

# The End of imperialism In Africa

- Anything surprising about this photo? What do you think happened here? If you were a newspaper writer, what title or caption would you give this photo?

## The Scramble for Africa

**Main Idea**

In the late 1800s and early 1900s, European powers claimed land in much of Africa.

**Essential Questions**

- What factors led to the new imperialism?
- How did European powers claim territory in Africa?
- How did Africans resist European imperialism?

美帝国主义从它霸占的一切地方滚出去  
 U.S. Imperialism Must Get Out of All Places It Occupies  
 L'imperialisme américain hors de tous les territoires qu'il occupe!  
 Fuera los imperialistas norteamericanos de todos los territorios que ocupan!

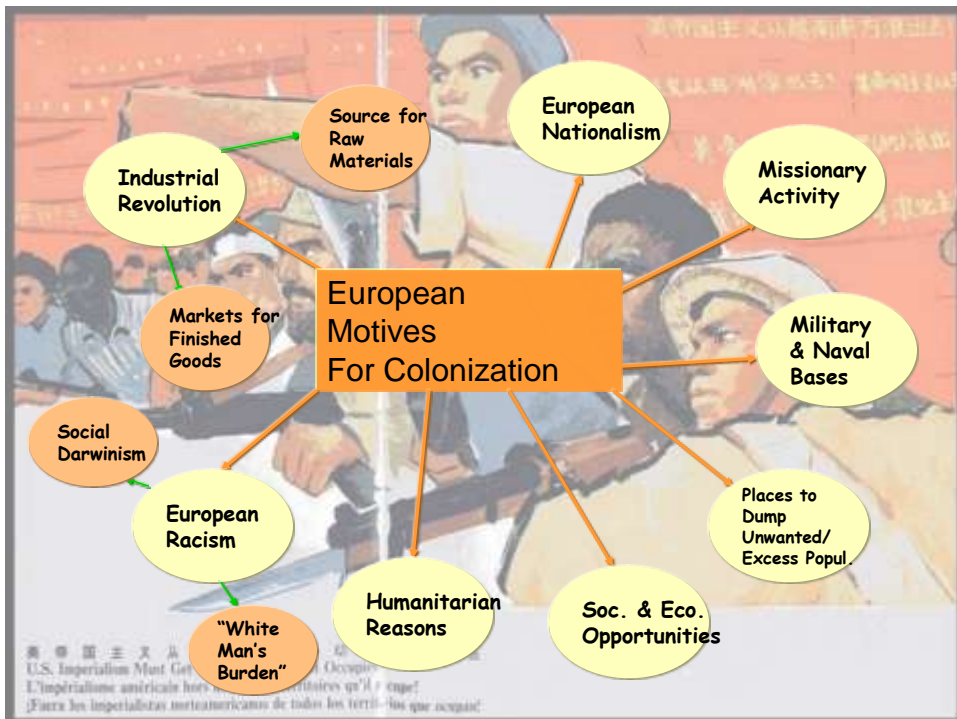
How does this cartoon demonstrate the “new imperialism?”

# The New Imperialism

European countries controlled only small part of Africa in 1880; but by 1914 only Ethiopia and Liberia remained independent.

- Under New Imperialism, European powers competed to rapidly divide up Africa
- Period known as **“Scramble for Africa”**
  - Most visible example of new imperialism
  - New imperialism not based on settlement of colonies
  - European powers worked to directly govern large areas occupied by non-European peoples
  - Driven by economic interests, political competition, cultural motives

Scramble for South Africa





## Economic Interests

### *Raw Materials*

- Before early 1800s, several European nations profited from slave trade in Africa
- After some nations passed laws abolishing slave trade, Europeans looked to Africa as source for raw materials
- Materials like coal, metals needed to manufacture goods during Industrial Revolution
- Needs fueled Europeans' desire for land with natural resources—available in Africa

### *Entrepreneurial Colonization*

- To gather, export natural resources, European entrepreneurs developed own mines, plantations, trade routes
- Entrepreneurs sometimes called on home countries to protect economic interests from European competitors
- In this way, drive for colonization came from ambitious individuals, not just European governments



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### **Political Competition**

- Imperialism in Africa reflected struggles for power in Europe, such as long-term rivalry between France and Britain
- France expanded control over West and Central Africa; Britain began to expand colonial empire to block French

### **Nationalism a Factor**

- Rise of Germany, Italy as powers contributed to the new imperialism
- Both nations jumped into race for colonization to assert status
- Nationalism also contributed to rise of new imperialism
- European leaders believed controlling colonies would gain them more respect from other leaders

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## Cultural Motives

In addition to practical matters of economics and politics, the new imperialism was motivated by cultural attitudes.

### *Cultural Motives*

- European imperialists felt superior to non-European peoples
- Some began to argue humanity divided into distinct peoples, races
- Claimed biological differences existed between races
- Racist view—people of European descent superior to people of African, Asian descent

### *Rule Justified*

- As result, some Europeans believed rule in Africa justified
- Teaching Africans good government
- Some imperialists believed actions noble, their duty to educate those considered inferior
- Referred to their influence in Africa as “the white man’s burden,” after poem by Rudyard Kipling

### Rudyard Kipling

in a potent form in brightening the dark corners of the world as civilization advances, white men are the salt of all nations as both the highest plane—it is the ideal white man.

## Justification?

### *Darwin*

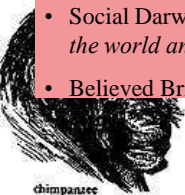
- Defenders of imperialism often applied Charles Darwin’s theory of natural selection to struggle between nations, races
- Darwin argued species more fit for environment will survive, reproduce

### *Social Darwinism*

- **Social Darwinism** notion stated certain nations, races more fit than others
- Social Darwinists believed “fit” nations came to rule over “less fit” nations, often showed discrimination against citizens of ruled nations

### *Cecil Rhodes*

- Social Darwinism advocate **Cecil Rhodes**, “I contend that we are the finest race in the world and that the more of the world we inhabit the better...”
- Believed British-built railway would bring benefits of civilization to all Africans



chimpanzee

chimpanzee



Read the primary source and answer the questions

Directions: Read the following excerpt and answer the questions below it.

"Gentlemen, we must speak more loudly and more honestly! We must say openly that indeed the higher races have a right over the lower races. . . . I repeat, that the superior races have a right because they have a duty. They have the duty to civilize the inferior races. . . . In the history of earlier centuries these duties, gentlemen, have often been misunderstood; and certainly when the Spanish soldiers and explorers introduced slavery into Central America, they did not fulfill their duty as men of a higher race. . . . But, in our time, I maintain that European nations acquit themselves with generosity, with grandeur, and with sincerity of this superior civilizing duty."

From Jules François Camille Ferry, "Speech Before the French Chamber of Deputies, March 28, 1884," *Discours et Opinions de Jules Ferry*, ed. Paul Robiquet (Paris: Armand Colin & Cie., 1897), -1. 5, pp. 199-201, 210-11, 215-18. Translated by Ruth Kleinman in Brooklyn College Core Four Sourcebook

Scanned by J. S. Arkenberg, Dept. of History, Cal. State Fullerton. Prof. Arkenberg has modernized the text

Answer the following questions:

1. Cite a biased statement from the reading and explain why you think the statement is biased.
2. Explain how the author uses consistent arguments in this excerpt.
3. The author states "European nations acquit (behave) themselves with generosity, with grandeur, and with sincerity of this superior civilizing duty." Explain the unstated assumption behind this statement.

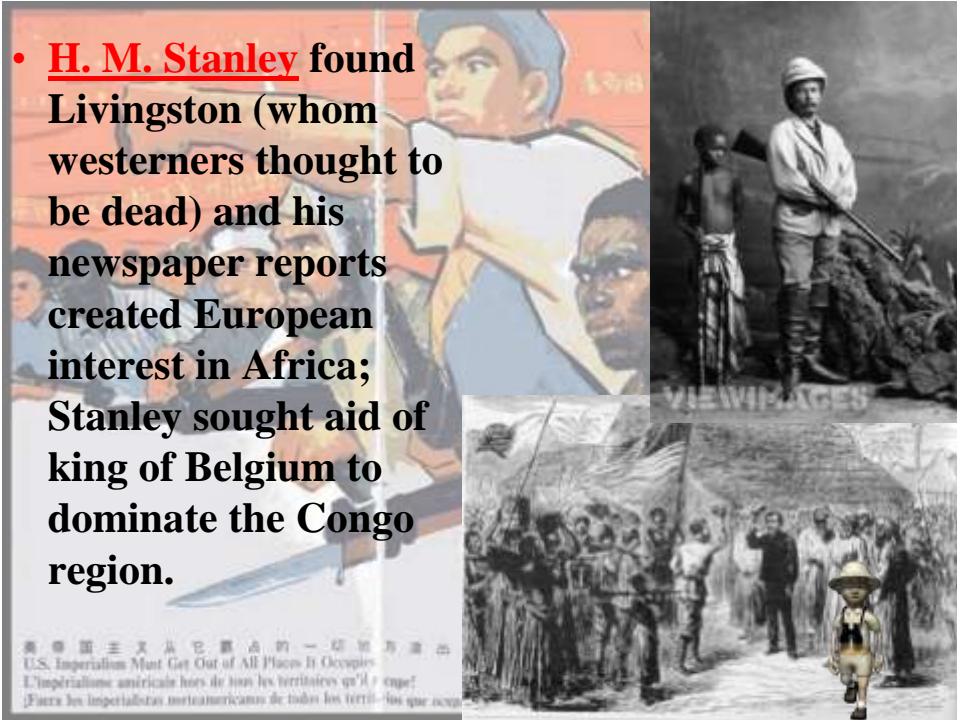
## Major Causes for the Renewed Imperialist Impulse

- 1) Search for new markets and raw materials
- 2) Missionary work: far more successful in Africa than in Asia and Islamic world.
- 3) Dr. David Livingston: first white man to do humanitarian and religious work in south and central Africa



美國主義及其他觀點的一切地均指出  
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- H. M. Stanley** found **Livingston** (whom westerners thought to be dead) and his newspaper reports created European interest in Africa; Stanley sought aid of king of Belgium to dominate the Congo region.



Name \_\_\_\_\_ Period \_\_\_\_\_

### Key Figures on the African Continent

**RAFT Writing Assignment** For: "Stanley finds Livingstone."

**200 words!**

**R**ole of the Writer =

You are a Eyewitness reporter studying imperialism in Africa during the 1870's.

**A**udience =

You are writing an article for publication in a major historical journal.

**F**ormat =

Newspaper/magazine format, with article title, columns, etc.

**T**opic =

You are researching the significance of the meeting between David Livingstone and Henry Stanley on the African continent in 1871. You are trying to determine what that meeting tells historians about the nature of European imperialism in the time period.





## Belgium's Stranglehold on the Congo

Warm Up:  
What's the  
meaning of  
this cartoon?



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## The Congo Free State or The Belgian Congo

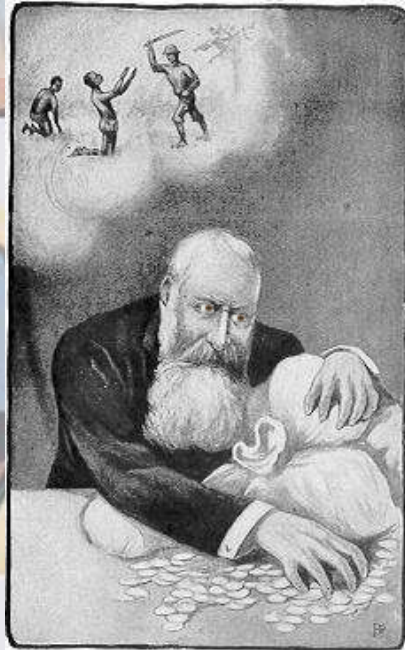


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# Belgian Congo

At request of **Leopold II** – king of Belgium,--H. M. Stanley established trading stations, signed “treaties” with African chiefs, and claimed land for Belgium – rubber tree plantations were created



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## King Leopold II: (r. 1865 - 1909)



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## Belgian Congo

### *Leopold*

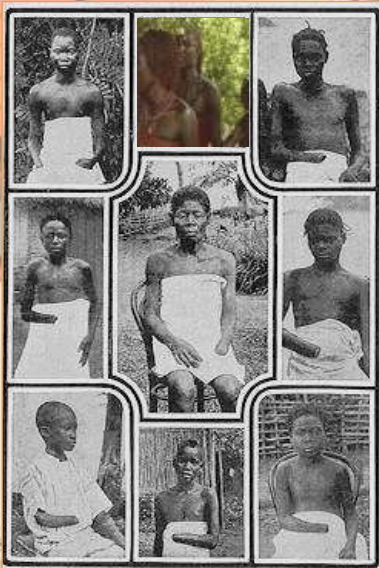
- Central Africa's Congo Free State not ruled by European country
- King of Belgium, **Leopold II**, claimed territory for himself
- Leopold created personal fortune exploiting Congo's natural resources for himself

### *Demand for Rubber*

- 1890s, early 1900s, European, American demand for rubber increased
- To meet demand, **Leopold forced Congolese subjects to extract rubber from region's rubber trees; millions died from overwork, disease**
- Eventually international outcry caused Belgian government to take control of Congo, 1908

## 5-8 Million Victims! (50% of Popul.)

What is the purpose of this Belgian official's message?  
Read below:



*“It is blood-curdling to see them (the soldiers) returning with the hands of the slain, and to find the hands of young children amongst the bigger ones evidencing their bravery... The rubber from this district has cost hundreds of lives, and the scenes I have witnessed, while unable to help the oppressed, have been almost enough to make me wish I were dead... This rubber traffic is steeped in blood, and if the natives were to rise and sweep every white person on the Upper Congo into eternity, there would still be left a fearful balance to their credit.” -- Belgian Official*



## Harvesting Rubber



## Punishing "Lazy" Workers



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## Leopold Defends Himself in Paris, 1903

Are you persuaded  
by this defense?

King Leopold (to Loubert) :  
How about that! John  
Bull claims that I  
tortured, robbed and  
murdered more than he  
did. . .

Loubert : No, your Majesty,  
that's impossible.



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# Mock Trial: King Leopold's "Heart of Darkness"

- **Introduction:** Yes, we are going put King Leopold II on trial! Here's what we need:
- **Participants:**
  - Judge (1-5) prosecutor(s) (1-3) defense attorney(s) (1-3), Witnesses for the prosecution (1-2), witnesses for the defense (1-2), bailiff (swears in witnesses and marks evidence) (1), Jury (up to twelve), one of whom should be named jury foreman; alternates may also be designated.

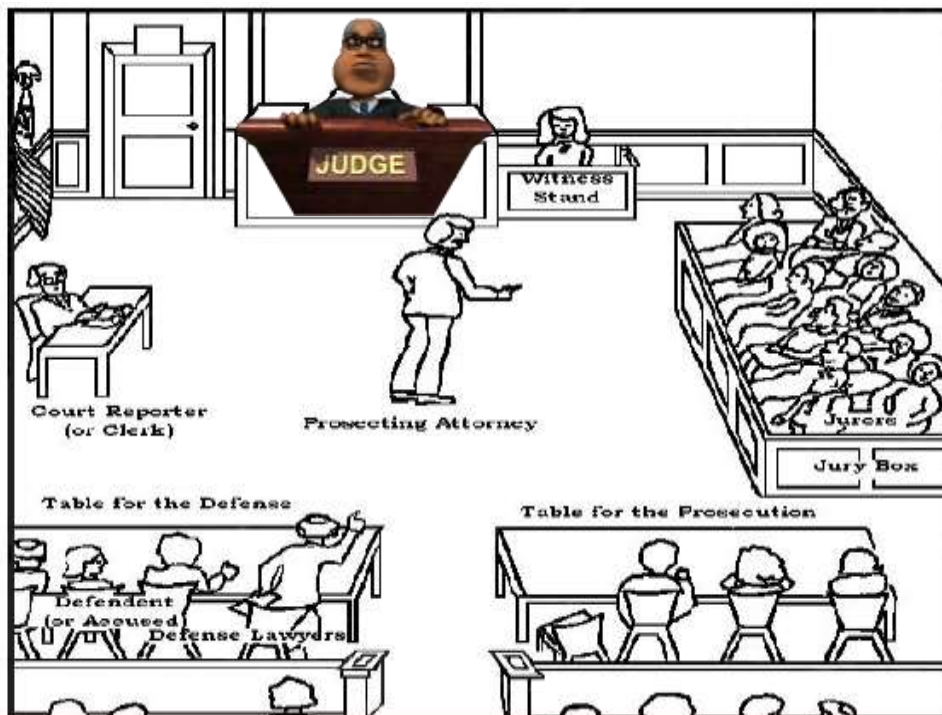


**“I must see your completed work by the last 10 minutes of the period!” See the requirements for your group, below:**

- **Everyone:** Read the article “King Leopold's "Heart of Darkness” and answer the accompanying comprehension questions.
- **Judges:** You must master court trial procedure and direct every step of the trial! You are in charge! In addition, if an attorney cries “objection!” you must decide to “sustained” (agree with the objection) or “overruled” (disagree with the objection). Prepare a two-column chart, one column with 10 fact-based arguments for the defense, the other column with 10 fact-based arguments for the prosecution.
- **Prosecution Team:** Prepare opening statement, 10 good arguments with evidence, fact-based questions for witnesses, closing statement.
- **Defense Team:** Prepare opening statement, 10 good arguments with evidence, fact-based questions for witnesses, closing statement.
- **Witnesses:** Become a master of your role in the trial. If you are Leopold II, you must KNOW him and how he would respond to questions. You must provide factual answers! Develop 10 facts about Leopold, especially concerning his treatment of the Congo
- **Jury:** Review the grading rubric for the court trial. Prepare a two-column chart, one column with 10 fact-based arguments for the defense, the other column with 10 fact-based arguments for the prosecution. You should expect to see some of these arguments presented during the trial. You will unanimously reach a verdict towards the end of the trial.

### Simplified Steps in a Trial:

1. Calling of Case by Bailiff: "All rise. The Court of \_\_\_\_\_ is now in session. Honorable Judge \_\_\_\_\_ presiding.
2. Opening Statement: First the prosecutor (criminal case) or plaintiff's attorney (civil case), then the defendant's attorney, explain what their evidence will be and what they will try to prove.
3. Prosecution's or Plaintiff's Case: Witnesses are called to testify (direct examination) and other physical evidence is introduced. Each witness called is cross-examined (questioned so as to break down the story or be discredited) by the defense.
4. Defendant's Case: Same as the third step except that defense calls witnesses for direct examination; cross-examination by prosecution/plaintiff.
5. Closing Statement: An attorney for each side reviews the evidence presented and asks for a decision in his/her favor.
6. Jury Instructions (Jury Trials Only): The Judge explains to the jury appropriate rules of law that it is to consider in weighing the evidence. As a general rule, the prosecution (or the plaintiff in a civil case) must meet the burden of proof in order to prevail. In a criminal case this burden is very high. In order for the accused? Are some parts of the trial more important than others? Would you trust a jury of your peers to determine your guilt or innocence? Students should also explore their reactions to playing attorneys, witnesses, jurors, and the judge. What roles do each play in the trial process?





## Mock Trial Judging Form

For mock trial competitions, the performance winner is the side scoring the highest number of points. A sample rating sheet is provided that can be used to determine the winner in mock trial competitions.

### Instructions

This rating sheet is to be used score mock trial teams. For each of the 13 standards listed below, indicate a score from the following scale.

1. poor
2. below average
3. average
4. above average
5. superior

Scoring of the presentation should be independent of your decision on the merits of the case. In case of a tie, the team with the highest overall performance score will be declared the winner. Circle the winning team below.

Prosecution: \_\_\_\_\_ (team name)    Defense: \_\_\_\_\_ (team name)

| Standards  |             |         |
|--|-------------|---------|
| ATTORNEYS  | Prosecution | Defense |
| THE OPENING STATEMENT provides a clear and concise description of the anticipated presentation.  |             |         |
| ON DIRECT EXAMINATION, attorneys asked questions that brought out key information for their side of the case and kept the witnesses from discussing irrelevant issues.                                       |             |         |
| ON CROSS-EXAMINATION, attorneys exposed contradictions in testimony and weakened the other's side case without becoming antagonistic.  |             |         |
| IN QUESTIONING OF WITNESS, attorneys properly phrased questions and demonstrated a clear understanding of trial procedures.  |             |         |
| IN THE CLOSING STATEMENT, the attorney made an organized and well-reasoned presentation emphasizing the strengths of his or her side of the case and addressing the flaws exposed by the opposing attorneys. |             |         |
| UNDERSTANDING OF THE ISSUES AND LAW in the case was demonstrated by the attorneys.   |             |         |
| SPONTANEITY was demonstrated by attorneys in their ability to respond to witnesses and in the overall presentation of the case.  |             |         |

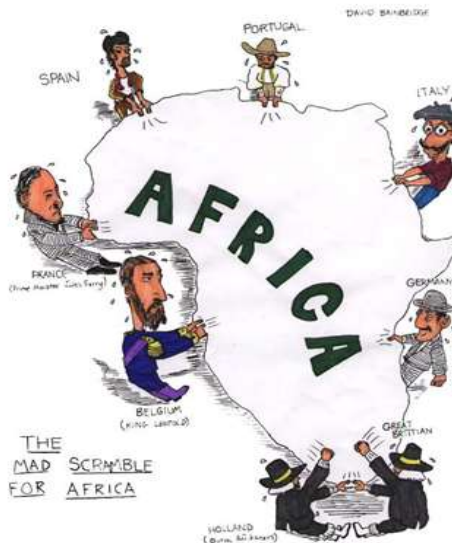
| Standards  |             |         |
|--|-------------|---------|
| WITNESSES  | Prosecution | Defense |
| CHARACTERIZATIONS were believable and witness testimony was convincing.  |             |         |
| PREPARATION was evident in the manner witnesses handled questions posed.   |             |         |
| FAVORABLE TESTIMONY for their side was given by witnesses based upon the record or what could be reasonably implied from the Fact Situation and Witness Sheets. (Deduct points for deviation and embellishment.) |             |         |
| SPONTANEITY was demonstrated by witnesses in their responses to questions.   |             |         |
| Standards  |             |         |
| TEAM   | Prosecution | Defense |
| COURTROOM DECORUM and courtesy were observed by team members, and voices were clear and distinct.  |             |         |
| ALL TEAM MEMBERS were actively involved in the presentation of the case.   |             |         |
| <b>TOTAL SCORE FOR TEAMS:</b><br>overall team performance (Maximum 50 points)  |             |         |

Name \_\_\_\_\_ Period \_\_\_\_\_

## Imperialism in Africa: Cartoon Response

**Do Now!:**

Directions: Answer the following questions based on the cartoon.



1. According to this cartoon, which European countries were fighting for a position in Africa?

2. How did the Berlin Conference lead to the situation shown in the cartoon?

Look this up on Internet!



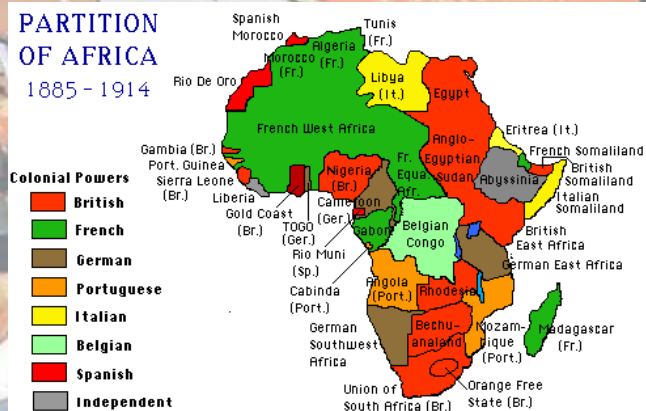
## The Fight for African Territory: Britain, France, Germany & Italy

- 1) New military and naval bases to protect one's interests against other European powers
- 2) Br. concerned by Fr. & Ger. land grabs in 1880s; might seal off their empires with high tariffs & restrictions; future economic opportunities might be lost
- 3) Increased tensions between the “haves” (e.g. British Empire) and the “have nots” (e.g. Germany & Italy) who came in late to the imperialistic competition.

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## Africa: Berlin Congress 1884-85

- **Berlin Congress** -- Established the "rules" for conquest of Africa = **“Paper Partition”**
- Sponsored by Bismarck & Jules Ferry ; sought to prevent conflict over imperialism
- Congress coincided w/ Ger.'s rise as an imperial power
- Agreed to stop slavery & slave trade in Africa



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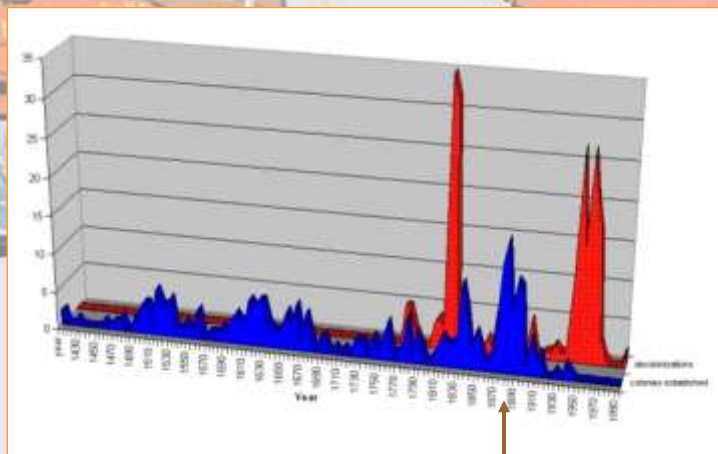
# Berlin Conference of 1884-1885



Another point of view? →

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# European Colonization/Decolonization Patterns



Berlin Conference of 1884-85

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## Infer

How did the Berlin Conference contribute to the Scramble for Africa?

**Answer(s):** set rules for the division of Africa among the European nations



## Africa: Trouble in Sudan

- **Britain:** perhaps the most enlightened of the imperialist powers (though still oppressive)
  - Took control of Egypt in 1883 (model for "New Imperialism")
  - Pushed southward and took control of Sudan
- **Battle of Omdurman** (1898): **General Horatio H. Kitchener** defeated Sudanese tribesman and killed 11,000 (use of machine gun) while only 28 Britons died





- **Fashoda Incident (1898):** France & Britain nearly went to war over Sudan; France backed down in the face of the Dreyfus Affair; Britain gets Sudan



## Dutch Landing in 1652



Dutch settlers became known as **“Boers”** and **“Africaners”** (whites).

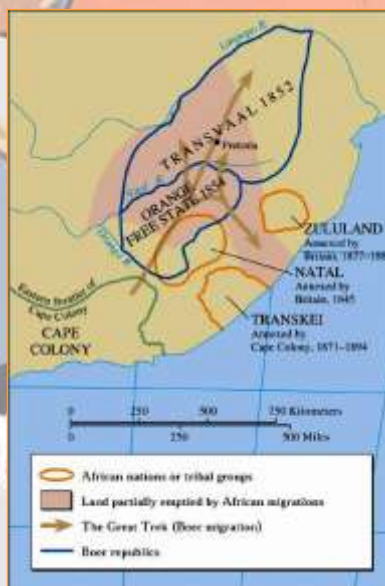


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## The Great Trek, 1836-38



**Afrikaner**



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## Boers Clash With the Xhosa Tribes of South Africa



Boer Farmer




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### The Zulu

- Zulu people resisted colonialization more than 50 years
- Zulu leader **Shaka** built a strong kingdom by subduing several neighboring peoples
- Shaka's half-brothers assassinated him in order to gain power.
- 1879, British invaded Zulu territory, annexed kingdom as colony





## Analyze this song!

- He is Shaka the unshakeable,  
Thunderer-while-sitting, son of Menzi  
He is the bird that preys on other birds,  
The battle-axe that excels over other battle-axes in sharpness,  
He is the long-strided pursuer, son of Ndaba,  
Who pursued the sun and the moon.  
He is the great hubbub like the rocks of Nkandla  
Where elephants take shelter  
When the heavens frown...
- – *Traditional Zulu praise song, English translation by Ezekiel Mphahlele*



## Write and Perform a Play: “Shaka’s Life in Five Minutes!”

- **Directions:**
  - 1) First, read the article “Shaka.” As you read, highlight important parts of Shaka’s life and death. For example, what were his greatest triumphs and defeats?
  - 2) Next, in a group of approximately four students, write a skit about Shaka’s life and death, to be rehearsed and performed in front of the class in a total of five minutes! Your dramatic skit, modeled after a Greek or Shakespearean tragedy, must contain factual information about Shaka. Information to include: Family life, weapons and type of warfare used, successes and failures, his death. Write your skit with major characters and a plot!
  - 3) Perform! Extra kudos and consideration given to those skits with costumes and props!

## Assignment: Create a Pictorial Timeline of the Early History of South Africa

- **Directions:** I will present notes (or you will research) about the early history of South Africa on the following slides. You will draw a picture of each time period and write a short summary caption underneath each picture. Here's how it should be organized:

| The Dutch in South Africa 1600-1800's | Shaka Zulu & Resistance 1800's | Discovery of Gold & Diamonds 1800's | Boer War 1899-1902 |
|---------------------------------------|--------------------------------|-------------------------------------|--------------------|
|                                       |                                |                                     |                    |
| Caption:                              | Caption:                       | Caption:                            | Caption:           |

[www.sahistory.org.za](http://www.sahistory.org.za)

## Warm Up: How does this....



Lead to this?

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## Boer-British Tensions Increase

- ❖ **1877** - Britain annexed the Transvaal.
- ❖ **1883** - Boers fought British in the Transvaal and regained its independence -- **Paul Kruger** becomes President
- ❖ **1880s** - Gold discovered in the Transvaal



Paul Kruger (1825-1904)

## Diamond Mines



Raw Diamonds

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## South Africa and the Boer War (1899-1902)

- ◎ **Cecil Rhodes** had become Prime Minister of Cape Colony ; principal sponsor of the Cape-to-Cairo dream where Britain would dominate the continent.
- ◎ Diamonds and gold were discovered in the Transvaal and Rhodes wanted to extend his influence there but region controlled by **Boers** (descendents of Dutch settlers)
- ◎ **Kruger Telegram** (1902): Kaiser Wilhelm II, dispatched telegram to Boers congratulating them on defeating British invaders without need of German assistance
  - Anger swept through Britain aimed at **Germany**.



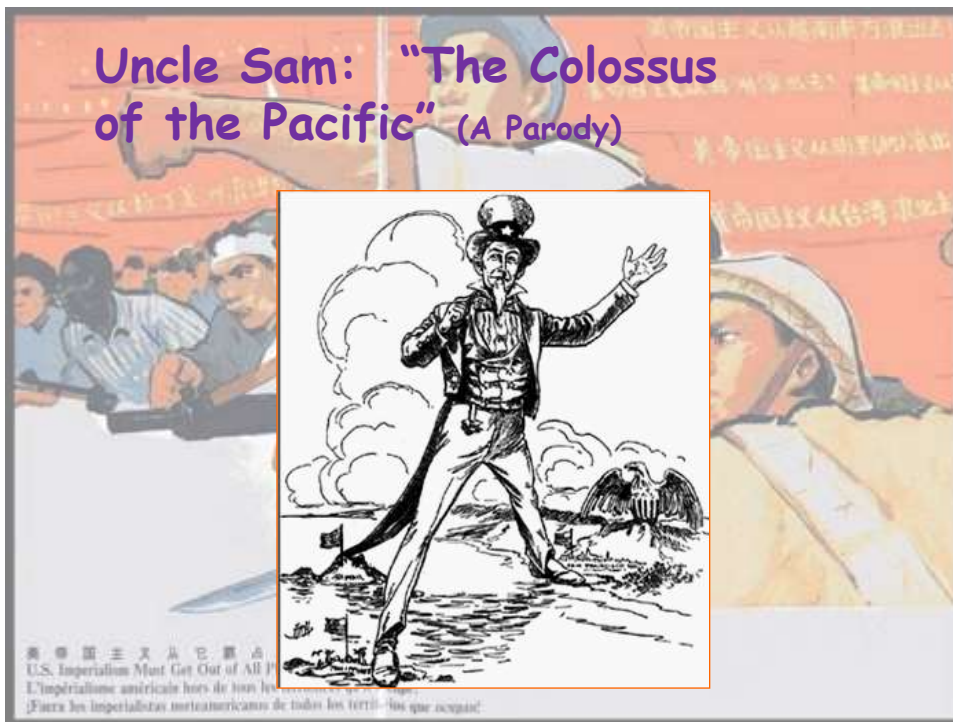
## Cecil Rhodes (1853-1902)



The Colossus of Rhodes

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## Uncle Sam: "The Colossus of the Pacific" (A Parody)



## The Boer War

### *Dutch Settlers*

- British met opposition to land claims in southern Africa
- Dutch settlers, Boers, had lived in region since 1600s

### *No Political Rights*

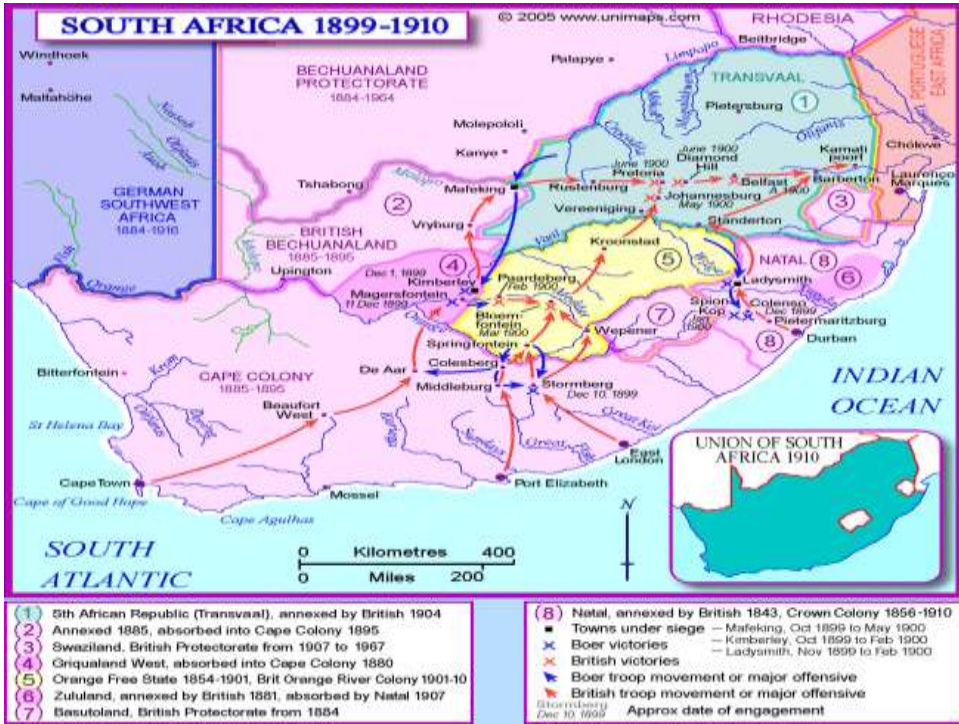
- Gold discovered late 1800s
- Boers refused to grant political rights to foreigners, including British

### *Heightened Tensions, War*

- Britain tried to make Boer territory part of British empire
- 1899, war broke out
- Boer forces outnumbered

### *Union of South Africa*

- British committed numerous atrocities, defeated Boers
- 1902, Boer territory became self-governing Union of South Africa under British control



# The Boer War: 1899 - 1900



**The Boers**



**The British**

美國主義是它最點的一項地方  
 U.S. Imperialism Must Get Out of All Places It Occupies  
 L'imperialisme américain hors de tous les territoires occupés  
 ¡Fuera los imperialistas norteamericanos de todos los territorios que ocupan!



## A Future British Prime Minister

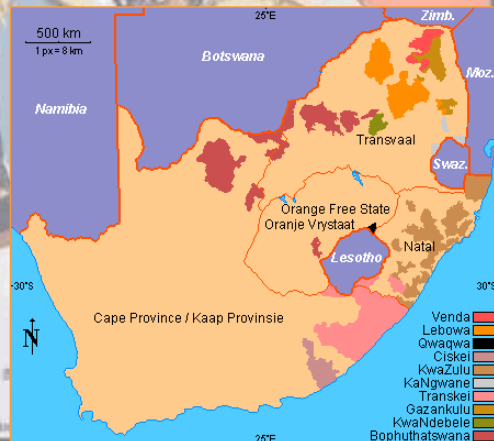


British Boer War Correspondent,  
Winston Churchill

U.S. Imperialism Must Get Out  
L'impérialisme américain hors de nos territoires  
Für die Imperialisten in Amerika von allen den Territorien, die sie besetzen

## Results of the Boer War (1899-1902)

- Massive British force eventually defeated Boers and in 1910 the Transvaal, Orange Free State, Cape Colony, & Natal combined to form the Union of South Africa.



## African Resistance

Africans did not passively accept European claims to rule over them. As European troops advanced on African territory, they met stiff resistance.

### *Ethiopia*

- Only nation to retain independence by matching European firepower
- 1889, emperor **Menelik II** modernized nation, army
- 1895, Italian forces invaded over treaty dispute
- Menelik's forces defeated Italians

Even without modern weapons, other Africans still fiercely resisted European powers.

美帝国主义从它霸占的一切地方滚出去  
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## French and Germans

### *French West Africa*

- West Africa, leader of Malinke peoples, Samory Touré, formed army to fight against French rule; fought for 15 years; proclaimed self king of Guinea
- 1898, French defeated Touré, ended resistance to French rule in West Africa

### *German East Africa*

- Africans called on gods, ancestors for spiritual guidance in resistance
- 1905, several African peoples united to rebel against Germans' order to grow cotton for export to Germany

### *Rebellion Put Down*

- To combat Germans, spiritual leader encouraged followers to sprinkle magic water over bodies to protect selves from German bullets; did not work
- Rebellion quickly put down; Germans killed tens of thousands of Africans

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# THE NEW IMPERIALISM IN AFRICA

**QUICK  
FACTS**

## CAUSES

- European nations needed raw materials.
- European leaders wanted power and land.
- Europeans believed in Social Darwinism.

## EFFECTS

- Africans lost their land and independence.
- Many Africans died resisting the Europeans.





## 20<sup>th</sup> Century Independence Movements

**Understanding Goal:**  
*Local actions can trigger global change.*



Prime Minister of Kenya, Jomo Kenyatta, 1963

**Investigative Question:**  
*What were the local and global effects of independence movements around the world?*

**Explore:**

Based on the images, in what countries did some of the world's 20th century independence movements occur? What might have sparked these local movements?

**Connect:**

Can you think of any independence movements currently taking place in the world? What is the status of these movements?



Map of the Middle East



Flag of India

## Socratic Seminar: “I Speak of Freedom.”

- **Instructions:** We will participate in a Socratic Seminar on the article “I Speak of Freedom,” by **Kwame Nkrumah**-- the leader of Ghana, the former British colony of the Gold Coast and the first of the European colonies in Africa to gain independence with majority rule.
- We will review the rules of a Socratic Seminar (handout).
- You will read the article “I Speak of Freedom.” You **MUST** prove that you read it by giving me a “ticket” (completion of a comprehension “test” which I will reveal before the seminar). If you do not give me the ticket, you cannot participate, and you will receive a “zero.”

U.S. In  
L'Empire

¡Fuerza los imperialistas norteamericanos de todos los territorios que ocupan!

**Today's Learning Objective: Learn about why and how different African countries struggled for independence!**

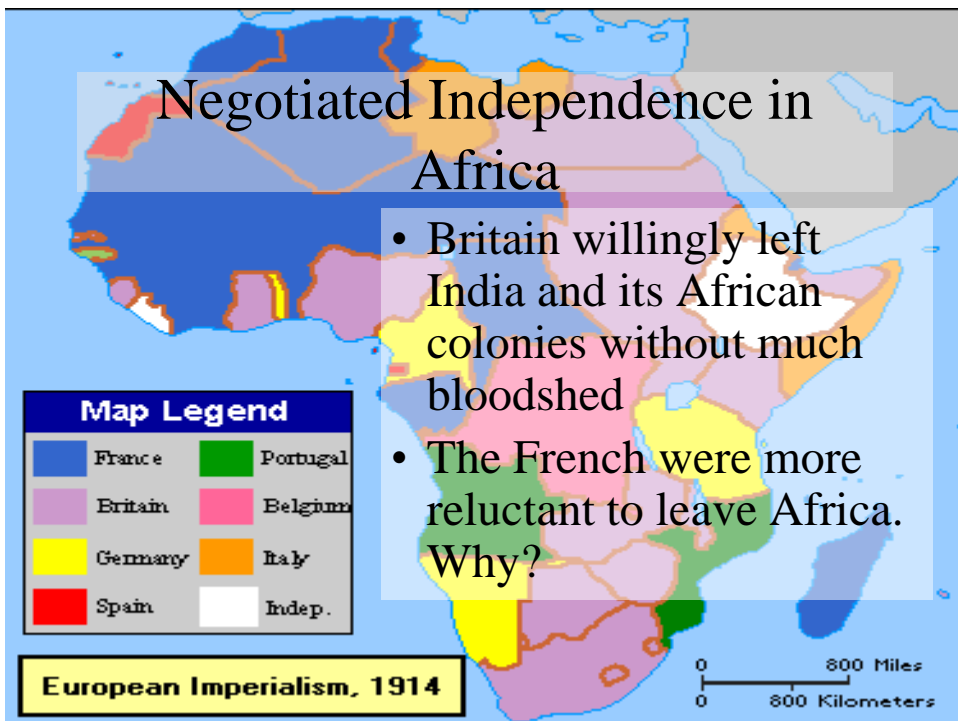


- **Warm Up:** In 5 minutes, we will begin our Socratic Seminar on the article “I Speak of Freedom,” by **Kwame Nkrumah**--the leader of Ghana, the former British colony of the Gold Coast and the first of the European colonies in Africa to gain independence.
- In order to participate, you must produce the following “ticket” within **5 minutes:** Using one of Nkrumah’s examples of European abuse of the nations of Africa, draw a rough political cartoon to illustrate this point.
- **Opening Question:** Would Africa really be better off if the Europeans granted all nations of Africa their independence?
  - Use evidence from the readings to prove or disprove your point.

**JFK and Kwame Nkrumah?**

## Additional Seminar Questions

- 1) According to Nkrumah, what was the European’s intended “mission” in Africa when they conquered it? Was this a “just” mission? Why or why not/
- 2) Why are the nations of Africa poor, but “potentially, extremely rich?” Were you convinced by Nkrumah’s argument here?
- 3) Why does Nkrumah propose the political unity of Africa, rather than “a loose confederation designed only for economic co-operation?”
- 4) In the last paragraph Nkrumah writes:
  - “There is a tide in the affairs of every people when the moment strikes for political action. Such was the moment in the history of the United States of America when the Founding Fathers saw beyond the petty wranglings of the separate states and created a Union. This is our chance. We must act now. Tomorrow may be too late and the opportunity will have passed, and with it the hope of free Africa’s survival.”
- What action does Nkrumah propose that the nations of Africa take and why? Why does he compare Africa’s struggle with America’s Revolutionary War. Predict whether the nations of Africa will be successful in this action!





## France's reluctance to grant independence

- **France gives up the following:**
  - **1945**—France was persuaded by Arabs and British to free Syria and Lebanon
  - **1956**—France released Tunisia and Morocco released to native rulers
  - **1962**--War in Algeria - after resistance much resistance, French President Charles de Gaulle granted Algeria its independence.
  - **Question:** Why were the French so stubborn in Algeria?

## Case Study: Why didn't the French want to leave Algeria?

- The presence of sizeable European settler populations complicated the path from colony to nation.
  - Algeria: 1 million Europeans
    - French leaders claimed that Algeria was an important part of metropolitan France.
    - The *colons* constituted a minority to the 9 million indigenous Arabs and Berber peoples.

The Sahara dominates Algeria, holding sandy sway over some 80 percent of the nation. Most Algerians live along the country's Mediterranean coastline.

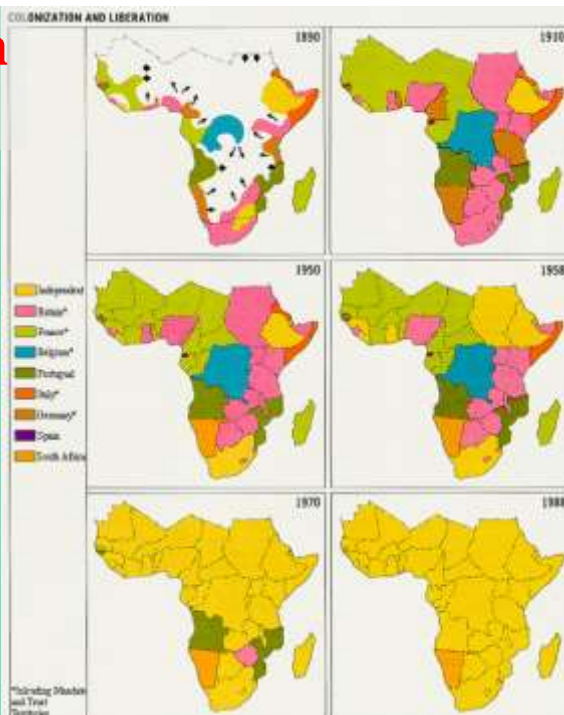
# The Algerian War of Independence

- **The Algerian War of Independence**
  - An eight year war (1954-1962), between France and Algeria, at a cost of as many as 300,000 lives.
  - At home, French society was torn apart.
- The negotiations to end the war began only after an insurrection led by *colons*—*military generals*--and army officers had caused the French Fourth Republic to fall in 1958 and brought Charles de Gaulle to power.
  - By 1962, more than 9/10ths of the European population had departed. France granted Algeria its independence!

## Decolonization Map

### Question:

- What interesting patterns do you notice here about decolonization?





## Africa Independence Map Activity

### Directions:

- 1) If the weather is nice enough, we will go outside where you will draw a very large-scale map of African independence!
- 2) Grab a red geography book and use the atlas in front to locate the countries.
- Using sidewalk chalk, draw, label and color all the countries, including the years they gained independence! Please refer to your list of independence dates.

### A Chronological List of Independence Dates for Africa.

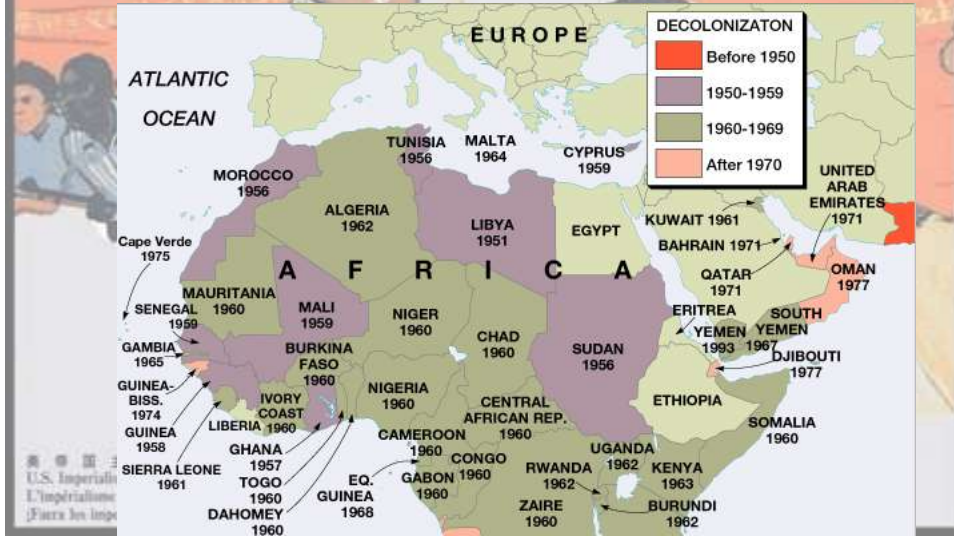
| Country   | Independence Date | Prior ruling country |
|---|-------------------|----------------------|
| Liberia, Republic of                                    | 26 July 1847      | -                    |
| South Africa, Republic of                               | 31 May 1910       | Britain              |
| Egypt, Arab Republic of                                 | 28 February 1922  | Britain              |
| Ethiopia <sup>1</sup> , People's Democratic Republic of | 5 May 1941        | Italy                |
| Libya (Socialist People's Libyan Arab Jamahiriya)       | 24 December 1951  | Britain              |
| Sudan, Democratic Republic of                           | 1 January 1956    | Britain/Egypt        |
| Morocco <sup>2</sup> , Kingdom of                       | 2 March 1956      | France <sup>2</sup>  |
| Tunisia, Republic of                                    | 20 March 1956     | France               |
| Ghana, Republic of                                      | 6 March 1957      | Britain              |
| Guinea, Republic of                                     | 2 October 1958    | France               |
| Cameroon <sup>3</sup> , Republic of                     | 1 January 1960    | France               |
| Togo, Republic of                                       | 27 April 1960     | France               |
| Mali, Republic of                                       | 20 June 1960      | France               |
| Senegal, Republic of                                    | 20 June 1960      | France               |
| Madagascar, Democratic Republic of                      | 26 June 1960      | France               |



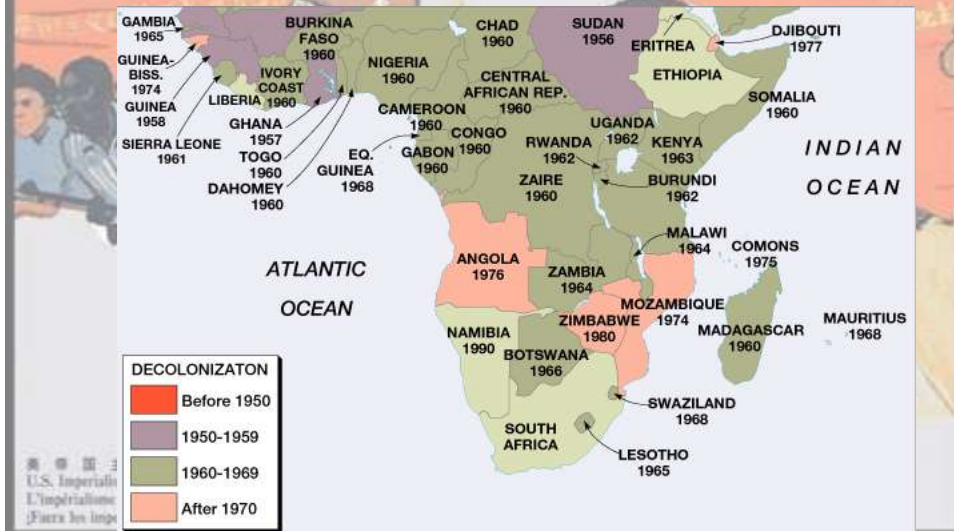
|   |                  |         |
|---|------------------|---------|
| <b>Congo (Kinshasa), Democratic Republic of the</b> | 30 June 1960     | Belgium |
| <b>Somalia, Democratic Republic of</b>              | 1 July 1960      | Britain |
| <b>Benin, Republic of</b>                           | 1 August 1960    | France  |
| <b>Niger, Republic of</b>                           | 3 August 1960    | France  |
| <b>Burkina Faso, Popular Democratic Republic of</b> | 5 August 1960    | France  |
| <b>Côte d'Ivoire, Republic of (Ivory Coast)</b>     | 7 August 1960    | France  |
| <b>Chad, Republic of</b>                            | 11 August 1960   | France  |
| <b>Central African Republic</b>                     | 13 August 1960   | France  |
| <b>Congo (Brazzaville), Republic of the</b>         | 15 August 1960   | France  |
| <b>Gabon, Republic of</b>                           | 17 August 1960   | France  |
| <b>Nigeria<sup>4</sup>, Federal Republic of</b>     | 1 October 1960   | Britain |
| <b>Mauritania, Islamic Republic of</b>              | 28 November 1960 | France  |
| <b>Sierra Leone, Republic of</b>                    | 27 April 1961    | Britain |
| <b>Tanzania, United Republic of</b>                 | 9 December 1961  | Britain |
| <b>Burundi, Republic of</b>                         | 1 July 1962      | Belgium |
| <b>Rwanda, Republic of</b>                          | 1 July 1962      | Belgium |
| <b>Algeria, Democratic and Popular Republic of</b>  | 3 July 1962      | France  |
| <b>Uganda, Republic of</b>                          | 9 October 1962   | Britain |
| <b>Kenya, Republic of</b>                           | 12 December 1963 | Britain |

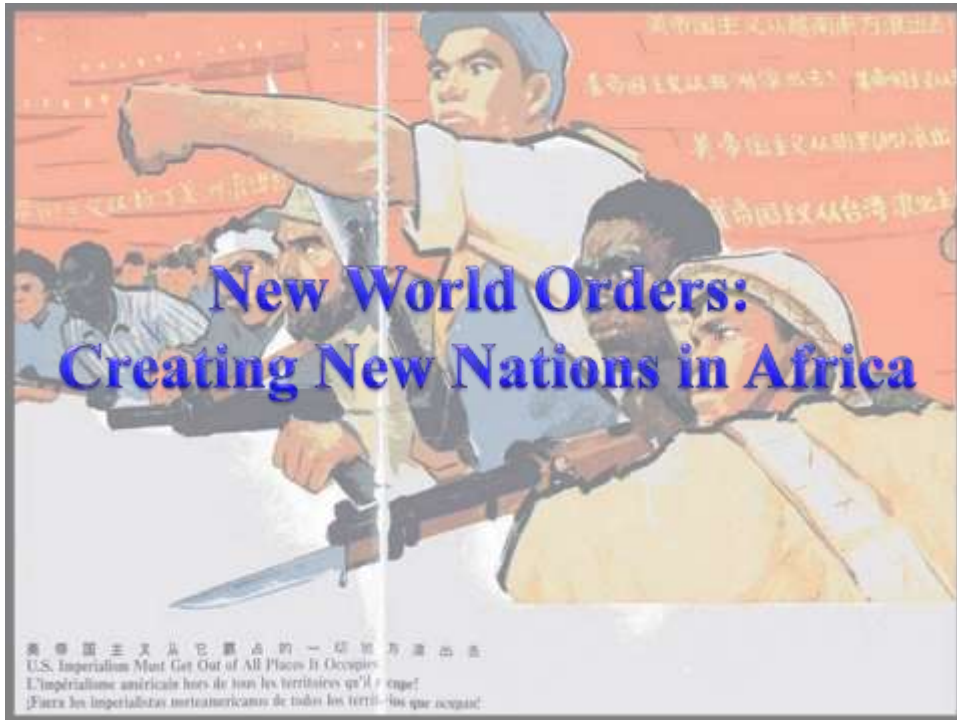
|  |                   |              |
|--|-------------------|--------------|
| <b>Malawi, Republic of</b>                           | 6 July 1964       | Britain      |
| <b>Zambia, Republic of</b>                           | 24 October 1964   | Britain      |
| <b>Gambia, Republic of The</b>                       | 18 February 1965  | Britain      |
| <b>Botswana, Republic of</b>                         | 30 September 1966 | Britain      |
| <b>Lesotho, Kingdom of</b>                           | 4 October 1966    | Britain      |
| <b>Mauritius, State of</b>                           | 12 March 1968     | Britain      |
| <b>Swaziland, Kingdom of</b>                         | 6 September 1968  | Britain      |
| <b>Equatorial Guinea, Republic of</b>                | 12 October 1968   | Spain        |
| <b>Guinea-Bissau, Republic of</b>                    | 10 September 1974 | Portugal     |
| <b>Mozambique, Republic of</b>                       | 25 June 1975      | Portugal     |
| <b>Cape Verde, Republic of</b>                       | 5 July 1975       | Portugal     |
| <b>Comoros, Federal Islamic Republic of the</b>      | 6 July 1975       | France       |
| <b>São Tomé and Príncipe, Democratic Republic of</b> | 12 July 1975      | Portugal     |
| <b>Angola, People's Republic of</b>                  | 11 November 1975  | Portugal     |
| <b>Western Sahara<sup>5</sup></b>                    | 28 February 1976  | Spain        |
| <b>Seychelles, Republic of</b>                       | 29 June 1976      | Britain      |
| <b>Djibouti, Republic of</b>                         | 27 June 1977      | France       |
| <b>Zimbabwe, Republic of</b>                         | 18 April 1980     | Britain      |
| <b>Namibia, Republic of</b>                          | 21 March 1990     | South Africa |
| <b>Eritrea, State of</b>                             | 24 May 1993       | Ethiopia     |

# Decolonization in Africa and Asia after World War II



# Decolonization in Africa and Asia after World War II





### Africa

**Understanding Goal:**  
*Africa is a continent in conflict.*



**Investigative Question:**  
*How has the exploitation of human and natural resources throughout Africa's history contributed to current conflicts?*

**Explore:** Carefully examine the maps. How many ethnic tribes are in Africa? Compare this to the number of countries in Africa. Based on this comparison, what issues might arise?

**Connect:** Do you think the world has a responsibility to help the struggling nations in Africa? What part should former "exploiters" play?





## Statebuilding in Africa: from Village to Nation

– Between 1945 and 1975, 40 independent states took form in Africa

- **The Legacy of Colonialism**

– **Three barriers to creating a nation:**

- 1) **Frail national identity** - traditional boundaries had been superimposed by European colonial territories
  - Ethnic and tribal groups divided, rival groups together
- 2) **Uncertain economy** - had been built to benefit colonial power
  - Land devoted to cash, not subsistence, crops. **Cash crops** are sold on the open market.
  - Men drawn from home farms to work in mines for export
- 3) **Cultural problems** - uneducated populace, rival religions
  - Muslim, Christian, **polytheist** (belief in many gods), and **animist** (belief that spirits inhabit all living things).



## Communism Vs. Democracy in Africa

**Communism** is an economic and political system that promotes the establishment of a classless, stateless society based on common ownership of the means of production. Single-part, authoritarian rule is common; Elections are not.

**Democracy** is a system of government by which its authority depends upon the will of the people; government is run directly by citizens or through their elected representatives.

# Communism Vs. Democracy in Africa

- Where independence was achieved with guerrilla warfare, socialism/communism was favored
  - **Angola** - Marxist government formed with help from Soviet Union 1976
  - **Algeria** - socialist government
  - **Libya** - Marxist-Leninist govt. formed by **el-Qaddafi**
  - **Ethiopia** - emperor Haile Selassie overthrown
- Elsewhere, responsible efforts to modernize
  - Léopold Senghor of Senegal, Patrice Lumumba of Zaire, Jomo Kenyatta of Kenya
  - Julius Nyere (Tanzania ), Robert Mugabe (Zimbabwe), failed
- **Democracy in South Africa under Nelson Mandela**

**Kwame Nkrumah**

**Patrice Lumumba**

## The African Governments

- **Authoritarian rulers** –one person with absolute power, often a dictator--in one-party states
  - Some pursued sound plans
  - Many tempted by wealth and power - became corrupt and inefficient
  - The following leaders were overthrown during military coups and replaced by generals:
    - Ghana – **Kwame Nkrumah** --1<sup>st</sup> leader of an independent Ghana, advocated socialism--ousted 1966
    - Zaire - **Patrice Lumumba** -- was an African anti-colonial leader and the first legally elected Prime Minister of the Republic of the Congo –was assassinated, replaced by general Joseph Mobutu
    - Uganda, Nigeria, Southern Rhodesia - conflicts and violence



# Muammar Abu Minyar al-Gaddafi

- **Muammar Abu Minyar al-Gaddafi** (born 1942) has been the *de facto* leader of Libya since a 1969 coup.
- He is the fourth longest-serving head of state currently in office and longest-serving head of government.
- Blended Arab nationalism, aspects of the welfare state and "direct, popular democracy."
- He called this system "**Islamic socialism**"-- permitted private control over small companies, while the government controlled the larger ones.
- Welfare, "liberation," and education were emphasized.
- He also imposed a system of Islamic morals, outlawing alcohol and gambling.




# Léopold Sédar Senghor

- **Léopold Sédar Senghor** (1906 – 2001) was a Senegalese poet, politician, and cultural theorist who served as the first president of Senegal (1960–1980).
- Senegal started a multi-party regime (limited to three: socialist, communist and liberal) as well as a performing education system. Senghor is often falsely seen as a democrat; however, he imposed a one-party regime and violently crushed several student protest movements.




U.S. Imperialism Must Get Out of All Places It Occupies  
L'impérialisme américain hors de tous les territoires qu'il occupe!  
¡Fuera los imperialistas norteamericanos de todos los territorios que ocupan!





# Jomo Kenyatta

- **Jomo Kenyatta** (1894–1978) served as the first Prime Minister (1963–1964) and President (1964–1978) of Kenya. He is considered the founding father of the Kenyan nation.
- instituted a relatively peaceful land reform
- pursued a pro-Western, anti-Communist foreign policy.



美帝國主義必將從非洲各地方滾出去  
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## Desmond Tutu Creative Arts Activity



- **Why?**
- Learn about Desmond Tutu, a fascinating man who tried to bring nonviolent change to South Africa. Tell others about his accomplishments and honors!
- **Steps**
- 1. Research the life of Desmond Tutu and the complex society of South Africa. You will find that he was the first black Anglican bishop of Johannesburg. He was awarded the Nobel Peace Prize in 1984. Find pictures and details about his life and efforts to end apartheid.
- 2. Draw a picture of Desmond Tutu with Crayola® Colored Pencils. Color his likeness using Crayola Multicultural Markers and Multicultural Crayons. Cut out the figure using Crayola Scissors.
- 3. On a large piece of construction paper, draw and color a map of South Africa.
- 4. Cut a small piece of foam to make Tutu's portrait stand out on your poster. Glue foam to the back of his portrait with Crayola School Glue. Attach the foam to the map.
- 5. On separate paper, write Tutu's name and important facts about his life and honors. Cut them out and glue them on the poster. Dry.



## One-Party Rule and Racial Conflict in South Africa

- **Union of South Africa (independent 1910)**
  - 4 million Europeans, 2 million “coloreds” (Asian and mixed identity), 20 million black Africans
- After winning the elections of 1948, the **Afrikaner** (white)-dominated **National Party** in South Africa enacted **apartheid**--an extreme form of racial segregation.
  - Apartheid laws stripped Africans, Indians, and colored persons (mixed descent) of their few political rights.
  - Schools segregated; country divided into racial “homelands”
- The **African National Congress** – a political party with the goal to increase the rights of the black South African population--opposed this legislation.

美國帝國主義及其他霸權的一切世界帝國主義  
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### The Apartheid laws

In 1948 the National Party, led by Dr Daniel Malan, won a General Election and promised to introduce Apartheid (separation) into South Africa. There were already a number of laws in place, eg. the Native Land Acts and laws against marriages between the races, that separated black and white South Africans. However these were to be developed by a series of GRAND and PETTY Apartheid laws:

#### GRAND APARTHEID LAWS

- ❖ The Population Registration Act - this grouped every South African into a particular race - white, indian, coloured (mixed race) and black (bantus). Only whites could vote, and the opportunities available to each group decreased according to their race.
- ❖ The Mixed Marriages Act - this made it a crime for any marriage to take place between a white person and a person of any other racial group.
- ❖ The Immorality Act - this made it a crime for any sexual act to be committed between a white person and a person of any other racial group. Between 1950 and 1985 there were more than 24,000 prosecutions and nearly half (11,614) were convictions.
- ❖ The Group Areas Act - this divided South Africa up into different areas where the different race groups could live. 84% of the land was given to the whites, even though they were only 15% of the total population. Blacks were only given 14% of the land, known as the 'Tribal Homelands', even though they made up over 80% of the population. If you were living in the 'wrong' area you had to move. Usually it was black and coloured people that had to move: out of 3.5 million people who had to leave their homes under this act between 1951 and 1986, only 2% were white.
- ❖ The Pass Laws - these laws made it compulsory for blacks to carry pass books (identity cards) at all times, which allowed them to have permission to be in a white area for a limited amount of time. If they did not have their pass, blacks could be arrested and imprisoned.

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## 'A REVOLUTION WITHOUT GUNS'

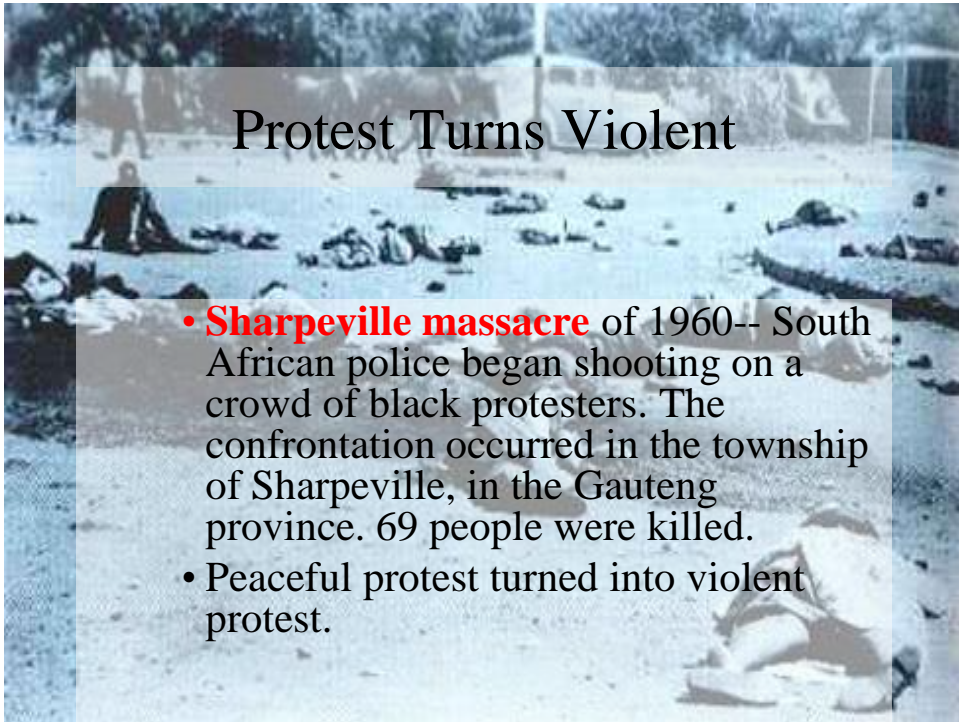
You are a member of the ANC committee and have to make plans for a DEFIANCE CAMPAIGN against the National Party Government.

- ⌚ You cannot use weapons to help you
- ⌚ You do not have much money
- ⌚ You have to plan for the consequences of your actions (eg go to jail)
- ⌚ You will not harm anyone
  
- ⌚ You do have large numbers of supporters
- ⌚ You can get lots of positive publicity if you carry out the right sort of actions

What can you do to fight apartheid?







## Protest Turns Violent

- **Sharpeville massacre** of 1960-- South African police began shooting on a crowd of black protesters. The confrontation occurred in the township of Sharpeville, in the Gauteng province. 69 people were killed.
- Peaceful protest turned into violent protest.



## Nelson Mandela goes to prison

- **Nelson Mandela**-- an anti-apartheid activist and leader of the African National Congress --was sentenced to life in prison in 1962 on charges of sabotage.

Mandela said, "I have fought against white domination and I have fought against black domination. I have cherished the ideal of a democratic and free society in which all persons live together in harmony and with equal opportunity. It is an ideal, which I hope to live for and to achieve. But, if need be, it is an ideal for which I am prepared to die." In your own words explain what Nelson Mandela meant by the statement he gave before being sentenced to life in prison.

### **The Pan African Congress (PAC)**

The PAC was formed in 1959 after a breakaway from the African National Congress. THE PEOPLE WHO JOINED WERE FRUSTRATED AT THE LACK OF PROGRESS THE ANC HAD MADE IN FIGHTING APARTHEID. Robert Sobukwe was the PAC's first president, elected at the founding conference in April 1959 in Johannesburg. THE PAC WAS AN AFRICAN ONLY ORGANISATION, WHEREAS THE ANC WANTED WHITES, BLACKS AND COLOURED TO JOIN TOGETHER. The PAC's first and most successful campaign was the protest against the pass laws - a campaign which was to prove to be a significant turning point for South Africa. PAC members were urged by Sobukwe to leave their passes at home and to surrender themselves for arrest at the nearest police station. Members were instructed to conduct the campaign in a spirit of non-violence which they did. But the protest erupted in tragedy when police opened fire on a group of protestors in Sharpeville who had presented themselves for arrest. Sixty-eight people were killed and 186 injured, many of them having been shot from the back. In the words of Benjamin Pogrund: The 705 bullets fired by the police that day changed South Africa, and nothing was ever to be the same again. The Sharpeville tragedy was the start of country-wide protests at the pass laws. A panic-stricken National Party government imposed a state of emergency and introduced legislation to ban both the PAC and the ANC. Hundreds of people were arrested. Sobukwe and many other PAC leaders were jailed, and when they were released they were restricted by bans. Many of the national and regional leaders went into exile.

- 1) Why did many people join the PAC?
- 2) Who was the leader of the PAC?
- 3) What was the main difference between the ANC and the PAC?
- 4) Describe what happened at Sharpeville.
- 5) What did the National Party do after Sharpeville?

YOU NEED TO THINK ABOUT THE REASONS WHY THE PAC STARTED AND HOW IT FOUGHT AGAINST APARTHEID.





A view from a riot during Apartheid





### Comparing Apartheid and Civil Rights in the US



Soweto Riot Casualty (one of over 1,000)



Sharpeville Massacre of 1960

### Segregation and Jim Crow Laws in the US



Jim Crow Segregation



President Wilson



Tulsa Race Riot



Birmingham, 1963

## “End Apartheid!” Protest Poster Activity

- **Directions:** Imagine that it is 1985. You are a black South African man or woman. Apartheid has taken away the rights of all black Africans. Nelson Mandela, leader of the anti-apartheid movement, has been imprisoned now for over two decades. You are a political activist who will create a protest poster, with the following:
  - 1) a catchy slogan, speaking out against apartheid– 5points
  - 2) a list of abuses which black South Africans have suffered – 5points
  - 3) A list of rights which all South Africans deserve. – 5points
  - 4) a plea to free Mandela and to create a new South African government (What kind of government do you want?) – 5points
  - 5) Decorate your poster and make it look neat and colorful! – 5points



## The Struggle Against Apartheid

### Resistance to Apartheid

- Government troops killed unarmed demonstrators killed and gained world-wide sympathy
- **Desmond Tutu**--a South African cleric and activist who rose to worldwide fame during the 1980s as an opponent of apartheid. Spread the message
- In 1990 **F.W. De Klerk**-- the last State President of apartheid-era South Africa, (1989 to 1994) freed Nelson Mandela. Mandela became the first black president of S. Africa in 1994. A democracy was established.



## Nelson Mandela Webquest

- **Introduction:**

During his 27 years in prison, Nelson Mandela became a symbol of resistance to racial oppression and injustice. He emerged to become the leader of post-apartheid South Africa. In this activity you will read about his life, his writings, and the views of biographers, colleagues, and friends.

- **Internet Site: The Long Walk of Nelson Mandela**

<http://www.pbs.org/wgbh/pages/frontline/shows/mandela/>

- Note: Clicking on the link above will launch a new browser window.

- **Directions:** Start at the Long Walk of Nelson Mandela Web site. Click on the four main links on the home page and on the chronology at the bottom of the page to read about Nelson Mandela, taking notes as you read. Click on additional links to learn more. After you have read the material, answer the following questions.

## Questions/Activities:

1. What was Mandela's connection to royalty?
2. What was Mandela's original profession? Where did he work?
3. What was the secret military arm of the ANC that Mandela led?
4. Where did Mandela spend most of his 27 years in prison? What was the significance of this time in prison, according to his biographers, friends, and colleagues?
5. Based on what you have learned about Nelson Mandela in your textbook and on the Web site, on a separate piece of paper write three entries in an imaginary diary of Mandela. Writing as if you were Mandela, choose different stages of his life, and include details gathered through your research.



## Closing Assignment on Nelson Mandela:

- 150-Word Response. Prompt:** Read “Nobel Award Ceremony Speech (Mandela)— 12/10/93.” Identify those characteristics which made Mandela an effective speechmaker and leader. What ideas and leadership ideals do you most admire, as presented in Mandela’s speech? Using Mandela as a role model, how can you apply some of these leadership qualities and ideas at CVSA to make us a better school community?

### Culture in South Africa Word Search Activity

Z HD E K M D R C H W B K P D O C J U W Y V Z P H  
 L Z F W X S I R R O A C O N E T B J U G M V T B I P W R E A N C Y T O U L  
 M J B Q M N R F S O P C A L L S U W O V T T P W E I K O R L  
 H R B Q M N R F S O P C A L L S U W O V T T P W E I K O R L  
 A L L M J J I Z T E L S Q B U I D Z V A N T W S P F C R Y G  
 K E C I K R R A V C Y D I E U A T A B B E R Y F  
 E M T A U E C Z M K A N X E U A T A B B E R Y F  
 L O A U K S I W H B T E R R G R D L N V Q Y W O A M P P  
 N M E J K V G N J F F L P N V Q Y W O A M P P  
 S A E J K V G N J F F L P N V Q Y W O A M P P  
 K R S Y E Z I G J D U J U R E E A B D O C C Y I V P P  
 S V Q W G V P R S F F W Y V E A B D O C C Y I V P P  
 U J T T H F J D I E H T R A P P A O N T V C M G O N I E  
 Z I M B A B W E T T E K C I R B Z D D L P F A S  
 A N U O E H H Q W T Z V F B Z Z Q M A L L F F A S  
 Q A D D H S C I H P A R R G O M E D D I V P A B G O N I E  
 Y M N T H K R R I A I D S Y P Q E H P A B G O N I E  
 T B Y O W N N S L F W A O S G G Q I J T B P P S Q U O I  
 O I E S V Q O F A B B S U L H G G B X O O E V B I H X E O  
 F A M E Q H Z T T K C S L E Q I O O E V B I H X E O  
 R R E L X S Z Z Y A K K F O L N D F R R N A M B L V X E O  
 J W F W Y H E M N F E S L B V N N L G M D D G G G U R  
 R E O B Z P N Z Z M N F E S L B V N N L G M D D G G G U R  
 R E O B Z P N Z Z M N F E S L B V N N L G M D D G G G U R

|              |                   |
|--------------|-------------------|
| AFRIKAANS    | MOZAMBIQUE        |
| APARTHEID    | NAMBIA            |
| BLOOD RIVER  | NATAL             |
| BOBOTIE      | NOBEL PEACE PRIZE |
| BOER         | PRETORIA          |
| BOTSWANA     | PROVINCES         |
| CRICKET      | RUGBY             |
| DEMOGRAPHICS | SWAZILAND         |
| DUTCH        | TUTU              |
| FOOTBALL     | VAN RIEBEECK      |
| FREEDOM DAY  | VOORTREKKERS      |
| KWAZI        | XHOSA             |
| LESOTHO      | ZIMBABWE          |
| MANDELA      | ZULU              |