

# Independence and New Challenges

## LEARNING OBJECTIVES

### Knowledge:

- identify the key events in the independence movements of various colonized countries
- describe the effects of political, social, and economic challenges faced by newly independent countries
- analyze the impact of the competition between the United States and Soviet Union on other nations
- analyze the impact of the fall of the Ottoman Empire on the Middle East
- describe the historical causes and effects of the rise of nationalism in Asia, Africa, the Middle East, and Latin America

### Skills:

- analyze images to make inferences about the impact of independence movements
- generate questions about the impact of decolonization and independence
- interpret primary and secondary sources to draw conclusions about the impact of decolonization and independence
- compare and contrast the ideas of leaders who inspired reform and independence movements
- use maps to make inferences about the impact of nationalism and independence movements

## SUGGESTED PACING GUIDE

	LESSONS	DAYS	PLANNER PAGE
01	<b>INTRODUCTION</b> Introducing Independence and New Challenges	0.5	747D
02	<b>LEARN THE EVENTS</b> South Asian and Southeast Asian Independence	1	747E
03	<b>LEARN THE EVENTS</b> The Middle East	1	747F
04	<b>INQUIRY ACTIVITY</b> Turning Point: Decolonization <b>? COMPELLING QUESTION:</b> How was independence for former colonies a turning point politically, socially, and economically?	1	747G

	LESSONS	DAYS	PLANNER PAGE
05	<b>LEARN THE EVENTS</b> African Independence	1	747H
06	<b>INQUIRY ACTIVITY</b> Understanding Multiple Perspectives: Voices of Independence <b>? COMPELLING QUESTION:</b> How did independence movements affect life in colonized countries?	2	747I
07	<b>LEARN THE EVENTS</b> Latin America	1	747J
08	<b>REVIEW AND APPLY</b> Reviewing Independence and New Challenges	0.5	747K
TOTAL TIME		8	

## Key for Using the Teacher Edition

### Differentiation

All activities are written for the on-level student unless otherwise marked with the leveled labels below.

**BL** Beyond Level

**AL** Approaching Level

**ELL** English Language Learners

### Flexible Grouping Options

Each activity includes a suggestion for how to group students.

**INDIVIDUAL** Independent Activity

**SMALL GROUP** Pairs or Small Group Activity

**WHOLE CLASS** Whole Class Activity

### Digital Learning

Online activities, including interactive learning activities and digital worksheets, are identified by **GO ONLINE**.

### Time on Task

Each activity includes a suggested amount of time it will take to complete. **XX MIN**

# Independence and New Challenges

## Assessment

A variety of assessments are available to help you evaluate student learning. Print assessments can be copied and distributed to students, while digital assessments are available online. Digital assessments offer automatic grading on multiple-choice, true/false, matching, and fill-in-the-blank questions. Digital test banks allow you to select individual questions and write new questions to create a customized assessment.

### Formative Assessment Options

- Preassessment
- Student Edition Lesson Activities
- SmartBook Adaptive Learning
- Self-Check Lesson Quizzes
- Inquiry Journal

### Formative Assessment Options

- Lesson Quizzes 2–7
- Topic Tests, Forms A and B
- Hands-On Topic Project

## Project-Based Learning

Project-Based Learning (PBL) encourages students to work collaboratively and develop communication skills that are used to face real-world challenges and provide opportunities for students to develop Social and Emotional Learning (SEL) skills.

### GO ONLINE Hands-On Topic Project

**Twentieth-Century Independence Movements** In this activity, students research twentieth-century independence movements in countries such as South Africa, Kenya, Egypt, India, Israel, or Argentina. They then use this information to create a social media campaign arguing for national sovereignty. Social media campaigns could include petitions, propaganda, advertisements, interviews, speeches, music, and other forms of media that increase awareness of social, economic, and political arguments for seeking independence and removing colonizers. Students may also want to include a description of life in the country for the average citizen. Social media campaigns should explain how people might resolve tensions among groups and address transition difficulties. **SMALL GROUP 90 MIN**

## Spanish Resources

Spanish online resources include the Student Edition eBook, Inquiry Journal, online assessments, and closed captioning for videos. For additional purchase, the print Student Edition, print Inquiry Journal, and print Topic Tests and Lesson Quizzes are available in Spanish.

## Inquiry Journal

The Inquiry Journal is a Student Worktext that provides primary and secondary sources and inquiry tools to help students explore a compelling question. There is a guided inquiry activity that aligns to each topic of the Student Edition.

### Topic Inquiry: Developments During the Era of Independence

#### COMPELLING QUESTION:

**What was the era of independence like for people in Latin America, Asia, the Middle East, and Africa?**

Supporting Questions are related to the Compelling Question and should help students focus on facts and content needed to answer the Compelling Question. Sample Supporting Questions for this Inquiry include:

- How did independence change the lives of women?
- How did newly independent countries address economic issues?
- How did independence influence the formation and actions of new governments?

**Excerpts from the following sources are included:**

**PRIMARY SOURCE A: BOOK** A Testimony of Positive Change for Brazil's Working Class, from *Problems in Modern Latin American History: Sources and Interpretations*, James A. Wood, ed., 2014

**PRIMARY SOURCE B: BOOK** *Matigari: A Fable for Any Newly Independent Nation*, Ngugi wa Thiong'o, 1986

**PRIMARY SOURCE C: BOOK** *Women Workers of India*, Padmini Sengupta, 1960

**PRIMARY SOURCE D: PHOTOGRAPH** 1960: The Year of Africa

**PRIMARY SOURCE E: BOOK** Land Reform in South Vietnam, Cao Văn Thân, from *The Republic of Vietnam, 1955–1975: Vietnamese Perspectives on Nation Building*, Tuong Vu and Sean Fear, eds., 2019

**PRIMARY SOURCE F: BOOK** A Woman's Life Before and After the Iranian Revolution, from *Reconstructed Lives, Women and Iran's Islamic Revolution*, Haleh Esfandiari, 1997

**PRIMARY SOURCE G: TESTIMONY** Testimony of Estela Carlotto: President of the Grandmothers of Plaza de Mayo, from *Women's Activism in Latin America and the Caribbean: Engendering Social Justice, Democratizing Citizenship*, Elizabeth Maier and Nathalie Lebon, eds., 2010

### Strategies for Differentiated Instruction

APPROACHING LEVEL STRATEGIES		
<b>READING SUPPORT</b> <b>Determining Central Ideas</b> Remind students that a central idea is a broad statement describing what a section is about, while the other parts of the paragraph or section support this idea; the central idea is often found at the beginning of a paragraph or section of text. As students read the topic, select paragraphs or sections of the text that have a clearly identifiable central idea. Then have students read each section of text and identify the central idea. Encourage them to articulate why it is the main idea and how the other ideas in the paragraph or section of text support this main idea.	<b>HISTORICAL THINKING SUPPORT</b> <b>Analyzing Primary Sources</b> Provide students with short news articles related to the events they are reading about and/or show students clips from televised news reports. Ask students to paraphrase the news reports. Encourage them to consider how contemporary accounts of the events are similar to or different from the text's presentation of events.	<b>WRITING SUPPORT</b> <b>Researching Independence Movements</b> Remind students that writers consult a range of outside sources to learn more about a topic or issue. Explain that writers must keep track of the sources they use so that readers can verify sources for themselves or learn more about a topic of interest. Then, using your school's preferred citation style, show students how to create bibliography entries for books, websites, and online encyclopedia or newspaper articles. Ask students to create a bibliography with the sources they used for one of the writing assignments in the topic.
ENGLISH LEARNER STRATEGIES		
<b>READING SUPPORT</b> <b>Summarizing Independence Movements</b> Write the 5W and H questions (who, what, where, when, why, how) on the board. Review the meaning of each. Provide students with a 5Ws and H graphic organizer or have them create a chart with each of the questions. As a class, select one of the independence movements discussed in the topic and record information for each question. Then have students choose another independence movement to record on the chart. If students need additional scaffolding, have them work with a partner.	<b>SPEAKING AND LISTENING SUPPORT</b> <b>Integrating Information in Classroom Discussions</b> Tell students that in discussions, it is important to be respectful, but being respectful does not always mean agreeing with what someone has said. In fact, the best learning takes place when people express different ideas or opinions. Together, create a list of phrases or sentence frames that students can use in class or small-group discussions in which they are asked to give an opinion. ( <i>"I think that ____."</i> <i>"In my experience, ____."</i> <i>"I agree with ____ that ____."</i> <i>"I disagree because ____."</i> <i>"Do you mean that ____?"</i> ) Then divide students into small groups to discuss a question raised by the text, using the phrases and sentence frames they created.	<b>WRITING SUPPORT</b> <b>Informative Writing About Independence Movements</b> Review the basic structure of a paragraph in informative writing: start with a central idea and include accurate facts and other details to support this idea. Conclude with a statement restating the central idea and summarizing the information provided. Then have each student select one of the independence movements to practice this structure. (You may choose to tie this activity to the Reading Support activity by having students use the information on their graphic organizers.)
BEYOND LEVEL STRATEGIES		
<b>HISTORICAL THINKING EXTENSION</b> <b>Analyzing Independence Movements</b> Have students select an independence movement from the topic that they would like to study in greater depth. Ask students to work with a partner to develop their own Compelling Question about the movement. Have pairs share their questions with the group, and ask the group to vote on four or five of their favorite questions. Invite individual students to choose one of these questions and use library or Internet resources to research an answer to the question. Then have students participate in a small-group discussion with other students who selected the same question.	<b>WRITING EXTENSION</b> <b>Narrative Writing: Historical Fiction</b> Have students choose one of the independence movements and write a fictional story about someone who lived during the events. Discuss the elements of historical fiction—explain that some people and events can be made-up, but the setting (time and place) should be as realistic as possible, and characters may have interactions with real historical figures.	<b>SPEAKING AND LISTENING EXTENSION</b> <b>Delivering a Presentation on an Independence Movement</b> Divide students into small groups. Tell groups to select one of the countries that achieved independence between 1919 and 1993. Have students work together to research the causes and effects of independence and prepare a presentation for the class. Have students present their findings to the class or record the presentations to be posted online.

LESSON 01 • INTRODUCTION PLANNER

Introducing Independence and New Challenges

LEARNING OBJECTIVES

- Knowledge:**

  - describe the 1963 raid on Liliesleaf Farm in South Africa and the subsequent Rivonia trials
  - describe Nelson Mandela’s role in the fight against apartheid in South Africa
  - explain how colonialism and foreign interference led to conflict in the Middle East
  - analyze the impact of nationalist movements in Asia and Africa
  - describe the challenges newly independent nations faced
- Skills:**

  - use a map to examine the impact of nationalism in Africa and Asia
  - use a time line to identify events that were influenced by the Cold War

CUSTOMIZABLE LESSON OPTIONS

Create your lesson plan by choosing digital learning and Student Edition-based activities for each part of the teaching cycle.

✓ 45-minute lesson plan example

Title	Skill	Pacing	Grouping
ENGAGE pp. 748–749			
✓ Analyzing Change	H	10 min	Small Group
□ Informative Writing About the Rivonia Raid	W	15 min	Individual
□ English Learners Scaffold: Analyzing a Primary Source ELL		15 min	Small Group
□ Informative Writing for a News Report on South Africa’s Independence Movement	W	30 min	Individual
Differentiate the Activity		15 min	Small Group
Gathering Evidence for a News Report AL			
□ Describing Nelson Mandela	H	10 min	Small Group
□ SEL Self-Awareness: Identifying Emotions		10 min	Small Group
□ Reading and Writing Essentials AL ELL		20 min	Individual
ACTIVATE PRIOR KNOWLEDGE pp. 750–751			
□ Determining Meaning of Key Terms	R	5 min	Whole Class
✓ Drawing Conclusions About Cold War Influence	H	5 min	Whole Class
✓ Reading Closely to Understand the Goals of Nationalists	R	5 min	Whole Class

KEY:		
C Civics	R Reading	BL Beyond Level
E Economics	SL Speaking and Listening	AL Approaching Level
G Geography	W Writing	ELL English Language Learners
H Historical Thinking		

Title	Skill	Pacing	Grouping
ACTIVATE PRIOR KNOWLEDGE continued			
□ Special Needs Activity: Dyslexia		10 min	Individual
□ Using Maps to Understand Nationalism	G	25 min	Whole Class
□ Active Classroom Activity: Making a Poster of Independence Leaders		30 min	Small Group
□ Comparing and Contrasting Independence Movements	H	5 min	Whole Class
□ GO ONLINE Hands-On Topic Project: Twentieth-Century Independence Movements		90 min	Small Group
PREVIEW THE LEARNING p. 752			
✓ Using Maps to Understand Key Events	G	25 min	Individual
Digital Option: Multimedia Time Line		15 min	Small Group
□ GO ONLINE Review & Apply Activity		20 min	Individual
□ Culturally Responsive Connections: Points to Consider			

DIFFERENTIATION Organize the lesson resources to differentiate your instruction.

- For Remediation and Intervention**

  - Reading and Writing Essentials
  - Review & Apply Activity
- For English Language Learners**

  - English Learners Scaffold
  - Reading and Writing Essentials
- For Students With Special Needs**

  - An audio read in the Student Edition eBook
- For Enrichment**

  - Hands-On Topic Project

Use the online **Approaching Level Reader** to help students who are reading below grade level.



LESSON 02 • LEARN THE EVENTS PLANNER

# South Asian and Southeast Asian Independence

LEARNING OBJECTIVES

Knowledge:

- explain how Lenin spread communism throughout Asia
- explain how Gandhi used civil disobedience to fight for Indian independence
- describe problems that divided participants in India’s independence movement
- analyze the impact of the partition of India
- describe the challenges India, Pakistan, and Bangladesh faced after independence
- describe the outcome of attempts to attain democracy in Indonesia, Myanmar, Vietnam, Cambodia, and the Philippines
- explain how the rights of women have expanded in Asia

Skills:

- compare the ideas of Mohandas Gandhi and Jawaharlal Nehru
- analyze images to draw conclusions about Indian independence
- use maps to examine the impact of independence in India and Southeast Asia
- compare and contrast independence movements in two countries and the subsequent challenges these countries faced
- collaborate with a partner to create a list of economic, social, and political issues that India faced after it gained independence

## CUSTOMIZABLE LESSON OPTIONS

Create your lesson plan by choosing digital learning and Student Edition-based activities for each part of the teaching cycle.

✓ 45-minute lesson plan example

Title	Skill	Pacing	Grouping
<b>ENGAGE</b> p. 753			
✓ Describing Independence Movements	H	10 min	Whole Class
<b>TEACH</b> pp. 753–758			
□ Interpreting Communism	H	10 min	Whole Class
□ Special Needs Activity: Autism Spectrum		15 min	Small Group
□ Culturally Responsive Connections: Women of Indian Independence		15 min	Whole Class
□ English Learners Scaffold: Reading Closely to Understand a Primary Source ELL		15 min	Small Group
□ Understanding Context for Assassinations	H	10 min	Small Group
Differentiate the Activity		40 min	Small Group
Analyzing Causes of Indian Unrest BL			
□ SEL Social Awareness: Appreciating Diversity		15 min	Whole Class
□ Argumentative Writing About India and Nonalignment	W	30 min	Individual
Differentiate the Activity		30 min	Small Group
Gathering Evidence About Alliances AL			
✓ Using Maps to Understand Context	G	10 min	Whole Class
□ Understanding Context for Bangladesh’s Independence	H	10 min	Whole Class
□ Making Connections to Today: Analyzing Change in Pakistan and Bangladesh		60 min	Small Group

KEY:

C Civics	R Reading	BL Beyond Level
E Economics	SL Speaking and Listening	AL Approaching Level
G Geography	W Writing	ELL English Language Learners
H Historical Thinking		

Title	Skill	Pacing	Grouping
<b>TEACH</b> continued			
□ Understanding Context of Indonesian Independence	H	5 min	Whole Class
□ Citing Text Evidence Related to Democracy	R	5 min	Whole Class
□ Informative Writing About Southeast Asia	W	45 min	Individual
Digital Option: Creating a Documentary About Southeast Asia		60 min	Small Group
□ GO ONLINE Guided Reading Activity AL		20 min	Individual
□ GO ONLINE Reading and Writing Essentials AL ELL		20 min	Individual
✓ Analyzing Change in Southeast Asia	H	5 min	Whole Class
□ GO ONLINE History & Civics Activity: Rise of the Khmer Rouge BL		30 min	Individual
□ Active Classroom Activity: Making a Poster About Female Leaders		45 min	Small Group
<b>REVIEW</b> p. 758			
✓ Evaluating Lessons Learned	H	20 min	Whole Class
□ GO ONLINE Self-Check Quiz		15 min	Individual
□ GO ONLINE Review & Apply Activity		20 min	Individual
<b>ASSESS</b> p. 758			
□ GO ONLINE Lesson 2 Quiz		20 min	Individual

DIFFERENTIATION Organize the lesson resources to differentiate your instruction.

For Remediation and Intervention

- Reading and Writing Essentials
- Review & Apply Activity
- Guided Reading Activity

For English Language Learners

- English Learners Scaffold
- Reading and Writing Essentials

For Students With Special Needs

- An audio read in the Student Edition eBook
- Guided Reading Activity

For Enrichment

- History & Civics Activity: Rise of the Khmer Rouge
- Differentiate the Activity suggestions for Beyond Level

Use the online **Approaching Level Reader** to help students who are reading below grade level.

# The Middle East

## LEARNING OBJECTIVES

### Knowledge:

- explain how World War I led to the fall of the Ottoman Empire and the establishment of the mandate system
- explain how the Balfour Declaration contributed to conflict in the Palestine Mandate
- describe efforts to modernize Turkey, Iran, and Saudi Arabia
- explain how oil and the Cold War contributed to conflicts in the Middle East
- explain why the establishment of the state of Israel exacerbated tensions in the Middle East
- describe the causes and consequences of regional wars

### Skills:

- use maps to draw conclusions about the division of the Ottoman Empire and Arab-Israeli disputes in the Middle East
- compare and contrast the ideas of Atatürk and Pahlavi
- interpret images to make inferences about conflict in the Middle East
- utilize research skills to examine Golda Meir’s rise to power in Israel
- create a presentation about the political, economic, and cultural changes a Middle Eastern country has experienced since it gained independence

## CUSTOMIZABLE LESSON OPTIONS

Create your lesson plan by choosing digital learning and Student Edition-based activities for each part of the teaching cycle.

✓ 45-minute lesson plan example

Title	Skill	Pacing	Grouping
ENGAGE p. 759			
✓ Analyzing Change in the Middle East	H	10 min	Small Group
TEACH pp. 759–766			
✓ Determining Central Ideas About the Decline of the Ottoman Empire	R	5 min	Whole Class
Understanding Context for Change	H	5 min	Whole Class
GO ONLINE Guided Reading Activity AL		20 min	Individual
Understanding Supporting Details About the Mandate System	R	5 min	Whole Class
✓ Exploring the Ottoman Empire Division	G	5 min	Whole Class
Special Needs Strategy: Language Processing Deficit			
Identifying Causes of Conflict in the Palestine Mandate	H	5 min	Whole Class
Informative Writing About the Balfour Declaration	W	30 min	Individual
Digital Option: Creating a Documentary		90 min	Small Group
GO ONLINE Reading and Writing Essentials AL ELL		20 min	Individual
Understanding Change: Modernization	H	10 min	Whole Class
Differentiate the Activity Comparing and Contrasting Modernization AL		10 min	Small Group
Making Connections: Oil Supply and Wealth		45 min	Small Group

### KEY:

C Civics	R Reading	BL Beyond Level
E Economics	SL Speaking and Listening	AL Approaching Level
G Geography	W Writing	ELL English Language Learners
H Historical Thinking		

Title	Skill	Pacing	Grouping
TEACH continued			
Active Classroom Activity: Snowball Discussion		30 min	Small Group
GO ONLINE History & Economics Activity: Nationalization of the Suez Canal BL		20 min	Individual
Describing Reactions to Primary Sources	H	5 min	Whole Class
✓ Using Maps About Arab-Israeli Disputes	G	10 min	Small Group
English Learners Scaffold: Describing a Map About Disputes ELL		10 min	Small Group
Understanding Conflict in the Middle East	H	30 min	Individual
Presenting on Conflict Resolution	SL	90 min	Small Group
SEL Relationship Skills: Resolving Conflict		20 min	Small Group
Drawing Conclusions About Revolutions	H	5 min	Whole Class
Differentiate the Activity Researching Revolutions and Their Effects BL		90 min	Small Group
Understanding Context in the Middle East	H	5 min	Whole Class
REVIEW p. 766			
Evaluating Claims About the Middle East	H	45 min	Whole Class
✓ GO ONLINE Self-Check Quiz		15 min	Individual
GO ONLINE Review & Apply Activity		20 min	Individual
ASSESS p. 766			
GO ONLINE Lesson 3 Quiz		20 min	Individual

**DIFFERENTIATION** Organize the lesson resources to differentiate your instruction.

### For Remediation and Intervention

- Reading and Writing Essentials
- Review & Apply Activity
- Guided Reading Activity

### For English Language Learners

- English Learners Scaffold
- Reading and Writing Essentials

### For Students with Special Needs

- An audio read in the Student Edition eBook
- Guided Reading Activity

### For Enrichment

- History & Economics Activity: Nationalization of the Suez Canal
- Differentiate the Activity suggestions for Beyond Level

Use the online **Approaching Level Reader** to help students who are reading below grade level.

**747F** Independence and New Challenges

LESSON 04 • INQUIRY ACTIVITY PLANNER

Turning Point: Decolonization

**COMPELLING QUESTION:**

How was independence for former colonies a turning point politically, socially, and economically?

LEARNING OBJECTIVES

Knowledge:

- explain how independence reshaped the global political landscape
- describe challenges that former colonies faced following independence

Skills:

- generate questions about the political, social, and economic impact of decolonization
- interpret primary and secondary sources to answer questions about the political, social, and economic impact of decolonization
- evaluate the reliability of primary and secondary sources about the political, social, and economic impact of decolonization
- create a poster describing a modern independence movement

CUSTOMIZABLE LESSON OPTIONS

Create your lesson plan by choosing digital learning and Student Edition-based activities for each part of the teaching cycle.

✓ 45-minute lesson plan example

Title	Skill	Pacing	Grouping
LAUNCHING THE INQUIRY p. 767			
✓ Determining Context of Decolonization	H	5 min	Whole Class
GUIDING THE INQUIRY pp. 767–770			
✓ Analyzing Literature of the Negritude Movement	R	35 min	Individual
SEL Self-Management: Maintaining Focus		10 min	Small Group
Using Maps to Understand Decolonization	G	15 min	Whole Class
Making Connections to Today: Identifying Ethnic Conflicts in Independent Countries		45 min	Small Group
English Learners Scaffold: Determining Meaning Using Etymology ELL		10 min	Whole Class
Special Needs Activity: Working Memory Deficit		10 min	Whole Class
Researching the Algerian War of Independence	W	45 min	Individual
Differentiate the Activity			
Explanatory Writing on the Algerian War of Independence BL		45 min	Individual

KEY:		
C Civics	R Reading	BL Beyond Level
E Economics	SL Speaking and Listening	AL Approaching Level
G Geography	W Writing	ELL English Language Learners
H Historical Thinking		

Title	Skill	Pacing	Grouping
GUIDING THE INQUIRY continued			
Delivering a Digital Presentation on International Relations	SL	45 min	Small Group
Exchange and Markets of Neocolonialism	E	30 min	Individual
Interpreting Data on Capital Flight	C	30 min	Individual
REVIEW p. 770			
✓ Identifying Effects of Decolonization	H	5 min	Whole Class
GO ONLINE Reading and Writing Essentials AL ELL		20 min	Individual
ASSESS p. 770			
GO ONLINE Lesson 4 Quiz		20 min	Individual

DIFFERENTIATION Organize the lesson resources to differentiate your instruction.

For Remediation and Intervention

- Reading and Writing Essentials

For English Language Learners

- English Learners Scaffold
- Reading and Writing Essentials

For Students With Special Needs

- An audio read in the Student Edition eBook

For Enrichment

- Differentiate the Activity suggestions for Beyond Level

Use the online **Approaching Level Reader** to help students who are reading below grade level..

# African Independence

## LEARNING OBJECTIVES

**Knowledge:**

- describe attempts to attain reforms in Africa in the 1920s
- describe the contributions of African independence leaders
- analyze reasons for the fall of apartheid in South Africa, including the role of Nelson Mandela
- explain how the Cold War impacted Africa
- describe the economic, social, environmental, and ethnic challenges African nations faced after independence

**Skills:**

- use a map to make inferences about the spread of independence across Africa
- interpret images to draw conclusions about the impact of independence in Africa
- use writing to explain how political ideology, ethnicity, and religion shaped the governments of two African nations
- create a proposal for a new government in a newly independent country

## CUSTOMIZABLE LESSON OPTIONS

Create your lesson plan by choosing digital learning and Student Edition-based activities for each part of the teaching cycle.

✓ 45-minute lesson plan example

Title	Skill	Pacing	Grouping
ENGAGE p. 771			
✓ Identifying Effects of Colonization	H	5 min	Whole Class
TEACH pp. 771–775			
Comparing and Contrasting Reform Efforts	R	15 min	Small Group
Special Needs Activity: ADHD		25 min	Individual
GO ONLINE Guided Reading Activity AL		20 min	Individual
Researching African Leaders	W	40 min	Small Group
Differentiate the Activity Gathering Evidence About African Leaders AL		40 min	Small Group
English Learners Scaffold: Determining Meaning of Pan-Africanism ELL		15 min	Small Group
Culturally Responsive Connections: The Pan-African Flag		20 min	Whole Class
SEL Responsible Decision-Making: Applying Ethical Standards to European Actions in Africa		20 min	Small Group
Integrating Information About the Struggle for African Independence	R	30 min	Individual
Digital Option: Creating a Graphic Organizer About African Independence		30 min	Individual
GO ONLINE Video: Decolonization of the Developing World			Whole Class
GO ONLINE Video Response Activity: Decolonization of the Developing World		10 min	Individual
GO ONLINE History & Civics Activity: Pan-Africanism BL		20 min	Small Group

KEY:		
C Civics	R Reading	BL Beyond Level
E Economics	SL Speaking and Listening	AL Approaching Level
G Geography	W Writing	ELL English Language Learners
H Historical Thinking		

Title	Skill	Pacing	Grouping
TEACH continued			
Summarizing Apartheid in South Africa	H	15 min	Small Group
Differentiate the Activity Analyzing Perspectives on of Apartheid BL		20 min	Small Group
Active Classroom Activity: Making a Poster Representing Nelson Mandela’s Vision		45 min	Small Group
✓ Understanding Elections in Democracies	C	5 min	Whole Class
GO ONLINE Reading and Writing Essentials AL ELL		20 min	Individual
Global Connections: Global Perspectives on Socialism		30 min	Individual
✓ Integrating Information About African Nations During the Cold War	R	10 min	Whole Class
✓ National Economies Based on a Single Resource	E	5 min	Whole Class
Identifying Challenges in Independent Africa	H	30 min	Individual
REVIEW p. 776			
Explanatory Writing About Post-War Africa	W	45 min	Individual
Determining Central Ideas About African Independence	R	10 min	Small Group
✓ GO ONLINE Review & Apply Activity		20 min	Individual
GO ONLINE Self-Check Quiz		15 min	Individual
ASSESS p. 776			
GO ONLINE Lesson 5 Quiz		20 min	Individual

DIFFERENTIATION Organize the lesson resources to differentiate your instruction.

**For Remediation and Intervention**

- Reading and Writing Essentials
- Review & Apply Activity
- Guided Reading Activity

**For English Language Learners**

- English Learners Scaffold
- Reading and Writing Essentials

**For Students With Special Needs**

- An audio read in the Student Edition eBook
- Closed captioning for videos in English and Spanish
- Guided Reading Activity

**For Enrichment**

- History & Civics Activity: Pan-Africanism
- Differentiate the Activity suggestions for Beyond Level

Use the online **Approaching Level Reader** to help students who are reading below grade level.

# Understanding Multiple Perspectives: Voices of Independence

**COMPELLING QUESTION:**

How did independence movements affect life in colonized countries?

**LEARNING OBJECTIVES**

**Knowledge:**

- describe the ideas of leaders who helped African, Latin American, Asian, and Middle Eastern nations achieve political and economic independence

**Skills:**

- generate questions about how independence movements affected people in colonized countries
- interpret primary and secondary sources to draw conclusions about independence movements in Africa, Latin America, Asia, and the Middle East
- evaluate the reliability of primary and secondary sources about independence movements in Africa, Latin America, Asia, and the Middle East
- compare and contrast the ideas of two independence movement leaders
- write a speech that captures the importance of a pivotal event in the local community

## CUSTOMIZABLE LESSON OPTIONS

Create your lesson plan by choosing digital learning and Student Edition-based activities for each part of the teaching cycle.

**45-minute lesson plan example**

Title	Skill	Pacing	Grouping
<b>LAUNCHING THE INQUIRY</b> p. 777			
<input type="checkbox"/> Making Inferences About Colonized Countries	H	15 min	Small Group
<input checked="" type="checkbox"/> Analyzing Primary and Secondary Sources About Independence Movements	R	10 min	Small Group
<b>GUIDING THE INQUIRY</b> pp. 777–780			
<input type="checkbox"/> Making Generalizations About Decolonization	H	5 min	Whole Class
<input type="checkbox"/> Special Needs Activity: Processing Speed Deficit		20 min	Individual
<input type="checkbox"/> Delivering a Speech About Salvador Allende	SL	50 min	Small Group
<input checked="" type="checkbox"/> Digital Option: Recording an Interview with Salvador Allende		50 min	Small Group
<input type="checkbox"/> Analyzing Jawaharlal Nehru’s Ideas	R	10 min	Whole Class
<input type="checkbox"/> Culturally Responsive Connections: Musical Voices of Decolonization		10 min	Whole Class

**KEY:**

C Civics	R Reading	BL Beyond Level
E Economics	SL Speaking and Listening	AL Approaching Level
G Geography	W Writing	ELL English Language Learners
H Historical Thinking		

Title	Skill	Pacing	Grouping
<b>GUIDING THE INQUIRY</b> continued			
<input type="checkbox"/> Using Evidence to Summarize Lumumba’s Speech	W	15 min	Small Group
Differentiate the Activity Analyzing Rhetoric in Lumumba’s Speech	BL	15 min	Individual
<input checked="" type="checkbox"/> Evaluating Achmed Sukarno’s Argument	H	5 min	Whole Class
<input type="checkbox"/> English Learners Scaffold: Reading Closely to Understand Similes	ELL	10 min	Small Group
<input checked="" type="checkbox"/> Determining Central Ideas in President Nasser’s Speech	R	10 min	Whole Class
<input type="checkbox"/> SEL Self Awareness: Recognizing Strengths		10 min	Individual
<b>REVIEW</b> p. 780			
<input checked="" type="checkbox"/> GO ONLINE Reading and Writing Essentials	AL ELL	20 min	Individual
<b>ASSESS</b> p. 780			
<input type="checkbox"/> GO ONLINE Lesson 6 Quiz		20 min	Individual

**DIFFERENTIATION** Organize the lesson resources to differentiate your instruction.

**For Remediation and Intervention**

- Reading and Writing Essentials

**For English Language Learners**

- English Learners Scaffold
- Reading and Writing Essentials

**For Students With Special Needs**

- An audio read in the Student Edition eBook

**For Enrichment**

- Differentiate the Activity suggestions for Beyond Level

Use the online **Approaching Level Reader** to help students who are reading below grade level.



Latin America

LEARNING OBJECTIVES

Knowledge:

- describe political and economic relationships between Latin America and the United States before the Great Depression
- explain how the Great Depression impacted Latin America
- describe the political and economic challenges Latin American countries faced before and after World War II
- explain how Latin American countries responded to revolutions and economic problems
- describe the role of the United States and the Soviet Union in conflicts throughout Latin America




Skills:

- interpret an image to make inferences about the relationship between railroads and Central American exports
- synthesize information to draw conclusions about political challenges in Latin America
- use maps to connect geography, agriculture, and trade
- write an argument for or against the U.S. embargo on Cuba
- create a presentation about how the United States and the Soviet Union contributed to instability in Latin America

CUSTOMIZABLE LESSON OPTIONS





Create your lesson plan by choosing digital learning and Student Edition-based activities for each part of the teaching cycle.

✓ 45-minute lesson plan example

Title	Skill	Pacing	Grouping
ENGAGE p. 781			
✓ Making Inferences About Latin America	H	15 min	Small Group
TEACH pp. 781–788			
✓ Exchange and Markets in Latin America	E	5 min	Whole Class
<input type="checkbox"/> Informative Writing on Economic Influence	W	20 min	Small Group
 Digital Option: Multimedia Slideshow About Economic Influence		30 min	Small Group
<input type="checkbox"/> Making Inferences About a Primary Source	H	5 min	Whole Class
<input type="checkbox"/> Identifying Themes in Historical Research	H	5 min	Whole Class
Differentiate the Activity Identifying Effects of the United Fruit Company		60 min	Small Group
<input type="checkbox"/> Analyzing the Impact of the Great Depression in Latin America	R	25 min	Whole Class
 GO ONLINE Guided Reading Activity	AL	20 min	Individual
✓ Identifying Causes of Authoritarian Rule	H	5 min	Whole Class
<input type="checkbox"/> Explanatory Writing About Oil and Land	W	30 min	Individual
 GO ONLINE Reading and Writing Essentials	AL ELL	20 min	Individual
<input type="checkbox"/> Summarizing Economic Trends	H	10 min	Whole Class
Differentiate the Activity Identifying Cause and Effect in Economic Trends		10 min	Small Group

KEY:

C Civics	R Reading	BL Beyond Level
E Economics	SL Speaking and Listening	AL Approaching Level
G Geography	W Writing	ELL English Language Learners
H Historical Thinking		

Title	Skill	Pacing	Grouping
TEACH continued			
<input type="checkbox"/> English Learners Scaffold: Determining Meaning of Nouns and Verbs	ELL	10 min	Small Group
✓ Determining Context for Foreign Policy	H	5 min	Whole Class
<input type="checkbox"/> Exploring Central America and the Caribbean	G	10 min	Small Group
<input type="checkbox"/> Determining Context for Historical Violence	H	10 min	Small Group
<input type="checkbox"/> Active Classroom Activity: Idea Line Up		30 min	Whole Class
<input type="checkbox"/> Researching Central American Leaders	W	45 min	Small Group
<input type="checkbox"/> Presenting Political History	SL	90 min	Small Group
<input type="checkbox"/> Comparing Governments in South America	C	20 min	Small Group
<input type="checkbox"/> SEL Social Awareness: Sharing Perspectives on the Role of Government		20 min	Small Group
<input type="checkbox"/>  GO ONLINE History & Geography Activity: The Falkland Islands	BL	20 min	Individual
<input type="checkbox"/> Summarizing Women’s Roles	R	10 min	Small Group
<input type="checkbox"/> Special Needs Strategy: Orthopedic Impairment			
REVIEW p. 788			
✓ Evaluating Challenges in Latin America	SL	15 min	Whole Class
<input type="checkbox"/>  GO ONLINE Self-Check Quiz		15 min	Individual
<input type="checkbox"/>  GO ONLINE Review & Apply Activity		20 min	Individual
ASSESS p. 788			
<input type="checkbox"/>  GO ONLINE Lesson 7 Quiz		20 min	Individual

DIFFERENTIATION Organize the lesson resources to differentiate your instruction.

For Remediation and Intervention

- Reading and Writing Essentials
- Review & Apply Activity
- Guided Reading Activity

For English Language Learners

- English Learners Scaffold
- Reading and Writing Essentials

For Students with Special Needs

- An audio read in the Student Edition eBook
- Guided Reading Activity

For Enrichment

- History & Geography Activity: The Falkland Islands
- Differentiate the Activity suggestions for Beyond Level

Use the online **Approaching Level Reader** to help students who are reading below grade level.



LESSON 08 • REVIEW AND APPLY PLANNER

Reviewing Independence and New Challenges

LEARNING OBJECTIVES

Knowledge:

- identify the key events in the independence movements of various colonized countries
- describe the effects of political, social, and economic challenges faced by newly independent countries
- analyze the impact of the competition between the United States and Soviet Union on other nations
- analyze the impact of the fall of the Ottoman Empire on the Middle East
- describe the historical causes and effects of the rise of nationalism in Asia, Africa, and Latin America

Skills:



- write a summary describing the economic development of an African nation after it gained independence
- create a table summarizing and comparing independence movements in Africa, Asia, and the Caribbean
- use writing to explain how NAFTA affected agricultural trade between Mexico and the United States
- summarize the main ideas in a speech by Nelson Mandela and determine which ideas became reality
- create a visual display that shows how tensions between modernization and traditional culture affect Turkey and Iran

CUSTOMIZABLE LESSON OPTIONS

Create your lesson plan by choosing digital learning and Student Edition-based activities for each part of the teaching cycle.

✓ 45-minute lesson plan example

Title	Skill	Pacing	Grouping
REVIEW pp. 789–790			
<input type="checkbox"/>  Vocabulary Activity		20 min	Individual
<input type="checkbox"/> English Learners Scaffold: Understanding Supporting Details About Independence <b>ELL</b>		10 min	Small Group
<input checked="" type="checkbox"/> Comparing and Contrasting the Challenges Facing Newly Independent Nations <b>H</b>		20 min	Small Group
<input checked="" type="checkbox"/> SEL Responsible Decision-Making: Solving Problems Using Nonviolent Methods		10 min	Individual
<input type="checkbox"/> Integrating Information from Primary Sources About Pan-Africanism <b>R</b>		60 min	Individual
<input type="checkbox"/> Using Maps to Analyze Cold War Alignment <b>G</b>		30 min	Small Group
<input type="checkbox"/> Researching U.S. Interests in Latin America <b>W</b>		60 min	Individual
 Digital Option: Recording an Interview About U.S. Involvement in Latin America		60 min	Small Group
APPLY pp. 791–792			
<input type="checkbox"/> Activity A: Writing an Economic Summary		40 min	Individual
<u>Differentiate the Activity</u> Recording a Podcast About an African Country's Economy <b>AL ELL</b>		60 min	Small Group

KEY:			
<b>C</b> Civics	<b>R</b> Reading	<b>BL</b> Beyond Level	
<b>E</b> Economics	<b>SL</b> Speaking and Listening	<b>AL</b> Approaching Level	
<b>G</b> Geography	<b>W</b> Writing	<b>ELL</b> English Language Learners	
<b>H</b> Historical Thinking			
Title	Skill	Pacing	Grouping
APPLY continued			
<input type="checkbox"/> Activity B: Creating a Table		40 min	Individual
<u>Differentiate the Activity</u> Illustrating Independence Movements <b>AL ELL</b>		40 min	Small Group
<input type="checkbox"/> Activity C: Drawing Conclusions		30 min	Individual
<u>Differentiate the Activity</u> Debating NAFTA <b>BL</b>		60 min	Small Group
<input checked="" type="checkbox"/> Activity D: Identifying Main Ideas		15 min	Individual
<u>Differentiate the Activity</u> Creating a Documentary About South Africa's Struggle <b>BL</b>		60 min	Small Group
<input type="checkbox"/> Activity E: Creating a Visual Presentation		40 min	Small Group
<u>Differentiate the Activity</u> Informative Writing About Cultural Issues in Turkey or Iran <b>BL</b>		60 min	Individual
<input type="checkbox"/> Special Needs: Strategy: Dysgraphia			
ASSESS p. 792			
<input type="checkbox"/>  Topic Tests, Forms A and B		30 min	Individual
REMEDiate p. 792			
<input type="checkbox"/>  Reteaching Activity		20 min	Individual

DIFFERENTIATION Organize the lesson resources to differentiate your instruction.

For Remediation and Intervention

- Vocabulary Activity
- Reteaching Independence and New Challenges

For English Language Learners

- Vocabulary Activity

For Students With Special Needs

- An audio read in the Student Edition eBook

For Enrichment

- Differentiate the Activity suggestions for Beyond Level

Use the online **Approaching Level Reader** to help students who struggle to read the lesson.

## Social Emotional Learning: Relationship Skills

Individuals with strong relationship skills are able to establish new relationships and maintain existing ones. They get along with diverse people and can cooperate effectively, communicate clearly, and address conflict in constructive ways. They are also good listeners who know how to resist social pressure and seek or offer help as needed.

Relationship skills can be divided into several subcategories. Choose the lessons and activities that best meet the needs of your students. Relationship skills can be taught as stand-alone lessons and then reinforced as part of the social studies curriculum, or they can be integrated into the existing curriculum.

Prior to teaching relationship skills to students, it may be helpful to reflect on your own relationship skills and the way your skills have evolved over time. As you work with your students, share your personal experiences managing relationships and explain how relationship skills are critical to daily life for both teachers and students.

### ESTABLISHING AND MAINTAINING RELATIONSHIPS

**Using Games to Establish Relationships** At the beginning of the school year, help students establish relationships with their classmates by playing get-to-know-you games that allow students to learn more about their classmates' interests and lives. For instance, create a human scavenger hunt in which students are tasked with finding a classmate who meets a certain description, such as a classmate who went to a different school the previous year or a classmate who has seen a popular movie. Once students have established relationships with their classmates, continue to provide regular opportunities to participate in team-building games and activities. For example, ask students to line up by birthday (day and month only) without speaking out loud, or have students work in small groups to solve brain teasers. **SMALL GROUP 30 MIN**

### COLLABORATING AND COMMUNICATING EFFECTIVELY

**Practicing Effective Communication** Provide a variety of opportunities for students to work in pairs or groups. As students begin to develop collaboration and communication skills, provide guidance by giving students discussion questions and modeling active listening. Students may also benefit from a discussion of active-listening techniques, such as making eye contact, asking clarifying questions, and paraphrasing the ideas of others. When students first work in groups, help students collaborate effectively by assigning roles and responsibilities to each group member. For example, the group leader could be responsible for keeping track of deadlines and delegating tasks to individual group members. Other roles might include note-taker, materials manager, or discussion leader. As students become better communicators and develop more effective collaboration techniques, slowly relinquish responsibility and allow groups to assign roles and plan projects more independently. After group projects, provide time for students to reflect on their personal contributions to the group and areas they want to work on in the future. **SMALL GROUP 30 MIN**

### RESISTING SOCIAL PRESSURE

**Analyzing Responses to Social Pressure** Have students write about a book, movie, or television show in which a main character succumbed to social pressure. Ask them to consider the reasons the character failed to resist social pressure and the consequences of the character's actions. Repeat the activity, this time for a character who succeeded at resisting social pressure. Have volunteers share their responses. **Then ask: What circumstances made it more likely that a character would succumb to social pressure? What circumstances helped these characters resist social pressure?** (*Responses will vary, but students may cite factors such as group size, perceived influence of the group, support from others, and personal convictions about the situation at hand.*) Ask students to brainstorm ways to resist social pressure, such as respectfully stating their own views on the situation, seeking the support of a trusted friend, suggesting an alternate activity or discussion topic, or delaying the activity or discussion until it is no longer relevant or an adult can be made aware of the situation. When appropriate, share your own experiences with peer pressure and have students identify ways you could have addressed the situation more effectively. **WHOLE CLASS 30 MIN**

### RESOLVING CONFLICT

**Role-Playing a Conflict** Put students in small groups and assign each group a social situation that leads to conflict. Possible situations might include a fight with a parent over grades, a conflict with a friend who is purposely excluding people from a social group, or a problem with a teacher who graded a paper unfairly. Tell groups to create a skit in which one party responds to the problem in a way that escalates the conflict. After each performance, ask the rest of the class to identify unproductive conflict resolution techniques used by the characters in the skit. Then have groups create a new version of the skit in which the characters respond in a way that resolves the conflict. When all groups have performed, ask the class to create a list of techniques used by characters in the skits to resolve conflicts constructively. **SMALL GROUP 45 MIN**

### SEEKING AND OFFERING HELP

**Using Technology to Encourage Students to Seek and Offer Help** Many students are too embarrassed or self-conscious to seek help when they need it. Make it easier for students to ask for help by providing anonymous outlets for them to ask questions and get answers. For example, allow students to send questions via email. If possible, provide opportunities for students to help each other, too. For instance, create a class message board where students can ask questions and their peers can provide answers. Prior to establishing this system, be sure to explain expectations for the message board, such as making messages school appropriate and only including questions that are related to what is being studied in class. Encourage students to use the message board to ask each other questions about due dates, requirements for specific assignments, and social studies content. **INDIVIDUAL 10 MIN**



TOPIC

# 19

# Independence and New Challenges

1919 to 1993

Women celebrate Independence Day, a national holiday, in Somalia. Somalia gained independence in 1960. Many African nations rose up against colonialism and gained independence in the twentieth century.

### INTRODUCTION LESSON

- 01 Introducing Independence and New Challenges 748

### LEARN THE EVENTS LESSONS

- 02 South Asian and Southeast Asian Independence 753
- 03 The Middle East 759
- 05 African Independence 771
- 07 Latin America 781

### INQUIRY ACTIVITY LESSONS

- 04 Turning Point: Decolonization 767
- 06 Understanding Multiple Perspectives: Voices of Independence 777

### REVIEW AND APPLY LESSON

- 08 Reviewing Independence and New Challenges 789





Introducing Independence and New Challenges

ENGAGE

HISTORICAL THINKING SKILLS

**Analyzing Change** Have students engage in a Think-Pair-Share to consider the various ways in which politics within a nation can change. **Ask:** *What types of political changes have occurred in U.S. history? What types of political changes have occurred in other countries? What causes political change?* Give students a few minutes to discuss with a partner. Then have partners share their ideas with the class. *(Possible response: The U.S. fought for independence from Britain. Then, during the Civil War, the South seceded from the Union. In modern elections, the dominant political party sometimes changes, which can affect the type of legislation that is passed. Political changes in other countries vary widely, but some countries have gained independence more recently than others, and some have transitioned from a monarchy or other authoritarian government to a democracy. Political change is sometimes the result of bloody revolutions or civil wars, as well as peaceful transfers of power through elections.)* Conclude by asking students to describe how and why political changes might result in new challenges for countries. *(Possible response: Leaders with various ideas and opinions must compromise to create an efficient government that serves the needs of a diverse group of people.)*  
SMALL GROUP 10 MIN

WRITING SKILLS

**Informative Writing About the Rivonia Raid** Have students write a summary of the Rivonia raid and its aftermath, as described in “A Secret Hideout.” Remind students that a summary focuses on main events and ideas. INDIVIDUAL 15 MIN

English Learners Scaffold

Analyzing a Primary Source

Entering and Emerging

Read aloud the Nelson Mandela quote in Paragraph 5. Use gestures, images, and synonyms to help students understand the meaning of the terms *democratic*, *cherished*, *ideal*, *in harmony*, and *equal opportunities*. Then work with students to write a sentence explaining what Mandela wanted to achieve.

Developing and Expanding

Have students work in small groups to interpret the Nelson Mandela quote in Paragraph 5. Ask students to identify unfamiliar terms and work together to determine their meaning. Then have groups work together to write a sentence or draw an image explaining what Mandela wanted to achieve.

Bridging and Reaching

Have students work with a partner to read and discuss the Nelson Mandela quote in Paragraph 5. Instruct pairs to use context clues, cognates, and other resources to determine the meaning of any unfamiliar words or phrases. Then have pairs rewrite the quote using simpler language. ELL SMALL GROUP 15 MIN

01

Introducing Independence and New Challenges

A SECRET HIDEOUT

It was a hot summer day in July 1963, and life went on as usual in the quiet suburb of Rivonia, just outside Johannesburg, South Africa. No one paid much attention to the servants’ quarters at Liliesleaf Farm in the suburb, even though the building seemed to be unusually crowded.

Johannesburg, like all of South Africa, obeyed the rules of **apartheid**, a system that rigidly separated white and black South Africans. In a place like Rivonia, there were no black residents, only black servants. However, as long as black servants had the correct government passes, they could live in the segregated quarters.

The wealthy white women who had gathered for a luncheon and a game of bridge intently watched as a van full of police officers barreled down the drive at Liliesleaf and surrounded the servants’ quarters. Some people tried to escape out the back windows of the quarters while others stayed inside, working frantically to destroy documents. All were soon captured.

The next morning, newspapers around the nation broke the news: the armed segment of the banned African National Congress had been using Liliesleaf as a hideout for years. Even their leader, Nelson Mandela, who was in prison at the time, had hidden there in the past while pretending to be a domestic worker. Inside the servants’ quarters, police found plans for acts of sabotage designed to bring down the government. The rebels’ plans were designed to avoid civilian casualties as much as possible; however, those details were not released to the press. Ten people went on trial for conspiracy and sabotage. Prosecutors doggedly sought the death penalty as punishment.

Several months later, after the prosecution presented its case, the defense team had their opportunity—and a plan. They would use the trial to

present an argument to the entire world—not about the guilt or innocence of the accused, but about the inherently violent, corrupt system of apartheid. Mandela, who had been imprisoned before the Rivonia raids, spoke:

“I have cherished the ideal of a democratic and free society in which all persons live together in harmony and with equal opportunities. It is an ideal which I hope to live for and to achieve. But if needs be, it is an ideal for which I am prepared to die.”

Mandela was not condemned to death by the courts, but he and seven others received life sentences. His defense would be the last words he spoke publicly for the next 26 years. But Nelson Mandela did not disappear. The words he spoke at the trial inspired his supporters and oppressed peoples around the world.

In the 1960s, revolution seemed to be everywhere. If World War I had shaken the accustomed world order, World War II brought it crashing to the ground. Anti-colonial movements and independence efforts grew. Individual territories wanted independence from their colonial oppressors, but anti-colonial leaders wanted to dismantle the entire colonial system around the world. South Africa had been an independent nation for many years, but its white minority still retained the power vested in them by a colonial heritage.

Mandela’s profile grew during his time in prison, and with his release in 1990, he was able to bring worldwide attention to South Africa. The white South African president, F. W. de Klerk, worked with Mandela to dismantle the apartheid system. For their effort, the two were jointly awarded the Nobel Peace Prize. Mandela went on to become the first black president of South Africa and an important voice for freedom and equality around the world.

“I have cherished the ideal of a democratic and free society ... an ideal for which I am prepared to die.”

— Nelson Mandela, speech at the Rivonia trials

**apartheid** “apartness”; the system of racial segregation in South Africa from the 1950s until 1991

GO ONLINE Explore the Student Edition eBook and find interactive maps, time lines, and tools.

Background Information

**Nelson Mandela** Nelson Mandela was born Rolihlahla Mandela in 1918. His father was counselor to the acting king of the Thembu people. He was given the name Nelson by his teacher in primary school, part of a custom of giving all children “Christian” names. Mandela entered the University College of Fort Hare, but he was expelled for participating in a protest. He subsequently finished his degree at the University of South Africa. In 1944, he joined the African National Congress and helped to form its Youth League. He was arrested several times for engaging in protests, and in 1964, he was sentenced to life in prison in the Rivonia Trial. Rejecting at least three conditional offers of release, he stayed in prison until he was freed in 1990. Mandela (with President F.W. de Klerk) received the Nobel Peace Prize in 1993 for his efforts to achieve peace and racial harmony. In 1994, he voted for the first time ever; a month later, he took office as South Africa’s first democratically elected president. On December 5, 2013, Mandela died at his Johannesburg home.



Nelson Mandela attends an electoral rally in 1994. This rally was in KwaZulu-Natal, a province in the southeastern part of South Africa.

### GO ONLINE Additional Resources

**Spanish Student Edition** Remember that the complete Student Edition is available in Spanish online.

Assign this resource to your Spanish-speaking students to ensure that language barriers are not preventing your students from learning world history content and skills.

## Predictable Misunderstandings

**Apartheid** Many people assume that South Africa's apartheid was similar to the Jim Crow era, but there are important differences. Apartheid began after World War II. All South Africans were classified as either Bantu (black), colored (mixed), white, or Asian. In addition to separating South Africa's white minority from its non-white majority, apartheid also divided black South Africans along tribal lines to undermine unity and reduce political power. The law sometimes split apart families, making living together illegal not only for interracial couples but also for parents and children of different races. Non-whites were not allowed to vote and had to carry papers when traveling into white areas. Beginning in 1961, the government forcibly removed over 3.5 million black South Africans from land they owned.

### WRITING SKILLS

#### Informative Writing for a News Report on South Africa's

**Independence Movement** Have students assume the role of a news reporter. Tell them that the photograph of Nelson Mandela will appear on the front page of a newspaper, and they are to write the story that will accompany the photograph. Remind students to think of a headline that will capture the audience's attention. **INDIVIDUAL 30 MIN**

#### Differentiate the Activity

**Gathering Evidence for a News Report** Remind students that a news report answers the 5W and H questions: who, what, where, when, why, and how. Have students work with a partner to determine answers to each of these questions and discuss how to weave them into their news report. **AL SMALL GROUP 15 MIN**

### HISTORICAL THINKING SKILLS

**Describing Nelson Mandela** Have students engage in a Think-Pair-Share to write a new caption for the Mandela picture. Have them begin by thinking of adjectives that they would use to describe him. Provide a few minutes for students to record their ideas on a piece of paper before discussing them with a partner. Then have partners use their ideas to write a new caption to accompany the image. Finally, have partners share their captions with the class. Lead a discussion of caption similarities and work with the class to write a new caption that embraces the central ideas of the photograph. **SMALL GROUP 10 MIN**

## Social and Emotional Learning: Self-Awareness

**Identifying Emotions** Point out that Nelson Mandela served almost twenty-seven years in prison and was released in the 1990s—more recently than many people assume. **Ask:** **How would you expect a man who spent many years in prison to feel about his captors?** (Students may say that he would be bitter or angry.) **How do you think Mandela was able to overcome feelings of anger or resentment?** (Possible response: Mandela had expressed a willingness to die for a democratic and free society in South Africa, and he had been imprisoned for his beliefs; now he saw an opportunity to achieve his goals. Students may also say that he channeled his anger into action, thereby getting the results he wanted.) Have students talk to a partner about a time when they felt angry or resentful. Ask them to discuss why it is important to recognize these emotions and how they can feel their emotions without being influenced to act on them inappropriately. **SMALL GROUP 10 MIN**

### GO ONLINE Reading and Writing Essentials

**Introducing Independence and New Challenges** This resource offers literacy support and reading and writing activities to help approaching-level students and English Language Learners understand lesson content. **AL ELL INDIVIDUAL 20 MIN**

ACTIVATE PRIOR KNOWLEDGE

READING SKILLS

**Determining Meaning of Key Terms** Review the meaning of key terms discussed in the text. **Ask: What is anti-colonialism?** *(the desire of less powerful nations to establish independence, use their own resources, govern their own people, and conduct trade as they see fit)* **Why are some countries referred to as developing?** *(This term is typically used for former colonies that, in comparison to more wealthy nations, have a smaller industrial base and mostly agricultural economies.)* **Why have some historians limited the use of this term?** *(There are no agreed-upon criteria; it suggests that countries have a goal to “develop” or are in the process of becoming more industrialized.)* **WHOLE CLASS 5 MIN**

HISTORICAL THINKING SKILLS

**Drawing Conclusions About Cold War Influence** **Ask: What was the Cold War?** *(a period after World War II in which the United States and the Soviet Union competed for influence)* **How do you think the Cold War affected newly independent countries?** *(Possible response: The United States and the Soviet Union fought for influence over these countries; these countries were dependent on alliances with one of the two superpowers.)* **How did the Cold War influence events in Afghanistan?** *(In the 1950s, Afghanistan had a close relationship with the Soviet Union, but over time, many Afghans began to resent the Soviet Union. In 1979, when the Soviet Union invaded Afghanistan to support its existing government, the United States supported the rebels. These rebels would later become the Taliban, an extremist group that eventually took control of the country.)* **WHOLE CLASS 5 MIN**

READING SKILLS

**Reading Closely to Understand the Goals of Nationalists** Lead a discussion of nationalism. Explain that nationalism can mean (1) identification with one’s own nation or people; or (2) advocacy of political independence for one’s nation. **Ask: Which meaning is used in the context of “Nationalist Movements and the End of Colonialism”?** *(Possible response: the quest for independence, although the nationalists also strongly identified with and had pride in their nations)* **What does self-determination mean?** *(the right of people to govern themselves)* **The text says that the nationalists wanted “to develop a new identity and a consciousness as a unique people, separate from the colonial identity.” What does this mean?** *(Possible response: They wanted to break free of their colonial leaders, not just politically but also culturally, to build and celebrate their own unique cultures.)* **WHOLE CLASS 5 MIN**

Understanding the Time and Place: Independence around the World, 1945 to 1993

After World War II, the balance of power shifted as many European nations focused on rebuilding. As a result, many territories were able to break free from colonial control and become independent. The new nations that arose faced many challenges, including widespread poverty and civil unrest. They faced challenges in establishing economic and political relationships with much more powerful nations—often their former colonizers—and they needed to reconcile the foreign culture that had dominated them with their own indigenous traditions that had been suppressed. They were also often placed between the competing demands of the United States and the Soviet Union as those two nations fought for dominance during the Cold War. Many newly independent states were heavily influenced by one or the other of the two superpowers.

Anti-Colonialism

While independence movements rose and succeeded around the world, so did a major driver of independence: anti-colonialism. But anti-colonialism goes further than basic political independence. It encompasses economic and cultural relationships as well. Anti-colonialism focuses on unfair forms of influence and domination by other nations, and it persists today as less powerful nations seek to use their own resources, govern their own people, and conduct trade as they see fit.

Former colonies are often called “developing countries.” Developing countries are called this because compared to other places they have a small industrial base and have mostly agricultural economies. There are no clearly agreed-upon criteria for what makes a nation “developing,” however, and so some scholars have stopped using the term.

Tensions in the Middle East

In post–World War II Egypt, military officers led by Gamal Abdel Nasser seized power. Nasser dreamed of Pan-Arabism, uniting separate Arab countries under a single flag, but his United Arab Republic consisted solely of Egypt and Syria and lasted only a few years. One thing did unite many Arab countries: hostility toward Israel, which became an official nation in 1948. Over time, however, even that hostility ebbed and flowed as different leaders rose and world events influenced political alignments.

The Middle East was one of several regions where colonialism and superpower interference sparked lasting unrest. In the early 1950s, Iranian Mohammad Mossadegh was the beloved prime minister of his country, but Western governments despised him. They pressured the shah (king) of Iran to remove Mossadegh from power. Western—particularly U.S.—influence only increased as the years passed. By 1979, a group of hard-line religious leaders seized control of Iran, and the shah fled. These new leaders established strict laws based on their interpretation of Islam and fiercely opposed the United States at every turn. At

the same time, Iran’s neighbor Iraq, hoping to take advantage of Iran’s inner turmoil, launched its own attack. The Iran-Iraq War was a particularly violent aspect of life in this region for most of the 1980s.

While the United States influenced Iran, the Soviet Union attempted to manipulate Afghanistan. Afghanistan had won independence from the British decades earlier, but in the 1950s it turned to the Soviets for support. Afghanistan developed a close relationship with the Soviet Union for the next 20 years, but resentments developed among many Afghans—especially religious conservatives. In 1979, the Soviet Union invaded Afghanistan to support its existing government, while the United States supported the rebels. The rebels would eventually become known as the Taliban, which took control of the country. The Taliban has an extremist interpretation of Islam that includes intense repression of women.

Nationalist Movements and the End of Colonialism

At the beginning of the twentieth century, European countries dominated the world through colonialism. But two world wars plus a worldwide depression left the nations of Europe financially and politically exhausted. At the end of World War I, many nationalist movements had already begun to form. Thirty years after the end of World War II, new nations had arisen all around the world.

Nationalist movements—led by Gandhi and Nehru in India, Atatürk in Turkey, and Kenyatta in Kenya—directly challenged colonial control, whether through nonviolent protest or aggressive action. Nationalists aimed to develop a new identity and a consciousness as a unique people, separate from the colonial identity. They argued that self-determination, no matter how challenging, was better than continued existence as a colonial territory.

The nationalists often succeeded: Turkey, India, Pakistan, and several new African nations formed from nationalist efforts. However, many of these countries faced internal unrest as disparate ethnic or religious

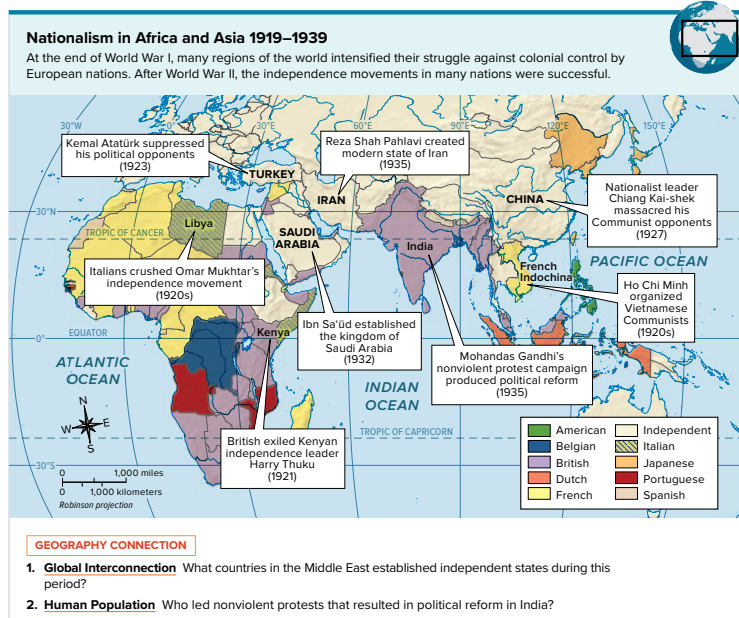
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GO ONLINE Additional Resources

**Adaptive Learning with SmartBook** A proven adaptive learning program, SmartBook offers an interactive environment that helps students learn faster, study more efficiently, and retain more knowledge.

Assign this resource to differentiate instruction for students and report on year-long progression.





groups struggled for control. For example, South Asia experienced violence as a result of the partition that created independent India and Pakistan.

Although many countries gained independence, they faced great challenges. Many countries were put in the middle of the Cold War animosities between the United States and the Soviet Union. In addition, they faced environmental challenges, extreme poverty, corrupt governance, and the destructive economic legacies of colonialism. South Africa was an unusual case as it faced an internal independence struggle, with the majority black South African citizens struggling against a brutal apartheid regime run by the minority white population.

In Latin America, most nations had achieved their independence in the 1800s, so the struggles for independence in the twentieth century were also internal, with the poor working classes fighting to gain representation and rights from the elites, made up of church officials, landowners, and military leaders who controlled their countries and kept the wealth. These

elites were often supported by an outside power stretching its own colonialist muscles: the United States.

The United States embraced its new identity as a superpower. In many nations, particularly in Latin America, U.S. leaders began to interfere more and more with internal politics to gain advantages economically and politically.

### Conservative Reaction in Latin America

Latin and South American countries were particularly devastated by the ravages of the Great Depression. Extreme poverty and an increasingly desperate populace that challenged established elites encouraged the growth of conservative, even authoritarian, movements in multiple nations. In many countries, including Mexico, Brazil, and Argentina, the military began to play a role, deposing democratically elected leaders and placing military leaders or those supported by the military in control instead.

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## ANSWERS

### GEOGRAPHY CONNECTION

- Saudi Arabia established an independent state in 1932, and Iran established an independent state in 1935.
- Mohandas Gandhi led nonviolent protests that resulted in political reform in India.

## Special Needs

**Activity: Dyslexia** Students with dyslexia may benefit from modifications that allow them to access instructional content in ways that do not require them to read standard print. Use the “Nationalism in Africa and Asia 1919–1939” map to teach the content featured in the “Nationalist Movements and the End of Colonialism” section. Point out the color-coded map key, and describe the independence movements that occurred in countries such as Turkey, India, and South Africa. **INDIVIDUAL 10 MIN**

### GEOGRAPHY SKILLS

**Using Maps to Understand Nationalism** Project the map titled “Nationalism in Africa and Asia 1919–1939” or have students look at the map in their text. Have students meet with a partner to discuss the map. After a few minutes, invite students to share their observations. Use students’ responses to highlight similarities and differences among countries and their approaches to nationalism.

**Ask: In which countries were nationalist movements tied to communism? (in China and Vietnam) How did Chiang Kai-shek hold on to his power? (He massacred his opponents.) How does the map illustrate the efforts of European powers to maintain control of their colonies? (Great Britain exiled an independence leader in Kenya; Italy crushed an independence movement in Libya.)** **WHOLE CLASS 10 MIN**

## Active Classroom Activity

**Making a Poster of Independence Leaders** Break students into small groups and assign one of the events shown on the map to each group. Tell students to use credible sources to read about the event and create a poster to share what they learn with their classmates. Students should use words and visuals to communicate information about the leader involved in the event, what he wanted to accomplish, the methods used, the outcome of the event, and his influence on his country. **SMALL GROUP 30 MIN**

### HISTORICAL THINKING SKILLS

**Comparing and Contrasting Independence Movements** Lead a brief discussion of independence movements in Latin America. **Ask: Why and how were independence movements in Latin America different from those in Asia or Africa? (Most Latin American nations had already achieved independence, so their struggles were internal, with poorer classes fighting to gain representation and rights from the elites.) How were Latin American countries affected by their relationship with the United States? (Possible response: The United States began to interfere more and more in the politics of Latin American countries, undermining their independence and self-determination.)** **WHOLE CLASS 5 MIN**

## GO ONLINE Hands-On Topic Project

**Twentieth-Century Independence Movements** In this activity, students research twentieth-century independence movements in countries such as South Africa, Kenya, Egypt, India, Israel, or Argentina. They then use this information to create a social media campaign arguing for national sovereignty. Social media campaigns could include petitions, propaganda, advertisements, interviews, speeches, music, and other forms of media that increase awareness of social, economic, and political arguments for seeking independence and removing colonizers. Students may also want to include a description of life in the country for the average citizen. Social media campaigns should explain how people might resolve tensions among groups and address transition difficulties.

**SMALL GROUP 90 MIN**

PREVIEW THE LEARNING

GEOGRAPHY SKILLS

**Using Maps to Understand Key Events** Give students a blank world map. Have students look at the time line and locate the country or region where each of the events took place. Tell students to label these events on their maps. Have students add information to the map as they progress through the topic. **INDIVIDUAL 25 MIN**

Digital Option

**Multimedia Time Line** Have students work in groups to create a multimedia time line. Have students find illustrations, video clips, and music or sound to accompany each event. Ask students to write original captions for each event. **SMALL GROUP 15 MIN**

GO ONLINE Review & Apply Activity

**Introducing Independence and New Challenges** Assign the Review & Apply Activity to help students summarize lesson content. **INDIVIDUAL 20 MIN**

Culturally Responsive Connections

**Points to Consider** As you plan your instruction for this topic on independence and new challenges, think about students in your classroom and their cultural contexts as well as your own. How might you support your students with different backgrounds and experiences as they learn about the challenges of independence? Think about the following points as you create your lesson plans:

- Decolonization and Independence Movements** African and Asian countries achieved independence from white, European colonial powers. Think about students in your classroom. How might students react to the oppression and violence imposed by colonial empires? How might students of different backgrounds connect to the demand for independence and right to self-rule for people of color? How might they react to the protests and consciousness movements undertaken by populations around the world? In what ways did peoples on the African and Asian continents overcome the challenges of decolonization?
- Self-Rule** How did people pursue independence and self-rule? How did people respond to the disruption of cultural traditions, borders, and pre-colonial economic and political institutions? Who did and did not benefit from self-rule? Which voices were included?
- Ethnic and Regional Diversity** This topic encompasses a broad range of identities in different regions throughout the world. Think about the identities of your students. If necessary, clarify that Africa, the Middle East, Asia, and Latin America are regions, not countries. The citizens of the countries in these regions are diverse and encompass a broad range of religions, ethnic groups, and customs. Therefore, there are many opportunities to connect with students of color and different backgrounds.
- Connecting to Today** Questions that you may want to explore with students include:
  - How have these countries overcome the obstacles they faced after independence?
  - Which countries or peoples still seek independence?

Looking Ahead

In these lessons, you will learn about the independence movements that grew in various colonized countries during the twentieth century. With European nations weakened by two world wars and a worldwide economic depression making life harder for everyone, independence began to feel both attainable and necessary for the survival of the people in many colonized regions. You will explore how new countries grew from these former colonial territories and the way their struggle for independence shaped their culture and history. You will consider the fall of the Ottoman Empire, as well as the ways in which the power struggle between the United States and the Soviet Union influenced these new nations.

You will examine Compelling Questions and develop your own questions about decolonization, independence movements, and how independence affected countries economically, socially, and politically. Begin by reviewing the time line to preview some of the key events and people you will learn about in this topic.

What Will You Learn?

- In these lessons focused on independence and new challenges in the developing world, you will learn:
- the key events in the independence movements of various colonized countries.
  - the effects of political, social, and economic challenges faced by newly independent countries.
  - the impact of the competition between the United States and Soviet Union on other nations.
  - the impact of the fall of the Ottoman Empire on the Middle East.
  - the historical causes and effects of the rise of nationalism in Asia, Africa, and Latin America.

COMPPELLING QUESTIONS

- How was independence for former colonies a turning point politically, socially, and economically?
- How did independence movements affect life in colonized countries?

KEY EVENTS OF THE  
MOVEMENT FOR  
INDEPENDENCE AND  
THE CHALLENGES OF  
NATION BUILDING

- 1946** **1946** Former military officer Juan Perón becomes president of Argentina
- 1947** **1947** India and Pakistan gain independence
- 1948** **1948** The State of Israel is established
- 1957** **1957** Ghana becomes the first sub-Saharan African country to gain independence
- 1963** **1963** Kenya becomes an independent country led by Jomo Kenyatta
- 1964** **1964** Nelson Mandela is sentenced to life imprisonment in South Africa
- 1973** **1973** The United States supports a military coup in Chile, which overthrows Salvador Allende
- 1979** **JANUARY 1979** The shah of Iran flees the country; the Iranian Revolution begins  
**»** Ayatollah Ruhollah Khomeini greets supporters in Tehran, Iran after returning from exile in February 1979.  
**DECEMBER 1979** The Soviet Union invades Afghanistan
- 1990** **1990** Nelson Mandela is released from prison



**Identifying Cause and Effect** What events on the time line do you think were influenced by the Cold War? Why?

ANSWERS

Identifying Cause and Effect

The Iranian Revolution and the Soviet invasion of Afghanistan were both influenced by the Cold War.

## 02

## South Asian and Southeast Asian Independence

## READING STRATEGY

## Analyzing Key Ideas and Details

As you read the lesson, use a graphic organizer like this to record important events that affected nations in South and Southeast Asia.

Nation	Important Events

## Spread of Communism in Asia

## GUIDING QUESTION

How did communism spread throughout Asia after 1917?

Before World War I, the Marxist doctrine of social revolution had no appeal for Asian intellectuals. Most Asian societies were still agricultural during this time and not thinking of revolution. This changed after the events in Russia in 1917. Vladimir Lenin and the Bolsheviks showed that a revolutionary Marxist Party could rapidly turn an economy based on agriculture into an industrialized economy.

In 1920 Lenin adopted a new revolutionary strategy aimed at societies outside the Western world. He spread the word of Karl Marx through the Communist International, or Comintern, a worldwide organization of Communist parties formed in 1919. Agents were trained in Moscow and then returned to their homelands to form Marxist parties. Lenin believed that people living under colonial rule would be especially receptive to his ideas. His assertion that capitalism allowed the exploitation of resources and labor by imperialist nations resonated with some leaders in Asia. Lenin hoped these leaders would see communism as a way to gain control of their industries from Western nations.

By the end of the 1920s, almost every colonial society in Asia had a Communist Party. In some countries, local Communists established cooperative relationships with nationalist parties to struggle against Western imperialism. For example, in French Indochina, Moscow-trained Ho Chi Minh organized the Vietnamese Communists during the 1920s. The strongest Communist-nationalist alliance formed in China. However, in most colonial societies, Communist parties failed to gain much support.

## CHECK FOR UNDERSTANDING

**Identifying Cause and Effect** Why did communism spread to Asia after World War I?

## Indian Independence

## GUIDING QUESTION

What forces shaped the Indian independence movement?

Mohandas Gandhi was active in the Indian National Congress and the movement for Indian self-rule before World War I. Like many in India, Gandhi was disheartened that India was not granted self-rule after the war. The Indian people began to refer to him as India's "Great Soul," or Mahatma. Gandhi remained an important figure after the war, and new leaders also arose to respond to British colonialism.

## Protests and Reforms

In 1893 Gandhi moved to South Africa for work. Upon his return to India in 1914, he organized mass protests against British laws. A believer in nonviolence, Gandhi used the methods of **civil disobedience** to push for Indian independence.

**civil disobedience** refusal to obey laws that are considered to be unjust

GO ONLINE Explore the Student Edition eBook and find interactive maps, time lines, and tools.

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## LESSON 02 • LEARN THE EVENTS

## South Asian and Southeast Asian Independence

## ENGAGE

## HISTORICAL THINKING SKILLS

**Describing Independence Movements** Have students list countries they have learned about that gained independence. (*Responses might include the United States, France, Mexico, Haiti, and Panama.*) Write responses on the board. Then review the causes and effects of the independence movements in each country, as well as how each country gained its independence. Explain that this lesson will discuss independence movements in Asia, beginning with India. Ask students whether they think India's situation was similar to that of the other countries on the board. Encourage them to keep this discussion in mind as they read the lesson. **WHOLE CLASS 10 MIN**

## TEACH

## HISTORICAL THINKING SKILLS

**Interpreting Communism** Give students one minute to write down what they think of when they hear the word *communism*. Then lead a discussion of their responses. Be sure students understand that communism is a political and economic system in which the public owns and controls the means of production, and there are no social classes. Remind students that political leaders have reinterpreted and applied communist ideology to advance the goals of their nation. **Ask:** *Why did Lenin think that communism would appeal to people living under colonial rule?* (*He believed that people would recognize the exploitation that resulted from capitalism and that leaders of countries under colonial rule would view communism as a way to gain control of their country's industry.*) **WHOLE CLASS 10 MIN**

## Special Needs

**Activity: Autism Spectrum** As students read the section "Indian Independence," allow students on the Autism Spectrum (ASD) to work with non-ASD students in a small group setting. Provide sentence starters to help ASD students discuss the Indian independence movement. For example: Indian protests were important because \_\_\_\_\_. Gandhi's protest methods were different because \_\_\_\_\_. Indians most likely felt \_\_\_\_\_. These tools will help students make inferences about the experiences of Indians during their independence movement. **SMALL GROUP 15 MIN**

## Background Information

**The Salt March** Mohandas Gandhi intended for the 240-mile march from Ahmedabad to Dandi to draw attention to Britain's Salt Act of 1882, which not only taxed Indians for the salt they purchased but also prohibited them from making salt, forcing them to buy expensive imported salt, usually from Britain. It took twenty-four days for the group to reach the sea, and thousands joined along the way. Upon reaching the sea, Gandhi picked up a lump of salt in a gesture of rebellion, showing that Indians had the right to the resources of their own land. Over the next several weeks, thousands of Indians followed Gandhi's lead and began to make salt in defiance of the law. By the end of the year, some 60,000 Indians, including Gandhi himself, were arrested and imprisoned for these acts of civil disobedience. The Salt March called attention to the plight of the poor in India and proved to be an important step in forcing Britain to grant new freedoms—and eventually full independence—to India.

## ANSWERS

## READING STRATEGY

**India**—influence of Mohandas Gandhi, passage of the Government of India Act, push for reforms by the Indian National Congress, non-violent protests, disagreements among Indian leaders, hostility between Hindus and Muslims, decision to divide colonial India, mass migrations, assassination of Mohandas Gandhi and others, establishment of the principle of nonalignment, achievements of Nehru and Indira Gandhi, ethnic conflict; **Pakistan**—hostility between Hindus and Muslims, the creation of the Muslim League, the decision to divide colonial India, mass migrations, independence in 1947, internal conflicts, inability to establish stable government; **Bangladesh**—needs are ignored, differences between East and West Pakistan, civil war, new nation of Bangladesh established, inability to achieve stable government; **Indonesia**—Netherlands tries to suppress new Indonesian republic, United States encourages independence, Sukarno elected president but dissolves the constitution, United States supports military takeover; failure of democracy; **Burma (Myanmar)**—comes under military control, Suu Kyi seeks expanded rights and democracy, Suu Kyi made state counsellor; **Vietnam**—North and South Vietnam forcibly reunited under Communist rule, repression of opposition to Communist Party; **Laos**—Communist government established; **Cambodia**—Communist government established, Pol Pot massacre, UN-sponsored elections; **Philippines**—Marcos comes to power, widespread fraud and corruption, Corazon Aquino becomes president and works for democratic reform, economic and social problems persist

## CHECK FOR UNDERSTANDING

Communism spread to Asia after World War I because of Lenin's efforts to appeal to people in colonial territories who might feel exploited.



Culturally Responsive Connections

**Women of Indian Independence** Numerous Indian women participated in the resistance movement against British colonial rule. One of these women, Sarojini Naidu, was appointed president of the Indian National Congress in 1925. Along with other men and women, she was arrested for participating in the Salt March protest in 1930. As a result of her arrest, female protest participation rose across the country. Women creatively devised solutions to break the British Salt Law by making their salt and selling it in the markets. Other notable women of the Indian independence movement include Hansa Mehta, who organized picket lines against foreign clothing stores, and Usha Mehta, an underground revolutionary radio broadcaster who spent four years in prison for the cause. When India won its independence, women participated in drafting the Indian Constitution and eventually held political office. **Questions to Consider:** Why might women have been largely excluded from the historical narrative on Indian independence? (*Students may say that the movement became associated with prominent men such as Mohandas Gandhi and Motilal Nehru, who had studied abroad and worked as lawyers. Women who participated might have lacked such privileges.*) Have you experienced a time when your voice was excluded? (*in sports, academics, work, or social groups*) Does gender impact whose voice gets heard today in our society? (*Students may suggest men have largely been responsible for writing history. Students may note that historically women had less access to political power. Other students may suggest that stereotyping has occurred when women enter positions of power and make their voices heard.*) What qualities contributed to the success of these women activists in India? (*creativity, strength, resolve, unity, compassion, determination*) How did women’s protest actions bring about lasting institutional change in India? (*Students may discuss how India won independence from Great Britain and the establishment of a constitutional parliamentary democracy.*) **WHOLE CLASS 15 MIN**

English Learners Scaffold

Reading Closely to Understand a Primary Source

Entering and Emerging

Read the Declaration of Purna Swaraj aloud, and work with students to unpack its meaning. Begin by asking students to identify who “we” refers to (*the members of the Indian National Congress*). Then review the meaning of unfamiliar words, such as *toil*, *deprives*, *oppresses*, *alter*, *abolish*, and *exploitation*. Finally, work with students to identify the main idea of each of the three sentences.

Developing and Expanding

Have students work with a partner to define unfamiliar terms in the Declaration of Purna Swaraj. Then have students identify the main idea of each of the three sentences and write a sentence describing the purpose of the declaration.

Bridging and Reaching

Have students work with a partner to discuss the meaning of the excerpt from the Declaration of Purna Swaraj. Ask pairs to summarize the excerpt in their own words. **ELL SMALL GROUP 15 MIN**

In 1919 British troops killed hundreds of unarmed protesters in Amritsar, in northwest India. The violence gave Gandhi pause, but he soon returned to politics, leading boycotts and demonstrations. In 1922 a protest in the village of Chauri Chaura turned violent, resulting in a fire that killed 22 Indian police officers. Horrified at the mob violence, Gandhi halted his campaign of civil disobedience but was later arrested and imprisoned for his role in the protests.

In 1935 Britain passed the Government of India Act, which expanded the role of Indians in governing. Before, the Legislative Council could give advice only to the British governor. Now, it became a two-house parliament, and two-thirds of its Indian members were to be elected. Five million Indians (still a small percentage of the total population) were given the right to vote. However, Gandhi and other Indian leaders denounced the act because it maintained British authority over India’s military and the Indian economy.

A Push for Independence

Initially, the Indian National Congress (INC), founded in 1885, sought reforms in Britain’s governing of India. Reforms, however, were no longer enough. Under its new leader, Motilal Nehru, the INC wanted to push for full independence from Britain.

Gandhi, now released from prison, returned to his earlier policy of civil disobedience. He worked hard to inform ordinary Indians of his beliefs and methods. It was wrong, he said, to harm any living being. He believed that hate could be overcome only by love, and love, rather than force, could win people over to one’s position.

Nonviolence was central to Gandhi’s campaign of noncooperation and civil disobedience. To protest unjust British laws, Gandhi advocated self-sufficiency.



The Salt March was just one of Gandhi’s acts of *satyagraha*, or mass civil disobedience. **Speculating** Why do you think the people participating in the Salt March are dressed in a similar manner?

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He urged Indians to remove their children from English-supported schools, to refuse to pay taxes, and to provide their own cloth and salt.

Britain had increased the salt tax and prohibited Indians from manufacturing or harvesting their own salt. In 1930 Gandhi led a protest. He and his supporters walked to the sea in what was called the Salt March. On reaching the coast, Gandhi picked up a pinch of salt. Thousands of Indians followed his act of civil disobedience. Gandhi and many other members of the INC were arrested.

New Leaders and New Problems

In the 1930s, Jawaharlal Nehru entered the movement. The son of Motilal Nehru, Jawaharlal studied law in Great Britain. He, like many Indian politicians, was upper class and intellectual.

The INC drafted a resolution called Purna Swaraj to declare India’s independence.

“ We believe that it is the incredible right of the Indian people, as of any other people, to have freedom to enjoy the fruits of their toil and have the necessities of life, so that they may have full opportunities of growth. We believe also that if any government deprives a people of these rights and oppresses them, the people have a further right to alter or to abolish it. The British Government in India has not only deprived the Indian people of their freedom but has based itself on the exploitation of the masses, and has ruined India. . . . ”

—Declaration of Purna Swaraj, 1930

However, participants in India’s independence movement held divergent views about how to obtain freedom from Britain. Some identified with Gandhi’s religious, anti-Western, and traditional ideas, but others favored Jawaharlal Nehru’s secular, Western-friendly, and modern beliefs. The two approaches created uncertainty about India’s future path.

In the meantime, another problem arose in the independence movement. Hostility between India’s Hindus and Muslims had existed for centuries. Muslims were dissatisfied with the Hindu dominance of the INC, and they raised the cry “Islam is in danger.”

By the 1930s, the Muslim League was under the leadership of Mohammed Ali Jinnah. The league believed in the creation of a separate Muslim state of Pakistan (“the land of the pure”) in the northwest.

CHECK FOR UNDERSTANDING

- 1. **Making Connections** Why was the Salt March considered an act of civil disobedience?
- 2. **Contrasting** How did Nehru differ from Gandhi? What was the result of having two prominent individuals working for independence from different perspectives?

PHOTO: Devdas Photography/Stock Photo, 1930. Declaration of Purna Swaraj, Indian Congress, January 26, 1930.

ANSWERS

**Speculating** Possible response: They are dressed alike to show unity and purpose or as a reflection of their cultural heritage.

CHECK FOR UNDERSTANDING

- 1. Indians were prohibited from manufacturing or harvesting their own salt. Participants in the Salt March violated this law by picking up salt from the shore.
- 2. Gandhi was religious, anti-Western, and traditional, while Nehru was secular, Western-friendly, and modern. Their differences led to uncertainty about the future of India.

## India Divided

### GUIDING QUESTION

How did India, Pakistan, and Bangladesh become independent countries?

At the end of World War II, British India's Muslims and Hindus were divided. The leaders in India decided that British India would have to be divided into two countries, one majority Hindu (India) and one majority Muslim (Pakistan). Pakistan consisted of two regions separated by India. One section, West Pakistan, was to the northwest of India. The other section, East Pakistan, was to the northeast of India.

On August 15, 1947, India and Pakistan became independent. Millions of Hindus and Muslims fled across the new borders, Hindus toward India and Muslims toward Pakistan. Violence resulted from these mass migrations, and more than a million people were killed. On January 30, 1948, a Hindu militant assassinated Mohandas Gandhi as he was going to morning prayer. India and Pakistan's new beginnings had not been easy.

### An Independent India

Having worked closely with Mohandas Gandhi for Indian independence, Jawaharlal Nehru led the Congress Party, formerly known as the Indian National Congress. Nehru admired the socialist ideals of the British Labour Party. His political goal was a parliamentary government led by a prime minister and a written constitution, creating the world's largest democracy. His economic goals called for a moderate socialist economy. Under Nehru's leadership, the Indian state took ownership of major industries, utilities, and transportation. Private enterprise was allowed at the local level, and farmland was left in private hands. The Indian government also sought to

avoid dependence on foreign investment. India developed a large industrial sector, and industrial production almost tripled between 1950 and 1965.

### New Challenges

Nehru guided India's foreign policy according to a **principle of nonalignment**. Concerned about military conflict between the United States and the Soviet Union and about the influence of former colonial powers, Nehru refused to align India with either bloc. Rather, he joined other developing countries in not taking sides in the growing Cold War.

After Nehru's death, the Congress Party selected his daughter, Indira Gandhi (not related to Mohandas Gandhi), as prime minister. She held office for most of the time between 1966 and 1984. India faced many problems during this period. In the 1950s and 1960s, a legacy of colonialism and its economic policies led to growing poverty. The population continued to grow quickly which stressed infrastructure. Millions lived in vast city slums. It was in the slums of Kolkata (formerly Calcutta) that Mother Teresa, a Catholic nun, helped poor, sick, and dying Indian people.

Growing ethnic and religious strife as well as regional demands for more self-government and control over resources caused conflicts to arise. One conflict involved the Sikhs. Sikhs are followers of a religion founded in the mid-fifteenth century in northern India. Many Sikhs lived in a region known as Punjab, a northwest Indian province. Militant Sikhs demanded that this province be given its independence. Gandhi refused and in 1984 used military force against Sikh rebels. Soldiers attacked the temple precinct in the province and stormed the Sikh Golden Temple, a historic and sacred place of worship for Sikhs. More than 450 Sikhs were killed. Seeking revenge, two Sikh members of Gandhi's personal bodyguard assassinated her later that year.



Train cars hold people inside and on top as millions migrate following India's partition.

**Drawing Conclusions** Why do you think so many people migrated by train?

**principle of nonalignment** Jawaharlal Nehru's refusal to associate India with any bloc or alliance

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## ANSWERS

**Drawing Conclusions** Possible response: These refugees were desperate to travel to another part of India to escape conflict and live where people were ethnically or culturally more similar. At the time, trains may have been the most reliable form of travel for many people.

## HISTORICAL THINKING SKILLS

**Understanding Context for Assassinations** Point out the fact that three leaders were assassinated during India's fight for independence: Mohandas Gandhi, Indira Gandhi, and Rajiv Gandhi. Have students engage in a Think-Pair-Share to identify the issues that motivated these assassinations. **Ask: What issues contributed to the assassinations in India?** (Students should note that religious, cultural, and ethnic differences and dissension in India contributed to conflict over who should have power, which led to the assassinations.) **What impact do you think these assassinations had on India?** (Responses will vary, but students should note that repeated assassinations caused further political instability, unrest, and tension among groups.)

SMALL GROUP 10 MIN

### Differentiate the Activity

**Analyzing Causes of Indian Unrest** Ask students to research one of the assassinated leaders. Have students create a story board for a documentary film on their chosen leader. In their film, students should address why the leader was killed and the impact that his or her death had on government and society in India.

BL SMALL GROUP 40 MIN

## Social and Emotional Learning: Social Awareness

**Appreciating Diversity** Explain that Mohandas Gandhi worked hard not only to win freedom for the downtrodden people of India, but also to build peace between Hindus and Muslims. In fact, it was Gandhi's tolerance for Muslims that infuriated the Hindu assassin who killed him. **Ask: Why did Pakistan become a separate state after India gained its independence?** (Muslims wanted self-rule; they did not like being ruled by a Hindu majority.) **What are the advantages of establishing borders along ethnic or cultural lines?** (Possible response: People in countries with less diversity tend to experience less conflict; laws may be more in line with cultural beliefs.) **What are the disadvantages?** (Possible response: It is impossible to have complete ethnic and cultural unity; diversity fosters new ideas and empathy.) **What steps should countries take to encourage tolerance of other ethnicities, cultures, or religions?** (Responses will vary, but students may note that countries can pass laws that prohibit discrimination. Governments can also lead by example—for instance, politicians can hire diverse staff members. In addition, public institutions such as schools can promote open-mindedness and teach about a variety of cultures.)

WHOLE CLASS 15 MIN

## WRITING SKILLS

**Argumentative Writing About India and Nonalignment** Have students read the paragraph discussing the principle of nonalignment. **Ask: Based on its history, why might India have chosen nonalignment?** (Students may note that India was wary of undermining its independence by aligning too much with any one power.) Have students write an argumentative essay in which they discuss the wisdom of India's nonalignment policy, noting the relative advantages and disadvantages during the Cold War and today. Have students use information in the text as well as information gathered from online sources. Remind students to include a clear thesis statement and to support this thesis with information from the text and their research.

INDIVIDUAL 30 MIN

### Differentiate the Activity

**Gathering Evidence About Alliances** Have students work in small groups to define *nonalignment* and *neutrality* in their own words. Then have groups brainstorm a list of potential challenges that nations face today. Encourage students to consider political, military, economic, and social issues. After brainstorming, have students make a T-chart explaining why alliances might improve or exacerbate these challenges.

AL SMALL GROUP 30 MIN

GEOGRAPHY SKILLS

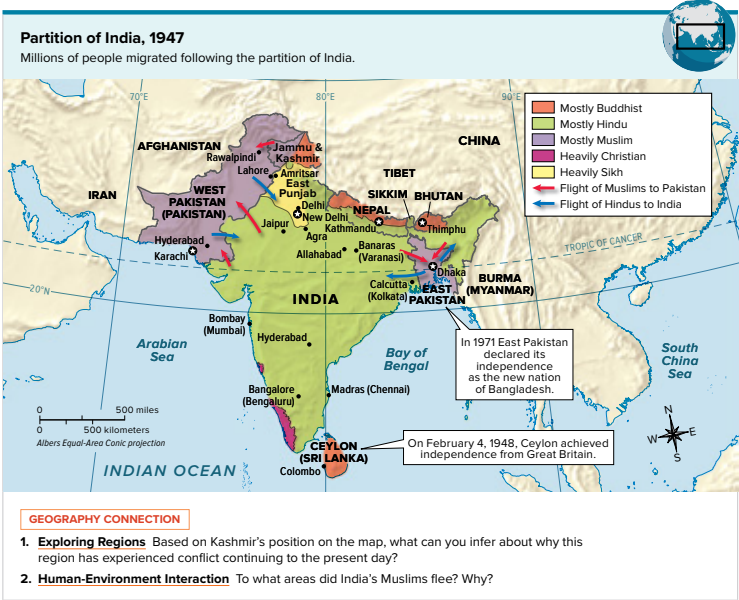
**Using Maps to Understand Context** Display the “Partition of India, 1947” map or have students look at it in their texts. **Ask: What conclusions about India can you draw from this map?** (Responses will vary, but students may note that there are several different religions in India, that different regions tend to be “mostly” one religion or another, and that several new countries have formed from India since it was a British colony.) **Why do you think the map key uses the words “mostly” and “heavily” to describe religion in each region?** (There will always be religious minorities in any region. The use of these terms clarifies that no part of India—or any country—is completely homogenous.) **Looking at the map, why might it not be surprising that West and East Pakistan did not last as one country?** (Students should note that the two regions are hundreds of miles apart, increasing the likelihood of fragmentation.) **Why might India have supported the separation of Pakistan into two nations?** (Possible response: India was between two countries engaged in conflict. It may have wanted peace between them to protect its own interests and territory.) **WHOLE CLASS 10 MIN**

HISTORICAL THINKING SKILLS

**Understanding Context for Bangladesh’s Independence** Discuss the creation of Bangladesh. **Ask: Why did East Pakistan declare its independence from West Pakistan to become Bangladesh?** (It was a separate region from West Pakistan and had a different culture and language. Many people felt that the government in West Pakistan ignored their needs.) **What evidence supports the conclusion that independence did not solve all of Pakistan’s and Bangladesh’s problems?** (Both countries are very poor and lack a stable government.) **Do you think Bangladesh would have been better off if it had remained part of Pakistan—or part of India? Why or why not?** (Responses will vary. Some students may suggest that Bangladesh could benefit from being part of a larger nation, while others will likely point out the ongoing differences that led to the separation and the benefits of self-rule.) **WHOLE CLASS 10 MIN**

Making Connections to Today

**Analyzing Change in Pakistan and Bangladesh** Have students locate Pakistan and Bangladesh on a current world map. Then ask pairs of students to find a recent news story for one of these countries and summarize the events. Ask pairs to share their summaries to the class. After all students have shared, discuss how the challenges faced by Pakistan and Bangladesh have changed and how they have stayed the same. **Ask: What are some new challenges facing Pakistan and Bangladesh?** (Responses will vary, depending on the news stories, but students might cite issues related to massive population density in Bangladesh or growing Islamic extremism in Pakistan.) **How are these challenges a result of their past?** (Responses will vary depending on the news stories chosen but may relate to the religious divisions or to the history of being a colony.) **SMALL GROUP 60 MIN**



Conflict between Hindus and Muslims continued. Political tensions between India and Pakistan fueled a long-term dispute over the regions of Jammu and Kashmir. Jammu and Kashmir are territories that rest between the nations of India and Pakistan along their northern border. The dispute over these two regions persists into the present day.

Following the assassination of Indira Gandhi, her son Rajiv became prime minister and moved the government in new directions. He encouraged private enterprise as well as foreign investment. His successors continued to transfer state-run industries into private hands and to rely on the free market. This led to a noticeable growth in the middle class.

Rajiv Gandhi was prime minister from 1984 to 1989. During his 1991 reelection campaign, he was assassinated during a bomb attack by a member of a guerrilla group, the Tamil Tigers. In the following years, the Congress Party lost its leadership position and had to compete with new political parties. Rajiv Gandhi's widow, Sonia Gandhi, would become the next leader of the Congress Party in 1998.

**Pakistan and Bangladesh**

Pakistan lacked a political infrastructure like India's National Congress, and it received fewer assets after the partition. It also suffered from internal conflicts. East Pakistan and West Pakistan were separate regions with geographical, cultural, and linguistic differences. Many in East Pakistan believed that the government, based in West Pakistan, ignored their needs. East Pakistan declared independence from Pakistan in 1971. After a brief civil war that included acts of genocide, East Pakistan became the new nation of Bangladesh. Bangladesh and Pakistan have remained very poor and have experienced difficulty establishing stable governments. At times, military officials have seized control of their governments.

**CHECK FOR UNDERSTANDING**

- Identifying Cause and Effect** What were the immediate effects of the partition of British India?
- Describing** How did India, Pakistan, and Bangladesh emerge as independent countries?

ANSWERS

GEOGRAPHY CONNECTION

- The region has always been heavily Muslim, but it remains part of India, a Hindu nation. It is understandable that the Pakistanis would assert dominance over a predominantly Muslim region.
- India's Muslims fled to East Pakistan (Bangladesh) and to West Pakistan because these areas were mostly Muslim.

CHECK FOR UNDERSTANDING

- Following the creation of a mostly Hindu India and a mostly Muslim Pakistan, millions died as Hindus fled to India and Muslims fled to Pakistan.
- India and Pakistan were declared separate countries as soon as Britain gave up its colonial possessions in the region in 1947. Geographic, cultural, and language differences led East Pakistan to declare independence from Pakistan, which resulted in a civil war between West and East Pakistan. East Pakistan became the independent nation of Bangladesh.



## Southeast Asia

### GUIDING QUESTION

What experiences did independence bring to new Southeast Asian countries?

After World War II, most states in Southeast Asia gained independence from their colonial rulers. The process varied across the region, however. In July 1946, the United States granted independence to the Philippines, and in 1948 Burma became independent from Great Britain.

Initially, many leaders of the newly independent states in Southeast Asia admired Western political and economic practices. They hoped to form democratic, capitalist states like those in the West. By the end of the 1950s, however, their plans for rapid economic growth had failed. Internal disputes weakened the new democratic governments, opening the door to both military and one-party autocratic regimes.

### Indonesia and Myanmar

The Netherlands was less willing than Great Britain to abandon its colonial empire in Southeast Asia. When a new Indonesian republic was proclaimed by Achmed Sukarno, the Netherlands attempted to suppress it. When the Indonesian Communist Party attempted to seize power, however, the United States pressured the Netherlands to grant independence to Sukarno and

his non-Communist Nationalist Party. In 1949 the Netherlands finally recognized the new Republic of Indonesia and the new state's independence had been achieved beyond doubt.

In 1950 Indonesia's new leaders created a parliamentary system, and Sukarno was elected the first president. In the late 1950s, however, he dissolved the constitution and tried to rule on his own through what he called "guided democracy." Sukarno also nationalized foreign-owned enterprises and sought economic aid from China and the Soviet Union. This created diplomatic connections the United States wanted to avoid. Military officers overthrew Sukarno and established a military government under General Suharto, who was supported by the United States. It was clear that democracy had failed in Indonesia.

Burma, now Myanmar, came under military control in the early 1960s. The nation's people, however, continued to fight for democracy. Aung San Suu Kyi, the daughter of Aung San, who led the Burma Independence Army in 1947, returned to Myanmar in 1988 and became involved in the movement for democracy. For her actions, she was repeatedly placed under house arrest. Her party won a landslide victory in 1990, but the military rulers refused to hand over power. In 1991 Suu Kyi won the Nobel Peace Prize for her pro-democracy efforts and was made state counselor in 2016. She has recently been stripped of many of her human rights awards due to the treatment of the Rohingya people, a Muslim minority, within the country.



Independence and New Challenges 757

### GEOGRAPHY CONNECTION

- Global Interconnections** How do you think geography may have affected which Southeast Asian countries became Communist?
- Exploring Regions** How is Laos geographically different from its southern neighbors?

## ANSWERS

### GEOGRAPHY CONNECTION

- Laos, Vietnam, and Cambodia were relatively close to China, which likely encouraged them to become Communist.
- Laos is landlocked.

## HISTORICAL THINKING SKILLS

**Understanding Context of Indonesian Independence** Call attention to the independence movement in Indonesia. **Ask:** *Why do you think the Netherlands might have been reluctant to give up Indonesia? (Responses will vary, but students should note that colonies provided European powers with raw materials, markets for goods, and thus wealth.) Why did the United States encourage the Netherlands to cede control over its colony? (After Sukarno's non-Communist Nationalist Party declared Indonesia's independence, the Indonesian Communist Party attempted to gain power. Fearing a Communist takeover, the United States pressured the Netherlands to accept Indonesian independence under Sukarno.)* **WHOLE CLASS 5 MIN**

## READING SKILLS

**Citing Text Evidence Related to Democracy** Point out that the text discusses the challenges facing newly independent countries as they worked to establish stable governments. Have students reread "Indonesia and Myanmar." **Ask:** *What evidence in the text supports the claim that democracy failed in Indonesia? (The text says that the military took control after Indonesia's president dissolved the constitution.) What evidence supports the claim that Myanmar has not lived up to democratic ideals? (Aung San Suu Kyi has recently been stripped of her human rights awards due to her treatment of the Rohingya people.)* **WHOLE CLASS 5 MIN**

## WRITING SKILLS

**Informative Writing About Southeast Asia** Have students choose one of the Southeast Asian countries discussed in the text: Indonesia, Myanmar, Vietnam, Cambodia, or the Philippines. Ask students to research the government and economy of the country today and summarize their findings in a brief informative report. Encourage students to make connections between the country's colonial past, struggles following independence, and challenges the country faces today. **INDIVIDUAL 45 MIN**

### Digital Option

**Creating a Documentary About Southeast Asia** Have students work in small groups to create a short documentary on one of the Southeast Asian countries discussed in the text. The documentary should cover the causes, effects, and challenges of independence, and how the country has fared in the years since. Have students post their documentaries on the school or class website for others to see. **SMALL GROUP 60 MIN**

## GO ONLINE Guided Reading Activity

**South Asian and Southeast Asian Independence** Assign the Guided Reading Activity to help students develop critical reading skills and create study notes as they answer questions about the main ideas of the lesson. **AL INDIVIDUAL 20 MIN**

## GO ONLINE Reading and Writing Essentials

**South Asian and Southeast Asian Independence** This resource offers literacy support and reading and writing activities to help approaching-level students and English Language Learners understand lesson content. **AL ELL INDIVIDUAL 20 MIN**

HISTORICAL THINKING SKILLS

**Analyzing Change in Southeast Asia** Discuss the impact of colonialism on Vietnam, Cambodia, and the Philippines. **Ask: What happened in Vietnam when France gave up control?** (A conflict between Communist forces in North and democratic forces in South emerged.) **How is this similar to and different from Cambodia’s experience?** (Like Vietnam, Cambodia became Communist, but the Khmer Rouge, engaged in mass genocide.) **What challenges did democracy face in the Philippines?** (The democratic government was riddled by corruption. An important opposition leader was killed.) **What does the collective experience of these newly independent countries suggest?** (Possible response: The ideal of democracy is difficult to achieve.) **WHOLE CLASS 5 MIN**

GO ONLINE History & Civics Activity

**Rise of the Khmer Rouge** In this activity, students examine the factors that led to the rise of the Khmer Rouge. As they work, they analyze the impact of the regime on society and the consequences of the murder of more than one million Cambodians. **BL INDIVIDUAL 30 MIN**

Active Classroom Activity

**Making a Poster About Female Leaders** Have small groups create a poster for a museum exhibit dedicated to female leaders of Southeast Asia. Tell students to research one of the women in the text and use a time line, pictures, and words to tell the story of the woman, her rise to power, and her impact on her country. **SMALL GROUP 45 MIN**

REVIEW

HISTORICAL THINKING SKILLS

**Evaluating Lessons Learned** Provide each student with an index card. On one side of the card, tell students to write one thing they learned in the lesson. On the other side, ask students to write a question that they still have. Have students turn in their cards and redistribute them. Then have students read aloud the received cards. Use the activity to assess student understanding. **WHOLE CLASS 20 MIN**

GO ONLINE Self-Check Quiz

**South Asian and Southeast Asian Independence** Assign students the Self-Check Quiz to help them assess their progress. The ungraded quiz consists of 10 multiple-choice questions that focus on the main learning objectives of the lesson and provide instant feedback to the student. **INDIVIDUAL 15 MIN**

GO ONLINE Review & Apply Activity

**South Asian and Southeast Asian Independence** Assign the Review & Apply Activity to help students summarize lesson content. **INDIVIDUAL 20 MIN**

ASSESS

GO ONLINE Lesson 2 Quiz

**Assessing Student Understanding** Use the printed or digital Lesson Quizzes to assess student progress. You can assign the ready-made Lesson Quizzes, or you can create your own quizzes and tests from hundreds of available questions. This easy-to-use tool helps you design assessments that meet the needs of different types of learners. **INDIVIDUAL 20 MIN**

Vietnam and Cambodia

The French did not want to give up their colonial possessions either. But their hold on the colony of Vietnam had been weakened by Japanese occupation during World War II. Communists, led by Ho Chi Minh, took control of part of the land, and a communist North Vietnam and a democratic South Vietnam came into being. Beginning in 1965, the United States sent troops to try to halt the spread of communism, but the efforts failed.

By 1975, North Vietnamese Communist armies had forcibly reunited Vietnam and begun the process of rebuilding the shattered land. The reunification of Vietnam under Communist rule had an immediate impact on the region. By the end of 1975, both Laos and Cambodia had Communist governments. In Cambodia, Pol Pot, leader of the Khmer Rouge, massacred more than 1 million Cambodians. Conflict continued in Cambodia throughout the 1980s. It was not until 1993 that Cambodians held free UN-sponsored elections. Meanwhile, the government in Vietnam remained suspicious of Western-style democracy and repressed any opposition to the Communist Party’s guiding role over the state.

In 1975, Cambodia’s Khmer Rouge singled out the rich, the well educated, and members of ethnic or religious minorities as enemies of the Communist government. The genocide spread to virtually anyone who could not labor on Cambodia’s collectivized farms—the elderly, disabled, ill, and even children and babies. By 2003, when the Cambodian government agreed to prosecute those responsible for the genocide, most of the guilty were dead or had disappeared—including Pol Pot, who died of natural causes in 1998 and was never prosecuted. Seeing little action from Cambodia, the United Nations helped establish the Extraordinary Chambers in the Courts of Cambodia, a UN-assisted national court in 2006 to prosecute the remaining leaders. The court achieved only three convictions, leaving many to fear that the Cambodian genocide will go largely unpunished.

The Philippines

Throughout the waning years of the Cold War, some Southeast Asian societies showed signs of moving again toward more democratic governments. One example is the Philippines. President Ferdinand Marcos came to power there in 1965. Fraud and corruption became widespread in the Marcos regime. In the early 1980s, Marcos was accused of involvement in the killing of a popular opposition leader, Benigno Aquino. Corazon Aquino, wife of the murdered leader, became president in 1986 and worked for democratic reforms. Nevertheless, she soon proved unable to resolve many of the country’s chronic economic and social problems.

**discrimination** prejudicial treatment usually based on race, religion, class, sex, or age



Corazon Aquino was sworn in as president of the Philippines in February 1986. She was the first female president of the country and served until 1992.

Women in South and Southeast Asia

Throughout South and Southeast Asia, the rights and roles of women have expanded. In India, women’s rights expanded after independence. The Indian constitution of 1950 forbade **discrimination** based on gender and called for equal pay for equal work. Child marriage was also outlawed. Women were encouraged to attend school and to enter the labor market. Virtually all the newly independent states in Southeast Asia have granted women full legal and political rights. Women in both regions have become more active in politics and occasionally hold senior corporate and political positions. India had its first female head of state when Indira Gandhi took office. Other female heads of state in South and Southeast Asia have included Benazir Bhutto in Pakistan, Khaleda Zia in Bangladesh, and Sirimavo Bandaranaike in Sri Lanka.

CHECK FOR UNDERSTANDING

- 1. **Explaining** What experiences did independence bring to new Southeast Asian countries?
- 2. **Analyzing** What challenges did Indonesia and Myanmar confront following independence?

LESSON ACTIVITIES

- 1. **Informative Writing** Compare and contrast how two countries mentioned in the lesson achieved independence. Discuss how they became independent and the challenges they faced after independence.
- 2. **Collaborating** With a partner, create a list of economic, social, and political issues that India faced after it gained independence.

ANSWERS

CHECK FOR UNDERSTANDING

- 1. Internal disputes weakened democratic governments; military and autocratic one-party regimes were formed.
- 2. Both Indonesia and Myanmar struggled to maintain stable democratic governments; the military seized power in both countries.

LESSON ACTIVITIES

- 1. Essays will vary. Students might note similarities such as the fact that countries like India, Indonesia, and Vietnam all had conflicts with European nations. However, the ways they achieved their independence differed. Britain was more willing than France or the Netherlands to give up possession, for example. Additionally, students might note post-independence differences, such as the adoption of democracy in India and the spread of communism in Vietnam.
- 2. Lists will vary, but students should note that India faced a growing population, worsening poverty, ethnic conflict, and religious strife.

## 03

## The Middle East

## READING STRATEGY

## Analyzing Key Ideas and Details

As you read the lesson, use a graphic organizer like this to record important events related to independence, conflict, and cooperation in the Middle East.

Year	Event

## Decline and Fall of the Ottoman Empire

## GUIDING QUESTION

What led to the fall of the Ottoman Empire?

Over the 19th century the Ottoman Empire lost much of its territory. Its government was also increasingly in debt as a result of its efforts to build modern institutions. In 1876 Ottoman reformers seized control of the empire's government and adopted a constitution that set up a **legislature**. However, the sultan they placed on the throne, Abdülhamid II, suspended the new constitution. Abdülhamid paid a high price for his authoritarian actions, living in constant fear of assassination. He kept 1,000 loaded revolvers hidden throughout his guarded estate.

The suspended constitution became a symbol of change to a group of reformers named the Young Turks. This group forced the restoration of the constitution in 1908 and deposed the sultan the following year. However, the Young Turks lacked strong support for their government.

## Impact of World War I

After the Ottoman government allied with Germany, the British sought to undermine Ottoman rule in the Arabian Peninsula by supporting Arab nationalist activities there. The nationalists were led by Faisal, a member of a powerful Arab family from western Arabia who would go on to become the first king of Iraq. Faisal was aided by the dashing British adventurer T. E. Lawrence, popularly known as Lawrence of Arabia.

In 1916 Arabia declared its independence from Ottoman rule. British troops advanced from Egypt and seized the Ottoman territories on the eastern coast of the Mediterranean Sea. After suffering more than 300,000 deaths during the war, the Ottoman Empire made peace with the Allies in October 1918.

## Fall and Division of the Ottoman Empire

At the end of World War I, the tottering Ottoman Empire collapsed. Great Britain, France, and Russia made plans to divide Ottoman territories in the Middle East. However, Russia did not ultimately receive the land that was originally allotted to it because of its withdrawal from World War I. As a result of the final peace treaty, only the area of what is present-day Turkey remained under the control of the Ottoman government. Then Greece invaded Turkey and seized the western parts of the Anatolian Peninsula.

The invasion alarmed influential groups in Turkey, who were organized under the leadership of the war hero Colonel Mustafa Kemal. Kemal summoned a national congress calling for the creation of an elected government and a new Republic of Turkey. His forces drove the Greeks from the Anatolian Peninsula. In 1923 the last of the Ottoman sultans fled the country, which was then declared to be the new Turkish Republic. The Ottoman Empire had finally come to an end.

## CHECK FOR UNDERSTANDING

**Identifying Cause and Effect** What led to the fall of the Ottoman Empire?

**legislature** an organized body that makes laws

**GO ONLINE** Explore the Student Edition eBook and find interactive maps, time lines, and tools.

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## LESSON 03 • LEARN THE EVENTS

## The Middle East

## ENGAGE

## HISTORICAL THINKING SKILLS

**Analyzing Change in the Middle East** Tell students that in this lesson they will learn about people, places, and events related to independence, conflict, and cooperation in the Middle East. Instruct students to organize into small groups to discuss what they know about the movements for independence and nationalism in this part of the world in the early twentieth century. Encourage students to focus their discussion on the time period immediately after World War I. **Ask: What changes related to nation-states took place in the Middle East after World War I?** (Responses will vary, but students may note that the Ottoman Empire was broken up, and the mandate system was used to govern territories that had once been part of the Ottoman Empire.) **SMALL GROUP 10 MIN**

## TEACH

## READING SKILLS

**Determining Central Ideas About the Decline of the Ottoman Empire** Use the Internet to locate a map of the Ottoman Empire at its height. Remind students that its territory included the Balkans in Eastern Europe, the Arabian Peninsula, and parts of northern Africa. Explain that by the early twentieth century, the Ottoman Empire was in decline. **Ask: What problems contributed to the decline of the Ottoman Empire?** (The Ottoman Empire lost a lot of territory, the government faced increasing debt, and an authoritarian sultan suspended the empire's new constitution.) **Who were the Young Turks and what did they accomplish?** (The Young Turks were a group of reformers who forced the restoration of the constitution and deposed the Ottoman sultan.) **WHOLE CLASS 5 MIN**

## HISTORICAL THINKING SKILLS

**Understanding Context for Change** Remind students that the Ottoman Empire originated in the northwest corner of the Anatolian Peninsula—the area of what is now Turkey—with Istanbul as its capital. Invite students to study a map to help them visualize this spatial relationship and the implications of the Ottoman Empire's proximity to Arab lands. **Ask: Why would Arab nationalism tend to undermine Ottoman rule in the Arabian Peninsula?** (Responses will vary, but students will likely recognize that Arabs were a different people from the Turks who controlled the Ottoman Empire. They also may suggest that Arab nationalism would increase the likelihood that the Arabs would seek independence from Turkish rule.)

**WHOLE CLASS 5 MIN**

**GO ONLINE** Guided Reading Activity

**The Middle East** Assign the Guided Reading Activity to help students develop critical reading skills and create study notes as they answer questions about the main ideas of the lesson. **AL INDIVIDUAL 20 MIN**

## ANSWERS

## READING STRATEGY

- 1916**—Arabia declares independence from Ottoman rule
- 1917**—Balfour Declaration is issued
- 1922**—Egypt gains independence
- 1923**—Turkish republic is declared
- 1932**—Kingdom of Saudi Arabia is established
- 1935**—Persia becomes the modern state of Iran
- 1936**—British limit the number of Jews entering the Palestine Mandate
- 1946**—Syria, Lebanon, and Jordan officially gain independence
- 1947**—UN calls for Palestine Mandate to be divided into a Jewish state and an Arab state
- 1948**—Israel is established; first Arab-Israeli war takes place
- 1956**—Nasser nationalizes Suez Canal
- 1967**—Second Arab-Israeli war takes place
- 1973**—Third Arab-Israeli war takes place
- 1978**—Peace treaty signed between Israel and Egypt
- 1979**—Iran becomes an Islamic republic; Soviets invade Afghanistan
- 1980**—Iran-Iraq War begins
- 1987**—Intifada begins
- 1988**—Bin Laden founds al-Qaeda
- 1990**—Iraq tries to take Kuwait, beginning the Gulf War
- 1993**—PLO reaches agreement with Israel

## CHECK FOR UNDERSTANDING

The Ottoman Empire fall was caused by loss of territory, debt, lack of internal support for the government, Arab nationalism, and the loss of World War I.



READING SKILLS

**Understanding Supporting Details About the Mandate System** After students read “The Mandate System,” ask: **What was the relationship between Great Britain and Arab nationalists during World War I?** (Great Britain supported the nationalists as they fought to break free of Ottoman rule.) **How did this relationship change after the war?** (Great Britain stopped supporting the Arab nationalists, and the mandate system was established instead.) **What was a mandate?** (a territory governed by another nation on behalf of the League of Nations) **How did the League of Nations benefit from the mandate system?** (The mandate system allowed the League of Nations to maintain control of former Ottoman territories.) **What does the Covenant of the League of Nations offer as the rationale for the mandate system?** (The people in the mandates were not ready for self-rule and should be under the “tutelage” of European nations.) **What problems did the mandate system create?** (Borders were established by European nations without regard for the ethnic and religious makeup of the people living in the mandates. This caused violence, tension, and political unrest.) **WHOLE CLASS 5 MIN**

GEOGRAPHY SKILLS

**Exploring the Division of the Ottoman Empire** Display the “Division of the Ottoman Empire, 1935” map, or have students look at it in their texts. Remind students to read the title and examine the compass rose and the map key. **Ask: In 1935, which areas of the Middle East did Great Britain control and which areas did France control?** (Great Britain controlled Kuwait, Transjordan, Cyprus, and Palestine; France controlled Syria and Lebanon.) **Which countries in the Middle East were independent in 1935?** (Turkey, Iraq, Iran, and Hejaz and Nedj—later known as Saudi Arabia) **In what areas was oil produced?** (Oil was primarily produced in the countries surrounding the Persian Gulf. Iraq, Iran, Kuwait, and Hejaz and Nedj produced most of the oil, but some oil was produced farther north, near Kurdistan.) **WHOLE CLASS 5 MIN**

Special Needs

**Strategy: Language Processing Deficit** Place students with language processing deficits in close proximity to the teacher and reduce auditory “noise” in the classroom wherever possible. Before students read the lesson, highlight key words and ideas in the text. When reading discussion questions, speak clearly and slowly and repeat key phrases. In addition, provide discussion questions in writing.

Arab Nationalism and Zionism

**GUIDING QUESTION**  
What led to the rise of Zionism and Arab nationalism?

World War I offered the Arabs an opportunity to escape from Ottoman rule. But what would replace that rule? Without a nation-state, the Arabs were mainly united by language, Islamic culture, and a shared religious heritage. Despite these unifying traits, however, generations of political leaders have been unable to create a united Arab nation.

The Mandate System

During World War I, Great Britain supported the 1916 efforts of Arab nationalists to break away from Ottoman rule. Arab nationalists hoped support would continue after the war. Instead, Britain and France created a mandate system. The League of Nations supervised the former Ottoman territories. The League assigned Britain the Iraq and Palestine Mandates (including Transjordan); France received the Syria and Lebanon Mandates.

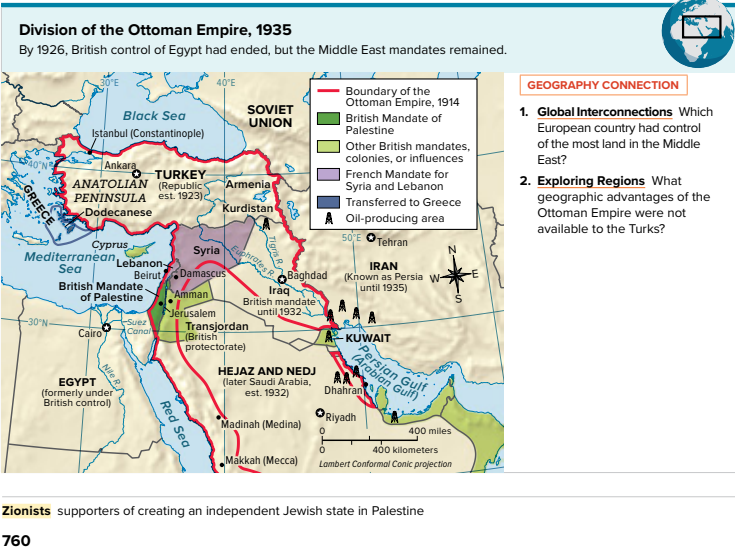
“To those colonies and territories which as a consequence of the late war have ceased to be under the sovereignty of the States which formerly governed them and which are inhabited by peoples not yet able to stand by themselves

under the strenuous conditions of the modern world, there should be applied the principle that the well-being and development of such peoples form a sacred trust of civilisation...that this tutelage should be exercised by them as Mandatories on behalf of the League.”  
—Covenant of the League of Nations, Article 22, 1919

With this system, European nations created the modern map of the Middle East. European interests, rather than the aspirations of the local peoples, determined the borders of new states. There was little regard for the ethnic and religious makeup of the populations. This caused ethnic and religious tensions, political unrest, and border disputes.

The Palestine Mandate and the Balfour Declaration

The Palestine Mandate complicated matters. Britain won Palestine from the Ottomans in December 1917. A month earlier, Britain issued the Balfour Declaration, supporting the formation of a national home in Palestine for Jews while also respecting the rights of non-Jewish peoples in the region. The Balfour Declaration was an important victory for Jewish nationalists—or **Zionists**—who wanted to establish a



GEOGRAPHY CONNECTION

- Great Britain had control of the most land.
- Possible response: The Turks did not have access to the Persian Gulf or the Red Sea and had less control over the Tigris and Euphrates rivers. They also had less Mediterranean Sea coastline.

Jewish state in Palestine. For Jews, Palestine was the land of Israel—the birthplace and ancient homeland of the Jewish people. Yet Muslim Arabs made up about 80 percent of Palestine’s population, and they wanted their own state or to become part of a larger Arab state.

By the end of World War I, the land contained a mix of people, cultures, and religions. Muslim Arabs were the majority, but Jews had been returning to what they considered their homeland in growing numbers since the 1880s. By 1917, about 60,000 Jews lived in Palestine. The region also included a Christian population that dated back to Roman times. By 1914, Christians made up about 11 percent of Palestine’s population. A small percent of the Arab population was Druze. The Druze religion began in Egypt and spread across the Middle East, including Palestine.

In the 21st century, the region still contains different religions and cultures. About 7 million Jews live in Israel. About 21 percent of Israel’s population are Arabs, most of them Muslim, with the vast majority living in the West Bank and Gaza. The Christian population has dropped to about 2 percent, similar to the size of current Arab Druze population. The Druze have maintained a strong loyalty to the State of Israel. However, recent Israeli policies have alienated many in the Druze community.

After World War I, all the people in the region wondered about their status. In 1922 the League of Nations agreed with Britain’s proposal to incorporate the Balfour Declaration into the Mandate.

“His Majesty’s Government view with favour the establishment in Palestine of a national home for the Jewish people, and will use their best endeavours to facilitate the achievement of this object, it being clearly understood 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.”

—from the Balfour Declaration

This language complicated matters. Under the Mandate, the British were required to help build a Jewish national home in Palestine that would one day become an independent Jewish nation. However, most of the population was composed of Palestinian Arabs who vigorously opposed the creation of a Jewish homeland.

In the 1930s, existing anti-Semitism in Europe increased with the Nazi regime in Germany. As a result, more Jews fled to the Palestine Mandate, and violence flared between Arabs and Jews. In 1936 Arabs staged a mass uprising, demanding

independence and an end to Jewish immigration. To stop the revolt, the British declared that only 75,000 Jews would be allowed to immigrate over the next five years; after that, no more Jews could do so. This closed one of the only escape routes for Jews in Nazi-occupied Europe, intensifying tensions and increasing the tragedy of the Holocaust.

CHECK FOR UNDERSTANDING

**Identifying Cause and Effect** How did the mandate system ignore the desires of local peoples?

Modernization in the Middle East

GUIDING QUESTION

How did different Middle Eastern countries modernize?

Middle Eastern leaders looked for ways for their newly independent countries to not only survive but also succeed. Some saw modernization, or the process of abandoning or adapting traditional systems to more modern ones, as key.

Turkey

In Turkey, President Kemal, who came to be known as “Father Turk,” or Atatürk (AT • uh • tuhrk), enacted numerous reforms to meet the goal of transforming Turkey into a modern state. A democratic system was implemented and elections were held. Atatürk, however, did not tolerate opposition. His government harshly suppressed critics of his reforms.

Atatürk sought to westernize the nation. Many Arabic elements were removed from the Turkish language, which now used the Roman alphabet. Popular education was introduced, and all citizens were forced to adopt European-style last names. Atatürk also modernized Turkey’s economy by building factories and establishing a five-year plan for state control of the economy. He also tried to reform agricultural production, but his actions had little effect.

Atatürk also tried to break the power Islam had on government and society. He wanted Turkey to be a secular state—one that rejects religious influence on its policies. Atatürk said, “Religion is like a heavy blanket that keeps the people of Turkey asleep.” The caliphate was abolished in 1924. Men were forbidden to wear the fez, the brimless cap worn by Turkish Muslim men. Women were discouraged from wearing veils, a traditional Islamic custom. New laws gave women marriage and inheritance rights, and in 1934 women gained the right to vote.

**caliphate** the office or dominion of a caliph

Background Information

**Political Zionism** The rise of anti-Semitism and ethnic nationalism in Europe in the nineteenth century inspired some Jews to seek their own national homeland. In 1896, Austrian journalist Theodor Herzl put forth the idea of a Jewish state. Herzl’s idea inspired the rise of political Zionism, which gained traction during the coming world wars. Britain, the holder of the Palestine Mandate, first supported the idea of a Jewish state in the 1917 Balfour Declaration. However, close ties with Arab leaders in the region later led Britain to retract that support. Perspectives differ on the causes of the Arab Revolt that began in 1936, but among the contributing factors were rising Jewish immigration, Arab nationalism in Palestine and in neighboring nations, high unemployment among Palestinians, and the shooting of a prominent Arab leader by British forces.

HISTORICAL THINKING SKILLS

**Identifying Causes of Conflict in the Palestine Mandate** After students read “The Palestine Mandate and the Balfour Declaration,” ask: **How did post-World War I decisions made by European nations lead to conflict in the Palestine Mandate?** (*European nations divided the former Ottoman Empire into territories with little regard for ethnic or religious loyalties. In the Palestine Mandate, this contributed to conflict between Jews and Muslim Arabs.*) **In what ways did the Balfour Declaration contribute to the ongoing struggle in Palestine?** (*The Balfour Declaration encouraged Jews to move to Palestine but offered no process to give both the Jews and Muslim Arabs equal rights in the area. The result was increasing tension and violence.*)

WHOLE CLASS 5 MIN

WRITING SKILLS

**Informative Writing About the Balfour Declaration** Invite students to imagine that they work for a newspaper in Britain in 1922. Have them write an informative article about the Balfour Declaration for the general public. Instruct students to explain what the Balfour Declaration is and describe its likely impact on various groups. Remind students to provide historical context in their work. Encourage students to create an attention-grabbing headline.

INDIVIDUAL 30 MIN

Digital Option

**Creating a Documentary** Invite students to work in pairs to create a documentary that lays out the historical context in which the Balfour Declaration was made and details how it affected various populations of people. Encourage students to use historical documents such as photos, news articles, and video or film footage in their documentary. Invite pairs to share and discuss their documentaries with the class.

SMALL GROUP 90 MIN

ANSWERS

CHECK FOR UNDERSTANDING

The mandates ignored ethnic and religious differences and created new countries without regard for the needs and desires of local peoples.

## LESSON 03 • LEARN THE EVENTS

### GO ONLINE Reading and Writing Essentials

**The Middle East** This resource offers literacy support and reading and writing activities to help approaching-level students and English Language Learners understand lesson content.

AL ELL INDIVIDUAL 20 MIN

### HISTORICAL THINKING SKILLS

**Understanding Change: Modernization** As students learn about the changes in Turkey under Kemal Atatürk and the changes in Iran under Reza Shah Pahlavi, have them discuss similarities and differences.

**Ask: What was similar about the modernization process in each country? What was different?** (Possible response: Similarities include significant changes to education and the economy and limiting the influence of religion on government and society. Reza Shah Pahlavi seems to have been less secular than Kemal Atatürk, and his social reforms were less sweeping.) **What do you think accounts for these similarities and differences?** (Responses will vary. Students may say that while the two leaders had a similar interest in developing their countries in ways that would help them compete on the world stage, they and their people had unique histories and traditions that they wanted to preserve.) **WHOLE CLASS 10 MIN**

### Differentiate the Activity

**Comparing and Contrasting Modernization** Organize students into small groups and assign half the groups Turkey under Kemal Atatürk and the other half Iran under Reza Shah Pahlavi. Give students a copy of the Table graphic organizer available in your online course, and have them label the columns “Modernization,” “Westernization, and “Secularization.” Ask each group to use the graphic organizer to list changes that its assigned leader made after World War I. Call on groups to present their completed lists. Facilitate student discussion, encouraging generalizations about modernization in the region. **AL SMALL GROUP 10 MIN**

## Global Connections

**Making Connections: Oil Supply and Wealth** Saudi Arabia has the largest oil reserves in the world, possessing one-fifth of Earth’s known supplies. The Saudi reserves are estimated to be about 260 billion barrels. Saudi Arabia is also the location of the world’s largest oil field, Al-Ghawār, which was discovered in 1948 and still holds 70 billion barrels after 70 years of production. For total proven oil reserves, however, Venezuela leads all nations with about 304 billion barrels. Following Venezuela in proven oil reserves are Saudi Arabia, Canada, Iran, Iraq, and Kuwait. The United States has proven reserves of about 44 billion barrels. Instruct students to work in small groups to research the connection between oil wealth and national wealth, using the countries and statistics cited here as a starting point. The World Bank website ([www.data.worldbank.org](http://www.data.worldbank.org)) is a resource that students might use to assist with their research. Invite groups to share and discuss their findings. **SMALL GROUP 45 MIN**



President Kemal encouraged acceptance of dogs as part of his modernization and Westernization of Turkey. Some Islamic legal traditions warn against contact with dogs.

### Iran

A similar modernization process happened in Persia. The Qājār dynasty (1794–1925) relied on Russia and Great Britain to maintain order. The discovery of oil by the British in southern Persia in 1908 attracted foreign interest. Oil exports increased, but most profits went to British investors.

The foreign presence sparked a nationalist movement. In 1921 an army officer, Reza Khan, led a military mutiny. In 1925 he named himself shah, or king, and became known as Reza Shah Pahlavi. He increased Iran’s independence from foreign powers. Like Atatürk, he introduced reforms to strengthen and modernize the education system, the government, the military, and the economic system. Persia became the modern state of Iran in 1935.

Unlike Atatürk, Reza Shah Pahlavi maintained Islam. However, he forbade women from wearing veils in public. To free himself from British and Soviet influence, Reza Shah Pahlavi grew closer to Nazi Germany. During World War II, he rejected Allied demands to expel Germans from Iran. He also did not allow troops and supplies to move across Iran. In response, Great Britain and the Soviet Union invaded. Reza Shah Pahlavi resigned, and his son Mohammad Reza Pahlavi came to power.

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### Saudi Arabia

In the early 1920s, Abdulaziz Ibn Sa‘ūd, from a powerful family in central Arabia, conquered the Arabian Peninsula, establishing the kingdom of Saudi Arabia in 1932. At first, the new kingdom, consisting mostly of vast central desert, was poor. This changed when oil was found. The Standard Oil Company of California made a successful strike at Dhahran in 1938. Soon, the Arabian-American oil company Aramco was created. The oil fields of the Middle East grew crucial to global politics and economic development. Saudi Arabia was flooded with Western oil industries that brought wealth.

### CHECK FOR UNDERSTANDING

1. **Comparing and Contrasting** How were Atatürk’s and Reza Shah Pahlavi’s ideas for change alike and different?
2. **Explaining** How did oil transform Saudi Arabia?

## The Arab-Israeli Conflict

### GUIDING QUESTION

What key issues underlied the Arab-Israeli conflicts?

Self-government for the largely Muslim mandates came at varying times, some at much earlier times than for others. In 1922 Egypt gained its autonomy. Its new constitution outlined the sharing of power between a king and lawmakers. Iraq also gained autonomy in the years between the two world wars, achieving it in 1932. They were not fully independent, as the British maintained a military presence and kept both Egypt and Iraq economically dependent on them. Both Syria and Lebanon had been French mandates since the early 1920s. Only after World War II would they gain their independence, which they officially won in 1946.

The issue of Palestine, however, proved to be much more complicated. Not long after World War I had come to a close, Great Britain’s Palestine Mandate was split to form the separate mandates of Palestine and Transjordan. Transjordan gained its independence in 1946 as the new nation of Jordan. Only one mandate remained in place—Palestine. The ultimate decision of who would control the land after its release from the mandate would cause much consternation for its inhabitants, Great Britain, and the rest of the world.

As industry grew around the globe, many nations began to rely on the Middle East for oil, making the region a center of both profit and conflict during the Cold War. Nations in the region used the Cold War rivalry of the United States and the Soviet Union to gain political, military, and economic benefits from the superpowers, playing one against the other.

Evrett Newhall/Getty Images

## ANSWERS

### CHECK FOR UNDERSTANDING

1. Possible response: Both wanted to modernize their countries, and both focused on reforming education, government, and the economy. However, only Atatürk wanted to create a secular state.
2. Oil brought international attention and wealth to Saudi Arabia, making it an important part of the global economy.



### Israeli Independence

In 1947 a United Nations (UN) General Assembly resolution called for the Palestine Mandate to be divided into two states, one Jewish and one Arab. The British proposed a similar idea in 1937 but it had not gained sufficient support. The Holocaust created sympathy for the Jewish cause. People were shocked by the deliberate killing of 6 million Jews, and support for the establishment of a Jewish state was now stronger.

Zionist leaders accepted the partition, but Arab leaders across the Middle East, including the newly created organization of Arab nations called the Arab League, rejected it. They called it illegitimate and a betrayal of the Palestinian Arabs and conflict between the two groups intensified. On May 14, 1948, one day before the British Palestine Mandate was to end, Zionist leader David Ben-Gurion announced the establishment of the State of Israel. In response, five Arab countries invaded Israel, starting the 1948 Arab-Israeli War. The invasion failed, but Jordan and Egypt gained territory, and the Arab states continued to refuse to recognize the legitimacy of Israel.

As a result of the war, about 700,000 Palestinians fled in fear to Arab states or were expelled by Israeli soldiers. They became refugees, creating a refugee problem that exists to this day. About 150,000 Arabs remained in Israel and became citizens, creating a Palestinian-Arab minority in the Jewish state. The Arab-Israeli War also led to a steady exodus of about 820,000 Jews from Arab nations between 1948 and 1972. Some migrated voluntarily. Others were expelled or forced to leave as persecution against them escalated. About three-fourths settled in Israel.

### Nasser and the Suez Crisis

Colonel Gamal Abdel Nasser took control of Egypt in the early 1950s. He supported Arab nationalism and opposed the existence of the state of Israel. He ordered a blockade to stop ships heading to Israel's port of Eliat, and he supported attacks on Israel.

On July 26, 1956, to strengthen Egypt's independence and prestige, Nasser seized and nationalized the Suez Canal Company, which had been under British and French control since the 1800s. Angered, Great Britain and France decided to strike back and Israel quickly joined them. The three nations launched a joint attack on Egypt, starting the Suez War of 1956. The United States and the Soviet Union joined the war on Nasser's side. This forced Britain, France, and Israel to end the war and to leave Egypt.

The outcome of the Suez Crisis strengthened Nasser's rule. To further his goal of Arab nationalism, he began to promote **Pan-Arabism**, or the belief that all Arab states should unify. In February 1958, Egypt formally united with Syria in the United Arab Republic (UAR), with Nasser as its first president. Egypt and Syria hoped the union would one day include all Arab states, but many Arab leaders were suspicious of Pan-Arabism. Nasser believed that oil revenues should be shared with poorer states to allow a higher standard of living for all. But oil-rich states did not agree. In 1961 military leaders took over Syria and withdrew the country from the UAR.

 **CHECK FOR UNDERSTANDING**

**Identifying** What key issues caused the Arab-Israeli conflicts?



President Nasser during the 4th anniversary celebration of the 1956 war and nationalization of the Suez Canal Company

**Drawing Conclusions** Why do you think control of the Suez Canal Company would be important?

**Pan-Arabism** the belief that Arab states should unify

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## Active Classroom Activity

**Snowball Discussion** To facilitate deeper discussion and reinforce lesson content, provide students with an organized structure for peer learning. Give students ten minutes to read “The Arab-Israeli Conflict” and identify the key issues and events that contributed to tensions in the region. Have them record their ideas in the Tree Diagram graphic organizer found in your online course. Then have students meet in pairs to share and discuss their graphic organizers. Encourage peer instruction and learning. Two pairs of students should then join to form groups of four. The instructing and learning process repeats, with students adding to their graphic organizers. Groups of four then join to become groups of eight, and so on, until the entire class is engaged in peer sharing. Hold a quick debriefing discussion, asking students to share what they learned at each stage of the activity.

**SMALL GROUP** 30 MIN

## GO ONLINE History & Economics Activity

**Nationalization of the Suez Canal** In this activity, students delve more deeply into the economic factors that facilitated President Gamal Nasser's decision to nationalize the Suez Canal in Egypt. They consider reasons for nationalization, such as the ability to fund the Aswan High Dam through tolls on the canal, which reduced Egyptian dependence on loans from the United States, Britain, and the World Bank. As students work, they study the role of the World Bank and the International Monetary Fund. **BL** **INDIVIDUAL** 20 MIN

### HISTORICAL THINKING SKILLS

**Describing Reactions to Primary Sources** Have students study the image of the 4th anniversary celebration and read the caption. **Ask:** **What do you notice first about the image?** (Possible response: A large crowd of men has gathered; one man—President Nasser—is smiling and has his arm raised in greeting. Although the crowd appears to be mostly civilians, there are a few men in uniforms who might be part of the military. There is an interesting banner held by someone on the left side of the photo.) **What insight do you gain about Nasser and the Suez Crisis from the photo that you did not have from reading the text?** (Possible response: The photo shows that Nasser is celebrated by the Egyptian people for his response to the crisis. The text credits Nasser with seizing the Suez Canal Company, and the photo highlights the role of the military in his success.) **WHOLE CLASS** 5 MIN

## ANSWERS

 **CHECK FOR UNDERSTANDING**

Both Jews and Arabs wanted control of land in the former Palestine Mandate. Religious differences also played a role in the conflicts.

### Drawing Conclusions

Possible response: The canal was a profitable resource, and controlling it meant a greater and more secure independence for Egypt.

GEOGRAPHY SKILLS

**Using Maps About Arab-Israeli Disputes** Invite students to analyze the map titled “Arab-Israeli Disputes, 1947–1993.” **Ask:** *How does the map illustrate the idea that the establishment of the state of Israel exacerbated tensions in the Middle East?* (Possible response: *The map shows how borders of disputed land changed numerous times over a period of about 50 years.*) Have student pairs work together to generate a list of two or three questions that can be answered by studying the map. Ask pairs to exchange lists with another pair, answer the questions posed by their classmates, and exchange lists again for peer check and discussion. Invite students to share their questions and answers with the class. **SMALL GROUP 10 MIN**

English Learners Scaffold

Describing a Map About Disputes

Entering and Emerging

Help students describe the map and the information it shows. Provide students with simple sentence frames to complete, such as *The map shows how conflicts and agreements have changed \_\_\_\_\_ in the Middle East. (borders) Israel gained control of the Golan Heights in \_\_\_\_\_. (1967)* Invite students to share their completed sentences with a partner.

Developing and Expanding

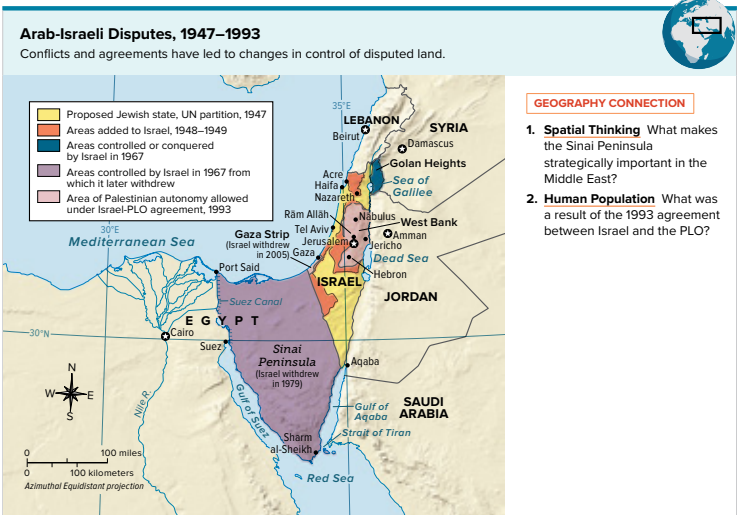
Instruct students to write two sentences that describe the map and one sentence that comments on how the map shows the impact of tensions in the area. Ask students to share their observations with a partner and analyze how their descriptions are alike and different.

Bridging and Reaching

Have students work in pairs to write a short paragraph describing the map and its purpose. Instruct students to describe the border changes shown on the map as well as the causes of these changes as described in the introductory text and key. Invite pairs to share their observations with the class. **ELL SMALL GROUP 10 MIN**

HISTORICAL THINKING SKILLS

**Understanding Conflict in the Middle East** Remind students that Arab nations strongly opposed the idea of dividing the Palestine Mandate into a Jewish state and an Arab state. **Ask:** *Why did Arabs object to dividing the Palestine Mandate?* (Possible response: *Religious differences and competing claims on Palestine as a homeland were two reasons that Arabs objected to the creation of a Jewish state.*) To help students understand the complicated history of the Arab-Israeli dispute, have them work in small groups to make a time line of events from 1916 to 1947. If students need support, work as a class to identify words in the text that show the order of events. Once time lines are completed, invite students to discuss how organizing the events in a chronological way helps aid understanding. **INDIVIDUAL 30 MIN**



Wars in the Middle East

GUIDING QUESTION

What led to the outbreak of the Arab-Israeli wars of 1967 and 1973?

Tension in the Middle East led to the Arab-Israeli wars of 1967 and 1973. The 1967 conflict is known as the Six-Day War, and the 1973 war is known as the Yom Kippur War. These two conflicts resulted in several border changes within the region.

The 1967 Arab-Israeli War

After 1948, persistent tensions continued between Israel and its Arab neighbors. Tensions were marked by regular cross-border skirmishes between Palestinian and Israeli fighters. The Syrian-Israeli border was one site of conflict—disputes over water led to clashes. The region was also entangled in the Cold War. An Arab-Israeli arms race began as the United States supplied military equipment to the Israelis, and the Soviet Union armed the Arabs.

War loomed in May 1967 when Nasser sent Egyptian troops to the Sinai Peninsula, which bordered Israel. He convinced UN peacekeepers to withdraw from the Sinai and banned Israeli-bound ships from the Straits of Tiran. Feeling increasingly threatened and

fearing attack by Egypt and other Arab states, Israel launched air strikes on June 5, 1967, and destroyed most of Egypt's air force. In just six days, Israel defeated the Egyptian, Syrian, and Jordanian armies and took the Gaza Strip and the Sinai Peninsula from Egypt; the West Bank and East Jerusalem from Jordan; and the Golan Heights from Syria, tripling the size of its land. A million Palestinians now lived in areas under Israeli control. After the war, Israel proposed the return of the Sinai Peninsula and Golan Heights and began negotiations about Gaza and the West Bank. In exchange for these territories, Israel sought Arab recognition of its right to exist. The Arab states responded with the Khartoum Resolution: “no peace with Israel, no recognition of Israel, no negotiations with Israel.” Arab states continued to demand the return of the West Bank and Gaza.

The 1973 Arab-Israeli War

Nasser died in 1970, and Anwar el-Sadat replaced him. On October 6, 1973 (Yom Kippur, Judaism's holiest day of the year), Egypt and Syria coordinated a surprise attack against Israeli forces in the Sinai Peninsula. Israeli prime minister Golda Meir quickly mobilized troops, and Israeli forces pushed into Egypt. On October 22, there was a UN-negotiated cease-fire, and in 1974, an official disengagement agreement ended the conflict, but tensions remained.

ANSWERS

GEOGRAPHY CONNECTION

1. The Sinai Peninsula is strategically important because it connects Africa and the Middle East. Also, it includes the Suez Canal, which is important to trade and transportation.
2. Israel and the PLO agreed that the Palestinian Authority would control Gaza and the West Bank. In return, the PLO recognized Israel.

The fighting in the Middle East had an impact on countries in the West, especially where the oil trade was concerned. In 1960, oil-producing states formed the **Organization of Petroleum Exporting Countries (OPEC)** to control the price of oil. Many OPEC members were Arab states opposed to Israel. The Arab members of OPEC responded to the 1973 war by reducing oil production and refusing to sell oil to countries that supported Israel, such as the United States. This was meant to put pressure on these countries and to reduce their support for Israel. This oil embargo led to a sharp spike in the cost of oil, causing economic problems in the West.

### The Quest for Arab-Israeli Peace

In 1977 U.S. president Jimmy Carter pushed for peace between Arabs and Israelis. In 1978, he met with President Sadat of Egypt and Israeli prime minister Menachem Begin (BAY • gihn) at Camp David in the United States. The result was the Camp David Accords, an Israeli-Egyptian peace treaty. Signed in March 1979, the treaty led to Israel's withdrawal from the Sinai Peninsula and to decades of peace between Egypt and Israel.

In 1981 Sadat was assassinated by Muslim militants in Egypt who were frustrated by this peace deal. There was opposition to the Camp David Accords elsewhere. Other Arab states and the Palestine Liberation Organization (PLO), formed in 1964, opposed the Camp David Accords. The PLO, led by Yasir Arafat, initially wanted to establish a secular, democratic Palestinian state that included all of historic Palestine. The PLO hoped to "liberate" Palestine by force. It established a guerrilla army that conducted attacks against Israel, including many terrorist attacks against civilians.

In 1987 Palestinians in the West Bank and Gaza began a mostly unarmed uprising against Israeli occupation, which became known as the **intifada**. This began a peace process between Israel and the PLO. In 1988 Arafat stated that the PLO recognized the existence of Israel and renounced terrorism. This was formalized in 1993 by the Oslo Accords, a series of agreements between Israel and the PLO. In return for recognition, Israel agreed to an autonomous Palestinian Authority in the West Bank and Gaza.

#### ✓ CHECK FOR UNDERSTANDING

1. **Identifying Causes** What events caused the 1967 and 1973 Arab-Israeli wars?
2. **Describing** How did the PLO change over time?

**Organization of Petroleum Exporting Countries (OPEC)** a group formed by oil-producing states to control oil prices  
**intifada** "shaking off"; a popular uprising against Israeli rule that broke out in the late 1980s among Palestinians in the West Bank and Gaza

## Iran, Iraq, and Afghanistan

### GUIDING QUESTION

What was the impact of the Iranian Revolution?

In addition to Arab-Israeli strife, Muslims in Southwest Asia and North Africa faced conflicts. The differing views of Sunnis and Shias remain a source of political and cultural tension. Many in the region wanted Muslims to return to pure Islamic culture and values to build prosperous societies. Some were willing to use violence to bring about an Islamic revolution. Such a revolution took place in Iran.

### The Iranian Revolution

Under Mohammad Mossadegh, Iran nationalized its oil industry in 1951. Foreign companies lost control of Iran's oil industry. The international community was alarmed, and in 1953, Mossadegh was overthrown in a coup instigated by the U.S. Central Intelligence Agency. The rule of the shah, Mohammad Reza Pahlavi, was restored. Revenues from oil helped make Iran a rich country. However, many Iranians bristled at the cultural changes. They viewed aspects of Western culture, such as materialism, as decadent and corrupt. Western dress, particularly that of women, and social customs were called too immodest to match Islamic sensibilities. Critics also thought that secular law did not reflect their values.

Many Iranians had come to despise their government. The shah's rule was also oppressive and violent. Most Iranians had few opportunities to participate in the government, as protests were closely monitored. Also, many were out of work. Although the economy grew, it did not benefit everyone. Some questioned the shah's belief that Iran needed to Westernize to succeed. In addition, the shah's connections with the United States and with Israel alienated many Iranians. Over time, intellectuals and students withdrew support for the shah. Leading the opposition was the Ayatollah Ruhollah Khomeini (ko • MAY • nee), a member of the Muslim clergy. In 1979 the shah was overthrown and forced into exile. Iran became an Islamic republic. Although Iran had been a Shia-controlled nation for centuries, the emergence of a state led by Shia clergy increased regional tensions.

Ayatollah Khomeini's new government implemented Islamic law, establishing a **theocracy**. Supporters of the shah fled Iran or were executed. Anti-American feelings erupted when young militants seized 52 Americans in the U.S. embassy in Tehran, holding them hostage for 444 days.

**theocracy** a government established by divine authority and led by clerics

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## SPEAKING AND LISTENING SKILLS

**Presenting on Conflict Resolution** Instruct students to use appropriate print and online media to learn what progress has been made in conflict resolution between Israel, Palestine, and other Arab nations since the Oslo Accords. Have students work in pairs or triads to investigate events in the region since the Oslo Accords and to learn the status of Israel, the West Bank, the Gaza Strip, and the broader Arab-Israeli dispute today. Ask groups to write a script for a news report in which they briefly recap recent events and report on current conditions in the region. Have pairs and triads present or record their reports. **SMALL GROUP 90 MIN**

## Social and Emotional Learning: Relationship Skills

**Resolving Conflict** Learning about the numerous wars in the Middle East provides a good opportunity to talk with students about the challenges of resolving conflict constructively. Invite student groups to discuss one of the conflicts and its resolution—or lack of one. Have them think about what caused the conflict, how it was addressed, and whether the resolution was effective and enduring. Then instruct students to consider the elements of constructive conflict resolution.

**Ask: What needs to be considered and addressed to resolve a conflict constructively?** (Possible response: Constructive resolution is more likely when people practice honest and effective communication, making sure each point of view is expressed and heard. A constructive resolution is one that is amenable to all parties involved. Building or maintaining a relationship between the involved parties makes a resolution more likely to last.) Invite volunteers to share highlights from their discussion with the class.

**SMALL GROUP 20 MIN**

## HISTORICAL THINKING SKILLS

**Drawing Conclusions About Revolutions** Point out that the Iranian shah lost the support of his people and was overthrown in 1979. **Ask: What might motivate people to overthrow a regime?** (Responses will vary. Students may say that a regime might not treat people fairly or might not allow any opposing opinions to be voiced.) **Why was the shah's regime in Iran overthrown?** (The regime was too closely associated with Western values, which some people deemed materialistic and corrupt. In addition, many Iranians were unemployed, and economic growth did not benefit everyone. The shah's connections with the United States and Israel also alienated many Iranians.) **WHOLE CLASS 5 MIN**

### Differentiate the Activity

**Researching Revolutions and Their Effects** Invite students to learn more about the Iranian Revolution or the hostage crisis of 1980. If students need guidance, suggest that they refer to the National Archives and the Jimmy Carter National Library and Museum website. Alternatively, you might suggest that students consider analyzing a primary or secondary source from popular media, such as Marjane Satrapi's graphic novel, *Persepolis*, a memoir about growing up during the Islamic Revolution, or one of the films that depicts the embassy takeover. Invite students to present their findings and analysis. **BL SMALL GROUP 90 MIN**

## ANSWERS

### ✓ CHECK FOR UNDERSTANDING

1. The 1967 war started after Nasser sent troops to the Sinai Peninsula, convinced UN peacekeepers to leave the region, and banned Israeli-bound ships from the Straits of Tiran. Fearing that Egypt was preparing to attack Israel, Israel made a preemptive strike. The 1973 war started when Egypt and Syria staged a surprise attack against Israel, and Israel in turn mobilized troops.
2. The PLO initially wanted to destroy Israel entirely. Over time, the PLO agreed to officially recognize Israel and stop attacks against it.



HISTORICAL THINKING SKILLS

**Understanding Context in the Middle East** Explain to students that Iran and Iraq have a long history of tension. **Ask: Why might a route for petroleum exports be a point of territorial conflict?** (Possible response: Whichever country controlled the territory with the desired route could more easily export its oil and, at the same time, could restrict the other country from doing so.) As students read about the Gulf War and Afghanistan, invite students to consider the reasons for conflict in the region. **Ask: In addition to territorial disputes related to resource exports, what has caused conflict in this area?** (There have been disputes between Iran and Iraq over the invasion of Kuwait, a small but oil-rich nation. There also have been conflicts related to ethnic minorities such as the Kurds. In Afghanistan, the conflict has resulted from a disagreement between secular and religious regimes.) **WHOLE CLASS 5 MIN**

REVIEW

HISTORICAL THINKING SKILLS

**Evaluating Claims About the Middle East** Assign student groups one of the following topics: the decline of the Ottoman Empire; the rise of Arab nationalism and Zionism; modernization; the Arab-Israeli conflict; and challenges in Iran, Iraq, and Afghanistan. Instruct students to identify and evaluate the causes and effects of their assigned topic and write a claim about them. Invite groups to take turns writing their claim on the board. Once a claim is written for display, invite the class to respond to the claim by citing text evidence to support or refute it. (Responses will vary. Students should note the causes and effects of the decline of the Ottoman Empire, Arab nationalism and Zionism, modernization, and Middle East conflicts. They might cite the names of various leaders, wars, and revolutions; discuss the roles of the UN, OPEC, or Western nations; and comment on religion, society, and culture.) **WHOLE CLASS 45 MIN**

GO ONLINE Self-Check Quiz

**The Middle East** Assign students the Self-Check Quiz to help them assess their progress. The ungraded quiz consists of 10 multiple-choice questions that focus on the main learning objectives of the lesson and provide instant feedback to the student. **INDIVIDUAL 15 MIN**

GO ONLINE Review & Apply Activity

**The Middle East** Assign the Review & Apply Activity to help students summarize lesson content. **INDIVIDUAL 20 MIN**

ASSESS

GO ONLINE Lesson 3 Quiz

**Assessing Student Understanding** Use the printed or digital Lesson Quizzes to assess student progress. You can assign the ready-made Lesson Quizzes, or you can create your own quizzes and tests from hundreds of available questions. This easy-to-use tool helps you design assessments that meet the needs of different types of learners. **INDIVIDUAL 20 MIN**



Protestors, objecting to the rule of Shah Mohammad Reza Pahlavi, carry images in support of Ayatollah Khomeini during the Iranian Revolution. **Speculating** Why do you think there are no women in the photograph?

Since the revolution, Iran has been shunned by much of the international community and many of its neighbors within the Middle East. After Khomeini died in 1989, a more moderate government allowed some civil liberties to return to Iran. However, tensions between Iran, many of its neighbors, and the United States remained high. The Iranian Revolution left its legacy in the Middle East, as anti-Western and pro-Islamic sentiment spread. Also, Turkey, partially in Europe, still struggles to balance Islamic and secular ideals.

**Conflicts in Iran and Iraq** Iran also had conflict with Iraq, which was backed by oil rich Arab states and led by Saddam Hussein from 1979 to 2003. Tension arose from territorial disputes, including access to waterways, such as the Shatt al-Arab River, the Tigris and Euphrates Rivers, and the Strait of Hormuz, which connects the Persian Gulf and the Gulf of Oman—a vital route for petroleum exports.

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In 1980 Hussein launched a war against Iran, beginning a conflict that would become known as the Iran-Iraq War. This war became known for the atrocities committed by both sides. During the Iran-Iraq War, Iran used children to clear dangerous minefields, and Iraq used poison gas against soldiers and civilians, carrying out a genocidal campaign against the Kurds, an ethnic minority in the north. In 1988 Iran and Iraq signed a cease-fire without resolving the war's basic issues.

In August 1990, Hussein sent troops to seize Kuwait, an oil-rich country on the Persian Gulf. This invasion ended rapidly, as Iraq defeated and took control of Kuwait. However, it began a wider conflict known as the Gulf War. The United States led an international force that removed the Iraqis from Kuwait. However, Hussein remained in power.

**Afghanistan and the Taliban** After World War II, the king of Afghanistan built close ties to the USSR for economic assistance. In 1979 the Soviets invaded the country in response to internal insurgency. They occupied it for 10 years. Anti-Communist Islamic forces (the mujahideen), supported by the United States, Saudi Arabia, and Pakistan, eventually ousted them. When the Soviets left, Islamic groups fought for control. One of these groups, the Taliban, seized the capital city of Kabul in 1996. By autumn 1998, the Taliban controlled more than two-thirds of the country. Backed by conservative religious forces in Pakistan, the Taliban provided a base of operations for Osama bin Laden. Bin Laden came from a wealthy family in Saudi Arabia and used his wealth to support the Afghan resistance. In 1988 bin Laden founded al-Qaeda, which called upon Muslims to fight a religious war against the West and against secular regimes in Muslim majority countries. After the Taliban seized control of much of Afghanistan, bin Laden used bases there to train al-Qaeda recruits.

- CHECK FOR UNDERSTANDING**
- 1. **Identifying Cause and Effect** How did the Iranian Revolution affect Iran?
  - 2. **Speculating** Why did the U.S. support the mujahideen?

- LESSON ACTIVITIES**
- 1. **Informative Writing** Research Golda Meir and find out how she became prime minister of Israel. What did a woman's rise to this position of power indicate about the state of Israel at the time?
  - 2. **Presenting** With a partner, select one country in the Middle East. Together, create a presentation on this country from independence to the present. Be sure your presentation includes political, economic, and cultural changes this country has experienced.

Angelo/Contrasto/Worldwide Photos/Getty Images

ANSWERS

**Speculating** Possible response: Supporters of the Ayatollah Khomeini likely endorsed conservative views and oppressed women's freedom.

- CHECK FOR UNDERSTANDING**
- 1. Iran became a theocracy led by a Shia government, which meant that citizens were required to follow Islamic law. In addition, since the revolution, Iran has been shunned by many countries in the world.
  - 2. The mujahideen opposed the Soviet Union, which was a major rival of the United States.

- LESSON ACTIVITIES**
- 1. Students' responses will vary but should describe Meir's importance to the Zionist movement and her rise to power. Students should note that her rise to power shows Israel's progressiveness and its regard for the equality of women.
  - 2. Presentations will vary but should describe political, economic, and cultural changes that have occurred in a country in the Middle East.

## 04

## INQUIRY ACTIVITY

## Turning Point: Decolonization

## COMPELLING QUESTION

How was independence for former colonies a turning point politically, socially, and economically?

## Plan Your Inquiry

In this lesson, you will explore decolonization and its effects on people throughout the world.

## DEVELOP QUESTIONS

**Developing Questions about Decolonization** Think about what you have read about nineteenth-century imperialism and colonialism. Then consider what you know about the independence movements that developed around the world to fight imperialism and what you know about how the world is politically organized today. Read the Compelling Question for this lesson. What questions can you ask to help you answer this Compelling Question? Write three Supporting Questions that would help you answer the Compelling Question for this lesson. Write these in a graphic organizer like the one below.

## APPLY HISTORICAL TOOLS

**Analyzing Primary and Secondary Sources** You will work with both primary and secondary sources in this lesson. Examine the sources and analyze each source by answering the questions that follow it. How does each source help you answer your Supporting Questions? As you read the sources, take notes in your graphic organizer.

Supporting Questions	Primary Source	How this source helps me answer the Supporting Question
Question 1:		
Question 2:		
Question 3:		

After you analyze the sources, you will:

- use the evidence from the sources
- communicate your conclusions
- take informed action

## Background Information

The people of Africa, Asia, the Middle East, and South America fought against the imperialism thrust upon them in the eighteenth and nineteenth centuries. There are examples of rebellions large and small throughout the period and around the globe. However, in the late nineteenth and early twentieth centuries, organized national independence movements began to grow, and by the end of World War II, a weakened Europe had few resources to fight them. The independence movements reshaped the political face of the world. However, after achieving political independence, many states made agreements that maintained economic and military relationships with their onetime colonizers. Even today, many former colonies still face struggles and are dependent to some extent both economically and militarily on larger, more powerful nations.



Young women in Phnom Penh celebrate the second anniversary of the independence of Cambodia. Although initially a democracy, the country turned toward authoritarianism by the end of 1955.

**GO ONLINE** Explore the Student Edition eBook and find interactive maps, time lines, and tools.

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## LESSON 04 • INQUIRY ACTIVITY

## Turning Point: Decolonization

## LAUNCHING THE INQUIRY

## HISTORICAL THINKING SKILLS

**Determining Context of Decolonization** After World War II, many colonies became independent. Have students consider what they have learned in previous lessons, and **ask: What historical factors contributed to many Asian and African colonies winning their independence throughout the second half of the twentieth century?** (Possible response: pressure from independence movements like the one led by Gandhi in India; Britain and France were greatly weakened militarily and financially by World War II.) **WHOLE CLASS 5 MIN**

## GUIDING THE INQUIRY

## READING SKILLS

**Analyzing Literature of the Negritude Movement** Building independence movements in African colonies required the development of national consciousnesses, which was achieved in part by celebrating indigenous African cultures. Have students analyze excerpts of key works from the negritude literary movement. Select passages that fight negative racial stereotypes and emphasize black beauty from *Things Fall Apart* by Chinua Achebe, *The Wretched of the Earth* by Frantz Fanon, *Nocturnes* by Léopold Sédar Senghor, and *Rediscovery and Other Poems* by Kofi Awoonor.

**INDIVIDUAL 35 MIN**

## Social and Emotional Learning: Self-Management

**Maintaining Focus** Winning freedom from colonial powers required independence leaders to set goals and remain focused on achieving them. Pair students and have them develop a top-five list of tips for remaining focused while studying or completing school assignments. Then have them speculate on strategies leaders might have used to stay focused when faced with daunting obstacles. (Possible response: Leaders may have sacrificed time on their hobbies or relaxation in order to work on their goals; they probably divided their plans into manageable tasks and focused on one task at a time.) Encourage students to think about how they can apply these strategies to staying committed to accomplishing their academic goals.

**SMALL GROUP 10 MIN**

## PLAN YOUR INQUIRY ANSWERS

## Analyzing Primary and Secondary Sources

Supporting Questions	Primary Source	How this source helps me answer the Supporting Question
Question 1: What colonies became independent?	Source A: Map of independent Africa, Asia, and the Middle East	The map shows the years that particular colonies became independent.
Question 2: How did the colonizers feel about independence movements?	Source B: Speech to white South Africans about the inevitable African independence	The speech shows that some colonizers accepted that they could do nothing to stop colonies from fighting for independence.
	Source C: Description of decolonization that includes details about how some colonial powers resisted independence	The source shows that the colonial powers tried to create new relationships to maintain the benefits received when they controlled the colony.
Question 3: What happened to the new nations after independence?	Source D: Table showing capital flight in African countries	The source shows that after independence, African countries faced economic challenges because so much of the capital that could have helped build the countries was being invested in other places.



GEOGRAPHY SKILLS

**Using Maps to Understand Decolonization** Have students examine the map (Source A). Ask students a variety of questions to help them extrapolate information and make inferences. **Ask: Which regions achieved independence first? Which regions were last to achieve independence?** (Possible response: The Middle East, South Asia, and the Pacific Island nations achieved independence first. West African and Central African nations were last.) **Why do you think countries in certain regions gained independence before others?** (Possible response: Many countries in the same region were controlled by the same imperial power. Some imperial powers were probably willing to give up their colonies before others. In addition, as countries in one region successfully gained independence, nearby countries may have been more likely to begin their own fight for independence.) **Why do you think 1960 became known worldwide as the Year of Africa?** (Possible response: Seventeen African nations won independence.)

WHOLE CLASS 15 MIN

Background Information

**The Year of Africa** When the 1950s ended, there were only ten independent countries in Africa. The year 1960 marked a turning point in the process of decolonization and became known as the “Year of Africa” when seventeen African colonies gained their independence. They included fourteen French colonies, two British colonies, and Belgian Congo. Another eighteen countries won their independence the following year, and thirteen more did so by the end of the decade. This wave of freedom across Africa also provided a boost to the civil rights movement in the United States.

Making Connections to Today

**Identifying Ethnic Conflicts in Independent Countries** Gaining independence from the British, French, and other imperial powers triggered or reawakened ethnic conflicts within former colonies. Have small groups of students prepare and deliver briefs on ethnic conflict today in one of the following countries: Nigeria, Rwanda, the Democratic Republic of Congo, Sudan, or Sri Lanka. Tell students to identify the warring factions and address each conflict’s causes, location, timespan, and lasting consequences. SMALL GROUP 45 MIN

English Learners Scaffold

Determining Meaning Using Etymology

Entering and Emerging

The English language draws words from many diverse origins due to cross-cultural interactions that resulted from colonization. Loan words like *cola*, *ebony*, *jazz*, *jenga*, *safari*, and *zombie* have African origins. Loan words like *avatar*, *bandana*, *jungle*, *ketchup*, *khaki*, *loot*, *shampoo*, and *tea* have Asian origins. Ask students to identify five words from their native language which are used in English.

Developing and Expanding

Have students select five vocabulary terms related to decolonization and research the etymological origins of each word. Invite them to share their findings with the class.

Bridging and Reaching

Have students select five words or phrases in their native language which have no equivalent English translation and could be potentially useful additions to the English lexicon. Ask students to write explanations of what these words or phrases mean.

ELL WHOLE CLASS 10 MIN

A

Postwar Independence

After World War II, it became increasingly difficult for European nations to hold on to colonial and imperial possessions. As independence movements succeeded across the globe, European powers were forced to relinquish formal political control of their colonies.

SECONDARY SOURCE: MAP



EXAMINE THE SOURCE

- Identifying** Which countries shown on the map were the first to become independent, and in which year did they do so? Which countries shown on the map were the last to become independent, and in which year did they do so?
- Speculating** Why might many of the countries further away from Europe have gained their independence earlier than others?

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EXAMINE THE SOURCE ANSWERS

SECONDARY SOURCE A

- Jordan, Syria, and the Philippines in 1946; Gambia, Singapore, and the Maldives in 1965
- Possible response: It is usually more difficult to administer territories that are farther away, and it is also more burdensome to ship raw materials and manufactured goods longer distances. Therefore, Europe may have been more willing to give up colonies that were farther away.

## B

## Wind of Change

Unlike most African nations, South Africa had been independent for years—since 1931. The nation's white minority controlled the government and had instituted a severe, brutal system of segregation known as apartheid, which means “apartness.” Many, if not most, white South Africans viewed African independence movements with fear. In this excerpt from a 1960 speech, British Prime Minister Harold Macmillan appeals to his audience's sense of pride to prepare them for a future of more free African nations.

## PRIMARY SOURCE : SPEECH

“ Ever since the break-up of the Roman Empire, one of the constant facts of political life in Europe has been the emergence of independent nations. They have come into existence over the centuries in different forms, different kinds of government, but all have been inspired by a deep, **keen** feeling of nationalism, which has grown as the nations have grown. . . .

Today the same thing is happening in Africa, and the most striking of all the impressions I have formed since I left London a month ago is of the strength of this African national consciousness. In different places it takes different forms, but it is happening everywhere.

The wind of change is blowing through this continent, and whether we like it or not, this growth of national consciousness is a political fact. We must all accept it as a fact, and our national policies must take account of it.”

—Harold Macmillan, “Wind of Change,” 1960, in *I Dare Say: Inside Stories of the World's Most Powerful Speeches*, ed. Ferdie Addis, 2012

**keen** sharp, intense

## EXAMINE THE SOURCE

1. **Analyzing** How does Macmillan describe the changes occurring in South Africa, and how is his perspective shaped by his role as prime minister?
2. **Evaluating** For Britain and other colonial powers, what were the implications of the growing national consciousness in Africa and around the world?

## C

## Decolonization

Decolonization was a historical process that worked to dismantle colonial systems. In many ways, it replaced the old colonial political relationships with economic dependency. This excerpt explores the process of decolonization.

## SECONDARY SOURCE : ACADEMIC TEXT

“ [I]n 1939, roughly a third of the world's entire population lived under imperial or colonial rule; today less than 0.1 per cent of the global population lives in dependent territories. . . .

On the other hand, the removal of colonial occupation did not **gather pace** until after 1945, representing a drawn-out historical process rather than a sudden event. . . .

“Decolonization” . . . [is] a historical movement which tended to encourage the removal of non-indigenous rule, and in relation to an ongoing historical process. . . . European powers after 1945 attempted to disengage from or were driven out of formal political occupation of their overseas possessions and . . . in some cases, they tried to reassert colonial supremacy. For those colonial rulers who lost or conceded sovereignty, decolonization invariably meant the attempt to replace imperialist control by some new kind of commercial or **strategic** relationship. On the surface, post-1945 decolonization effectively demolished the old international system—economic, geographic, and cultural—by which the developed or urban-industrial Western nations had once dominated the rest of the world.”

—John Springhall, *Decolonization since 1945: The Collapse of European Overseas Empires*, 2001

**gather pace** increase speed, get faster

**strategic** pertaining to plans and goals, usually military

## EXAMINE THE SOURCE

1. **Explaining** How did global attitudes toward colonialism change after World War II?
2. **Analyzing** What type of relationship did European powers seek to replace their colonial control over other countries with during this time? Why?

## Special Needs

**Activity: Working Memory Deficit** Students with working memory deficits benefit from materials presented in several ways. Before reading Source B, search online for recordings of Macmillan giving the “Winds of Change” speech and allow students to follow along in the text as they listen to the speech. **WHOLE CLASS 10 MIN**

## WRITING SKILLS

**Researching the Algerian War of Independence** Like whites in South Africa, whites in the French colony of Algeria were also fearful of African nationalism. The Algerian War of Independence, one of the most violent anti-colonial conflicts, was characterized by harsh Algerian guerilla tactics, brutal French repression, and atrocities conducted by both sides. It also led to the collapse of the French Fourth Republic, the establishment of the French Fifth Republic, and a mass exodus of refugees to France. Have students research the conflict and create a time line of major events from 1945 to 1962. Students should include the impact of the Setif Massacre, the role of the National Liberation Front, the effects of resistance from the Secret Army Organization, and the leadership of Charles de Gaulle.

**INDIVIDUAL 45 MIN**

## Differentiate the Activity

**Explanatory Writing on the Algerian War of Independence** Have students research the Algerian War of Independence and write an explanatory essay analyzing the conflict's causes, course, and consequences for the Algerian and French people.

**BL INDIVIDUAL 45 MIN**

## SPEAKING AND LISTENING SKILLS

**Delivering a Digital Presentation on International Relations** Have groups of students research and deliver digital presentations on foreign relations between former colonies and former colonial ruling states since independence. Presentations should provide a time line of key developments and note positive and negative diplomatic and economic relations. Good relationships to explore are those of India, Ghana, and Uganda to Britain, Rwanda to Belgium, and Mali to France. **SMALL GROUP 45 MIN**

## ECONOMICS SKILLS

**Exchange and Markets of Neocolonialism** Kwame Nkrumah led the anti-colonial movement that resulted in Ghana becoming the first African colony to win independence from Great Britain in 1957. He then served as Ghana's president and pursued Pan-African unity. In the 1960s, he used the term “neocolonialism” to describe the continuing exploitation of newly independent developing states of Africa by former colonial powers. Have students read the introduction of *Neo-Colonialism, the Last Stage of Imperialism* (1965) by Nkrumah, which is widely available online, and write a paragraph-length synopsis of his thesis. **INDIVIDUAL 30 MIN**

## EXAMINE THE SOURCE ANSWERS

## PRIMARY SOURCE B

1. Possible response: Macmillan says that nationalism is growing, and independence for additional African nations is inevitable. As prime minister, he likely views the independence of African nations as a loss for Britain rather than a gain for Africa and can therefore sympathize with his audience of white South Africans who fear the independence of African colonies.
2. Possible response: The implications of the growing national consciousness in Africa and colonies around the world were that Britain and other colonial powers would face resistance to their control and rule.

## SECONDARY SOURCE C

1. Possible response: Before World War II, one third of the world's people lived under imperial rule. After the war, colonial rule rapidly became less acceptable.
2. Possible response: European countries wanted to replace total control with trade agreements and special relationships that would allow them to continue to reap economic and other benefits from their former colonies.

## SECONDARY SOURCE D

1. Democratic Republic of Congo—most; South Africa—least
2. Possible response: Capital flight would mean that less money was available to invest in a country's economy. As a result, the country would need foreign aid—economic help from other nations.

CIVICS SKILLS

**Interpreting Data on Capital Flight** Capital flight has been a major obstacle to development in some African countries. Among the most impacted are the Democratic Republic of Congo, Côte d'Ivoire, and Zimbabwe, while South Africa, Egypt, and Ghana have faced significantly less capital flight. Have students research the histories of these states since independence and postulate theories about why some states have suffered greater economic stagnation and capital flight than others. *(Possible response: Instability in Congo, Côte d'Ivoire, and Zimbabwe due to corrupt leaders like Mobutu Sese Seko and Robert Mugabe, along with major civil wars, reduced foreign investment. South Africa, Egypt, and Ghana have been more politically stable and have attracted more foreign investment.)* Invite volunteers to share their theories with the class. **INDIVIDUAL 30 MIN**

REVIEW

HISTORICAL THINKING SKILLS

**Identifying Effects of Decolonization** Ask: **What major challenges did newly independent countries in Asia and Africa face?** *(Possible response: how to establish a new government and who would lead it; how to solidify a newly emerging national identity; how to develop national economies; how to provide goods, services, and energy to their people; how they would align themselves in the Cold War between the U.S. and USSR; what the nature of the political and economic relationship with former imperial powers would be)* **WHOLE CLASS 5 MIN**

GO ONLINE Reading and Writing Essentials

**Turning Point: Decolonization** This resource offers literacy support and reading and writing activities to help approaching-level students and English Language Learners understand lesson content. **AL ELL INDIVIDUAL 20 MIN**

ASSESS

GO ONLINE Lesson 4 Quiz

**Assessing Student Understanding** Use the printed or digital Lesson Quizzes to assess student progress. You can assign the ready-made Lesson Quizzes, or you can create your own quizzes and tests from hundreds of available questions. This easy-to-use tool helps you design assessments that meet the needs of different types of learners. **INDIVIDUAL 20 MIN**

D

Capital Flight

Capital flight, or the movement of money and investments from inside a country to outside a country, occurs when a business makes a profit by choosing to invest profits made inside a country with business and banks outside of that country. The profits from the business are thus unavailable to the home country where they were originally made. Some African countries have lost more than their entire gross domestic product (GDP) to capital flight, which limits their ability to become economically independent. This table shows the total capital flight out of Africa from 1970 to 2010.

SECONDARY SOURCE: TABLE		
Capital Flight from Africa, 1970–2010		
Country	Total capital flight 2010 (billion \$)	Total capital flight/GDP 2010 (%)
Nigeria	311.4	158.2
Algeria	267.2	165.0
Morocco	87.7	96.6
Angola	77.5	93.9
Egypt	59.7	27.3
Côte d'Ivoire	56.0	244.4
South Africa	49.2	13.5
Tunisia	39.0	88.1
Sudan	38.4	57.3
Congo, Dem. Rep.	33.9	258.4
Gabon	25.5	192.9
Ethiopia	24.9	83.8
Cameroon	20.0	89.0
Congo, Rep.	19.9	165.5
Mozambique	19.8	214.7
Zimbabwe	18.3	244.2
Zambia	17.3	106.7
Tanzania	14.7	64.0
Ghana	12.4	38.4

—Léonce Ndikumana, et. al., “Capital Flight from Africa: Measurement and Drivers,” in *Capital Flight from Africa: Causes, Effects, and Policy Issues*, eds. S. Ibi Ajayi and Léonce Ndikumana, 2015

EXAMINE THE SOURCE

- Identifying** Which countries have experienced the most severe and least severe capital flight as a percentage of their GDP?
- Making Connections** Why would capital flight lead to increased dependence on foreign aid?

Your Inquiry Analysis

EVALUATE SOURCES AND USE EVIDENCE

- Refer to the Compelling Question and the Supporting Questions you developed at the beginning of the lesson.
- Gathering Sources** Which sources helped you answer the Compelling Question and your Supporting Questions most directly? Which sources, if any, challenged the answers you thought you were going to arrive at when you first created your Supporting Questions? Are there any details you still need more information on? If so, where might you look to find that information?
  - Evaluating Sources** Identify the sources that helped you answer your Supporting Questions. Were some more useful than others? Why or why not? How reliable is each source? How would you verify a source's reliability? Does each source provide complete, relevant, and useful information?
  - Synthesizing** Look at all the sources in this lesson. How does each source contribute to your understanding of how decolonization and the success of independence movements after World War II proved to be turning points in world history? How do the sources work together to help you understand decolonization?

COMMUNICATE CONCLUSIONS

**Analyzing Information** Discuss with a partner what each source communicates about decolonization and its outcomes. Determine if some sources are more compelling than others and explain why. Work together to clarify any elements of the lesson that might be unclear. Then, on your own, write a short essay that answers the Compelling Question and your Supporting Questions. Use the sources provided as evidence in your essay.

TAKE INFORMED ACTION

**Designing an Independence Poster** In this lesson, you learned about independence and decolonization after World War II, but new independence movements are taking place today in different countries. Using library and Internet resources, research a current independence movement and create an eye-catching poster that outlines the major grievances and goals of that movement.

YOUR INQUIRY ANALYSIS ANSWERS

EVALUATE SOURCES AND USE EVIDENCE

- Students should identify the source(s) that helped them answer the Compelling Question and their Supporting Questions most directly. They should also identify any source(s) that challenged their expectations.
- Students should identify the sources that helped them answer their Supporting Questions. They should describe the reliability of each source and explain how they could verify a source's reliability. They should also assess the quality of information provided by each source.
- Students should note how each source contributes to a larger understanding of how decolonization and the success of independence movements were turning points in world history. Students should also explain how the sources work together to help them understand decolonization.

COMMUNICATE CONCLUSIONS

Student pairs should have a clear and equally engaged discussion about the sources and what they reveal about decolonization. Students should also decide if some sources are more compelling than others and explain why. Students' essays should incorporate details from the sources to respond to the Compelling Question and their Supporting Questions.

TAKE INFORMED ACTION

Posters will vary but should identify a modern independence movement and clearly describe the grievances and goals of that movement. Posters should be visually interesting.



05

African Independence

READING STRATEGY

**Analyzing Key Ideas and Details** Read closely to identify different economic views held by African leaders after independence. Record their views in a graphic organizer like this one.

African Leader	Country	Economics Views

African Independence Movements

GUIDING QUESTION

What motivated African independence movements after World War I?

Africans fought in World War I in British and French armies. Many Africans hoped that independence after the war would be their reward. As one newspaper in the Gold Coast argued, if African volunteers who fought on European battlefields were “good enough to fight and die in the Empire’s cause, they were good enough to have a share in the government of their countries.” However, most European leaders were not ready to give up their colonies.

The peace settlement after World War I was a huge disappointment to Africans. Germany was stripped of its African colonies, but rather than gaining independence these colonies were awarded to Great Britain and France to be administered as mandates for the League of Nations. Britain and France now governed a vast portion of Africa.

African Protests

As more Africans became aware of the enormous gulf between Western ideals and practices, they decided to seek reform by becoming more politically active. Reform movements took different forms. In Kenya, for example, one of the most important issues concerned land redistribution. Large tracts of land were given to white settlers. Africans received little if any **compensation** for this land and had to become squatters if they wanted to farm.

During the 1920s, moderate reform organizations emerged in Kenya. They were mostly founded by the Kikuyu, Kenya’s largest ethnic group, which made up about 20 percent of the total population. The Kikuyu Central Association (KCA), started in 1920 by farmers and supported by most older community leaders, was intent on blocking further land confiscation. The association was willing to work for reform within the existing colonial structure.

Some of the Kenyan reformers were more radical, however. Harry Thuku, a Kenyan nationalist, was at the center of the first modern African political protest movement. In 1921, Thuku and other like-minded young Kenyans founded the Young Kikuyu Association to challenge European authority and demand representation in the legislature. Thuku also protested against the high taxes levied by the British and openly accused the colonial government of stealing African land.

During one protest, Thuku was arrested. When an angry crowd stormed the jail and demanded his release, government authorities fired into the crowd and killed at least 20 people. Thuku was sent into exile but remained a Kenyan national leader.

Libya also struggled against foreign rule in the 1920s. Forces led by Omar Mukhtar used unconventional warfare tactics against the Italians and defeated them a number of times. The Italians reacted ferociously. They established concentration camps and used all available modern weapons to crush the revolt. Mukhtar’s death ended the movement.

Although colonial powers typically responded to reform movements with force, they also began to make some changes in an effort to satisfy African

**compensation** payment

GO ONLINE Explore the Student Edition eBook and find interactive maps, time lines, and tools.

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ANSWERS

READING STRATEGY

- Jomo Kenyatta, Kenya, Western-style capitalism
- Julius Nyerere, Tanzania, African socialism
- Kwame Nkrumah, Ghana, African socialism
- Sékou Touré, Guinea, African socialism
- Patrice Lumumba, Republic of Congo, African socialism

LESSON 05 • LEARN THE EVENTS

African Independence

ENGAGE

HISTORICAL THINKING SKILLS

**Identifying Effects of Colonization** Engage students in a brief discussion about the long-lasting ways that colonization affects a nation’s ability to govern itself. **Ask: What happens when one country colonizes another?** (Possible response: The colonial power sets up proxy leaders, oppresses indigenous peoples, and diverts resources toward its own economic growth rather than that of the colonized country.) **How could colonization affect a country’s ability to govern itself even after the colonial power leaves?** (Possible response: After the colonial power leaves, the colonized country could face economic chaos as it works to develop its own economic institutions. In addition, ethnic conflict caused by artificial borders could lead to internal strife.) **WHOLE CLASS 5 MIN**

TEACH

READING SKILLS

**Comparing and Contrasting Reform Efforts** Have students use the Standard Venn Diagram graphic organizer found in your online course to compare and contrast moderate and radical reformers in Kenya after World War I. Have students list characteristics of the Kikuyu Central Association on one side of the Venn diagram and characteristics of the more radical Young Kikuyu Association on the other (Possible response: Kikuyu Central Association: started by farmers in 1920, moderate, supported by most older community leaders, focused narrowly on land confiscation, willing to work within the colonial system; Young Kikuyu Association: founded in 1921, led by Harry Thuku, more radical, protested high taxes and demanded representation in government, openly accused the colonial government of stealing African land; Both: citizen organizations that strove for more independence and justice in Kenya).

**SMALL GROUP 15 MIN**

Special Needs

**Activity: ADHD** Provide students with a four-column graphic organizer that has color-coded headings: Kenya (green), Libya (red), Ghana (orange), and Nigeria (blue). Provide students with markers in corresponding colors and sticky notes. As students read about independence movements in each country, have them take notes on sticky notes. After students have finished taking notes, have them star each sticky note with the color that corresponds to the headings. Then students may either place the sticky notes on the graphic organizer or transcribe them for a more permanent record of their notetaking. The color-coding will assist them with organizing and remembering facts about African independence movements.

**INDIVIDUAL 25 MIN**

GO ONLINE Guided Reading Activity

**African Independence** Assign the Guided Reading Activity to help students develop critical reading skills and create study notes as they answer questions about the main ideas of the lesson.

**AL INDIVIDUAL 20 MIN**



WRITING SKILLS

**Researching African Leaders** Have students research an African independence leader. Tell students to take notes on their leader’s background, major decisions, and controversies. **SMALL GROUP 40 MIN**

Differentiate the Activity

**Gathering Evidence About African Leaders** Have students read an article on an African leader and use different colored highlighters to identify key details. **AL SMALL GROUP 40 MIN**

English Learners Scaffold

Determining Meaning of Pan-Africanism

Entering and Emerging

Explain that the prefix *pan-* means “all.” List other words that start with *pan-*, such as *pandemic* and *panorama*. Explain that a pandemic is a widespread disease and a panorama provides a complete view of an area in all directions. Help students connect this information to the definition of Pan-Africanism found in the student text.

Developing and Expanding

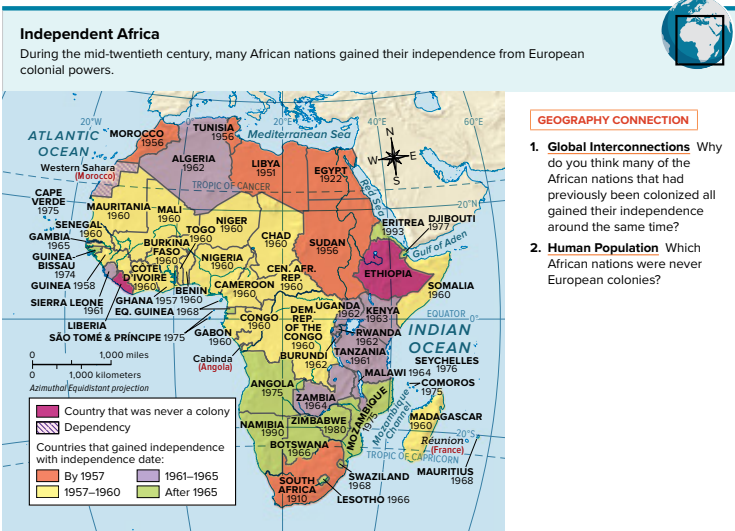
Have students use a dictionary to identify words with the prefix *pan-*. Guide students toward inferring that *pan-* means “all.” Ask students to write a sentence comparing Pan-Africanism and Pan-Arabism.

Bridging and Reaching

Have students list words with the prefix *pan-* and then use the list to infer that *pan-* means “all.” Have students write a few sentences explaining how Pan-Africanism and Pan-Arabism contributed to the rise of independence movements. **ELL SMALL GROUP 15 MIN**

Culturally Responsive Connections

**The Pan-African Flag** African American activist Marcus Garvey conceived and designed the Pan-African flag. Garvey advocated for black consciousness and the unity of all African people. The flag was formally adopted in 1920 with Garvey’s *Declaration of the Rights of the Negro Peoples of the World*. By espousing Pan-African ideals of self-governance and unity, the flag gave black people a sense of nationalism, harmony, and freedom. The flag’s colors are symbolic. The red represents the blood of African people and the fight for independence. The black stands for all black people. The green represents the minerally-rich land of Africa, which provides opportunities for economic development. The Pan-African flag colors were incorporated when newly independent nations such as Ghana, Kenya, Malawi, and Libya created flags during decolonization. Today, the Pan-African flag is sometimes displayed in the U.S. during rallies for racial justice, political demonstrations, cultural celebrations, and hip-hop concerts. **Questions to Consider:** How might the Pan-African flag provide a sense of identity? (*Students may say the flag is a symbol of unity and the struggle to overcome injustice experienced by black people around the world. The Pan-African flag evokes loyalty and pride.*) What are some aspects of your identity? (*gender, religion, race, ethnicity, sexual orientation, disability status, etc.*) What symbols might represent your identity? (*Students may reference flags, food, music, art, or fashion.*) Why is the Pan-African flag still displayed in the U.S. today? (*Students might say the flag is used to spread awareness of black consciousness and issues such as racism, violence, economic inequality, mass incarceration, and voter disenfranchisement that seek to dismantle black unity.*) **WHOLE CLASS 20 MIN**



peoples. Reforms, however, were too few and too late. By the 1930s, an increasing number of African leaders were calling for independence, not reform.

**New Leaders**

Calls for independence came from young African leaders who wanted to internationalize African politics by involving black intellectuals and leaders in other countries. For example, the young Africans reached out to W.E.B. Du Bois and Marcus Garvey in the United States for their support and ideas.

Du Bois, an African American who was educated at Harvard University, led a movement that tried to make all Africans aware of their own cultural heritage. Garvey, a Jamaican who lived in Harlem in New York City, stressed the need for the unity of all Africans, a movement known as **Pan-Africanism**. His *Declaration of the Rights of the Negro Peoples of the World*, issued in 1920, had a strong impact on later African leaders.

People within individual African nations also drove independence movements. Jomo Kenyatta of Kenya argued in his book *Facing Mount Kenya* that British rule was destroying the traditional culture of the peoples of Africa. Léopold Senghor, who wrote poetry about African culture, organized an independence movement in Senegal. Nnamdi Azikiwe of Nigeria began a newspaper, *The West African Pilot*, in 1937 and urged nonviolence as a method of gaining independence.

France presented its territories with an opportunity in 1958. They could vote to either join a new French-governed federal community or become their own self-governed nations. A successful campaign in Côte d’Ivoire, led by Félix Houphouët-Boigny, secured self-governance and independence for the country and led to his election as president in 1960. Tanzania followed suit, and longtime activist Julius Nyerere was elected its president. These are just a few of the leaders who worked to end colonial rule in Africa. Success, however, would not come until after World War II.

**CHECK FOR UNDERSTANDING**

**Explaining** What motivated African independence movements after World War I?

**Pan-Africanism** the unity of all Africans, regardless of national boundaries

ANSWERS

GEOGRAPHY CONNECTION

- Possible response: After World War II, the people of Africa pushed for their independence, and many European nations no longer had the resources to maintain their colonies.
- Ethiopia and Liberia were never European colonies.

CHECK FOR UNDERSTANDING

Colonial powers implemented reforms that were too few and too late.

## Post-War Independence

### GUIDING QUESTION

**How did World War II assist the movement for political independence in Africa?**

Many Africans fought with the Allies in World War II. This intensified their desire for independence. Nationalist movements across Africa were strengthened by this growing desire and pressured Europeans to end colonial rule. The Charter of the United Nations, which stated that all colonial peoples should have the right to self-determination, supported this desire. African nations were further emboldened by India's successful independence movement. In the late 1950s and 1960s, most African nations achieved independence. However, in many instances, colonial powers still heavily influenced the political and economic systems of newly independent states, and those powers often shaped the governments and economies of these new states.

### Gaining Independence

The first French African territories to become independent were in North Africa. In 1956, France granted independence to Tunisia and Morocco. However, the French kept Algeria because it was home to at least a million French settlers. When Algerian nationalists began fighting for independence, many French people viewed this resistance as an act of treason. The resulting war lasted seven and a half years. France finally granted Algeria independence in 1962. Shortly after, most of the settlers of French descent in Algeria departed for France.

The first British colony to gain independence in Africa was the Gold Coast in 1957. It was renamed Ghana after the west African empire of the Middle Ages. Nationalist leader Kwame Nkrumah became its first president. Nigeria followed in 1960, Sierra Leone and Tanganyika (now Tanzania) in 1961, Uganda in 1962, Kenya in 1963, and Botswana in 1966.

In 1959, after calls for independence, the Belgian government announced a phased withdrawal from its colony, Congo, which gained independence in 1960. Mozambique and Angola gained independence from Portugal in 1975 after many years of conflict.

As African nations have gained independence, the rights of indigenous people have also expanded. One way this has been achieved is through the emergence of civil-society groups that lobby on behalf of historically marginalized groups. Such efforts, alongside African independence, have contributed to increased voting rights and representation, decreased discrimination, protections for cultural and traditional practices, and reclamation of ancestral lands. Some countries, like Burundi, have successfully guaranteed through constitutional amendments that indigenous people have representation in government.

### Pan-Africanism

The African states that achieved independence in the 1950s, 1960s, and 1970s faced many problems. The leaders of these states and their citizens envisioned stable governments and economic prosperity. Some Africans believed in the ideas of Pan-Africanists such as W.E.B. Du Bois and Marcus Garvey. In the view of Pan-Africanists, all black African peoples share a common identity. Several of the new African leaders, including Léopold Senghor, Kwame Nkrumah, and Jomo Kenyatta, supported Pan-Africanism.

“Our objective is African union now. There is no time to waste. We must unite now or perish. . . . On this continent, it has not taken us long to discover that the struggle against colonialism does not end with the attainment of national independence. Independence is only the prelude to a new and more involved struggle for the right to conduct our own economic and social affairs.”

—Kwame Nkrumah, speech to the Organization of African Unity, May 24, 1963



Jomo Kenyatta waving a fly whisk, a symbol of status and prestige that would become strongly associated with him, shortly after becoming prime minister.

**Inferring** What can you infer about the action in the photograph?

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## Background Information

**African Soldiers in World War II** Africa was involved in World War II because Hitler wanted to reclaim German territories in Africa that had been lost after World War I, and because Mussolini invaded Ethiopia in 1935. The invasion of Ethiopia angered many Africans and convinced them to enlist as soldiers fighting for the Allies. About 500,000 African soldiers fought for the British and the French in World War II. By 1941, African soldiers had helped to repel the Italian forces from Ethiopia and restore the emperor to power. African troops also fought against the Japanese in 1942. As these soldiers traveled to Japan via India, they witnessed India's independence movement and became inspired.

## Social and Emotional Learning: Responsible Decision-Making

**Applying Ethical Standards to European Actions in Africa** Remind students that African soldiers fought alongside their colonizers and hoped to gain independence as a result of their service in World Wars I and II. Instead, the Europeans continued to subjugate African nations and refused to give up the power and wealth that these colonies provided. Have small groups of students discuss whether the European nations' decision to hold on to power was ethical and whether the power imbalance impacted the situation. Then encourage students to think of a time in their lives when they had to fight for their rights against a powerful person or organization. Did this power imbalance alter the ethics of the situation? If so, how? If not, why? How was the conflict resolved? Was the resolution ethical? **SMALL GROUP 20 MIN**

### READING SKILLS

### Integrating Information About the Struggle for African

**Independence** Have students review the section titled “Gaining Independence.” **Ask:** **What common themes do you notice among African independence movements in the 1960s and 1970s?** (Possible responses include indigenous peoples calling for independence, European resistance to giving up power, and increased voting rights and representation for indigenous peoples.) Have students write a one-paragraph explanation of common themes in African independence movements of this time. Their paragraphs should state one common theme and support it with details from the text about two or more national independence movements, including those of Algeria, Ghana, Nigeria, Congo, Mozambique, and Angola. **INDIVIDUAL 30 MIN**

### Digital Option

### Creating a Graphic Organizer About African Independence

Have students use the Internet to find photos of African independence movements. Ask students to use these photos to create a visual graphic organizer that explains common themes in African independence movements of the 1960s and 1970s. Graphic organizers should identify one common theme and support it with photos and captions from at least two or more national independence movements, including those of Algeria, Ghana, Nigeria, Congo, Mozambique, and Angola. **INDIVIDUAL 30 MIN**

## GO ONLINE Video and Video Response Activity: Decolonization of the Developing World

**Describing Decolonization** This video helps students understand the challenges and opportunities that newly-independent countries faced following decolonization, such as ethnic and religious strife and the chance to implement self-rule, build infrastructure, and earn profits from natural resources. The Video Response Activity includes questions or activities that accompany the video for discussion and to check for student comprehension. **WHOLE CLASS 15 MIN**





## The Cold War in Africa

### GUIDING QUESTION

How was Africa affected by the Cold War?

The Organization of African Unity, which included within its 32 member nations the North African countries of Egypt, Algeria, and Tunisia, presented a united front against the influence of the United States and the Soviet Union during the Cold War. While some African countries were part of the nonaligned movement and did not take sides in the Cold War, others looked to the United States and the Soviet Union as economic models.

Some leaders, such as Jomo Kenyatta of Kenya, believed in Western-style capitalism. Leaders in Angola and Mozambique followed Soviet-style communism. Other leaders, such as Julius Nyerere of Tanzania, Kwame Nkrumah of Ghana, Sékou Touré of Guinea, and Patrice Lumumba of the Republic of Congo, preferred an “African form of socialism.”

The African form of socialism was not like that practiced in the Soviet Union or Eastern Europe. Instead, it was based on African traditions of community in which ownership of the country's wealth would be put into the hands of the people. As Nyerere declared in 1967, “The basis of socialism is a belief in the oneness of man and the common historical destiny of mankind. Its basis . . . is human equality.”

Regardless of political ideology, many people hoped that independence would lead to democratic government. They were soon disappointed. Between 1957 and 1982, more than 70 African leaders were violently overthrown. New governments often used force to attempt to integrate the multiple ethnic groups found within their borders into a cohesive group that was loyal to the regime. In the 1980s, either the military or a single party ruled many major African states. In the 1990s, multiparty elections increased, but single-party rule still predominated.

Despite the OAU's push for nonalignment in the Cold War, some African nations were drawn into proxy wars as the United States and the Soviet Union took opposing sides in political struggles in the newly independent countries, notably in Angola, Somalia, and Congo. This caused prolonged conflict and corruption in some parts of Africa, and it undermined political development.

For example, after the Republic of the Congo gained its independence from Belgium, the new state was unstable, and its early leaders struggled to keep the southern provinces from breaking away. By 1965, the chief of staff of Congo's armed forces, Joseph Mobutu, gained control of the government in a nonviolent coup. A firm opponent of communism, Mobutu was supported financially by the United States. U.S. leaders believed that he would serve as a safeguard against the spread

of Soviet influence in central Africa. Mobutu made many authoritarian changes. He outlawed all political parties but his own, elections became rare, and corruption under Mobutu's unchallenged rule became common. When the Soviet Union fell in the early 1990s, relations between Mobutu and the United States cooled.

### CHECK FOR UNDERSTANDING

**Identifying** What different kinds of economies did newly independent African countries form?

## Economic, Environmental, and Political Challenges

### GUIDING QUESTION

What challenges have African states faced in the years following their independence?

By the late 1970s, 50 African nations had won their independence. By 1980, independent African nations made up more than one-quarter of the membership of the United Nations. For many of those nations, independence brought a series of new economic, social, and environmental challenges to tackle and overcome. Some also faced ethnic and nationalist challenges which were issues often created by the arbitrary nature of colonial boundaries.

### Economic Challenges

Most African nations still relied on the export of a single crop or natural resource. Liberia, for example, depended on the export of rubber, while Nigeria depended on oil. The prices of these goods could vary greatly on the world market. When prices for nations' resources dropped, their economies suffered. Most African states also imported technology and manufactured goods from the West and depended on foreign financial aid to develop their countries.

The new states also sometimes created their own problems. Scarce national resources were spent on military equipment or expensive consumer goods rather than on building the foundations for an industrial economy. Corruption was common.

Both external pressures and internal concerns contributed to numerous problems within the newly independent African countries. Poverty was widespread among both rural and urban dwellers. As cities grew, they became overpopulated with displaced rural residents. This overwhelmed sanitation and transportation systems, resulting in pollution and perpetual traffic jams. Millions lived without access to electricity or even clean water. Meanwhile, a fortunate few enjoyed lavish lifestyles. The rich in many East African countries became known as the *wabenzi*, or Mercedes-Benz people.

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## GO ONLINE Reading and Writing Essentials

**African Independence** This resource offers literacy support and reading and writing activities to help approaching-level students and English Language Learners understand lesson content.

AL ELL INDIVIDUAL 20 MIN

## Global Connections

**Global Perspectives on Socialism** The text describes an “African form of socialism” that is both similar and different to forms of socialism implemented in other countries. Have students list countries that currently have or used to have socialist governments, such as Russia/the USSR, China, Cuba, Vietnam, and East Germany. If necessary, have students use the Internet to research this information. Then have students use library and Internet resources to compare and contrast socialism in one African country and at least one non-African country. Ask students to write a paragraph conveying their findings. INDIVIDUAL 30 MIN

### READING SKILLS

**Integrating Information About African Nations During the Cold War** Have students use a shared document, a piece of chart paper, or the board to list phrases that generalize and summarize the challenges African nations faced during the Cold War. (*Phrases on the list might include “artificial borders,” “unstable governments,” “ethnic conflict,” “violent coup attempts,” and “proxy wars by colonial powers.”*) As a class, eliminate overlapping or repeating phrases and ask students to come to a consensus on how other phrases are best expressed. Invite a volunteer to read the final list aloud to the class.

WHOLE CLASS 10 MIN

### ECONOMICS SKILLS

**National Economies Based on a Single Resource** The text points out that many African nations' economies were centered on a single crop or natural resource. This situation led to economic problems for these nations. **Ask: Why do you think these nations formed their economies around a single crop?** (*Students may suggest that this was the main resource they had always farmed, or that colonial powers set up economies that benefited them without regard for the economic growth of the African nations.*) **Why is it dangerous to have an economy focused on one crop or resource?** (*Economies like this can experience extreme instability due to weather issues or varying market prices.*) WHOLE CLASS 5 MIN

### HISTORICAL THINKING SKILLS

**Identifying Challenges in Independent Africa** Have students use the Elliptical Chart in your online course to take notes on the economic, social, environmental, and ethnic challenges that have affected African nations since gaining independence. In the center of the chart, under “Main Idea,” ask students to write a topic sentence that explains in general terms that African nations experienced many economic, social, environmental, and ethnic challenges after gaining independence. In each “Supporting Detail” section surrounding the center, have students write at least two economic, social, environmental, or ethnic challenges. Conclude by having students use their completed Elliptical Charts to write a paragraph describing the challenges facing newly independent African nations. INDIVIDUAL 30 MIN

## ANSWERS

### CHECK FOR UNDERSTANDING

Kenya followed Western-style capitalism. Angola and Mozambique followed Soviet-style communism. Tanzania, Ghana, Guinea, and the Republic of the Congo preferred an “African form of socialism.”



REVIEW

WRITING SKILLS

**Explanatory Writing About Post-War Africa** Have students write an essay about developments in Africa since the end of World War I. Students’ essays should describe the African peoples’ disappointment about not gaining independence for their sacrifice after fighting in World Wars I and II; the struggles of national independence movements; the impact of the Cold War; and the economic, social, environmental, and ethnic challenges facing independent African countries. Encourage students to center their essays around a common theme, such as the damage done by European colonial powers or the perseverance of African nations through difficult circumstances. **INDIVIDUAL 45 MIN**

READING SKILLS

**Determining Central Ideas About African Independence** Have students break into small groups, and assign one of the lesson headings to each group: “African Independence Movements,” “Post-War Independence,” “South Africa,” “The Cold War in Africa,” or “Economic, Environmental, and Political Challenges.” Ask groups to review their section and reach an agreement on the three most important facts. Then have groups write their three important facts on a shared document, a piece of chart paper, or the board. Encourage students to use their classmates’ facts to review all of the sections of the lesson. **SMALL GROUP 10 MIN**

GO ONLINE **Review & Apply Activity**

**African Independence** Assign the Review & Apply Activity to help students summarize lesson content. **INDIVIDUAL 20 MIN**

GO ONLINE **Self-Check Quiz**

**African Independence** Assign students the Self-Check Quiz to help them assess their progress. The ungraded quiz consists of 10 multiple-choice questions that focus on the main learning objectives of the lesson and provide instant feedback to the student. **INDIVIDUAL 15 MIN**

ASSESS

GO ONLINE **Lesson 5 Quiz**

**Assessing Student Understanding** Use the printed or digital Lesson Quizzes to assess student progress. You can assign the ready-made Lesson Quizzes, or you can create your own quizzes and tests from hundreds of available questions. This easy-to-use tool helps you design assessments that meet the needs of different types of learners. **INDIVIDUAL 20 MIN**

Social Challenges

As in the rest of the world, there are social divisions between Africa’s urban and rural communities. Though often united by culture or religion, these areas often observe vastly different ways of life.

About 60 percent of the population of Africa lives outside the major cities, where modern influence has had less of an impact. Many Africans farm, hunt, or raise livestock by traditional methods, wear traditional clothing, and practice traditional beliefs. Conditions such as drought or flooding affect the ability of rural Africans to grow crops or to tend herds. Some migrate to the cities for work, but this can be very disruptive to families and villages. Many urban people view rural people as backward. Rural dwellers view the cities as corrupting and destructive to traditional African values.

After independence, women’s roles in African society changed. Almost without exception, women were allowed to vote and run for political office. Some became leaders of their countries. Women still hold few political offices, however. Although they dominate some professions, such as teaching, childcare, and clerical work, they do not share in all career opportunities. Most African women are employed in low-paid positions, such as farm laborers, factory workers, and servants. Furthermore, in many rural areas, traditional attitudes toward women, including arranged marriages, prevail.

The tension between traditional and modern culture and between indigenous and foreign influences also affects African societies. A dilemma for many contemporary African artists is finding a balance between Western techniques and training and the rich heritage of traditional African art forms. In some countries, governments make the artists’ decisions. Artists are told to depict scenes of traditional life, often to serve the tourist industry.

Environmental Challenges

Droughts and rapid population growth have also slowed economic growth and taxed resources. Since the 1980s, recurring droughts in many African countries, including Djibouti, Eritrea, Ethiopia, Kenya, Somalia, and Uganda, have caused starvation and migration. Diseases, such as **HIV/AIDS**, have also presented major challenges to African progress. AIDS is a worldwide epidemic, but Africa is hardest hit. HIV/AIDS has had a serious impact on children and families in Africa. Many children have lost one or both parents to AIDS. Often, relatives are too poor to care for these children. Many orphans thus become heads of households filled with younger siblings. Extended families have been a source of support in difficult times, especially in rural Africa. The HIV/AIDS epidemic, however, has overwhelmed this support system. While

**HIV/AIDS** human immunodeficiency virus/acquired immunodeficiency syndrome; any of the strains of HIV-1 and HIV-2 that infect and destroy the immune system’s helper T cells, causing a large drop in their numbers

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African nations have taken steps to fight the epidemic, it has proved a tremendous burden because many of these countries do not have the money or health facilities to educate their citizens about the disease and how to protect against it. Nor can they purchase the drugs that would extend the lives of those with HIV.

Ethnic and Nationalist Conflicts

Within many African nations, warring ethnic groups undermined the concept of nationhood. Colonial powers arbitrarily drew the boundaries of African nations. Virtually all these states had issues because their borders randomly divided or united the diverse ethnic, linguistic, and territorial groups in Africa, some of which had long standing rivalries.

Some African governments with a majority ethnic group in leadership have used loyalty to the state as a way of forcing minority ethnic groups to conform. This has also led to conflict in places such as Nigera and Zimbabwe. In central Africa, fighting between the Hutu and Tutsi created unstable governments in Rwanda and Burundi. During the colonial period, Hutu and Tutsi peoples lived together under European control. After independence in 1962, two new countries were created: Rwanda and Burundi. The population in both countries was mixed, but in Rwanda, the Hutu majority ran the government. The Hutu resented the position of the Tutsi, who had gotten the best education and jobs when the Belgians had been in control. In 1994 a genocide by the Hutu left some 500,000 Tutsi dead in Rwanda.

Popular demonstrations led to the collapse of one-party regimes and the emergence of democracies in several countries. One case was that of Idi Amin of Uganda. After ruling by terror and brutal repression throughout the 1970s, Amin was deposed in 1979. Dictatorship also came to an end in Ethiopia, Liberia, and Somalia. In these cases, however, the fall of the regime was later followed by bloody civil war.

CHECK FOR UNDERSTANDING

- 1. **Summarizing** What challenges did newly independent African countries face?
- 2. **Making Connections** How has the HIV/AIDS epidemic affected Africa?

LESSON ACTIVITIES

- 1. **Informative/Explanatory Writing** Research independence movements in two African nations. Compare how political ideology, ethnicity, and religion shaped their resulting governments.
- 2. **Collaborating** With a small group, select a specific country and research its demographics at the time of independence. Then, create a proposal for a new government and explain your decisions.

ANSWERS

CHECK FOR UNDERSTANDING

- 1. Newly independent African countries faced challenges such as poverty, overpopulation, pollution, drought, tension between traditional and modern culture and between indigenous and foreign culture, HIV/AIDS, political instability, and ethnic conflict.
- 2. HIV/AIDS has had a major impact on children and families. Many children become orphans and caretakers of younger siblings when their parents died of HIV/AIDS.

LESSON ACTIVITIES

- 1. Students’ responses will vary but should compare how political ideology, ethnicity, and religion shaped the governments of two African nations.
- 2. Students’ responses will vary depending on the country they choose. They should use reliable sources to acquire accurate information about the demographics of that country at the time it gained independence. Students’ proposals should describe the structure of the new government and provide reasons for their decision.

## 06

Understanding Multiple Perspectives:  
Voices of Independence

## COMPELLING QUESTION

How did independence movements affect life in colonized countries?

## Plan Your Inquiry

In this lesson, you will learn about independence movements around the world.

## DEVELOP QUESTIONS

**Developing Questions about Independence Movements** Think about what you have learned about the independence movements in South America, Asia, the Middle East, and Africa. Then read the Compelling Question for this lesson. What questions can you ask to help you answer this Compelling Question? Write three Supporting Questions that would help you answer the Compelling Question for this lesson. Write these in a graphic organizer like the one below.

## APPLY HISTORICAL TOOLS

**Analyzing Primary and Secondary Sources** You will work mainly with primary sources in this lesson, reading the words of independence leaders. Examine the sources and analyze each one by answering the questions that follow it. How does each source help you answer the Supporting Questions you created? As you read the sources, take notes in your graphic organizer.

Source	Author/ Creator	Description/ Notes	Which Supporting Question does this source help me answer?
A			
B			
C			
D			
E			

After you analyze the sources, you will:

- use the evidence from the sources
- communicate your conclusions
- take informed action

## INQUIRY ACTIVITY

## Background Information

In the early twentieth century and especially after World War II, independence movements arose around the world. These efforts to overthrow direct colonial rule succeeded, and dozens of newly independent nations were founded from the late 1940s through the 1960s. Many of the leaders of the independence movements were part of the educated elite in their countries and had studied European law and political science. Others were members of the military.

During the same period, some countries, such as Chile and Egypt, while politically independent, were still under a form of control by more powerful nations. These countries, too, faced struggles. Since they had already attained political independence, movements in these nations aimed to achieve economic independence and freedom from the influence of their former colonial rulers.



➤ Wearing a garland of flowers, Julius Nyerere, who became Tanganyika's first Prime Minister, is carried by supporters in the year of their independence, 1961.

**GO ONLINE** Explore the Student Edition eBook and find interactive maps, time lines, and tools.

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## LESSON 06 • INQUIRY ACTIVITY

Understanding Multiple Perspectives:  
Voices of Independence

## LAUNCHING THE INQUIRY

## HISTORICAL THINKING SKILLS

**Making Inferences About Colonized Countries** Remind students that newly independent nations did not necessarily see an end to their struggles. Most often, their troubles changed. **Ask: If you were a leader in a colonized country, would you want to revert to the old form of government, borrow some of the principles used by colonial rulers, or start a new government?** (Students may suggest starting a new government but borrowing some of the more effective principles from the old government or from colonial rulers.) **How could political change in a new nation cause conflict?** (Possible response: Disagreements about how to form a new government and elect leaders might cause conflict. For example, former leaders might want to assume power and revert to the old ways of governing, while younger activists might want to try something new.) **How could political change affect daily life?** (Possible response: People might have to look for new jobs, pursue additional education, or learn new skills that they need to succeed under the new government. People might also have to adjust to changing cultural values, new social roles, or new responsibilities such as voting.) Invite students to discuss the questions in small groups and then share their ideas with the class. **SMALL GROUP 10 MIN**

## READING SKILLS

**Analyzing Primary and Secondary Sources About Independence Movements** Organize the class into five groups and assign a source from this lesson to each group. Have students preview their source by writing an outline with the following information: source type (primary or secondary), the independence leader discussed, the country the leader represents, and the country of the former colonial ruler. As part of their preview, have students read the introduction and the Examine the Source questions. Bring the class together, and have groups share their completed outlines. **SMALL GROUP 10 MIN**

## GUIDING THE INQUIRY

## HISTORICAL THINKING SKILLS

**Making Generalizations About Decolonization** Read the “Background Information” aloud and have students discuss why the time was right for many colonized countries to gain independence. Encourage students to review information from previous lessons as needed. **Ask: What happened after World War II that prompted independence movements?** (After the war, many European countries, such as Britain and France, were vulnerable financially. They had neither the money nor the political support to repress faraway revolts.) Remind students that some countries had their independence gradually granted to them, whereas others had to fight for their independence. Have students look at the photograph of Julius Nyerere. **Ask: Based on the photograph, what can you infer about the independence of Tanzania?** (It looks like it was a peaceful transition. The people are happy with their new leadership.)

**WHOLE CLASS 5 MIN**

## PLAN YOUR INQUIRY ANSWERS

Source	Author/ Creator	Description/Notes	Which Supporting Question does this source help me answer?
A	Sigmund/ Allende	Chile; plots to take election away from Allende would be unsuccessful; people would support him and his party; Allende says socialism helps people.	What problems did people face in their fight for freedom?
B	Nehru	India; independence speech; India is now “awake,” but freedom and power bring responsibility.	Why did people fight to be free?
C	Lumumba	Congo; independence speech; the fight for independence was hard.	What problems did people face in their fight for freedom?
D	Sukarno	Indonesia; the way the Indonesians wanted to create their government was considered fascistic by Europeans.	What kinds of governments did newly independent nations create?
E	Nasser	Egypt; nationalization of the Suez Canal; Egypt will protect its sovereignty and stand up against more powerful countries.	What problems did people face in their fight for freedom?

Special Needs

**Activity: Processing Speed Deficit** To reduce notetaking anxiety, give students with processing speed deficits a cloze notes sheet for each source. The cloze notes should summarize the ideas in each source. For example, for the first paragraph of Source A, “Allende was aware that there were plots to create economic \_\_\_\_ to disrupt his new socialist systems.” (*chaos*) After completing the cloze notes, have students orally paraphrase each source. **INDIVIDUAL 20 MIN**

SPEAKING AND LISTENING SKILLS

**Delivering a Speech About Salvador Allende** Ask pairs to research Allende’s nationalization policies and present their findings to the class. Use the Oral Report rubric to grade students’ presentations. **SMALL GROUP 50 MIN**

Digital Option

**Recording an Interview with Salvador Allende** Instead of delivering a speech, have students record an interview with Allende. One student can be the interviewer, while the other student assumes the role of Allende. Students should address nationalization and Allende’s vision for Chile. **SMALL GROUP 50 MIN**

READING SKILLS

**Analyzing Jawaharlal Nehru’s Ideas** Remind students that independence in India came after decades of struggle by nationalist leaders. **Ask: What does Nehru want the people of India to do?** (*dedicate themselves to serving the people of India and humanity*) **What does Nehru’s speech indicate about the role nationalism will play in an independent India?** (*He insists that with the exit of the British, India will be free to embrace its own national identity.*) **What phrases in his speech support this interpretation?** (*Nehru notes that there comes a time “when the soul of a nation, long suppressed, finds utterance.”*) **WHOLE CLASS 10 MIN**

Culturally Responsive Connections

**Musical Voices of Decolonization** Music provided an outlet for artists to protest colonization in countries throughout Africa, the Middle East, and Latin America. The musical genres of Afro-beat and Nueva Canción Chilena championed independence movements while promoting messages of freedom, unity, and self-government. Artists such as Umm Kluthuum advocated for Egyptian nationalism, while Miriam Makeba “Mama Africa” resisted apartheid in songs. The songs of Nueva Canción featured themes of peasants, working-class people, and students, all while promoting Salvador Allende’s political campaign in Chile. Anti-colonial music resonated with many artists taking a political stand against colonialism. **Questions to Consider:** How can protest songs become a voice for those who are experiencing oppression? (*Students may say that artists can spread a message to a larger audience or champion an important cause. Music sends messages and stirs emotions.*) What qualities did the anti-colonial musicians possess? (*bravery, creativity, determination, strength*) What are some other examples of artists or musicians who use their voices to protest? (*Students might suggest anti-war folk music or conscious/political rap.*) **WHOLE CLASS 10 MIN**

A

Salvador Allende

In 1970 Salvador Allende was elected president of Chile in a close race. This excerpt addresses the election and ways Allende responded to concerns about his possible election.



SECONDARY SOURCE: ACADEMIC TEXT

“ [Allende] referred to plots to **subvert** the country by bribing members of the armed forces and creating economic chaos. If ‘the people’ were defrauded of their victory he said, the message would be spread through the trade unions, the **Unidad Popular** committees, and by radio. ‘Those who are insanely trying to provoke such a situation . . . should know that the whole country will stop, that there will not be a company, an industry, a workshop, a school, a hospital, or farm that functions—as a first demonstration of our strength. They should know that the workers will occupy the factories and the peasants the land, the white-collar workers [*empleados*] will be in the public offices awaiting the orders of Popular Unity. . . .’

[In an] interview by the *New York Times* . . . Allende rejected the accusation that his government would be totalitarian. Promising to form ‘a multi-party government, a nationalist, popular, democratic, and revolutionary government that will move towards socialism,’ he added, ‘For you to be a Communist or a Socialist is to be a totalitarian; for me, no. . . . I am a founder of the Socialist Party and I must tell you then that I am not a totalitarian. On the contrary, I think Socialism frees man.’”

—Paul E. Sigmund, *The Overthrow of Allende and the Politics of Chile, 1964–1976*, 1977

**subvert** undermine; corrupt  
**Unidad Popular** in English, “Popular Unity,” a left-wing political alliance that supported Allende

EXAMINE THE SOURCE

- 1. **Explaining** What does Allende say will happen if there is an attempt to undermine the election?
- 2. **Analyzing** How does Allende address accusations his government will be totalitarian?

B

Jawaharlal Nehru

When India gained its independence, Jawaharlal Nehru became the nation’s first prime minister. This excerpt is from the speech he gave at midnight when India became independent.



PRIMARY SOURCE: SPEECH

“ Long years ago we made a **tryst** with destiny, and now the time comes when we shall **redeem** our pledge, not wholly or in full measure, but very substantially. At the stroke of the midnight hour, when the world sleeps, India will awake to life and freedom. A moment comes, which comes but rarely in history, when we step out from the old to the new, when an age ends, and when the soul of a nation, long suppressed, finds utterance. It is fitting that at this solemn moment we take the pledge of dedication to the service of India and her people and to the still larger cause of humanity. . . .

Freedom and power bring responsibility. The responsibility rests upon this Assembly, a sovereign body representing the sovereign people of India. Before the birth of freedom we have endured all the pains of labour and our hearts are heavy with the memory of this sorrow. . . .

The appointed day has come—the day appointed by destiny—and India stands forth again, after long slumber and struggle, awake, vital, free and independent.”

—Jawaharlal Nehru, “The Noble Mansion of Free India,” 1947

**tryst** an appointed meeting  
**redeem** fulfill

EXAMINE THE SOURCE

- 1. **Explaining** How does Nehru frame the birth of an independent India?
- 2. **Evaluating** Is Nehru’s speech effective? Does it match the majesty of the occasion? Explain.

EXAMINE THE SOURCE ANSWERS

SECONDARY SOURCE A

- 1. Allende says that people throughout the country will stop working and will occupy their places of work.
- 2. Allende claims that the U.S. fears that because he is a socialist, he will also be a totalitarian. He responds that he is not a totalitarian and that he believes socialism provides people with freedom.

PRIMARY SOURCE B

- 1. Nehru describes the birth of India as a painful and sorrowful labor that leads to the country standing “awake, vital, free and independent.”
- 2. Student responses will vary. Students should include clear and well-thought-out reasons for their opinion. Responses in the positive might mention the moving metaphor of a person sleeping and awakening to a new life or discuss how India’s independence was a “tryst with destiny”—an inevitable date with fate. Answers in the negative might cite a lack of specifics about the future and how life will be better for Indians now that they are independent.



C

**Patrice Lumumba**

In 1960 Patrice Lumumba was elected the first prime minister of the Democratic Republic of the Congo after four years of struggle. This excerpt is from the speech he delivered on the day of Congo's independence.

**PRIMARY SOURCE : SPEECH**

“I ask all of you, my friends, who tirelessly fought in our ranks, to mark this June 30, 1960, as an illustrious date that will be ever engraved in your hearts, a date whose meaning you will proudly explain to your children, so that they in turn might relate to their grandchildren and great-grandchildren the glorious history of our struggle for freedom.

Although this independence of the Congo is being proclaimed today by agreement with Belgium, an amicable country, with which we are on equal terms, no Congolese will ever forget that independence was won in struggle, a persevering and inspired struggle carried on from day to day, a struggle, in which we were undaunted by **privation** or suffering and **stinted** neither strength nor blood.

It was filled with tears, fire and blood. We are deeply proud of our struggle, because it was just and noble and indispensable in putting an end to the humiliating bondage forced upon us.

That was our lot for the eighty years of colonial rule and our wounds are too fresh and much too painful to be forgotten.”

—Patrice Lumumba, “My Government Serves the People,” 1960

**privation** a state of being deprived  
**stinted** limited; restricted; held back

**EXAMINE THE SOURCE**

- Identifying** How does Lumumba describe Congo and Belgium at the point of independence?
- Speculating** Why does Lumumba remind his listeners of the struggle for independence?

D

**Achmed Sukarno**

Achmed Sukarno became the first president of Indonesia after it gained independence. In this excerpt from his autobiography, he describes the unforeseen consequences that resulted from outside pressure to emulate Dutch-style democracy.

**PRIMARY SOURCE : AUTOBIOGRAPHY**

“Their [the British and Dutch] concepts of a society in which the President was liable for what went on had overtones of Nazi Germany. . . . ‘If President Sukarno is Chief of the Government, Commander-in-Chief of the Army, and head of the Cabinet, it is Fascistic,’ thundered Sir Philip Christison and other British Generals. . . .

‘No,’ we exclaimed, ‘it is Indonesian-influenced. To us, a head of state is like a head of a family. . . . The elder or village chief shoulders all burdens for his village. This has been the Indonesian way through centuries.’ We strove desperately to **garner** the approval of the world. . . .

Over 40 dissimilar parties sprang up. So terrified were we of being labeled ‘a Japanese-sponsored Fascistic dictatorship’ that single individuals forming splinter organizations were tolerated as ‘mouthpieces of democracy.’ Political parties grew like weeds with shallow roots and interests top-heavy with petty selfishness and vote-catching. Internal strife grew. We faced disaster, endless conflicts, hair-raising confusion. Indonesians previously pulling together now pulled apart.”

—Achmed Sukarno, as told to Cindy Adams, *Sukarno: An Autobiography*, 1965

**garner** to gather; to collect

**EXAMINE THE SOURCE**

- Identifying** How does Sukarno characterize Indonesia's initial form of government?
- Explaining** What challenges did the Indonesian political system ultimately face?

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**WRITING SKILLS**

**Using Evidence to Summarize Lumumba's Speech** Have partners use the Tree Diagram found in your online course to summarize the central idea of Lumumba's speech and cite three supporting details. (*Possible response: Central Idea: The independence day of the Congo, June 30, 1960, is a day that will always be remembered in the fight for freedom. Supporting details: 1. The Democratic Republic of the Congo won its independence from Belgium. The Belgians are not enemies, but gaining independence was not without violence. 2. Although the struggle did require loss of life and bloodshed, the Congolese attained freedom. 3. The Congolese were under colonial rule for 80 years, and it will not be easy to forget how they were oppressed.*) Ask students to use their diagrams to write a paragraph summarizing Lumumba's speech.

SMALL GROUP 15 MIN

**Differentiate the Activity**

**Analyzing Rhetoric in Lumumba's Speech** In Lumumba's speech, he speaks of struggles, “humiliating bondage,” “wounds,” and “blood.” Have students write a paragraph describing how Lumumba's word choice expresses his tone. (*Possible response: Lumumba uses vivid language to emphasize that independence was no easy task. Therefore, the Congolese should not take their new freedom lightly. His words evoke a serious tone and one of determination. He does not want his people to forget what bondage is like.*) **BL** INDIVIDUAL 15 MIN

**HISTORICAL THINKING SKILLS**

**Evaluating Achmed Sukarno's Argument** Discuss Sukarno's speech, highlighting the third paragraph. **Ask: What reason does Sukarno provide as to why so many political parties sprang up?** (He claims Indonesians were too worried about gaining the world's approval and not being labeled as oppressive. To prove they supported democracy, they allowed anyone to form a political party.) **Have students explain Sukarno's simile, comparing political parties to weeds.** (Sukarno's position was that these numerous political parties had no substance. On the surface, their ideologies seemed inspiring, but upon closer observation, their claims were self-serving.) **WHOLE CLASS** 5 MIN

**English Learners Scaffold****Reading Closely to Understand Similes****Entering and Emerging**

Direct students' attention to the weed simile Sukarno uses in his speech. Use images and synonyms to help students understand the terms *shallow roots*, *top-heavy*, and *vote-catching*. **Ask: What does Sukarno compare to weeds?** (the many political parties)

**Developing and Expanding**

Read the third paragraph from Sukarno's speech aloud. Work with students to define the word *weed* (a plant that grows where it is not wanted; it chokes out desirable plants.) **Ask: How were political parties like weeds in Indonesia?** (There were too many of them. They were not useful to the people.)

**Bridging and Reaching**

Have students work in pairs to read aloud the third paragraph from Sukarno's speech. Point out Sukarno's weed simile. Then **ask: Is this simile effective? Why or why not?** (*Possible response: Yes, because although the political parties looked like a sign of democracy, they were actually harmful. Weeds often look like flowers but harm other plants nearby.*) Then ask pairs to rewrite the paragraph in their own words and share their paragraphs with the larger group. **ELL** SMALL GROUP 10 MIN

**EXAMINE THE SOURCE ANSWERS****PRIMARY SOURCE C**

- Lumumba describes Congo and Belgium as equals and says Belgium is an “amicable country.”
- Possible response: Lumumba wants his listeners to remember the struggle for independence so that they respect the people of Congo and understand what they had to go through to be free.

**PRIMARY SOURCE D**

- Sukarno says Indonesia's first form of government aligned with Indonesian tradition and culture, with the president as the “head of a family”—the village elder who “shoulders all burdens” for his people.
- The Indonesians were pressured to adopt a form of government that went against their traditions. Then the multiparty system drove Indonesians apart, which meant that it was hard for government to function at all because there was no unity.

**PRIMARY SOURCE E**

- Possible response: Nasser characterizes the challenge to the nationalization of the Suez Canal as a challenge to Egypt's sovereignty.
- Nasser uses the Atlantic Charter, which promises each nation sovereignty over itself, to defend nationalizing the canal.



Background Information

**The Suez Crisis** Egyptian President Nasser (in office 1956–1970) had been pressuring the United States to help fund the construction of the Aswan Dam on the Nile River. When the U.S. withdrew from the deal, Nasser reacted by seizing the Suez Canal. Nasser’s argument was that the toll that ships paid to pass through the canal would finance the dam. Worried about trade wars, Israel, Britain, and France agreed to attack Egypt. Israel invaded the canal zone first, as British and French forces were delayed. The Soviets, siding with Nasser, threatened to use nuclear weapons. Hoping to stop the crisis, the U.S. threatened economic sanctions on Israel, Great Britain, and France if they did not back down. The United Nations supervised the evacuation of foreign troops, and Nasser emerged as a hero.

READING SKILLS

**Determining Central Ideas in President Nasser’s Speech** After students have read Source E, ask: **What does Nasser say about Egypt’s sovereignty?** (*Attempts by other nations to reclaim the Suez Canal threaten Egypt’s sovereignty, and Egypt is determined to protect its sovereignty by maintaining control of the canal.*) **How does Nasser view Egypt’s role in the world?** (*He claims that although Egypt may be a small nation, the Egyptians are strong and determined to defend their independence.*) Remind students that the Atlantic Charter was a declaration written by Winston Churchill and Franklin D. Roosevelt after World War II. **Ask: Who does Nasser call on to support Egyptian control of the Suez Canal?** (*He calls on all Egyptian Arabs, all free countries, and in particular, Great Britain and the United States—the authors of the Atlantic Charter.*)

WHOLE CLASS 10 MIN

Social and Emotional Learning: Self Awareness

**Recognizing Strengths** Ask students to reflect on the speeches they read. **Ask: How do you think these speeches affected the citizens who lived in these countries? How did their leaders’ strengths help them believe in themselves?** (*Students might suggest that citizens were happy to learn about their independence, but also worried, as changes often create upheaval in everyday life. Their leaders’ strength and determination may have helped them feel reassured. As free, independent citizens, life would be better.*) Have students write a journal entry in which they reflect on a time in which they had a strongly ally who supported them. **INDIVIDUAL 10 MIN**

REVIEW

GO ONLINE Reading and Writing Essentials

**Understanding Multiple Perspectives: Voices of Independence** This resource offers literacy support and reading and writing activities to help approaching-level students and English Language Learners understand lesson content. **AL ELL INDIVIDUAL 20 MIN**

ASSESS

GO ONLINE Lesson 6 Quiz

**Assessing Student Understanding** Use the printed or digital Lesson Quizzes to assess student progress. You can assign the ready-made Lesson Quizzes, or you can create your own quizzes and tests from hundreds of available questions. This easy-to-use tool helps you design assessments that meet the needs of different types of learners.

INDIVIDUAL 20 MIN

E

Gamal Abdel Nasser

Gamal Abdel Nasser gained widespread popularity in Egypt after he nationalized the Suez Canal. This excerpt is from a speech he delivered in response to a U.S. proposal that the canal be split among 18 nations.

PRIMARY SOURCE : SPEECH

“In these decisive days in the history of mankind, these days in which truth struggles to have itself recognized in international chaos where powers of evil domination and imperialism have prevailed, Egypt stands firmly to preserve her sovereignty. Your country stands solidly and **staunchly** to preserve her dignity against imperialistic schemes of a number of nations who have uncovered their desires for domination and supremacy.

In these days and in such circumstances Egypt has resolved to show the world that when small nations decide to preserve their sovereignty, they will do that all right and that when these small nations are fully determined to defend their rights and maintain their dignity, they will undoubtedly succeed in achieving their ends. . . .

I am speaking in the name of every Egyptian Arab and in the name of all free countries and of all those who believe in liberty and are ready to defend it. I am speaking in the name of principles proclaimed by these countries in the Atlantic Charter. But they are now violating these principles and it has become our lot to shoulder the responsibility of reaffirming and establishing them anew.”

—Gamal Abdel Nasser, “Speech by President Nasser Denouncing Proposal for a Canal Users Association,” in *The Suez Canal Problem: July 26–September 22, U.S. Department of State Publication No. 6392*, 1956

**staunchly** with strength

EXAMINE THE SOURCE

- 1. **Drawing Conclusions** How does Nasser characterize the challenge to Egyptian control of the Suez Canal?
- 2. **Making Connections** What document does Nasser use to defend nationalization of the canal, and how does it relate to his argument?

Your Inquiry Analysis

EVALUATE SOURCES AND USE EVIDENCE

Refer to the Compelling Question and the Supporting Questions you developed at the beginning of the lesson.

- 1. **Gathering Sources** Which sources helped you answer the Compelling Question and your Supporting Questions most directly? Which sources, if any, challenged the answers you thought you were going to arrive at when you first created your Supporting Questions? Are there details you still need more information on? If so, where might you look to find that information?
- 2. **Evaluating Sources** Identify the sources that helped you answer your Supporting Questions. How reliable is each source? How would you verify the reliability of each source? Does each source provide complete, relevant, and useful information?
- 3. **Comparing and Contrasting** Compare and contrast two of the leaders presented in this lesson. What do these excerpts reveal about their ideas? How were their ideas similar? How were they different? Consider the reasons for their nationalism and the effects of it.

COMMUNICATE CONCLUSIONS

**Analyzing Perspectives** With a partner, discuss how the unique perspective of each source affects the way you think about independence movements. Consider what each leader is saying about the fight for independence and its consequences. Then, on your own, write a short essay that uses evidence from the sources to answer the Compelling Question and your Supporting Questions. Use the graphic organizer that you created at the beginning of the lesson to help you.

TAKE INFORMED ACTION

**Making a Speech** Several of the excerpts in this lesson are from speeches given by world leaders at pivotal moments in their countries’ histories. Through the ages, speeches such as these not only served to commemorate important events but also inspire contemporary listeners and future generations. Think of an important event in your school or community that deserves to be remembered, and write a speech that captures its importance and inspires listeners.

The Suez Canal Problem, July 26–September 22, 1956. U.S. Department of State, Department of State, 1956.

YOUR INQUIRY ANALYSIS ANSWERS

EVALUATE SOURCES AND USE EVIDENCE

- 1. Students should identify the source(s) that helped them answer the Compelling Question and their Supporting Questions most directly. Students should also identify any source(s) that challenged their expectations and provide details on any topics where they need more information.
- 2. Students should identify the sources that helped them answer their Supporting Questions. They should determine the reliability of each source and explain how they would verify that reliability.
- 3. Students should clearly explain what the excerpts reveal about each leader’s ideas and how their ideas are similar and different. Students should also consider the reason for each leader’s nationalism and effects of it.

COMMUNICATE CONCLUSIONS

Student pairs should have an engaged discussion about how the unique perspective of each source affects the way they think about independence movements. Students’ essays should incorporate details from the sources to respond to the Compelling and Supporting Questions.

TAKE INFORMED ACTION

Speeches will vary but should focus on an important event in the school or community and explain why the event deserves to be remembered. Students should use clear, engaging language to communicate ideas and inspire listeners.

## 07

## Latin America

## READING STRATEGY

## Analyzing Key Ideas and Details

Read closely to identify significant events in the history of South America, Mexico and Central America, and the Caribbean. Record the events in a graphic organizer like the one below.

Significant Events	
South America	
Mexico and Central America	
Caribbean	

## Trends in Latin America Through the Great Depression

## GUIDING QUESTION

What factors influenced the Latin American economy in the 1920s and 1930s?

The early twentieth century marked a turning point in Latin America's relationship with the rest of the world. As a result of World War I, Europe's power over Latin America lessened while the power of the United States grew. From that point forward, the relationships between foreign powers and Latin American states were greatly influenced by the policies of the United States.

## Role of the United States

Beginning in the 1920s, the United States began to replace Great Britain as the major **investor** in Latin America. British investors had put money into stocks and other forms of investment that did not give them direct control of Latin American companies. U.S. investors, however, put their money directly into production facilities and ran companies themselves. In this way, large segments of Latin America's export industries fell into U.S. hands, leaving little revenue for the Latin American countries where the companies operated. A number of smaller Central American countries became independent republics, but their economies still depended on wealthy nations. The U.S.-owned United Fruit Company, for example, owned land, packing plants, and railroads in Central America. American firms also gained control of the copper-mining industry in Chile and Peru, as well as the oil industry in Mexico, Peru, and Bolivia.

Many Latin Americans resented U.S. control of Latin American industries. A growing nationalist awareness led them to view the United States as an imperial power. It was not difficult for Latin American nationalists to show that profits from U.S. businesses were sometimes used to keep ruthless dictators in power. In Venezuela, for example, U.S. oil companies had close ties to the dictator Juan Vicente Gómez.

In fact, the United States had always cast a large shadow over Latin America. It had intervened militarily in Latin American affairs for years. This was especially true in Central America and the Caribbean, regions that many Americans viewed as vital to national security. In the 1930s, the United States attempted to change its relationship with Latin America. In 1933 President Franklin Roosevelt announced the Good Neighbor Policy, rejecting the use of U.S. military force in Latin America. He removed the last U.S. Marines from the region in 1934, emphasizing cooperation and trade over military power.

## Impact of the Great Depression

In the early twentieth century, the Latin American economy was based largely on the export of foodstuffs and raw materials. Some countries relied on only one or two products for sale abroad. Argentina, for example, exported beef and wheat; Chile, nitrates and copper; Brazil, coffee and cotton; in the Caribbean, Cuba exported sugar; the Central American countries exported bananas. United States investors and local landowners reaped large profits from these exports. For most of the local workers, however, the returns were small, and they saw few benefits.

**investor** an individual or organization that puts money into a business or industry in exchange for a financial return.

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## LESSON 07 • LEARN THE EVENTS

## Latin America

## ENGAGE

## HISTORICAL THINKING SKILLS

**Making Inferences About Latin America** Inform students that in this lesson they will learn about the twentieth century Latin American challenges. Have small groups discuss what they learned about Latin American countries in previous topics. **Ask: How did the United States and European countries influence Latin American countries in the late 1800s and early 1900s?** (Students may share what they know of the U.S. as a primary investor and source of loans in Latin American countries. They may discuss the Good Neighbor Policy.) **How might the challenges that Latin American countries faced in the twentieth century be affected by history?** (Students may predict that Latin American countries had industries that were better established and long-standing political or cultural traditions that would be difficult to relinquish or change in the twentieth century.) **SMALL GROUP 15 MIN**

## TEACH

## ECONOMICS SKILLS

**Exchange and Markets in Latin America** To focus students on U.S. economic involvement in Latin America, challenge students to name Latin American products with which they are familiar. **Ask: What are some familiar grocery store products that originate in Latin America?** (sugar, coffee, bananas) Explain that Latin American countries generally profit from exporting such products, but that was not always the case. Instruct students to read the section "Role of the United States." Then **ask: Historically, what has been the role of the United States in Latin American economies?** (For much of the twentieth century, private U.S. companies controlled the production of important exports and earned the majority of the profits.) **Why would Latin Americans have seen U.S. control of industries as a form of imperialism?** (Possible response: Imperial nations usually accrued a great deal of wealth by exploiting resources. Although the U.S. did not have full imperial control of Latin American countries, individuals from the United States still gained the most profit from the work of Latin Americans.) **WHOLE CLASS 5 MIN**

## WRITING SKILLS

**Informative Writing on Economic Influence** Have pairs write one paragraph that summarizes the relationship between Latin America and the United States in the early twentieth century. Then have them write a second paragraph that summarizes the impact of the Great Depression on Latin America. Challenge students to write both summaries for an audience of middle school students. **Ask: What key ideas will you need to convey?** (Students should describe the economic impact of U.S. control of Latin American production, the devastating effects of the Great Depression, and the development of new industries.) **What concepts might you need to explain in order for them to understand these key ideas?** (Students may mention the economic concepts of exports and investment, the causes and effects of the Great Depression, imperialism, and nationalism.) **SMALL GROUP 20 MIN**

## Digital Option

**Multimedia Slideshow About Economic Influence** Invite students to share their summaries as a multimedia slideshow. Encourage them to use images, video clips, and narration and to consider how best to introduce critical terms and ideas in this medium. Advise students to keep their audience and purpose in mind.

**SMALL GROUP 30 MIN**

## ANSWERS

## READING STRATEGY

**South America:** Great Depression, election of Allende, Pinochet's coup, Isabel Perón becomes president, Falkland Islands invasion, Las Madres de la Plaza de Mayo

**Mexico and Central America:** Great Depression, Mexican Revolution, PEMEX, death of Archbishop Romero, election of Violeta Barrios de Chamorro

**Caribbean:** Great Depression, Cuban revolution, election of Aristide

HISTORICAL THINKING SKILLS

**Making Inferences About a Primary Source** Have students study the image of the rail car and read the caption. **Ask: What do you notice first about the image?** (Possible response: The photograph is in black and white, and it appears to be posed. There are a few men and many large piles of fruit. With the exception of the train, the setting appears to be completely rural.) **What do the details of the image tell you about the historical context?** (Possible response: The quality and details of the photograph indicate that the photograph is from another century. The fact that it is a posed image suggests a deliberate choice to document the moment.) **Based on this image, what can you infer about the operation of the United Fruit Company?** (The large piles of fruit suggest this is a big and likely economically important operation. The work of loading bananas looks like tiring manual labor.) **WHOLE CLASS 5 MIN**

HISTORICAL THINKING SKILLS

**Identifying Themes in Historical Research** Explain to students that one field of historical inquiry is environmental history—the study of humans in relation to the natural world from the past to the present. Tell students that environmental history includes questions and insights taken from history, geography, and the natural sciences. Help students connect the discussion of manufacturing, agriculture, and economics to questions of environmental history. **Ask: If you were an environmental historian, what sort of questions might you ask about the Latin American agricultural economy, such as banana cultivation?** (Possible response: What is the relationship between agriculture, industry, and economics in Latin America? How has this changed over time? What effect did the United Fruit Company’s practices have on the people and environments of Central America?) **Why do these questions matter?** (Responses will vary, but students should recognize that an economic history is invariably tied to environmental resources. The history of Latin American economies is tied to the history of its environments.) **WHOLE CLASS 5 MIN**

Differentiate the Activity

**Identifying Effects of the United Fruit Company** Invite students to learn more about the legacy of the United Fruit Company. Reliable information may be found through online encyclopedias, news articles, and online archives such as those at the Smithsonian Institution or Harvard University. Instruct students to research the company’s founding and history alongside its economic and environmental impacts. Invite students to present their findings in a short multimedia presentation. **BL SMALL GROUP 60 MIN**

READING SKILLS

**Analyzing the Impact of the Great Depression in Latin America** Give students a copy of the Web Diagram (Horizontal) found in your online course and have them write “Impact of the Great Depression on Latin America” in the circle at the center. Then have them use the connecting circles to identify Depression-era events or changes that impacted Latin American economies. (Possible response: less demand for Latin American exports, a weakened investor economy, development of new industries that produced manufactured goods, diversification of the economy, government-run industries, and a rise in political authoritarianism) Have students use the concept web to write a paragraph describing the impact of the Great Depression on Latin America. **WHOLE CLASS 25 MIN**



A rail car owned by the United Fruit Company is loaded with bananas in 1915.  
**Speculating** What about the railroad made it possible to sell bananas from Central America in the U.S.?

The Great Depression was a disaster for Latin America’s economy. Weak U.S. and European economies meant less demand for Latin American exports, especially coffee, sugar, metals, and meat. The total value of Latin American exports in 1930 was almost 50 percent below the figures for the years 1925 through 1929. The countries that depended on the export of only one product were especially hurt.

The Great Depression, however, had one positive effect on the Latin American economy. When exports declined, Latin American countries could no longer buy manufactured goods from abroad. Thus, their governments began to encourage the development of new industries to produce manufactured goods. The hope was that industrial development would bring greater economic independence.

Often, **entrepreneurs** could not start new businesses because **capital** was scarce in the private sector. Governments, however, could invest in whole industries. This led to government-run steel industries in Chile and Brazil and government-run oil industries in Argentina and Mexico.

Although governments had access to capital, they were not immune to the effects of the Great Depression. Before the Depression, most Latin American countries were republics. In reality, however, a relatively small group of church officials, military leaders, and large landowners ruled each country and controlled the masses of mostly poor peasants. Military forces were crucial to keeping these special-interest groups in power, which pushed many countries toward authoritarianism. This trend increased during the 1930s as economic crises caused domestic instability. Authoritarianism was especially

prevalent in the countries of Argentina and Brazil. Both would experience military coups. Together, these nations possessed more than half of the land and wealth of Latin America.

Argentina

In the late 1800s Argentina was controlled by an **oligarchy**, a government in which a select group of people exercised control. This oligarchy of large landowners who had grown wealthy from the export of beef and wheat failed to realize the growing importance of industry and cities in their country. They also ignored the growing middle class, which reacted by forming the Radical Civic Union Party in 1890.

In 1916 Hipólito (ee · POH · lee · TOH) Irigoyen (ih · ih · GOH · yehn), leader of the Radical Civic Union Party, was elected president of Argentina. The Radical Civic Union Party was a socially liberal party that held democratic values, such as universal male suffrage. Because party leaders feared the working class, who were using strikes to improve their conditions, they drew closer to the large landowners and became more corrupt.

The military was also concerned with the rising power of factory workers. In 1930 the Argentinean army overthrew President Irigoyen and reestablished the power of the large landowners. Through this action, the military hoped to continue the old export economy and stop the growth of working-class power that would come with more industrialization. During World War II, restless military officers formed a new organization, the Group of United Officers (GOU). They were unhappy with the Argentinian government and overthrew it in June 1943.

**entrepreneur** a person who takes financial risks to establish and run a business  
**capital** financial assets, often in the form of money

**oligarchy** “the rule of the few”; a form of government in which a select group of people exercises control

Speculating

Possible response: The speed of railroad delivery enabled the bananas to reach markets in the United States while not yet ripe or still ripe.



## Brazil

In 1889 the Brazilian army overthrew the country's monarchy and established a republic. It was controlled chiefly by the landed elites, who had become wealthy from large coffee plantations. By 1900, three-fourths of the world's coffee was grown in Brazil. As long as coffee prices remained high, the ruling oligarchy was able to maintain its power. The oligarchy largely ignored the growth of urban industry and the working class that came with it.

The Great Depression devastated the coffee industry. By the end of 1929, coffee prices had hit a record low. In 1930 a military coup made Getúlio Vargas, a wealthy rancher, president of Brazil. Vargas ruled Brazil from 1930 to 1945. Early in his rule, he appealed to workers by establishing an eight-hour workday and a minimum wage.

However, when faced with strong opposition in 1937, Vargas made himself dictator. Beginning in 1938, he established his New State. It was essentially an authoritarian regime with some fascist-like features. Political parties were outlawed, and civil rights were restricted. Secret police silenced Vargas's opponents.

Vargas also attempted to stimulate new industries. The government established the Brazilian steel industry and set up a company to search for oil. By the end of World War II, Brazil had become Latin America's chief industrial power. In 1945 the army forced Vargas to resign, fearing that he might prolong his power illegally after calling for new elections.

## Mexico

Although Mexico was not an authoritarian state, it was not truly democratic. The Mexican Revolution of the early twentieth century was the first significant effort in Latin America to overturn the system of large landed estates and to raise the living standards of the masses. Out of the revolution emerged a relatively stable political order.

The government was democratic in form. However, the official political party of the Mexican Revolution, known as the Institutional Revolutionary Party, or PRI, controlled the major groups within Mexican society. Every six years, party bosses of the PRI chose the party's presidential candidate. That candidate was then dutifully elected by the people.

A wave of change began with Lázaro Cárdenas (KAHR • dehn • ahs), president of Mexico from 1934 to 1940. He fulfilled some of the original goals of the revolution. He took a major step by distributing 44 million acres (17.8 million ha) of land to landless Mexican peasants. This action made him enormously popular with the peasants.

President Cárdenas also took a strong stand with the United States over oil. By 1900, enormous oil reserves had been found in Mexico, especially in the Gulf of Mexico. Over the next 30 years, oil companies from Britain and, in particular, the United States, made

large investments in the Mexican oil industry. After a dispute with the foreign-owned oil companies over workers' wages, the Cárdenas government seized control of the oil fields and the property of the foreign-owned oil companies.

U.S. oil companies were furious and asked Franklin Roosevelt to intervene, but due to his Good Neighbor Policy, the president refused to send troops to Mexico. Eventually, the Mexican government paid the oil companies for their property. It then set up PEMEX, a national oil company, to run the oil industry. PEMEX did not do well at first, however, because exports fell. Still, for many, PEMEX was a symbol of Mexican economic independence.

### CHECK FOR UNDERSTANDING

- 1. Making Connections** How did American investments during the early twentieth century support oligarchies and elites in Argentina and Brazil?
- 2. Analyzing** How did conflict between social classes shape their involvement in regime changes?

## Post–World War II Trends in Latin America

### GUIDING QUESTION

What economic and political challenges did Latin American countries face after World War II?

Even after the Great Depression, Latin America continued to experience economic challenges. Although they had developed industries, by the 1960s, they still depended on the United States, Europe, and Japan, especially for the advanced technology needed for modern industries. Also, many Latin American countries had failed to find markets abroad to sell their manufactured products.

These economic failures led to political instability. In the 1960s, repressive military regimes in Chile, Brazil, and Argentina abolished political parties and returned to export-import economies financed by foreigners. These regimes also encouraged multinational corporations (companies with divisions in multiple countries) to come to Latin America. This made these Latin American countries even more dependent on industrialized nations. In the 1970s, Latin American countries tried to maintain their weak economies by borrowing money. Between 1970 and 1982, debt owed to foreigners grew from \$27 billion to \$315.3 billion. A number of Latin American economies began to crumble. Wages fell, and unemployment and inflation skyrocketed. As economies declined, people moved from the countryside into the cities.

Several Latin American countries endured periods of upheaval and civil war during the 1980s. Although conflicts eased in the 1990s, many of the underlying

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## GO ONLINE Guided Reading Activity

**Latin America** Assign the Guided Reading Activity to help students develop critical reading skills and create study notes as they answer questions about the main ideas of the lesson. **AL** **INDIVIDUAL** **20 MIN**

### HISTORICAL THINKING SKILLS

**Identifying Causes of Authoritarian Rule** Write the words *dictatorship* and *authoritarian* on the board and review their meanings. Remind students that totalitarian rulers exert total power over the private lives of citizens, society, and institutions; under authoritarian rule, citizens are allowed limited social and economic freedoms. After students have read about authoritarian rule in Argentina and Brazil, lead a discussion about why these countries eventually became oligarchies and dictatorships. **Ask:** **In what ways did economic turmoil lead to military dictatorships and authoritarian rule in Argentina and Brazil?** (Possible response: *In Argentina, strikes by the working class led to a military overthrow of the government and allowed the large landowners to reestablish their dominance; in Brazil, the effects of the Great Depression on the coffee industry led the military to install Getúlio Vargas as president. Although he initially passed laws that helped workers, he ultimately became a dictator.*)

**WHOLE CLASS** **5 MIN**

### WRITING SKILLS

**Explanatory Writing About Oil and Land** Have students write a newspaper article about Lázaro Cárdenas's distribution of land to peasants and his seizure of the Mexican oil fields. Students might research additional relevant information in online encyclopedias or a world biographical index. The World Biographical Index System Online (WBIS) is a comprehensive biographical index and is available without a subscription at many public libraries. Articles should make connections between environmental resources, national and global economies, and political power. Remind students to answer the questions *who*, *what*, *where*, *when*, *why*, and *how*. Invite students to share and discuss their writing. **INDIVIDUAL** **30 MIN**

## GO ONLINE Reading and Writing Essentials

**Latin America** This resource offers literacy support and reading and writing activities to help approaching-level students and English Language Learners understand lesson content.

**AL** **ELL** **INDIVIDUAL** **20 MIN**

## ANSWERS

### CHECK FOR UNDERSTANDING

1. As major investors, American companies enabled the landowners and oligarchies to grow their profits and increase their political influence. American oil company ties to Venezuelan dictator Juan Vicente Gómez are just one example. Along with the history of American military intervention, such connections led to the perception of America as imperialistic. Roosevelt discouraged such interfering behaviors in his inauguration speech.
2. In Argentina, the Radical Party grew closer to the elites until the party united with the military to overthrow Irigoyen. They wanted to cut back on industrialization because it gave the working class too much power. In Brazil, the military initially overthrew an oligarchy that had ignored the working class, but Vargas, their chosen head of state, was a wealthy landowner. Vargas initially improved conditions for the working class but appointed himself dictator when he began to face opposition.

HISTORICAL THINKING SKILLS

**Summarizing Economic Trends** Help students understand Latin America’s continuing dependence on imported manufactured goods. **Ask: How were economic problems and repressive governments connected in Latin America?** (Possible response: Economic problems created instability, which led to repressive leaders seizing power.) Have students write a paragraph that discusses the relationship between economic instability and authoritarian rule. (Student responses will vary but should include the idea that remaining dependent on industrialized nations kept Latin American economies weak, and Latin American countries were forced to incur debt because maintaining these weak economies required borrowed money. As debt grew, economic instability increased and countries became more vulnerable to authoritarian rule.) **WHOLE CLASS 10 MIN**

Differentiate the Activity

**Identifying Cause and Effect in Economic Trends** To help students better understand the connections between economic instability, debt, and foreign involvement, have them work in small groups to take turns reading “Post-World War II Trends in Latin America” aloud. **Ask: Why did independent Latin American nations continue to depend on foreign nations?** (They needed the advanced technology that those nations could supply to support their industry. They had failed to find foreign markets for their manufactured goods. They borrowed large sums of money to keep their economies afloat.) **Why might foreign countries take interest in the politics of independent Latin American countries?** (They took interest because they had economic investments there and wanted the countries to have regimes that were favorable to their activities.) **AL SMALL GROUP 10 MIN**

English Learners Scaffold

Determining Meaning of Nouns and Verbs

Entering and Emerging

Read aloud the third paragraph of “Post-World War II Trends in Latin America.” Explain that the word *consent* can be used as a noun and a verb. As a noun, it means “agreement,” and as a verb, it means “agree.” Write two sentences showing the dual usage of the word. For example: *I am asking everyone for their consent to the change in the agenda. I consent to the change.* Challenge students to take turns orally stating sentences using the word as a noun and as a verb.

Developing and Expanding

Read aloud the third and fourth paragraphs of “Post-World War II Trends in Latin America.” Point out that *consent* can be used as a noun or a verb, and have students define the term both ways. Help students find other words in the paragraphs that can be a noun or a verb (*control, rule*), and have them define both the verb and noun form of each word.

Bridging and Reaching

Have students work in groups to read the third and fourth paragraphs of “Post-World War II Trends in Latin America.” Challenge students to find three words in the text that can be nouns or verbs. (Possible response: *struggle, control, rule*) Have them define each word as a noun and as a verb. Then challenge groups to use both the noun and verb form of each word in a short paragraph summarizing the text. **ELL SMALL GROUP 10 MIN**

issues lingered. Discord between indigenous peoples and mestizos, as well as political disagreements among conservatives and more left-leaning parties, had long plagued the region. Economies reflected these disagreements, as many leaders struggled to find footing in either socialist or capitalist systems. However, with the debt crisis in the 1980s, a movement toward democracy emerged. Some military leaders could not deal with their nations’ debt problems, while others realized that military power without popular consent could not maintain a strong state. As a result, a movement toward democracy and free elections was the most noticeable trend of the 1980s and the early 1990s in Latin America.

Even as some nations remained under military control, others moved toward civilian governments and held popular, free, multiparty elections. Costa Rica, with its constitution of 1949, is one of the most stable and democratic countries in the region today. Likewise, Peru reestablished constitutional rule in 1979 and held elections in 1980, although an internal armed conflict in the 1990s challenged its stability. Through participation in the global economy, both Peru and Costa Rica have continued to achieve economic growth.

In 1948 the nations of the Western Hemisphere formed the Organization of American States (OAS), which called for an end to military action by one state in the affairs of any other state. The OAS also recognized that indigenous peoples had a right to greater legal protection because they had endured severe discrimination in the past.

The formation of the OAS did not stop the United States from intervening in Latin American affairs, however. As the Cold War developed, so too did the anxiety of U.S. policymakers about the possibility of communist regimes in Central America and the Caribbean. As a result, the United States returned to a policy of taking action when it believed Soviet agents were trying to set up governments hostile to U.S. interests.

After Fidel Castro created a socialist state in Cuba, the desire of the United States to prevent “another Cuba” largely determined U.S. policy toward Latin America. In the 1960s, President John F. Kennedy established the Alliance for Progress, a U.S.-led network of 22 Latin American countries. It encouraged social reform and economic development in Latin America rather than revolution. The nations in the alliance hoped that economic growth would discourage people from following radical leaders, but the alliance failed to work. U.S. aid decreased over the years, and political tensions between the United States and Latin America increased. The OAS dissolved the program in 1973.

When Cuba began to support guerrilla wars in other Latin American countries, the United States reacted by sending massive military aid to anti-communist regimes, regardless of their nature. In the

1980s and 1990s, the United States returned to a policy of direct intervention in Latin American affairs.

CHECK FOR UNDERSTANDING

**Explaining** What was the Alliance for Progress, and why did it fail?

Mexico and the Caribbean

GUIDING QUESTION

What economic and political challenges did Mexico and the Caribbean face?

Throughout the twentieth century, Mexico and the Caribbean experienced political turmoil and economic crises. Events in the region caused great concern in the United States.

Mexico

The Mexican Revolution in the early 1900s created a political order that remained stable for many years. Some called it a *dictablanda*, a perfect dictatorship “with soft hands,” in which civil liberties were preserved rather than destroyed.

The official political party of the Mexican Revolution—the Institutional Revolutionary Party, or PRI—came to dominate Mexico. Every six years, leaders of the PRI chose the party’s presidential candidate, who was then elected by the people. During the 1950s and 1960s, steady economic growth led to real gains in wages in Mexico.

At the end of the 1960s, student protests against Mexico’s one-party government system led to change. Two presidents, Luis Echeverría and José López Portillo, made political reforms, and new political parties emerged. Greater freedom of debate was allowed in the press and at universities.

In the late 1970s, vast new reserves of oil were discovered in Mexico, and the government became more dependent on revenues from foreign oil sales. As a result, when world oil prices dropped in the mid-1980s, Mexico was no longer able to make payments on its foreign debt. The government responded by adopting new economic policies. One was **privatization**, the sale of government-owned companies to private firms.

President Carlos Salinas de Gortari sped up privatization to relieve the debt crisis. In 1992 de Gortari began working with the U.S. president and the Canadian prime minister to form the North American Free Trade Agreement (NAFTA). It went into effect two years later.

The Cuban Revolution

In the 1950s, an opposition movement arose in Cuba. It aimed to overthrow the government of the dictator

**privatization** the process by which property or a business goes from government ownership to private ownership

ANSWERS

CHECK FOR UNDERSTANDING

The Alliance for Progress was a U.S.-led network of twenty-two Latin American countries, established by President John F. Kennedy in the early 1960s. The purpose of the Alliance for Progress was to prevent the spread of communism in Latin America through social reform and economic development. The Alliance ultimately failed, due in part to reductions in U.S. aid and increased political tensions between the United States and Latin America.



Fulgencio Batista, who had controlled Cuba since 1933. The leader of the movement was a man named Fidel Castro. In 1954 Fidel and his brother Raúl teamed up with a small band of revolutionaries. As the rebels gained more support, the Batista regime collapsed. Castro's revolutionaries seized Havana on January 3, 1959. Many Cubans who disagreed with Castro fled to the United States.

Relations between Cuba and the United States quickly deteriorated when Castro's regime began to receive aid from the Soviet Union. The United States was troubled at the thought of an ally of the Soviet Union so close to their shores. In October 1960, the United States declared a **trade embargo** with Cuba. Just three months later, all diplomatic relations with Cuba were broken.

On April 17, 1961, U.S.-trained exiled Cubans, under the direction of the Central Intelligence Agency (CIA), landed at the Bay of Pigs on Cuba's south-central coast with the goal of inciting rebellion and overthrowing Castro's regime. The invasion was a failure. Castro's troops quickly overwhelmed the U.S.-backed forces and captured more than 1,000 men.

Beyond being an immense embarrassment to the United States, the failed Bay of Pigs invasion also contributed to the Cuban missile crisis in 1962. In October of that year, the Soviet Union attempted to deliver and install intercontinental ballistic missiles in Cuba. President Kennedy issued a naval "quarantine" of Cuba, causing dangerously high tensions between the United States and Soviet Union. The Soviet Union ultimately agreed to remove its nuclear warheads in exchange for U.S. promises not to invade Cuba.

**trade embargo** government order prohibiting the trade of certain goods or all goods

After the failure of the Bay of Pigs invasion and the Cuban missile crisis, Cuba became less dependent on the Soviet Union and pursued a new strategy of fomenting revolution in the rest of Latin America. Although Cuba's strategy failed, Castro's Marxist regime continued, but with mixed results. The Cuban people did secure some social gains, such as free medical services for all citizens. With improvements in education, illiteracy was nearly eliminated.

### Haiti

After American troops left Haiti in 1934, the Haitians made several efforts to move toward democracy. In 1957, however, in elections controlled by the military, François Duvalier became president. He created a private militia, established dictatorial rule, and terrorized the country, killing tens of thousands.

After Duvalier's death in 1971, his son continued to rule Haiti with an iron fist. Growing opposition to his rule led to the collapse of his regime in 1986. Five years later, Jean-Bertrand Aristide became president in Haiti's first free democratic election. He was president for only a short time before a military coup forced him into exile. With U.S. pressure, this regime failed and Aristide would return as Haiti's president, serving from 1994 to 1996 and again from 2001 to 2004. A second coup ousted him from power in 2004.

### CHECK FOR UNDERSTANDING

- Identifying** What factors contributed to the stability of Mexico's government?
- Identifying Cause and Effect** What effects did the Cuban revolution have on Cuba's relationship with the U.S.?

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## HISTORICAL THINKING SKILLS

**Determining Context for Foreign Policy** Help students understand the Cuban Revolution and how Cuba's relationship with other nations changed as a result of changes in its own government. **Ask: What were some strengths and weaknesses of Castro's rule in Cuba?** (He improved health care and education, but he relied heavily on financial aid from the Soviet Union.) **How did the U.S. respond to Castro's regime?** (The U.S. instituted a trade embargo and eventually ceased any efforts at diplomacy.) Have students define **trade embargo** in their own words. **Then ask: Why would a trade embargo be an effective way of forcing political change? What do you think the U.S. hoped to achieve?** (The U.S. wanted Cuba to sever ties with the Soviet Union. Since Cuba likely relied on U.S. goods, by enacting a trade embargo, the U.S. hoped to force Cuba to choose U.S. imports over Soviet aid.) **Did the trade embargo result in the desired goal?** (No, tensions between Cuba, the Soviet Union, and the U.S. increased, leading to the Bay of Pigs invasion and the Cuban missile crisis.) **WHOLE CLASS 5 MIN**

## GEOGRAPHY SKILLS

**Exploring Central America and the Caribbean** Invite students to read the caption and analyze the map titled "Central America and the Caribbean." Have student pairs work together to generate a list of two or three questions that can be answered by studying the map. Ask pairs to exchange lists with another pair, answer the questions posed by their classmates, and exchange lists again for peer check and discussion. Invite students to share their questions and answers with the class. (Question and answer pairs will vary, but students might ask about the location or size of countries relative to one another. They also might ask other spatial questions such as which countries are in or near certain bodies of water or close to North or South America.) **SMALL GROUP 10 MIN**

## Background Information

**U.S. Relations with Cuba Today** The United States cut off diplomatic relations with Cuba in 1960. In 1962, during the Cuban missile crisis, the two nations came close to war. Decades passed before the two uneasy neighbors restored diplomatic relations. In 2015, under the leadership of U.S. President Barack Obama and Cuban President Raúl Castro, the brother of Fidel Castro, trade and travel expanded. This only lasted a few years, however. In 2017, tourism and other commercial transactions in Cuba were restricted by President Donald Trump. Despite these limitations and ongoing economic sanctions, Cuba's economy is heavily reliant on U.S. imports.

## ANSWERS

### GEOGRAPHY CONNECTION

- Cayman Islands, Aruba, Curaçao, Puerto Rico, Bonaire, the Virgin Islands, the British Virgin Islands, St. Martin, St. Maarten, St. Barthélemy, St. Eustatius, Saba, Anguilla, Guadeloupe, and Martinique
- Possible response: They are strategically placed for commerce between North and South America. Many countries have a good deal of coastline which makes them vulnerable to hurricanes and invasion.

### CHECK FOR UNDERSTANDING

- Mexico's stability stemmed from *dictablanda* and one-party rule. Economic growth and wage gains also helped maintain stability.
- The United States instituted a trade embargo and severed diplomatic ties with Cuba.



HISTORICAL THINKING SKILLS

**Determining Context for Historical Violence** Emphasize to students that the United States was often willing to support repressive regimes in Latin America because the regimes were, in the eyes of the U.S., preferable to communist-aligned governments. Instruct student pairs to use the Cause and Effect Chain graphic organizer found in your online course to summarize the effects of the interventions of the United States in Guatemala, El Salvador, and Nicaragua. Tell students to create one chain of events for each of the three countries. *(Possible response: Guatemala: President Árbenz overthrown in coup → Dictators rule → Guerilla forces oppose authoritarian rule → 200,000 citizens were killed by the government; El Salvador: Civil war between Marxist guerrillas and Salvadoran army → U.S. supports Salvadoran army → war continues until 1992 peace agreement → warring groups become political parties; Nicaragua: Somoza family seizes control in 1937 → U.S. support for Somozas ceases in 1979 → Sandinistas backed by USSR fight with contras backed by U.S. → Violeta Barrios de Chamorro elected president in 1990) Ask: Why might the United States have supported the corrupt Somoza regime? (Possible response: The Somozas were probably anti-Communist and posed no threat to the United States and its regional interests.)*

SMALL GROUP 10 MIN

Active Classroom Activity

**Idea Line Up** To allow greater engagement with the foreign policy decisions presented in the text, invite students to line up along one wall of the classroom. Label one end of the line “reasonable/good” and label the opposite end “unreasonable/bad.” One at a time, present the U.S. policy decisions made in relation to government regimes in Guatemala, El Salvador, and Nicaragua. As you present each decision or action, encourage students to mingle and discuss their thoughts, eventually finding and taking a place that is “in line” with their own thoughts and feelings. Once students are in place, invite volunteers to explain their location and why they find the decision or action to be reasonable, unreasonable, or somewhere between the two. Challenge students to discuss how U.S. policies likely affected perceptions of the United States, both at home and abroad. **WHOLE CLASS 30 MIN**

WRITING SKILLS

**Researching Central American Leaders** Divide students into small groups and assign one of the following Central American leaders to each group: Jacobo Árbenz, Oscar Romero, the Somozas, Daniel Ortega, and Violeta Barrios de Chamorro. Have students work in teams to research their assigned leader and write a short biography detailing his or her life. Encourage students to include information such as place of residence, education, occupation(s), rise to power, political ideas, and any additional relevant facts. Invite groups to share and discuss their work. **SMALL GROUP 45 MIN**

Central America

**GUIDING QUESTION**  
What economic and political challenges did Central American countries face?

Central America includes Costa Rica, Nicaragua, Honduras, El Salvador, Panama, Guatemala, and Belize. Prices changes for regional crops such as bananas, coffee, and cotton have created economic crises. In addition, a huge gap between the rich and poor has created instability. U.S. leaders’ fear of the spread of communism often led to repressive regimes. U.S. involvement has been especially evident in Guatemala, El Salvador, and Nicaragua.

Guatemala

In 1954, the democratically elected president Jacobo Árbenz of Guatemala was overthrown in a coup supported by the United States. A series of dictators then ruled for years. Guerrilla forces opposed them, leading to right-wing death squads that attacked anyone they believed belonged to the opposition, especially the indigenous peoples of Guatemala, descendants of the ancient Maya. The government killed as many as 200,000 people, mostly Maya civilians.



Archbishop Oscar Romero of El Salvador  
**Drawing Conclusions** Why do you think Romero was so popular?

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El Salvador

After World War II, the wealthy elite and the military controlled the government in El Salvador. The rise of an urban middle class led to hope for a more democratic government. The army, however, refused to accept the results of free elections held in 1972.

World attention focused on El Salvador in the late 1970s and 1980s when the country was rocked by a bitter civil war. In 1979 Marxist-led leftist guerrillas and right-wing groups began battling one another for control. The Catholic Church became a main target of both sides, and many priests were tortured or killed by death squads, among them Archbishop Oscar Romero. As the archbishop of San Salvador, Romero originally held moderate political views but began attacking the government’s violent practices. He was murdered in 1980 and later canonized by the Catholic Church in 2018. The United States provided weapons and training to the Salvadoran army to defeat the guerrillas, hoping to bring stability to the country, but the killings continued until a 1992 peace settlement ended the conflict. The once-warring groups became official political parties at this time.

Nicaragua

In Nicaragua, the Somoza family seized control of the government in 1937 and maintained control until 1979. Over most of this period, the Somoza regime was supported by the United States. The Somozas enriched themselves at the expense of the Nicaraguan people and used murder and torture to silence opposition.

By 1979, the United States, under President Jimmy Carter, had grown unwilling to support the corrupt regime. In that same year, Marxist guerrilla forces known as the Sandinista National Liberation Front, founded in 1962, won key military victories against government forces and gained control of the country. Soon, a group opposed to the Sandinistas’ policies, called the contras, tried to overthrow the new government. Worried by the Sandinistas’ alignment with the Soviet Union, the United States supported the contras, who sought to restore the Somozas. The war waged by the contras undermined support for the Sandinistas. In 1990 the Sandinistas, led by Daniel Ortega, agreed to free elections and lost to a coalition headed by Violeta Barrios de Chamorro, who became the first woman in Nicaragua to be elected president.

- CHECK FOR UNDERSTANDING**
- 1. **Comparing** What experiences did Guatemala, El Salvador, and Nicaragua have in common in the post–World War II period?
  - 2. **Explaining** Why did the United States support repressive regimes in Central America?

Belmont/Getty Images

ANSWERS

Drawing Conclusions

Possible response: He stood up to a violent, oppressive regime and was murdered for it.

CHECK FOR UNDERSTANDING

- 1. At one point, all three countries experienced periods of conflict and civil war.
- 2. The United States feared the spread of communism and believed that repressive regimes were preferable to regimes that might support communism.

## South America

### GUIDING QUESTION

What economic and political challenges did South American countries face?

Throughout the twentieth century, most South American countries experienced political unrest.

### Chile

Chile democratically elected Salvador Allende in 1970. Allende's program of nationalization and increased services to citizens raised concerns about Soviet influence in the country. In 1973 General Augusto Pinochet overthrew Allende's democratic socialist government in a coup. Chile, the oldest democracy in South America, was now ruled by a military dictator. Pinochet dissolved the congress, issued a new constitution, restricted civil liberties and political parties, and cancelled Allende's economic policies.

The Pinochet regime, which was secretly supported by the United States, was one of the most brutal in Chile's history. Thousands of opponents were imprisoned, tortured, or murdered. Others were arrested and never seen again. These horrible abuses of human rights led to growing unrest by the mid-1980s, and Pinochet's military regime finally ended in 1989 with free presidential elections.

### Argentina

Argentina is Latin America's second-largest country. For years, it had been ruled by a powerful oligarchy whose wealth was based on growing wheat and raising cattle. Support from the army was crucial to the continuing power of the oligarchy.

In 1943 a group of army officers overthrew the oligarchy. One of these officers, Juan Perón, devised a strategy to pacify the working classes. Using his position as labor secretary, Perón sought to win over the workers. He encouraged them to join labor unions and improved job benefits.

In 1946 Perón was elected president with his chief support coming from labor and the urban middle class. To please his supporters, Perón expanded industry. Seeking to free Argentina from foreign investors, the government took over the banking, shipping, and other industries. Perón's regime was also authoritarian and he used violent gangs to intimidate his opponents.

The military overthrew Perón in September 1955, and he went into exile. Later, overwhelmed by economic and social problems, Perón was allowed to return, and he was reelected as president in 1973. His wife, Isabel Perón, was vice president and succeeded him upon his death in 1974. Two years later, the military once again took power. The new regime tolerated no opposition, and it is believed that as many as 36,000 people were killed during its brutal reign.

### BIOGRAPHY

## SALVADOR ALLENDE (1908–1973)

Salvador Allende (ah • YEHN • day) was born in Valparaíso, Chile, into an upper-middle-class family. When Allende was ten years old, his father sent him to study in Chile's capital, Santiago. After graduation, Allende served in the military and later studied medicine. He was one of the founders of Chile's Socialist Party and served in the national government as minister of health and as a senator. He ran for president in 1952, 1958, and 1964 but failed each time. Finally, Allende was elected president of Chile in 1970, making him the world's first democratically elected Marxist leader.

**SOCIALIST** Allende ran for election on the same democratic socialist principles, focusing on the inequality and poverty in his country. He blamed the inequality on the foreign and domestic capitalists who controlled the country's natural resources and vital industries.

**NATIONALIST** After taking office, Allende nationalized Chile's resources and industries, including seizing control of U.S.-owned copper mines. These measures played a key role in promoting Chilean political and economic independence. Allende also promised to create free public health-care and educational systems. Some feared that Chile's socialist president would be influenced by the communist Soviet Union. As a result, in 1973, political tension and social unrest led General Augusto Pinochet (pee • noh • CHEHT) and the military to seize control of the government. In a sudden and violent attack on the capital, Allende died, and Chile's democratic socialist experiment ended.

**Speculating** Why do you think some people in Chile feared the influence of the Soviet Union?

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### SPEAKING AND LISTENING SKILLS

**Presenting Political History** Have partners research the regime of Allende, Pinochet, or Juan and Isabel Perón. Tell students to prepare an oral report to present to the class. Pairs should divide the topic; for example, one student may talk about the brutality of Pinochet and the other student may talk about opposition. Or, one student may present information about the years Juan Perón was president of Argentina, while another presents information about the years Isabel Perón led the country. If desired, have students use visuals in their presentation. Use the Oral Report rubric available in your online course to evaluate the assignment. **SMALL GROUP 90 MIN**

### CIVICS SKILLS

**Comparing Governments in South America** Put students into small groups. Assign Chile to half of the groups and Argentina to the other half. Ask groups to list the political and economic changes that occurred in their assigned country during the twentieth century. (*Possible response: Chile: Allende elected in 1970; nationalization and services for citizens; Pinochet overthrows Allende and becomes dictator; loss of civil liberties, revocation of Allende's economic policies, persecution of opponents; Argentina: oligarchy overthrown in 1943; Perón encourages people to join labor unions and improves job benefits; Perón becomes president in 1946, Perón attempts to reduce reliance on foreign investors; Perón's authoritarian regime uses gangs to intimidate opponents; Perón overthrown by the military in 1955 but reelected in 1973; military takeover in 1976; more persecution; loss of Falkland Islands discredits military; democracy was restored in 1983.*) Upon completion, guide students through a comparative discussion. **Ask: How were the political and economic changes in Chile and Argentina similar?** (*Possible response: Both countries alternated between periods of democracy and periods of authoritarian rule. Both used violence to silence the opposition and attempted economic reforms.*) **How were they different?** (*Possible response: Argentina attempted to reduce reliance on foreign investment while Chile adopted socialist principles.*) **SMALL GROUP 20 MIN**

## ANSWERS

### Speculating

Possible response: They may have feared a move from democratic socialism to communism under the influence of the Soviet Union. They also may have worried that the Soviet Union would take control of Chile's economic resources.

## Social and Emotional Learning: Social Awareness

**Sharing Perspectives on the Role of Government** Reading about how different forms of government approach the role of governing citizens provides a good opportunity to share perspectives on topics such as labor unions, nationalized industry, education systems, public health care, and, ultimately, the obligations governments have to their citizens and citizens have to one another. Ask student pairs to discuss the role and responsibilities of government in democracies, dictatorships, oligarchies, and communist or socialist governments. Then ask them to consider how citizen perspectives on roles are influenced by their government type. Invite students to share. **Ask: What does it mean to share your perspective?** (*Possible response: It means to share my point of view and cultural values or life experiences that have contributed to shaping that point of view.*) **What is valuable about sharing your perspective and listening to others' perspectives?** (*Possible response: It allows people to learn about experiences and worldviews other than their own.*) **SMALL GROUP 20 MIN**

### GO ONLINE History & Geography Activity

**The Falkland Islands** In this activity, students examine the importance of the Falkland Islands. They analyze why the Falkland Islands were occupied by the British, along with reasons behind the 1982 conflict with the ruling military regime in Argentina. Students consider issues of national sovereignty and why Great Britain took an interest in this region. They conclude by analyzing how the military's loss to Britain opened the door for civilian rule in Argentina. **BL INDIVIDUAL 20 MIN**

## LESSON 07 • LEARN THE EVENTS

## READING SKILLS

**Summarizing Women's Roles** Have small groups of students take turns reading aloud the section titled "Women in Latin America." **Ask:** **What factors have influenced how the roles of women have changed in Latin America? What changes have occurred?** (Students should identify factors such as wage inequality, ethnicity, the right to vote, and activist movements. They should identify changes in women's professions and political representation.)

SMALL GROUP 10 MIN

## Special Needs

**Strategy: Orthopedic Impairment** Provide students with orthopedic impairment a working environment that is adapted to their own particular needs. When completing the Argumentative Writing assignment in the Lesson Activities, students with orthopedic impairment may require assistance and extra time. When possible, allow students to use assistive technology devices including speech recognition software, alternative keyboards and mice, augmentative and alternative communication devices, word prediction software, and screen reading software.

## REVIEW

## SPEAKING AND LISTENING SKILLS

**Evaluating Challenges in Latin America** Hold a class discussion in which students identify and evaluate the causes and effects of unique challenges in twentieth-century Latin America. Instruct students to cite specific evidence to support their assertions. Invite students to respond to one another's ideas regarding cause and effect with additional evidence and reasoning. *(Responses will vary. Students should note the cause and effect of challenges such as foreign intervention in the Latin American economy, economic instability, authoritarian governments, civil war, and other conflicts. Students should support their reasoning with facts.)*

WHOLE CLASS 15 MIN

**GO ONLINE** Self-Check Quiz

**Latin America** Assign students the Self-Check Quiz to help them assess their progress. The ungraded quiz consists of 10 multiple-choice questions that focus on the main learning objectives of the lesson and provide instant feedback to the student.

INDIVIDUAL 15 MIN

**GO ONLINE** Review & Apply Activity

**Latin America** Assign the Review & Apply Activity to help students summarize lesson content. **INDIVIDUAL 20 MIN**

## ASSESS

**GO ONLINE** Lesson 7 Quiz

**Assessing Student Understanding** Use the printed or digital Lesson Quizzes to assess student progress. You can assign the ready-made Lesson Quizzes, or you can create your own quizzes and tests from hundreds of available questions. This easy-to-use tool helps you design assessments that meet the needs of different types of learners. **INDIVIDUAL 20 MIN**



In 1982 the military regime invaded the Falkland Islands off the coast of Argentina. Great Britain, which had controlled the islands since the 1800s, sent forces to take back the islands. The loss discredited the military and opened the door to civilian rule. When Raúl Alfonsín was elected president in 1983, he restored democracy and prosecuted the former military leaders.

 CHECK FOR UNDERSTANDING

**Summarizing** Why did both Chile and Argentina return to democracy after a period of military rule?

In most Latin American nations, women gained the right to vote between the 1940s and 1950s. With the vote came expanded rights and freedoms for women and indigenous peoples. Many women have since been elected president in the region; for example, Isabel Perón of Argentina in 1974 and Lidia Gueller Tejada of Bolivia in 1979. Women have also become more involved in political activism. In 1977 a group of Argentinean mothers, Las Madres de la Plaza de Mayo, marched each week in the capital's main plaza to protest crimes against their spouses and children. This group gained worldwide support and is credited with helping to end of the military regime in 1983.

## Women in Latin America

### GUIDING QUESTION

### How have women's roles in Latin America changed?

Latin American women's roles changed from the middle to late 1900s as women moved into new professions. However, greater economic opportunities did not always lead to better quality of life. Women's poverty was exacerbated by gender-based wage inequality. Women's experiences also differed on the basis of ethnicity. Women of indigenous and African descent suffered doubly.

 CHECK FOR UNDERSTANDING

**Explaining** How did gaining the right to vote change the political role of women in Latin America?

## LESSON ACTIVITIES

- 1. Argumentative Writing** The United States has used economic tools to resolve conflicts in Latin America. Research the embargo imposed on Cuba. Write a persuasive argument for or against it.
- 2. Analyzing Information** With a partner, review the lesson to find examples of the United States and the Soviet Union contributing to instability in Latin America. Show your findings in a presentation.

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## ANSWERS

## GEOGRAPHY CONNECTION

1. They are located on the coast.
2. Argentina and Brazil have the most land mass, so they likely have the highest agricultural output.

### ✓ CHECK FOR UNDERSTANDING

In both cases, the militaries were discredited; in Chile, this occurred in response to the military's repression and human rights abuses. In Argentina, this occurred after the military failed to gain control of the Falkland Islands.

### ✓ CHECK FOR UNDERSTANDING

Gaining the right to vote meant women could run for elected office and facilitated their participation in resistance movements.

## LESSON ACTIVITIES

1. Responses will vary but should support or oppose the embargo. Students should use facts to support their opinion.
2. United States—control and investment in Latin American industries; support for repressive anti-communist regimes; direct military intervention and the provision of weapons to aid anti-communist regimes in Nicaragua, Chile, Cuba, and El Salvador; trade embargo in Cuba. Soviet Union—provided aid to Cuba under Castro; supported the Sandinistas in Nicaragua.



## 08

## Reviewing Independence and New Challenges

## Summary

## Decolonization

The 1800s were marked by European colonization in Asia, Africa, and the Middle East. Competition for global empires and resources helped fuel both world wars. Beginning with World War I and accelerating after World War II, independence movements resulted in the formation of new nations throughout the 1950s and 1960s. Anti-colonial and decolonization efforts were aimed at more than political independence and continue today as historically less-powerful countries work to secure economic and cultural autonomy.

## Asia

In parts of Asia long dominated by Europeans and the Japanese, some independence movement leaders embraced the communist ideals of Vladimir Lenin. This was especially true in China, where Communist Party leaders led the opposition to imperialist forces. Likewise, some Southeast Asian nations that were influenced by communism after gaining independence, became caught up in the Cold War, leading to physical conflicts such as the Vietnam War, which spread the Cold War into neighboring Cambodia and Laos. In Cambodia, the extremist communist government of the Khmer Rouge carried out a genocide that killed 1 million citizens.

Indonesia and Myanmar (Burma), with U.S. support, became military dictatorships rather than communist. The long-term effects of colonization shaped political conflicts in these nations. In the Philippines, the dictator Ferdinand Marcos gained control, and under his rule, fraud and corruption became widespread. After Marcos was deposed, some democratic reforms were made, but economic and social problems continue.

The independence movement in India gained traction under the leadership of Mohandas Gandhi, Jawaharlal Nehru, and the Indian National Congress. They used methods of nonviolent resistance over many years to pressure the British government to allow for self-determination in India. As independence neared, tensions rose in the leadership, and mistrust between some Muslims and Hindus grew. The Muslim League, led by Mohammad Ali Jinnah, advocated for the creation of the state of Pakistan. In 1947, British India was divided into two newly independent nations, India and Pakistan. As millions migrated across the borders to reach their new homelands, violence erupted and more than a million people were killed.

After independence, India was led by Nehru and became a parliamentary democracy with a socialist economy. It followed the principle of nonalignment with regard to foreign policy, which extended to the Cold War. The economy grew after independence, but ethnic and religious strife remained and continues to this day.

Pakistan was a divided country with East and West Pakistan separated by more than 1,000 miles. Pakistan also had a weaker political infrastructure than India. In 1971, the people of East Pakistan broke away from West Pakistan and created their own country of Bangladesh.

## The Middle East

The fall of the Ottoman Empire following World War I dramatically reshaped the oil-rich Middle East. European powers swooped in to claim resources. New conflicts emerged in the Palestine Mandate, where the British promised to work toward the creation of a Jewish state, sparking violent opposition from Arab Palestinians.

Some Middle Eastern nations sought to retain their independence by modernizing, or adopting elements of Western societies without ceding local control. Mustafa Kemal's efforts in Turkey and the Pahlavi dynasty in Iran are examples of such efforts. The newly independent kingdom of Saudi Arabia gained power and wealth through the oil trade.

New conflicts emerged with the creation of the democratic Jewish state of Israel in 1947. Continued opposition to Israel from Arab Palestinians and neighboring Muslim countries led to several wars between the 1940s and 1970s. An Islamic fundamentalist revolution in Iran that sought to restore traditional, non-Western practices brought new conflicts between Iran and the West and sparked a long war with Iraq in the 1980s. Although the United States backed Iraq in that conflict, in 1990 a U.S.-led international force opposed Iraq's invasion of Kuwait. A failed Soviet occupation of Afghanistan also contributed to unrest in the region.

## Africa

As subjects of European global empires, many Africans fought for the imperial powers during World War I. Frustration over lack of support for decolonization after the war gave rise to numerous independence movements. These movements gained support from Western activists such as W.E.B. Du Bois and Marcus Garvey, who saw the Africans' struggle as part of a larger pan-African movement to unite all peoples of African descent in a common cause for self-determination.

**GO ONLINE** Explore the Student Edition eBook and find interactive maps, time lines, and tools.

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**GO ONLINE** Additional Resources

**Adaptive Learning with SmartBook** A proven adaptive learning program, SmartBook offers an interactive environment that helps students learn faster, study more efficiently, and retain more knowledge.

Assign this resource to differentiate instruction for students and report on year-long progression.

## LESSON 08 • REVIEW AND APPLY

## Reviewing Independence and New Challenges

## REVIEW

**GO ONLINE** Vocabulary Activity

**Independence and New Challenges** Have students complete the Vocabulary Activity to review the key vocabulary of the topic and practice using that vocabulary in the proper context.

INDIVIDUAL 20 MIN

## English Learners Scaffold

## Understanding Supporting Details About Independence

## Entering and Emerging

Read “Decolonization” aloud. Review the definition of *colonization* (to take control of another country or territory). Then tell students that in this context, the prefix *de-* means “to reverse,” “to undo,” or “to do the opposite of.” Have pairs of students use this information to write a definition of *decolonization* in their own words. (Possible response: *remove control of another country or territory; undo efforts to take over another country or territory*)

## Developing and Expanding

After reading “Decolonization,” ask students to work in pairs to write definitions of *colonization* and *decolonization* in their own words. Then have pairs list examples of decolonization movements in the twentieth century.

## Bridging and Reaching

Discuss European colonization with students. **Ask: What was European colonization?** (European countries took over countries in Asia, Africa, and the Middle East.) **Why did Europe colonize these countries?** (to gain economic resources and compete with political rivals) **What was decolonization?** (countries becoming independent from European powers) Have students work in pairs to write a paragraph in which they explain colonization and decolonization and include examples of countries that gained independence in the twentieth century. **ELL** SMALL GROUP 10 MIN

## HISTORICAL THINKING SKILLS

## Comparing and Contrasting the Challenges Facing Newly Independent Nations

Divide the class into three groups and assign one of the following sections to each group: “Asia,” “The Middle East,” and “Africa.” Have groups read their assigned section and review the lesson focusing on that region of the world. Then have them list the three most important events or developments that occurred in that region after countries gained independence. Invite groups to share their list with the class. After all groups have shared, **ask: How were the problems these regions faced similar? How were they different?** (Possible response: *Internal conflict affected all three regions, but the reasons for conflict differed. For example, racial discrimination in South Africa led to apartheid, but religious conflict led to wars in the Middle East and to the partition of India. The Cold War also affected all three regions, although the extent of these effects varied. Vietnam became involved in a proxy war, the Democratic Republic of Congo faced a U.S.-backed authoritarian ruler, and the Soviet Union invaded Afghanistan. While many countries sought to develop effective democracies, the results of these attempts were mixed. Dictators gained control in many countries, although some countries, such as the Philippines, implemented some effective reforms.*) **SMALL GROUP** 20 MIN

## Social and Emotional Learning: Responsible Decision-Making

**Solving Problems Using Nonviolent Methods** Remind students that Mohandas Gandhi, Jawaharlal Nehru, and the Indian National Congress used nonviolent resistance to pressure Britain to grant independence to India. **Ask: What methods did Gandhi use?** (mass protests against British laws, including civil disobedience) **What particular actions of Gandhi's demonstrated civil disobedience?** (Gandhi led the Salt March and encouraged people to refuse to pay their taxes and to boycott British schools and clothes.) Have students think about a cause that is important to them and then write a journal entry about how they might use Gandhi's nonviolent methods to effect change. **INDIVIDUAL 10 MIN**

### READING SKILLS

**Integrating Information from Primary Sources About Pan-Africanism** Have students read primary source documents about Pan-Africanism. Suggested documents include "Dr. Du Bois' message to the first All African Peoples Conference Accra, Ghana," "Marcus Garvey Calls for Pan-Africanism and Race Pride," "If You Believe the Negro Has a Soul (Garvey)," and "Kwame Nkrumah, African Unity, 1963." (Direct students to type the names of the speeches into a search engine to locate the texts.) After students read the documents, have them write a short essay analyzing how Pan-African ideology may have contributed to African nationalism and to alignments during the Cold War.

**INDIVIDUAL 60 MIN**

### GEOGRAPHY SKILLS

**Using Maps to Analyze Cold War Alignment** Put students in small groups and assign one of the four regions covered in the topic to each group: Asia, Africa, the Middle East, or Latin America. Have groups review the topic and identify countries in their assigned region that were aligned with either the U.S. or the Soviet Union during the Cold War. Also have students identify countries in their region that chose non-alignment. Give groups an outline map of their region and have them use color-coding to show U.S.-aligned, Soviet-aligned, and non-aligned countries. Have groups share their maps with the class. Encourage students to discuss any trends they see. **SMALL GROUP 30 MIN**

### WRITING SKILLS

**Researching U.S. Interests in Latin America** Have students choose a country in Latin America and use their student text and outside resources to research U.S. involvement in that country's economy and political system. If students need guidance, provide them with the following research questions: *What investments did the U.S. have in this country? What natural resources were important to the United States and how were markets developed? How and why did the U.S. get involved in this country's politics? Did the Cold War or U.S. views on communism play a role in this country's politics?* Have students write a short essay conveying their findings. **INDIVIDUAL 60 MIN**

#### Digital Option

**Recording an Interview About U.S. Involvement in Latin America** Have students prepare a news interview in which they discuss U.S. involvement in the economy or political system of a Latin American country. Tell students to work in pairs, with one partner taking the role of the interviewer and the other partner taking the role of a Latin American worker, an American investor, or another person who was affected by U.S. involvement in Latin America. Have students present their work to the class.

**SMALL GROUP 60 MIN**



Women in Senegal voting to establish a National Assembly in 1956. Senegal would become fully a independent nation in 1960.

African independence efforts gained greater international support following World War II. By the late 1960s, most African countries had gained independence, although many maintained strong economic ties with their former colonizers. In North Africa, the war for Algeria's independence was particularly brutal.

In South Africa, the white minority continued to retain tight control over the black majority. By the 1950s, South Africa had established apartheid, an oppressive system that severely limited the rights of black South Africans. The African National Congress, led by activist Nelson Mandela, rallied international opposition to the apartheid government. The system was finally dismantled in the 1990s, leading to the election of Mandela as the country's president.

African nations, whether embracing Western-style capitalism, Soviet style communism, or governments built upon traditional structures were in danger of becoming embroiled in Cold War rivalries. To many African nations, the Democratic Republic of the Congo became a chilling example of the danger of taking sides. Its first prime minister was overthrown and his U.S.-backed successor, Joseph Mobutu, ruled as an authoritarian. This led many African nations to choose nonalignment.

Independent African nations continued to struggle with inequalities left over from colonialism. Environmental disasters, civil wars, corruption, economic difficulties, and the spread of HIV/AIDS have proved to be enormous challenges as well.

### Latin America

Most Latin American countries had already become independent by the 1900s, but they were heavily dependent on foreign investment. Before World War II, the United States was the major investor in Latin American economies and occasionally intervened with military force when local conflicts jeopardized U.S. interests. Lack of industrialization in some Latin American nations limited opportunities.

After World War II, more Latin American countries attempted to shed foreign economic domination, with mixed results. Cold War rivalries continued to influence developments in Latin America, especially after the Cuban revolution led to a Marxist government on the island nation. The United States increased its political involvement in Latin American affairs to limit the spread of socialist and communist movements. Student protests and a downturn in oil prices led to economic reforms in Mexico by the 1970s, marked by increased privatization. The North American Free Trade Agreement (NAFTA) solidified trade ties between Mexico, the United States, and Canada.

Several smaller countries throughout Central America and the Caribbean experienced political upheavals and civil unrest, often with the influence of foreign powers seeking to benefit their own countries. U.S. officials frequently supported oppressive and corrupt regimes rather than allow for free elections of socialist governments supported by local citizens. In some nations, military forces and corrupt gangs held more power than elected political leaders.

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## Background Information

**Liberation Theology in Latin America** A Roman Catholic religious movement that developed around the time of the Cold War, liberation theology emphasized social justice and care for the poor. At the time, many Latin American countries were dealing with oppression from inside their countries, as social elites dominated the social and political landscape, as well as oppression from outside forces such as the United States and the Soviet Union as they competed for dominance in the region. The birth of the liberation theology movement is linked to the 1968 Latin American Bishop's Conference in Medellín, Colombia, where the bishops confronted the social reality of widespread poverty in Latin America. During the conference, they issued a statement declaring extreme inequality of the social classes and denounced imperialism and economic oppression by industrialized nations. Catholic priests who followed liberation theology believed that the purpose of the Catholic Church was to serve the poor, and this stance often put them in conflict with their governments.

## TOPIC ACTIVITIES

## Apply What You Have Learned

**A Understanding Economics**

Many newly independent African nations struggled to establish strong independent economic systems that offered equal opportunities for all. Africa is a large continent with varied ethnic and cultural groups as well as great geographic diversity, all of which influenced the path and level of economic development in new African nations.

**ACTIVITY Writing an Economic Summary**

The chart lists some of the economic challenges that various African nations faced after independence. Review the topics in the chart along with information in the text to identify a former African colony that struggled with at least one of these issues after independence. Using library and Internet resources, write a summary of the economic development of that nation, including the factors that have affected its development since it gained independence.

**Challenges in Africa****Newly Independent African Nations**

- dependence on exports like rubber or oil
- dependence on foreign investment
- utilization of natural resources for purposes other than building an industrial economy
- widespread poverty among rural and urban dwellers
- sanitation and transportation systems overwhelmed by rapid urbanization
- sanitation and transportation systems overwhelmed by massive slums

**B Understanding Multiple Perspectives**

Independence movements around the world gained traction throughout the twentieth century. The origins and progress of the movements varied, but many faced similar challenges in their struggle to establish stable new governments.

**ACTIVITY Creating a Table** Use your text along with library and Internet resources, to create a table summarizing and comparing major factors of independence movements in African, Asian, and Caribbean countries. Include examples from specific nations in each region.

**C Analyzing Information**

In 1992, Mexican president Carlos Salinas de Gortari began working with the U.S. president and the Canadian prime minister to form the North American Free Trade Agreement (NAFTA). It was in effect from 1994 until 2020, when it was replaced by the United States–Mexico–Canada Agreement. NAFTA was controversial, especially in the United States. In part, supporters in the United States argued that NAFTA would benefit all three nations by easing the flow of goods and jobs between neighboring countries while some critics feared it would lead to a trade imbalance that would hurt the U.S. economy.

**ACTIVITY Drawing Conclusions** Use Internet and library resources to research the impact of NAFTA on agricultural trade between the U.S. and Mexico. Be sure to look at agricultural imports and exports before and during NAFTA. Then, write a paragraph drawing conclusions about how NAFTA affected the United States when it came to agricultural trade.

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## APPLY

**Activity A: Writing an Economic Summary** INDIVIDUAL 40 MINDifferentiate the Activity

**Recording a Podcast About an African Country's Economy** Have students work in small groups to research an African country and record a podcast explaining the economic challenges the country faced after independence. Podcasts should contain the following elements: 1) A brief description of the country's fight for independence; 2) A description of the country's natural resources and exports; 3) An analysis of social or health challenges that have impacted the country's economy; and 4) A description of political issues that have negatively affected the country's economy. Have students play their podcasts for the class.

AL ELL SMALL GROUP 60 MIN

**Activity B: Creating a Table** INDIVIDUAL 40 MINDifferentiate the Activity

**Illustrating Independence Movements** Have students work in small groups to find photographs, charts, graphs, maps, and other visuals that illustrate independence movements in Asia, Africa, the Middle East, and Latin America. Ask students to use the visuals to make a poster about independence movements around the world. If desired, have students include captions that explain the significance of each image. Display the posters around the classroom and use them to discuss similarities and differences between independence movements in different parts of the world.

AL ELL SMALL GROUP 40 MIN

**Activity C: Drawing Conclusions** INDIVIDUAL 30 MINDifferentiate the Activity

**Debating NAFTA** Have students work in small groups to research NAFTA and then debate the following question: *Was NAFTA beneficial to the United States, Mexico, and Canada?* Have students take a side either for or against NAFTA and research facts supporting their position. Format the debate as a tag-team debate in which one team has the opportunity to present its side, with each member given one minute to present. Then the other team presents its side, and each member has one minute to present or provide a rebuttal. The Debate rubric is available in your online course to assess student work.

BL SMALL GROUP 60 MIN

## ANSWERS

**A Writing an Economic Summary**

Summaries will vary depending on the nation selected but should reflect at least one of the topics listed in the chart.

**B Creating a Table**

Tables will vary depending on the examples selected but should note difficulties in gaining independence and continued struggles to resist outside interference, such as that caused by Cold War rivalries.

**C Drawing Conclusions**

Paragraphs will vary, but students should note that the value of both imports and exports increased overall and, after an imbalance during the year of implementation, remained fairly balanced. This indicates that in general, U.S. agriculture benefited from the agreement.



Activity D: Identifying Main Ideas INDIVIDUAL 15 MIN

Differentiate the Activity

**Creating a Documentary About South Africa’s Struggle** Have students work in small groups to create a documentary about the fight against apartheid in South Africa. Tell students to include the following elements in their documentary: South Africa’s colonial history, the history of apartheid, the anti-apartheid movement, and Mandela’s life and influence. Instruct students to include several primary sources in their documentary, such as speeches, photographs, or government documents. Have students present their documentary to the class. BL SMALL GROUP 60 MIN

Activity E: Creating a Visual Presentation

SMALL GROUP 40 MIN

Differentiate the Activity

**Informative Writing About Cultural Issues in Turkey or Iran** Have students write an informative essay about cultural issues such as women’s roles and the conflict between traditional Islamic values and modernization in either Turkey or Iran. Remind students to develop a strong thesis statement and support it with text evidence from their research. The Informative/Explanatory rubric is available in your online course to assess student work.

BL INDIVIDUAL 60 MIN

Special Needs

**Strategy: Dysgraphia** Students with dysgraphia benefit from the opportunity to create oral rather than written products. For example, instead of asking students to write responses for Activities A, C, and D, consider having students prepare podcasts, speeches, skits, interviews, multimedia presentations, or other oral responses.

ASSESS

GO ONLINE Topic Tests, Forms A and B

**Assessing Student Understanding** Assign a Topic Test to assess student comprehension of the topic. You can create your own tests and quizzes from thousands of available tech-enhanced and traditional questions and write and include your own questions. Print out the McGraw Hill tests and quizzes or assign them to your students electronically. INDIVIDUAL 30 MIN

REMEDiate

GO ONLINE Reteaching Activity

**Independence and New Challenges** Have struggling students complete the Reteaching Activity to review the vocabulary, key concepts, and learning objectives covered in the topic.

INDIVIDUAL 20 MIN

D Building a Free Society

The South African system of apartheid, was designed to preserve the political and economic power of the white minority over the black majority. One of the main ways the white-controlled government maintained its power was by limiting black voting rights. Once democratic processes were available to all adult citizens, the nation elected its first black president, Nelson Mandela, who had spent years in prison for his efforts to gain independence for his people. Even in prison he served as a living symbol of freedom.



**ACTIVITY Identifying Main Ideas** In the Rivonia trial, named for a suburb in Johannesburg where a group of African National Congress militants hid, Nelson Mandela and other opponents of South African apartheid were charged with sabotage and conspiracy. Mandela spoke these words at the Palace of Justice in Pretoria:

“ During my lifetime I have dedicated myself to this struggle of the African people. I have fought against 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 opportunities. It is an ideal which I hope to live for and to achieve. But if needs be, it is an ideal for which I am prepared to die.”

—Nelson Mandela, statement at the Rivonia trial, April 20, 1964, from *In His Own Words*

Write a summary paragraph identifying the main ideas in Mandela’s statement. Conclude by noting which parts of Mandela’s ideal became reality.

E Making Connections to Today

Several nations in the Middle East have struggled with tension between modern and traditional cultural practices. To some people in these nations, “modern” is associated with corruptive Western influences that undermine Islamic values. To others, modernizing industry, education, and social freedoms increases economic opportunities for everyone. Some of these tensions have focused on restrictions regarding expectations of gender roles and the rights of women. Turkey, under the rule of Atatürk, and Iran, under the Pahlavis and the Ayatollah Khomeini, illustrate some of these tensions, which are still present today.

**ACTIVITY Creating a Visual Presentation** Using your textbook along with library and Internet resources, research information about the tensions between modernization and traditional culture in Turkey and Iran during the twentieth century and today. Create a visual display that illustrates how some of these tensions have affected and continue to affect Turkey and Iran.



PHOTO: © Alamy Pictures, Library of Congress, Steve Photos. (b) McGraw-Hill Education. Nelson and Mandela in his Own Words. Edited by Robert A. Folsom and David Chabon. New York, NY: Little, Brown and Company, 2002.

ANSWERS

D Identifying Main Ideas

Students should note that Mandela dreamed of living to see a time when democratic ideals, including freedom and equality, would prevail without one group dominating the other. Students should indicate that Mandela lived to see the end of apartheid and the development of democratic and fair elections in South Africa.

E Creating a Visual Presentation

Displays will vary but should include images that accurately reflect the tensions between traditional and modern cultural practices in Turkey and Iran during the twentieth century and today.