BACKGROUND KNOWLEDGE:

In the latter half of the nineteenth century, the industrial powers of Western Europe swiftly extended their control over vast areas of Africa and Asia. This new imperialism was rationalized by theories of racial and cultural superiority; it was made possible by new technologies of warfare. The United States and Japan, and to a lesser extent Russia, were late arrivals on the imperial stage but soon established themselves as well. Modern imperialism is characterized by the following:

- **Mixed motives.** Imperial powers claimed economic necessity, strategic imperatives, and a high-minded "civilizing mission." Frequently motives were confused, so it became "the white man's burden" to convert Africans to Christianity while at the same time enslaving them.

- **Competition between imperial powers.** The scramble for Africa and later for the Pacific islands illustrates the intense competition among imperial nations. The United States took over the Philippines in order to be on an equal footing with other powers already in China. Japan seized Korea and Taiwan for the same reason.

- **Different models of colonial rule.** In practice, the new imperialism varied considerably; including settler colonies such as Australia, indirect rule as in British Africa, direct rule as in French Indochina, and even the private fiefdom of Leopold II in the Belgian Congo. In all cases, ultimate authority rested with the imperial state, and local rulers had little real power.

- **Economic colonialism.** The purpose of the colony was to supply cheap raw commodities to the imperialist state and to be a market for manufactured goods. All resources, natural and human, were directed to this effort. Forests were transformed into plantations, and workers impressed into service. There was no effort to develop a colonial industry that might compete with the imperial state.

- **Contempt for local cultures.** With few exceptions, the imperial powers regarded colonial people as their inferiors and treated them as such. The French made an effort to convert and educate colonial peoples. The British also employed colonials as soldiers and minor civil servants, but made little provision for education. This disrespect contributed to a growing nationalism in India.

**Imperial = Empire**

Though imperialism has been part of world history since the days of the earliest ____________________, the events of the nineteenth century brought imperialism to a whole new level. Thanks to strong ______________________ sentiments used to motivate the populace, _____________________'s output of weaponry and technology, and unparalleled _______________________ of world regions and people, European imperial powers quickly established their world ______________ (control); by the end of the century, the United States and Japan would join those imperial nations.

Western Europe’s empires were ____________, with territories in the Pacific, Atlantic, and Indian Oceans. Britain’s territories were so vast, British subjects would claim, "The sun never sets on the British Empire." By the end of this era, Britain’s imperial possessions covered ____________________ of the Earth.

**Phase 1**  
16th and 17th centuries  
The Americas  
________ and _________ lead

**Phase 2**  
late 18th and 19th centuries  
Africa and Asia  
_________ leads
DEFINITION

- Any form of ________________ exercised by one group of people over another beyond the group's own ____________; can by political, economic, and/or cultural
  - ________________ Imperialism = direct control of government and the economy
  - ________________ Imperialism = not controlling the government, but controlling the economy by gaining control of trade routes or arranging “unequal treaties”
- By 1914, European countries dominated approximately _____% of the earth’s surface.
- In answering the call of imperialism, Europeans _______________ the way of life on every continent.

CHALLENGING BRITAIN’S LEAD

- In the mid-1800s, Britain was the most powerful nation in the world.
  - Its factories produced _______________ good than those of any other country.
  - The British Navy _______________ the oceans so that those goods could be shipped safely to ports around the globe.
  - British _______________ loaned the money needed to build factories, mines, and railroads worldwide.
- By the late 1800s, however, _______________ and the _______________ were challenging Britain’s economic leadership.
- Faced with possible decline, Britain looked increasingly to its colonies for _______________ and _______________.
- Other countries followed Britain’s lead and came to see colonies as necessary for their economic well-being.
  - The _______________ and _______________ expanded their holdings and by 1900 France had an empire second in size only to Britain’s.
  - _______________ and _______________ attempted to build new empires in Africa.
  - _______________ moved into the Balkans.
  - _______________ expanded into the Caucasus, Central Asia, and Siberia.
- Countries that had no colonies set out to acquire them.
  - _______________, _______________, and _______________ all took over lands in Africa (with Germany also taking an interest in East Asia & the Pacific islands).
- Two non-European countries, the United States and _______________, also became involved in overseas expansion during this period.
  - Both the U.S. and Japan were interested in _______________.
  - The U.S. was also deeply tied to _______________.
- Increasingly, Europeans viewed an empire as a measure of _______________ or _______________.
- Thus, the race for colonies grew out of a strong sense of national pride as well as from economic competition.

MOTIVES FOR IMPERIALISM

<table>
<thead>
<tr>
<th>Industrialization</th>
<th>Nationalism and Militarism</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Economic Competition</td>
<td>Missionary Impulse</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Social Darwinism and Racism</th>
<th>“The White Man’s Burden”</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Demographics</th>
<th>Biology</th>
</tr>
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<tbody>
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<td></td>
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**Tools of Empire**

- Powerful _______________________ enabled Europeans to impose their rule throughout the world.
  - Rifles, machine guns (Maxim gun), artillery attached to fast-moving ships
- ______________________ and ______________________ made it easier to stake imperial claims.
- New _______________________ made it easier for naval vessels to travel and lowered the cost of trade.
  - Suez Canal (1869) and Panama Canal (1914)
  - Two weeks from Britain to India when it used to take four months
- Rapid communication meant imperial troops could be _______________________ in moments and businessmen could _______________________ quickly to business and market developments.
  - Telegraph by land (1830s), telegraph overseas (1870)
Assault on Africa: The “Dark” (unknown) Continent

● Before the 19th century...
  o Interactions between Europeans and Africa’s Mediterranean coast dates back to the ____________________________
  o In the 16th century, the ____________________ set up military posts around South Africa’s Cape of Good Hope and along the rim of the Indian Ocean, but they did not establish colonies
  o The Atlantic __________________________ increased interactions but Europeans did not attempt to establish colonies along West Africa’s coast
  o In the mid-17th century, the VOC established a colony at ____________________, South Africa which led to Dutch settlers (“____________”) establishing farms throughout the region and creating _________________ with the African people already in the region

● Early 19th century...
  o Britain begins sending settlers into ________________________; conflict with the Boers and greater tensions with Africans
  o 1830 - France becomes a major African colonial power, first in ________________ and then across most of northwest Africa
  o 1880s - Belgium begins the "scramble for Africa" when it grabs control of ______________________ (an enormous area in the "heart" of Africa)

● Africa was relatively ___________ to conquer because of persistent ethnic, linguistic, religious, and geo-physical barriers prevented any _________________ culture or political organization on a large scale

● The Berlin Conference (1884-1885)
  o The "Great Powers" ______________ Africa among themselves peacefully
  o No ______________________ from anywhere in Africa!
    • If a nation possessed the coast, it had first rights to the interior
    • Had to have administrators and soldiers in place to solidify claims
    • Had to claim within 25 years or would be open for repossession

● Positive Effects:

● Negative Effects:

Attach the background pages into your notebook. Highlight the key points. Complete the map activity (you do NOT need to include the instructions in your notebook)