



>> Peasants joined the Mexican revolution in the hopes of improving their lives. Most were untrained and had few supplies, but they continued to fight for social, political, and economic change.

Interactive Flipped Video

**TEKS**  
9.D, 26.B

>> **Objectives**

**Identify** causes and effects of the Mexican Revolution.

**Analyze** the effects of economic and political nationalism on Latin America.

**Trace** the changing relationship between Latin America and the United States.

>> **Key Terms**

- Porfirio Díaz
- hacienda
- Emiliano Zapata
- Venustiano Carranza
- nationalization
- Lázaro Cárdenas
- economic nationalism
- cultural nationalism
- Good Neighbor Policy

**17.1** By 1910, the dictator Porfirio Díaz had ruled Mexico for almost 35 years, winning re-election as president again and again. On the surface, Mexico enjoyed peace and economic growth. Díaz welcomed foreign investors who developed mines, built railroads, and drilled for oil.

## Revolution and Nationalism in Latin America

### The Mexican Revolution

**Seeds of Discontent** However, underneath the surface, discontent rippled through Mexico. The country's prosperity benefited only a small group. The majority of Mexicans were mestizos or Indian peasants who lived in desperate poverty. Most of these peasants worked on **haciendas**, or large plantations, controlled by the landowning elite.

Some peasants moved to cities, where they found jobs in factories, or worked in mines. Everywhere, they earned meager wages. In Mexican cities, middle-class liberals, who embraced the ideals of democracy, opposed the Díaz dictatorship.

The unrest boiled over in 1910 when Francisco Madero, a liberal reformer from an elite family, demanded free elections. After being imprisoned by Díaz, he hoisted the flag of revolution. Soon, revolutionaries all across Mexico joined Madero's cause. Faced with rebellion in several parts of the country, Díaz resigned in 1911.

**Complex Struggle** Madero became president of Mexico, but he turned out to be too liberal for conservatives and not radical enough for the revolutionaries. In 1913, he was murdered by one of his generals, Victoriano Huerta. Huerta ruled as a military dictator, but was quickly faced with rebellion.

During a long, complex power struggle, several radical leaders emerged. They sometimes joined forces but then fought each other. In southern Mexico, **Emiliano Zapata** led a peasant revolt. Zapata, an Indian peasant farmer, understood the misery of peasant villagers. The battle cry of the Zapatistas, as these rebels were called, was "Tierra y libertad!" which means "land and freedom."

Francisco "Pancho" Villa, a hard-riding rebel from the north, fought mostly for personal power but won the intense loyalty of his peasant followers. Villa and Zapata formed an uneasy coalition with **Venustiano Carranza**, a rich landowner who wanted political reform but opposed social change.

Fighting flared across Mexico for a decade, killing as many as a million Mexicans. Peasants, small farmers, ranchers, and urban workers were drawn into the violent struggle. Soldaderas, women soldiers, cooked, tended the wounded, and even fought alongside men.

During the revolution, President Woodrow Wilson of the United States twice sent troops to Mexico. In 1914, U.S. forces helped depose, or remove, Huerta. In 1916, they tried to hunt down Pancho Villa, whose raid into New Mexico had killed 16 Americans. After the overthrow of Huerta, Carranza turned on Villa and Zapata and defeated them. In 1917, Carranza was elected president of Mexico. That year, he reluctantly signed a new constitution.

**SEQUENCE EVENTS** Explain the events of the Mexican Revolution in order.

### Economic and Social Reforms

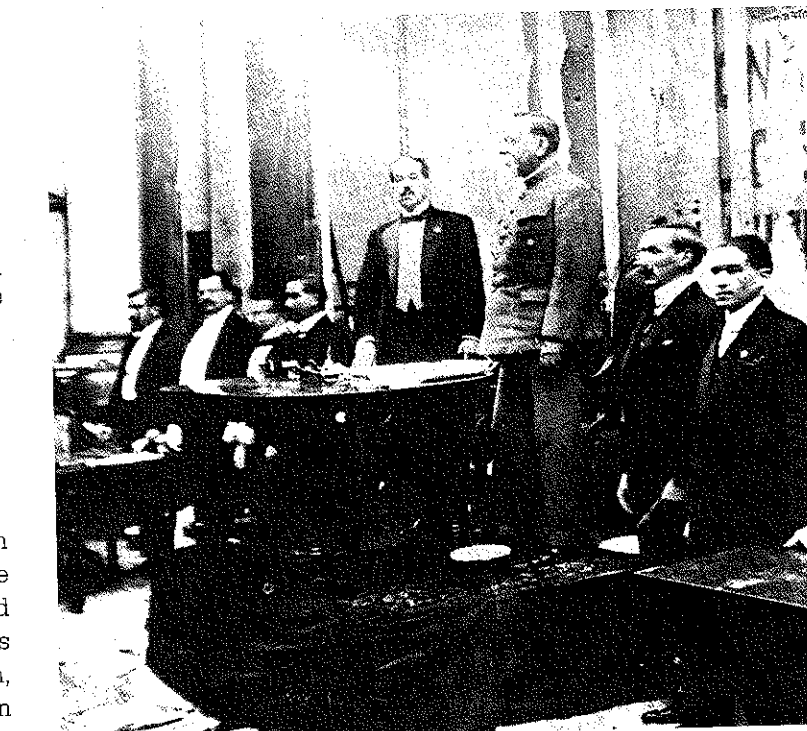
Venustiano Carranza had called for a new constitution during the Mexican Revolution. But he did not like the one he had reluctantly signed in 1917 and did not institute its reforms. In 1920, rival revolutionaries arranged for his assassination. The constitution, however, survived. With some revisions, it is still in effect today.

**The Constitution of 1917** The Constitution of 1917 addressed three major issues: land, religion, and labor. The constitution strengthened government control over the economy. It permitted the breakup of large estates,



>> Francisco Madero served as president for less than two years before he was overthrown. Though he accomplished little, he remained an inspiration to revolutionaries.

Interactive Gallery



>> During the Constitutional Convention in Querétaro, Venustiano Carranza chaired the committee that drafted the Constitution of 1917. The Congress approved it on February 5, 1917.

placed restrictions on foreigners owning land, and allowed **nationalization**, or government takeover, of natural resources. Church land was made "the property of the nation." The constitution set a minimum wage and protected the workers' right to strike.

Although the constitution gave suffrage only to men, it did give women some rights. Women doing the same job as men were entitled to the same pay. In response to women activists' efforts to change the Mexican government, Carranza also passed laws allowing married women to draw up contracts, take part in legal suits, and have equal authority with men in spending family funds.

**The PRI Takes Control** In 1929, the government organized what later became the Institutional Revolutionary Party (PRI). The PRI made political choices to accommodate many groups in Mexican society, including business and military leaders, peasants, and workers. Its leaders backed social reform, even while it kept power in its own hands and suppressed political opposition. It also boosted Mexican industry. Over time, the PRI brought stability to Mexico and carried out many desired reforms. The PRI dominated Mexican politics until 2000.

**Social and Economic Reforms** At first, the Constitution of 1917 was just a set of goals to be achieved in the future. But in the 1920s and 1930s, as

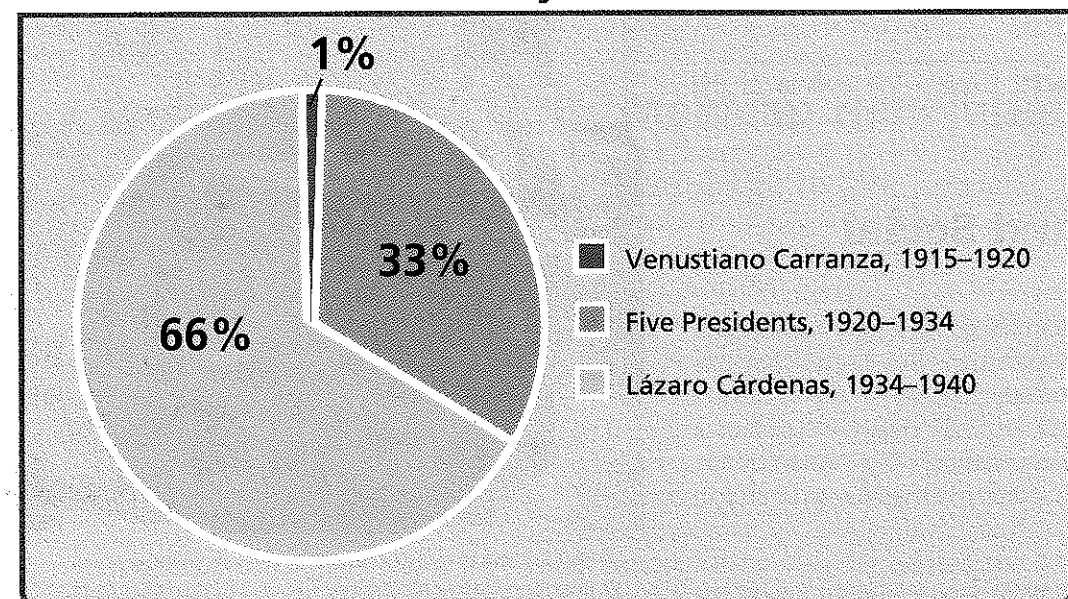
the government finally restored order, it began to carry out reforms.

In the 1920s, the government helped some Indian communities regain lands that had been taken from them. In the 1930s, President **Lázaro Cárdenas** made the decision to redistribute millions of acres of land to peasants under a communal land program. The government supported labor unions and launched a massive effort to combat illiteracy. Schools and libraries were set up. For the first time, Mexicans in rural areas who grew up speaking various Indian languages learned Spanish.

Dedicated teachers, often young women, worked for low pay. While they taught basic skills, they also spread ideas of nationalism that began to bridge the gulf between the regions and the central government. As the revolutionary era ended, Mexico became the first Latin American nation to pursue real social and economic reforms for the majority of its people.

Under the PRI, the government also took a strong role in directing the economy. In 1938, labor disputes broke out between Mexican workers and the management of some foreign-owned petroleum companies. In response, President Cárdenas nationalized Mexico's oil resources. American and British oil companies resisted Cárdenas's decision, but eventually accepted compensation for their losses. Mexicans felt that they

**Land Distributed in Mexico by President, 1915–1940**



>> **Analyze Graphs** Between 1915 and 1940, nearly 75 million acres of land were distributed to Mexico's people, fulfilling one goal of the constitution. Which president redistributed the most land?

were at last gaining economic independence from foreign influence.

**IDENTIFY CENTRAL IDEAS** How did the PRI accommodate many groups in Mexican society while keeping power for itself?

## Nationalism Spreads in Latin America

The issues facing Mexico were echoed in other Latin American nations. In the early 1900s, Latin America's economy was booming because of exports. Latin Americans sold their plentiful natural resources and cash crops to industrialized countries. In return, they bought products made in those countries.

Stable governments helped to keep the region's economy on good footing. Some Latin American nations, such as Argentina and Uruguay, had democratic constitutions. However, military dictators or small groups of wealthy landowners held the real power. The tiny ruling class kept the economic benefits of the booming economy for themselves. The growing middle class and the lower classes—workers and peasants—had no say in their own governments.

**Economic Nationalism** During the 1920s and 1930s, world events affected Latin American economies. After World War I, trade with Europe fell off. The Great Depression that struck the United States in 1929 spread around the world in the 1930s. Prices for Latin American exports plunged as demand dried up. At the same time, the cost of imported consumer goods rose. Latin American economies, dependent on export trade, declined rapidly.

A tide of **economic nationalism**, or emphasis on home control of the economy, swept Latin American countries. It was directed largely at ending economic dependence on the industrial powers, especially the United States and Britain. Since consumers could no longer afford costly imports, local entrepreneurs set up factories to produce goods at home. They urged their governments to raise tariffs, or taxes on imports, to protect these new industries. Following Mexico's lead, some nations nationalized resources or took over foreign-owned industries.

The drive to create domestic industries had limited success. In Mexico, Argentina, Brazil, and a few other countries, some areas of manufacturing grew. Mexico and Venezuela also benefited from a growing demand for their oil. But most Latin American nations lacked the resources to build large industries. As in the past, the unequal distribution of wealth hurt efforts at economic



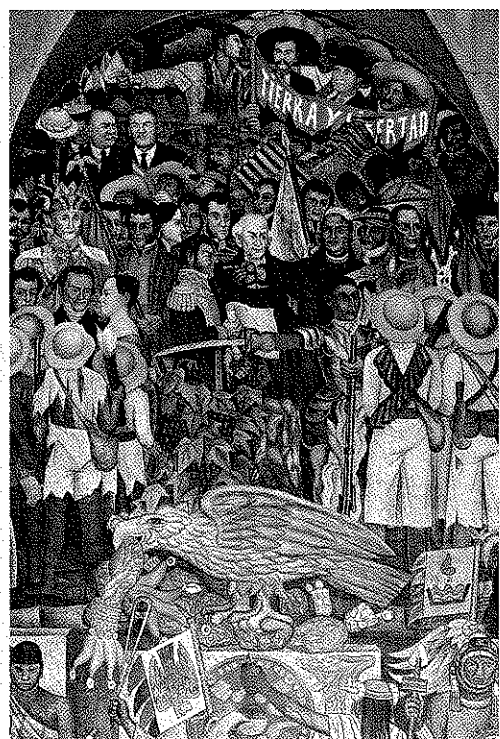
>> The Institutional Revolutionary Party (PRI) created a more stable government in Mexico and increased the representation of peasants and urban laborers.



>> Students rally to support President Lázaro Cárdenas's nationalization of the foreign-owned oil industry. One of the signs reads: "We will collaborate enthusiastically in the betterment of Mexico."



>> Governments in Latin American countries built factories in an effort to become less dependent on foreign trade. These men are filling cans at a factory in Mexico.



>> Artist Diego Rivera portrayed the history of Mexico in this mural. The bottom represents Aztec civilization. The top half focuses on the Mexican Revolution and the future of Mexico.

 **Interactive Gallery**

development. Only a few in the wealthy ruling class benefited from economic growth.

**Political Nationalism** The Great Depression also triggered political changes in Latin America. The economic crisis caused people to lose faith in the ruling oligarchies and the ideas of liberal government. Liberalism, a belief in the individual and in limited government, was a European theory. People began to feel that it did not work in Latin America.

In the midst of economic crisis, authoritarian governments with strong nationalist goals gained power in many countries. Authoritarian rulers imposed stability and supported economic nationalism, but suppressed opposition political parties and silenced critics.

**Cultural Nationalism** By the 1920s, an upsurge of national feeling led Latin American writers, artists, and thinkers to reject European influences. Instead, they took pride in their own culture, with its blend of Western and Native American traditions.

In Mexico, **cultural nationalism**, or pride in one's own national culture, was reflected in the revival of mural painting, a major art form of the Aztecs and Maya. Diego Rivera, José Clemente Orozco (oh ROHS koh), and other muralists created magnificent works that reflected Mexican culture and history. On the walls of public buildings, they portrayed the struggles of the Mexican people for liberty. The murals have been a great source of national pride ever since.

**Relations with the United States** Nationalism affected how Latin American nations saw the United States. During and after World War I, investments by the United States in Latin America soared, while British influence declined. The United States continued to play the role of international policeman, intervening to restore order when it felt its interests were threatened.

During the Mexican Revolution, the United States stepped in with military force to support the leaders who favored American interests. This interference stirred up anti-American feelings, which increased throughout Latin America during the 1920s. For example, in Nicaragua, Augusto César Sandino led a guerrilla movement against United States forces occupying his country.

**The Good Neighbor Policy** In the 1930s, President Franklin Roosevelt took a new approach to Latin America. He pledged to follow "the policy of the good neighbor."

Under the **Good Neighbor Policy**, the United States agreed to stop interfering in the affairs of Latin

American nations. The United States withdrew troops stationed in Haiti and Nicaragua and lifted the Platt Amendment, which had limited Cuban independence.

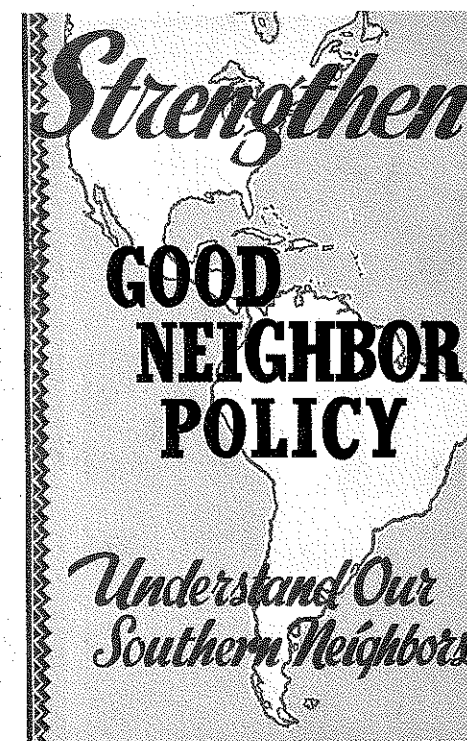
When Mexico nationalized its oil industry in 1938, Roosevelt resisted demands by some Americans to intervene. The Good Neighbor policy survived until 1945 when global tensions led the United States to intervene once again in the region.

**2 SYNTHESIZE** How did political and cultural nationalism grow in Latin America?

**ELPS ELPS 4.G.4** Read and take notes on *Nationalism Spreads in Latin America*.

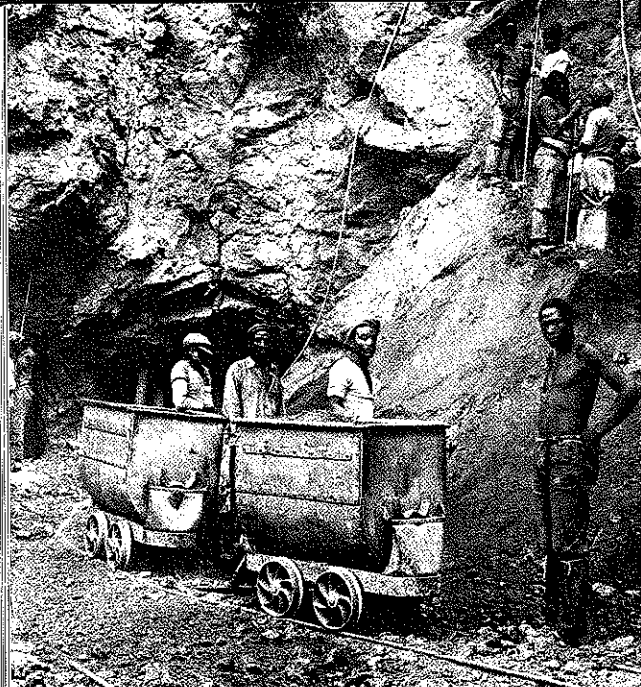
### ASSESSMENT

- 1. Identify Central Ideas** How did Mexican artists express cultural nationalism?
- 2. Identify Cause and Effect** What caused many Mexicans to struggle for change in the early 1900s?
- 3. Identify Central Issues** How did nationalism affect Latin America?
- 4. Assess Credibility** How did the PRI fulfill some goals of the Mexican Revolution but not others?
- 5. Cite Evidence** What role did the United States play after World War I and during the Mexican



>> **Analyze Images** In December 1933, the United States announced that it would stop intervening in Latin American affairs and would become a "good neighbor." What is the purpose of this poster?

Revolution? Cite evidence to support your response.



>> Throughout Africa, Europeans operated mines and paid Africans low wages to work in them. Here, South Africans are working in a diamond mine owned by a Dutch company.

Interactive Flipped Video

**TEKS**

1.F, 10.C, 15.A, 16.C, 21.A, 23.A, 26.B, 26.C

>> **Objectives**

**Explain** how Africans resisted colonial rule.

**Describe** the rise of nationalism in Africa.

**Describe** how Turkey and Persia modernized.

**Understand** how the mandate system contributed to Arab nationalism and to conflict between Jews and Arabs.

>> **Key Terms**

- apartheid
- Pan-Africanism
- Marcus Garvey
- négritude movement
- Asia Minor
- Atatürk
- Reza Khan
- Pan-Arabism
- Balfour Declaration

17.2

During the early 1900s, more and more Africans felt the impact of colonial rule. European nations exploited, or took advantage, of their colonies to produce profits for the parent country. Although the peoples of Africa had long tried to resist foreign imperialism, calls for change spread, fueling new nationalist movements.

## Nationalist Movements in Africa and the Middle East

### Africans Protest Colonial Rule

**Exploitation of African Colonies** European governments expected their colonies to be profitable. To do so, they exploited the mineral resources of Africa, sending raw materials to feed European factories. In Kenya and Rhodesia, white settlers forced Africans off the best land. Also in Kenya, the British made all Africans carry identification cards, pay a tax, and live or travel only in certain areas.

Everywhere, farmers were forced to work on European-run plantations or in mines to earn money to pay taxes. Those farmers who kept their own land had to grow cash crops, like cotton, for the benefit of the colonizers instead of food. This led to famines in some regions. Increasingly, African people lost their self-sufficiency and became dependent on European goods.

**Protesting Imperialism** During World War I, more than one million Africans had fought on behalf of their colonial rulers. Many had hoped that their service would lead to more rights and opportunities. Instead,

the situation after World War I remained mostly the same or even worsened.

Many Western-educated Africans criticized the injustice of imperial rule. Although they had trained for professional careers, the best jobs went to Europeans.

Inspired by President Woodrow Wilson's call for self-determination, Africans condemned the colonial system that excluded them from controlling their own lands. During the 1920s and 1930s, a new generation of leaders proud of their unique heritage struggled to restore Africa for Africans. Protests and opposition to imperialism multiplied. Some of this new generation turned to socialism or the writings of Marx and Lenin.

While large-scale revolts were rare, protests were common. In Kenya, the Kikuyu people protested the loss of their land to white settlers and denounced forced labor and heavy taxes. In the 1920s, Ibo women in Nigeria revolted against British policies that threatened their rights. The British eventually ended the "Women's War" with gunfire.

**A Policy of Segregation in South Africa** Between 1910 and 1940, whites strengthened their grip on South Africa. They imposed a system of racial segregation to ensure white economic, political, and social supremacy. New laws, for example, restricted better-paying jobs in mines to whites only.

Blacks were pushed into low-paid, less-skilled work. South African blacks had to carry passes at all times. They were evicted from the best land and forced to live on crowded "reserves," which were located in dry, infertile areas.

Other laws chipped away at the rights of blacks. In one South African province, educated blacks who owned property had been allowed to vote in local elections. In 1936, the government abolished that right. The system of segregation would become even stricter after 1948, when **apartheid**(uh PAHR tayt), a policy of rigid racial segregation, became law.

Yet South Africa was also home to a vital nationalist movement. African Christian churches and African-run newspapers demanded rights for black South Africans. In 1912, they formed a political party, later called the African National Congress (ANC), to protest unfair laws and demand a change to South Africa's white government. Their efforts had no immediate effect, but the ANC did build a framework for political action in later years.

**2 IDENTIFY CAUSE AND EFFECT** How did Africans think that fighting on behalf of their colonial rulers during World War I would impact their lives?

## A Rising Tide of African Nationalism

In the 1920s, a movement known as Pan-Africanism began to nourish the nationalist spirit and strengthen resistance. **Pan-Africanism** emphasized the unity of Africans and the people of African descent worldwide. Among its most inspiring leaders was Jamaica-born **Marcus Garvey**. He preached a forceful, appealing message of "Africa for Africans" and demanded an end to colonial rule. Garvey's ideas influenced a new generation of African and African American leaders.

**The Pan-African Congress** African American scholar and activist W.E.B. DuBois (doo BOYS) organized the first Pan-African Congress in 1919. It met in Paris, where the Allies were holding their peace conference.

Delegates from African colonies, the West Indies, and the United States called on the Paris peacemakers to approve a charter of rights for Africans and an end to colonialism. Although the Western powers ignored their demands, the Pan-African Congress established cooperation among African and African American leaders.



>> Opposition to imperialism grew among Africans in the 1920s and 1930s. In 1929, Ibo market women in Nigeria demanded a voice in decisions that affected their markets. The "Women's War" soon became a full-fledged revolt.

Interactive Map



>> Léopold Senghor inspired many writers of the négritude movement, including Birago Diop and Mongo Beti. He was admired throughout the world as a writer and statesman.

 Interactive Gallery



>> Atatürk (center) sought to modernize, Westernize, and secularize Turkey. He is still honored throughout the nation. His portrait appears on postage stamps and all currency.

**Writers Celebrate African Culture** A literary movement further awakened nationalism and self-confidence among Africans. French-speaking writers from West Africa and the Caribbean who were living in Paris founded the **négritude movement**. Writers of the négritude movement expressed pride in their African roots and culture and protested colonial rule. Their work often transcended their time and place to convey universal themes, such as the human desire for freedom and dignity.

The best known writer of the négritude movement was the Senegalese poet Léopold Senghor. Senghor celebrated Africa's rich cultural heritage. He fostered African pride by rejecting the negative views of Africa spread by colonial rulers. Later, Senghor would take an active role in Senegal's drive to independence, and he would serve as its first president in 1960.

**Independence for Egypt** African nationalism brought little political change, except to Egypt. During World War I, Egyptians had been forced to provide food and workers to help Britain. Simmering resistance to British rule flared as the war ended. Western-educated officials, peasants, landowners, Christians, and Muslims united behind the Wafd (WAHFT) party, which launched strikes and protests.

In 1922 Britain finally agreed to Egyptian independence. In fact, British troops stayed in Egypt to guard the Suez Canal and to back up the Egyptian monarch, King Faud. Displeased with this state of affairs, during the 1930s many young Egyptians joined an organization called the Muslim Brotherhood. This group fostered a broad Islamic nationalism that rejected Western culture and denounced corruption in the Egyptian government.

**2 SYNTHESIZE** How did the négritude movement reflect the history of African culture, and how did this affect Africans?

## Modernization of Turkey and Persia

Nationalist movements greatly affected the Middle East in the aftermath of World War I. The defeated Ottoman empire was near collapse in 1918. Its Arab lands were divided between Britain and France. However, in **Asia Minor**, a peninsula in western Asia between the Black Sea and the Mediterranean Sea, ethnic Turks resisted Western control and fought to build a modern nation.

**Atatürk Takes Power** In 1920, the Ottoman sultan reluctantly signed the Treaty of Sèvres, in which the

empire lost its Arab and North African lands. The sultan also had to give up some land in Asia Minor to a number of Allied countries, including Greece. A Greek force landed in the city of Smyrna (now Izmir) to assert Greece's claims.

Turkish nationalists, led by the determined and energetic Mustafa Kemal, overthrew the sultan, defeated the Greeks, and declared Turkey a republic. Kemal later took the name **Atatürk** (ah tah TURK), meaning "father of the Turks." He negotiated a new treaty. Among other provisions, the treaty called for about 1.3 million Greeks to leave Turkey, while some 400,000 Turks left Greece.

**Westernization of Turkey** Between 1923 and his death in 1938, Atatürk forced through an ambitious program of radical reforms. His goals were to modernize Turkey along Western lines and to separate religion from government.

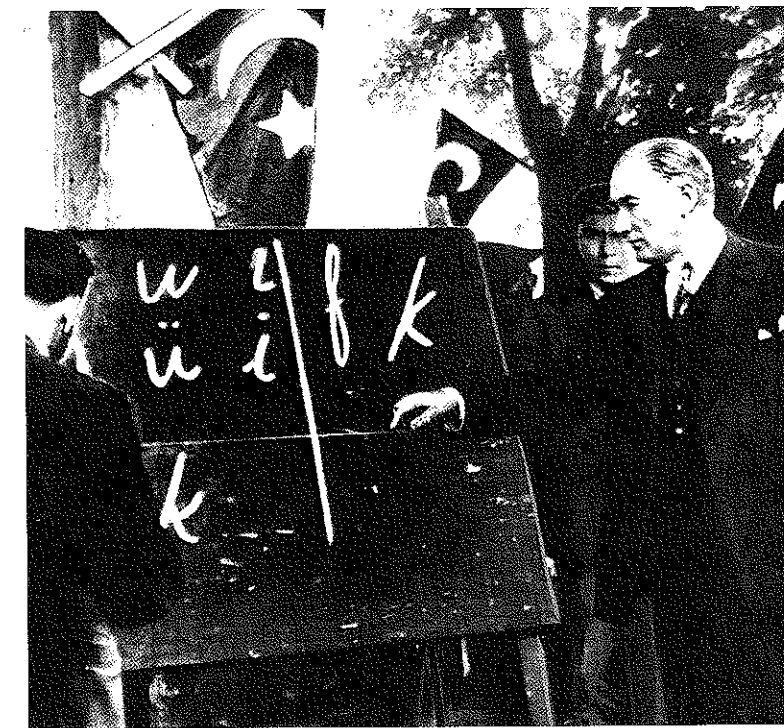
To achieve these goals, Atatürk mandated that Islamic traditions in several fields be replaced with Western alternatives. For example, he replaced Islamic law with laws based on a European model, replaced the Arabic alphabet with the Latin alphabet, and forced people to wear Western-style clothing. Under Atatürk, state schools replaced religious schools.

Atatürk's government encouraged industrial expansion. The government built railroads, set up factories, and hired westerners to advise on how to make Turkey economically independent.

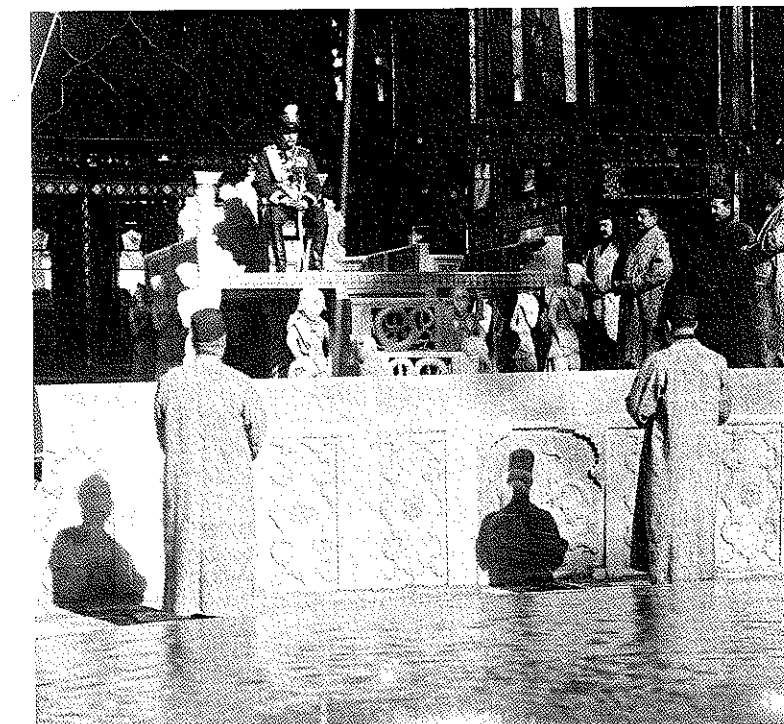
To achieve his reforms, Atatürk ruled with an iron hand. To many Turks, he was a hero who was transforming Turkey into a strong, modern power. Some Turkish Muslims, however, rejected Atatürk's dictatorial powers and his formation of a secular government. To them, the Quran and Islamic customs provided all the guidance needed.

**Persian Nationalism and Reform** The success of Atatürk's reforms inspired nationalists in neighboring Persia (present-day Iran). Persian nationalists greatly resented the British and Russians, who had won spheres of influence over Persia in 1907. In 1925, an ambitious army officer, **Reza Khan**, overthrew the shah. He set up his own dynasty, with himself as shah.

Like Atatürk, Reza Khan rushed to modernize Persia and make it fully independent. He built factories, roads, and railroads and strengthened the army. He forced Persians to wear Western clothing and set up modern, secular schools. In addition, he moved to replace Islamic law with secular law and encouraged women to take part in public life. The shah had the support of wealthy urban Persians. However, Muslim religious



>> Atatürk stands before a crowd, pointing to letters of the Roman alphabet. He introduced the western alphabet to Turkey as one of his many modernizing reforms.



>> Reza Khan, seated here on the throne of the shahs, overthrew the reigning shah in 1925. On December 16, 1926, the Grand Council of Persia appointed Reza Khan king.

leaders fiercely condemned his efforts to introduce Western ways.

Reza Khan also persuaded the British company that controlled Persia's oil industry to give Persia a larger share of the profits and insisted that Persian workers be hired at all levels of the company. In the decades ahead, oil would become a major factor in Persia's economy and foreign policy.

**2 INFER** Why did Muslim religious leaders disapprove of Reza Khan's reforms?

## Nationalism and Conflict in the Middle East

After World War I, the vast Ottoman empire was partitioned into Turkey and several new nations that would make up the modern Arab world. Several Arab lands sat above large oil reserves, giving them global importance in a world that was increasingly dependent on gasoline-powered engines. Instead of granting independence to the Arab states carved out of the Ottoman empire, European powers turned them into mandates under their control.

**The Rise of Pan-Arabism** Partly in response to foreign influence, Arab nationalism grew after World War I. One form of Arab nationalism was **Pan-Arabism**. This nationalist movement was built on the shared heritage of Arabs who lived in lands from the Arabian Peninsula to North Africa.

Today, this area includes Syria, Jordan, Iraq, Egypt, Algeria, and Morocco. Pan-Arabism emphasized the common history and language of Arabs and recalled the golden age of Arab civilization. The movement sought to free Arabs from foreign domination and unite them in their own state.

The Pan-Arab movement however, faced obstacles. Arabs generally were not united. They tended to identify with their particular tribe, sect, religion, or region rather than with a single, unified nation-state.

**European-Controlled Mandates** During World War I, some Arab leaders had helped the Allies against the Ottoman empire. These leaders expected to create their own kingdoms after the war. Even before the revolt, however, France and Britain had secretly agreed that they would take over the Arab lands within the Ottoman empire.

The Treaty of Versailles gave control of German and Ottoman colonies to various Allied nations in the form

of mandates. The mandates were authorized by the League of Nations.

The former Ottoman territories in the Middle East were put under the control of two Allies. France was given mandates in Syria and Lebanon, and Britain received mandates in Palestine and Iraq. Later, Britain gave a large part of the Palestinian Mandate, TransJordan, to an Arab ally, King Abdullah.

Arabs felt betrayed by the West—a feeling that has endured to this day. During the 1920s and 1930s, their anger erupted in frequent protests and revolts against Western imperialism. A major center of turmoil was the British Mandate of Palestine. There, Arab nationalists increasingly clashed with Jewish nationalists, known as Zionists.

**Conflicting Promises About Palestine** Since Roman times, Jews in the diaspora had dreamed of returning to their ancient homeland of Israel. In 1897, Theodor Herzl (HURT sul) responded to growing anti-Semitism, or prejudice against Jewish people, in Europe by founding the modern Zionist political movement. His goal was to reestablish a Jewish homeland in the region called Palestine.

In tsarist Russia, brutal pogroms prompted thousands of Jews to migrate to Palestine. They joined the small Jewish community that had lived there since biblical times.

During World War I, the Allies made two vague and conflicting sets of promises that greatly impacted Arab and Jewish nationalists. First, in an effort to gain Arab support for the British war effort, Britain promised Arabs their own kingdoms in former Ottoman lands.

Then, in 1917, the British attempted to win Jewish support by issuing the **Balfour Declaration**. The declaration affirmed Britain's support for the idea of establishing "a national home for Jewish people" in the Palestine Mandate.

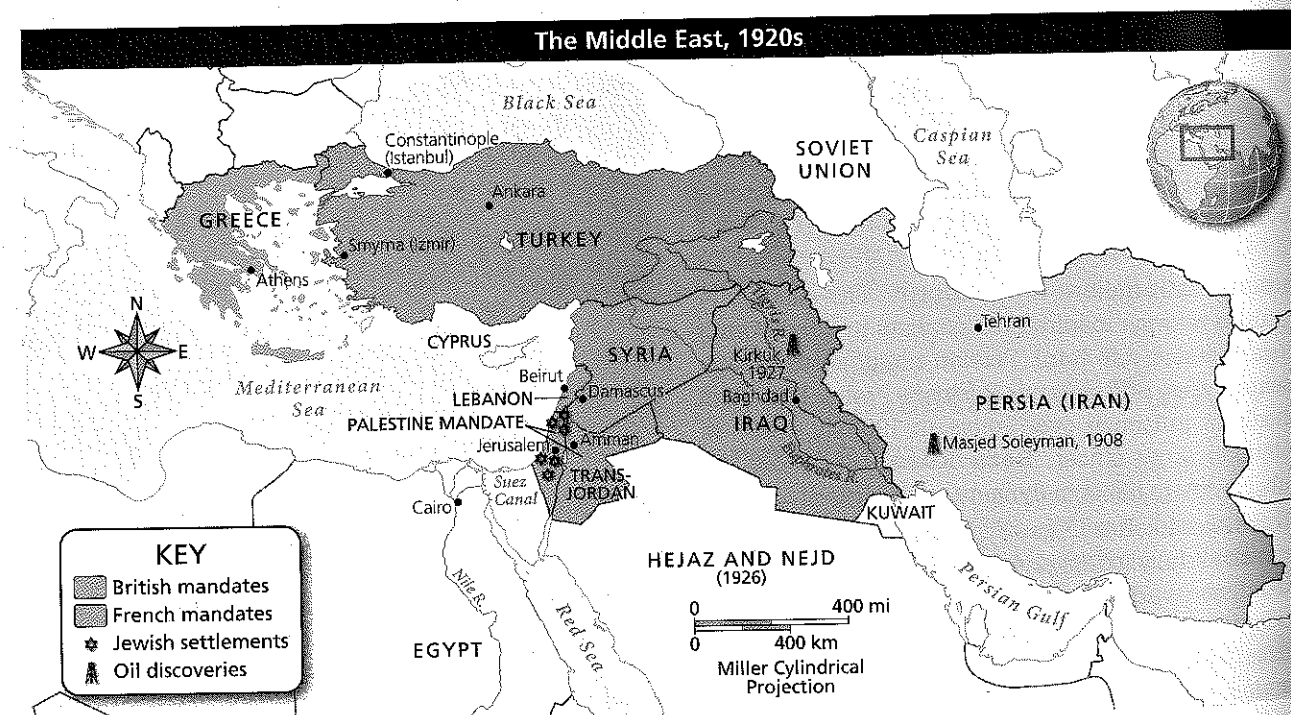
Many Jews took this to mean that Britain was announcing its intention to establish a Jewish homeland, but the Balfour Declaration stopped short of making this promise.

The declaration noted that "nothing shall be done which may prejudice the civil and religious rights of existing non-Jewish communities in Palestine, or the rights and political status enjoyed by Jews in any other country." The conflicting promises made to Arab and Jewish settlers set the stage for conflict between Arab and Jewish nationalists.

**A Bitter Struggle Begins** From 1919 to 1940, tens of thousands of Arabs and Jews immigrated to the Palestine Mandate. Both the Zionist movement and the effects of anti-Semitism in Europe encouraged



>> In the early 1920s, the first oil wells were drilled in Persia (now Iran). This photograph shows an oil strike at the oil fields in Masjed Soleyman.



>> **Analyze Maps** Population movement, the Treaty of Versailles, and foreign influences changed the Middle East after World War I. How did foreign influences affect the Middle East?



>> This photograph shows Jewish immigrants arriving in Haifa in Palestine Mandate. Tens of thousands of Jews immigrated to Palestine Mandate in the hopes of building a Jewish homeland.

## THE CHANGING MIDDLE EAST

### MIGRATION 1920s

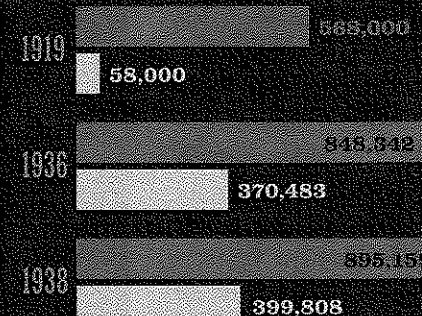
1,300,000 GREEKS



400,000 TURKS

Source: Encyclopedia Britannica

### MUSLIM & JEWISH POPULATIONS IN PALESTINE MANDATE



Sources: Columbia Encyclopedia, 1945 UN Report

### OIL DISCOVERIES

- 1908 First oil field discovered in southwestern Iran by British businessman William Knox D'Arcy
- 1927 Baba Gargur in British-mandated Iraq
- 1931/1932 Bahrain in Persian Gulf
- 1938 Saudi Arabia and Kuwait
- 1940 Qatar

>> **Analyze Information** The changes in the Middle East had long-term and widespread effects. Who discovered the first oil field? What effect do you think this discovery had on the Middle East?

Jewish immigration. Despite great hardships, Jewish immigrants set up factories, built new towns, and established farming communities. At the same time, the Arab population almost doubled. Some were immigrants from nearby lands. As a result, the population of the Palestine Mandate included a changing mix of settlers. The Jewish population, which was less than 60,000 in 1919, grew to about 400,000 in 1936, while the Muslim population increased from about 568,000 in 1919 to about 1 million in 1940.

At first, some Arabs welcomed the money and modern technical skills that the newcomers brought with them. But as more Jews moved to Palestine Mandate, tensions between the two groups developed.

Jewish organizations tried to purchase as much land as they could, while many Arabs sought to slow down or stop Jewish immigration. Arabs attacked Jewish communities, hoping to discourage Jewish immigration. To protect themselves, the Jewish settlers established their own military defense force.

Competing claims to the land continue to lie at the heart of the Arab-Israeli conflict

**2 IDENTIFY CAUSE AND EFFECT** Why did the Palestine Mandate become a center of conflict after World War I?

### ASSESSMENT

1. **Synthesize** What significance does the phrase "Africa for Africans" have?
2. **Draw Conclusions** How did nationalism contribute to changes in Africa and the Middle East following World War I?
3. **Identify Central Ideas** How did Africans resist colonial rule?
4. **Compare and Contrast** What are the similarities in the way Atatürk and Reza Khan modernized Turkey and Persia and changed their governments?
5. **Identify Cause and Effect** How did the mandate system affect the Middle East?

17.3

Indians had long struggled to end British control. Since 1885, the Indian National Congress party, called the Congress party, had pressed for self-rule within the British empire but had not yet called for full independence.



>> The Salt March, shown here, began at Gandhi's ashram in Sabarmati. When Gandhi reached the shore, he picked up a handful of salt and claimed he was shaking the British empire's foundation.

Interactive Flipped Video

## India Seeks Self-Rule

### India's Struggle for Independence Begins

During World War I, more than a million Indians had served overseas. Under pressure from Indian nationalists, the British promised Indians greater self-government in return for their service.

However, when the fighting ended, Britain proposed only a few minor reforms. The reforms did little to change the system of bureaucratic rule. The British continued to have little regard for Indian beliefs and customs. Indian frustrations continued to mount, and many began calling for independence from British rule.

**A New Leader Emerges** Congress party members were mostly middle-class, Western-educated elite who had little in common with the masses of Indian peasants. Then a new leader named **Mohandas Gandhi** emerged and was able to unite Indians across class lines. Admiring Indians came to call him Mahatma, or "Great Soul."

Gandhi came from a middle-class Hindu family. At age 19, he went to England to study law. Then, like many Indians, Gandhi went to South Africa. For 20 years, Gandhi fought laws that discriminated against Indians in South Africa. In his struggle against injustice, he began to develop a tactic of nonviolent, or passive, resistance. He called it satyagraha, or "soul force."

TEKS

1.F, 21.A, 21.C, 22.E

### >> Objectives

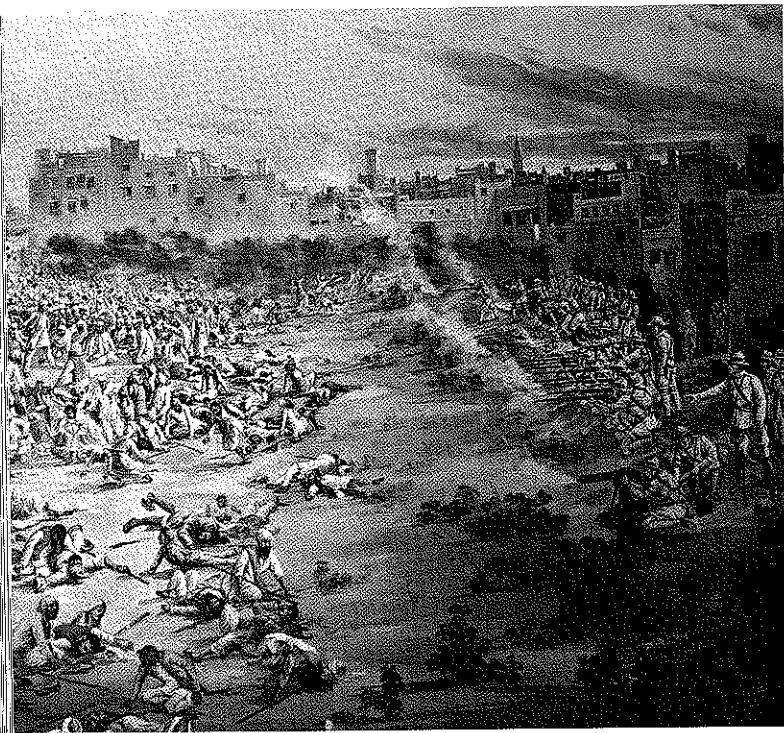
**Explain** the impact of World War I and the Amritsar massacre on Indian nationalism.

**Evaluate** the ideas of Mohandas Gandhi.

**Analyze** how Gandhi led resistance to political oppression in India.

### >> Key Terms

Mohandas Gandhi  
Amritsar massacre  
ahimsa  
civil disobedience  
untouchable  
boycott  
Muhammad Ali Jinnah



>> **Analyze Images** Because the Jallianwala Bagh in Amritsar had only one entrance, demonstrators could not escape the gunfire. How does this painting help you understand the public's reaction to the massacre?

 **Interactive Chart**



>> In 1913, Muhammad Ali Jinnah joined the Muslim League. Although he and Gandhi disagreed on many things, both believed that a political union between Muslims and Hindus was necessary for Indian independence.

In 1915, Gandhi returned to India and was hailed as a national hero for his work in Africa. Gandhi joined the Congress party, and began to campaign for the rights of Indian workers. He was not, however, calling for Indian independence. His views changed thanks to a tragic event in 1919.

**The Muslim League** Other leaders also worked for Indian independence. **Muhammad Ali Jinnah** was one of the most influential leaders of India's large Muslim population. He was a leader of the Muslim League, which was founded in 1906 to protect Muslim interests. Jinnah and others feared that the Congress Party was only looking out for Hindu interests. The Indian Congress Party, while made up primarily of Hindus, also had Muslim members.

In the early decades of the century, the Congress party and the Muslim League cooperated in working to achieve an independent India. As time passed, however, the two organizations began to diverge.

**The Amritsar Massacre** In 1919, the British passed the Rowlatt Acts, which allowed British officials to arrest and imprison any Indian citizen suspected of sedition, or urging people to disobey the government. These political prisoners could then be tried without a jury.

Gandhi opposed the act, which also threatened freedom of the press, and helped organize protests. When violence threatened, he called for an end to the protest campaign.

On April 13, 1919, a large but peaceful crowd of protesters, most of them Sikhs, jammed into an enclosed field in Amritsar, a city in northern India. The protest took place during Vaisakhi, the most prominent holiday in the Sikh tradition. The British commander, General Reginald Dyer, had banned public meetings, but many in the crowd were unaware of the order. As Indian leaders spoke, Dyer ordered his troops to open fire on the unarmed crowd, killing nearly 400 people and wounding more than 1,100.

The **Amritsar massacre** was a turning point for many Indians, including Gandhi. Up to that point, Gandhi had hoped to win partial self-rule for India. After Amritsar, he was convinced that India must seek full independence.

**2 IDENTIFY CAUSE AND EFFECT** What motivated the Indian independence movement after World War I?

## Gandhi's Philosophy of Civil Disobedience

In 1921, Gandhi was elected president of the Congress party. He remained the dominant figure in Indian politics for more than twenty years. His words, actions, and ideas inspired Indians of all religious and ethnic backgrounds.

**Nonviolent Protest** Gandhi was horrified by the violence at Amritsar, but he also condemned Indian acts of violence in response to the massacre. Instead, he preached a philosophy of nonviolent protest that he had first begun to develop during his years in South Africa. His philosophy was based on the ancient Hindu and Jain doctrine of **ahimsa** (uh HIM sah), or nonviolence and reverence for all life. By using the power of love, Gandhi believed, people could convert even the worst wrongdoer to the right course of action. To fight against injustice, he advocated the use of nonviolent resistance. Hindu tradition also informed Gandhi's belief that all Indians regardless of religion had a common spiritual character and common interests.

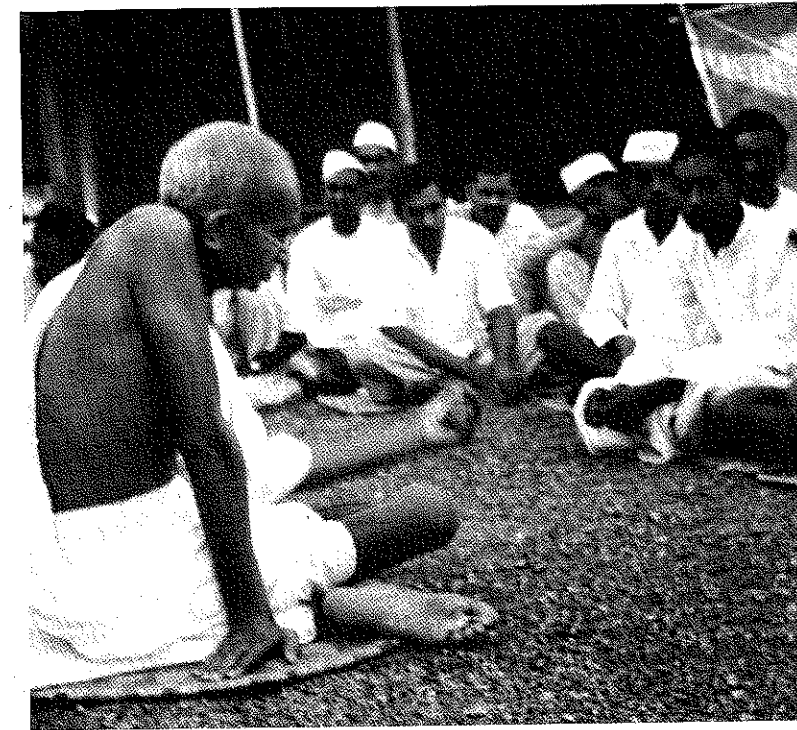
Gandhi's philosophy reflected Western as well as Indian influences. He admired Christian teachings about love. He believed in the American philosopher Henry David Thoreau's ideas about **civil disobedience**, the refusal to obey unjust laws. Gandhi also embraced Western ideas of democracy and nationalism.

Inspired by both Indian and Western ideas, Gandhi rejected the inequalities of the Indian caste system and fought hard to end the harsh treatment of **untouchables**, the lowest caste of Indian society. He called these outcasts Harijans, or "children of God." Gandhi also urged equal rights for all Indians, women as well as men.

**Restoring National Pride** Over the next two decades, Gandhi initiated a series of nonviolent actions against British rule. He called for Indians to **boycott**, or refuse to buy, British goods, especially cotton textiles. The move was designed to boost local Indian industries and help restore Indian pride. For centuries, India had produced fine textiles, which had declined under British rule. Gandhi wanted to rebuild such traditional industries.

He made the spinning wheel the symbol of the nationalist movement. In a symbolic move, he abandoned Western-style clothing for the *dhoti*, the simple white garments traditionally worn by village Indians.

Through his own example, Gandhi inspired Indians to "get rid of our helplessness." When protests led to violent riots, Gandhi would fast, pray, and call on



>> Gandhi taught his ways to people throughout India. Here, he speaks to harijan workers at his ashram, or spiritual retreat, in the village of Sevagram.

 **Interactive Gallery**

patriotic Indians to practice self control. His campaigns of civil disobedience attracted wide support, and his nonviolent protests caught the attention of the British government and the world.

**2 IDENTIFY CENTRAL IDEAS** What force did Gandhi propose using to free India from British colonial rule, and what was the basis for his ideas?

## Gandhi Takes a Stand

To mobilize mass support, Gandhi decided to take a stand against the British salt monopoly, which he saw as a symbol of British oppression. Natural salt was available along the shore, and people had traditionally gotten their salt supplies by boiling seawater. But under colonial rule, the British claimed the sole right to produce and sell salt. By taxing those sales, they collected money to maintain their government in India.

**The Salt March** Early in 1930, Gandhi wrote to the British viceroy in India. He stated his intention to break the hated salt laws and condemned British rule as "a curse."

On March 12, 1930, Gandhi set out with 78 followers on a 240-mile march to the sea. As the tiny



band passed through villages, crowds responded to Gandhi's message. By the time they reached the sea, the marchers numbered in the thousands.

On April 6, Gandhi waded into the surf and picked up a lump of sea salt by the edge of the water. He was soon arrested and jailed.

Still, Indians followed his lead. Coastal villagers started collecting salt and evaporating seawater to make it. Indians sold salt on city streets—and went to jail. As Gandhi's campaign gained force, tens of thousands of Indians were imprisoned.

**World Opinion Shifts** All around the world, newspapers criticized Britain's harsh reaction to the protests. Stories revealed how police brutally clubbed peaceful marchers who tried to occupy a government saltworks. "Not one of the marchers even raised an arm to fend off the blows," wrote an outraged American newspaper.

The Salt March embarrassed Britain, which prided itself on its democratic traditions. Slowly, Gandhi's campaign forced Britain to hand over some power to Indians. Britain also agreed to meet other demands of the Congress party.

**The Future of India** In 1939, a new world war exploded. Britain outraged Indian leaders by postponing independence and bringing Indians into the war without consulting them. Angry nationalists launched a campaign of noncooperation and were

jailed. Millions of Indians, however, did help Britain during World War II.

When the war ended in 1945, India's independence could no longer be delayed. As it neared, Muslim fears of the Hindu majority increased. Conflict between Hindus and Muslims would trouble the new nation in the years to come.

**2 ANALYZE INFORMATION** How did the Salt March force Britain to respond to Indian demands?

### ASSESSMENT

- 1. Identify Cause and Effect** What impact did the Amritsar massacre have on the Indian independence movement?
- 2. Draw Conclusions** Why was Gandhi able to unite Indians and shift political thought when earlier attempts had not succeeded?
- 3. Identify Cause and Effect** How did Gandhi and the National Congress party work for independence in India?
- 4. Analyze Information** What were Gandhi's key ideas? How did Gandhi implement these ideas in his fight against political oppression?
- 5. Infer** How might fighting discrimination in South Africa have influenced Gandhi when he returned to India?

17.4

**A new Chinese republic took shape after the fall of the Qing dynasty in 1911. Nationalists like Sun Yixian set the goal of "catching up and surpassing the powers, east and west." But that goal would remain a distant dream as China suffered the turmoil of civil war and foreign invasion.**



>> Mao was introduced to communist ideas while he was working at Peking University as a librarian's assistant. He later became the leader of the Chinese Communist Party.

Interactive Flipped Video

## New Forces in China and Japan

### Trouble in the Chinese Republic

**Struggles for Power** Sun Yixian, the "father of modern China," hoped to rebuild China on the Three Principles of the People—nationalism, democracy, and economic security for everyone. But he made little progress. One problem, he noted, was that the Chinese people felt more loyalty to families and clans than to the nation.

Therefore, even though we have four hundred million people gathered together in one China, in reality they are just a heap of loose sand. Today we are the poorest and weakest nation in the world and occupy the lowest position in international affairs. Other men are the carving knife and serving dish, we are the fish and the meat.

—Sun Yixian

TEKS

1.F, 12.C, 13.B

#### >> Objectives

**Explain** the key challenges faced by the Chinese republic in the early 1900s.

**Analyze** the struggle between nationalists and Communists in China.

**Summarize** the effects of liberal changes in Japan in the 1920s.

**Describe** the rise of extreme nationalism and militarism in Japan.

**Describe** the impact of the Japanese invasion of China.

#### >> Key Terms

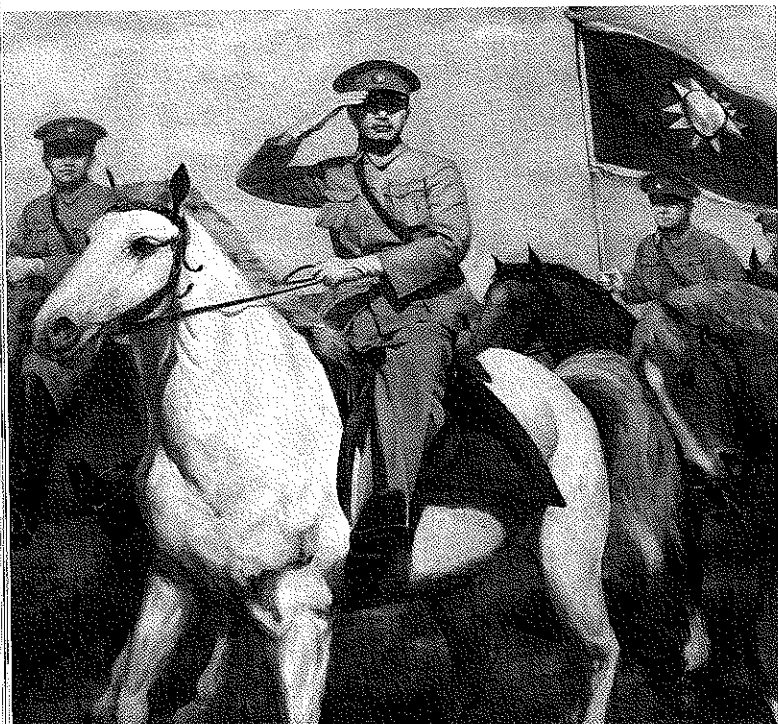
Twenty-One Demands  
May Fourth Movement  
vanguard  
Guomindang  
Jiang Jieshi  
Mao Zedong  
Long March  
ultranationalist  
Manchuria  
Hirohito

In 1912, Sun Yixian stepped down as president in favor of Yuan Shikai (yoo AHN shih KY), a powerful general. Sun hoped that Yuan would create a strong central government. Instead, the ambitious general tried to set up a new dynasty. The military, however, did not support Yuan, and opposition divided the nation. When Yuan died in 1916, China plunged into still greater disorder.

In the provinces, local warlords seized power. As rival armies battled for control, the economy collapsed and millions of peasants suffered terrible hardships. Famine and attacks by bandits added to their misery.

**Foreign Imperialism** During this period of upheaval, foreign powers increased their influence over Chinese affairs. They dominated Chinese port cities and extended their influence inland. During World War I, Japanese officials presented Yuan Shikai with the **Twenty-One Demands**, a list of demands that sought to make China a Japanese protectorate.

With China too weak to resist, Yuan gave in to some of the demands. Then, at the Paris Peace Conference in 1919, the Allies gave Japan control over some former German possessions in China. That news infuriated Chinese Nationalists.



>> Jiang Jieshi led the Guomindang after Sun's death in 1925. He headed the Guomindang government in China from 1928 to 1949.

**The May Fourth Movement Seeks Reform** In response, student protests erupted in Beijing on May 4, 1919, and later spread to cities across China. "China's territory may be conquered," they declared, "but it cannot be given away!" The students organized boycotts of Japanese goods and businesses.

The protests set off a cultural and intellectual ferment known as the **May Fourth Movement**. Western-educated leaders blamed the imperialists' success on China's own weakness. As in Meiji Japan, Chinese reformers wanted to learn from the West and use that knowledge to end foreign domination. Most reformers rejected Confucian traditions in favor of Western science and ideas such as democracy and nationalism.

Women played a key role in the May Fourth Movement. They campaigned to end traditional practices, such as footbinding and the seclusion of women within the home. Their work helped open doors for women in education and the economy.

**Chinese Communism Is Born** Some Chinese turned to the revolutionary ideas of Marx and Lenin. The Russian Revolution seemed to offer a model of how a strong, well-organized party could transform a nation.

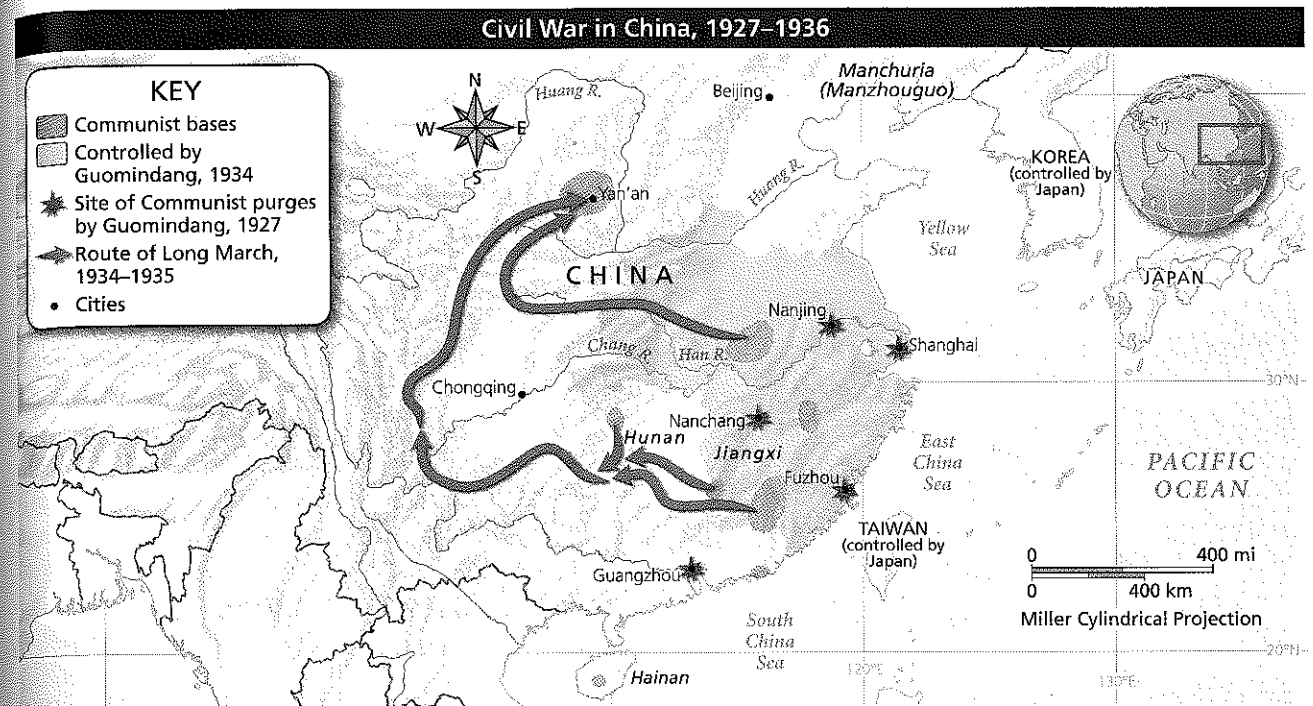
The Soviet Union trained Chinese students and military officers to become the **vanguard**, or elite leaders, of a communist revolution. By the 1920s, a small group of Chinese Communists had formed their own political party.

**IDENTIFY CAUSE AND EFFECT** How did warlord uprisings and foreign imperialism lead to the May Fourth movement?

## Nationalists and Communists

In 1921, Sun Yixian and his **Guomindang** (gwoh meen DAWNG) or Nationalist party, established a government in south China. Sun planned to raise an army to defeat the warlords and unite China. When Western democracies refused to help, Sun accepted aid from the Soviet Union and joined forces with the small group of Chinese Communists to defeat the warlords. However, he still believed that China's future should be based on his Three Principles of the People.

**The Nationalists and Jiang Jieshi** After Sun's death in 1925, an energetic young army officer, **Jiang Jieshi** (jahng jeh shur), took over the Guomindang. Jiang Jieshi was determined to smash the power of the



>> **Analyze Maps** The Guomindang and the Communists waged a long and bitter war for control of China. What natural features made the Long March difficult?

**Interactive Chart**

warlords and reunite China, but he had little interest in either democracy or communism.

In 1926, Jiang Jieshi began the Northern Expedition in order to crush or win over local warlords as he advanced on Beijing. In mid-campaign, Jiang turned on his sometime ally the Chinese Communists, who he saw as a threat to his power. The Communists were winning converts among the small working class in cities like Shanghai.

Early in 1927, on orders from Jiang, Guomindang troops slaughtered Communist Party members and the workers who supported them. In Shanghai and elsewhere, thousands of people were killed. This massacre marked the beginning of a bitter civil war between the Communists and the Guomindang that lasted for 22 years.

**Communism and Mao Zedong** Among the Communists who escaped Jiang's attack was a young revolutionary of peasant origins, **Mao Zedong** (mow dzuh doong). Unlike earlier Chinese Communists, Mao believed that the Communists should seek support not among the small urban working class but among the large peasant masses.

Although the Communists were pursued at every turn by Guomindang forces, Mao was optimistic about eventual success. In southeastern China, Mao and the

Communists redistributed land to peasants and offered them schooling and health care.

**The Long March** Jiang Jieshi, however, was determined to destroy the "Red bandits," as he called the Communists. He led the Guomindang in a series of "extermination campaigns" against them. Mao and about 100,000 of his followers fled the Guomindang in an epic retreat known as the **Long March**. From 1934 to 1935, they trekked more than 6,000 miles, facing daily attacks as they crossed rugged mountains and raging rivers. Mao's forces used guerrilla, or irregular hit-and-run, tactics to fight back. Only about 20,000 of the marchers survived the ordeal.

During the march, the Communists enforced strict discipline. Soldiers were told to treat peasants politely, pay for goods they wanted, and avoid damaging crops. Such behavior made Mao's forces welcome among peasants, many of whom had suffered greatly at the hands of the Guomindang.

For decades, the Long March stood as a symbol of communist heroism and inspired new recruits to follow Mao. At the end of the Long March, the Communists set up a new base in a remote region of northern China.

There, Mao rebuilt his forces and plotted new strategies for fighting the Guomindang.

**2 IDENTIFY SUPPORTING DETAILS** How did the communists manage to survive Jiang's "extermination campaigns"?

## China Faces Japanese Imperialism

While Jiang was pursuing the Communists across China, the country faced another danger. In 1931, Japan invaded Manchuria in northeastern China, adding it to the growing Japanese empire. As Japanese aggression increased, some of Jiang's generals pushed him to form a united front with the Communists against Japan.

In 1937, the Japanese struck again, starting what became the Second Sino-Japanese War. Airplanes bombed Chinese cities, and Japanese troops overran eastern China, including Beijing and Guangzhou. Jiang Jieshi and his government retreated to the interior and set up a new capital at Chongqing (chawng CHING).

After a lengthy siege, Japanese troops marched into the city of Nanjing (nahn jing) on December 13. Nanjing was an important cultural center and had been the



>> During the Russo-Japanese War in 1904–1905, Japan used Korea as a base for its military operations against Russia. Japanese leaders later annexed Korea.

Guomindang capital before Chongqing. After the city's surrender, the Japanese killed hundreds of thousands of soldiers and civilians and brutalized still more. The cruelty and destruction became known as the "Rape of Nanjing."

The invasion suspended China's civil war as the Guomindang and Communists formed a temporary, uneasy alliance. Jiang's army battled Japanese troops, while Communists engaged in guerrilla attacks against the invaders. The Soviet Union sent advisors and equipment to help. Great Britain, France, and the United States gave economic aid.

**2 EXPLAIN** Why did the Japanese invasion help unify the Chinese temporarily?

## Conflicting Forces in Japan

The Japanese invasions of China were part of a rising tide of Japanese imperialism. Like China, Japan sought to become a major world power, equal to Western nations. However, Japan lacked the resources needed to fuel its industrial achievements. The small nation looked to the West as an example, attempting to conquer lands to form a huge empire. As you will see, the invasion of China takes on new meaning when viewed from the Japanese perspective.

Unlike China in the 1920s, which was shaken by conflict and economic turmoil, Japan was a powerful, united country with a growing industrial economy. Beneath the surface, however, conflicts brewed that would undermine its moves toward democratic reforms.

**Expansion and Economic Growth** During World War I, the Japanese economy enjoyed remarkable growth. Its exports to Allied nations soared. Heavy industrial production grew, making Japan a true industrial power. At the same time, it sought to win international recognition as equal to the Western powers.

While Western powers battled in Europe, Japan expanded its influence throughout East Asia. Japan had already annexed Korea as a colony in 1910. During the war, Japan also sought further rights in China with the Twenty-One Demands. After the war, Japan was given some former German possessions in East Asia, including the Shandong province in China.

**Liberal Reforms of the 1920s** During the 1920s, Japan moved toward more widespread democracy. Political parties grew stronger. Elected members of the Diet—the Japanese parliament—exercised their

power. In 1925, all adult men, regardless of class, won the right to vote. Western ideas about women's rights brought some changes.

Overall, however, the status of Japanese women remained below that of men. They would not win suffrage until 1945.

Despite greater democracy, powerful business leaders, called the zaibatsu (zy baht soo), strongly influenced the government through donations to political parties. They pushed for policies that favored international trade and their own interests.

Japan's aggressive expansion threatened its economic relationship with the Western powers. To improve relations, moderate Japanese politicians decided to slow down foreign expansion. In 1922, Japan signed an agreement with the United States, Britain, Italy, and France to limit the size of its navy. It also agreed to leave Shandong. The government reduced military spending.

**Lurking Problems** Behind its seeming well-being, Japan faced some grave problems. The economy grew more slowly in the 1920s than at any time since the country had modernized. Rural peasants did not share in the nation's prosperity. In the cities, factory workers earning low wages were attracted to the ideas of Marx and Lenin.

In the cities, members of the younger generation were also in revolt against tradition. They adopted Western fads and fashions. Also, they rejected family authority for the Western ideal of individual freedom, shocking their elders.

During the 1920s, tensions between the government and the military simmered not far below the surface. Conservatives, especially military officers, blasted government corruption, including payoffs by powerful zaibatsu. They also condemned Western influences for undermining basic Japanese values of obedience and respect for authority.

A devastating earthquake, one of the most destructive quakes in history, struck the Tokyo area in 1923. The earthquake and the widespread fires it caused resulted in the deaths of over 100,000 people and damaged more than 650,000 buildings. Almost half of surviving workers lost their jobs because so many businesses were destroyed. With help from the government, the Tokyo area gradually recovered—just as Japan faced a worldwide economic crisis.

**2 SUMMARIZE** How did democratic participation in Japan both grow in the 1920s? How was it limited?



>> Members of the Japanese Woman Suffrage League approach the government with 20,000 signed petitions demanding the right to vote.

## The Ultrationalist Reaction

In 1929, the Great Depression rippled across the Pacific, striking Japan with devastating force. Trade suffered as foreign buyers could no longer afford to purchase Japanese silks and other exports. Unemployment in the cities soared, while rural peasants were only a mouthful from starvation.

**Increasing Unrest** Economic disaster fed the discontent of the leading military officials and extreme nationalists, or **ultranationalists**. They condemned politicians for agreeing to Western demands to stop overseas expansion. Western industrial powers, they pointed out, had long ago grabbed huge empires. By comparison, Japan's empire was tiny.

Japanese nationalists were further outraged by racial policies in the United States, Canada, and Australia that shut out Japanese immigrants. The Japanese took great pride in their industrial achievements. They bitterly resented being treated as second-class citizens in other parts of the world.

As the economic crisis worsened, nationalists demanded renewed expansion. An empire in Asia, they argued, would provide much-needed raw materials as well as an outlet for Japan's rapidly growing population.

They set their sights on the northern Chinese province of **Manchuria**. This region was rich in natural resources, and Japanese businesses had already invested heavily there.

**The Manchurian Incident** In 1931, a group of Japanese army officers provoked an incident that provided an excuse to seize Manchuria. They set explosives and blew up tracks on a Japanese-owned railroad line. Then they claimed that the Chinese had committed the act. Claiming self-defense, the army attacked Chinese forces.

Without consulting their own government, the Japanese military forces conquered all of Manchuria and set up a puppet state there that they called *Manzhouguo* (man choo kwoo). They brought in Puyi, the last Chinese emperor, to head the puppet state.

Politicians in Tokyo objected to the army's highhanded actions, but public opinion sided with the military. When the League of Nations condemned Japanese aggression against China, Japan simply withdrew from the League. The League's member states failed to take military action against Japanese

aggression. Japan also nullified its naval disarmament agreements with the Western powers.

**2 IDENTIFY CAUSE AND EFFECT** How did the Great Depression lead to calls for renewed expansion?

## Militarists Gain Power

In the early 1930s, ultranationalists were winning support from the people for renewing foreign conquests and taking a tough stand against the Western powers. Members of extreme nationalist societies assassinated a number of politicians and business leaders who opposed expansion. Military leaders plotted to overthrow the government and, in 1936, briefly occupied the center of Tokyo.

**Revival of Traditional Values** Civilian government survived, but by 1937, the unrest forced the government to accept military domination. To please the ultranationalists, the government cracked down on socialists and suppressed most democratic freedoms. It revived ancient warrior values and built a cult around Emperor **Hirohito**, who had ascended to the throne in 1926. According to Japanese tradition, the emperor was descended from the sun goddess and was himself a living god.

In theory, Hirohito was the nation's supreme authority. In practice, however, he merely approved the policies that his ministries formulated. To spread its nationalist message, the government used schools to teach students absolute obedience to the emperor and service to the state.

**Expansion into China** Japan took advantage of China's civil war to increase its influence there. By 1937, as you have read, its armies had invaded the Chinese mainland and overran eastern China.

Japan expected to complete its conquest of China within a few years. But in 1939, while the two nations were locked in deadly combat, World War II broke out in Europe. That conflict swiftly spread to Asia, where France and Britain had large empires.

In 1936, Japan had allied with two aggressive European powers, Germany and Italy. These three powers signed the Tripartite Pact in September 1940, cementing the alliance known as the Axis Powers. That alliance, combined with renewed Japanese conquests, would turn World War II into a brutal, wide-ranging

conflict waged not only across the continent of Europe but across Asia and the islands of the Pacific as well.

**2 IDENTIFY CAUSE AND EFFECT** How did Japanese militarists rise to power in the 1930s?

## ASSESSMENT

- 1. Summarize** What political and economic changes occurred in Japan during the 1920s?
- 2. Identify Cause and Effect** Why did the new republic of China fall into chaos after 1912?
- 3. Integrate Information** Why did the Communists and the Guomindang cooperate during the Northern Expedition in 1926? How did the expedition affect their long-term relationship?
- 4. Infer** Judging from the example of Japan, why might a nation turn to military leaders and extreme nationalists during a crisis? Cite details from the text.
- 5. Identify Central Ideas** How did the Japanese invasion affect the civil war in China?



>> In September 1940, Germany, Italy, and Japan signed the Tripartite Pact. Shown here are the Japanese ambassador (left), the Italian foreign minister (center), and German chancellor Adolf Hitler (right).



>> Japanese soldiers occupied Beijing in 1937. Japan took control of large parts of China during the Second Sino-Japanese War, from 1937 to 1945.

 Interactive Gallery