

## Unit 3 Tier II Vocabulary Review

Name: \_\_\_\_\_

**Directions:** This is a list of Tier II terms from this unit. Circle the term to the right that matches (synonym).

Tier II Term			
1. glorious	magnificent	horrible	negative
2. justify	oppose	validate	fight against
3. exploitation	share and benefit	give and provide	use and abuse
4. dependence	reliance	independence	self-sufficient
5. exportation	selling	buying	giving
6. civilize	educate	kill	abuse
7. motive	result	cause	effect
8. petroleum	drug	cash crop	oil
9. converts	people who change their beliefs	people who keep their beliefs	people who spread their beliefs
10. strategic	unwanted	planned	unimportant
11. commercial	political	social	economic
12. isolation	separation	united	inclusion
13. Western	Asian	African	European
14. expansion	deduction	growth	contraction
15. raw materials	resources	factories	markets
16. corollary	extension	opposition	counterargument
17. diversity	differences	homogeneous	uniformity
18. doctrine	territory	policy	business

## Unit 3 Tier III Vocabulary Knowledge Rating

### Directions:

Step 1: Define the vocabulary term

Step 2: Based on your ability to define each vocabulary term, rate your understanding of each term word using the scale provided below.

1. Absolutely know
2. Recognize, but not completely sure
3. Completely unclear, still have questions

Rating	Unit 3 Social Studies Terms	Definition
	colonization	Take over / domination of less-developed territory by a developed territory
	colonial powers	Western European nations (G.B., France, Italy, Germany, Belgium, etc.)
	ethnocentrism	belief that your <del>own</del> <sup>ethnicity</sup> is superior to others
	cultural diffusion	blending or mixing of different cultural beliefs & ideas
	Social Darwinism	belief that the most developed regions should dominate over less developed areas due to their advantages
	"White Man's Burden"	Poem by Rudyard Kipling written to inspire U.S. colonization used to justify treatment of colonies by European powers
	Berlin Conference	14 European powers met to discuss African colonization w/o consulting with Africans
	Zulus	South African warriors who fought to unify themselves against European Imperialists - defeated by the British in 1879
	Boers	Dutch Farmers who arrived in 1680 to colonize South Africa
	IndoChina	modern Day Laos, Cambodia, Vietnam & Thailand - former Chinese protectorates colonized by France
	Sepoy Mutiny	1857 Uprising in India of British-trained soldiers against British rule in India
	Opium Wars	1839-1842 & 1858-1860 China fought against British opium smuggling & lost both wars
	Spheres of influence	geographical areas where trade, culture, politics & production are dominated by foreigners
	Boxer Rebellion	1899-1901 uprising of Chinese peasants against foreigners. Failed & Boxers were executed
	Meiji Restoration	1854-1914 - rapid modernization of Japan
	Sino-Japanese War	1894-1895 - Japan defeated China over Korea
	Monroe Doctrine	
	Roosevelt Corollary	
Rating	Global 9 Social Studies Terms	Definition
	Shinto	animist religion of Japan
	Shogun	political & military leader of Japan before Meiji Restoration

## Unit 3: The Age of Imperialism

Answer each question to the best of your ability.

Base your answer to the following question on the poem below and on your knowledge of social studies.

### Colonizer's Logic

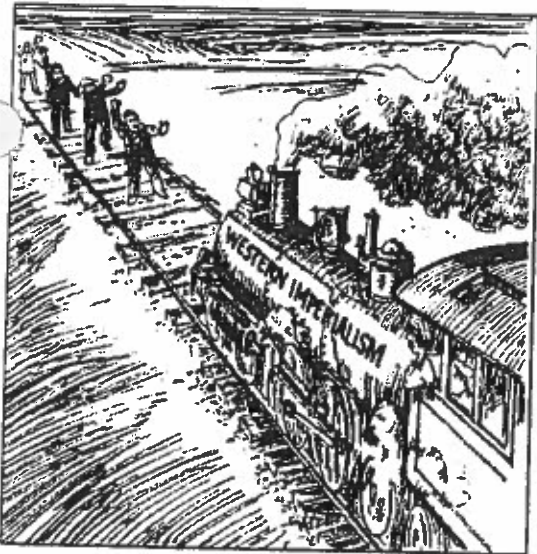
These natives are unintelligent —  
We can't understand their language.

Chinweizu (Nigeria)

— Voices from Twentieth-Century Africa Griots and Towncriers

The "logic" of the colonizers described in this Nigerian poem reflects their

- (1) utopian plan
- (2) educational goals
- (3) militaristic behavior
- (4) ethnocentric attitude



Source: Abraham and Pfeffer, *Enjoying World History*  
Amsco School Publications

This cartoon suggests that political power is often acquired through

- (1) the inheritance of land
- (2) market demands
- (3) religious conversion
- (4) the use of technology

One major reason European countries engaged in imperialism in the late 19th century was to

- (1) gain a better understanding of unknown territories
- (2) ease tensions with their rivals
- (3) develop treatments for diseases
- (4) obtain markets for their manufactured goods

Explain the leading causes or reasons for Imperialism by European countries, the United States, and Japan

Economic	Political	Social
Trade, resources, markets, workers	Empire building Nationalism Ethnocentrism	Social Darwinism Education ("civilization") Christianity/conversion

Look back at the documents you read about Imperialism in Africa. Then, describe the two perspectives/responses (European and African) in the chart below:

European Perspective	African Response
Imperialism is overall positive - Technology, education, medicine, new crops, trade	Imperialism is overall negative - culture is destroyed, lost land, lost labor, lost resource, conflict

Which description of trade patterns best represents the relationship between Africa and Europe during the late 19th century?

- (1) Trans-Saharan trade caravans led by Europeans were the most profitable.
- (2) South Africa was of no interest to European traders.
- (3) Raw materials were shipped from Africa to European industries.
- (4) Rivers were the key highways connecting Europeans to much of the African interior

The Berlin Conference is most closely associated with the colonization of

- (1) South Asia
- (2) East Asia
- (3) Latin America
- (4) Africa

Some of the ethnic strife in Africa today can be traced back to the European division of Africa resulting from the

- (1) Treaty of Tordesillas
- (2) Congress of Vienna
- (3) Berlin Conference
- (4) Yalta Conference

Describe "White Man's Burden":

A poem to encourage Imperialism written by Rudyard Kipling inspired the idea that developed European countries have the "Burden" or obligation to share their advantages with less-developed people worldwide.

What was NOT taken into consideration when colonizing powers took land in Africa:

Not consultation with Africans was done

### IMPERIALISM IN INDIA BY GREAT BRITAIN:

Why do we say, "The sun never sets on the British Empire?"

It was a Global Empire

What made India, "The Jewel in the Crown":

resources & market

How did the British East India company control India?

dominated trade & culture

Describe how the Indian people respond to imperialism:

Sepoy Rebellion in 1857; tried to overthrow British rule

**EUROPEAN IMPERIALISM IN CHINA:**

Speaker A: The British East India Company does not respect my beliefs. I cannot follow dharma and remain their soldier. I will return to my family in a Tamil village.

Speaker B: My rebellious countrymen cannot accept my new religion and so they hate me and my "foreign devil" friends. The missionaries leave Beijing tomorrow for England. I must join them before the church compound is surrounded.

Speaker C: The czar's soldiers came again today, looted our village, drove off our livestock, and trampled anyone in their way. They even burned our synagogue. Our way of life is gone. It is time to emigrate to Palestine.

**What is the primary focus of these speakers?**

- (1) civil war
- (2) economic reforms
- (3) religious persecution
- (4) colonial oppression

**Give as much detail as possible on each of the following periods of Chinese history we discussed in class:**

<p>Traditional China (before imperialism): What was China like?</p> <ul style="list-style-type: none"> <li>- isolated</li> <li>- lots of pride "middle kingdom"</li> <li>- prosperous - tea, silk, spices, steel</li> <li>- populated (largest in the world)</li> <li>- developed - was world's leader in trade before imperialism</li> </ul>	<p>China after the British began Opium trade:</p> <ul style="list-style-type: none"> <li>- Dominated by foreigners</li> <li>- added led to decline: crime, lost production, trade imbalance, spheres of influence, internal rebellion (Taiping)</li> <li>Conflicts - opium wars</li> <li>- Sino-Japanese war</li> </ul>
<p>Opium Wars &amp; Treaty of Nanjing:</p> <p>G.B. Wins (1839-42 &amp; 1858-1860)</p> <p>Treaty of Nanjing gives G.B. - 21 million</p> <ul style="list-style-type: none"> <li>- 5 trade ports</li> <li>- Hong Kong for 155 years</li> </ul>	<p>Boxer Rebellion: 1899-1901</p> <p>Society of Harmonious Fists (Boxers)</p> <p>attempt to rid China of foreigners by attacking missionaries &amp; foreign embassies in Beijing (Peking). 7 nation coalition army defeated Boxers in 1901 &amp; ended dynastic China effectively</p>

## IMPERIALISM IN JAPAN:

Commodore Matthew Perry is best known for taking which action?

- (1) leading the British East India Company
- (2) rescuing Europeans during the Boxer Rebellion
- (3) justifying European spheres of influence in China
- (4) opening Japan to American and European influences

As a result of the Russo-Japanese War, Japan came to be seen by Europeans as

- (1) a likely area for colonization
- (2) the strongest of the imperialist countries
- (3) a leader in the movement for nonalignment
- (4) an emerging global threat

One way in which the rule of Peter the Great in Russia and the rule of Emperor Meiji in Japan are similar is that both leaders

- (1) emancipated serfs
- (2) granted equality to women
- (3) encouraged modernization
- (4) ruled according to a constitution

Which geographic characteristic of Japan most influenced its decision to engage in imperialism in the early to mid-20th century?

- (1) mountainous terrain
- (2) lack of natural resources
- (3) abundance of rivers
- (4) island location

What was the Meiji Restoration? What specific changes did this bring to Japan?

1854-1914

rapid modernization - took the "best of the West" - copied western ideas for technology & development and applied them in Japan

Japan becomes an Imperial power

- 1894-95 - Defeat China over Korea (1st Sino-Japanese war)
- 1904-05 - Defeat Russia over Korea / Manchuria (Russo-Japanese war)
- 1910 Annexes Taiwan

