Imperialism in Southeast Asia and the Pacific

Objectives
- Outline how Europeans colonized Southeast Asia and how Siam avoided colonial rule.
- Explain how the United States gained control over the Philippines.
- Describe how imperialism spread to the Pacific islands.

Terms, People, and Places
- French Indochina
- Mongkut
- Liliuokalani
- Spanish-American War

Use the information below and the following resources to teach the high-use word from this section.

High-Use Word: transition
- Definition and Sample Sentence: A passage from one way to another

Vocabulary Builder
Some scientists found the transition from working as a group in the field to working alone in the laboratory difficult.

Imperialism in Southeast Asia and the Pacific

Leaders throughout Southeast Asia faced the same dilemma as Phan Thanh Giau did in 1867: As they had in Africa, Western industrial powers divided up the region in search of raw materials, new markets, and Christian converts.

Europeans Colonize Southeast Asia
- Southeast Asia commands the sea lanes between India and China.
- The region had been influenced by both civilizations. From the 1500s through the 1700s, European merchants gained footholds in Southeast Asia, but most of the area remained independent. This changed in the 1800s. Westerners—notably the Dutch, British, and French—manipulated local rivalries and used modern armies and technology to colonize much of Southeast Asia.

The Dutch East Indies Established
- During the early 1600s, the Dutch East India Company established bases on the island of Java and in the Moluccas, or Spice Islands. From there, the Dutch slowly expanded to dominate the rest of the Dutch East Indies (now Indonesia). The Dutch expected their Southeast Asian colonists to produce profitable crops of coffee, indigo, and spices.

The British in Burma and Malaya
- In the early 1800s, rulers of Burma (present-day Myanmar) clashed with the British, who were expanding eastward from India. The Burmese suffered disastrous defeats in several wars. They continued to resist British rule, however, even after Britain annexed Burma in 1885.

The French in Indochina
- Vietnamese officials agreed to French protectorate status in 1867. "The French have immense warships, filled with soldiers and armed with huge cannons. No one can resist them. They go where they want, the strongest [will] fall before them." Phan Thanh Gian wanted to resist. But as a devoted follower of Confucius, he was obliged "to live in obedience to reason." As a patriot, he was obliged to act.

Set a Purpose
Ask students to refer to this question as they read. (Answer appears with Section 2 Assessment answers.)

Build Background Knowledge
In the last section, students learned how Japan’s imperialist ambitions affected East Asia. This section examines the competition for colonies in Southeast Asia and the Pacific. Have students suggest reasons why industrialized nations might want colonies in Southeast Asia.

Prepare to Read
- AUDIO Witness History Audio CD, A Patriot’s Dilemma

Section Objectives and the list of terms, people, and places.

Section 2 Assessment answers.

As you teach this section, keep students focused on the following objectives to help them answer the Section Focus Question and master core content.

- Outline how Europeans colonized Southeast Asia and how Siam avoided colonial rule.
- Explain how the United States gained control over the Philippines.
- Describe how imperialism spread to the Pacific islands.
Europeans Colonize Southeast Asia

Instruct
- **Introduce** Ask students to read the introductory paragraph under the red heading Europeans Colonize Southeast Asia. Have them make predictions about how the colonizers and the colonized peoples viewed each other.
- **Teach** Use the Numbered Heads strategy (TR, p. 722) and ask students to list the ways in which European colonization affected Southeast Asia. Ask What were the main reasons why the Dutch, British, and French established colonies in Southeast Asia? (All wanted raw materials for industrial development. France was also interested in Christian converts.) Who benefited most from the changes that the colonial powers made in Southeast Asia? (the colonial powers)

Quick Activity
- Have students access Web Code map2521 to take the Geography Interactive Audio Guided Tour and then answer the map skills questions in the text.

Independent Practice
- Have students fill in the Outline Map Imperialism in Asia and label key places in East Asia and Southeast Asia.
- **Teaching Resources, Unit 5, p. 95**
- **Biography** To help students better understand the role of King Mongkut in modernizing Siam and preventing European colonization, have them read the selection King Mongkut of Siam and complete the worksheet.
- **Teaching Resources, Unit 5, p. 92**

Monitor Progress
- As students fill in their flowcharts, circulate to make sure they understand the effects of imperialism on colonies and colonizers. For a completed version of the flowchart, see **Note Taking Transparencies, 165**
- Check students’ Outline Maps for accuracy.

Answer
- They fiercely resisted European rule.

792 New Global Patterns

Two Paths in Southeast Asia
King Mongkut of Siam managed to keep his kingdom out of European control in other parts of Southeast Asia, colonized peoples labored to produce export crops for their colonial rulers. Below, workers process sugar cane in the Philippines in the early 1800s.

At the same time, the British expanded their influence in Malaysia. The busy port of Singapore grew up at the southern tip of the peninsula. Soon, natural resources and profits from Asian trade flowed through Singapore to enrich Britain.

French Indochina Seized
- The French, meanwhile, were building an empire on the Southeast Asian mainland. In the 1500s, Portuguese traders had set up a trading center in what today is Vietnam. Christian missionaries from France and other European countries moved into Vietnam and won some converts. Threatened by growing Western influence, Vietnamese officials tried to suppress Christianity by killing converts and missionary priests. Partly in response, France invaded Vietnam in 1858. The French also wanted more influence and markets in Southeast Asia. The Vietnamese fought fiercely but could not withstand superior European firepower. By the early 1860s, France had seized a portion of southern Vietnam. Over the next decades, the French took over the rest of Vietnam, and all of Laos and Cambodia. The French and other Westerners referred to these holdings as French Indochina. (Mainland Southeast Asia was known during this period as “Indochina.”)

Siam Survives
- The kingdom of Siam (present-day Thailand) lay between British-ruled Burma and French Indochina. The king of Siam, Mongkut (mahng KOOT), who ruled from 1851 to 1868, did not underestimate Western power. He studied foreign languages and read widely on modern science and mathematics. He thus had a greater understanding of the West than many other Asian rulers.

Although Mongkut had to accept some unequal treaties, Siam escaped becoming a European colony. He and his son, Chulalongkorn, (CHOO lah long kawrn) set Siam on the road to modernization. They reformed the government, modernized the army, and hired Western experts to teach Thais how to use the new technology. They abolished slavery and gave women some choices in marriage. As Siam modernized, Chulalongkorn hurried to remove the unequal treaties.

Colonial Southeast Asia
- During this period, many Chinese people migrated to Southeast Asia to take advantage of the economic opportunities there. They left China to escape hardship and turmoil. Despite local resentment, these communities formed vital networks in trade, banking, and other economic activities.

By the 1890s, Europeans controlled most of Southeast Asia. They introduced modern technology and expanded commerce and industry. Europeans directed the mining of tin, the harvesting of rubber, and the building of harbors and railways. But these changes benefited the European colonizers far more than they did the Southeast Asians.

Checkpoint
- How did the Burmese and the Vietnamese respond to attempts to colonize them?
In the 1500s, Spain had seized the Philippines. Catholic missionaries spread Christianity among the Filipinos. As the Catholic Church gained enormous power and wealth, many Filipinos accused the Church of abusing its position. By the late 1800s, their anger fueled strong resistance to Spanish rule.

The opening of the Suez Canal in 1869 helped the economy of the Philip-

pines by making trade with European countries easier. Some upper class Filipinos gained access to better education. Leaders such as José Rizal inspired Filipinos to work for better treatment from Spain.

The Spanish-American War broke out in 1898 between Spain and the United States over Cuba’s attempts to win independence from Spain. During the war, American battleships destroyed the Spanish fleet, which was stationed in the Philippines. Encouraged by American naval officers, Filipino rebel leaders declared independence from Spain. Rebel soldiers threw their support into the fight against Spanish troops.

In return for their help, the Filipino rebels expected the Americans to recognize their independence. Instead, in the treaty that ended the war, American officials pleaded for Spanish crown colonies to turn over the islands of the Philippines to the United States. The United States was stationed in the Philippines. Encouraged by American naval officers, Filipino rebel leaders declared independence from Spain. Rebel soldiers threw their support into the fight against Spanish troops.

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The United States and the Philippines

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Western Powers Seize the Pacific Islands

Instruct

■ Introduce Have students locate Samoa, the Hawaiian Islands, and other South Pacific island groups that were claimed by European nations or the United States on the map of Australia, New Zealand, and Oceania on page 1144 of the Atlas. Ask students to predict the reasons that the United States and European countries would become interested in these islands.

■ Teach Ask Why did the industrialized powers want colonies on islands in the Pacific? (to serve as supply bases for British, French, and American whaling and sealing ships; for missionary work; to grow cash crops) How did the competition for colonies among Western powers influence the U.S. decision to annex Hawaii? (The competition for colonies provided American planters and supporters of annexation with a strong argument for their point of view.)

■ Quick Activity Have students debate Hawaii’s annexation by the United States. Have them suggest arguments that imperialists and anti-imperialists might have made.

Independent Practice

Have students create a timeline showing the colonization of Southeast Asia and the Pacific. Have students decide which events were most significant.

Monitor Progress

■ As students complete their timelines, circulate to confirm that the information is accurate and that events are in sequence. Ask each student to summarize the experiences of one colony for the class.

■ Check Reading and Note Taking Study Guide entries for student understanding.

Answers

Thinking Critically

1. Pre-colonial traditions were weakened when many community members migrated to find work to pay their taxes.

2. Sample: The rival could fight each other when restricted by colonial rule.

Annexing Hawaii

The fight over Hawaii’s annexation lasted for nearly a decade. In 1893, U.S. President Grover Cleveland delayed signing the annexation treaty drafted by sugar growers until events leading to the overthrow of Liliuokalani’s government could be investigated. When the investigation showed that most Hawaiians opposed annexation, Cleveland refused to approve the treaty. In 1897, however, staunch imperialist William McKinley became president. McKinley negotiated a new treaty. Anti-imperialist lawmakers delayed its ratification for more than a year, but the Spanish-American War turned the tide. During the war, the use of the U.S. naval base at Pearl Harbor showed Americans Hawaii’s strategic importance. In 1898, a resolution by Congress made Hawaii a U.S. territory.

History Background

American whaling and sealing ships; to grow cash crops (to serve as supply bases for British, French, and American whaling and sealing ships; for missionary work; to grow cash crops) for missionary work; to grow cash crops
The United States set out to modernize the Philippines through education, improved health care, and economic reforms. The United States also built roads, railroads, and ports. In addition, the United States promised Filipinos a gradual transition to self-rule some time in the future.

Checkpoint: How did the United States gain control of the Philippines?

Western Powers Seize the Pacific Islands

In the 1800s, the industrialized powers also began to take an interest in the islands of the Pacific. The thousands of islands splashed across the Pacific include the three regions of Melanesia, Micronesia, and Polynesia. At first, American, French, and British whaling and sealing ships looked for bases to take on supplies in the Pacific. Missionaries, too, moved into the region and spread the way for political involvement.

In 1875, the United States secured an unequal treaty from Samoa, a group of islands in the South Pacific. The United States gained rights such as extraterritoriality and a naval station. Other nations gained similar agreements. As their rivalry increased, the United States, Germany, and Britain agreed to a triple protectorate over Samoa.

Beginning in the mid-1800s, American sugar growers pressed for power in the Hawaiian Islands. When the Hawaiian queen Liliuokalani (lah lee uh oh kuh LAH nee) tried to reduce foreign influence, American planters overthrew her in 1893. They then asked the United States to annex Hawaii, which it finally did in 1898. Supporters of annexation argued that if the United States did not take Hawaii, Britain or Japan might do so. By 1900, the United States, Britain, France, and Germany had claimed nearly every island in the Pacific.

Checkpoint: Why did some Americans think the United States should control Hawaii?

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Vocabulary Builder

Mentor: From 2000 unit passage from the way to another

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