

Viking Quest: World History Assignments

May 2015

Week: 4th -8th

- *Read Chapter 21-3 and 21-4*
- *Create an outline/Cornell/or other form of note taking guide for the section.*
- *Complete pgs. 660 # 1-8, Pg. 670 # 1-8, Pg. 677 # 1-8*
- *Complete Study Guide Handouts*

Reading Essentials and Study Guide



Chapter 21, Section 3

For use with textbook pages 666–670

BRITISH RULE IN INDIA

KEY TERMS

sepoym an Indian soldier serving in the British army (page 666)

viceroym a governor who ruled as a representative of a monarch (page 667)

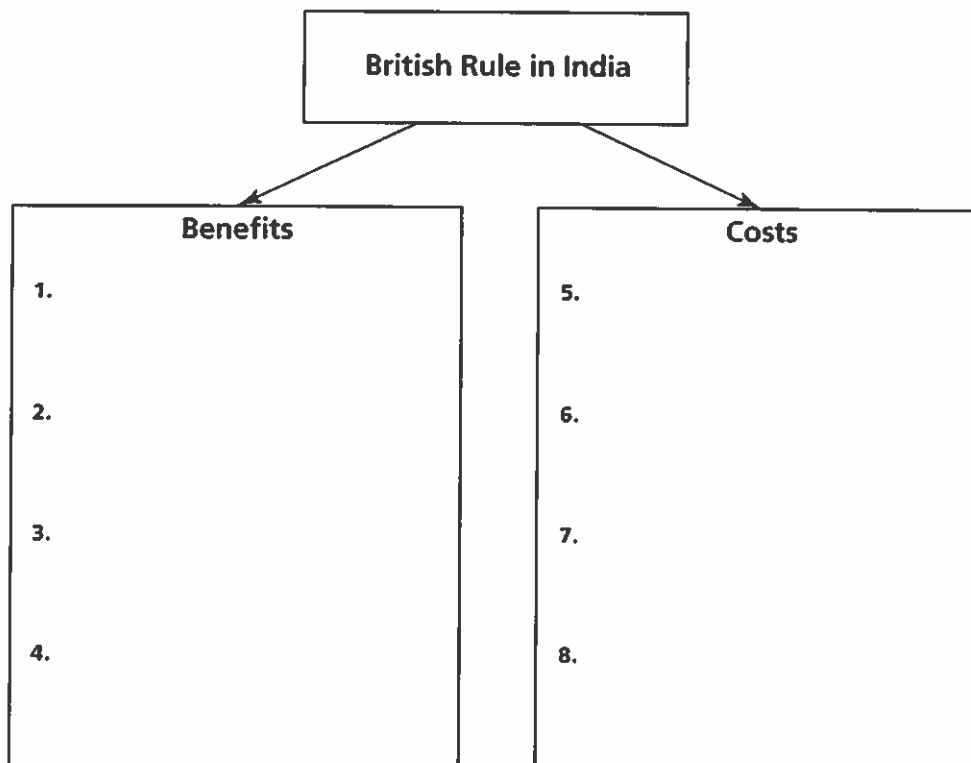
DRAWING FROM EXPERIENCE

Have you ever read any stories or poems by the British writer Rudyard Kipling? What insights do his stories and poems give us into life in India during the Age of Imperialism?

In the last two sections, you learned about imperialism in Southeast Asia and Africa. In this section, you will learn about the British Empire in India.

ORGANIZING YOUR THOUGHTS

Use the diagram below to help you take notes. British rule in India had both benefits and costs for the Indian people. List four benefits and four costs of the British rule.



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Chapter 21, Section 3 (continued)

READ TO LEARN

• The Sepoy Mutiny (page 666)

Over the course of the eighteenth century, British power in India had increased while the power of the Mogul rulers had declined. The British East India Company was given power by the British government to rule India. The British East India Company had its own soldiers and forts. It also hired Indian soldiers, known as **sepoys**, to protect its interests.

In 1857, the Indians' distrust of the British led to a revolt. The revolt was known to the British as the Great Rebellion or the Sepoy Mutiny. Indians call it the First War of Independence. The immediate cause of the revolt was a rumor that the British were issuing their Indian troops new bullets that were greased with cow and pig fat. The cow was sacred to Hindus. The pig was taboo to Muslims. A group of sepoys refused to load their rifles with the new bullets. When the British arrested them, the sepoys went on a rampage. They killed 50 Europeans. The revolt quickly spread. The Indian troops fought bravely but were not well organized. Rivalries between Hindus and Muslims kept Indians from working together. Within a year, the revolt was crushed. As a result of the revolt, the British Parliament transferred the powers of the East India Company directly to the British government. In 1876, Queen Victoria was given the title of Empress of India.

9. What was the immediate cause of the Sepoy Mutiny?

• Colonial Rule (page 667)

The British government ruled India directly through a British official known as a **viceroy** (a governor who ruled as a representative of a monarch). British rule had both benefits and costs for the Indian people. There were four main benefits. British rule brought order and stability to India. It also led to a fairly honest and efficient government. A new school system was set up. Its goal was to train Indian children to serve in the government and army, but only elite, upper-class Indians could attend. Finally, the British brought railroads, the telegraph, and a postal service to India.

British rule also had costs for the Indian people. British manufactured goods destroyed local industries. For example, the introduction of British tex-

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Chapter 21, Section 3 *(continued)*



tiles put thousands of women out of work and severely damaged the Indian textile industry. In rural areas, the British sent the zamindars to collect taxes. The zamindars took advantage of their new authority and increased taxes. This forced many peasants to become tenants or lose their land entirely. The British also encouraged many farmers to switch from growing food to growing cotton. As a result, food supplies could not keep up with the growing population. Between 1800 and 1900, 30 million Indians died of starvation. Finally, British rule was degrading. The best jobs and the best housing were reserved for the British. Despite their education, the Indians were never considered equals of the British. The British were also disrespectful of India's cultural heritage.

10. Why did 30 million Indians die of starvation between 1800 and 1900?

• An Indian Nationalist Movement *(page 669)*

British racial attitudes led to the rise of an Indian nationalist movement. The first Indian nationalists were upper class and English-educated. Some were trained in British law and were members of the civil service. In 1885, a small group of Indians formed the Indian National Congress (INC). The INC did not demand immediate independence, but did call for a share in the governing process. The INC had difficulties because of religious differences. Many of its leaders were Hindu and reflected Hindu concerns. Muslims began to call for the creation of a separate Muslim League to represent the interests of the Muslims in India.

In 1915, Mohandas Gandhi brought new life to India's struggle for independence. Gandhi was born in India but studied in London. He became a lawyer and went to South Africa. After he returned to India, he became active in the independence movement. He set up a movement based on nonviolent resistance. It had two goals: to force the British to improve the lot of the poor and to gain independence for India.

11. What were the goals of Gandhi's movement?

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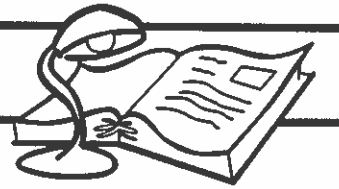
Chapter 21, Section 3 (continued)

• Colonial Indian Culture (page 670)

A cultural revival took place in India in the early nineteenth century. It began with the creation of a British college in Calcutta. A local publishing house was soon opened. It printed textbooks on various subjects, as well as grammars and dictionaries in the Indian languages. The revival soon spread to other regions of India. Indian novelists and poets began writing historical romances and epics. Most preferred to use their own regional languages rather than English. The most famous Indian author was Rabindranath Tagore. He was also a social reformer, spiritual leader, educator, philosopher, singer, and painter. Tagore's life mission was to promote national pride. Tagore was more than just an Indian nationalist, however. He worked for human dignity, world peace, and the mutual understanding between East and West.

12. How did the cultural revival in India in the nineteenth century begin?

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Chapter 21, Section 4

For use with textbook pages 671–677

NATION BUILDING IN LATIN AMERICA

KEY TERMS

creole a person of European descent who was born in Latin America and who lived there permanently (page 672)

peninsulare a Spanish or Portuguese official who resided temporarily in Latin America for political and economic gain (page 672)

mestizo a person of European and Indian descent (page 672)

Monroe Doctrine a doctrine issued by U.S. President James Monroe in which he guaranteed the independence of the new Latin American nations and warned against any European intervention in the Americas (page 673)

caudillo a Latin American leader who ruled chiefly by military force (page 674)

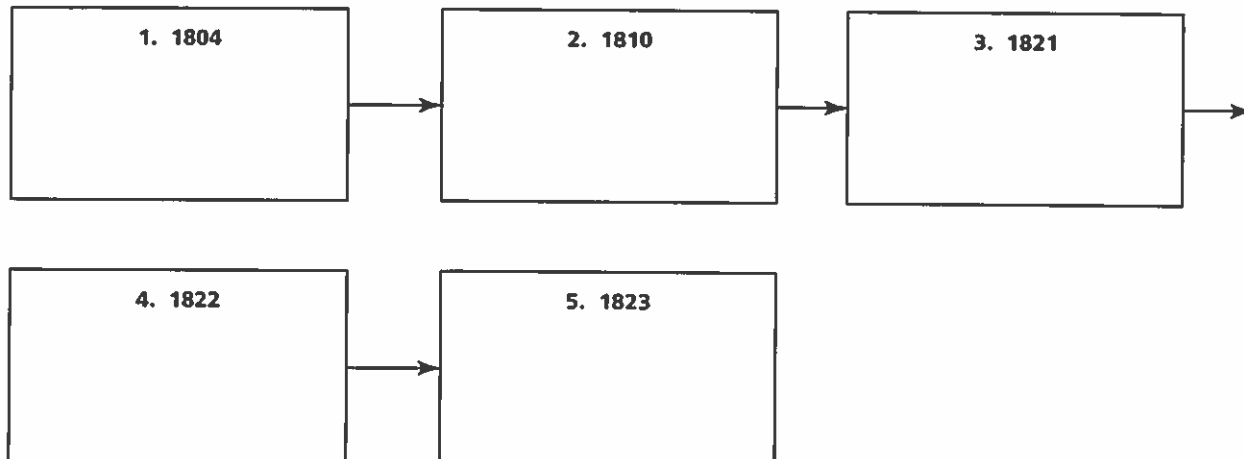
DRAWING FROM EXPERIENCE

Have you ever been to Texas? Did you know that Texas was once an independent country? How did Texas become a U.S. state?

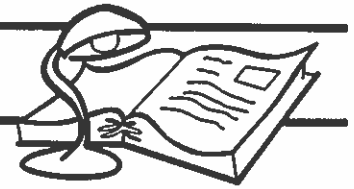
In the last three sections, you read about European imperialism in Southeast Asia, Africa, and India. In this section, you will learn how most of the countries of Latin America gained their independence from Spain and Portugal in the nineteenth century.

ORGANIZING YOUR THOUGHTS

Use the time line below to help you take notes. Indicate which Latin American countries gained their independence in the following years.



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Chapter 21, Section 4 (continued)

READ TO LEARN

• Nationalist Revolts (page 671)

Social classes based on privilege divided colonial Latin America. At the top were *peninsulares*, who held all of the important positions. *Peninsulares* were Spanish and Portuguese officials who resided temporarily in Latin America for political and economic gain and then returned to their mother countries. **Creoles** were descendants of Europeans born in Latin America who lived there permanently. They controlled land and business but were regarded as second class citizens by *peninsulares*. **Mestizos** (people of European and Indian descent) were the largest group but worked as servants or laborers.

Creoles found the principles of equality of all people, free trade, and free press very attractive. They deeply resented the *peninsulares*. The creole elites began to denounce the rule of the Spanish and Portuguese. When Napoleon overthrew the monarchies of Spain and Portugal, the authority of the Spanish and Portuguese in their colonies was weakened. Between 1807 and 1825, a series of revolts brought independence to most of Latin America.

Before these revolts, an unusual revolution took place in the French colony of Saint Domingue on the island of Hispaniola. Led by François-Dominique Toussaint-Louverture, more than a hundred thousand slaves revolted and took control of Hispaniola. On January 1, 1804, the western part of Hispaniola (now called Haiti) announced its freedom and became the first independent state in Latin America.

Beginning in 1810, Mexico also experienced a revolt. The first real hero of Mexican independence was Miguel Hidalgo, a parish priest. Hidalgo had studied the French Revolution and encouraged the local Indians and mestizos to free themselves from the Spanish. On September 16, 1810, a crowd of Indians and mestizos formed a mob army to attack the Spaniards. The revolt was crushed, and Hidalgo was sentenced to death, but September 16 is still remembered as Mexico's Independence Day. The creoles and *peninsulares* were both frightened by the Indians and mestizos. They cooperated in defeating the revolutionaries. Then the creoles and *peninsulares* decided to overthrow Spanish rule to preserve their own power. They selected a creole military leader, Agustín de Iturbide, as their leader. In 1821, Mexico declared its independence from Spain. Iturbide named himself emperor in 1822 but was deposed in 1823. Mexico then became a republic.

José de San Martín of Argentina and Simón Bolívar of Venezuela have been called the "Liberators of South America." They led revolutions throughout the continent. San Martín believed that the Spaniards must be removed from all of South America if any South American nation was to be free. By 1810, his forces had liberated Argentina. Bolívar began the struggle for independence in Venezuela and then went on to lead revolts in New Granada (Colombia) and Ecuador.

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Chapter 21, Section 4 (continued)

In January 1817, San Martín led his forces over the Andes to attack the Spanish in Chile. The Spanish were badly defeated at the Battle of Chacabuco on February 12, 1817. Then San Martín moved on to Peru, where he was joined by Bolívar and his forces. The last significant Spanish army was crushed at Ayacucho on December 9, 1824. By the end of 1824, Peru, Uruguay, Paraguay, Colombia, Venezuela, Argentina, Bolivia, and Chile had all become free of Spain. Earlier, in 1822, Brazil had gained its independence from Portugal. The Central American states had become independent in 1823. In 1838 and 1839, they divided into five republics: Guatemala, El Salvador, Honduras, Costa Rica, and Nicaragua.

There was still one threat to the independence of the Latin American states. Members of the Concert of Europe wanted to use troops to restore Spanish control of Latin America. The British disagreed, because they wanted to trade with Latin America. They joined with the United States against any European moves in Latin America. In 1823, United States President James Monroe issued the **Monroe Doctrine**. He guaranteed the independence of the new Latin American nations and warned against any European intervention in the Americas.

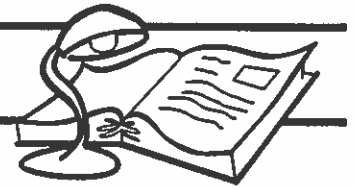
6. Who were the "Liberators of South America"?

• Difficulties of Nation Building (page 673)

The new Latin American nations had serious problems after they gained their independence. Many people had been killed, and much livestock and property had been destroyed. The new nations were not sure of their exact boundaries and went to war with each other to settle border disputes. Poor roads, a lack of railroads, thick jungles, and mountains were also problems. They made communication, transportation, and national unity difficult.

Soon after independence, strong leaders known as **caudillos** came into power in many countries. Caudillos ruled chiefly by military force and were usually supported by large landowners. Some caudillos were modernizers who built roads, canals, ports, and schools. Others were destructive. Antonio López de Santa Anna, for example, ruled Mexico from 1833 to 1855. He misused state funds, stopped reforms, and created chaos. In 1835, American settlers in the Mexican state of Texas revolted against Santa Anna's rule. Texas gained its independence in 1836 and United States statehood in 1845. War between Mexico and the United States soon followed (1846–1848). Mexico was defeated and lost almost one-half of its territory to the United States in the Mexican War. Santa Anna's rule was followed by a period of reform from 1855 to 1876. Benito Juárez ruled Mexico during much of this time. He brought lib-

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Chapter 21, Section 4 (continued)

eral reforms to Mexico, including separation of church and state, land distribution to the poor, and an educational system for all of Mexico.

Some caudillos, such as Juan Manuel de Rosas in Argentina, were supported by the masses and brought about radical change. Unfortunately, the caudillo's authority depended on his personal power. When he died or lost power, civil wars for control of the country often erupted.

Great Britain now dominated the Latin American economy. British merchants moved into Latin America in large numbers. Latin America continued to serve as a source of raw materials and food for the industrial nations of Europe and the United States. Exports included wheat, tobacco, wool, sugar, coffee, and hides. Manufactured goods were imported, especially textiles. The emphasis on exporting raw materials and importing manufactured goods meant that the Latin American economy continued to be dominated by foreigners.

A fundamental problem for all of the new Latin American nations was the domination of society by large landowners. Their estates were often so large that they could not be farmed efficiently. Land was the basis of wealth, social prestige, and political power. The large landowners ran governments and controlled courts. They made huge profits by growing export crops, such as coffee. The masses had no land to grow basic food crops and experienced terrible poverty.

7. In what ways were large landowners a fundamental problem for the new Latin American nations?

• Political Change in Latin America (page 676)

After 1870, Latin American governments wrote constitutions similar to those of the United States and European democracies. However, the large landowners limited voting rights in order to keep their power.

By 1900, the United States had begun to interfere in the affairs of many Latin American nations. As a result of the Spanish-American War (1898), Cuba became a United States protectorate, and Puerto Rico was annexed to the United States. In 1903, the United States supported a rebellion that made it possible for Panama to separate itself from Colombia. In return, the United States was granted control of a strip of land 10 miles wide that ran from coast to coast in Panama. The United States built the Panama Canal there.

Americans began to invest in Latin America. Beginning in 1898, American military forces were sent to Cuba, Mexico, Guatemala, Honduras, Nicaragua,

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Chapter 21, Section 4 *(continued)*



Panama, Colombia, Haiti, and the Dominican Republic to protect American interests. Some of these troops remained for many years. Many Latin Americans began to resent U.S. interference.

In some countries, large landowners supported dictators who looked out for their interests. Porfirio Díaz, for example, ruled Mexico between 1877 and 1911. He came to power with the support of the army, foreign capitalists, large landowners, and the Catholic Church. During his reign, the wages of workers declined. 95 percent of the rural population owned no land. About a thousand families owned almost all of Mexico. After Díaz was forced from power, Emiliano Zapata aroused the landless peasants and began to seize the estates of wealthy landowners. Between 1910 and 1920, the Mexican Revolution caused great damage to the Mexican economy. Finally, a new constitution was enacted in 1917. It set up a government led by a president. It also created land-reform policies, set limits on foreign investments, and had an agenda to help the workers.

8. Why did the United States support the rebellion in Panama?

• **Economic Change in Latin America** *(page 677)*

After 1870, a period of prosperity began in Latin America. It was based to a large extent on the export of a few basic items. These included wheat and beef from Argentina, coffee from Brazil, coffee and bananas from Central America, and sugar and silver from Peru. After 1900, Latin Americans also increased their own industrialization, especially by building textile, food-processing, and construction material factories.

One result of this prosperity was growth in the middle sectors (divisions) of Latin American society. These sectors included lawyers, merchants, shopkeepers, businesspeople, schoolteachers, professors, bureaucrats, and military officers. These middle-class Latin Americans lived in the cities, believed in education, and saw the United States as a model, especially in regard to industrialization. They sought liberal reform, not revolution. Once they had the right to vote, they usually sided with the landholding elites.

9. What were some characteristics of middle-class Latin Americans?
