**Ch. 10 Colonial Encounters in Asia, Africa, and Oceania (1750-1950)**

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| INTRODUCTION | |
| Why would Namibians not want the statues commemorating German soldiers who died in the 1904-1907 uprising of the Herero and Nama peoples? |  |
| 1. Industry and Empire | |
| What did the Industrial Revolution create?  How did the Industrial Revolution effect global relationships?  Read the excerpt from Cecil Rhodes on the bottom of pg. 436. According to Rhodes, why was imperialism important?  How does the political cartoon on page pg. 438 represent Europeans feelings toward African societies during the age of Imperialism?  What factors contributed to 19th century imperialism?  How did the European notion of religious superiority play a role in their relationship and perspective of African societies?  What is scientific racism?  How did social Darwinism justify imperialism? |  |
| 1. A Second Wave of European Conquests | |
| How did the Europeans prefer to control their colonies?  Compare the ways in which colonial rule was established in various parts of Africa and Asia?  What caused the “Scramble for Africa?”  Why did stateless societies in Africa cause a problem for state-based empires in Europe?  What are some similarities in the colonization of Australia in the 19th century and North America in the 17th century?  Which areas of Africa did the following European countries “imperialize?”  Great Britain  France  Germany  Italy  Portugal  Belgium  Spain  How did natives respond to imperialists? |  |
| 1. Under European Rule | |
| Describe the experience of many of the people who were forced into the European culture by imperialists. |  |
| * 1. Cooperation and Rebellion | |
| In what ways did people cooperate with colonial authorities?  Identify the causes and effects of the Indian Rebellion of 1857-1858.  What would prompt people to cooperate with colonial authorities?  What would prompt people to rebel against the colonial authorities? |  |
| * 1. Colonial Empires with a Difference | |
| How were racial distinctions more pronounced in Nigeria and South Africa?  Read the “AP Digging Deeper” on pg. 447. Describe the two anti-imperial oppositions that took place.  Identify some continuities and changes in the 19th century empires.  Create a thesis and list some possible evidence on this prompt: Did imperialism provide anything positive for natives?  How did Europeans use traditional Indian culture to classify Indians?  How did Europeans use gender to classify groups of colonial people?  How did the Europeans treatment of their colonies contradict the Enlightenment?  Identify some causes and effects of 19th century imperialism. |  |

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| 1. Ways of Working: Comparing Colonial Economies | |
| List the natural resources that European countries demanded from African and Asian colonies.  In which ways did the economies of the colonial societies change as a result of imperialism? |  |

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| * 1. Economies of Coercion: Forced Labor and the Power of the State | |
| What was forced labor?  Explain the events of forced in the Congo Free State in the 20th century.  Compare forced labor and coerced labor (the mita and slavery).  Explain the cultivation system used in the Netherlands East Indies (Indonesia).  Explain the successful resistance of the Maji Maji. |  |
| * 1. Economies of Cash-Crop Agriculture: The Pull of the Market | |
| List some the cash crops that were demanded in the international market  What were some benefits of cash-crop production?  What were some negatives of cash-crop production? |  |
| * 1. Economies of Wage Labor: Migration for Work | |
| List causes and effects for colonial subject employment by European plantations, mines, construction, and homes.  Look at the Snapshot on pg. 453. Which area received the most immigrants? Why do you think that is?  As slave labor decline in the 19th century, what forms of labor replaced it?  Look at the picture on pg. 454. Based on the photograph, what can you tell about tea cultivation?  List some major push and pull factors that led to massive migration?  What factors led to the growth of colonial cities in the era of imperialism? |  |

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| * 1. Women and the Colonial Economy: Examples from Africa | |
| Explain the overall gender roles in precolonial Africa.  How were the lives of African women changed by colonial economies?  Identify opportunities for African women as a result from colonial economic practices.  Identify barriers for African women as a result from colonial economic practices. |  |
| * 1. Assessing Colonial Development | |
| What are the 3 main points of this section?  How did the colonial experience reshape the economic lives of Asian and African societies? How did this affect economic opportunities after independence? |  |
| 1. Believe and Belonging: Identity and Cultural Change | |
| What contributed to new patterns of identity? |  |

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| * 1. Education | |
| How could people use education to avoid the obligations set by their colonizers?  How did education help blend European and native cultures?  What caused the rise of nationalism within African and Asian colonies?  How did education affect independence movements within colonies? |  |

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| * 1. Religion | |
| How did religion provide opportunities?  What caused the rift between the Europeans and Gikuyu?  Explain Africanization of Christianity.  In what ways did Eastern religions entered Western culture?  How and why did Hinduism emerge as a distinct religious tradition during the colonial era in India?  Read the Zoom In on pgs. 464-465 “Vivekananda, a Hindu Monk in America.” What was appealing about Vivekananda’s message on Hinduism? Why were some opposed to his message? |  |

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| * 1. “Race” and “Tribe” | |
| Explain African Identity and how it applies to imperialism.  Who was Edward Blyden? What were some of his views?  Why did European colonizers create the notion of tribes in Africa?  How did Africans find the concept of tribes useful?  How did the Igbo embody the concept of nationalism? |  |
| 1. REFLECTIONS: Who Makes History? | |
| What are some examples of colonial resistance?  Explain how Karl Marx’s quote on pg. 468 applies to both imperialists and the people they colonized. |  |

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| A.P. SKILLS WORKSHOP p. 469-a through 469- C | |
| What is a secondary source?  Complete Activity #2 on p. 469-c    Historian’s Claim  Evidence  Context |  |

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| A.P. EXAM PRACTICE p. 479-a through 479-c | |
| Give the answer to the Multiple Choice Questions 1-6 | 1  2  3  4  5  6 |