

Chapter 27 Assessment

TERMS & NAMES

For each term or name below, briefly explain its connection to the imperialism of 1850–1914.

1. imperialism
2. racism
3. Berlin Conference
4. Menelik II
5. geopolitics
6. Suez Canal
7. Raj
8. Queen Liliuokalani

MAIN IDEAS

The Scramble for Africa Section 1 (pages 773–778)

9. What motivated the nations of Europe to engage in imperialist activities?
10. What effect did the Boer War have on Africans?

Case Study: Imperialism Section 2 (pages 779–785)

11. What are the forms of imperial rule?
12. How did Ethiopia successfully resist European rule?

Europeans Claim Muslim Lands Section 3 (pages 786–790)

13. Why were the European nations interested in controlling the Muslim lands?
14. What methods did the Muslim leaders use to try to prevent European imperialism?

British Imperialism in India Section 4 (pages 791–795)

15. How was the economy of India transformed by the British?
16. What caused the Sepoy Mutiny?

Imperialism in Southeast Asia Section 5 (pages 796–799)

17. How did Siam manage to remain independent while other countries in the area were being colonized?
18. Describe American attitudes toward colonizing other lands.

CRITICAL THINKING

1. USING YOUR NOTES

In a chart, tell how the local people resisted the demands of the Europeans.

Africa	Muslim lands	India	Southeast Asia

2. RECOGNIZING EFFECTS

ECONOMICS What effects did imperialism have on the economic life of the lands and people colonized by the European imperialists?

3. DRAWING CONCLUSIONS

Why do you think the British viewed the Suez Canal as the lifeline of their empire?

4. SYNTHESIZING

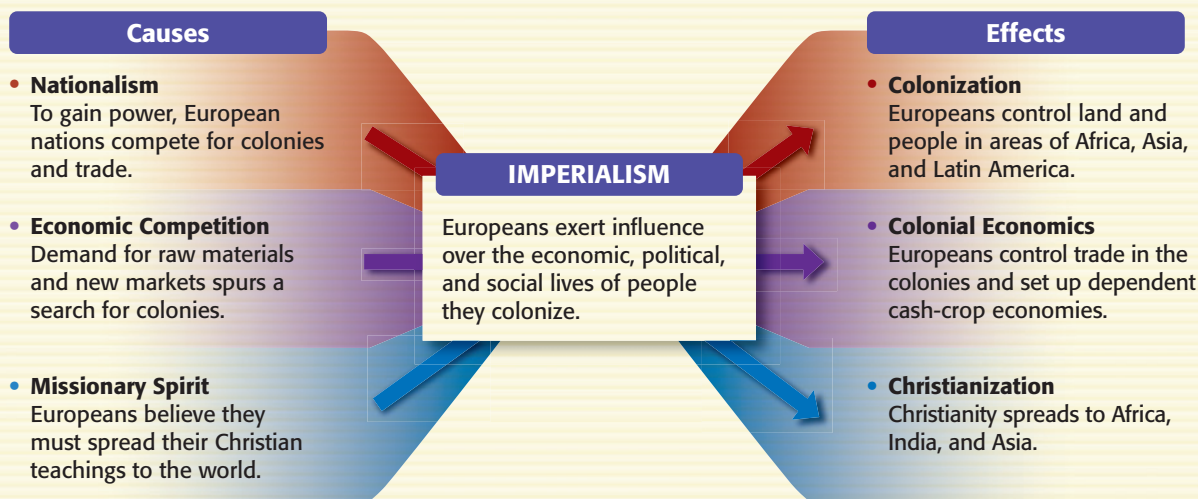
What positive and negative impact did inventions such as the railroad and the steamship have on the land and people conquered by the imperialists?

5. DEVELOPING HISTORICAL PERSPECTIVE

EMPIRE BUILDING What economic, political, and social conditions encouraged the growth of imperialism in Africa and Asia?

VISUAL SUMMARY

The New Imperialism, 1850–1914



STANDARDS-BASED ASSESSMENT

Use the quotation from the king of the Asante people and your knowledge of world history to answer questions 1 and 2.

Additional Test Practice, pp. S1–S33

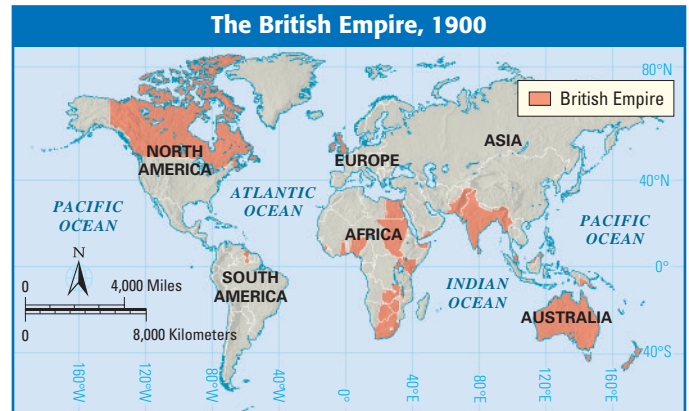
PRIMARY SOURCE

The suggestion that Ashanti [Asante] in its present state should come and enjoy the protection of Her Majesty the Queen and Empress of India, I may say this is a matter of serious consideration, and which I am happy to say we have arrived at the conclusion, that my kingdom of Ashanti will never commit itself to any such conclusion, that Ashanti must remain independent as of old, at the same time to remain friendly with all white men. I do not write this with a boastful spirit, but in the clear sense of its meaning. Ashanti is an independent kingdom.

KWAKU DUA III to Frederic M. Hodgson, December 27, 1889

1. What is Kwaku Dua III's answer to the queen?
 - A. He would enjoy the protection of the queen.
 - B. He cannot commit himself at this time.
 - C. He is offended by her offer.
 - D. He refuses her offer.
2. Why do you think Kwaku Dua III responded that he wanted to remain friendly to white men?
 - A. He wanted his country to be placed under the protection of white men.
 - B. He was trying to be diplomatic.
 - C. He wanted to adopt white men's culture.
 - D. He wanted the assistance of white men.

Use the map of the British Empire and your knowledge of world history to answer question 3.



3. "The sun never sets on the British Empire" was a saying about the British Empire at the peak of its power. What do you think this saying meant?
 - A. The British Empire had colonies in every part of the world.
 - B. The British felt that the sun revolved around them.
 - C. The British Empire represented sunlight and hope to the rest of the world.
 - D. The British were hard working and never slept.

INTEGRATED TECHNOLOGY

TEST PRACTICE Go to classzone.com

- Diagnostic tests
- Strategies
- Tutorials
- Additional practice

ALTERNATIVE ASSESSMENT

1. Interact with History

On page 772, you considered the advantages and disadvantages of colonialism. Now, make a chart showing the advantages and disadvantages to a local person living in a place that became a European colony. Next, make a similar chart for a European living in a foreign place. How do they compare? Discuss with members of your class a way to decide whether the advantages outweigh the disadvantages for each group.

2. WRITING ABOUT HISTORY

POWER AND AUTHORITY Write a **news article** about the effects of colonization. Be sure to address the following points:

- Provide some background on the country you're writing about.
- Tell where the colonizers have come from.
- Describe how the colonizers treat the colonized people.
- Include quotations from both the colonizers and the colonized.
- Draw conclusions about each side's opinion of the other.

INTEGRATED TECHNOLOGY

Creating an Interactive Time Line

Use the Internet and your textbook to create a time line of the events covered in Chapter 27. The time line on pages 770–771 can serve as a guide. Use graphics software to add maps and pictures that illustrate the events. Be sure to include the following on your time line:

- important events in the colonization of Africa and Asia
- efforts on the part of the colonies to resist the imperialist powers
- people who played important roles in the events
- places where key events occurred
- visuals that illustrate the events