



Unit 4 Imperialism Notes

Slide 1- Imperialism



- In the rubber _____ of the Congo 'Free' State, a 1906 British cartoon criticizing the _____ of Leopold II's rule of the Congo Free State.
- By selling off large tracts of the _____ to the highest bidder, Leopold opened the door to the rapacious exploitation of people and _____ by short-term business profiteers.
- Reports of atrocities reaching Europe _____ reactions, as shown here, contributing to the decision by the Belgian government to take over _____ administration of the Congo in 1908.

Slide 2- Imperialism Defined

- Imperialism: The policy by one nation to attempt to create an _____ by dominating other nations economically, _____, culturally, or militarily.

- Imperialism is very similar to colonialism, with one major _____: colonial powers settle the countries of which they gain control, while imperial _____ do not.
- The term “_____” does not seem to exist prior to the 1800s.



- Nineteenth-century imperialism was spurred in large part by the _____ Revolution.
- The development of new industrial _____ in the 1700s and 1800s necessitated the acquisition of raw materials and the _____ to gain control of marketplaces; thus, by the mid-1800s, imperialistic actions of strong nations (most notably _____ nations) started to become policy.

Slide 3- How Did Imperialism Begin?

- What brought about imperialism during this _____ time period?

Slide 4- The Industrial Revolution

- The Industrial _____ began in Great Britain in the mid-18th century
- _____ advantages
- The spread of _____
 - Throughout most of the 19th century, Great Britain experienced unprecedented _____ resulting from its position as the world's first industrialized _____.
 - It also soon became the world's _____ nation.
 - Britain earned the nickname "the workshop of the world" due to its ability to _____ finished products quickly, efficiently, and cheaply.
 - By the middle of the 19th century, industrialization had _____ across Europe and the United States, aided by the development of _____ links that brought resources to new factories and transported their _____ goods to world markets.

Slide 5- Economic Motives

- Industrialized nations sought:
 - _____ materials
 - Natural _____



- A _____ labor supply
- New _____ for manufactured goods
 - Economic motives provided perhaps the _____ impetus for imperialism.
 - Nations strove to control other nations because they hoped to _____ their own economies, acquire raw materials, possibly obtain new sources of _____, and/or gain new marketplaces for their products.
 - Africa became one of the main _____ of raw materials for industrializing nations.

Slide 6- Technological Advances

- The steam _____
- Better _____
- Increased _____
- Improvements in _____
 - Developments in technology _____ colonial expansion and exploration as well.
 - The steam engine revolutionized _____, powering both seagoing vessels and land vehicles, such as trains.
 - Advances in transportation and communication allowed for _____ exploration of more remote regions of the world.
 - Other innovations, such as the _____, provided vast improvements in long-distance communication.

Slide 7- The Maxim Gun

- Changes in weaponry gave European countries an _____ over native populations.
- In 1885, the Maxim gun was invented; it could fire _____ rounds per minute.
- The British _____ began using the guns in 1889.



Slide 8- Exploration

- David _____

- Mapping the “Dark _____”

- British missionary and _____ David Livingstone (1813–1873) was one of the first Europeans to travel across the continent of _____.
- His explorations _____ the way for Europeans to chart the interior of the “Dark Continent.”
- By the second half of the 1800s, _____ had a good idea of the vast _____ resources that Africa harbored.

Slide 9- Ideological Motives

- A desire to “_____” non-Europeans also spurred the development of imperialism

- Social _____

- All European nations who _____ in imperialistic activities during this time period supported missionary _____ in one way or another.
- In addition, a belief in the superiority of the white _____ produced the idea that whites had a responsibility to civilize non-whites.
- Although the term “survival of the fittest” was first used by Herbert Spencer in 1851, it gained greater fame when _____ Darwin used it in his discussion of _____ in *The Origin of Species*.
- The late 19th century saw the rise of a _____ known as “Social Darwinism,” which (among other things) used the principle of natural selection to explain the need for stronger (industrialized) countries to _____ weaker (non-industrialized) ones.
- Ideological motives both rationalized and provided a measure of _____ for European imperialism.



Slide 10- “The White Man’s Burden”

By Rudyard Kipling

Take up the _____ Man’s burden—

Send forth the best ye _____—

Go, bind your sons to exile

To serve your captives’ need;

To wait, in heavy _____,

On fluttered folk and wild—

Your new-caught _____ peoples,

Half-devil and half-child.

Take up the White Man's burden—

In patience to _____,

To veil the threat of terror

And check the show of pride;

By open speech and _____,

An hundred times made plain,

To seek another's _____

And work another's gain.

- In this poem, British _____ Rudyard Kipling urged “civilized” nations to extend their _____ over those who were “half-devil and half-child.”
- “The White Man’s Burden” was first _____ in *McClure’s* magazine, and it generated a tremendous response.
- Many authors wrote poems of their own mimicking “The White Man’s Burden” and _____ Kipling’s ideas (Henry Labouchère’s “The Brown Man’s Burden” offers a particularly biting response).



Slide 11- Pears' Soap

- The "White Man's Burden" _____ in children's books and even in _____ of the time period.



- The advertisement in this slide shows U.S. Admiral George Dewey washing his hands with Pears' Soap while _____ by illustrations symbolizing "progress and civilization."
- It was _____ on the inside front cover of the October 1899 issue of *McClure's* _____.

Slide 12- Nationalism

- 19th-century _____ changes
- _____ to one's country rather than to a monarch
- Role of the " _____ people"
- Unification _____
- _____



- The political landscape of the European _____ had undergone some significant changes by the last half of the 19th century.
- In some countries, _____ had either fallen or ceded much of their power to the military and/or legislative bodies.
- Allegiance to a king or queen ceased to be the most important factor in _____ the people of a country together; instead, the main unifying force became the idea that the people of each _____ possessed a unique character that should not only be celebrated within that nation, but _____ and respected by other nations as well.
- In addition, the _____ Revolution had opened a Pandora's box and given "common people" throughout Europe notions of someday gaining political say in the _____ of their countries.
- The 1830s and 1840s witnessed a growing _____ that culminated in revolutions in several European countries in 1848.
- Later, two major _____ movements occurred, creating the nations of Germany and Italy out of what had been loose agglomerations of semi-independent _____.
- New wellsprings of national _____ sprang up as a result, and lower classes became aware of their political might.
- In addition, technological _____ of the Industrial Revolution had led to major improvements in weaponry, and many were itching to _____ this new military muscle.
- Imperialism provided an outlet for both _____ and militarism.
- If a nation could increase its _____ possessions, it would elevate the standing of all its citizens among the peoples of Europe.



- New _____ might could be used not only to subdue indigenous peoples and gain control of their lands, but also to keep other European nations from gaining _____ of those lands.

Slide 13- German Unification

- Other powerful nations _____ in the mid-1800s as the result of political and _____ changes in Europe and beyond.

- After Prussia's _____ over France in 1871, Prussian leader Otto Von Bismarck was finally able to create a unified _____ state.
- Under Bismarck's leadership, Germany began an _____ policy of industrialization.

Slide 14- The Scramble for Africa Begins

- King Leopold II of _____

- King Leopold II of Belgium believed that the acquisition of overseas _____ was essential in his quest to define his country's future, yet he was never quite able to get the support of his government or his _____ to participate in colony building.
- Thus, in 1876 he _____ his own holding company and hired Henry Morton Stanley to establish a colony in the _____.

Slide 15- "Dr. Livingstone, I presume?"

- In 1869, Henry Morton Stanley, acting as a _____, was sent to find David Livingstone, a missionary and explorer who was said to be traveling in _____ but no one knew if he was dead or alive.
- Stanley met up with _____ in November of 1871, greeting him by saying, "Dr. Livingstone, I presume?"



Slide 16- The International African Association

- By 1882, King Leopold's _____ African Association, his private holding company, _____ much of the Congo.
- Stanley, representing the _____, negotiated treaties with several African chiefs.
- By 1882, he had _____ 900,000 square miles of territory.

Slide 17- The Berlin Conference

- Established a set of agreed-upon rules regarding the _____ among the major powers for colonies in _____

- In 1884, German Prime Minister Otto Von _____ opened a conference in Berlin dedicated to "the Africa problem."
- At the _____, European powers agreed on a set of rules governing _____ ambitions in Africa:
- The area along the _____ River was to remain under the control of Leopold II.
- No nation could stake a claim on the continent without _____ other nations.
- _____ could not be claimed unless it was occupied.

Slide 18- Egypt

- The Suez _____
- Shares in the canal held by _____ & Egypt
- Britain buys out _____ interest
- Egyptian _____ crisis
- 1882 uprisings
- _____ invade and occupy Egypt

- The Suez Canal had been built under the _____ of Frenchman Ferdinand de Lesseps using Egyptian laborers.



- De Lesseps' Suez Canal Company sold many of its _____ to French investors; the Khedive of Egypt (the country's leader) also held a substantial number of shares.
- The main _____ was completed in 1867, and the canal finally became operational in 1869.
- After Benjamin Disraeli became _____ of Britain in 1874, the British government wanted to buy a portion of this vital waterway, which provided a _____ route to India.
- By this time, the Khedive, who had _____ heavily from European bankers to modernize his country's infrastructure, was in deep financial straits.
- Though the French wanted to buy his shares, Disraeli outmaneuvered them and _____ out the Khedive's holdings.
- Though the influx of cash from this sale helped, it only staved off an Egyptian financial _____ for a year or so.
- In 1876, the Khedive asked the British government to help him _____ fiscal reform.
- Britain and other European countries that had _____ Egypt money used this as an opportunity to exercise increasing _____ over Egypt's finances.
- The Khedive acceded to much of this control, and _____ and anti-European sentiments began to arise among many Egyptians.
- In 1881, Egyptian army officers rebelled, and in 1882, fierce anti-European _____ broke out in Alexandria.
- Britain, worried about protecting its _____ in the Suez Canal, sent its navy to bombard Alexandria and landed an army of 20,000 soldiers who _____ the rebel forces.
- For the next 72 years, Britain stationed _____ in Egypt and effectively controlled the Egyptian government, making the country into a virtual _____.



Slide 19- European Control of Africa

- By 1914, only _____ African nations remained _____

- By 1914, the British had control of close to 30% of the _____ of the continent of Africa, the French had 15%, Germany and _____ each had just under 10%, and Italy had 1%.

Slide 20- Cecil Rhodes

- British _____ who made huge profits from Africa's natural resources

- Founder of the _____ of Rhodesia in Africa

- Rhodes was the Prime Minister of the British _____ Colony in South Africa.
- While in South Africa, he formed his own _____ company, De Beers Consolidated Mines.
- Today, De Beers is perhaps best known for its _____.

Slide 21- "The Rhodes Colossus"

- This cartoon depicts British imperial _____ to control the entire African continent.



- The cartoon in this slide, titled "The Rhodes Colossus: _____ from Cape Town to Cairo," appeared in *Punch* magazine in December of 1892. Rhodes intended to build a _____ from Cairo to Cape Town.



Slide 22- A Closer Look at Imperialism in Africa

- European _____ to control natural resources
- Doing so led to drastic changes in the _____ of the continent
 - Europeans sought colonies in large part to gain control of natural resources such as _____, rubber, and tin.
 - This led to drastic _____ in the infrastructure of the continent.
 - Traditionally, African peoples had been subsistence _____.
 - The arrival of the Europeans marked a significant shift in this _____ way of life.
 - Farmers were now forced to grow _____ such as peanuts.

Slide 23- Improvements in Transportation and Communication

- Europeans constructed _____ and bridges and laid thousands of miles of railroad track in order to facilitate the movement of _____ and people across the continent; they also built telegraph lines.
- These _____ in infrastructure not only helped Europeans better exploit Africa's natural resources, but also allowed for greater political _____ over African peoples and countries.

Slide 24- Direct vs. Indirect Rule

- European nations chose one of two _____ paths when it came to colonial rule:

- Indirect rule: colonies were given a degree of internal _____

- Example: _____

Direct rule: the colony was directly _____ by the colonizer

Example: _____

- _____ tended to use direct rule the most often, while _____ usually relied on indirect rule.



Slide 25- South Africa

- The Dutch first _____ on the Cape of Good _____ in the late 17th century.
- Europeans soon began to _____ on the Cape, taking land and forcing the natives out.
 - In 1652, Jan van Riebeeck established a provisioning _____ for the Dutch East India Company on the Cape of Good Hope in _____ Africa.
 - Shortly afterward, _____ began to settle on the Cape, marking the beginning of permanent European settlement in Africa.
 - The _____ either moved further inland to avoid the Europeans or were forced into _____.

Slide 26- The Great Trek, 1835–1843

- The British annexed the Cape in 1815; later, they raised the _____ status of native Africans and abolished slavery over the _____ from 1833 to 1843.
- _____ with the Dutch ensued: white farmers known as “Boers” (Dutch for “farmers”) or “Afrikaners” felt the British had _____ their natural right to dominate the native Africans, so they left the Cape Colony.
- Between 1835 and 1843, the Boers undertook what became _____ as “The Great Trek.”
- 12,000 Boers in ox-drawn wagons moved _____, eventually crossing the Orange River, which lies approximately 500 miles from _____.
- They drove out the native _____ and formed small, isolated communities which ultimately became the _____ known as the Transvaal (1852) and the Orange Free State (1854).

Slide 27- Diamonds and Gold

- In 1867, diamonds were _____ in South Africa; in 1886, gold was discovered.
 - When diamonds and _____ were discovered, trouble developed because some of these mineral _____ were located in Dutch-controlled areas, while others lay in British territory. Disagreements eventually led to _____.



Slide 28- The Boer War, 1899–1902

- _____ and _____ troops fought for control of the Cape

- The British _____

- During the war, the most _____ area was the Dutch-controlled Transvaal.
- Dutch forces there were under the _____ of Paul Kruger, a fierce leader who hated the British and persecuted British gold prospectors who tried to _____ in the Transvaal.
- In 1895, the British tried to foment an anti-Boer _____ in the region, but the well-equipped Boer forces quashed it.
- In 1899, the Boers took the _____ and laid siege to British-controlled towns.
- The British responded by sending in _____ reinforcements, who drove back the Boers.
- Dutch forces gradually _____ and conceded in 1902, signing the Treaty of Vereeniging and ending the war.
- The Treaty forced the _____ to accept British sovereignty.
- In 1910, the British _____ the Union of South Africa.
- Louis Botha became the first prime minister and _____ cooperation between Afrikaners and the British.

Slide 29- China

- In the 1700s, China enjoyed a _____ balance of trade.

- Significant imperialist activity also took place in _____.
- Under the Ming and Qing dynasties, Europeans had traded _____ for Chinese tea.
- This all changed in the 1800s, when _____ lost control of its silver supply from the Americas.



- The British soon discovered, however, that Indian _____ which they controlled could also prove profitable.

Slide 30- The Power of Opium

- By 1779, the British _____ Company was importing opium into China

- Within a generation, opium _____ in China became widespread

- Chinese authorities _____ opium imports in 1796.
- Although the Chinese instituted severe _____ for those caught smoking opium (including death, in some cases), the _____ trade flourished.

Slide 31- East India Company

- The picture in this slide gives an impression of the huge _____ of opium imported into China by the British.
- The East India Company developed a _____ on opium cultivation in India, but disengaged itself legally and officially from the illicit trade with _____ by using vessels owned by private merchants (the boats were known as “country ships”) to transfer and sell the _____ in China.

Slide 32- China and Britain Clash over Opium

- In 1839, a Chinese official _____ that the opium trade in Guangzhou (Canton) stop.

- The British refused, and war _____.

- In 1839, the _____ of China sent a commissioner to Canton to put an end to the opium trade.
- The British ignored this demand, and the Chinese _____ responded by having the commissioner destroy 20,291 chests of opium.
- This action ultimately led to war between the _____ and the Chinese.



Slide 33- The Opium War: 1839–1842

- Britain, with its powerful _____, occupied several Chinese ports, including Hong Kong.
- British _____ also met with success, coming within miles of Peking, the Chinese _____.
- In 1842, the Chinese _____ and Britain forced them to sign a treaty.

Slide 34- The Treaty of Nanjing

- Britain gained

- Control of Hong Kong

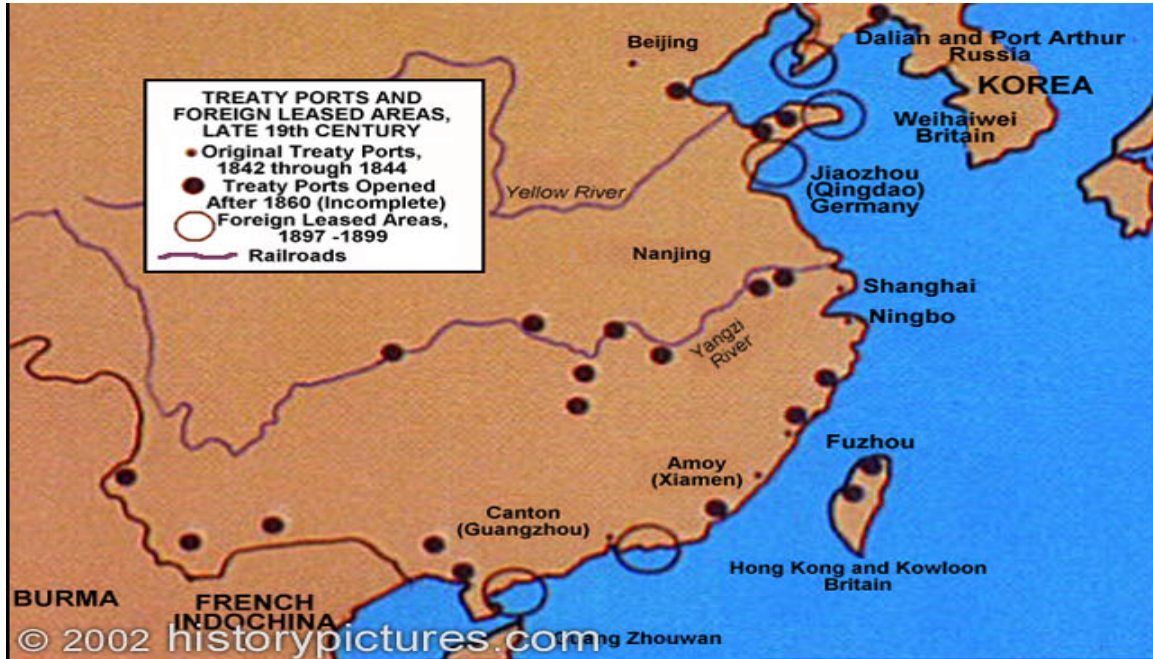
- The right to trade in five major cities

- Extraterritoriality

- The legalization of opium in China

- The _____ forced China to accept some major concessions and further opened the country to European _____.
- A Second Opium _____ broke out in 1856 and lasted until _____.
- This time, combined British and _____ forces defeated the Chinese and forced another treaty upon them.
- Concessions by the _____ included opening up 11 more cities to European trade and allowing Christian missionaries to proselytize within the country.
- The treaty, however, made no _____ to opium.
- From the Chinese perspective, this war _____ the beginning of a period of “semi-colonialism” that subjugated much of the country to _____.

Slide 35- Treaty Ports



- The map in this slide shows how the _____ that followed the Opium Wars opened up China to _____ trade.

Slide 36- The Open Door Policy

- _____ in China
- “_____ of influence”
- “Open Door” policy _____ by U.S. Secretary of State John Hay
- No nations formally accepted Hay’s _____, but they didn’t counter the Open Door policy’s _____ either

- At the end of the 19th century, China was in _____ and social turmoil.
- Many nations wanted to capitalize on China’s unsettled _____, including Japan, Russia, Britain, France, and Germany.
- These nations wanted to create “spheres of influence” in the region—that is to say, they wanted to gain _____ control over economics and politics in China.



- While the United States did not necessarily seek a “sphere of influence” in China, it did have a prosperous _____ with the nation.
- U.S. Secretary of State _____ sent a series of “open door notes” to various nations, proposing that they all “share” their Chinese _____ rights while also guaranteeing the territorial integrity of China.
- Hay’s proposals were meant not only to assure that no nation would _____ trade with China, but also to prevent other nations from partitioning China.
- None of the other nations interested in China particularly liked the Open Door _____ and none formally endorsed it, but they also didn’t take any _____ that ran counter to the Open Door policy’s provisions.

Slide 37- Religious Influence

- Cathedrals, like this one built in _____ in the late 1800s, were a clear indication of the influence of Europeans.

Slide 38- The Boxer Rebellion, 1899

- In response to the European presence in China, _____ groups emerged and organized in the hopes of removing foreign _____ from the country.
- One group named the “Harmonious Fists” (called the “Boxers” by Europeans) attacked _____ missionaries, Chinese Christians, and government officials they held responsible for allowing Europeans to dominate China.
- In mid-1900, close to 150,000 _____ occupied Beijing.
- An international force composed of European, American, and _____ soldiers occupied Beijing and defeated the Boxers.



Slide 39- The Boxer Protocol

- China was _____ to sign the Boxer Protocol
- Required to pay damages to _____
- Forced to allow foreign soldiers to live in _____
 - The Boxer Protocol was signed on _____ 7, 1901.

Slide 40- Chinese Nationalism

- Nationalism increased in China as groups fought to not only rid China of _____, but to end centuries of imperial rule.
 - In 1911, imperial rule ended in China. The KMT _____ Army under Chiang Kai-Shek led a campaign that resulted in the establishment of a _____ government.
 - This government lasted in a weakened state until 1949, when the _____ took control of China.

Slide 41- Japan

- Japan had closed its doors to the world in the 1600s
 - In the mid-1600s, the _____ shogun issued a series of edicts closing the country off from the world for the next _____ years.
 - Although Japan experienced significant economic _____ and relative peace during this period (sometimes known as the “Pax Tokugawa”), without any sustained contact with the west Japan had no _____ capability.

Slide 42- The “Opening” of Japan

- In the mid-1800s, the U.S. _____ Japan to trade; soon, it too became a strong _____ nation.
 - In 1853, Commodore Matthew Perry of the United States _____ to Japan and anchored in Edo Bay near Tokyo.



- He had instructions from U.S. President Millard Fillmore to open the country to _____ with the United States.
- The Japanese had never seen smoke come out of a boat and described the _____ ships as “giant dragons puffing smoke.”
- Perry brought many _____, but he also threatened to bombard the Japanese if they _____ to trade with the U.S.
- The Japanese conceded, _____ to what many called the “opening of Japan.”
- On March 31, 1854, the U.S. and Japan signed a _____ that opened two ports to American ships and proclaimed _____ and friendship between the two countries.
- European _____ achieved trading rights with Japan shortly thereafter.
- Expanded trade helped Japan _____ and contributed to the country’s rise as an industrial power.

Slide 43- The Meiji Restoration

- Tokugawa Shogunate _____ by imperial forces

- _____ Mutsuhito ruled 1867–1912

- Modernization

- This slide shows Japanese Emperor _____, who ruled from 1867–1912.
- Under his reign, Japan embarked upon a _____ of modernization in order to compete with the West.
- In addition, during the Meiji Restoration Japan _____ feudalism and issued a new constitution in 1889 that made the _____ a democracy, with the emperor sharing power with the Imperial Diet (the Japanese legislature).

Slide 44- Japanese Modernization

- Japanese sought to modernize both its _____ and its economy.



- Motivation for _____ its military forces came in large part from a desire to avoid the fate of its neighbor to the west—_____.
- In addition to national _____, the new Japanese military would help Japan to build an _____ empire.

Slide 45- Japanese Industrialization

- Japan moved _____ to industrialize.
- The government sent Japanese students to study _____ science and languages, and it also invested in developing a modern transportation and communication _____.
- By the turn of the 20th century, _____ was well on its way to becoming a modern industrialized nation.
- It soon joined the ranks of imperialist nations seeking natural resources, _____, and new markets.

Slide 46- The Russo-Japanese War

- 1904–1905

- Japan and _____ fought for control of Manchuria

- Japan won easily; Russia was _____

- In the Russo-Japanese War, Japan won a decisive _____ against Russia and gained control of a significant amount of land, including significant portions of southern _____.
- By 1910, Japan further increased its _____ holdings by annexing Korea.
- This move solidified Japan's _____ as the strongest nation in the East.
- Japan further added to its _____ at the start of World War I by allying with the British and seizing _____ “sphere of influence” in China.

Slide 47- Japanese Empire-Building, 1929–1939

- Following the onset of the Great Depression in _____, fascism took hold in Japan.



- The country's new _____ government made it a high priority to secure _____ so that Japan could maintain its growing industrial base.
- With this in mind, Japan successfully conquered Manchuria in _____.
- Next, it _____ China in 1937 and took control of much of that country's coasts and _____ cities.
- When World War II began in _____, Japan allied with the Axis Powers and continued to build its _____.

Slide 48- The United States

- By the early 1800s, the United States was also on its way to becoming a strong _____ nation.
- Later in the 19th century, America would enter into its own period of _____.

Slide 49- The Monroe Doctrine

- Part of President _____ 1823 Message to Congress
- Warned European powers not to _____ with Western Hemisphere affairs or overthrow independent _____ there
- Promised the U.S. wouldn't interfere with _____ affairs or colonies
 - Imperialism in the Americas looked much _____ than it did in other parts of the world.
 - In the early part of the 19th century, several _____ colonies of Spain and Portugal rebelled and won their independence.
 - Meanwhile, several European countries had formed an alliance to stop _____ Bonaparte and France.
 - After Napoleon's final defeat, it looked as if this _____ of countries might be willing to help Spain reestablish its empire in _____ America.



- President James Monroe saw this as a direct _____ to U.S. security; meanwhile, England believed that its lucrative trade in the Western Hemisphere would suffer if _____ regained its Latin American colonies.
- The U.S. and England therefore decided to issue a _____ statement that guaranteed the independence of the new Latin American nations.
- Monroe, however, _____ to go even further.
- In his 1823 Message to _____, he not only warned European powers not to overthrow any of the newly independent Latin American republics, he also stated that they shouldn't even "interfere" with the _____ of any country in the Western Hemisphere.
- In effect, Monroe _____ the Western Hemisphere "off limits" to new colonization or exploitation.
- In return, he promised that the U.S. wouldn't interfere with any _____ European affairs or colonies.
- Politically, Latin American nations retained their _____, yet the United States made it clear that they wished to extend economic control throughout the western _____.

Slide 50- Hawaii

- Independent _____ in the Pacific Ocean
- Became a _____ in 1894
- _____ by the United States in 1898
 - Hawaii was an independent kingdom in the _____ Ocean.
 - In the 1800s, American missionaries arrived, followed by those seeking _____ opportunities.
 - Among the first and most successful American _____ in Hawaii was the Dole Pineapple Company.



- With the aid of a _____ American businessman, a coup overthrew Queen Liliuokalani in 1894, and Hawaii became a republic.
- Sanford Dole was “_____” president; in 1898, Sanford Dole gave the U.S. permission to annex the nation.

Slide 51- The Spanish-American War

- The United States gained control of Spanish colonies in the Pacific and the _____, most notably Cuba and the _____.

- Causes of the _____-American War:
- Cuban _____ sought independence from the Spanish and rebelled in 1895.
- Spain sent 150,000 troops to put down the _____, then forced hundreds of thousands of Cubans into holding camps.
- Lack of food and unsanitary conditions killed some 200,000 _____ over the next two years.
- The U.S. was reluctant at first to intervene, but when _____ broke out in Havana, President William McKinley sent the battleship USS *Maine* to Havana’s _____ to protect American citizens and property.
- On February 15, 1898, an _____ occurred aboard the *Maine*.
- The ship _____ and 260 U.S. soldiers died.
- Though the explosion was probably _____ by an accidental fire that ignited the ship’s stores of ammunition, American journalists and much of the American _____ blamed Spain for the explosion, claiming the ship had been _____ upon by Spanish forces.
- The U.S. and Spain tried to _____ the problem through negotiation, but American public opinion eventually _____ McKinley to declare war on Spain in April 1898.
- The war ended quickly and in _____ the Treaty of Paris was signed.



- The United States gained almost all of Spain's _____, including the Philippines, Guam, and Puerto Rico.

Slide 52- The Philippines

- Filipino rebels fought alongside U.S. _____ against the Spanish
- U.S. fails to _____ the Philippines independence after the war
- U.S.-Filipino _____ breaks out in 1899 and continues for years
- Philippines didn't gain independence until _____
 - The Spanish-American War was fought not just in _____ but in the Philippines as well.
 - In August of 1898, American Admiral George Dewey _____ a surprise attack on Spanish ships in Manila Bay and succeeded in _____ Spain's Pacific fleet.
 - The U.S. also landed 10,000 soldiers in the Philippines, who fought side by side with rebel Filipino _____ who wanted independence from Spain.
 - After defeating Spain, however, the U.S. not only didn't grant the Philippines _____, but seemed to be leaning towards annexing the country.
 - Filipinos, unhappy that they were under the control of yet another colonial _____, fought back in February of 1899.
 - Over the next three years, thousands of American and Filipino soldiers died—along with nearly 200,000 Filipino _____.
 - The two sides then settled into a sort of _____, with sporadic fighting breaking out over the next 40 years or so.
 - Ultimately, the Philippines remained under U.S. _____ until World War II.

Slide 53- The Panama Canal

- De Lesseps _____ canal rights from Colombia
- U.S. _____ rights in 1903



- U.S. backs _____ independence
- Hay-Bunau-Varilla _____
- Panama as U.S. _____
- _____ completed in 1914
 - In 1879, a _____ led by Ferdinand de Lesseps purchased a 25-year concession from the Colombian government to build a canal across the isthmus of _____.
 - The company's attempt failed, and it _____ its rights to the U.S. in 1903.
 - In order to build a canal, the U.S. needed to negotiate a land _____ with Colombia.
 - _____ stalled the negotiations, however, hoping to wait for de Lesseps' original concession to _____ in 1904.
 - President Roosevelt responded by letting Panamanian _____ know that if they revolted against the Colombian government, the U.S. Navy would _____ them.
 - The rebels successfully _____ in November of 1903, and the U.S. quickly recognized Panama as an independent country.
 - The Hay-Bunau-Varilla Treaty, signed later that month, permanently _____ the U.S. a ten-mile strip of land across the isthmus to build a canal.
 - It also contained _____ that essentially made Panama a U.S. protectorate: in return for guaranteeing Panamanian independence, the U.S. effectively received the right to intervene in Panama's _____ affairs.
 - Construction on the _____ began in 1904 and was completed in 1914.
 - The canal was administered by the _____ States until 1999, when control was relinquished to the Panamanian _____.

Slide 54- Imperialism in India

- Vasco da Gama
- Post in _____
- The _____ trade



- The first Europeans to establish _____ ties with India were the Portuguese.
- Vasco da Gama landed at Calicut in 1498 and set up a post in order to _____ trade with the rest of the continent.
- The commodities of greatest _____ to the Portuguese were spices, which they could make handsome _____ reselling in Europe.

Slide 55- The British East India Company

- Sir Thomas Roe meets with _____ Emperor Jahangir
- The British East India Company gains a _____ on trade with India
 - In 1615, King James I of _____ ordered Sir Thomas Roe to visit India to meet with Jahangir, the Mughal Emperor.
 - At this time, the Mughals controlled nearly $\frac{3}{4}$ of the land in _____.
 - James I hoped to secure _____ trading rights for the British East India Company.
 - Roe successfully _____ these rights and the British East India Company was granted a monopoly over trade in India, gaining control of India's supply of raw materials including tea, indigo, _____, and cotton.

Slide 56- Cash Crops in India

- The British hoped to _____ considerable profits from their control of the Indian _____.
- To ensure that they profited from _____ trade with India, the British often pushed farmers to grow cash crops such as _____ and tea.
- Although many farmers ceded to Britain's request and grew the _____ crops, they didn't end up sharing in the profits.
- Furthermore, because the _____ had devoted their lands to growing non-edible rather than edible crops, they soon found that they often couldn't procure enough _____ to feed their families.



Slide 57- The Battle of Plassey, 1757

- Nabob of Bengal seizes _____, imprisons British East India Company workers
- Nabob supported by the _____
- British troops win a _____ victory at Plassey
- Victory drives the French from _____, giving Britain a monopoly on _____
 - In 1756, Suraj Dowlah became Nabob of the _____ region of India.
 - Previous regimes had _____ a treaty with the British East India Company that had given the company _____ of the city of Calcutta.
 - Unlike his predecessors, however, Dowlah _____ the treaty, took over Calcutta, and imprisoned employees of the British _____ India Company.
 - Dowlah had the _____ of the French, who were battling the English for control of the _____ with Bengal.
 - The British responded by sending an army _____ by Robert Clive (1725–1774).
 - In the decisive Battle of Plassey in 1757, a badly _____ Clive managed to defeat the Nabob's army.
 - Clive's victory not only gave the _____ control of Bengal, but also drove the French from the region for good and effectively _____ French trade with India as a whole.
 - This battle essentially _____ British control over most of India and the East India Company began to make improvements to India's _____ in order to connect the interior of the country with the port cities.

Slide 58- Improvements in India's Infrastructure

- In India, the British built:
 - The world's third largest _____ system
 - Telephone and _____ lines



- Dams, _____, and canals

- The British made all these _____ to India's infrastructure in order to facilitate the export of goods, and also to solidify their economic and _____ control of the region.

Slide 59- The Sepoy Rebellion

- Sepoys: _____ soldiers who served under British commanders

- 1857: Sepoys refused to use _____ greased with pork/beef fat

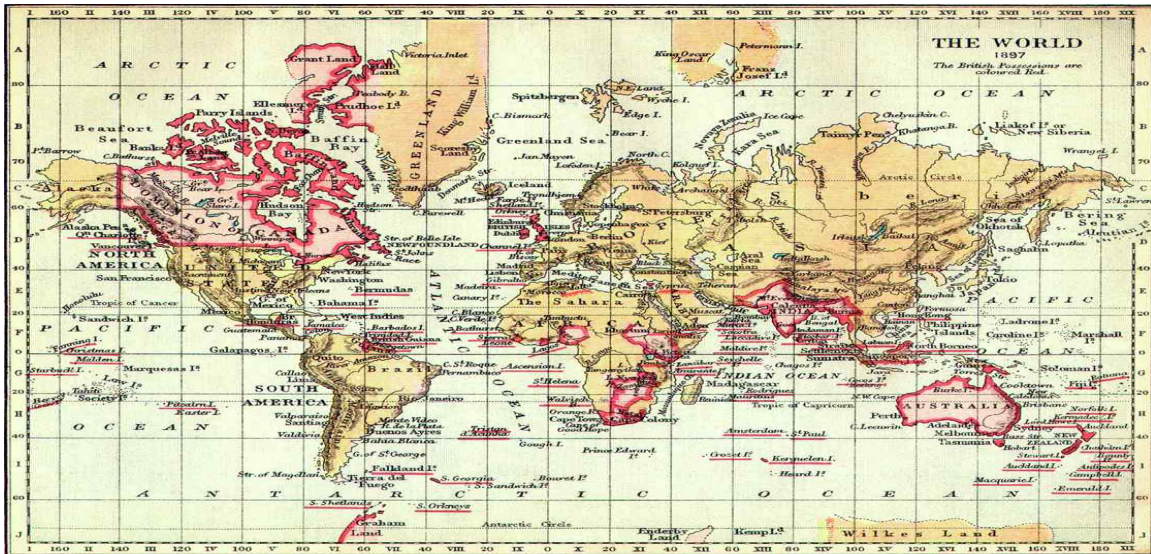
- Full-scale _____ broke out

- After quashing the rebellion, the _____ took control of India

- Sepoys were Indian _____ that served under the British army.
- In 1857, the British issued new ammunition to the _____.
- The new cartridges had to be bitten off before they could be used; however, the cartridges were greased in _____ and pork fat.
- Most of the sepoys were Hindus or Muslims; since cows are sacred to _____ and pork is forbidden for Muslims, the sepoys _____ to use the new ammunition.
- General discontent with the increasing British _____ over India turned the incident into a full-scale rebellion.
- Intense fighting often _____ out, and it took the British ten months to put down the uprising.
- Soon after that in the spring of 1858, the British _____ used the rebellion as an excuse to take political and _____ control of India.

Slide 60- "The Jewel in the Crown"

- In this 1897 map of the world, British _____ are outlined in red and shaded pink.



- In 1858, the British _____ the East India Company and placed all of India under the direct control of the British crown.
- India proved to be the most _____ of all of Britain’s colonies and was often referred to as the “jewel in the crown.”

Slide 61- French Indochina

- “French Indochina” encompassed a number of self-governing regions in _____ Asia, including modern-day Vietnam, Laos and _____.

- In 1858, French- and Spanish-led forces entered _____ following the death of several Christian missionaries there.
- Within a decade, _____ had conquered all of southern Vietnam; they referred to this new _____ possession as “Cochinchina.”
- In 1882, the French _____ the northern Vietnamese city of Hanoi, which provoked a war with _____.
- France emerged victorious from the conflict and soon gained _____ in the region, securing Tonkin (northern Vietnam), Cambodia, and Laos.



- Thailand was the only Southeast Asian country that _____ coming under European control.
- Hanoi served as the _____ of French Indochina.
- The French _____ the region from approximately 1887 until 1954; during that period, they installed a _____ of puppet emperors.

Slide 62- The French Imperial System in Indochina

- The French improved public services in _____, but only to the degree that such improvements would _____ colonial control.
- Economically, Vietnam provided France with _____, pepper, coal, cotton, and _____.

Slide 63- Burma

- Britain and the country of _____ fought three wars in the 19th century, with the British _____ each time.
- Britain had little _____ in the country as a colonial possession, but ended up in armed _____ with the Burmese largely to protect its dominance in the region and to _____ the borders of India, its most valuable colony.
- After the first war (1824–1826), Burma was _____ to cede several provinces.
- After the second war (1852–1853), Britain _____ control of the entire southern half of Burma.
- In 1885, the British took just a week to route the _____ forces, then on January 1, 1886, they annexed Burma to India.

Slide 64- The Legacy of Imperialism

- _____ War I
- Economic _____
- Third-World _____

Slide 65- World War I

- Imperialism was clearly a _____ cause of World War I.



- The _____ for overseas possessions often brought _____ powers into conflict.
- In the late 19th and early 20th _____, Germany became more and more aggressive in its quest for imperial _____.
- In 1905, the leading _____ powers acceded to Germany's demand for a conference to dispute French _____ of Morocco.
- Though _____ gained nothing, other nations began to view Germany as a threat to _____ in Europe.
- _____ and France had vied for control of areas in _____, the Middle East, and the Indian subcontinent.
- It was not until the Anglo-French Entente of 1904 that the two nations _____ settled their colonial disputes.
- Many of the "entangling alliances" that _____ often cite as a premier cause of World War I actually came about as a result of _____ over imperialism.

Slide 66- Economic Consequences

- Long-term dependence on cash crops had a _____ impact on the economies of imperial possessions.
- Most of these crops depleted the _____ and made it difficult to grow subsistence _____.
- Cash crops also tended to _____ local industries because they sucked up most of the _____ force.
- In addition, once colonies _____ their independence, years of dependence on a single cash crop made it difficult to _____ and diversify their economies.

Slide 67- Third-World Nationalism

- The rise of _____ in Europe was largely a 19th-century phenomenon, and it contributed to the spread of imperialism.



- Before falling under European control, many Third World peoples had set _____ boundaries and drawn their sense of identity from shared tribal or _____ traits; for them, the concept of “nation” didn’t really exist.
- That began to change under _____.
- European powers created _____ borders almost arbitrarily, often forcing ethnic groups with no common language or _____—and sometimes a shared history of conflict—to live together under the same _____ authority.
- For example, the _____ Europeans drew to define the country of Nigeria encompassed four major _____ groups: the Hausa (who made up about one-fifth of the population), the Yoruba (who made up another fifth), the Ibo (a little less than 20%), and the Fulani (about 10%).
- In addition, the area was home to _____ of smaller ethnic groups.
- Nearly all these ethnic groups _____ having these artificial boundaries forced upon them.
- This shared discontent and _____ resentment of European occupiers created an incipient sense of nationalism among these _____ peoples.

Slide 68- The Legacy of Imperialism

- Although many colonies _____ from the improvements imperialism brought in infrastructure, schooling, and _____ care, political instability and economies lacking in diversity _____ to plague many former colonies.
- Many nations in _____ have experienced (and continue to experience) civil war resulting in large part from the _____ boundaries that remained after they had won their independence from former _____ powers.
- Most colonies had little _____ with self-rule; when independence came, political instability often followed.



- When _____ was achieved, many times it came because a dictator had seized control of the country.
- Imperialism more or less _____ the “Third World,” and many of the problems that these countries experience today stem from the _____ of imperialism.
- Question to students: What obligations, if any, does the _____ world owe to the nations which it dominated and _____ for so long?

World History