

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

Name: _____ Block: _____

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 |
|----------|-----------|--------|
| | | |

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 |
|----------------------|------------------|
| | |

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

Name: _____ Block: _____

The Berlin Conference is most closely associated with the colonization of

- | | |
|----------------|-------------------|
| (1) South Asia | (3) Latin America |
| (2) East Asia | (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 | (3) Berlin Conference |
| (2) Congress of Vienna | (4) Yalta Conference |

Describe “White Man’s Burden”:

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

IMPERIALISM IN INDIA BY GREAT BRITAIN:

Why do we say, “The sun never sets on the British Empire?”:

What made India, “The Jewel in the Crown”:

How did the British East India company control India?

Describe how the Indian people respond to imperialism:

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:

| | |
|--|--|
| Traditional China (before imperialism): What was China like? | China after the British began Opium trade: |
| Opium War & Treaty of Nanjing: | Boxer Rebellion: |

| | |
|--|--|
| | |
|--|--|

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?