

**CHAPTER**  
**27**

**BUILDING VOCABULARY** *The Age of Imperialism*

**A. Matching** Match the description in the second column with the term or name in the first column. Write the appropriate letter next to the word.

- |                           |   |
|---------------------------|---|
| ___ 1. imperialism        | a. Filipino nationalist leader who fought against U.S. colonization of the Philippine Islands           |
| ___ 2. racism             | b. Hawaiian ruler who tried to restore the political power of Hawaiians                                 |
| ___ 3. Social Darwinism   | c. Dutch settlers of South Africa   |
| ___ 4. Boer               | d. belief that one race is superior to others   |
| ___ 5. paternalism        | e. Ethiopian leader who succeeded in resisting European colonization                                    |
| ___ 6. Emilio Aguinaldo   | f. theory that those who are fittest for survival enjoy wealth and success and are superior to others   |
| ___ 7. Menelik II         | g. policy of governing people in a parental way by providing for their needs but not giving them rights |
| ___ 8. Queen Liliuokalani | h. seizure of a country or territory by a stronger country  |

**B. Completion** Select the term or name that best completes the sentence.

- |                   |             |              |            |
|-------------------|-------------|--------------|------------|
| Berlin Conference | Boer War    | Suez Canal   | annexation |
| geopolitics       | Crimean War | assimilation | Raj        |

- The Dutch settlers of South Africa fought against the British in the \_\_\_\_\_.
- The \_\_\_\_\_ was a meeting in which 14 European nations established rules for the division of Africa without consulting African rulers.
- The period of British rule over India from 1757 until 1947 is called the \_\_\_\_\_.
- An interest in or taking of land for its strategic location or products is called \_\_\_\_\_.
- The human-made waterway that cuts through the Isthmus of Suez and connects the Red Sea to the Mediterranean is the \_\_\_\_\_.
- The combined forces of the Ottoman Empire, Britain, and France defeated Russia in the \_\_\_\_\_.

Answer questions about the Menelik II reading below:

Qn 1. What is the main idea of the Menelik II biography? (on the back of this hand-out)

Qn 2. What actions helped Menelik maintain the independence of Ethiopia? (read the back of this hand-out for information)

**CHAPTER**  
**27**

**Section 2**

**HISTORYMAKERS** **Menelik II**  
*Preserver of Independence*

*"In administration, as in 'high politics' and diplomacy where he scarcely made a false move after 1878, Menelik understood the limits of the possible, kept his objectives clearly in sight, and had an almost unerring eye for the means best suited to attain those objectives."—Historians Ronald Oliver and G. N. Sanderson*

As foreign powers carved up Africa in the late 1800s, the nation of Ethiopia remained independent. This occurred because of the skill of Emperor Menelik II, who defended his country against voracious imperial appetites in Europe.

Menelik II was born as Sahle Miriam, the son of the king of Shoa, a part of Ethiopia. The king of Shoa was ruled by the emperor of Ethiopia. However, Shoa, on the southern border, was more independent of the emperor than most kingdoms. That ended in 1855, when the emperor invaded Shoa. The king died, the land was seized, and Sahle—only 11 years old—was taken prisoner. He was held captive for ten years.

In 1865, Sahle escaped back to Shoa and declared himself king. He ruled the region for more than 20 years, slowly gathering strength. For most of those years, the emperor of Ethiopia was Yohannes IV. Sahle outwardly showed loyalty to him by paying the tribute and sending soldiers to help him put down rebellions. Meanwhile, Sahle fortified his own power so he could challenge the emperor.

In preparing, Sahle took three steps. First, he made his kingdom larger with new conquests to the south and east. Second, he made his army stronger by buying guns from Europeans. Third, he gained support from Italy through a secret agreement. In the late 1880s, Yohannes's power weakened. He proved unable to check the growing influence of the Italians, who wanted to gain a foothold in Ethiopia. He also could not stop the Muslims in the Sudan, which bordered Ethiopia. As Sahle moved to challenge Yohannes, the emperor died in a fight against the Sudanese. Sahle became emperor. In taking Menelik II as his ruling name, he reached back in Ethiopian history. Menelik I had been the name of the son of Solomon and the Queen of Sheba who, by legend, had ruled many centuries before.

Only one king refused to recognize Menelik II as emperor. Yohannes's son claimed the throne for himself. Menelik, however, signed a treaty with Italy that gave the Italians the kingdom that his

rival ruled. He hoped to prevent the son and Italy from ever joining forces.

Soon, problems arose. There were two versions of the treaty that granted the Italians this land. In Amharic, the Ethiopian language, the treaty said one thing, but in Italian it gave Italy much greater control over Ethiopia. Menelik renounced the treaty and skillfully avoided Italian attempts to recognize its claim. He won the support of France and Russia for his position and traded for more weapons. He made friends with the rulers of the Sudan so he would not have to worry about an attack from them.

Finally, in 1895 Menelik moved against the Italians. Gathering a large army, he marched on the smaller Italian force. In March 1896, they met in the Battle of Adowa. The Italians were without supplies, disorganized, fighting on land they did not know, and outnumbered. Menelik's army crushed them. Almost three-quarters of the Italian force was killed, wounded, or captured. Other European nations saw Ethiopia's power.

Menelik ruled his empire for almost 20 more years, never again having to worry about invasion. He put in place telephone and telegraph systems so he could communicate with outlying areas. He built a railroad that connected a seaport with his new capital, Addis Ababa. He also started a western-style school system aimed at training people for work in the government. When he died in 1913, he left behind a nation that had fought off European imperialism and was ready to enter the modern age.

ANSWER Qns 1 & 2 AT BOTTOM OF 'BUILDING VOCABULARY The Age of Imperialism' sheet, on back of this reading.

**Questions**

1. **Determining Main Ideas** What is the main idea of this biography?
2. **Analyzing Causes and Recognizing Effects** What actions helped Menelik maintain the independence of Ethiopia?
3. **Supporting Opinions** Reread the evaluation of Menelik at the top of the page. Do you agree or disagree the statement? Explain.

CHAPTER  
**29**

**BUILDING VOCABULARY** *The Great War*

**A. Matching** Match the description in the second column with the term or name in the first column. Write the appropriate letter next to the word.

- |                        |   |
|------------------------|---|
| ___ 1. militarism      | a. the battlefields of northern France in World War I                                 |
| ___ 2. Western Front   | b. system in which a government limits the amounts of items people can buy            |
| ___ 3. Eastern Front   | c. Wilson's plan for achieving a just and lasting peace after World War I             |
| ___ 4. trench warfare  | d. a type of warfare in which opposing armies fight each other from parallel trenches |
| ___ 5. propaganda      | e. a stretch of battlefield along the German and Russian border in World War I        |
| ___ 6. total war       | f. war in which countries devote all their resources to the war effort                |
| ___ 7. rationing       | g. policy of glorifying war and keeping an army prepared for war                      |
| ___ 8. Fourteen Points | h. one-sided information designed to persuade   |

**B. Completion** Select the term or name that best completes the sentence.

Kaiser Wilhelm II	armistice	Georges Clemenceau	Treaty of Versailles
Schlieffen Plan	Woodrow Wilson	self-determination	League of Nations

- The President of the United States during World War I was \_\_\_\_\_.
- The guiding principle behind the Fourteen Points was \_\_\_\_\_, which meant allowing people to decide for themselves under what government they wished to live.
- The \_\_\_\_\_ was an international association whose goal was to keep peace among nations.
- The harsh peace settlement dictated by the Allies at the end of World War I was the \_\_\_\_\_.
- An agreement to stop fighting is called an \_\_\_\_\_.
- The German battle strategy that called for attacking and defeating France in the west and then rushing east to fight Russia was called the \_\_\_\_\_.

Answer the questions from the reading about Wilhelm II here.

Qn 1 Do you agree with Tuchman that Wilhelm was "more restless than thorough"? Explain. (see reading on back of this worksheet)

Qn 2 Do you think Wilhelm was a good ruler? Why or why not? (see reading on back of this worksheet)

Qn 3 How did Wilhelm's character and his statements before the war contribute to France and England seeing him as the supreme leader of Germany during the war?

CHAPTER  
**29**

**HISTORYMAKERS** **Wilhelm II**  
*Erratic Kaiser*

**Section 1**

*"The sovereign who ruled over [the German people] was busy and dynamic like them, but more restless than thorough. He was into everything and alert to everything, sometimes with useful results."—Historian Barbara Tuchman*

**E**nergetic, ambitious, and sometimes childish, Wilhelm II had no overall plan for governing his country. In fact, he helped lead Germany into a disastrous world war. His country's defeat saw him lose both his power and his throne.

In 1859, Wilhelm II was born to Frederick III, heir to the throne of the German Empire, and Victoria, daughter of Great Britain's queen. At military school, Wilhelm learned to prize the soldier's life. He remained attracted to the army throughout his life and frequently dressed in military uniform. In 1888, when Wilhelm became emperor, his first speech was to his troops. He and the army, he told them, were "born for each other."

Wilhelm also became accustomed to getting his own way. In school, fellow students fed him with constant praise and obedience. When he ruled, he believed himself to be supreme. "There is only one master in the [the German Empire] and that is I; I shall tolerate no other," he said. He once told some young soldiers: "If your emperor commands you to do so, you must fire on your father and mother."

Wilhelm's mother taught him to believe in the liberal politics of her British upbringing. He flirted with such policies soon after taking the throne and briefly offered a plan aimed at improving the lives of workers. However, when wealthy conservatives voiced their opposition, he quickly dropped the idea.

Kaiser Wilhelm was mainly concerned with Germany's military might. For example, he once heard that a circus had an efficient method for unloading equipment and animals from trains. He sent aides to study the process. Soon, the circus's methods were adopted by the army. Similarly, when the kaiser wanted to increase Germany's influence, he chose military means. For instance, he launched an ambitious program of shipbuilding aimed at challenging the British navy.

The kaiser saw Germany—and himself—as the major power in Europe. "There is no power in Europe but me—me and my twenty-five army corps," he once said. However, his efforts to assert German authority in world affairs failed. In 1905,

he caused trouble for France in its colony of Morocco, but the international conference that resolved the dispute opposed him. In 1911, trouble again arose over Morocco, and the kaiser had to meekly avoid war with France. His changeable nature showed in foreign policy too. At various times he tried to win both Britain and Russia as allies. At other times, though, he drove them away. The result was that both those nations allied themselves with France and against Germany.

Between 1905 and 1911, Wilhelm's power at home faded. He made a gross error of diplomacy in 1908, when he told a British newspaper that many Germans were anti-English. Wilhelm's chancellor—the head of the government—was forced to apologize for the kaiser. There was even talk that he should resign the throne.

In 1914, Wilhelm forced Austria-Hungary to take a hard line against Serbia after the Austrian archduke had been assassinated there. As war neared, the kaiser became frightened and tried to urge peace. However, it was too late, and Europe plunged into World War I. France and England portrayed Wilhelm as the guiding force in German aggression. In truth, the generals took control of the war, and the kaiser had less influence as the war continued. In 1918, he saw disaster coming. He tried to rally Germany with promises of democratic reforms, but the offer came too late. On November 9, 1918, he was forced off the throne and left for exile in Holland. He lived there another 23 years.

**Questions**

ANSWER Qns 1-3 at bottom 'BUILDING VOCABULARY The Great War' worksheet, on back of this reading.

- Analyzing Issues** Do you agree with Tuchman that Wilhelm was "more restless than thorough"? Explain.
- Forming Opinions** Do you think Wilhelm was a good ruler? Why or why not?
- Making Inferences** How did Wilhelm's character and his statements before the war contribute to France and England seeing him as the supreme leader of Germany during the war?