Rise of Imperialism
1840 A.D.–1916 A.D.

- Tea imported into England from India

A British family in India

- 1839 Opium War breaks out in China
- 1857 Sepoy Mutiny in India
- 1869 Suez Canal opens
- 1903 U.S. begins work on Panama Canal
- 1910 Union of South Africa is formed
SECTION 1  Growth of Imperialism

There were many reasons for the rise of imperialism (im pir’ ē uh liz uhm), or the policy of setting up colonies and building empires. One was the Industrial Revolution. Factories in the industrialized countries needed such raw materials as rubber, cotton, oil, tin, and copper. There was also a growing demand for tea, sugar, and cocoa. Both raw materials and food products could be found in areas that were not industrially developed, such as Africa, Asia, and Latin America.

Then, too, industries needed new markets for their products. Factories were turning out more goods than people at home could afford to buy. Many leaders believed new markets could be found in areas that were not industrially developed.

Also, many factory owners had grown rich during the Industrial Revolution. They could not find enough places in their
own countries in which to invest. Even when they did invest, they thought the profits were too small. Investments in undeveloped areas, however, generally brought large profits.

Another reason for imperialism was nationalism. Many people thought colonies would add to their country’s power. The newly formed countries of Italy and Germany wanted to catch up with Great Britain, France, and other established colonial powers. Japan and the United States wanted to become as important as the colonial powers of western Europe.

Still another reason for imperialism was the belief that western countries had a duty to “civilize” the “backward” peoples of the world. To many westerners, any people whose way of life and religion were different from their own were “backward.” These westerners believed they had a mission to spread Christianity and the Industrial Revolution everywhere. The British author Rudyard Kipling (ruhd’ yuhrd kip’ ĭng) called this mission “the white man’s burden.”

Before 1870, European powers had few holdings in Africa. Those they did have were mostly seaports and trading stations along the coast. The only major exceptions were the Cape Colony at Africa’s southern tip and Algeria in northern Africa. Great Britain had received the Cape Colony from the Dutch at the Congress of Vienna. Algeria was held by France. Before long, however, most of Africa belonged to European powers.

**The Opening of Africa** At first, most Europeans stayed along the African coast because they were safer there from tropical diseases and other dangers. Little was known about Africa’s interior. Then, missionaries and explorers opened up these areas.
In 1840, a Scottish medical missionary named David Livingstone (liv’ ing stuhn) went to Africa to convert the people to Christianity. During his years in Africa, Dr. Livingstone worked hard to end the Arab trade of enslaved Africans and explored much of the continent’s interior. He wrote about his journeys in letters that appeared in newspapers in Great Britain and the United States. These letters aroused a great deal of interest in Africa.

Suddenly, the letters stopped. A New York newspaper decided to find out what had happened to Dr. Livingstone. It assigned reporter Henry Stanley to the story. After two years of searching, Stanley found Dr. Livingstone in a small Arab village on the shores of Lake Tanganyika (tan guhn yē’ kuh). Stanley then became an explorer himself. Between 1874 and 1889, he explored the Congo and wrote about his adventures.

In 1879, Stanley was hired by King Leopold II of Belgium to obtain African lands for him. Stanley signed many treaties with African chiefs in the Congo Basin. Most of the chiefs could not

**STANLEY AND LIVINGSTONE** This painting shows Henry Stanley (center left) who found David Livingstone (center right) living in the tiny village of Ujiji on Lake Tanganyika. Stanley greeted him with the now famous words, “Dr. Livingstone, I presume?” Why had Dr. Livingstone gone to Africa?
read or write English and did not realize what they were signing away. In return for their lands, many of which were rich in minerals and rubber, the chiefs received cloth, beads, and sometimes guns. The signing of such treaties became a common way of gaining colonial territory.

Leopold II wanted to make a lot of money as quickly as possible. He had his soldiers force the Africans to collect rubber for him. Anyone who resisted was shot. However, missionaries and other Europeans protested so much that the king finally turned the Congo over to the Belgian government. The government did away with forced labor.

In northern Africa, the Suez (sū’ez’) Canal was opened in 1869. Built by Egyptian workers and paid for with French funds, it connected the Mediterranean and Red seas. The Suez Canal made possible a shorter all-water route to India and the Far East. In 1875, however, the Egyptian ruler needed money. So, he sold his shares in the canal to Great Britain. Great Britain and France then took over Egypt’s finances. This made many Egyptians angry. When they rebelled in 1882, British troops moved in. Egypt became a British protectorate (pruh tek’ ruhr it), or a country under the control and protection of a larger, stronger nation.

From the Cape to Cairo Soon after Great Britain made Egypt a protectorate, the British began moving south. After several years of fighting, they conquered the Sudan. There, Great Britain set up a joint government with Egypt.

At the same time, the British began moving north from the Cape Colony. The Boers, or Dutch farmers in South Africa, did not like British rule. They did not want to speak English, and they disagreed with Great Britain’s doing away with enslavement. In 1836, many Boers decided to leave the Cape Colony. They traveled northward and finally settled in the grasslands of the interior. There, they set up two independent states, the Transvaal (trans vahl’) and the Orange Free State.

In the late 1800s, gold and diamonds were discovered in the Boer states. Thousands of adventurers began pouring into the area. The Boers were soon outnumbered. Afraid of losing control of their government, the Boers would not allow the newcomers, who were mostly British, to vote. However, the newcomers had to pay heavy taxes.

This angered Cecil Rhodes (rō’dz), the prime minister of the Cape Colony. Rhodes had a dream of an English-speaking empire that would stretch from the Cape to Cairo (kī’ rō”), the capital of Egypt. The British already controlled land to the south and west of the Boer states. So, Rhodes built a railway line into land to the north of the Boer states. As soon as the railroad was completed, British settlers began moving into this area, which was called Rhodesia (rō dē’ zhuh).
At this point, Germany, jealous of Great Britain’s growing power, offered the Boers its best artillery. The Boers promptly attacked British outposts, and the Boer War began. At first the Boers defeated the British. Then, the British captured the Boer capital. The Boers, however, refused to surrender and carried on guerrilla warfare for more than two years. Finally, the British destroyed Boer farms and imprisoned Boer women and children. When that happened, the Boers gave up. In 1910, the Transvaal and the Orange Free State were joined with the Cape Colony and one other British colony to form the Union of South Africa.

The British gained other African possessions besides Egypt, the Sudan, Rhodesia, and the Union of South Africa. Between 1890 and 1914, Zanzibar (zan’ zuh bahr), Uganda (yú gan’ duh), British East Africa, and Nigeria all came under British control. Except for one German colony, Cecil Rhodes’s plan of an English-speaking empire in Africa came true.
Other European Empires

Leopold’s actions in the Congo and the British takeover of Egypt spurred other European powers into action. Over the next few years, they divided the African continent among themselves.

Spain and Portugal kept their original possessions. Angola (an gō’ luh), founded in 1648 by the Portuguese, was the oldest colony in Africa. In 1885, Portugal also made Portuguese East Africa, or Mozambique, a protectorate.

The French moved out from Algeria to establish the largest European empire in Africa. This empire included Tunisia, Morocco, French West Africa, French Equatorial Africa, and Madagascar (mad uh gas’ kuhr).

The Italians conquered Eritrea (er uh trē’ uh), an area on the east coast, and took over part of Somaliland (sō mahl’ ē land). However, when they tried to take Ethiopia in 1896, they were defeated by the troops of King Menelik II. In 1911, the Italians acquired two Turkish provinces from the Ottomans. The Italians combined the two and renamed the area Libya. The Germans set up protectorates over Togoland and the Cameroons (kam uh rūn’z’i) in 1884. They later added German Southwest Africa and German East Africa.

By 1914, only two areas in Africa remained independent. One was Ethiopia. The other was Liberia (lı̱ bir’ e̱ uh), which had been founded in the 1830s by former enslaved African Americans from the United States.

Section 2 Assessment

1. Define: protectorate.
2. Why did many Boers leave the Cape Colony?
3. What plan did Cecil Rhodes have for Africa? How successful was he in helping Great Britain achieve this plan?

Critical Thinking

4. Making Inferences Why do you think the Suez Canal was so valuable to Egypt?

Graphic Organizer Activity

5. Draw this diagram, and use it to show the causes and effects of what is known as the Boer War.

Section 3

Asia

The British and the Dutch started trading with Asia in the 1600s. However, Chinese and Japanese rulers allowed only limited contact with the West. So, western European countries turned their attention to India.
India  By the middle 1700s, the Mogul Empire of India was breaking up. This allowed Great Britain and France to set up trading stations along the Indian coast. Then, in 1763, France lost the Seven Years’ War, also known in the Americas as the French and Indian War. As a result, the French left India, and the British East India Company took over.

The British East India Company stayed in power for almost 100 years. During that time, it brought many changes to India. Not everyone was happy with British rule, however. Many Indians felt the British were trying to change their culture. In 1857, the sepoys (se’ pois), or Indian soldiers in the British army, mutinied. The immediate cause was a new rifle. Its cartridges were greased, and one end had to be bitten off before loading. The Hindus thought the grease was beef fat. The Muslims thought it was pork fat. Hindus are not allowed by their religion to eat beef, while Muslims are not allowed to eat pork.

Although the Sepoy Mutiny failed, the British government realized that changes were needed. It took control of India away from the British East India Company and gave it to the Crown.

Great Britain wanted to protect its Indian empire from other countries, especially Russia. From 1865 to 1884, most of the central Asian centers of Muslim civilization fell to Russia. To guard India’s northwest frontier, the British made Afghanistan (af gân’ uh stan) a protectorate. In Persia, both Great Britain and Russia set up spheres of influence, or areas within a country in which another country has special rights.

THE BRITISH IN INDIA  British settlers in India kept many Indian servants. In this painting, Indians unload a newly arrived British family and their luggage. How did Great Britain try to protect its Indian Empire from Russia?
From the early 1500s, all trade between China and the West was limited to the city of Guangzhou (gwong jō’). The Chinese looked upon westerners as barbarians.

The Chinese people were divided into two classes. The upper class were mostly government officials, scholars, and landowners. They knew how to read and write, and looked down upon people who worked with their hands. The lower class were usually farmers and artisans who did not know how to read and write.

Both classes, however, had certain things in common. They followed the teachings of Confucius and believed that the family was most important. Marriages were arranged to benefit families. When a son married, he and his wife lived with his parents. The Chinese greatly respected their ancestors. On New Year’s Day they would burn incense and place an offering of food on the family altar. Then they would tell the ancestors what had happened to the family in the past year.

The Chinese followed their way of life until the 1800s. Then came the Industrial Revolution. Western factory owners and merchants became interested in increasing overseas trade. They were no longer satisfied with the amount of business the Chinese allowed them.

Migration Many Chinese sought escape from the turmoil caused by the Opium Wars. The 1848 discovery of gold in California triggered a flood of Chinese migrants to the Gam Saan, or “Gold Mountain,” of America. By 1870, about 63,000 Chinese had migrated to the United States.
About this time, British traders discovered that they could make large profits selling opium (əˈpɪəm), or a drug made from the dried juice of certain poppies, to the Chinese. The traders took cotton cloth made in Great Britain to India, where they traded it for opium. They then took the opium to China, where it was exchanged for tea and silk to be shipped to Great Britain.

At first, the Chinese government paid little attention to the opium trade. When it saw how much damage the drug was doing, the government declared the trade illegal. When a government official in Guangzhou seized and publicly burned a large shipment of opium, British traders became angry. In 1839, what became known as the Opium War broke out between the British and the Chinese.

Although they greatly outnumbered the British, the Chinese had neither cannon nor steam-driven warships. In 1842, they were defeated and forced to sign a treaty that opened more ports and gave Great Britain the island of Hong Kong. The treaty also gave British citizens in China the right of extraterritoriality (rɪt ə fɛk trə ˈtɜːrɪtəri əlɪteɪ). This meant that British citizens accused of breaking Chinese laws could be tried only in British courts.

Reading Check

How did the right of extraterritoriality weaken the power of the Chinese government?
China lost even more power in the late 1800s. In 1894, Japan and China went to war over Korea. The Japanese won easily and took Chinese territory. Great Britain, France, Germany, and Russia rushed to get *concessions* (kuhn sesh’ uhns), or special rights, from the Chinese government. These included the rights to develop mineral resources and build railroads and naval bases. Several countries also got leases on Chinese port cities.

The United States did not want China divided up by foreign powers or kept from trading with American merchants. In 1899, the American government asked countries to approve the Open Door policy. This gave everyone equal trading rights in China.

The Open Door Policy did not please the Chinese because it meant that foreign powers were still trying to control them. So, the Chinese began a movement to drive all foreigners from their country. The movement was called the Boxer Rebellion because it had been started by a Chinese secret society called Boxers. In the spring of 1900, the Boxers began attacking foreigners, including

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**THE BOXER REBELLION** The Boxers were a secret society dedicated to removing all foreign influences from China. British, French, Russian, American, German, and Japanese troops were sent to put down the revolt. In this painting foreign troops attack the rebels in Beijing. **What was the outcome of the Boxer Rebellion?**
the diplomats in Beijing (bā jìng’), the capital of China. The foreign powers joined forces and sent an army to China. In 1901, the rebellion was put down. China had to pay heavy penalties, and foreign powers gained almost total control of the country.

**Japan**

Like China, Japan allowed only limited trade with the West at first. The Japanese government even refused to provide shelter to shipwrecked sailors. In the middle 1800s, however, this changed.

In 1853, the American government sent a naval force under Commodore Matthew Perry to Japan. Perry was able to negotiate a treaty to open up trade and to protect shipwrecked American sailors. Soon after, Japan signed similar treaties with Great Britain, France, Russia, and the Netherlands.

The military strength and industrial accomplishments of the West impressed most Japanese leaders. They felt that in order to survive, Japan must modernize. To this end, in 1868, several Japanese lords overthrew the shogun and restored the power of the emperor. The new emperor moved the capital of Japan from Kyoto (kyō’ tō) to Tokyo. He called his rule Meiji (mā’ jē’), which means “enlightened peace.” The changes that came about during this time are known as the Meiji Restoration.

The new government did away with feudalism. Common people were now allowed to take a family name. They also could live and work where they wished. The government ordered all Japanese males to cut off the topknots worn in their hair. Western-style clothing and a new calendar were introduced.

The Meiji government took away the special position of the samurai. Instead, all Japanese men were expected to serve for a certain amount of time in the armed forces. The government also set up a modern army and navy.

In 1889, Japanese leaders wrote Japan’s first constitution. Public schools were opened, and education was required for all. Japanese leaders also began a push to industrialize. To help reach this goal, they gave certain privileges and protection to the zaibatsu (zī’ bah tsū’), or the rich and powerful families who controlled many industries.

By the end of the 1800s, Japan was fully industrialized. However, Japan needed raw materials and markets for its manufactured goods. In addition, because of modern sanitation and medicine, its population was growing rapidly. Japan did not have enough fertile land to grow food for all its people.

To help find answers to these problems, the Japanese began a program of imperialism. Japan gained control of the island of Formosa (for mō’ suh), or present-day Taiwan (tī wahn’), and part of Manchuria (man chūr’ ē uh) after a war with China. Ten years later, Japan went to war with Russia and got control of the...
southern half of the island of Sakhalin (sak’ uh lēn). It also won a sphere of influence in Korea. Five years later, Japan annexed Korea.

Southeast Asia and the Pacific  Europeans first entered Southeast Asia in the 1500s in search of spices. By the 1600s, Portugal, Spain, and the Netherlands all had colonies there. Although there was an active trade with the islands in the area, no one paid much attention to the mainland.

In the late 1800s, the European powers changed their minds. The mainland of Southeast Asia was a source of cash crops, such as coffee and tea. It also had raw materials, such as petroleum, rubber, and tin.

Great Britain and France competed in Southeast Asia. The British took control of Burma, Ceylon, the Malay States, and Singapore. The French set up protectorates in Cochin-China.
The imperialist powers were also interested in Latin America. The countries there that had gained their independence in the early 1800s faced many problems. Most Latin Americans were poor and had no land of their own. The new leaders had little government experience. There were many revolutions. These shaky conditions seemed to invite outside interference.

During this period, Great Britain, France, Germany, and the United States were also trying to win control of islands in the Pacific. Some of the islands had rich soil that could be used for sugar and pineapple plantations. Others had minerals. Still others could be used as bases for refueling and repairing ships.

Great Britain, which had the largest navy in the world, already held Australia and New Zealand. Now, it took the Fiji, Solomon, and Gilbert Islands, along with parts of New Guinea (gin’ ə) and Borneo (bor’ nē ə). France claimed Tahiti, the Marquesas (mahr kā’ zuhz), and several other islands. Germany took part of New Guinea and the Marshall, Caroline, and Mariana Islands. Later, Germany divided the Samoan (suh mō’ uhn) Islands with the United States. The United States also controlled the Hawaiian and Philippine Islands and Guam (gwahm).

### Section 3 Assessment

1. **Define:** sepoys, spheres of influence, right of extraterritoriality, zaibatsu.

2. Why did the Japanese start a program of imperialism?

3. Why did many European countries in the 1800s want to control territory in Southeast Asia?

### Critical Thinking

4. **Identifying Central Issues**  What was the central issue in the Boxer Rebellion?

### Graphic Organizer Activity

5. Draw this diagram, and use it to show the steps leading to the takeover of India by the British Crown.

![Diagram](Step 1 Step 2 Step 3 Control by Crown)

### Section 4 Latin America

The imperialist powers were also interested in Latin America. The countries there that had gained their independence in the early 1800s faced many problems. Most Latin Americans were poor and had no land of their own. The new leaders had little government experience. There were many revolutions. These shaky conditions seemed to invite outside interference.
To stop this, President James Monroe issued the Monroe Doctrine in 1823. It said that any attempt to gain colonies in Latin America would be considered an unfriendly act toward the United States. Most of the European powers went along with the Monroe Doctrine, largely because the British navy supported the American position. The French made Prince Maximilian of Austria the emperor of Mexico.

By the late 1800s, Spain had colonies in Cuba and Puerto Rico. The Cubans, eager to be independent, had revolted in 1868 and again in 1895. Some Americans, who had large amounts of money invested there, wanted the rebels to win. In 1898, an American battleship, the U.S.S. *Maine*, blew up in the harbor of Havana, Cuba. People in the United States blamed the Spanish. Before long, Congress declared war on Spain.

In less than a year, the United States won the Spanish-American War. The resulting peace treaty gave the United States Puerto Rico, Guam, and the Philippine Islands. Cuba became an American protectorate.

The United States was now a world power. As such, it became even more involved in Latin America.

The United States needed a way to protect its new territories. Its fleet had to be able to sail quickly between American islands in the Caribbean Sea and those in the Pacific Ocean. President

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**Fun Facts**

**The Canal and Disease** After the Spanish-American War, Colonel William C. Gorgas, a U.S. army physician, wiped out yellow fever in Havana, Cuba. In 1904, Gorgas began an effort to eliminate the disease from the Isthmus of Panama. Scientists had just found that mosquitoes transmit both yellow fever and malaria. By controlling mosquitoes, Gorgas greatly lowered the death toll among workers on the Panama Canal.

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**PANAMA CANAL** The building of the Panama Canal took over eight years and the labor of more than 40,000 persons. About 5,600 workers died from accidents and disease. Here, the digging of the Gaillard Cut is shown. How was the United States able to gain rights to the land for a canal?
Theodore Roosevelt wanted to build a canal across Panama, a province of Colombia. The United States, however, could not come to terms with Colombia.

In 1903, the United States supported a revolution by people in Panama against Colombia. The revolution was a success. The United States and Panama then signed a treaty in which Panama leased land to the United States to be used for building a canal. In 1914, the Panama Canal was opened. It shortened the route between the two oceans by nearly 7,000 miles, or 11,200 kilometers. The Colombians, however, were angry that the United States had interfered in their affairs.

The United States’ interest in Latin America continued. Some countries there had financial and political troubles that led to riots. The United States wanted to protect its business investments. So, between 1912 and 1916, the government sent American soldiers to Nicaragua, the Dominican Republic, and Haiti to restore order.

**Section 4 Assessment**

1. Why did President Monroe issue the Monroe Doctrine?

2. Why did the United States want a canal through Panama?

**Critical Thinking**

3. **Predicting Consequences** What might have happened if most European powers had not gone along with the Monroe Doctrine?

**Graphic Organizer Activity**

4. Draw this diagram, and use it to show some of the effects of the Spanish-American War.

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**SECTION 5 Effects of Imperialism**

By 1914, European colonial powers, Japan, and the United States had brought about 85 percent of the world under their control. This had many benefits. Orderly governments were set up. Many local wars were stopped. Industry, agriculture, and transportation were developed. Hospitals and schools were built, and sanitation was improved. Western ideas about democracy and individual rights spread.

At the same time, however, imperialism brought about major problems. One was bitter feelings between colonists and colonizers. Most Europeans, North Americans, and Japanese thought they were better than the people in the colonies. Colonists were seldom allowed to hold high jobs in government, industry, or the armed forces. Often, they were not even allowed in city areas where Europeans and North Americans lived.
The colonists resented this. They blamed the colonial powers for the loss of their land and for being forced to work on plantations and in factories. They disliked the colonial powers for trying to change their customs, languages, and religions. These feelings helped nationalism to grow.

There was yet another problem. The scramble for colonies led to a great deal of competition among colonial powers. This, in turn, led to disputes that caused future wars.

Section 5 Assessment

1. What percent of the world was colonized by 1914?
2. What problems did the scramble for empires create for the colonial powers?

Critical Thinking

3. Identifying Alternatives If you were a colonist in the early 1900s, would you have tried to get a job in the colonial government or would you have tried to rebel? Explain.

Graphic Organizer Activity

4. Draw this diagram, and use it to weigh the benefits and drawbacks of imperialism.

<table>
<thead>
<tr>
<th>Benefits</th>
<th>Drawbacks</th>
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Chapter Summary & Study Guide

1. Imperialism developed in the 1800s because of the growth of nationalism; the need for raw materials, new markets, and investment opportunities; and the belief among Europeans that they should spread their way of life.
2. By the early 1900s, European nations had carved up Africa, with only Ethiopia and Liberia remaining independent.
3. By the late 1800s, Great Britain controlled India, Russia was moving into central Asia, and foreign powers were competing for control of China.
4. By the early 1900s, Japan had become industrialized and was a powerful imperialist nation.
5. By 1900, Great Britain, France, Germany, and the United States controlled most of Southeast Asia and many islands in the Pacific.
6. In 1823, the United States issued the Monroe Doctrine to keep European nations from expanding their control into Latin America.
7. The United States became an imperialist power after winning Puerto Rico, Guam, and the Philippines from Spain in 1898 and building the Panama Canal in 1903.
8. While imperialism led to the development of orderly governments, industry, and social reforms, it also increased nationalism and dangerous competition for empires.

Self-Check Quiz

Visit the Human Heritage Web site at humanheritage.glencoe.com and click on Chapter 36—Self-Check Quiz to assess your understanding of this chapter.
Using Key Terms

Imagine it is the late 1800s. Write a newspaper advertisement to encourage more British citizens to settle in colonies in Africa or Asia. Use the following words in your ad.

- imperialism
- protectorate
- sepoys
- spheres of influence
- right of extraterritoriality
- zaibatsu

Understanding Main Ideas

1. What were the main reasons for the rise of imperialism?
2. How did some Europeans get colonial territory from African chiefs?
3. What caused settlers to move into Transvaal after 1885?
4. How did the British gain control over India?
5. What was the purpose of the Open Door Policy?
6. Why did Commodore Perry go to Japan in 1853?
7. Why was the United States interested in Latin American countries in the early 1900s?
8. How did imperialism increase nationalism in the colonies?

Critical Thinking

1. Do you think nations would be as interested or less interested today in gaining control of the Suez Canal? Why?
2. If you had lived in the United States in 1823, how would you have felt about the Monroe Doctrine? Explain your answer.

3. Do you think attitudes about imperialism have changed from the 1800s to today? Explain.

Graphic Organizer Activity

- Economics: Create a diagram such as the one shown, and use it to demonstrate the pattern of trade that developed between imperialist nations and their colonies.

- Geography in History

- Environment and Society: Changes took place in nations when colonial powers took them over. What specific changes in the growing of crops took place in India and China when they were colonized? Draw a poster showing how the growing of typical crops likely changed.

Using Your Journal

Review any details you may have noted about changes that happened in Africa and Asia in the late 1800s. Imagine you are living in a European colony in one of these regions. Write a diary entry explaining how you feel about colonization.
TIBET

Bordered by towering mountains and dry plains, the Tibetan Plateau is the highest and one of the most isolated regions on Earth. With an average elevation of 12,000 feet, people sometimes call it the “Rooftop of the World.” For much of its 2,000-year history, Tibet’s geography helped protect its independence. In the late 1800s and early 1900s, however, it became the target of Russian, British, and Chinese imperialism. To block Russian expansion, Great Britain recognized Chinese rights in Tibet. The agreement, signed in 1906, began a long struggle for Tibetan freedom. Tibetans resisted Chinese rule from the start and continue to resist it today.

Outside of Lhasa, nomads have occupied Tibet for much of its history. In remote areas, many Tibetans still live as their ancestors did, herding livestock such as horses, sheep, and goats. They load trade goods—salt, cheese, rugs, and other items—onto horses or yaks and travel along caravan routes as old as Tibet itself.

Tibet covers an area roughly the size of western Europe. For China, it has long represented a land of untapped natural resources and a thinly populated region where some of China’s huge population might settle.
When communist troops took over China in 1949, the new government tightened its control of Tibet. When the Tibetans rebelled in 1959, Chinese troops brutally put down the rebellion. More than 100,000 Tibetans fled into Bhutan, Nepal, and India. The present-day Dalai Lama lives in Dharamsala, India, where he leads the fight for Tibetan independence.

Over time, Tibet developed into a theocracy, or government run by religious leaders. In the early 1900s, an estimated 500,000 Buddhist lamas, or monks, lived in Tibet. When the last Chinese dynasty fell in 1911, monks such as the ones in this photo led the fight to push the Chinese from Tibet—an effort that succeeded for a short time. Today monks continue their religious studies.

Missionaries from India introduced Buddhism to Tibet around 620 A.D. and developed an alphabet for the Tibetan language. Legend says this Buddhist statue was brought to Lhasa, the capital of Tibet, in the early 600s by the bride of a Tibetan king.

Taking Another Look

1. How did Tibet’s geography help protect its independence?
2. How did imperialism change the history of Tibet?

Hands-On Activity

Creating a Poster  Design a poster that a group of Tibetan children living in Nepal might create in defense of Tibetan freedom.
Standardized Test Practice

Directions: Choose the best answer to each of the following multiple choice questions. If you have trouble answering a question, use the process of elimination to narrow your choices. Write your answers on a separate piece of paper.

The Growth of the United States

1. According to the map above, in what year was the territory that includes present-day Utah acquired by the United States?
   A 1846
   B 1848
   C 1803
   D 1845

Test-Taking Tip: This map uses labels as well as symbols to show the United States during different time periods. How are present state boundaries shown? (Make sure that you can identify all the state names on a map.)

2. The western movement of people in the United States after the American Revolution led to all of the following EXCEPT
   F new states being added to the Union
   G declining populations in east coast cities
   H the relocation of Native Americans to reservations
   J more tension between slave and non-slave states

Test-Taking Tip: Be careful—overlooking the words NOT or EXCEPT on a multiple choice test is a common error.
3. A difference between the American Revolution and the fight for independence in Haiti was that
   A. Haiti’s revolution was led by slaves
   B. the revolution in Haiti did not involve fighting
   C. Haiti was not seeking freedom from a European nation
   D. the Haitian revolution was not successful

**Test-Taking Tip:** Eliminate answers that you know are incorrect. For example, Haiti was seeking freedom from a European nation and the revolution was successful, so you can eliminate answers C and D.

4. Even though Napoleon took away many rights from the French citizens, they made him emperor of France. Why?
   F. The citizens of France feared Napoleon.
   G. The French no longer wanted a monarch.
   H. The Pope approved of making Napoleon emperor.
   J. Napoleon brought peace and order to France.

**Test-Taking Tip:** This question requires you to remember a fact about Napoleon. Napoleon was a strong leader who preserved some rights (trial by jury, freedom of religion) but took away others (freedom of speech and the press). Remember, more than one answer may seem correct. Choose the answer that best fits the question. For instance, although Napoleon jailed many people whom he considered to be his enemies, he was still a very popular figure in France. He was not made emperor out of fear. Therefore, you can eliminate choice F.

5. Socialists believe that equality among people can only be achieved by
   A. giving all adults the right to vote
   B. letting the poor own land
   C. making all land and factories publicly owned
   D. electing a strong monarch

**Test-Taking Tip:** Socialism is one of the many political movements that arose in Europe after the end of Napoleon’s Grand Empire. As you study this time period, you may want to make a chart to compare these movements. They include: liberalism, nationalism, socialism, utopian socialism, and communism.

6. In the late 1800s, European nations began to set up colonies in foreign lands again. All of the following were reasons for imperialism EXCEPT the
   F. need for more raw materials
   G. desire of nations to gain more power
   H. supposed duty to spread Christianity
   J. need to bring more workers to Europe

**Test-Taking Tip:** Remember, three of the answer choices for this question will be true. Look for the exception. For instance, would setting up colonies probably increase or decrease a nation’s power? Most likely it would increase it. Therefore, you can eliminate choice G.