SECTION 3

Step-by-Step Instruction

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

- Analyze the sources of stress in Muslim regions.
- Explain the problems the Ottoman empire faced.
- Describe how Egypt sought to modernize.
- Understand European interest in Persia.

Prepare to Read

Build Background Knowledge
Ask students to recall the Ottoman empire and find its locations on the world map on pp. 656–657. Then have students predict how European imperialism may affect the region.

Set a Purpose

- **WITNESS HISTORY** Read the selection aloud or play the audio.

Have students read this section using the Guided Questioning strategy (TE, p. T20). As they read, have students fill in the concept web showing effects of European imperialism in Muslim regions.

Reading and Note Taking

Terms, People, and Places
- Muhammad Ali: pasha
- Mahdi: sultan

**Note Taking**
Have students read this section using the Guided Questioning strategy (TE, p. T20). As they read, have students fill in the concept web showing effects of European imperialism in Muslim regions.

Vocabulary Builder

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

High-Use Word: _bureaucracy_, p. 763

Definition and Sample Sentence

A government staffed by administrators and officials who follow rigid rules to get the policy changed, Julie had to take his petition through the entire education bureaucracy, from his teacher to the principal to the school board to the state board of education.
Another Islamic reform movement, the Wahhabi (wah HAHB ee) movement in Arabia, rejected the schools of theology and law that had emerged in the Ottoman empire. In their place, they wanted to recapture the purity and simplicity of Muhammad's original teachings. Although the revolt was put down, the Wahhabi movement survived. Its teachings of purity and simplicity of Muhammad's original teachings would continue to influence the kingdom of Saudi Arabia today.

European Imperialism In addition to internal decay and stress, the three Muslim empires faced powerful threats from Western imperialists. Through diplomacy and military threats, European powers won treaties giving them favorable trading terms. They then demanded special rights for Europeans residing in Muslim lands. At times, European powers protested these rights by intervening in local affairs.

Checkpoint How was Western imperialism a source of stress in Muslim regions of the world?

Problems for the Ottoman Empire At its height, the Ottoman empire had extended across North Africa, Southeastern Europe, and the Middle East. By the early 1800s, however, it faced serious challenges. Ambitious pashas, or provincial rulers, had increased power. Economic problems and corruption added to Ottoman decay.

Nationalist Revolts Break Out As ideas of nationalism spread from Western Europe, internal revolts weakened the multiethnic Ottoman empire. Subject peoples in North Africa, Eastern Europe, and the Middle East threatened to break away. In the Balkans, Greeks, Serbs, Bulgarians, and Romanians gained their independence. Revolts against Ottoman rule also erupted in Arabia, Lebanon, and Armenia. The Ottomans suppressed these uprisings, but Egypt slipped out of their control.

European Pressure Increases European states sought to benefit from the slow crumbling of the Ottoman empire. After seizing Algeria in the 1830s, France hoped to gain more Ottoman territory. Russia schemed to use the slow crumbling of the Ottoman empire. Subject peoples in North Africa, Eastern Europe, and the Middle East threatened to break away. In the Balkans, Greeks, Serbs, Bulgarians, and Romanians gained their independence. Revolts against Ottoman rule also erupted in Arabia, Lebanon, and Armenia. The Ottomans suppressed these uprisings, but Egypt slipped out of their control.

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Efforts to Westernize Since the late 1700s, several Ottoman rulers had won the favor of reform and looked to the West for ideas. They reorganized the bureaucracy, improved education, and hired Europeans to train a modern military. Young men were sent to the West to study science and technology. Many returned with Western political ideas about democracy and equality.

The reforms also brought improved medical care and revitalized farming. These improvements, have to be strictly factual, but should be based on actual events. Suggestions include meetings between leaders to discuss strategies or goals, or the sultan Abdulhamid II's announcement that the constitution of 1876 will be restored. Refer students to language arts textbooks to review how scenes in plays are structured. Have students perform their scenes if appropriate.
However, created a different set of problems. Better healthcare resulted in a population explosion that increased the already intense competition for the best land, and led to unrest.

The adoption of Western ideas also increased tension. Many officials objected to changes that were inspired by a foreign culture. For their part, repressive summons, rulers of the Ottoman Turkish empire, rejected reform and tried to rebuild the autocratic power enjoyed by earlier rulers.

Young Turks Demand Reform In the 1890s, a group of liberals formed a movement called the Young Turks. They insisted that reform was the only way to save the empire. In 1908, the Young Turks overthrew the sultan. Before they could achieve their planned reforms, however, the Ottoman empire was plunged into the world war that erupted in 1914.

Armenian Genocide Traditionally, the Ottomans had let minority nationalities live in their own communities and practice their own religions. By the 1890s, however, nationalism was igniting new tensions, especially between Turkish nationalists and minority peoples who sought their own states. These tensions triggered a brutal genocide of the Armenians, a Christian people concentrated in the eastern mountains of the empire. Genocide is a deliberate attempt to destroy a racial, political, or cultural group.

The Muslim Turks accused Christian Armenians of supporting Russian plans against the Ottoman empire. When Armenians protested repressive Ottoman policies, the sultan had tens of thousands of them slaughtered. Over the next 25 years, between 600,000 and 1.5 million Armenians were killed or died from disease and starvation.

Checkpoint How were efforts to Westernize problematic for the Ottoman empire?

Egypt Seeks to Modernize

In the early 1800s, Egypt was a semi-independent province of the Ottoman empire, making great strides toward reform. Its success was due to Muhammad Ali, an ambitious soldier appointed governor of Egypt by the Ottomans. Ali used the opportunity created by Napoleon’s invasion and the civil war that followed to seize power in 1805.

Muhammad Ali Introduces Reforms Muhammad Ali is sometimes called the “father of modern Egypt.” He introduced a number of political and economic reforms, including improving tax collection, reorganizing the landholding system, and backing large irrigation projects to increase farm output. By expanding cotton production and encouraging the development of many local industries, Ali increased Egyptian participation in world trade.

Muhammad Ali also brought Western military experts to Egypt to help him build a well-trained, modern army. He conquered the neighboring lands of Arabia, Syria, and Sudan. Before he died in 1849, he had set up the Suez Canal, have them read the selection Two Viruses on the Suez Canal and complete the worksheet.

Teaching Resources, Unit 5, p. 72

Divide the class into groups. Have each group research a different aspect of the Suez Canal, such as its political history, construction, and current use. Have each group design a web page (on paper). Put the pages together into a class web site.

Monitor Progress

To review this section, ask students to summarize how Britain gained control of the Suez Canal.

Answer

They led to population growth and conflict over foreign influence.

History Background

For the Love of French Pastry

As a young diplomat, Ferdinand de Lesseps was assigned to be the French consul at Cairo, where he enjoyed a certain amount of influence with the government of Muhammad Ali. During these days, Ali’s son, Prince Said, would often slip away from his guards and tutors and sneak into the French consulate. The consul would take the boy to the kitchen, where he enjoyed his fill of the French food and pastries. His father would have been outraged; Muhammad Ali had ordered strict exercise and a limited diet for his son. Years later, after Said had succeeded to the throne, he permitted his French friend to build the Suez Canal. Perhaps fond memories of the kindness the French consul had shown a hungry boy had played a role in his decision.
The Suez Canal is a waterway in Egypt that stretches for more than 100 miles (160 kilometers). It connects the Mediterranean and Red seas, shortening the travel distance from Western Europe to ports in East Africa. After it opened in 1869, European ships no longer had to sail around the southern tip of Africa. The canal reduced the trip from London, England, to Bombay, India, by 5,150 miles (8,200 kilometers). The canal averaged between one and two ships per day (below) in its first year of operation and travel time averaged about 40 hours. Today, oil tankers and cargo ships make up most of the canal’s traffic, with a travel time of about 14 hours.

**Persia and the European Powers**

**Instruct**

- **Introduce: Key Terms** Ask students to find the key term concession (in blue) in the text and explain its meaning. Tell students that countries like Persia did not have the technology or capital to develop their own natural resources or build railways or mines. They granted European concessions, or special rights, so the Europeans could come in and develop Persia for them.

- **Teach** Ask: How did the Qajar shahs try to resist European imperialism? (by reforming) What kinds of reforms did they make? (improved finances, built telegraph lines and railroads, created a new constitution) How did British and Russian troops end up in Persia? (These countries were granted oil concessions and sent troops to protect their investments.) What two groups objected? (Westernized nationalists and Muslim religious nationalists) Point out that these two groups remain at odds in Iran to this day.

**Independent Practice**

Have students take the role of a British or Russian diplomat assigned to Persia. Have them write a letter back to their government outlining goals, obstacles, and progress in obtaining an oil concession.

**Monitor Progress**

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

**Answers**

**Thinking Critically**

1. **Draw Conclusions** Why was the Suez Canal an important waterway? What two groups objected? (Westernized nationalists and Muslim religious nationalists)

2. **Map Skills** Which country benefited the most from the Suez Canal? Explain.

**History Background**

**Iran and Imperialism** Iran, as Persia was renamed in the 1930s, has continued to struggle with the effects of imperialism. In the 1920s, the British brought a Persian military officer, Reza Khan, to power. He soon declared himself shah, forced out Russian and British troops, and negotiated better terms with the British for oil. In 1941, the British, fearing Reza Shah would side with Germany in World War II, forced him out in favor of his son, Muhammad Reza. After the war, British and Russian troops withdrew. In the 1950s, Britain and the United States, fearing nationalization of the oil industry, carried out a coup and placed the shah in absolute power. He was overthrown by revolution in 1979. Iran was then taken over by an anti-Western, conservative Islamic regime but some Iranians continue to seek democratic reforms.

**INFOGRAPHIC**

**Suez Canal**

The Suez Canal is a waterway in Egypt that stretches for more than 100 miles (160 kilometers). It connects the Mediterranean and Red seas, shortening the travel distance from Western Europe to ports in East Africa. After it opened in 1869, European ships no longer had to sail around the southern tip of Africa. The canal reduced the trip from London, England, to Bombay, India, by 5,150 miles (8,200 kilometers). The canal averaged between one and two ships per day (below) in its first year of operation and travel time averaged about 40 hours. Today, oil tankers and cargo ships make up most of the canal’s traffic, with a travel time of about 14 hours.

**Ottoman Empire, 1913**

**Infographic Interactivity**

- British rule or control
- French rule or control
- Russian empire
- Italian rule or control
- German empire
- Ottoman Empire, 1913
- Known oilfields, 1914
- Trade route

**Map Skills**

**1. Draw Conclusions**

Why was the Suez Canal an important waterway?

**2. Map Skills**

Which country benefited the most from the Suez Canal? Explain.
Persia and the European Powers

Like the Ottoman empire, Persia faced major challenges in the 1800s. The Qajar (kah JAHR) shahs, who ruled Persia from 1794 to 1925, exercised absolute power. Still, they did take steps to introduce reforms. The government helped build telegraph lines and railroads and experimented with a liberal constitution. Reform, however, did not save Persia from Western imperialism. Russias wanted to protect its southern frontier and expand into Central Asia. Britain wanted to protect its interests in India. For a time, each nation set up its own sphere of influence in Persia. The discovery of oil in the early 1900s heightened foreign interest in the region. Both Russia and Britain plotted for control of Persian oil fields. They persuaded the Persian government to grant them concessions, or special rights given to foreign powers. To protect their interests, they sent troops into Persia. Persian nationalists were outraged. The nationalists included two very different groups. Some Persians wanted to move swiftly to adopt Western ways. Others, led by Muslim religious leaders, condemned the Persian government and Western influences.

Checkpoint How did Persia attract foreign interest in the early 1900s?

Assess Progress

- Have students complete the Section Assessment.
- Administer the Section Quiz.
- Teaching Resources, Unit 5, p. 65
- To further assess student understanding use Progress Monitoring Transparencies, 101

Reteach

If students need more instruction, have them read the section summary.

- Reading and Note Taking Study Guide, p. 219
- Adapted Reading and Note Taking Study Guide, p. 219
- Spanish Reading and Note Taking Study Guide, p. 219

Extend

Ask students to research recent developments in the Middle East. Have them focus on one country (such as Egypt or Iran) and write an essay on their country’s interactions with Western powers today.

Answers

- Britain gained an economic foothold, and then, when Egyptian nationalists revolted, Britain made Egypt a protectorate.
- Oil was discovered.

Section 3 Assessment

1. Sentences should reflect an understanding of each term, person, or place listed at the beginning of the section.
2. Europeans exploited stresses in Muslim regions, schemes to increase their influence, gained concessions and debts, and sent troops to take control and protect their interests.
3. Through diplomacy, economic investment, or the threat of force, European nations expanded their control.
4. any two: government corruption, nationalist revolts, European pressure, efforts to Westernize, the Young Turks movement, problems with Armenians
5. Muhammad Ali introduced political and economic reforms, increased foreign trade, and modernized the army.
6. Each country sought to expand its sphere of influence and gain control of Persian oil.

Writing About History

Charts should include facts and details that clearly support arguments on both sides of the issue.

For additional assessment, have students access Progress Monitoring Online at Web Code naa-2431.