

Exploration and Imperialism Focus Lesson and Essay

AP World History Reading Assignment 21

Background Note: During the period from 1492 to 1914 European nations engaged in vigorous efforts to explore, colonize, exploit the human and natural resources, and settle in all corners of the world. But this was not a one-sided historical development. Native peoples responded to in a variety of manners.

Periodization Note: Historians identify a period of exploration and colonization prior to the period of imperialism and empire-building. Exploration beginning in the later 1400's and flowing into imperialism of the 1600's to the early 20th century.

This task focuses on imperialism in the period from the early 1800's to the early 20th century. *Do note that imperialistic actions and attitudes by powerful nations earlier than this document set and extends later into the 20th century!*

Your Task:

Step 1: Create Knowledge of the Context and Time period (25 minutes)

Read the summary on the following pages and answer the questions below. Use a separate page for your answers. Title your answer page appropriately!

1. What is the difference between exploration and imperialism?
2. What is similar between imperialism and exploration?
3. Create a timeline, using these notes, of 10 events related to exploration and imperialism. You will need to use your textbook and/or this yellow and green historical atlas.

Step 2: [Document Delve 9 Analysis](#) (1 hour)

Use the document packet provided.

1. Choose ONE of the regions for your focus.
 - a. Examine ALL of the documents listed for your chosen region.
 - b. Choose THREE of the documents for your region to analyze. Use the chart provided
2. Repeat! Choose ANOTHER region and complete the documents analysis on the opposite side of the chart.

Step 3 Comparative Essay (1 hour: Homework)

Prompt: Within the time period 1800 to 1914 compare the effects (e.g. social, economic, political) of imperialism in any two of the following regions:

India
West Africa
East and Southeast Africa
Asia (not India)

AP World History Comparative Essay

Name _____

Task: Within the time period 1800 to 1914 compare the effects (e.g. social, economic, political) of imperialism in any two of the following regions:

BASIC CORE Historical skills and knowledge required to show competence		
1. Has acceptable thesis Addresses specific comparisons imperialism in two or more domains: political, economic, social	1	
2. Addresses all parts of the question, though not necessarily evenly or thoroughly. --both similarities and differences are addressed, both regions are addressed (Addresses most parts of the question: for example, deals with differences but not similarities.)	2 (1)	
3. Substantiates thesis with appropriate historical evidence. - Evidence is explicitly and accurately <u>used to support the thesis</u> related to political control. Evidence is relevant and within the time period and empires specified. (Partially substantiates these with appropriate historical evidence.) <i>Note: simply listing evidence does not qualify for these points.</i>	2 (1)	
4. Makes at least two relevant, direct comparisons between/among societies. - Comparisons are explicit and accurate.	1	
5. Analyzes at least two or more reasons for a similarity or difference identified in a direct comparison. Analysis explains. -Analysis is accurate and <u>relevant to a point of comparison between two regions</u>	1	
Subtotal	7	
EXPANDED CORE Historical skills and knowledge required to show excellence	0-2	
Total	9	

EXPANDED CORE: A basic core score of 7 must be achieved before a student can earn expanded core points.

Examples:

- Has a clear, analytical, and comprehensive thesis.
- Address all part of the question (as relevant): comparisons, chronology, causation, connections, themes, interactions, content.
- Provides ample historical evidence to substantiate thesis. • Relates comparisons to larger global context.
- Makes several direct comparisons consistently between or among societies.
- Consistently analyzes the causes and effects of relevant similarities and differences.

Comments: _____

Exploration

Background

The resurgence of trade following the **Middle Ages** in Europe resulted in a demand for goods from Asia. Trade routes were established across the **Mediterranean** and through the **Middle East** to handle this need. But, when the expansion of the **Ottoman Empire** caused disruption along these routes, Europeans were forced to seek alternative ways of importing these goods. This led to the exploration of **water routes** to Asia, and eventually the discovery of the **Americas** by the Europeans.

Exploration



In the early 1400s, Europeans began exploring the west coast of Africa in search of an all water route to Asia. These early explorations were led by the **Portuguese**. In 1488, **Bartholomeu Dias** rounded the **Cape of Good Hope** at the southern tip of Africa. In 1498, **Vasco Da Gama** established an all water route to **India**. The success of these explorations led Spain to begin its own voyages. In 1492, **Christopher Columbus** crossed the Atlantic Ocean and discovered the Americas for Spain. These discoveries had a

lasting impact on Europe, Asia, Africa and the Americas.

Imperialism

European nations competed for colonies across the globe. These colonies were exploited for their **raw materials**, and used as **new markets** for European goods. Europeans had little regard for most of the indigenous peoples of these areas, and as a result, there was great loss of life and culture. Also, because of the need for a reliable labor source, **slaves** were transported from **Africa** to the Americas in large numbers.

Columbian Exchange

The **Age of Exploration** is a turning point in history because it altered the way people lived across the world. The biggest aspect of this change deals with the exchange of **people, plants, animals, ideas, and technology**. This is known as the **Columbian Exchange**, because it starts with Columbus. While many aspects of this exchange had positive effects, such as the exchange of foods between Europe and America, there were also negative effects, such as the exchange of diseases between Europe and America.

Columbian Exchange	
From Old World to New World	From New World to Old World
• wheat • sugar • bananas • rice • grapes • horses • pigs • cattle • sheep • chickens • smallpox • measles • typhus	• corn • potato • beans • peanuts • squash • pumpkin • tomatoes • avocados • chili pepper • pineapple • cocoa • tobacco • quinine (a medicine for malaria)

The Age of Discovery changed the world. Access to new and better foods allowed the European population to grow, and access to the New World gave these people a place to go. New World civilizations such as the **Inca** and **Aztecs**, faced near total destruction of their cultures either through disease brought by the Europeans, or by **colonization**. Africa faced a **diaspora**, or forced movement of its people, as slavery became the dominant labor force in the Americas. The Age of Exploration was both a positive and negative experience for many **civilizations**.

Source: <http://www.regentsprep.org/regents/global/themes/change/exp.cfm>

Imperialism



Imperialism occurs when a strong nation takes over a weaker nation or region and dominates its economic, political, or cultural life.

This type of foreign policy was practiced by European nations and Japan throughout the 1800s and early 1900s. In every case, a nation would experience **industrialization** prior to practicing imperialism on a foreign nation or region. This was due to the nearly insatiable demand for cheap **raw materials** and the need for markets to buy manufactured goods.

Industrial Roots

Abundant **raw materials** and vast **markets** are needed in order to maintain an industrialized economy. Raw materials such as iron and cotton can be turned into products such as steel and textiles. Finally, these products need to be sold to a market in order to realize a profit.

The forces of industrialization caused nations to begin looking



THE WHITE MAN'S BURDEN.— *The Journal, Detroit.*
From *The Detroit Journal*, February 18, 1899

outside of their borders for cheaper and more abundant raw materials. Foreign populations were also viewed as vast markets where goods produced in domestic factories could be sold.

Other Causes

Nationalism, or pride in one's country, also contributed to the growth of imperialism. Citizens were proud of their country's accomplishments, which sometimes included taking over foreign areas. As European nations became competitive with one another, there was an increased pressure to practice imperialism in order to maintain a **balance of power** in Europe. As Europeans took over foreign lands, they viewed the culture of the native population to be inferior to their own. This concept became known as "[The White Man's Burden](#)" after a popular poem by the same name was published by **Rudyard Kipling** in 1899. Some interpreted this poem to mean that it was the duty of imperializing nations to bring western **culture** and sensibility to the savage native populations that were encountered in far off lands. This is sometimes referred to as **Social Darwinism**, or the belief that all human groups compete for survival, and that the stronger groups will replace the weaker groups. Others saw it as a warning to western nations to stop the harmful practice of imperialism.

Causes of Imperialism	
Economic Motives	The Industrial Revolution created an insatiable demand for raw materials and new markets.
Nationalism	European nations wanted to demonstrate their power and prestige to the world.
Balance of Power	European nations were forced to acquire new colonies to achieve a balance with their neighbors and competitors.
White Man's Burden	The Europeans' sense of superiority made them feel obligated to "civilize the heathen savages" they encountered.

Results

In the short-term, imperialism was a very profitable foreign policy which came at the expense of the foreign regions where it was being practiced. **Cultural diffusion** also occurred, leading to an exchange of ideas between the West and the East. For example, European methods of education were adopted, leading foreigners to study ideas of liberty and **democracy** embraced during the **Enlightenment** and various political **revolutions**. This exchange eventually led to the demise of imperialism and **colonialism** throughout the world after **World War Two**.

Source: <http://www.regentsprep.org/regents/global/themes/imperialism/index.cfm>