

WORLD HISTORY

Unit 4: Imperialism

Duration: Five weeks

Textbook: Connections To Today (Ch. 25: Sec. 1-5, Ch. 26: Sec: 1 & 2)

Evaluation: *Final Exam- January 24-26*

Unit 1: Democracy and The Growth of Europe (750 B.C.-1750)

Unit 2: The Age of Revolution (1600-1815)

Unit 3: Industrial Revolution (1750-1900)

Unit 4: Imperialism (1800-1914)

Gandhi Essay - in class (beginning of 2nd semester)

Main Topics:

- I. Reasons for imperialism
- II. Imperialism and its impact on the following regions/countries:
 - a. Africa
 - b. India
 - c. China
 - d. Japan
 - e. Southeast Asia & the Pacific

Assignments: Due: Jan. 24-26 (day of semester final exam)

Chapter 25, Sect. 1	p. 620 #3,4
Chapter 25, Sect. 2	p. 626 #4,5,6
Chapter 25, Sect. 3	p. 630 #3,5,6
Chapter 25, Sect. 4	p. 634 #3,4,6
Chapter 25, Sect. 5	p. 638 #3,4,5
Chapter 26, Sect. 1	p. 649 #3,5
Chapter 26, Sect. 2	p. 652 #3,4

UNIT 4, SECTION 1: IMPERIALISM

A WESTERN-DOMINATED WORLD

The New Imperialism and Its Causes

imperialism - the domination by one country of the political, economic or cultural life of another country or region

- the "new imperialism" - aggressive European expansion in the 1800s

4 causes of the new imperialism:

1. **economic interests** - Ind. Rev. created needs/desires that spurred overseas expansion - manufacturers wanted access to natural resources - hoped for new markets where they could sell their factory goods - colonies offered a valuable outlet for Europe's growing population
2. **political and military interests** - merchant ships, naval vessels needed bases around the world to take on coal and supplies - industrial powers seized islands, harbors- nationalism and prestige - Western leaders claimed colonies were needed for national security - ruling a global empire increased a nation's prestige
3. **humanitarian goals** - missionaries, doctors, colonial officials believed they had a duty to spread western civilization (medicine, law, Christianity)
4. **Social Darwinism** - many Westerners believed in their racial superiority - idea that Europeans were superior to all others - imperial conquest/destruction of weaker races was nature's way of improving the human species

The Success of Western Imperialism - 1870-1914 - imperialist nations gained control over much of the world - reasons for their success:

Weakness of Nonwestern States - older civilizations in decline (Ottoman Middle East, Mughal India, Qing China) - in West Africa, slave trade undermined empires, kingdoms, and city-states

Western Advantages - strong economies, well-organized govts., powerful militaries, superior technology, medical advances (for example: quinine - medicine to fight malaria, maxim gun - early machine gun)

Resistance - Africans/Asians strongly resisted western expansion - many westerneducated Africans and Asians organized nationalist movements to expel the imperialists

Criticism at Home - some argued colonialism was a tool of the rich, some said it was immoral - greater democracy at home, but imposing undemocratic rule on other people

Forms of Imperial Rule

Colonies - direct rule - officials & soldiers sent to administer colonies (French)

indirect rule - sultans, chiefs, other local rulers - urged leaders to get education in Britain to become westernized (British)

Protectorates - local rulers left in place but expected to follow advice of European advisers - cheaper than running a colony

Spheres of Influence - areas in which outside powers claimed exclusive investment or trading privileges (Europeans created them in China, U.S. in Latin America)

THE PARTITION OF AFRICA

Africa in the Early 1800s

North Africa - Muslim and part of the declining Ottoman empire

West Africa - Islam had grown in this region as well

- the **Asante kingdom** - a strong state that had arisen in the forest regions - they traded with Europeans and Muslims, controlled several small states - these states worked with Europeans in an attempt to exploit the kingdom's lack of unity

East Africa - Muslim, African slaves sent from here to Middle East

Southern Africa - Shaka - leader of united Zulu nation - his conquests led to migrations and wars - in the 1830s, the Zulus fought against the Boers (Dutch settlers in the region)

The Slave Trade - by early 1800s, Europeans had outlawed transatlantic slave trade, but East African slave trade continued - 1787 - British organized Sierra Leone in West Africa as colony for former slaves - 1847 - Liberia became an independent republic (settled by free blacks from the U.S.)

European Contacts Increase - Africa known as the "dark continent" because little was known about its interior (difficult to maneuver rivers, disease kept many Europeans from venturing far)

Missionaries - tried to spread Christianity, spoke out against slavery - built schools, churches, medical clinics - paternalistic - saw Africans as children in need of guidance

Dr. David Livingstone - best known British explorer-missionary - explored the continent for 30 years, wrote about native cultures he'd encountered, opposed the slave trade

- 1871 - journalist Henry Stanley tracked him down in Tanzania (Livingstone hadn't been heard from in years - asked, "Dr. Livingstone, I presume?")

A Scramble for Colonies - Belgian King Leopold II - hired Henry Stanley to explore Congo River basin, arrange trade treaties with African leaders - hoped for conquest and profit - his activities in the Congo set off a scramble by other European nations

Berlin Conference - 1884 - to avoid bloodshed, European powers met in Germany to decide how to carve up Africa - no Africans invited - recognized Belgium's claim to the Congo Free State but called for free trade on Congo and Niger rivers - European powers couldn't claim any part of Africa without first setting up a govt. office there - within 20 years, most of the continent had been partitioned by European powers

Horrors in the Congo - Belgium exploited the people of the Congo (as forced laborers) and its natural resources (copper, rubber, ivory) - laborers were beaten, mutilated

- intl. outrage forced King Leopold II to turn control of colony over to Belgian govt.

French Expansion - 1830s - France invaded, conquered Algeria (1000s of French, many more Algerians killed in fighting) - late 1800s - Tunisia under French control, much of West and Central Africa - French empire the size of continental U.S.

Britain Takes Its Share - 1815 - British took Cape Colony from the Dutch - Boers (Dutch settlers) moved north - when they found gold and diamonds, British fought them for control of the riches - led to the Boer War (1889-1902) - guerilla warfare - the British won, but at great cost - 1910 - Britain formed the Union of South Africa - govt. run by whites - complete racial segregation (apartheid) until 1993 (Nelson Mandela became pres.)

Africans Resist Imperialism

Ethiopia Survives - Emperor Menelik II - late 1800s - reforming ruler who modernized his country (roads, bridges, western school system) - imported latest weapons, hired Europeans to train his army - 1896 - Italy invaded Ethiopia - Ethiopians defeated Italian forces at the battle of Adowa - aside from Liberia, Ethiopia was the only African nation to preserve its independence

New African Elite - western-educated elite (upper class) emerged - some admired western ways and rejected their own culture, others condemned western societies that upheld liberty and equality for whites only - by early 1900s, many African leaders were pursuing independence from European control/rule

UNIT 4, SECTION 2: EUROPEAN CHALLENGES TO THE MUSLIM WORLD

Stresses in the Muslim World

Empires in Decline - 1700s - Muslim empires in India, Middle East, and Iran had been weakened - central govts. had lost control over powerful groups, widespread corruption

Islamic Reform Movement - sprang up in Middle East and Africa - stressed religious piety and strict rules of behavior - these groups resisted European expansion throughout the region

European Imperialism - Europeans took advantage of weakened Muslim empires, forced them to sign unfair trade treaties - European powers demanded special rights for their people living in the region

Problems for the Ottoman Empire - by early 1800s, the once-powerful Ottoman empire faced serious challenges - economic problems, corruption, and provincial rulers exerting greater power led to a weakened empire

Nationalist Revolts - nationalism from Western Europe led to internal revolts in many parts of the Ottoman empire (Eastern Europe, Middle East, N. Africa)

European Pressure - European nations sought to benefit from the slow crumbling of the Ottoman empire (France, Russia, Britain, Germany)

Efforts to Westernize - late 1700s - some Ottoman rulers believed in starting westerninfluenced reforms - brought in western education, military, medicine, farming - as living conditions improved, the pop. exploded - this led to competition for the best land, which led to unrest

Young Turks - liberals who overthrew the sultan in 1908, demanded reform

Massacre of Armenians - Muslim Turks distrusted Christian Armenians, accusing them of supporting Russian plans against the empire - when Armenians protested repressive Ottoman policies, sultan (ruler) had tens of thousands of them slaughtered

- over a million killed in the Armenian genocide - 1890s-1915 (genocide - the deliberate attempt to destroy an entire religious or ethnic group)

Egypt Seeks to Modernize - Muhammad Ali - "father of modern Egypt" - became gov. in 1805 - modernized Egypt: schools, western-style military, improved tax collection, new landholding system, large irrigation projects (to increase farm output) - put Egypt on the road to independence - died in 1849 - didn't want Suez Canal built (thought it would destroy Egypt's chances of becoming independent)

Suez Canal - 1859-1869 - **Ferdinand de Lesseps** - French entrepreneur who organized company to build canal - 1875 - Egypt couldn't repay loans for the canal, other modernization projects - forced to sell all their shares in the canal - Britain now had controlling interest in the canal

- A British Protectorate - 1882 - Suez Canal became Britain's "lifeline" to India (its most important colony)

Iran and the European Powers - Russia, Britain set up spheres of influence in Iran in the 1800s - oil found in early 1900s - both nations received concessions (special economic rights given to foreign powers) from Iranian govt. - both nations sent troops there to protect their interests

THE BRITISH TAKE OVER INDIA

East India Company and Sepoy Rebellion

Exploiting Indian Diversity - India fragmented after fall of Mughal empire (different languages, traditions) - British took advantage of Indian divisions, encouraged competition and disunity among rival princes

British Policies - East India Company (private trading company) - main goal was to make profit - also improved roads, preserved peace, reduced banditry in India - British brought their western education, law, Christianity, worked to end slavery + caste system

Causes of Discontent - E. India Co. required **sepoys** (Indian soldiers in its service) to serve anywhere, even overseas (overseas travel against the Hindu religion) - passed law that allowed Hindu widows to remarry - 1857 - sepoys told to bite off tip of cartridges before loading rifles - tips greased with animal fat (Hindus can't eat beef, Muslims can't eat pork) - when they refused to load rifles, they were sent home without pay

Rebellion and Aftermath - Sepoy Rebellion - sepoys rose up against their British officers, massacred British men, women, children - revolt was crushed, some British took revenge by killing thousands of innocent Indians - 1858 - as a result of rebellion, British govt. took control from E. India Co. - after 1858, India became a British colony

British Colonial Rule

An Unequal Partnership - Britain made India the "brightest jewel" in the crown of its empire - Britain modernized India, bringing western tech. and culture

Britain built roads, RRs to transport raw materials (cotton + coal), brought telegraph to improve communication

- British flooded India with cheap, factory-made textiles (ruining India's prosperous hand-weaving industry) - farmers were pushed to grow cash crops (cotton) to sell on the world market

Population Growth & Famine - med. improvements, new farming methods -> better health care, increased food production -> pop. growth -> cash crops grown instead of food -> famine

Benefits of British Rule - peace/order, legal system, RRs, telegraph, upper classes sent kids to British schools, landowners/princes got rich from cash crops

Indian Nationalism

Indian National Congress - formed in 1885 - professionals, business leaders - wanted greater democracy, eventual self-rule

Muslim League - formed in 1906 - wished for a separate Muslim state

CHINA AND THE NEW IMPERIALISM

The Trade Issue - 1700s - China placed strict limits on foreign traders - they enjoyed a favorable balance of trade (export > import) - Westerners had a trade deficit with China (they bought more from China than they sold to them)

- late 1700s - Westerners had greater interest in China: 1. China entered period of decline 2. Ind. Rev. created need for expanded markets for European goods

The Opium War - British sold opium to China in exchange for tea -> Chinese became addicted to opium -> silver traded for opium -> hurt China's economy
China outlawed opium -> told British to stop the trade -> British refused

- 1839 - British ships attacked Chinese ships + ports - Chinese easily defeated
- 1842 - Treaty of Nanjing (Nanking) - China had to pay for war losses, give Hong Kong (important trade port) to Britain, open 5 ports to foreign trade, give Britain extraterritoriality in China (right to live under British laws, tried in their own courts)

Internal Problems - Taiping Rebellion - 1850-1864 - peasants rebelled against the Qing dynasty - Why? 1. irrigation/canals poorly maintained 2. massive flooding of rich farmlands 3. pop. explosion 4. corrupt govt.

- govt. finally crushed rebellion (led by Hong Xiuquan) - 20-30 million Chinese killed

Reform Efforts - the "self-strengthening movement" - Chinese reformers imported western tech., tried to modernize

- **Ci Xi** - empress from 1862-1908 - conservative leader - gave little support to movement, blocked effort to modernize

War with Japan - 1894 - war broke out (Japanese imperialist wanted control of part of China) - Japan won, took island of Taiwan from China

Spheres of Influence - by late 1890s, Britain, France, Germany, Russia, Japan had carved up China

Hundred Days of Reform - 1898 - **Guang Xu** - young emperor - launched reform to modernize nation -> conservatives had him imprisoned -> **Ci Xi regained the throne**

The Qing Dynasty Falls - Boxer Uprising - 1899-1900 - **Righteous Harmonious Fists** were a rebel group who wanted to expel the "foreign devils" from China - western powers + Japan organized a military force, crushed Boxers - aftermath: Chinese conservatives began to support modernization -> education, expanded economy + industry

Three Principles of the People - Sun Yixian - father of modern China - 3 Principles:

1. **nationalism** - free China from foreign control
2. **democracy** - representative govt.
3. **livelihood** - economic security for all Chinese

Birth of a Republic - 1911 - **Qing dynasty toppled**, Sun Yixian named president of new Chinese republic - China at war with itself/fighting off foreign invasion for the next 37 years

UNIT 4, SECTION 3: JAPAN MODERNIZES

Discontent in Tokugawa Japan - since 1600s, Japan maintained policy of isolationism: feudal society, no foreigners, Japanese couldn't travel overseas - military leaders (shoguns) were no longer strong leaders, daimyo (nobles) suffered economic hardship (no foreign trade), peasants paid high taxes, merchants at bottom of the social ladder, many samurai were no longer fighters but bureaucrats - discontent all over Japan

Opening Up Japan

External Pressure and Internal Revolt - 1853 - **U.S. Commodore Matthew Perry** sailed into Tokyo Bay, demanded that Japan trade with the U.S.

Treaty of Kanagawa - 1854 - shogun agreed to open 2 Japanese ports to U.S. ships, but not for trade (U.S. soon won trading rights, Europeans demanded the same)

Meiji Restoration - 1868-1912 - meiji - Japanese for "enlightened rule" - Japan's govt. reformers wanted to strengthen Japan - began to study western ways, learned how to compete with westerners - 1871 - reformers traveled overseas to learn about western govts., economies, tech., customs - experts from western nations came to Japan, samurai sent to study abroad

Reforms Under the Meiji

Govt. - Japan adopted the German model: emperor would rule with a two-house legislature (or diet), voting rights were limited - set up depts. of finance, army, navy, education - used western tech. to strengthen their military

Economic Reforms - Japan's business class adopted western methods - govt. set up banking system, built RRs, improved ports, set up telegraph/postal system - govt. built factories, sold them to business families (like the Kawasaki family) who became even wealthier

- by the 1890s, Japan had become an industrial powerhouse

Growing Military Strength

Japan Gains Power - 1894 - competition between Japan/China led to the Sino-Japanese War - Japan won, took control of Chinese island Taiwan, gained access to Chinese ports

Russo-Japanese War - 1904-1905 - Russia and Japan fought over control of Manchuria (region in northern China rich with natural resources) - Japan won, gained control of Korea and parts of Manchuria - for first time in modern history, an Asian power had defeated a European nation in war

Japan Rules Korea - under Japanese control for 35 years - Japan colonized, modernized Korea, exploited the land and its people

SOUTHEAST ASIA AND THE PACIFIC

Europeans Colonize Southeast Asia

Dutch - 1600s - Dutch East India Company gained control of the Spice Islands, then the rest of Indonesia

British - early 1800s - clashed with rulers of Burma (modern-day Myanmar) 1886 -Burma a British colony - gained control of Malaya, Singapore

French - early 1800s - French missionaries won converts in area that is modern-day Vietnam - region had long been influenced by Confucian traditions - Vietnamese officials tried to suppress Christianity by killing converts and missionary priests - French eventually controlled all of Vietnam, Laos, and Cambodia (French Indochina)

Siam Survives - modern-day Thailand - Chulalongkorn - Siamese leader who modernized his army, reformed govt., hired western experts to train Thais in new tech., abolished slavery - Britain and France saw Siam as a buffer between their colonies, guaranteed Siam its independence in the early 1900s

Imperial Powers in the Pacific

Samoa - late 1800s - island archipelago became a triple protectorate of U.S., Germany, and Britain

Hawaii - 1893 - Queen Liliuokalani was overthrown by American sugar growers - they asked U.S. to annex Hawaii, which it did in 1898

U.S. and the Philippines - Spain had ruled Philippines as a colony since the 1500s

- 1898 - **Spanish-American War** - U.S. destroyed Spanish fleet in Philippines - Filipinos expected to gain independence - in treaty with Spain, U.S. took control of Philippines
- 1899-1901 - **Emilio Aguinaldo** - Filipino rebel leader who fought against U.S. - Americans crushed the rebellion - U.S. modernized Philippines (education, healthcare, economic reform, dams, roads, RRs, ports) - U.S. promised self-rule in the future (independence came in 1946)

Name _____ Date _____

40 Imperialism in Africa, 1880-1914



WORLD HISTORY
UNIT 4: IMPERIALISM
MAP WORKSHEET: IMPERIALISM IN AFRICA

INSTRUCTIONS: Use the map on page 623 of your textbook to help you perform the following tasks and answer the following questions.

1. On the map on page 623, locate each of the areas described below. Then label each area on the map on the reverse side of this page with its name and letter of the description.
 - A. British possession at the southern tip of Africa.
 - B. French island possession.
 - C. Independent nation on the west coast.
 - D. French possession bordering the above nation (labeled “C”).
 - E. South-central African possession of Belgium.
 - F. Portuguese possessions on the west coast (2).
 - G. Portuguese possession on the east coast.
 - H. Northernmost British possession.
 - I. German possession on the east coast.
 - J. Italian possession on the northern coast.
 - K. Independent nation in the eastern part of Africa.
2. Use the map on page 623 to determine all territories on the map claimed by each of the following nations. Then, use different colors or patterns (with colored pencils) to shade each nation’s African possessions on the map on the reverse side.

France	Italy	Germany	Spain
Portugal	Belgium	Great Britain	

3. Create a key in the blank box explaining the colors or symbols that you used to identify the different European countries.
4. Which nation claimed the most colonies in Africa?

5. Which nation claimed the most of northwest Africa?

6. Which nation claimed Angola?

7. What happened at the Berlin Conference in 1884-1885? (pg. 624)

WORLD HISTORY

STUDY GUIDE FOR UNIT 4: IMPERIALISM

Answer the following in note/bullet/outline/sentence form on a SEPARATE SHEET:

Chapter 25, Section 1: A Western-Dominated World

1. Explain the four causes of imperialism.
2. Describe the advantages that European imperialists had over Africans and Asians.
3. Explain the difference between a colony, a protectorate, and a sphere of influence.

Chapter 25, Section 2: The Partition of Africa

4. What technological advances allowed Europeans to begin penetrating into the heart of the African continent in the 1800s?
5. Who was David Livingstone and what did he do?
6. What agreements were made by European powers at the Berlin Conference?
7. Which two European nations would take control of the most territory in Africa? Which other competing countries joined in the “scramble” for Africa?
8. How did Ethiopia avoid becoming a colony?

Chapter 25, Section 3: European Challenges to the Muslim World

9. Which three European powers tried to take advantage of the slow crumbling of the Ottoman Empire?
10. What is genocide? Describe the genocide carried out by the Ottoman Turks against the Armenian population within their empire.
11. When was the Suez Canal built? What purpose does it serve? Which nation eventually came to control both Egypt and the canal?

Chapter 25, Section 4: The British Take Over India

12. What was the main goal of the British East India Company?
13. What was a sepoy? Name three reasons why they decided to rebel against the British in 1857.
14. What were the results of the Sepoy Rebellion?
15. Name three raw materials that would make India the “brightest jewel” in the British Empire.
16. In what way did educating upper-class Indians backfire against the British?
17. What were the goals of the Indian National Congress? What were the goals of the Muslim League?

Chapter 25, Section 5: China and the New Imperialism

18. By the late 1700s, what two developments would transform China’s relations with the western world?
19. What led to the Opium War? What resulted from it?
20. What did the Treaty of Nanjing say? Why was it an “unequal treaty”?
21. What caused the Taiping Rebellion? What were the results of it?
22. What were the results of China’s war with Japan?
23. What was the goal of the Boxer Rebellion? Was this goal achieved? Explain.
24. What were Sun Yixian’s “Three Principles of the People”? What political position did he eventually hold in China?

Chapter 26, Section 1: Japan Modernizes

25. What did Commodore Matthew Perry demand when he arrived in Japan in 1853? What was the result?
26. What did Japan agree to in the Treaty of Kanagawa?
27. What does “meiji” mean? What did the government of the Meiji emperor do to make Japan a more modern country?
28. Describe the government that was set up by the Meiji Restoration.
29. What were the results of the Russo-Japanese War?

Chapter 26, Section 2: Southeast Asia and the Pacific

30. Which part of Southeast Asia was controlled by the Dutch? The British? The French?
31. Which country remained independent from European rule? How was this accomplished?
32. Which country originally colonized the Philippines? How did the United States come to control these islands?
33. Explain how Hawaii came under American control in 1898.

Important Figures

Menelik II, Leopold II, David Livingstone, Muhammad Ali, Ci Xi, Sun Yixian, Hong Xiuquan, Matthew Perry, Chulalongkorn, Emilio Aguinaldo, Queen Liliuokalani

WORLD HISTORY

***Gandhi* Video Questions**

Part 1

1. When and where does the movie begin?
2. What tragic event occurs in the opening scene?
3. When and where does the movie flashback to after the opening scene?
4. Why was Gandhi thrown off the train?
5. What was Gandhi's religion? What was his profession?
6. Why was he beaten by police?
7. What did South Africa and India have in common in the 1890s?
8. Why did Gandhi try to make his wife help clean the community toilets?
9. Name two parts of the new laws regarding Indians in South Africa.

AFTER VIEWING (3-4 complete sentences): Describe Gandhi's philosophy of non-violent resistance.

WORLD HISTORY
UNIT 4: IMPERIALISM
POSSIBLE ESSAY QUESTIONS FOR THE FILM *Gandhi*

Instructions: The in-class essay exam on the motion picture *Gandhi* will be based on **two** of the following questions. The best essays will be those written in well-organized, multi-paragraph format and using **SPECIFIC** and **DETAILED** examples from the movie to support the main ideas of the essay.

1. Discuss thoroughly Gandhi's philosophy of non-violent resistance to British rule. What were the **tactics** used? What was the **purpose** for those tactics? How **effective** were the tactics?
2. Three major events in the Indian fight against British rule were the **massacre at the Golden Temple, the Homespun Movement, and the Salt March**. Describe each event and its importance to the overall struggle for independence.
3. Indian society has always been one of **deep divisions** – divisions between people of **different religious groups**, and divisions between people of **different classes and castes**. Describe how Gandhi attempted to break down the barriers of Indian society and unify his nation. How successful was he in his efforts? Explain.

Reading for *Gandhi*: The Massacre at the Golden Temple

On March 30, 1919, and again on April 6, Hindus and Muslims came to the ancient city of Amritsar to fast and pray in protest against British rule in India. Amritsar was the capital of the Punjab, a province in north central India. The organizer of these protests was Mohandas Gandhi, leader of India's growing movement for *swaraj*, or self-rule.

Gandhi's appeal for self-rule won wide support in the Punjab. Most of the Indian soldiers who had fought for Great Britain in World War I had come from this province. Treated as valuable allies during the war, they had returned home only to find themselves once again second-class citizens.

The British were alarmed by the protests in Amritsar, especially by the cooperation between Hindus and Muslims. Often, the two groups had been hostile to each other. On April 10, the British deputy commissioner decided to take a stand against the protests. He arrested two leaders of the protest movement – one Hindu, the other Muslim – and had them jailed without a trial. When their supporters petitioned for their release, British troops opened fire on them. As word of the British action spread, an enraged Indian mob took revenge by burning British banks and killing several British people.

To restore order, British officials called for many troops under General Reginald Dyer. Dyer had been born in India and had spent much of his military career there. Like many Britons, he thought that Indian nationalists needed to be taught a lesson. He got his chance on April 13, 1919.

That day, Indian peasants, dressed in their best holiday clothes, poured into the city for a Hindu festival. About 10,000 celebrators gathered in a walled park called Jillianbagh near the center of the city. A small group of nationalists was also meeting there, defying Dyer's ban on public gatherings.

Lat in the afternoon, General Dyer arrived at the park with about 90 Indian soldiers. Some were armed with rifles, others with knives. Without a word of warning, Dyer ordered his men to open fire on the unarmed men, women and children in the park. The terror-stricken crowd had no way to escape because Dyer's soldiers blocked the only exit.

The shooting, which lasted for ten minutes, was a slaughter. Nearly 400 Indians were killed. More than 1,200 lay wounded. Dyer ordered his troops to withdraw, leaving the injured on the ground without medical care.

News of the massacre spread quickly throughout India and to Britain. The British government ordered an inquiry. When questioned, Dyer expressed no regrets for his actions. He admitted that his men could have scattered the crowd simply by firing into the air. Instead, he had ordered them to shoot to kill. "I was going to punish them," he said. "My idea from the military point of view was to make a wide impression."

In this sense, Dyer's murderous behavior was completely successful. Never had a single British action made such a "wide impression" on the people of India. Almost overnight, millions of Indians changed from loyal British subjects into revolutionaries who demanded independence.

GANDHI LEADS THE NONVIOLENT INDIAN REFORM MOVEMENT, 1920-1940

PRINCIPAL PERSONAGES

Mohandas Karamchand Gandhi (1869-1948), Indian reformer

Jawaharlal Nehru (1889-1964), a follower of Gandhi who eventually became the first Prime Minister of India

Mohammed Ali Jinnah (1876-1948), Muslim leader determined to rid India of British rule, also a leader of the movement to partition India and establish Pakistan

Lord Irwin (Edward Frederick Lindley Wood, 1881-1959), British Viceroy whom Gandhi opposed with his famous Salt March

SUMMARY OF EVENT

Mohandas Karamchand Gandhi's leadership of the reform movement during the 1920s and 1930s was inseparably joined with the struggle for Indian independence.

A unique figure in the twentieth century, Gandhi was an able politician who was considered by many to be a Hindu saint. This combination gave him a hold over the Indian masses far greater than any "official" position could have been provided. First attracting attention as a champion of Indian immigrants' rights in South Africa, Gandhi returned to India in 1915, bringing with him his tools of the *ashram*, a communal living establishment for himself and his followers, and *satyagraha*, his philosophy of self-improvement and nonviolence.

In 1917 Gandhi achieved his first major reform when the British government abolished indentured emigration, thus ending the source of much of the injustice he had fought against while in South Africa. Soon afterwards, Gandhi, whose reputation as a friend of the poor was growing, was able to persuade the government to end the requirement that three-twentieths of a tenant's land had to be worked for the benefit of the landlord.

One of Gandhi's earliest concerns was the position of the untouchables in Indian society. As members of Hinduism's lowest caste, they were considered fit only for manual labor; they were not allowed to use the common well or to touch those of the higher caste for fear of pollution. Soon after the founding of his *ashram*, Gandhi admitted an untouchable family, and he himself performed tasks that were supposed to be performed only by untouchables.

In taking these actions Gandhi lost the support of some rich Hindu businessmen and was prepared to move his entire community to the untouchable quarter, demonstrating, as he was to do throughout his life, that scorn or personal hardship could not deter him from acting on his convictions. Subsequently, he was saved from this necessity by a large donation from a Muslim. In time, support from Hindus resumed, convincing Gandhi that untouchability had been dealt a severe blow. However, it remained a concern and a subject of his attention for the rest of his life.

With the passage of the Rowaltt Act in 1919, an extension of wartime restraints on free speech, freedom of the press, and the right of assembly, Gandhi's reform efforts became permanently merged with the Indian national movement. He called for a nationwide *hartal*, or general strike. The response was overwhelming. On April 6, 1919, virtually all of India stopped working. Unfortunately, the work

stoppage was also accompanied by widespread violence; this dismayed Gandhi, who realized that many of the masses were not ready for his nonviolent methods.

The worst violence, however, occurred when the British garrison at Amritsar fired on a large crowd which was meeting in violation of regulations against public assembly. The resultant "Amritsar Massacre," in which 379 were killed and 1,137 wounded, is judged by many to have been the decisive event of the India independence movement. It convinced many that the British could not be trusted and that there was no alternative to independence. As a consequence, Gandhi accepted leadership of the Home Rule League in 1920 and called for noncooperation with British rule, a policy which was adopted by the Indian Congress Party in September of 1920.

As an important example of non-cooperation, Gandhi asked people to boycott British-made cloth and to use the spinning wheel to produce homespun. Although many, including Jawaharlal Nehru, considered such economic ideas immature, the ideas carried the kind of appeal which the masses could understand and relate to. All over India the wearing homespun became a source of pride as well as a detriment to the British economy.

Following an outbreak of violence at Chauri Chaura in February of 1922, Gandhi was arrested and charged with the writing of three seditious articles for his newspaper, *Young India*. Sentenced to six years in prison, he was released on February 5, 1924, after an appendicitis operation. Upon his release, concerned with the growing enmity between Muslims and Hindus, he decided to withdraw from politics and dedicate himself to the untouchables. More than ever he was convinced that self-rule would come only when the Indians improved or "purified" themselves.

When conditions continued to worsen, Gandhi undertook a twenty-one-day fast beginning on September 18, 1924. The fast was to become his supreme weapon because of the masses' veneration for him, and because no one wanted to be blamed for injury to his health or for his death. Showing his great understanding of the Indian people, Gandhi undertook his fast at the home of the Muslim leader Mohammed Ali Jinnah, who shared his determination to rid India of British rule, but who would later oppose Gandhi and lead the movement to partition India into Muslim and Hindu states. At Jinnah's home, Gandhi was attended to by a Muslim physician and there he was to receive his first bit of food from a Muslim, a matter of great significance to the religious Hindus. By the time the fast had ended, millions of Hindus and Muslims had taken a pledge to keep peace.

To most of the world, Gandhi's best-known reform was that of the salt laws in 1930. Deciding to test the laws which forbade the sale or manufacture of salt, he first wrote the British Viceroy explaining his intentions and asking whether discussions were possible. When no direct answer was received, Gandhi, on March 12, 1930, accompanied by seventy-eight members of his *ashram*, began a march to Dandi on the seacoast. After a twenty-four-day march, Gandhi arrived at the coast and picked up a small handful of salt on April 5, 1930. All over India millions began making and buying selling salt. Within a month, over sixty thousand persons had been jailed, and Gandhi was arrested on May 5. The campaign was a perfect example of *satyagraha*, or nonviolent civil disobedience. Even when the police resorted to violence, the people made no attempt to defend themselves.

Many Indians supported the campaign by resigning from government positions, further handicapping a government that was already strained to the breaking point with a hundred thousand political prisoners. Realizing the futility of the struggle, the British released Gandhi from jail on January 26, 1931. His release was followed by a series of conversations with the Viceroy, Lord Irwin, the first occasions on which a British official and an Indian spoke as equals. (Winston Churchill recognized this important fact when he commented on the "nauseating and humiliating spectacle of this one time Inner Temple lawyer, non-seditious fakir, striding half-naked up the stairs of the Viceroy's palace, there to negotiate and to parley on equal terms with the representative of the King Emperor.") The resulting Gandhi-Irwin

Pact, signed March 7, 1931, provided for the termination of civil disobedience, the release of political prisoners, and the free making of salt along the seacoast.

As a result of the Gandhi-Irwin Pact, Gandhi was invited to attend the Second Round Table Conference. He did so as the sole representative of the Congress. Although Gandhi did not get what he wanted and considered the conference a failure, the Government of India Act of 1935 which emerged from it gave virtual independence to the provinces and planned for independence at the center as well. The British still ruled India, but Gandhi had mobilized the Indians to such an extent that the days of foreign dominance over this vast land were clearly numbered.

Gandhi considered his civil disobedience campaign an integral part of the Indian effort to prod Great Britain into granting India dominion status, if not complete independence. He was convinced that once British rule was removed, the Indians could solve the many problems which divided them. The unwillingness of the new Viceroy, the Earl of Willingdon, to negotiate certain issues with Gandhi devoted most of his energy to improving the lot of the untouchables. He remained devoted throughout his life, however, to the dream of an independent Indian nation which would embrace Muslims and Hindus. Hence, his great disappointment in 1947, one year before his death by assassination, when British India was divided into the two independent states of India (mostly Hindu) and Pakistan (mostly Muslim).

WORLD HISTORY

1ST SEMESTER REVIEW: UNITS 1-3

Unit 1: Democracy, Middle Ages, Renaissance & Reformation, Exploration

- 4 “R”s of democracy
- rep. vs. pure/direct democracy
- Judeo-Christian tradition – What values from Judaism and Christianity have become part of democracy?
- Middle Ages – feudal system (lords/serfs)
- Crusades – Who ordered the first one? Why? Results?
- Printing press – Who invented it? What impact would this have on Europe (and the world)?
- Renaissance – What does it mean? How does it differ from the Middle Ages?
- da Vinci, Michelangelo
- Protestant Reformation – Why did it happen?
- Martin Luther (3 main ideas from his 95 Theses), John Calvin (predestination)
- Henry VIII – What new church did he start? Why?
- Exploration – Marco Polo – his travels and his impact
- Conquest of the New World – Spain (Aztec and Inca)
- Columbus, Magellan, Dias, da Gama, Drake
- Competition between Spain and Portugal, Treaty of Tordesillas
- 100 Years’ War – Who fought? Why? Results?

Unit 2: Enlightenment, Revolution in England & France

- Enlightenment – Hobbes, Locke, Montesquieu, Voltaire, Rousseau, Diderot
- Revolution in England – James I, Charles I, Oliver Cromwell, Charles II, James II, William & Mary, George I, Robert Walpole, George III
- Petition of Right, Test Act, Triennial Act, Act of Union, Glorious Revolution
- French Revolution - The 3 Estates and their discontent
- Tennis Court Oath, Declaration of the Rights of Man, Constitution of 1791, Estates General, National Assembly, Reign of Terror
- Louis XVI, Marie Antoinette, Robespierre, Continental System
- Napoleon – his rise and fall
- Congress of Vienna

Unit 3: The Industrial Revolution

- How was work done differently compared to pre-industrial times?
- 5 reasons why this revolution began in Britain
- Population explosion – Why?
- living and working conditions during the early part of the Industrial Revolution
- 2nd phase of the Industrial Revolution – advances in technology, inventions, reforms that improved peoples’ lives (at work and at home)
- laissez-faire economics, “Iron Law of Wages”, Social Darwinism
- Adam Smith, David Ricardo, Thomas Malthus, Jeremy Bentham, John Stuart Mill, Karl Marx, Charles Darwin, Joseph Lister, Louis Pasteur, Alfred Nobel, the Wright Brothers, Samuel Morse, Alexander Graham Bell