



4

Nationalism in India and Southwest Asia

MAIN IDEA

EMPIRE BUILDING Nationalism triggered independence movements to overthrow colonial powers.

WHY IT MATTERS NOW

These independent nations—India, Turkey, Iran, and Saudi Arabia—are key players on the world stage today.

TERMS & NAMES

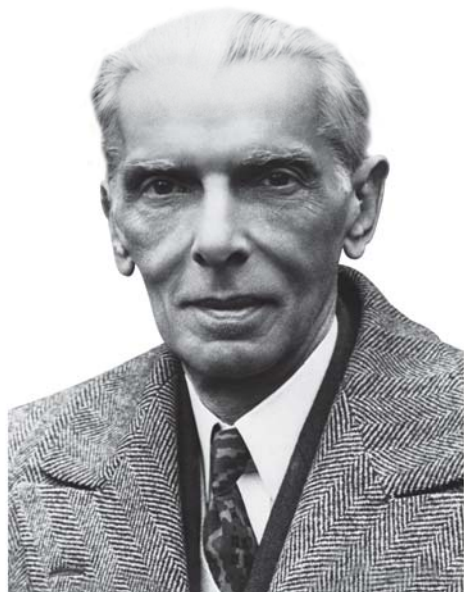
- Rowlatt Acts
- Amritsar Massacre
- Mohandas K. Gandhi
- civil disobedience
- Salt March
- Mustafa Kemal

SETTING THE STAGE As you learned in Chapter 13, the end of World War I broke up the Ottoman Empire. The British Empire, which controlled India, began to show signs of cracking. The weakening of these empires stirred nationalist activity in India, Turkey, and some Southwest Asian countries. Indian nationalism had been growing since the mid-1800s. Many upper-class Indians who attended British schools learned European views of nationalism and democracy. They began to apply these political ideas to their own country.

Indian Nationalism Grows

Two groups formed to rid India of foreign rule: the primarily Hindu Indian National Congress, or Congress Party, in 1885, and the Muslim League in 1906. Though deep divisions existed between Hindus and Muslims, they found common ground. They shared the heritage of British rule and an understanding of democratic ideals. These two groups both worked toward the goal of independence from the British.

▼ Ali Jinnah, leader of the Muslim League of India, fought for Indian independence from Great Britain.



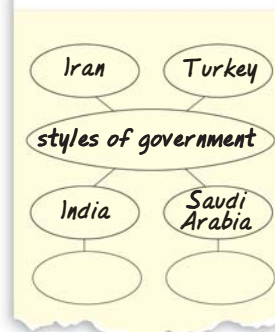
World War I Increases Nationalist Activity Until World War I, the vast majority of Indians had little interest in nationalism. The situation changed as over a million Indians enlisted in the British army. In return for their service, the British government promised reforms that would eventually lead to self-government.

In 1918, Indian troops returned home from the war. They expected Britain to fulfill its promise. Instead, they were once again treated as second-class citizens. Radical nationalists carried out acts of violence to show their hatred of British rule. To curb dissent, in 1919 the British passed the **Rowlatt Acts**. These laws allowed the government to jail protesters without trial for as long as two years. To Western-educated Indians, denial of a trial by jury violated their individual rights.

Amritsar Massacre To protest the Rowlatt Acts, around 10,000 Hindus and Muslims flocked to Amritsar, a major city in the Punjab, in the spring of 1919. At a huge festival in an enclosed square, they intended to fast and pray and to listen to political

TAKING NOTES

Categorizing Create a web diagram identifying the styles of government adopted by nations in this section.



speeches. The demonstration, viewed as a nationalist outburst, alarmed the British. They were especially concerned about the alliance of Hindus and Muslims.

Most people at the gathering were unaware that the British government had banned public meetings. However, the British commander at Amritsar believed they were openly defying the ban. He ordered his troops to fire on the crowd without warning. The shooting in the enclosed courtyard continued for ten minutes. Official reports showed nearly 400 Indians died and about 1,200 were wounded. Others estimate the numbers were higher.

News of the slaughter, called the **Amritsar Massacre**, sparked an explosion of anger across India. Almost overnight, millions of Indians changed from loyal British subjects into nationalists. These Indians demanded independence. **A**

MAIN IDEA

Recognizing Effects

A What changes resulted from the Amritsar massacre?

Gandhi's Tactics of Nonviolence

The massacre at Amritsar set the stage for **Mohandas K. Gandhi** (GAHN•dee) to emerge as the leader of the independence movement. Gandhi's strategy for battling injustice evolved from his deeply religious approach to political activity. His teachings blended ideas from all of the major world religions, including Hinduism, Jainism, Buddhism, Islam, and Christianity. Gandhi attracted millions of followers. Soon they began calling him the Mahatma (muh•HAHT•muh), meaning "great soul."

Noncooperation When the British failed to punish the officers responsible for the Amritsar massacre, Gandhi urged the Indian National Congress to follow a policy of noncooperation with the British government. In 1920, the Congress Party endorsed **civil disobedience**, the deliberate and public refusal to obey an unjust law, and nonviolence as the means to achieve independence. Gandhi then launched his campaign of

> Analyzing Primary Sources

Satyagraha

A central element of Gandhi's philosophy of nonviolence was called *satyagraha*, often translated as "soul-force" or "truth-force."

PRIMARY SOURCE

Passive resistance is a method of securing rights by personal suffering; it is the reverse of resistance by arms. When I refuse to do a thing that is repugnant to my conscience, I use soul-force. For instance, the government of the day has passed a law which is applicable to me: I do not like it, if, by using violence, I force the government to repeal the law, I am employing what may be termed body-force. If I do not obey the law and accept the penalty for its breach, I use soul-force. It involves sacrifice of self.

GANDHI Chapter XVII, *Hind Swaraj*

Nonviolence

In *The Origin of Nonviolence*, Gandhi offered a warning to those who were contemplating joining the struggle for independence.

PRIMARY SOURCE

[I]t is not at all impossible that we might have to endure every hardship that we can imagine, and wisdom lies in pledging ourselves on the understanding that we shall have to suffer all that and worse. If some one asks me when and how the struggle may end, I may say that if the entire community manfully stands the test, the end will be near. If many of us fall back under storm and stress, the struggle will be prolonged. But I can boldly declare, and with certainty, that so long as there is even a handful of men true to their pledge, there can only be one end to the struggle, and that is victory.

GANDHI *The Origin of Nonviolence*

DOCUMENT-BASED QUESTIONS

- 1. Comparing** How is soul-force different from body-force?
- 2. Making Inferences** What do Gandhi's writings suggest about his view of suffering? Give examples from each document.

of civil disobedience to weaken the British government's authority and economic power over India.

Boycotts Gandhi called on Indians to refuse to buy British goods, attend government schools, pay British taxes, or vote in elections. Gandhi staged a successful boycott of British cloth, a source of wealth for the British. He urged all Indians to weave their own cloth. Gandhi himself devoted two hours each day to spinning his own yarn on a simple handwheel. He wore only homespun cloth and encouraged Indians to follow his example. As a result of the boycott, the sale of British cloth in India dropped sharply.

Strikes and Demonstrations Gandhi's weapon of civil disobedience took an economic toll on the British. They struggled to keep trains running, factories operating, and overcrowded jails from bursting. Throughout 1920, the British arrested thousands of Indians who had participated in strikes and demonstrations. But despite Gandhi's pleas for nonviolence, protests often led to riots.

The Salt March In 1930, Gandhi organized a demonstration to defy the hated Salt Acts. According to these British laws, Indians could buy salt from no other source but the government. They also had to pay sales tax on salt. To show their opposition, Gandhi and his followers walked about 240 miles to the seacoast. There they began to make their own salt by collecting seawater and letting it evaporate. This peaceful protest was called the **Salt March**.

Soon afterward, some demonstrators planned a march to a site where the British government processed salt. They intended to shut this saltworks down. Police officers with steel-tipped clubs attacked the demonstrators. An American journalist was an eyewitness to the event. He described the "sickening whacks of clubs on unprotected skulls" and people "writhing in pain with fractured skulls or broken shoulders." Still the people continued to march peacefully, refusing to defend themselves against their attackers. Newspapers across the globe carried the journalist's story, which won worldwide support for Gandhi's independence movement.

More demonstrations against the salt tax took place throughout India. Eventually, about 60,000 people, including Gandhi, were arrested. **B**



▲ Gandhi adopted the spinning wheel as a symbol of Indian resistance to British rule. The wheel was featured on the Indian National Congress flag, a forerunner of India's national flag.

MAIN IDEA

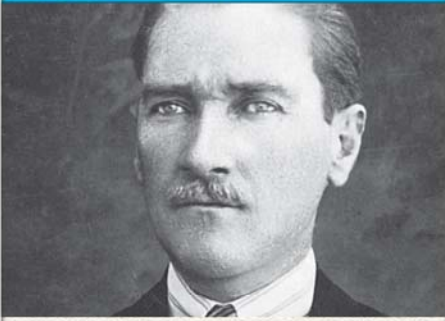
Making Inferences

B How did the Salt March represent Gandhi's methods for change?

Britain Grants Limited Self-Rule

Gandhi and his followers gradually reaped the rewards of their civil disobedience campaigns and gained greater political power for the Indian people. In 1935, the British Parliament passed the Government of India Act. It provided local self-government and limited democratic elections, but not total independence.

However, the Government of India Act also fueled mounting tensions between Muslims and Hindus. These two groups had conflicting visions of India's future as an independent nation. Indian Muslims, outnumbered by Hindus, feared that Hindus would control India if it won independence. In Chapter 18, you will read about the outcome of India's bid for independence.



Mustafa Kemal
1881–1938

As president of Turkey, Mustafa Kemal campaigned vigorously to mold the new republic into a modern nation. His models were the United States and other European countries.

Kemal believed that even the clothing of the Turks should be changed to reflect a civilized, international dress. To reach this goal, Kemal set rules for clothing. He required government workers to wear Western-style business suits and banned the *fez*, a brimless red felt hat that was part of traditional Turkish clothing.

Nationalism in Southwest Asia

The breakup of the Ottoman Empire and growing Western political and economic interest in Southwest Asia spurred the rise of nationalism in this region. Just as the people of India fought to have their own nation after World War I, the people of Southwest Asia also launched independence movements to rid themselves of imperial rulers.

Turkey Becomes a Republic At the end of World War I, the Ottoman Empire was forced to give up all its territories except Turkey. Turkish lands included the old Turkish homeland of Anatolia and a small strip of land around Istanbul.

In 1919, Greek soldiers invaded Turkey and threatened to conquer it. The Turkish sultan was powerless to stop the Greeks. However, in 1922, a brilliant commander, **Mustafa Kemal** (keh•MAHL), successfully led Turkish nationalists in fighting back the Greeks and their British backers. After winning a peace, the nationalists overthrew the last Ottoman sultan.

In 1923, Kemal became the president of the new Republic of Turkey, the first republic in Southwest Asia. To achieve his goal of transforming Turkey into a modern nation, he ushered in these sweeping reforms:

- separated the laws of Islam from the laws of the nation
- abolished religious courts and created a new legal system based on European law
- granted women the right to vote and to hold public office
- launched government-funded programs to industrialize Turkey and to spur economic growth

Kemal died in 1938. From his leadership, Turkey gained a new sense of its national identity. His influence was so strong that the Turkish people gave him the name Ataturk—“father of the Turks.”

Persia Becomes Iran Before World War I, both Great Britain and Russia had established spheres of influence in the ancient country of Persia. After the war, when Russia was still reeling from the Bolshevik Revolution, the British tried to take over all of Persia. This maneuver triggered a nationalist revolt in Persia. In 1921, a Persian army officer seized power. In 1925 he deposed the ruling shah.

Persia’s new leader, Reza Shah Pahlavi (PAL•uh•vee), like Kemal in Turkey, set out to modernize his country. He established public schools, built roads and railroads, promoted industrial growth, and extended women’s rights. Unlike Kemal, Reza Shah Pahlavi kept all power in his own hands. In 1935, he changed the name of the country from the Greek name Persia to the traditional name Iran. **C**

Saudi Arabia Keeps Islamic Traditions While Turkey broke with many Islamic traditions, another new country held strictly to Islamic law. In 1902, Abd al-Aziz Ibn Saud (sah•OOD), a member of a once-powerful Arabian family, began a successful campaign to unify Arabia. In 1932, he renamed the new kingdom Saudi Arabia after his family.

Ibn Saud carried on Arab and Islamic traditions. Loyalty to the Saudi government was based on custom, religion, and family ties. Like Kemal and Reza Shah, Ibn Saud brought some modern technology, such as telephones and radios, to his

MAIN IDEA

Comparing

C How were Kemal’s leadership and Reza Shah Pahlavi’s leadership similar?

country. However, modernization in Saudi Arabia was limited to religiously acceptable areas. There also were no efforts to begin to practice democracy.

Oil Drives Development While nationalism steadily emerged as a major force in Southwest Asia, the region's economy was also taking a new direction. The rising demand for petroleum products in industrialized countries brought new oil explorations to Southwest Asia. During the 1920s and 1930s, European and American companies discovered enormous oil deposits in Iran, Iraq, Saudi Arabia, and Kuwait. Foreign businesses invested huge sums of money to develop these oil fields. For example, the Anglo-Persian Oil Company, a British company, started developing the oil fields of Iran. Geologists later learned that the land around the Persian Gulf has nearly two-thirds of the world's known supply of oil.

This important resource led to rapid and dramatic economic changes and development. Because oil brought huge profits, Western nations tried to dominate this region. Meanwhile, these same Western nations were about to face a more immediate crisis as power-hungry leaders seized control in Italy and Germany.



SECTION

4

ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- Rowlatt Acts
- Amritsar Massacre
- Mohandas K. Gandhi
- civil disobedience
- Salt March
- Mustafa Kemal

USING YOUR NOTES

2. Why do you think the nations in this section adopted different styles of government?



MAIN IDEAS

- How did Gandhi's tactics of civil disobedience affect the British?
- How did Southwest Asia change as a result of nationalism?
- How did newly found petroleum supplies change the new nations in Southwest Asia?

CRITICAL THINKING & WRITING

- HYPOTHESIZING** What do you think a nation might gain and lose by modernizing?
- RECOGNIZING EFFECTS** How did World War I create an atmosphere for political change in both India and Southwest Asia?
- COMPARING AND CONTRASTING** Compare and contrast the different forms of government adopted by the four nations in this section.
- WRITING ACTIVITY** **POWER AND AUTHORITY** Write a **persuasive essay** supporting the use of nonviolent resistance.

CONNECT TO TODAY GRAPHING OIL EXPORTS

Do research to find out how many barrels of oil have been exported each year for the last ten years from Iran, Iraq, and Saudi Arabia. Create a **graph** showing your results.

Chapter 14 Assessment

TERMS & NAMES

Briefly explain the importance of each of the following in Russia, China, or India.

1. Bolsheviks
2. Lenin
3. soviet
4. Joseph Stalin
5. totalitarianism
6. Mao Zedong
7. Mohandas K. Gandhi
8. civil disobedience

MAIN IDEAS

Revolutions in Russia Section 1 (pages 433–439)

9. How did World War I lead to the downfall of Czar Nicholas II?
10. Why did the provisional government fail?
11. Explain the causes of Russia's civil war and its outcome.

Case Study: Totalitarianism Section 2 (pages 440–447)

12. What are the key traits of totalitarianism?
13. What individual freedoms are denied in a totalitarian state?
14. How did Joseph Stalin create a totalitarian state in the Soviet Union?

Imperial China Collapses Section 3 (pages 448–452)

15. Why did the peasants align themselves with the Chinese Communists?
16. Why did Mao Zedong undertake the Long March?

Nationalism in India and Southwest Asia

Section 4 (pages 453–457)

17. What are some examples of civil disobedience led by Mohandas Gandhi?
18. What steps did Kemal take to modernize Turkey?

CRITICAL THINKING

1. USING YOUR NOTES

In a diagram show the causes of changes in government in the countries listed.



2. FORMING AND SUPPORTING OPINIONS

Which of the weapons of totalitarian governments do you think is most effective in maintaining control of a country? Explain.

3. ANALYZING CAUSES

REVOLUTION What role did World War I play in the revolutions and nationalistic uprisings discussed in this chapter?

4. HYPOTHESIZING







EMPIRE BUILDING Why were the empires discussed in this chapter unable to remain in control of all of their lands?

5. RECOGNIZING EFFECTS

POWER AND AUTHORITY How did women's roles change under Stalin in Russia and Kemal in Turkey?

VISUAL SUMMARY

Revolutionary Leaders: 1900–1939

	 Lenin	 Stalin	 Sun Yixian	 Mao Zedong	 Gandhi	 Kemal
Country	Russia	Russia	China	China	India	Turkey
Career	late 1890s–1924	early 1900s–1953	late 1890s–1925	early 1900s–1976	late 1800s–1948	early 1900s–1938
Key Role	Bolshevik revolutionary and first ruler of Communist Russia	Dictator	First president of the new Republic of China	Leader of the Chinese Communist Party	Leader of the Indian independence movement	First president of the new Republic of Turkey
Popular Name	"Father of the Revolution"	"Man of Steel"	"Father of Modern China"	"The Great Helmsman"	"Great Soul"	"Father of the Turks"
Goal	Promote a worldwide Communist revolution led by workers	Perfect a Communist state in Russia through totalitarian rule	Establish a modern government based on nationalism, democracy, and economic security	Stage a Communist revolution in China led by peasants	Achieve Indian self-rule through campaigns of civil disobedience	Transform Turkey into a modern nation

STANDARDS-BASED ASSESSMENT

Use the quotation and your knowledge of world history to answer questions 1 and 2

Additional Test Practice, pp. S1–S33

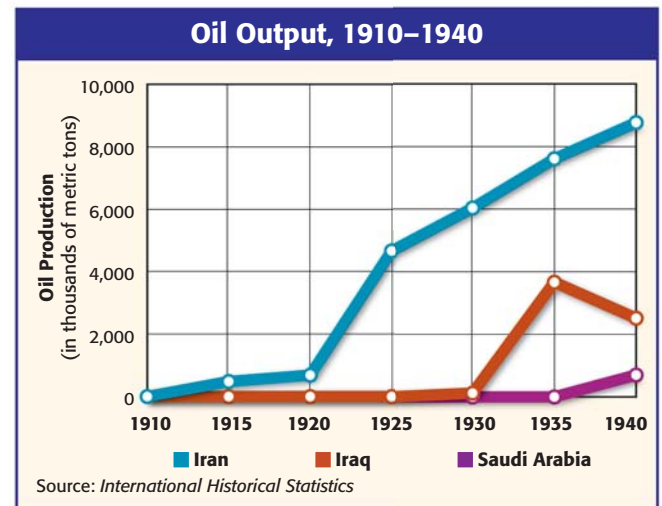
PRIMARY SOURCE

India does not need to be industrialized in the modern sense of the term. It has 7,500,000 villages scattered over a vast area 1,900 miles long, 1,500 broad. The people are rooted to the soil, and the vast majority are living a hand-to-mouth life. . . . Agriculture does not need revolutionary changes. The Indian peasant requires a supplementary industry. The most natural is the introduction of the spinning-wheel.

MOHANDAS K. GANDHI, Letter to Sir Daniel Hamilton

1. What picture does Gandhi present of India and its people?
 - A. India is adequately industrialized.
 - B. India is dominated by the British.
 - C. India is primarily an agricultural nation.
 - D. Indians are well-off and do not need additional industries.
2. What did Gandhi believe about the spinning wheel?
 - A. Gandhi believed that the spinning wheel would make Indians less dependent on the British economy.
 - B. Gandhi believed that the spinning wheel was a threat to the Indian economy.
 - C. Gandhi believed the main economic industry in India should be spinning cloth.
 - D. Gandhi believed the spinning wheel was not necessary to the Indian economy.

Use the graph and your knowledge of world history to answer question 3.



3. Between which years did Iran show a dramatic increase in oil production?
 - A. 1910–1920
 - B. 1920–1925
 - C. 1930–1935

INTEGRATED TECHNOLOGY

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ALTERNATIVE ASSESSMENT

1. Interact *with* History

On page 432, you played the role of a citizen whose country was brimming with revolutionary activity. You evaluated two tactics for change—violence and nonviolence. Now that you have read the chapter, how would you assess the pros and cons of Mao’s and Gandhi’s strategies? What role did violence play in the Russian and Chinese revolutions? How successful were Gandhi’s nonviolent methods in India? Discuss your opinions in a small group.

2. WRITING ABOUT HISTORY

Write a **science fiction story** about a totalitarian state that uses modern technology to spread propaganda and control people. Refer to the case study on totalitarianism for ideas. Consider the following:

- the need to control information
- methods to control the actions of people
- reasons people oppose totalitarian control of a country

INTEGRATED TECHNOLOGY

Writing a Documentary Film Script

Write a documentary film script profiling a country where nationalistic revolutionary movements are currently active. Consider the following:

- What type of government is currently in power? (constitutional monarchy, single-party dictatorship, theocracy, republic) How long has it been in power?
- Who are the top political leaders, and how are they viewed inside and outside the country?
- Do citizens have complaints about their government? What are they?
- What nationalist revolutionary groups are active? What are their goals and strategies?

The script should also include narration, locations, sound, and visuals.