

MI OPEN BOOK PROJECT

World History

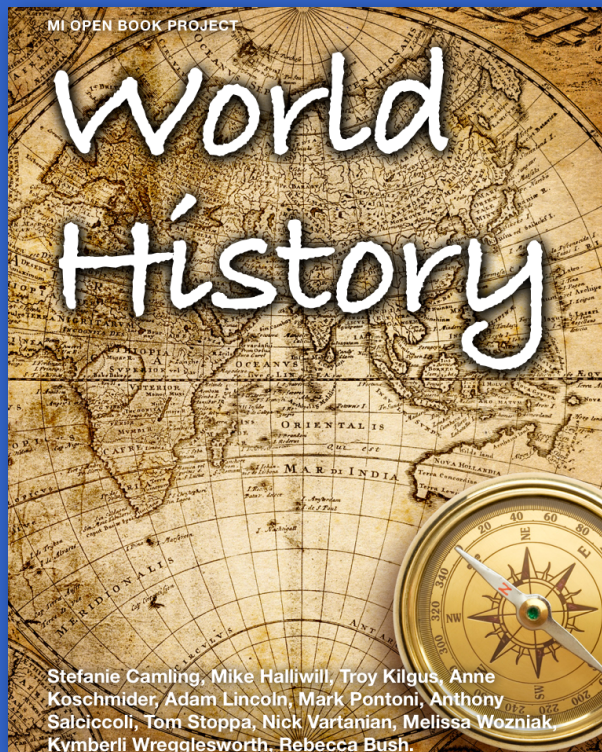
The background of the entire page is a detailed, aged world map. The map features various geographical labels in Latin, such as 'AFRICA', 'EUROPA', 'ASIA', 'AMERICA', 'OCEANVS', 'MARE INDICVM', and 'ANTARCTICA'. The map is oriented with North at the top. In the bottom right corner, there is a circular compass rose with a gold-colored frame and a white face. The compass rose has a central needle pointing towards the top, with the letters 'N', 'E', 'S', and 'W' marking the cardinal directions. The compass rose is partially overlapping the map.

Stefanie Camling, Mike Halliwill, Troy Kilgus, Anne Koschmider, Adam Lincoln, Mark Pontoni, Anthony Salciccioli, Tom Stoppa, Nick Vartanian, Melissa Wozniak, Kymberli Wregglesworth, Rebecca Bush.

About the Authors



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Information on the latest version and updates are available on the project homepage: <http://textbooks.wmisd.org/dashboard.html>



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The Michigan Open Book Project

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Stefanie Camling

Coopersville High School

Coopersville Area Public Schools

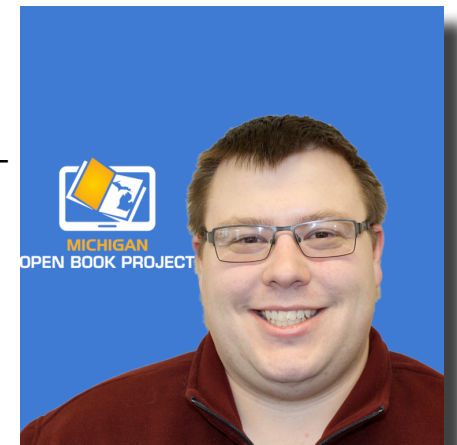
Stefanie has been teaching for twenty two years. She received her Bachelors of Arts in Social Studies as well as her Masters in Education Leadership from Grand Valley State University. She is currently teaching at Coopersville High School in sociology, world history, and AP world history. Stefanie has served as the student council advisor, junior class advisor, coach, and Vision Team chair. Stefanie was one of the writers for Performance Assessments of Social Studies Thinking (P.A.S.S.T) for World History. Stefanie resides in Grand Rapids, Michigan with her husband Tom and son Tommy Jr.

Mike Halliwill

Shepherd High School

Shepherd Public Schools

Mike is the High School World History teacher at Shepherd High School in Shepherd Michigan. He has a Bachelors degree in history education from Saginaw Valley State University with minors in Political Science and Sociology. During his time at Shepherd Mike has served as the Model UN and boys golf coach. Mike has also been an item writer for Performance Assessments of Social Studies Thinking (PASST).



Troy Kilgus

Standish-Sterling Central High School

Standish-Sterling Community Schools

Troy Kilgus serves as the high school social studies chair at Standish-Sterling Central High School. In his eight years of teaching, he has taught various social studies courses including AP US History and multiple levels of French. Mr. Kilgus earned his undergraduate degree in French Education and his Masters in Teaching from Saginaw Valley State University.



Anne Koschmider

Cadillac High School

Cadillac Area Public Schools

Anne has been a social studies teacher at Cadillac High School since 2005. She has taught World History & Geography, AP World History, Psychology, AP Psychology, and History of the Rock and Roll Era with a particular interest in using instructional technology to engage students and promote literacy. In addition, she has served as the social studies department chair and a student council adviser. She holds a Bachelor of Arts degree from Alma College and a Master of Arts degree in Curriculum, Instruction and Assessment from Walden University. Beyond the classroom, Anne enjoys traveling, reading, and

Adam Lincoln

Ithaca Jr/Sr High School

Ithaca Public Schools

Adam began his teaching career at Cadillac High School in Cadillac, Michigan where he taught US History, Global Studies, and AP World History. After 7 years, he moved back home to central Michigan to teach at Ithaca Public Schools. While his main charge has been teaching World History and starting the AP World History program, Adam also teaches 8th Grade History, US History, History in Popular Culture and all sorts of computer science classes. Adam coaches Model United Nations, and runs the Jumbotron at Ithaca Community Stadium during events. Adam has served as a member of the Michigan Council for the Social Studies for over a decade and has worked to unite his twin passions of Social Studies and effectively integrating technology into the classroom. Outside of school, Adam has served on the Content Advisory Committee, as a Social Studies item writer for the Department of Education, and worked for the PASST project. Adam teaches History and Social Studies methods classes at Alma College as adjunct faculty. Apart from the world of education, Adam enjoys spending time with his family especially traveling on new adventures.



Mark Pontoni

Boyne City High School

Boyne City Public Schools

After a long career running a business, I returned to the University of Michigan for my Masters and Certification and began teaching in Owosso 11 years ago. A marriage, a move north, and a couple of job changes later, I now teach at Boyne City. I run a state-wide Model United Nations program attended by over 1000 students annually. I have also been an AP Reader in US Government and Politics, Comparative Government, and World History.





Anthony Saliccioli

Clarenceville High School

Clarenceville Public Schools

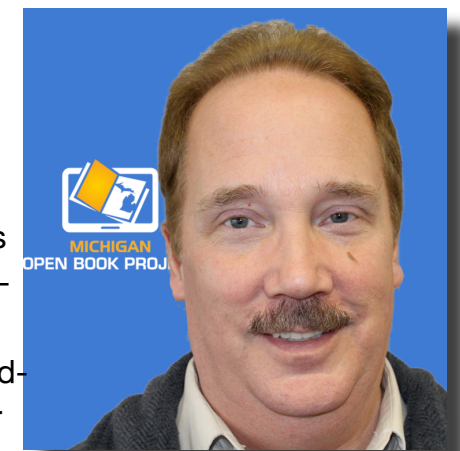
Saliccioli has been teaching since 2001. Throughout these years, he has taught students from grades 6-12 U.S. History, Government, Sociology, Law, Big History, Philosophy and his present course in World History. During his tenure he coached football, wrestling and track and field. He received his B.A. in political science-prelaw from Michigan State University in 1996, a second B.A. in History from the University of Michigan-Dearborn in 2001 and his Master in the Art of Teaching from Marygrove College in 2006. Saliccioli served as the President of the Michigan Council for the Social Studies from 2012-2014 and has been awarded the McConnell History Educator Award in 2014, the Fishman Prize Honor Roll in 2015 and the Gilder Lehrman Michigan History Teacher of the Year in 2016. He is a lifetime resident of Metro Detroit where he attempts to live with joy and purpose along with his wife

Tom Stoppa

Alpena High School

Alpena Public Schools

Tom earned his Bachelors of Science in Education from CMU and his Master in Education from Marygrove. Tom taught at Orchard Lake St. Mary's before moving to Alpena. Tom has worked in the Alpena district for the past 20 years teaching World History, Advanced Placement European History, Current Events, Michigan/Alpena History., and United States History. During his tenure in Alpena, Tom has served as School Improvement Chair, Social Studies Department Chair, and History Club Adviser. He is a member of the National Council for the Social Studies. Outside of the school day, Tom volunteers with the Water and Woods Boy Scout Field Service Council and the Northeast Michigan Youth Advisory Council



Nick Vartanian

Holland High School

Holland Public Schools

I teach World History and A.P. World History at Holland High School. I earned my bachelor's degree in History from Alma College in 2001 and earned my master's degree in Educational Leadership from Grand Valley State University in 2011. I am the SLIC (Student Leaders Initiating Change) Coordinator at Holland High and serve as Chairperson of the Reading Now Network for Holland High. I am very interested in Project Based Learning and technology integration in the classroom. I was a writer for the Performance Assessments of Social Studies Thinking (PASST) Project. In addition, I have participated in the IChallengeU program, working with students, civic, and community leaders to develop solutions to real problems as posed by area businesses in the greater Holland area.

Melissa Wozniak

Rogers City High School

Rogers City Area Schools

A proud graduate of both Posen High School and Saginaw Valley State University. #WECARDNIALS I have a love of teaching, learning, reading, family time, traveling, and of LIFE! I love using technology to keep my students engaged, and to keep track of my family members escapades. I hope to someday achieve my ultimate goal of competing on Jeopardy, winning at least one day and making Alex Trebek say my name!!



The Michigan Open Book Project Team would like to thank the following individuals for their help in reviewing some content in the book and guiding the development process.

Eric Hemenway - Director of Repatriation, Archives and Records, Little Traverse Bay Bands of Odawa Indians

Jim Cameron, Michigan Department of Education

Melissa Kieswetter, Michigan Department of Civil Rights



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Onaway Public Schools

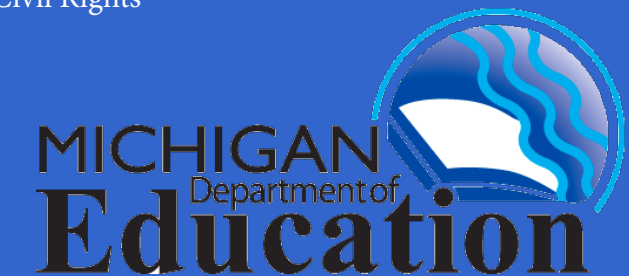
Kymberli has a BA in history and political science from Alma College, a MA in education from Michigan State University, and a MA in American History and Government from Ashland University. She was named a James Madison Fellow in 2011, was chosen as the Michigan Council for the Social Studies High School Educator of the Year in 2015, and is a two year member of the iCivics Educator Network. Kymberli teaches at her high school alma mater where her courses include Civics, World History, Current Events, Women's Studies, and World Cultures, as well as serving on the school's technology committee and school improvement team. Additionally, she teaches Intro to American Government at North Central Michigan College, and will be expanding to teach a history

Rebecca Bush

Instructional Consultant

Ottawa Area Intermediate School District

Rebecca Bush is currently the Social Studies Consultant at the Ottawa Area Intermediate School District (OAISD), where she assists K-12 social studies teachers in developing curriculum, modeling instructional strategies in social studies literacy, and designing district-level formative and summative assessments. Additionally, as Project Director, she has written and received multiple Teaching American History grants, working with teachers throughout an eight-county radius. She has presented at various national conferences on multiple topics surrounding social studies instruction as well as innovative techniques and topics in formative and summative assessment design. Currently she is Co-Project Director of The Performance Assessments of Social Studies Thinking (PASST) Project and assists with the professional development of teacher writers for the MI Open Book Project where she serves as an editor of several of the project's texts. Rebecca currently leads



Chapter 9

Did Movement Connect the World?

What were the political, cultural, and economic motives for imperialism in the 19th century?

Why were European powers able to spread imperialism through Africa, the Middle East, and Asia so quickly?

How did native peoples respond and or resist imperialism?



Section 1

What Were the Political and Economic Motives for Imperialism in the 19th Century?

QUESTIONS TO GUIDE INQUIRY

1. What were the political, cultural, and economic motives for imperialism in the 19th century?
2. Why were European powers able to spread imperialism through Africa, the Middle East, and Asia so quickly?
3. How did native peoples respond and or resist imperialism?

TERMS, PLACES, PEOPLE

Empire

Social Darwinism

Lateen sail

Magnetic compass

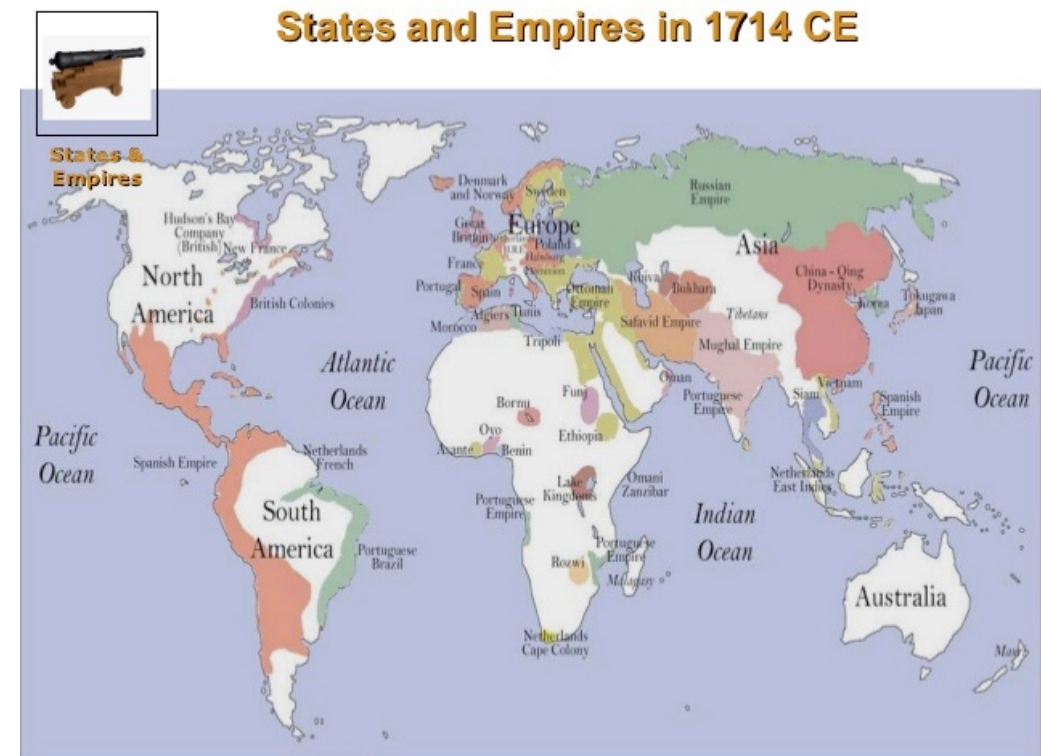
Imperialism

Balance of trade

What is an empire? What resources are needed to become an empire? You may remember the term “civilization” which was introduced in your studies of the ancient world in middle school. Some civilizations grew large and powerful enough to become an Empire, which spread outward from where they originated to other parts of the world.

An **Empire** is a group of countries or regions that are controlled by one ruler or one government. The resources needed to become an empire are:

1. Industrialization
2. Natural Resources
3. Work Force
4. Land
5. A strong military
6. Advanced weapons
7. Most importantly a powerful structure of political leadership and allies to support it.



In order for an empire to thrive it must grow.

Motivations for Overseas Expansion using an Empire

Europeans had developed superior weapons as result of the Industrial Revolution. Thus, these weapons made it easier for European powers to conquer people in the Middle East, Africa, and Asia. During the Industrial Revolution, factories produced finished goods. In order to remain productive, these factories needed access to cheap raw materials. They also needed bigger markets to sell the finished goods. Overseas colonies provided both.

Social and Economic

Remember from earlier chapters, that Europeans gained a desire for luxury items such as silk, tea, and spices from the Eastern world. However, they had to rely on overland silk road routes through the Middle East that often took years to arrive in Europe. These items were enormously expensive. New sailing technology such as the **lateen sail**, cannons, and magnetic compass enabled European sailors to navigate and explore the oceans to find a quicker route to the East. In addition, European powers tried to apply Darwin's theory of evolution to human beings. This is referred to



as **Social Darwinism**.

This idea often called, “Survival of the Fittest” suggested that certain groups of people were better/more likely to survive. Thus, they used this as justification for taking over Africa, the Middle East, and Asia. Please read the following source and answer the questions that follow:

Social Construction of Race and Social Darwinism

In the 1890s, British poet Rudyard Kipling wrote a poem entitled “The White Man’s Burden: The United States and The Philippine Islands.” In this poem, Kipling urged the United States to take up the “burden” of imperialism, as had Britain and other European nations. The poem coincided with the beginning of the Philippine-American War and U.S. Senate ratification of the treaty that

placed Guam, Puerto Rico, the Philippines, and Cuba under American control. Theodore Roosevelt, who would soon become president, copied the poem and sent it to his friend, Senator Henry Cabot Lodge, commenting that it was “rather poor poetry, but good sense from the expansion point of view.” Many anti-imperialists were not as impressed as Roosevelt and Lodge. Not everyone was as favorably impressed as Roosevelt. The racialized notion of the “White Man’s burden” became a symbol for imperialism.

Take up the White Man's burden—
Send forth the best ye breed—
Go send your sons to exile
To serve your captives' need
To wait in heavy harness
On fluttered folk and wild—
Your new-caught, sullen peoples,
Half devil and half child
Take up the White Man's burden
In patience to abide
To veil the threat of terror
And check the show of pride;
By open speech and simple
An hundred times made plain
To seek another's profit
And work another's gain
Take up the White Man's burden—
And reap his old reward:
The blame of those ye better
The hate of those ye guard—
The cry of hosts ye humour
(Ah slowly) to the light:
"Why brought ye us from bondage,
"Our loved Egyptian night?"
Take up the White Man's burden—
Have done with childish days—
The lightly proffered laurel,
The easy, ungrudged praise.



Comes now, to search your manhood
Through all the thankless years,
Cold-edged with dear-bought wisdom,
The judgment of your peers!

Source: Rudyard Kipling, "The White Man's Burden: The United States & The Philippine Islands, 1899." Rudyard Kipling's Verse: Definitive Edition (Garden City, New York: Doubleday, 1929).

Is this a primary or secondary source? How do you know?

Based on this document, would the author be in favor of Social Darwinism? Are they convincing? Why

Is there any weakness or bias you can identify in the document? Explain why or why not.



Rudyard Kipling

Political

As European powers were gaining strength, traditional Middle Eastern powers like the Ottoman Empire were weakening due to internal corruption, lack of technological development, and weak leadership. As European nations began to see themselves as individual nations (nation-states), they naturally wanted to compete with one another for prestige and respect. This contributed greatly to the concept of nationalism which drove European powers to take over other lands in Africa, the Middle East, and Asia.

Cultural

Europeans held the belief that they were superior to all others and it was their duty to teach these colonies about customs and Christian values. As European powers were gaining strength, traditional Middle Eastern powers like the Ottoman Empire were weakening due to internal corruption, lack of technological development, and weak leadership.

Three types of Imperialism

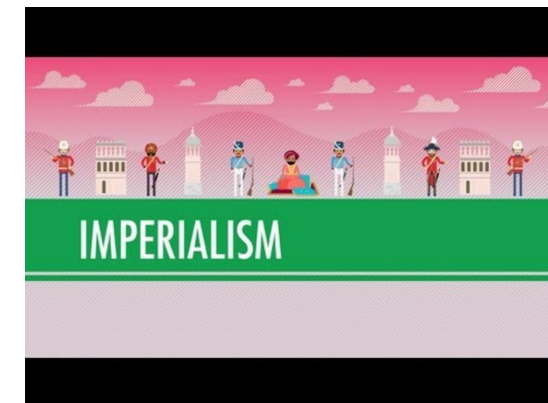
Imperialism is the social, political, and or economic domination of one country over another.

1) Colonization- Direct rule of a colony (areas under total control by a foreign power)

2) Protectorate- local rulers remain in charge. Foreign power provides protection in exchange for exclusive trading rights.

3) Sphere of influence- a foreign power has political or exclusive control in the form of military bases and areas of business.

Interactive 9.1 Crash Course - Imperialism



As you view this video clip, answer the following questions:

1. In the 19th Century, Why did Europe have to use silver in trade with China?
2. What did the Europeans find that the Chinese could not refuse and thus upset the balance of trade (The balance of trade (BOT) is the difference between a country's imports and its exports for a given time period) in the Europeans favor?
3. How did the Chinese respond and resist Imperialism?

4. What were terms of Treaty of Nanjing?
5. What motivated Europeans to start colonies around the world?
6. Why did Europeans have to stick to the coast line until the late 19th Century?
7. What was the big game changer that allowed them to move into the interior of Africa?
8. How did African leaders respond and resist Imperialism?
9. How did Middle Eastern leaders respond and resist Imperialism?

Why Were European Powers Able to Spread Imperialism Through Africa, the Middle East, and Asia

QUESTIONS TO GUIDE INQUIRY

1. What were the political, cultural, and economic motives for imperialism in the 19th century?
2. Why were European powers able to spread imperialism through Africa, the Middle East, and Asia so quickly?
3. How did native peoples respond and or resist imperialism?

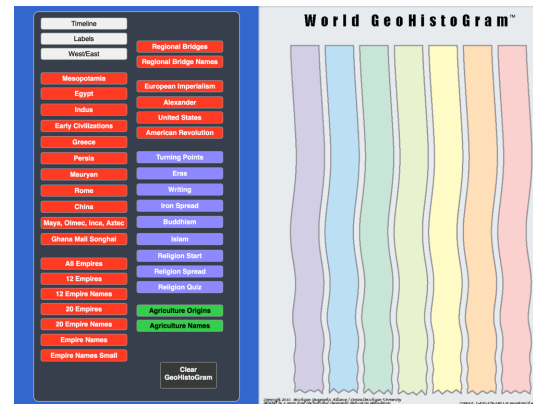
TERMS, PLACES, PEOPLE

Zulu

Sepoys

Assimilation

Interactive 9.2 World GeoHistogram



Turn on all the empire layers - what do you notice?

As the age of movement continued on, European powers began to spread their empires throughout the globe. Most notably, they began to head toward Africa, the Middle East, and Asia. European powers wanted to spread to these areas because of their rich natural resources. These natural resources would be sent back to Europe and used to benefit upper class Europeans that could afford luxury material items such as gold and diamonds. For example, the British wanted to dominate South Africa because of the discovery of diamonds and gold mines and were able to conquer a tough, organized, and determined native people called the Zulu Nation. They were able to defeat a much larger force because of superior technology in weapons and medicine.

View the presentation and clickable atlas on the next page and answer the following questions.

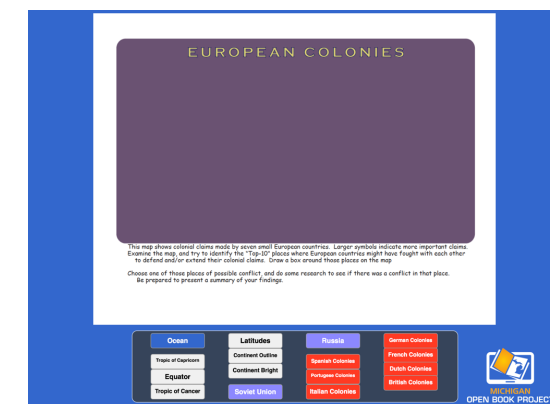
1. What enabled European powers to advance and venture far across the sea and claim land?
2. What regions of the world did Spain take over? Be specific.

3. What regions of the world did the Dutch take over? Be specific.
4. What regions of the world did the British take over? Be specific.
5. Why were Germany and Italy not as successful in setting up colonies overseas.
6. Why did Britain and France fight many battles with each other?
7. How did a group of small countries (less than 5 percent of the world) claim the legal right to rule over more than 80 percent of the world?
8. To prevent conflict between Spain and Portugal, the Catholic Pope did what? What effect did this have on languages spoken by countries such as Brazil, and other countries in South and Central America?

Interactive 9.3 Big Ideas - European Colonization



Interactive 9.4 Big Ideas - Clickable GIS Atlas



Imperialism in Africa

During the Age of Exploration coastal regions of Africa became important trading centers for Europeans. They served as strategic port cities for merchant ships in India and China. The scramble for colonies in Africa occurred when King Leopold II of Belgium stormed into the region of the Congo to extract resources such as copper, rubber, and ivory. Leopold and other Belgians exploited the riches of the Congo and brutalized the local population. The locals were forced into labor. If they did not meet their quota laborers were savagely beaten or mutilated. For example, they used the practice of using human hands as trophies.

Imperialism in Middle East and India

India

Historically India had been a trade destination for most of Europe. They had many luxury items such as tea, sugar, silk, salt, and jute (rope). Due in part to their superior navy, Great Britain won control and set up The British East India Company. This company set up exclusive trade rights between India and Great Britain. The British East India Company used its resources to its advantage and became more and more dominant and controlling of the local people of India. They used a group of native Indian people called the Sepoys. Many Sepoys were practicing Hindus and Muslims. The British did not respect their religious beliefs. The Sepoys found out that their bullet cartridges were greased with pork or

beef fat. This was a problem as the cartridges had to be bitten off in order to load their rifles. Many Hindus refrain from eating beef. Further, Muslims do not eat pork, believing it to be forbidden. The Sepoys rebelled because of many factors including lack of respect for their traditional values. They fought for two years and the rebellion failed with long lasting consequences. Great Britain stepped in and got rid of The British East India Company. They then made India a colony of Great Britain.

This created a model of British Imperialism. India would send their raw materials to Great Britain. Great Britain would create finished products and send them back to India. The upper castes of India were educated on language, culture, and religion from Great Britain. Thus, they were able to assimilate into the British way of life.

Middle East

The Ottoman Empire began its decline in the sixteenth century. Throughout the seventeenth and eighteenth centuries, they fought the Russians for control of the Black Sea and the Balkans. The Russians were victorious in many of these battles. In turn, the Ottoman Empire was on the verge of collapse. Greece, Egypt, and Arabia were successful in gaining independence. France and Britain were fearful that Russia would take over the entire Mediterranean trade network. Thus, the British and French tried to keep the Ottoman Empire from completely falling apart. At the same time, Britain and France increased their own influence. For

example, in 1882, Britain gained control of Egypt. European powers were starting to create a new world order.

Interactive 9.5 Imperialism
Graphic Overview

NINETEENTH CENTURY EUROPEAN IMPERIALISM



FREEMAN-PEDIA

Nationalism motivated European nations to compete for colonial possessions. European economic, military, and political power forced colonized countries to trade on European terms. Industrially produced goods flooded colonial markets and displaced their traditional industries. Colonized peoples resisted European domination and responded in diverse ways to Western influences.

THREE FORMS OF IMPERIALISM

COLONY



PROTECTORATE



SEMI-BLIND ENLIGHTENMENT



Imperialism (n) - the creation and/or maintenance of an unequal economic, cultural, and territorial relationship, usually between states and often in the form of an **empire**, based on domination and subordination

IMPERIALISM IN AFRICA & ASIA



CHRISTIAN EUROPEAN MISSIONARY DOMINATION EFFORTS

CHINA

SEIZURE OF INFLUENCE IN CHINA

SUEZ CANAL

EAST ASIAN TRADING CO. DOMINANCE IN INDIA

AMERICAN OPENING OF TRADE TO JAPAN

LATIN AMERICA REMAINS INDEPENDENT THANKS TO THE MONROE DOCTRINE

RESPONSES OF COLONIZED PEOPLES



THE FIRST BARBARIC ACT

THE SECOND BARBARIC ACT

How did Native People Respond to and Resist Imperialism?

QUESTIONS TO GUIDE INQUIRY

1. What were the political, cultural, and economic motives for imperialism in the 19th century?
2. Why were European powers able to spread imperialism through Africa, the Middle East, and Asia so quickly?
3. How did native peoples respond and or resist imperialism?

TERMS, PLACES, PEOPLE

Muhammad Ali

Suez Canal

The Middle East Response

Throughout the nineteenth century, Ottoman rule was weak. Local rulers began to have far more influence. For example, When Napoleon tried to conquer Egypt at the beginning of the nineteenth century, Muhamadd Ali defeated the French and the Ottomans and gained control. He began the expansion of cotton production which was exported to Britain and directed Egypt on the path of industrialization. Later in the nineteenth century, Egypt worked with France to build the Suez Canal. When it was completed in 1869, it connected the Mediterranean Sea to the Indian Ocean. The Egyptian government went into debt because the Canal was so costly. They started selling stock in its canal to raise money. This stock was bought by the British government. By 1882, Britain declared Egypt as a British protectorate, which was essentially a colony except that Egyptians remained as political leaders.

Africa's Response

Africans did not sit back and let Europeans dominate.. As Europeans advanced their troops, they were met with African resistance from local peoples and their rulers. The fighting was often fierce but most battles ended in complete European control.

For example the Zulu's resisted for over 50 years by working together with several neighboring people. They won many victories but in the end the navy of Great

Britain was too powerful. Great Britain defeated the Zulu's and forced them to become their colony.

The same was true for the people of West Africa when fighting against France. They fought for over 15 years but in the end the French defeated them and took control.

Ethiopia had a much different outcome. They were equipped with superior weapons and modern war technology. Italy tried to take control over a treaty dispute and Ethiopia won out maintaining its Independence..

In the end, European powers maintained their dominance.

Throughout the entire process Africans were not allowed to make a profit from their raw materials. For example, the British in South Africa took complete control not allowing any claims to the vast richness of gold or diamonds. The Africans were, however, made to work in the mines as their natural resources were sent world wide.

India's Response to imperialism

By the end of the nineteenth century, India became one of Britain's most profitable colonies. Raw materials like cotton, tea, and spices flowed into Britain. The upper caste Indians were taught English and were expected to adopt English customs. All of this came at the expense of Indian culture. As a result of the education they gained, many Indians began to push for self rule.

In 1885, a group of well-educated Indians formed the Indian National Congress to begin the path toward independence.

Mohandas K. Gandhi

Indian Home Rule, 1909

In this imaginary dialogue, Gandhi is replying to the question of an interviewer (here labeled "Reader") as to how we would address "extremists" seeking independence from Britain. Gandhi's replies are labeled "Editor"

EDITOR:

I would say to the extremists: "I know that you want Home Rule for India; it is not to be had for your asking. Everyone will have to take it for himself. What others get from me is not Home Rule but foreign rule; therefore, it would not be proper for you to say that you have obtained Home Rule if you have merely expelled the English. I have already described the true nature of Home Rule. This you would never obtain by force of arms. Brute-force is not natural to Indian soil. You will have, therefore, to rely wholly on soul-force. You must not consider that violence is necessary at any stage for reaching your goal. I would say to the moderates: Mere petitioning is derogatory; we thereby confess inferiority. To say that British rule is indispensable is almost a denial of the Godhead. WE cannot say that anybody or anything is indispensable except God. Moreover, common sense should tell

us that to state that, for the time being, the presence of the English in India is a necessity, it to make them conceited..."

READER:

What, then, would you say to the English?

EDITOR:

To them I would respectfully say: "I admit you are my rulers. It is not necessary to debate the question whether you hold India by the sword or by my consent. I have no objection to your remaining in my country, but although you are the rulers, you will have to remain as servants of the people. It is not we who have to do as you wish, but it is you who have to do as we wish. You may keep the riches that you have drained away from this land, but you may not drain riches henceforth. Your function will be, if you wish, to police India; you must abandon the idea of deriving any commercial benefit from us. We hold the civilization that you support to be the reverse of civilization. We consider our civilization to be far superior to yours. If you realize this truth, it will be to your advantage and, if you do not, according to your own proverb, you should only live in our country in the same manner as we do. You must not do anything that is contrary to our religion... We consider your schools and courts to be useless. We want our own ancient schools and courts to be restored. The common language of India is not English but Hindi. You should,

therefore, learn it. We can hold communication with you only in our national language."

(Source: Paul Halsall, ed., Modern history Sourcebook,

http://www.wsu.edu:8080/worldciv/world_civ_reader/world_civ_reader_2/gandhi.html)

Analyze the exchange above - by following T.R.A.I.T.S. when looking at any primary or secondary document, it will not only help you gain an in depth understanding of the document, but it will subsequently aid you in writing.

To Whom:

1. The group of readers to whom this document is directed.
2. The audience may be one person, a small group, or a large group; it may be a certain person or a certain people.
3. How might the intended audience affect the reliability of the document?

Reason for the Source

1. Why is this document important
2. What is the reason behind the text?
3. What is the argument or logic behind the document?

4. Is it meant to be persuasive? Inflammatory? What is the author up to?

Author (Point of View)

1. What is the attitude of the author to their subject?
2. What exactly are they speaking about?
3. What was their reason/rationale for creating the document?
4. Is the document biased? From what perspective?

Immediate Impact

1. What was the immediate impact of Gandhi's message?

Time Period: (Historical Context)

1. What is historically happening at the time the document was created?
2. What legislation/event/person caused the document to be created?
3. What other major events/historical phenomena are happening at the time just before or after the document was created?

4. What is going on in the world at the time the document was created? (as long as it is clearly connected to the document)

Subsequent Impact (long term consequences)

1. What were the long term consequences of his message?

You will continue to study Imperialism and its effects in later chapters. In the mean time, return now to the compelling question for the chapter: Did Movement Connect the World?

To answer this, G-SPEC this chapter. Using the perspectives below please explain the motivation, spread, and responses to imperialism using evidence from Chapter 7 and 8.

Perspectives to Consider:

Geography- The study of the physical features of the Earth (examples include mountains, deserts, waterways, natural resources, climate)

Social- Characteristics that describe people in groups and their living together (Gender, economic status, class system, ethnicity)

Political- Characteristics that describe the seeking, gaining, and organizing of power and the events related to the functions of

government (Type of government, making, enforcing, and interpreting laws)

Economic-Characteristics that describe the ways that people meet their basic material needs. These characteristics also describe the process of production, distribution, and consumption of goods in a society and include issues such as trade and taxation (Trade routes, resources, money, taxes, monetary policies, businesses, inventions)

Cultural-Characteristics that describe a society's technology, arts, and institutions of a given people at a given time. (Religion-belief system, architecture, literature, music, traditions, legends)

How did the movement of people, the spread of cultures, and technological innovations of diverse groups of people contribute to global interconnectedness?