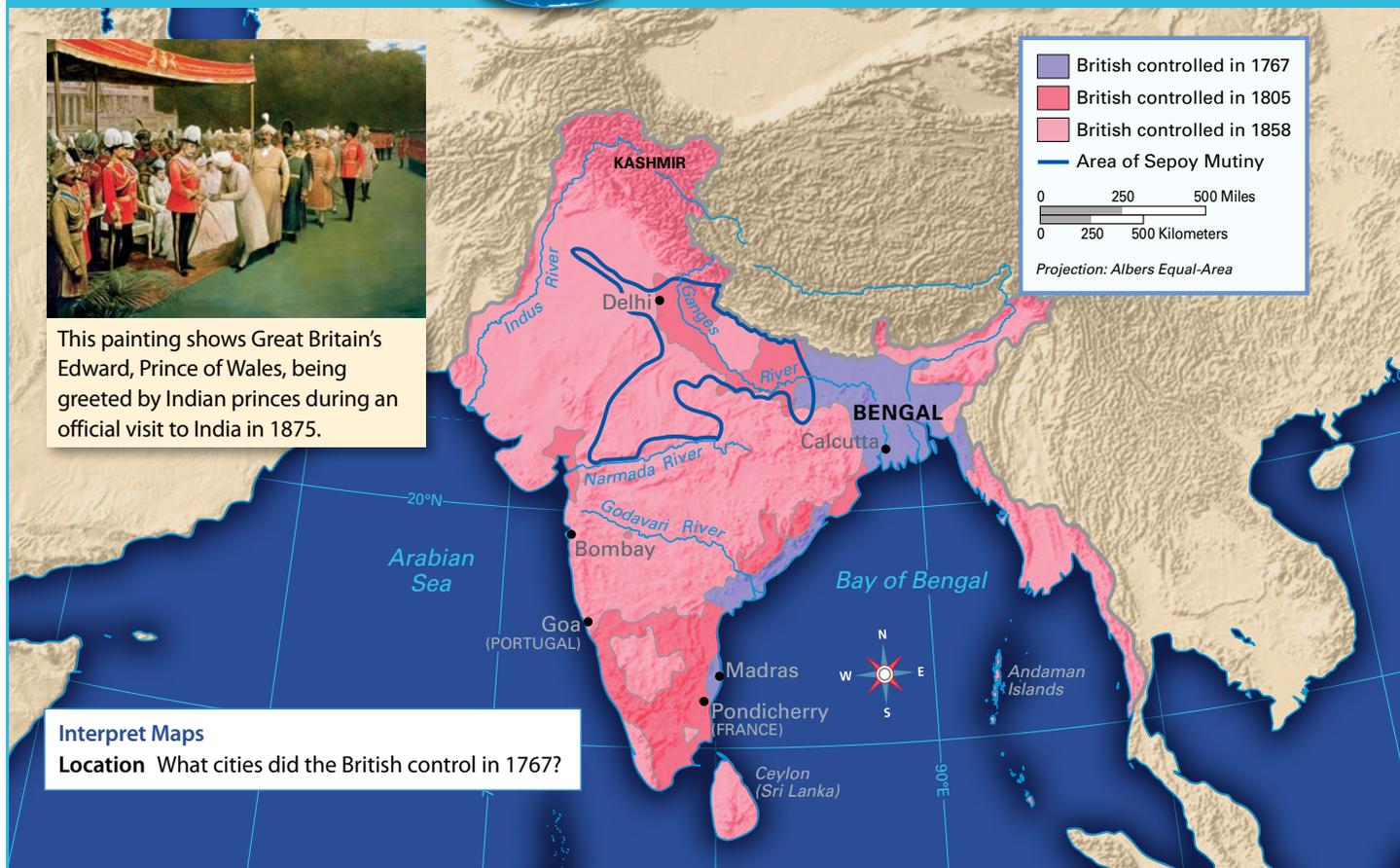
## The British in India, 1767–1858



This painting shows Great Britain's Edward, Prince of Wales, being greeted by Indian princes during an official visit to India in 1875.

### Interpret Maps

**Location** What cities did the British control in 1767?



### Reading Check

#### Analyze Effects

How did life in India change after the British took over the government?

**Changes in India** Most of the British officials in India believed they were improving the lives of the Indian people by ruling them. They introduced a new Western education system and forced Indians to learn the English language. They also banned some Indian customs. At the same time, they invited Christian missionaries to teach their religious beliefs. This led to the spread of Christianity in India.

Many Indian people disagreed with these officials. They did not think their lives were better under the British. They wanted a chance to participate in government and resented having to give up their culture. Some Indians began to protest the presence of the British. They staged protests and boycotted British goods.

In the end, these protests had little effect on the situation in India. The British considered India too profitable a colony to give up. India was a major source of the raw materials, such as cotton, tea, and indigo, used in British industries. It was also a prime market for British goods. India became part of a global trade pattern between Asia and Europe.

## Europeans in China

While India was falling under the control of the British, similar events were happening in China. As in India, Europeans moved to increase their influence in—and their control over—China.

**Differing Viewpoints** In the 1700s, trade with China was a major source of income for Europeans. Chinese goods like silk and spices drew high prices throughout Europe. As a result, Europeans thought it vital that the trade continue.

To the Chinese, though, the trade with Europe was not as significant. They saw the Europeans as just another trading partner. In fact, China's rulers saw Europeans—and everyone else living outside of China—as barbarians. They did not want these barbarians living in their country. As a result, they allowed European traders to live in only a single city, **Guangzhou** (GWANG-JOH). The British knew the city as Canton.

**Forcing the Issue** In 1839, a dispute arose between the Qing government of China and British traders. The British, members of the British East India Company, were smuggling opium into China to sell, which angered the Chinese. They confiscated and destroyed as much of the opium as they could find. The British merchants complained to their government, and the British attacked China.

The British navy quickly captured the city of Shanghai. They forced the Chinese to open five more ports to European traders. China was divided into many **spheres of influence**, or areas over which other countries had economic power. Like India, China was now part of a global trade pattern.

**Changes in China** The growth of Western influences greatly affected Chinese society. For example, Christianity began to spread throughout the country. In response to these outside influences, the Qing introduced many changes to their culture. They thought that Western knowledge and technology was what had allowed the British to defeat them. As a result,

## Imperialism in China, 1842–1900



China’s leaders tried to introduce Western knowledge and languages to China. They also built Western weapons and ships.

These new weapons were tested in 1894 when China went to war with Japan. Despite their new weapons, though, China lost. The loss left China weak, and Western powers were quick to take advantage. They hurried to increase their influence in China. Americans worried that European nations would shut out American traders. To prevent this, the United States declared the Open Door Policy. This proposed that China’s “doors” be open to merchants of all nations. Britain and other European nations agreed.

The Chinese were humiliated by this increased Western control. Some began planning action against the Europeans and Americans. In 1899, they began the **Boxer Rebellion**, an attempt to drive all the Westerners out of China. The Western powers easily put down the rebellion and accused the Chinese government of supporting it. The failed rebellion left China even more humiliated than before.

**Reading Check**  
Analyze Events  
What led to the Boxer Rebellion?

### The West in Japan

Before the 1400s, contact between Europe and India and China had been rare but not unknown. In contrast, the Europeans had almost no knowledge of Japan at all. Unlike India and China, Japan had been able to isolate

## An American Ship in Tokyo Bay

This print shows the arrival of Matthew Perry in Tokyo Bay in 1853. Perry's hulking warships sent the Japanese a strong message about U.S. military power.

### Analyze Visuals

How do the Japanese boats compare with the American ship?



itself from the West for many years. The only Europeans allowed to the islands were a few Dutch merchants, and they were restricted to the city of Nagasaki.

Japan's isolation came to a drastic end, though, in 1853. In that year, American naval commander Matthew Perry sailed into Tokyo Bay with a fleet of warships. The Japanese told him to sail on to Nagasaki, but Perry refused. He insisted on opening trade directly with Tokyo. He had been authorized by the U.S. president to use force if necessary to open Tokyo to trade. Faced with this threat, the Japanese had no choice but to allow him into the city.

Like the Chinese had before, the Japanese found their forced acceptance of the West humiliating. Yet Japan's new emperor, Mutsuhito (moot-soo-HEE-toh), decided the best plan was to modernize. He supported following the Western path of industrialization. Mutsuhito chose the name *Meiji* (MAY-gee) for his reign, which means "enlightened rule." During the Meiji era, the Japanese studied Western military tactics. They also copied Western economic practices. By the early 20th century, the Japanese economy had become modern.

### Reading Check

**Contrast** How did Japan's response to the West differ from China's?

## Australia and New Zealand

In the 1700s, Britain claimed land in Oceania. This is an area of islands in the Pacific, near Southeast Asia. The British had thought that Australia was uninhabited. In fact, Australia was sparsely populated by native people called the **Aborigines** (ab-uh-RIG-uh-nees). Aborigines are the longest ongoing culture in the world.

In 1788, Britain began colonizing Australia with convicted criminals. After they served their sentences, the newly freed prisoners could buy land and settle. Free British settlers eventually joined the former convicts. To encourage immigration, the government offered settlers cheap land. The population grew steadily in the early 1800s. Then it skyrocketed after gold was discovered in 1851.

European settlement of New Zealand grew more slowly. This was because Britain did not claim ownership of New Zealand. Rather, it recognized the land rights of the **Maori** (MAH-aw-ree). The Maori had settled in New Zealand between AD 950 and 1300. The arrival of more British settlers stirred conflicts over land. Responding to settlers' pleas, the British decided to annex New Zealand in 1839. In a treaty signed in 1840, the Maori accepted British rule. In exchange, Britain recognized Maori land rights.

**Self-Government** The colonists in Australia and New Zealand wanted to rule themselves. Yet they also wanted to remain in the British Empire. During the 1850s, the colonies in both Australia and New Zealand became self-governing. The people of Australia pioneered a number of political reforms. For example, the secret ballot was first used in Australia in the 1850s. In 1893, New Zealand became the first nation to give women full voting rights.

**Status of Native Peoples** Native peoples and other non-Europeans were excluded from democracy and prosperity. Diseases brought by the Europeans killed Aborigines and Maori. As Australian settlement grew, the colonists displaced or killed many Aborigines.

In New Zealand, tensions between settlers and Maori continued to grow. Between 1845 and 1872, the colonial government fought the Maori in several wars. The Maori were reduced by disease and outgunned by British weapons. Eventually, they were driven into a remote part of the country.

**Summary and Preview** The arrival of Europeans and Americans in Asia and the Pacific led to major changes in society. In the next lesson, you will learn about a conflict between the United States and Spain.

### Reading Check

#### Contrast

How did the colonial settlement of Australia and New Zealand differ?

## Lesson 3 Assessment

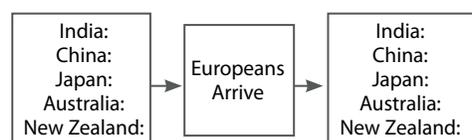
### Review Ideas, Terms, and Places

- Define** What was the Raj?
  - Sequence** What led the British government to take control of India?
  - Elaborate** How do you think Indians felt about the attitude of British officials?
- Identify** Which country was the first to force its way into China?
  - Identify** What led to the Boxer Rebellion?
- Describe** How did the Americans force the Japanese to trade with them?
  - Summarize** What effect did the Americans' arrival have on Japan?

- Recall** What political reforms did people in Australia and New Zealand pioneer?
  - Explain** Why were the Maori driven to a remote part of New Zealand?

### Critical Thinking

- Organize Information** Using your notes, complete the graphic organizer with details about Asian and Pacific civilizations. In the left box, describe the civilizations before Europeans arrived. In the right box, tell how they changed afterward.





# The Spanish-American War

## The Big Idea

Spain lost territory and the United States expanded into new parts of the world as a result of the Spanish-American War.

## Main Ideas

- Many people living in Spain's colonies in both the Caribbean and the Pacific wanted independence.
- In 1898, the United States went to war with Spain in the Spanish-American War.
- The United States gained territories in the Caribbean and Pacific.

## Key Terms and People

Emilio Aguinaldo

José Martí

yellow journalism

Anti-Imperialist League

Platt Amendment

## If YOU were there . . .

You live in Spain in 1898. Newspaper headlines are screaming about the start of war in Cuba. Your father tells you that Cuba is one of Spain's last colonies in the Americas. Eager for independence, some Cubans are revolting against Spanish rule. Many Americans are sympathizing with Cuba's fight for independence.

**Do you think Spain should enter a war against the United States over Cuba?**

## Spain's Colonies in the Caribbean and the Pacific

By the end of the 1800s, Spain's global empire had become smaller. In the Caribbean, Spain still controlled Puerto Rico and Cuba. In the Pacific Ocean, it controlled the Philippines and Guam.

**Early Conflicts** Spain's control of its colonies was weakening. In the Philippines, an educated middle class had developed. Many middle class Filipinos wanted independence. In 1896, revolution broke out across the islands.

One of the leaders of this rebellion was **Emilio Aguinaldo**. The following year, Spain and the rebels reached an agreement. Aguinaldo and other revolutionaries would leave the Philippines. In return, Spain promised to reform the colony's government. Yet many on both sides thought future conflict was unavoidable. Aguinaldo, exiled in Hong Kong, purchased weapons, while Spain failed to pursue reform.

In 1868, Cuba began a ten-year war for independence against Spain. In 1878, with the island in ruins, the Cubans gave up the fight. But some Cubans continued to seek independence from Spain. One of these was **José Martí**. He was only 15 when he first began speaking out for Cuban independence. In 1871, the Spanish government punished Martí by banishing him from Cuba. Martí remained in exile for about 20 years. He continued his career as a writer

José Martí  
José Martí is a hero to the people of Cuba. This is why folk songs about him are still sung throughout the world.



and a revolutionary. In 1895, Martí returned to launch a second war for Cuban independence. Martí was killed early in the fighting, but the Cubans battled on.

**American Interest** The revolutions in the Philippines and Cuba were of interest to the United States. In 1890, an American named Alfred Thayer Mahan published an influential book. It was titled *The Influence of Sea Power upon History, 1660–1783*. Mahan claimed that a modernized navy would help

make the United States an imperial power. Mahan also wrote that the United States should protect its trade. He argued that it should seize islands, including the Philippines and Cuba. Many Americans agreed with Mahan's ideas. American businesses had invested money in sugarcane plantations on Cuba. This meant that the United States had an economic interest in the country.

Meanwhile, newspapers in the United States were printing sensational news stories in order to attract readers. Often, the facts in these stories were exaggerated. This technique is called **yellow journalism**. The Spanish had forced many Cuban civilians into concentration camps. News stories about Spanish brutality in Cuba angered many Americans. They were convinced that the U.S. military should support the Cuban rebels.

**Reading Check**  
Summarize Why did many Americans want the United States to seize the Philippines and Cuba?

"Remember the *Maine*!"  
Most of the men aboard the USS *Maine* were sleeping when the explosion occurred. The blast demolished the forward third of the ship at 9:40 p.m. The rest of the ship sank quickly. Some 266 men were killed.

## War Erupts

Despite growing support for military action in Cuba, President Grover Cleveland did not want the United States to get involved. In 1896, William McKinley was elected president. McKinley was a supporter of Cuban independence.

The United States sent a battleship, the USS *Maine*, to Havana Harbor. Its mission was to protect U.S. citizens. It was also to protect U.S. economic interests in Cuba. On February 15, the *Maine* exploded and sank, with a loss of 266 men. The cause of the explosion was unclear. However, the American press immediately blamed Spain. "Remember the *Maine*!" became a rallying cry for angry Americans.



Shortly afterwards, U.S. newspapers published a letter written by a Spanish official. The letter insulted McKinley, calling him "weak." This made many Americans angry. President McKinley asked Congress for funds to prepare for war. Congress approved the money. On April 10, the Spanish governor of Cuba suspended fighting in Cuba. But it was too late. Congress declared that Cuba was independent and demanded that Spain leave the island. In response, Spain declared war on the United States.

The next day, Congress passed, and McKinley signed, a declaration of war against Spain.

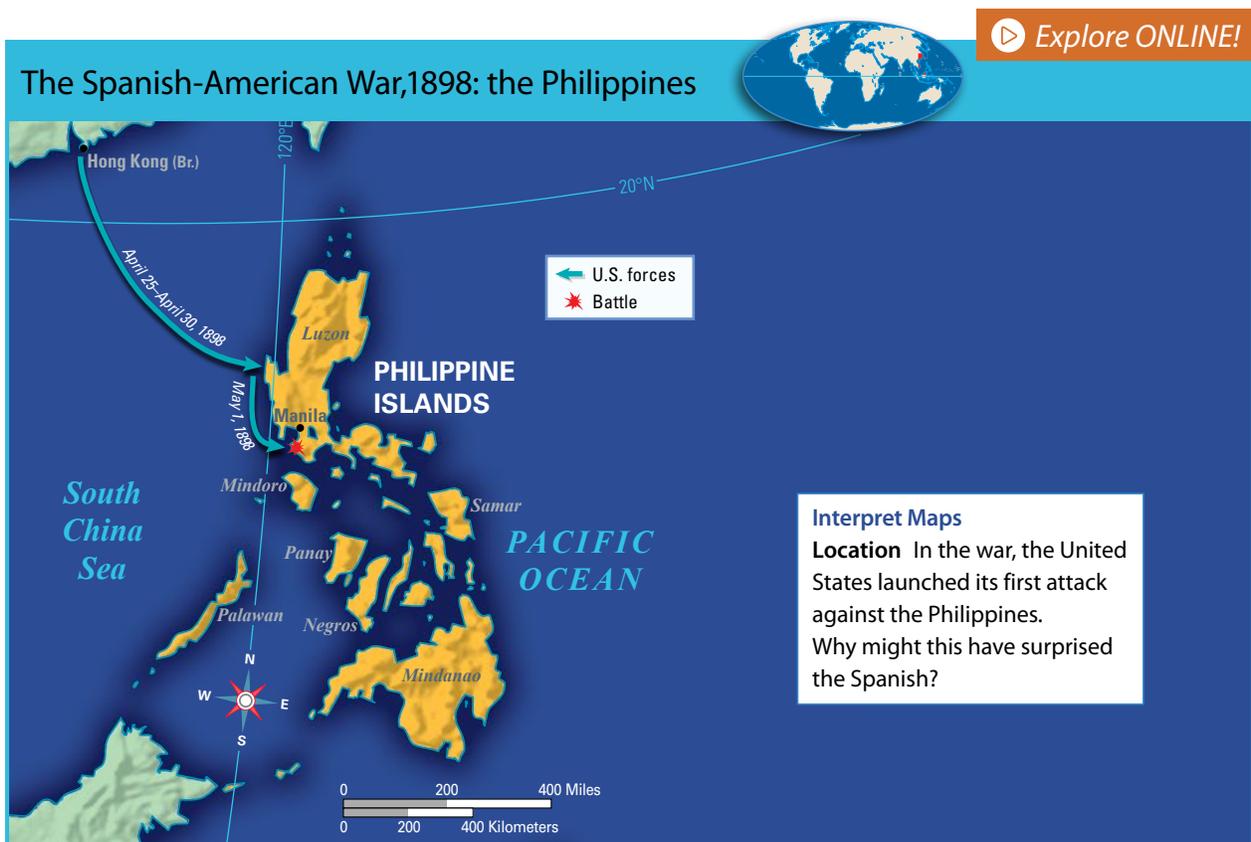
**War in the Philippines** As soon as the Spanish-American War began, American warships raced to the Philippines. On May 1, they entered Manila Bay and destroyed the Spanish fleet there. The Americans sank or captured 10 ships. On the Spanish side there were 381 killed or wounded, but no Americans lives were lost.

Rebel leader Emilio Aguinaldo had also returned to the Philippines. In June, Filipinos declared their independence from Spain. On August 13, Americans took control of the Philippine capital, Manila. They were aided by Aguinaldo and other Filipino rebels. The Americans had defeated the Spanish.

**War in the Caribbean** In contrast to the navy, the U.S. Army was unprepared for war. At the start of the conflict, the entire U.S. Army had only 28,000 soldiers. New volunteers quickly raised that figure to more than 280,000. However, the army did not have enough rifles or bullets for all of these new soldiers. It did not even have appropriate clothing for the troops. Many soldiers received warm woolen uniforms to wear in Cuba's tropical summer heat.

U.S. troops landed in Cuba on June 22, 1898. The American forces were aided by Cuban rebels. The main U.S. force won several battles and then attacked and captured San Juan Hill. The Spanish fleet tried to leave Santiago Bay. In the battle that followed, every Spanish ship was destroyed. The capital city, Santiago, surrendered two weeks later. After their victory in Cuba, U.S. troops invaded Spanish-held Puerto Rico. The Spanish there surrendered with little resistance. Spain signed a cease-fire agreement on August 12, 1898.

**Reading Check**  
**Compare** How was fighting in the Pacific and the Caribbean similar?



## The Spanish-American War, 1898: the Caribbean



**Interpret Maps**  
**Movement** Describe the progress of American forces in Cuba.

← U.S. forces  
 - - - U.S. blockade  
 → Spanish forces  
 \* Battle

## The United States Gains Territories

A peace treaty between Spain and the United States was signed in 1899. It placed Cuba, Guam, Puerto Rico, and the Philippines under U.S. control. The United States was now a world power.

In reaction, some Americans formed the **Anti-Imperialist League**. This group opposed the treaty and the creation of an American colonial empire. They argued that the treaty threatened democracy because the people in those territories did not have self-government.

**Cuba** The United States had said that it would not annex Cuba. However, McKinley wanted to create stability and increase U.S. economic activity there. Therefore, he decided that the United States should occupy Cuba after all. He set up a military government and appointed a governor.

The United States also oversaw the writing of a Cuban constitution. The document included the **Platt Amendment**. This limited Cuba's right to make treaties. It also allowed the United States to intervene in Cuban affairs. Cuba was now required to sell or lease land to the United States. The Cubans reluctantly accepted the amendment, and U.S. troops withdrew. This amendment remained in force until 1934. The U.S. government stayed actively involved in Cuban affairs until the early 1960s.

**Guam** After the peace treaty was signed, Guam was governed by U.S. naval officers until 1950. That year, the United States declared Guam a U.S. territory. Decades later, Guam began taking steps toward self-rule. Today, it remains a commonwealth of the United States. This means that it has political and economic connections to the United States.



U.S. President William McKinley authorized the U.S. military to occupy Cuba. The United States then set up a military government there.

**Puerto Rico** Like Cubans, Puerto Ricans had hoped for independence after the war. Instead, the U.S. government made the island a territory. A debate over the new territory soon arose. People who lived in Puerto Rico were not considered U.S. citizens. A law passed in 1917 gave Puerto Ricans U.S. citizenship. However, another 30 years passed before Puerto Ricans could elect their own governor. Today, the island has its own constitution and elected officials. Like Guam, Puerto Rico is a commonwealth of the United States.

**The Philippines** Spain surrendered the Philippines in return for a \$20 million payment from the United States. Many Americans believed that the islands were important for military and economic reasons. Annexing the islands would keep European nations from seizing them.

Filipinos had expected to gain their independence after the war. After all, they had helped U.S. forces capture Manila. When this did not happen, rebels led by Emilio Aguinaldo started a guerrilla war against the American forces. Hundreds of thousands of Filipinos died before the conflict ended in 1902.

After that, the United States promised to prepare the Philippine people for self-rule. To achieve this goal, the United States built roads, railroads, and hospitals. It also set up school systems. In 1946, the United States granted full independence to the Philippines.

**The Panama Canal** Panama had been a Spanish colony, and later it was part of Colombia. But in 1903, with support from the United States, Panama declared its independence. It also signed a treaty that gave the United States the right to a strip of land at the narrowest point of the country. Here, construction began on the Panama Canal, which was completed in 1914. The Panama Canal allowed ships to cross between the Atlantic and Pacific Oceans without having to sail all the way around South America. The United States held the so-called “canal zone” as its territory until December 31, 1999. That is when the canal zone and the canal were returned to the government of Panama.

**Summary** The United States fought a war with Spain. Afterward, it gained new territories in the Pacific and Caribbean regions.

**Reading Check**

Summarize

What areas did the United States control as a result of the war?

**Lesson 4 Assessment**

**Review Ideas, Terms, and People**

1. **a. Identify** Who was Emilio Aguinaldo?  
**b. Analyze** How did yellow journalism affect U.S. support for military action in Cuba?
2. **a. Recall** Where did the first U.S. victory in the war occur?  
**b. Explain** Why was “Remember the !” an American rallying cry?
3. **a. Draw Conclusions** How was the Spanish-American War a reflection of U.S. imperialism?

- b. Analyze** Why did some Americans oppose the annexation of the Philippines?

**Critical Thinking**

4. **Organize Information** Draw a diagram like this one. Use it to show causes and effects of the Spanish-American War.

Causes	Effects

# Social Studies Skills

## Create and Interpret Databases

### Define the Skill

A *database* is an organized collection of data, or information. Databases help people find and retrieve information on a specific topic quickly and easily. Learning how to interpret a database will help you learn how to create one.

### Learn the Skill

Follow these steps to create and interpret databases.

1. **Determine the order of presentation of information.** For example, will you list items from largest to smallest? from oldest to newest?
2. **Identify the entries included under each heading.** Databases focus on specific topics or subjects.
3. **Ask yourself what kinds of data to include.** Your choice of data will provide the column headings.

### Practice the Skill

Analyze the database. Then answer the following questions.

1. What is the title of the database?
2. What is the order of presentation of information?
3. What conclusions can you draw from the information in the database?

American Casualties During the Spanish-American War			
Type of Soldier	Killed in Action	Died of Disease	Died in Accident
Officers	18	119	4
Enlisted Men	190	3,729	97

Source:  
<http://www.history.army.mil/documents/spanam/ws-stat.htm>

4. Create a database for major battles of the Spanish-American War. Provide information on the dates and locations of important battles. In addition, provide the significance of the outcome of each battle. Use information presented in the module to find the data. Use Internet resources to find additional information. Follow a chart format similar to the one above for your database.

# Module 25 Assessment

## Review Vocabulary, Terms, and Places

Complete each sentence by filling in the blank with the correct term or person.

1. One philosopher who wanted workers to unite in a revolution was \_\_\_\_\_.
2. A(n) \_\_\_\_\_ rapidly produces large quantities of goods.
3. Built in the 1860s, the \_\_\_\_\_ helped increase trade between Britain and Asia.
4. The \_\_\_\_\_ divided Africa among European nations.
5. The period of British control in India is called the \_\_\_\_\_.
6. The \_\_\_\_\_ occurred in China in the late 1800s.
7. After the Spanish-American War, the \_\_\_\_\_ limited Cuba's self-rule.
8. \_\_\_\_\_ fought for Cuba's independence.

## Comprehension and Critical Thinking

### Lesson 1

9.
  - a. **Recall** How did production methods change during the Industrial Revolution?
  - b. **Draw Conclusions** Why did capitalists prefer laissez-faire policies toward industry?
  - c. **Evaluate** What was it like to live in an industrial city in the mid-1800s?

### Lesson 2

10.
  - a. **Define** What is imperialism, and what led to European imperialism in Africa?
  - b. **Sequence** What led to the Boer War?
  - c. **Elaborate** Why do you think few groups were successful in resisting European imperialism?

### Lesson 3

11.
  - a. **Explain** Why were many Indians unhappy with the Raj?
  - b. **Elaborate** Why did Europeans want to take over parts of China?
  - c. **Describe** What changes occurred in Japan after Americans arrived there?

### Lesson 4

12.
  - a. **Describe** What events led the United States to declare war on Spain?
  - b. **Analyze** How did the United States benefit from the Spanish-American War?
  - c. **Predict** How might foreign countries view the actions of the United States in the Spanish-American War?

# Module 25 Assessment, continued

## Review Themes

13. **Economics** How did advances in transportation affect the factory system?
14. **Politics** What impact did Europe's colonial boundaries in Africa have?

## Reading Skills

**Compare Historical Texts** Use the Reading Skills taught in this module to answer the questions about the reading selections below.

The first selection was written by an English reformer named Annie Besant. She wrote it in support of workers striking at a match factory. The second selection is an answer from a worker at the factory.

Born in slums, driven to work while still children, undersized because under-fed, oppressed because helpless, flung aside as soon as worked out, who cares if they die or go on to the streets . . . ? Girls are used to carry boxes on their heads until the hair is rubbed off and the young heads are bald at fifteen years of age. Country clergymen with shares in Bryant & May's draw down on your knee your fifteen year old daughter; pass your hand tenderly over the silky clustering curls, rejoice in the dainty beauty of the thick, shiny tresses.

—*The Link*, 23rd June, 1888

Dear Lady, they have been trying to get the poor girls to say that it is all lies that has been printed, and trying to make us sign papers that it is all lies; dear lady, no one knows what it is we have put up with, and we will not sign them. We all thank you very much for the kindness you have shown to us. My dear lady, we hope you will not get into any trouble on our behalf, as what you have spoken is quite true.

— *The Link*, 4 July, 1888

15. To whom does Annie Besant address her letter, and why?
16. Who is "they" that the worker refers to in her letter? What do "they" want the girls to do?

## Social Studies Skills

**Create and Interpret Databases** Use the Social Studies Skills taught in this module and the database you created to answer the questions below.

17. What battle occurred on May 1, 1898?
18. What was the significance of the Battle of San Juan Hill?

## Focus On Writing

19. **Conduct an Interview** With a partner, role-play a journalist interviewing a Spanish politician in 1899. First, review information about the end of the Spanish-American War. Then conduct your interview, having your partner take on the role of the politician.