

Ch. 12 Guided Reading Activity

Lesson 1 Colonial Rule in Southeast Asia

Directions: Locate each heading below in your textbook. Then use the information under the correct heading and subheading to help you write each answer.

I. The New Imperialism

- A. Why did nineteenth-century Europeans seek control of Asian and African societies?
- B. How was the "new imperialism" of the late nineteenth century different from earlier forms of imperialism?

II. Colonial Takeover

- A. Which Asian territories did Great Britain and France control during the nineteenth century?
- B. How did Thailand remain free from conquest during the nineteenth century?

III. Colonial Regimes

- A. How did the Dutch apply indirect rule in the Dutch East Indies?
- B. How did France apply both direct and indirect rule to Indochina?
- C. What aspects of colonial rule were oppressive? What benefits did colonial rule bring to Southeast Asia?

IV. Resistance to Colonial Rule

- A. How did the Burmese and Vietnamese people resist subjection?
- B. How did nationalist resistance movements change over time?

Summary and Reflection

Directions: Summarize the main ideas of this lesson by answering the question below.

How did colonization affect the lives of people in Southeast Asia?

Lesson 2 Empire Building in Africa

Directions: Read the lesson and complete the outline below. Refer to your textbook to fill in the blanks.

I. West Africa and North Africa

- A. _____ annexed the west coastal states and established a protectorate in Nigeria. France added French _____ to its empire.
- B. Egypt lost control over the _____ and became a _____ protectorate.
- C. Italy failed to conquer _____ but successfully seized Tripoli, renaming it _____.

II. Central and East Africa

- A. Explorer Henry _____ and missionary David _____ explored and mapped the interior of Africa.
- B. The Belgian king _____ was the driving force behind the domination and exploitation of the _____.
- C. European countries met at the _____ to settle claims for territory in East.

III. South Africa

- A. The _____ were descendants of the original Dutch settlers and dominated some areas of South Africa.
- B. The indigenous _____ people mounted a successful resistance against the _____.
- C. Cecil _____ sought to establish British colonies from "the _____ to Cairo."
- D. After the British won the _____, they renamed the Cape Colony and the Boer republics the _____.

IV. Effects of Imperialism

- A. By 1914, _____ and _____ were the only two independent African nations.
- B. _____ rule by the British maintained tribal customs. _____ rule by the French stressed assimilation and offered limited legislative opportunities.
- C. African nationalists and intellectuals were often educated in _____ schools or in _____ nations.

Summary and Reflection

Directions: Summarize the main ideas of this lesson by answering the question below.

How did imperialism affect the growth and development of African nations?

Lesson 3 British Rule in India

Directions: Read the lesson and complete the outline below. Refer to your textbook to fill in the blanks.

I. The Great Rebellion

- A. _____ were Indian soldiers who served under British officers and were hired by the _____, which had been granted power to become actively involved in Indian political and military affairs.
- B. The Sepoy Mutiny, or _____ as it is called in India, failed due to a lack of organization and rivalries between _____ and _____.

C. The failed rebellion helped fuel Indian _____ and prompted the British Parliament to transfer powers from the East India Company directly to the _____.

II. British Colonial Rule

- A. In their efforts to bring order and stability to India, the British implemented a new school system, built _____ and a _____ network, and introduced a new _____ service.
- B. Economic costs of British rule in India were great and included the destruction of local _____, such as the Indian _____ industry, which put thousands of women out of work.

III. Indian Nationalists

- A. The _____, formed in 1885, pushed for a share in the governing of India but faced internal difficulties due to differences between Hindus and Muslims.
- B. _____ began a nationalist movement in India based on _____ resistance, which ultimately led to Indian independence.

IV. Colonial Indian Culture

- A. In response to British disdain for _____ culture, a cultural awakening in India emerged which led to the search for a new national identity and

a modern form of _____ expression.

B. The life mission of Rabindranath _____, a _____ and _____ as well as many other things, was to promote pride in the face of British domination.

Summary and Reflection

Directions: Summarize the main ideas of this lesson by answering the question below.

How did British rule influence Indian society?

Lesson 4 Imperialism in Latin America

Directions: Locate each heading below in your textbook. Then use the information under the correct heading and subheading to help you write each answer.

I. The U.S. in Latin America

A. How and when did the United States begin to extend its influence in Latin America?

B. What was the impact of U.S. involvement in Panama?

C. What was the Roosevelt Corollary?

II. Revolution in Mexico

A. Why were the majority of Mexicans unhappy with Porfirio Díaz's leadership of Mexico?

B. What changes did the Mexican Constitution of 1917 enact?

C. What were the main effects of the Mexican Revolution?

III. Prosperity and Social Change

A. What fueled prosperity in Latin America after 1870?

B. What were the results of increased prosperity in Latin America?

C. How did industrialization change the Latin American economy?

Summary and Reflection

Directions: Summarize the main ideas of this lesson by answering the question below.

What were the causes and effects of political and economic changes in Latin America in the late 1800s and early 1900s?

Academic Vocabulary

Directions: Answer each of the following questions. Include in your answers the vocabulary words in parentheses.

1. Describe the differences between direct rule and indirect rule. (**direct rule, indirect rule**)

2. What is the relationship between an imperialist nation and its protectorate? (**protectorate**)

3. What part did racism play in European imperialism? (**racism**)

4. Did a territory keep its independence after an imperialist country annexed it? Explain. (**annex**)

5. What were some of the key motivations behind European imperialism in the late nineteenth century? (**imperialism**)

Directions: Read the following sentences. If the underlined term is used correctly in the sentence, write *C* in the blank to the left. If the term is used incorrectly, write *I*. Then, on the line provided, explain why the word is used incorrectly. Include the vocabulary word(s) in parentheses in your explanation.

6. The Boers, the indigenous people of South Africa, sent native people to reservations. (**indigenous**)

7. Sepoys, representatives of the British East India Company, led the First War of Independence in India. (**sepoys**)

8. The British appointed a viceroy, a governor who rules as a representative of the British monarchy, to oversee affairs in India. (**viceroy**)

9. Dollar diplomacy was a U.S. method of assuring its continued influence in Latin American republics in the least expensive way possible. (**dollar diplomacy**)

Directions: From the following list, choose the best word to answer each question. Write each word in the blanks provided. (**exploit, export, uncharted, traditions, civil**)
exploit export uncharted traditions civil

10. Which word suggests something that is unknown?

11. Which word means "relating to public matters"?

12. Which word can be used to describe the movement of goods, or commodities, from one country to another?

13. Which word suggests making the fullest use of a resource for one's own gain?

14. Which word has nearly the same meaning as *customs* or *practices*?

Directions: Answer each of the following questions. Include in your answer the vocabulary word in parentheses. (**estate, whereas, sector**)

15. The word *estate* can be traced back to a Latin word, *stare* ("to stand"), which is also the origin of the words *state* and *status*. What does the meaning of *estate* have to do with *state* (social position or rank) and *status* (position in society)? (**estate**)

16. The word *whereas* is a conjunction that means "while on the contrary." Explain whether the conjunction is used correctly in this sentence: *My sister and I go to the local community center to swim, whereas my cousin also likes to swim there.* (**whereas**)

17. The word *sector* comes from the Latin *secare*, "to cut." Other words derived from *secare* are *segment* and *intersection*. *Sector* can mean "section of a circle" or "a cutter." How does this information relate to the definition you learned for *sector*? (**sector**)