

## WORLD HISTORY PACKET

3/17/20\_\_\_\_\_3/27/20

### IMPERIALISM AND AFRICA SS:10\_\_12

1.Students will do time line of events on a sheet of paper.

2.Students will read paragraph 1 to 22 on pages 476 to 480.

3.Students will summarize each paragraph in two sentences.

4.Read a geographic view of history on page 481.

Answer questions 1 to 4 on a separate sheet of paper.

5. Draw the map of Africa on a separate sheet of paper, and label all the countries as shown on the map. Pg479


6. On a sheet of paper, do Vocabulary Review on page 482. Follow the instructions on the page.

**STUDENTS SHOULD BE ABLE TO READ  
TWO TO THREE PARAGRAPHS EACH DAY**

# Imperialism and Africa

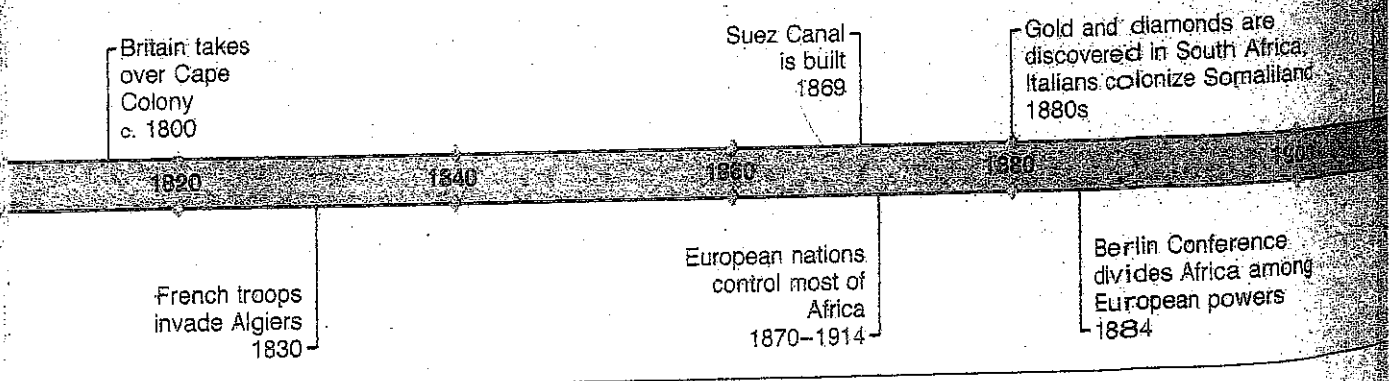
**OBJECTIVE:** Which European nations took over Africa in the late 1800s and how were the lives of Africa's peoples changed as a result?

1. Deep in the heart of Africa is a magnificent waterfall. Its blue and white waters form beautiful misty rainbows as they plunge with a mighty roar into the deep valley floor below. Africans long ago named this waterfall Mosi Oa Tunya, meaning "smoke that thunders." Today, however, it is known throughout the world as Victoria Falls. Why is one of Africa's greatest natural wonders named after a British queen? Like many other places in Africa, it was given a new name by one of the European nations that took over Africa in the late 1800s. In the 1800s industrial nations of Europe swept through the continent taking control and



▲ The Zambezi River in Africa plunges 355 feet over Victoria Falls. Why do you think the falls were named in 1855 for a British queen?

making changes. The invaders told native Africans what laws to obey, where to live, which language to speak, and what taxes to pay. Imagine how life must have changed for Africans as outsiders took charge of their lands.



**Ask:** What two things do you need to make and sell a product? (materials and markets) Point out that these were two needs of industrialized nations in the 1800s.

**IMPERIALISM: Why did industrialized nations want new territories?**

2. **Imperialism** (im-PEER-ee-al-izm) is a national policy of taking control of another nation or territory. During the years from 1870 until 1914, nations in Europe took control of nearly all of Africa and parts of Asia. At the same time, the United States and Japan also entered the competition for overseas possessions.

3. The major cause of imperialism was the Industrial Revolution. By 1870 Europe, the United States, and Japan had industries that demanded more raw materials than these nations could supply. So they looked to other parts of the world to find them.

► What are some raw materials the United States must import today? The industrialized nations also needed new markets for their growing output of manufactured goods. They created new markets by taking control of countries in Asia and Africa. Factory owners and merchants were earning large profits in industrialized nations and looked to Africa and Asia as places to invest their profits and make even more money.

4. In addition to economics, nationalism, or the feeling of pride in one's nation, was a strong motivator of imperialism. People in industrialized nations were proud of their strong nations and believed that by taking control of other lands they could make their nations even stronger. Many people in imperialist nations also believed that their way of life was superior to that of others. They were eager to take their medicines, scientific discoveries, and new inventions to the rest of the world. Religion was another motivating factor. Some people believed that they had a duty to spread Christianity to other lands.

**IMPERIALISM IN ACTION: What methods did European nations use to build their empires?**

5. The imperialist nations had three methods of building an empire. In most cases, an imperialist nation sent its army into a territory to set up a colony (KAHL-

uh-nee). Local leaders were replaced with foreigners from the more powerful nation, which completely controlled and directly governed the colony. Or an imperialist nation might set up a **protectorate** (proh-TEK-tuh-ret) that forced a ruler to submit to foreign rule. The native ruler of a protectorate usually kept his title but lost power. Occasionally an imperialist nation only demanded special rights to carry on business and trade in certain locations. Where an imperialist nation had these rights, the area was called a **sphere of influence**.

6. Whichever way a European country chose to govern its African possessions, the goal was the same: to make the colony pay for itself, while earning money for the home country. European countries took a number of measures to ensure that this goal was met. Where minerals were plentiful, they set up mines. For example, mining operations were started in the Belgian Congo (Zaire, today), where copper was found, and in South Africa, where diamonds could be mined for profit. In other areas Europeans encouraged the production of profitable farm products such as rubber or peanuts.

7. The imperialist powers also raised money through taxes, which the Africans had to pay in cash. In order to get cash, many Africans were forced to take jobs in the mines or on the large farms, called plantations, owned by Europeans.

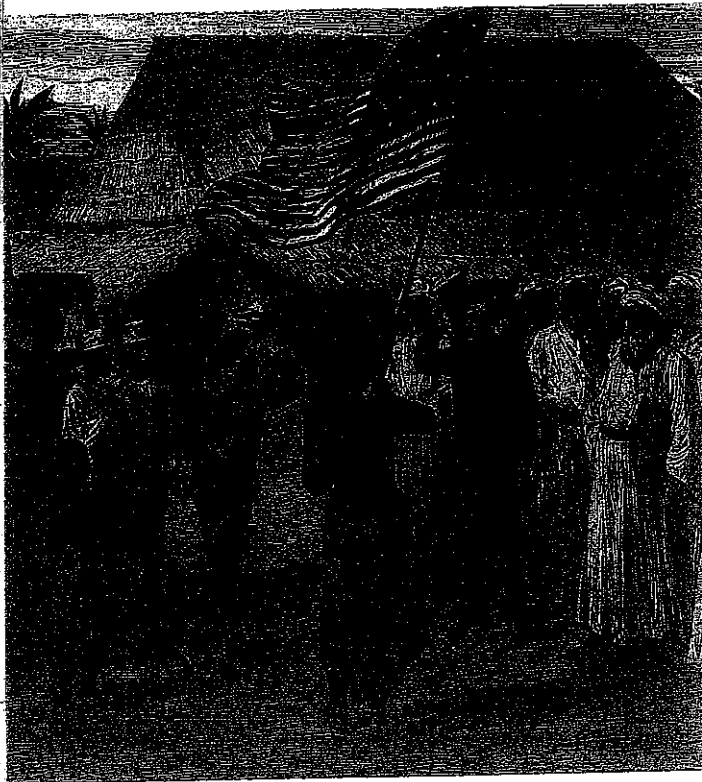
**EUROPE AND AFRICA: How were European nations able to take over most of Africa?**

8. Inventions made during the Industrial Revolution helped Europeans overpower African peoples between 1870 and 1914. For example, new railroads and steamships made it possible for an imperialist nation to send armies and supplies to Africa quickly. In addition, new and deadly weapons such as repeating rifles and machine guns were used to defeat the Africans, who lacked modern weapons.

9. New medicines also helped Europe take over African lands. Early European explorers could not travel into the interior

**Activity:** Ask volunteers to recall their reading about the Industrial Revolution in Unit 9. **Ask:** What changes did this revolution bring to Europe and the United States?

**ESL/LEP Strategy:** Write each sentence from paragraph 13 on a separate card. Have students work in groups to arrange the sentences in the order that makes most sense. Ask which clues helped them.



▲ American journalist Henry M. Stanley finds the missing Scottish explorer David Livingstone at Lake Tanganyika in 1871.

of Africa because of the threat of tropical diseases. By the late 1800s, however, Europeans had developed medicines and vaccines to protect them from some diseases.

**CENTRAL AND EAST AFRICA:** How did explorers open up these parts of Africa to imperialism?

10. Until the mid-1800s, Europeans knew little about the interior of Africa. Then in the 1850s David Livingstone, a Scottish doctor and missionary, became the first European to travel across the interior of Africa. His reports about the land and the people he saw in Africa were of great interest to Europeans. They were excited by Livingstone's account of his trip up the Zambesi (zam-BEE-zee) River and his discovery of a magnificent waterfall. Livingstone named the waterfall Victoria Falls, for Queen Victoria of England.

11. Political and business leaders in Brit-

ain began financing explorers to find out more about Africa. Britain soon claimed much of the land in Central and East Africa. Henry Stanley, an American, made an important journey into Central Africa in the 1870s to explore the Congo River for King Leopold II of Belgium. Leopold set up a company to rule the Congo, a land rich in copper and rubber.

12. Germany and other European nations began to move into East Africa in the 1880s. A scramble for Africa began as the rival European nations rushed to claim control over more and more areas in Africa. To settle the conflicting claims that arose, Germany called a meeting at Berlin in 1884. Fourteen European nations sent representatives to the Berlin Conference, but no African peoples were invited. Why do you think Africans were excluded? The Europeans agreed on how they would divide up Africa. Look at the map on the bottom of page 479 to see how Africa was divided among the European nations. Without ever considering tribal loyalties or the rights of African peoples, the Europeans had carved up Africa for themselves.

**NORTH AFRICA:** Which imperialist powers from Europe gained colonies in North Africa?

13. In North Africa, the two chief imperialist powers were France and Britain. In 1827 the French consul to Algeria was slapped in the face by the governor of Algiers. In 1830 the French took Algiers, removing the governor from office. By 1848 France had colonized Algeria and in 1881 Tunisia became a French protectorate. By 1900, several European nations tried to gain control of Morocco. With a combination of clever diplomacy and a show of military strength, France won the struggle. Except for a small part that went to Spain, Morocco became a French protectorate.

14. Britain became alarmed when a French company built the Suez Canal in 1869. The canal is a vital waterway that allows ships to travel from the Mediterranean Sea to the Red Sea. Whoever con-

Activity: Have students speculate about why North Africa is considered part of the Middle East region and the rest of Africa—Sub-Saharan Africa—is a region unto itself.

trolled the canal could control trade over the route. To end French competition in the area, Britain quietly bought up stock in the company that ran the canal. Britain gained controlling shares of the Suez Canal in 1875. Then, in 1882, Britain turned Egypt into a British protectorate. How did controlling Egypt protect the Suez Canal for Britain? From Egypt, the British army moved south into the Sudan. After a long struggle, the British defeated the Sudanese army in the 1890s.

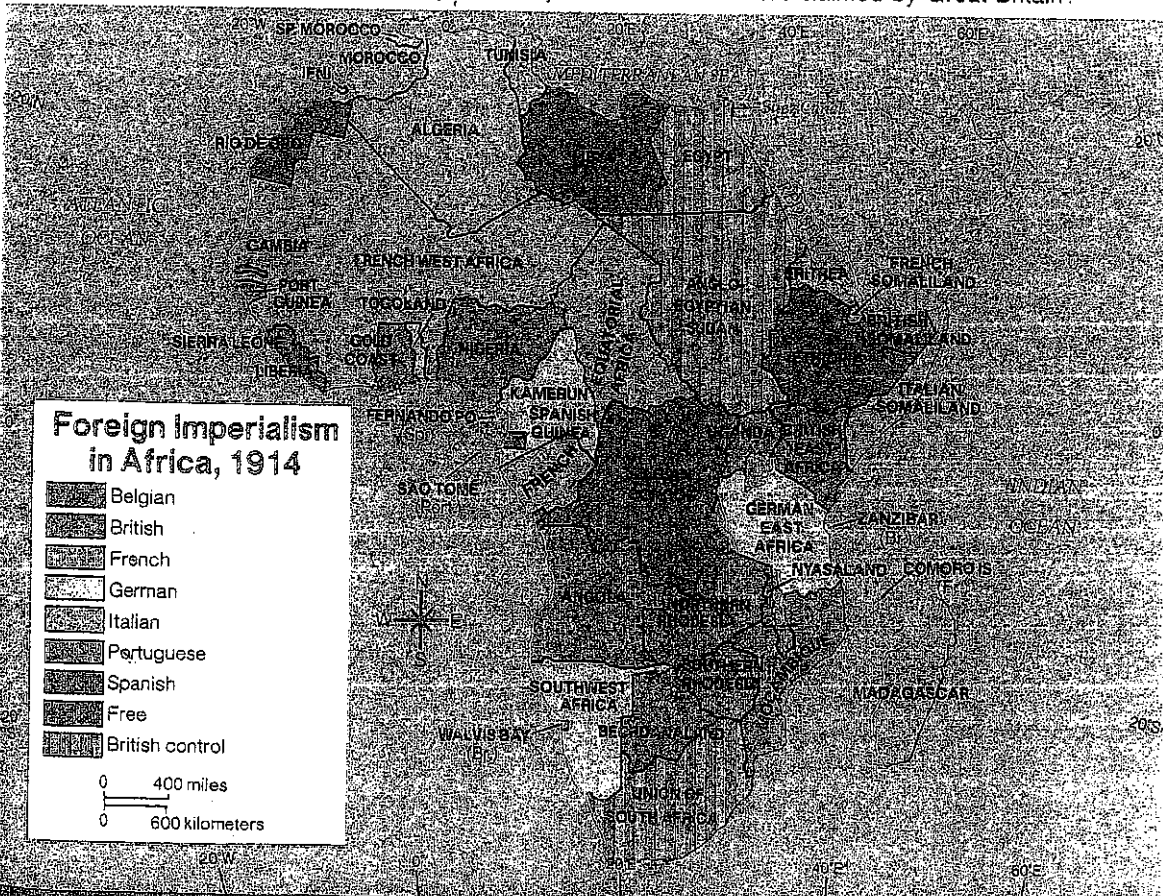
15. If you look at the map at the bottom of this page, you will see that Italy and Spain held small portions of North Africa. In the 1880s Italy colonized much of Somaliland and Eritrea (er-uh-TREE-uh). In 1895 Italy sent troops to take over Ethiopia near the Red Sea. The Ethiopians pushed back the Italians. The ancient kingdom of Ethiopia remained independent. In 1911 Italy also took over Libya on the Mediterranean Sea. Spain controlled small parts of North Africa.

**WEST AND SOUTH AFRICA: How were the lands of West and South Africa affected by European imperialism?**

16. Britain and France took over most of West Africa. When the European nations and the United States ended the slave trade in the early 1800s, many freed slaves settled in the British colony of Sierra Leone. Other freed slaves moved to the new, independent nation of Liberia. After 1870 the British conquered Nigeria and the Gold Coast, and the French took the Ivory Coast, Dahomey, and French Guinea. Portugal claimed a small colony on the Atlantic coast.

17. At the southern tip of Africa was a land that became a battleground between Africans and Europeans. The weather in South Africa was pleasant and the soil good for farming. As a result, settlers were attracted to the region. South Africa was the home of several African peoples in 1652 when Dutch settlers started the Dutch Cape Colony. In 1814-1815 the British took over

▼ By 1900 nearly all of Africa had been claimed and divided into colonies by European powers. Which colonies were claimed by Germany in 1914? Which were claimed by Great Britain?



**Activity:** Have interested students read more about Shaka and the Zulu nation and write a description of the Zulu wars with the Boers. Have students read their descriptions to the class.

the Cape Colony from the Dutch by a treaty of the Congress of Vienna.

18. Descendants of the Dutch settlers, called **Boers** (BOHRZ), did not want to live under British rule. (*Boer* is a Dutch word meaning "farmer.") The British had made English the official language of South Africa. They also favored fair treatment of the native African peoples, which the Boers thought was against God's will. As a result, in the 1830s about 10,000 Boers moved north in protest, carrying all their belongings in covered wagons. Following this Great Trek north, the Boers set up two republics called Transvaal (trans-VAL) and the Orange Free State. The Boers soon came in conflict with the Zulus (ZOO-looz), a farming people who were expanding their empire into the same region.

#### PEOPLE IN THE

19. In the early 1800s, Shaka ruled the Zulu nation northeast of the area where the Boers set up republics. Shaka was a clever military leader who built a large army that he used to control the 50,000 people in his nation. Shaka taught his soldiers new ways of fighting with short, sharp spears and trained them to move quickly. Shaka's army conquered other tribes in the region and fought the Boers who moved into Zulu land. Shaka trained his army so well that even after his death in 1828, the Zulus fought the Boers and British for many years. The British finally defeated the Zulus in 1879.

20. In the 1880s, the discovery of gold and diamonds in the Boer republic of the Transvaal brought new conflict to South Africa. Treasure seekers flocked to the Transvaal from all parts of the world. One of them, Cecil Rhodes, made a fortune in the diamond mines there. In 1890, Rhodes became prime minister of the British Cape Colony. He expanded British control northward, acquiring a land later named Rhodesia in his honor. In 1899 the Boers declared war on the British. Although the Boers were

outnumbered, they fought for three years before they laid down their arms. In 1910, Britain combined the Boer republics with the British territories to form the Union of South Africa.

#### SPOTLIGHT ON SOURCES

21. Many African peoples fought to defend their freedom. Chief Macemba of Tanganyika spoke these words to the Germans who took over his land:

I have listened to your words but can find no reason why I should obey you—I would rather die first . . . . If it be friendship you desire, then I am ready for it, but to be your subject, that I cannot be . . . . If it should be war you desire, then I am ready, but never to be your subject.

—from *The African Past*, Basil Davidson

22. Have you ever been curious about your ancestors? If so, you will understand why Alex Haley, an African American writer, wanted to trace his roots in The Gambia, which is in West Africa. Haley went to The Gambia to learn more about his past. There he found people who could tell stories of village life in the old days. These stories included information about one of Haley's ancestors who was taken as a slave long ago. In 1976 Haley published a book called *Roots* that tells what he learned about his history. Haley's experience shows that people in The Gambia have held on to their tradition of passing down their history through storytelling. In spite of many years of control by imperialist nations, not all African traditions had died. However, some of the changes brought by Europeans eventually led to the growth of African nationalism. In colonial schools, Africans learned Western ideas about liberty, equality, and the rights of people. Soon many Africans would begin to fight for their independence.

**Activity:** Bring a copy of Alex Haley's *Roots* to class. Read aloud one of the book's early chapters that describes life in West Africa in the 1700s.

# A Geographic View of History

**Climate Regions and Colonial Exports of Africa**  
 European nations wanted colonies in Africa to make money by exporting minerals and agricultural products to other countries. Africa's many minerals and agricultural products. Africa is a continent with a variety of climates. Climate plays a large part in determining where agricultural products can be grown. The map on this page shows Africa's climate regions and some of the products produced in Africa during colonial times. Read the following facts about Africa's climate regions and exports during colonial times. Then, on a sheet of paper, answer the questions that follow.

## Facts

In the tropical Belgian Congo, Africans worked almost like slaves to mine copper and diamonds.






In West Africa, large plantations of palm trees and cocoa trees were planted near the coast. Palm and cocoa trees thrive on high temperatures and rain.

Coffee and tea were in great demand in Europe. Both crops grow well in hilly and mountainous areas.

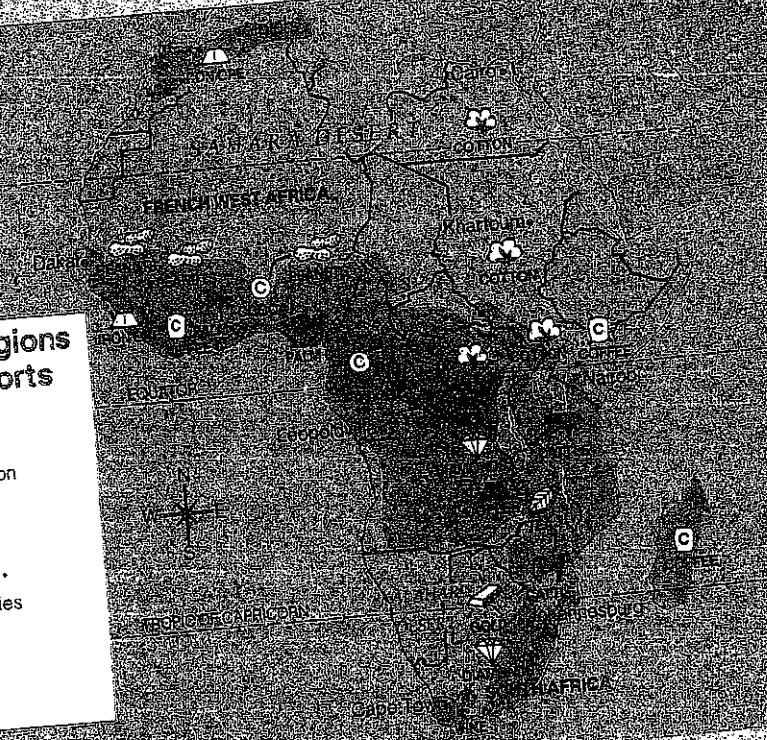
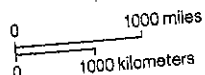
Africa's desert climates are too dry for crops, but irrigation can make these lands productive. During colonial times, cotton was grown on irrigated land.

1. What type or types of climates are found in the area that was the Belgian Congo? What minerals did the Belgians export?
2. What agricultural products came from British and French West Africa? Which one of these products grows in a climate region called "tropical with a dry season"?
3. What type of climate does most of North Africa have? What agricultural products came from North Africa? What technique was used to grow crops in dry North Africa?
4. Where were coffee and tea produced? What climate region do these crops need?

## Africa: Climate Regions and Colonial Exports

- Climate Regions
-  Tropical rainy
  -  Tropical with a dry season
  -  Desert and semiarid
  -  Temperate
  -  Mountain climates

Note: This map shows boundaries and names of 1914





# CHAPTER REVIEW

## VOCABULARY REVIEW

Write each number and word on a sheet of paper. Then write the letter of the definition next to the word it defines.

1. imperialism
2. colony
3. protectorate
4. sphere of influence
5. Boers
6. Zulus

- a. a nation that has a local ruler but is really ruled by another nation
- b. Africans who had a nation northeast of the Boer republics
- c. territory governed directly by an outside power
- d. a nation's policy of taking control over another nation or territory
- e. land within a nation where another nation has special rights to do business
- f. descendants of Dutch settlers in South Africa

## SKILL BUILDER: WRITING FOOTNOTES AND BIBLIOGRAPHIES

When you write a report, you may need to use footnotes and make a bibliography. A *footnote* is an explanation below the text on a page. It may tell the source of a quotation or give additional information about something in the text. A number in the text matches the number of the footnote. A *bibliography* is an alphabetical listing of all sources used to prepare the report. It appears at the end of the report and names the title and author of each source, as well as its publisher, city of publication, and copyright date.

- Read the footnote and bibliography entries below. Then answer the questions that follow.

Shaka taught his soldiers new ways of fighting with short, sharp spears and new improved shields.<sup>1</sup>

*Footnote:* Donald R. Morris, *The Washing of the Spears: A History of the Rise of the Zulu Nation under Shaka* (New York: Simon and Schuster, 1965), p. 47.

*Bibliography:* Morris, Donald R. *The Washing of the Spears: A History of the Rise of the Zulu Nation under Shaka*. New York: Simon and Schuster, 1965.

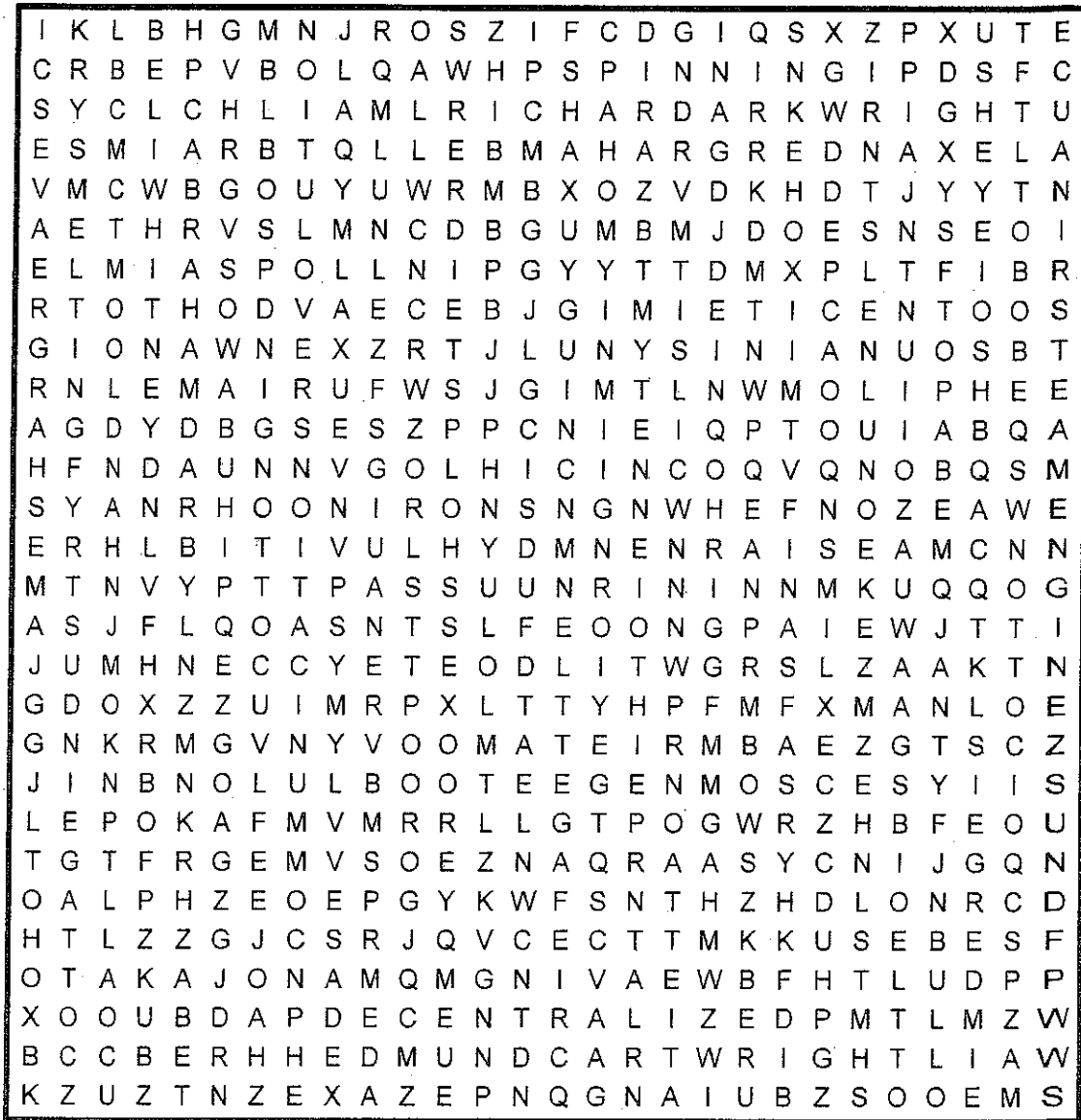
*Bibliography:* Zaner, John. "More Blood than Brains: 'Shaka Zulu' Comes to the TV Screen." *Weekday Magazine*, 19 December 1984, p. 46.

- a. On what page of Morris's book is there information about Zulu methods of fighting?
- b. Where can you find a review of a TV program called "Shaka Zulu"?
- c. When was *The Washing of the Spears* published?
- d. List two differences between the forms of a footnote and a bibliography entry.



*Extra - Credit*

### Industrial Revolution in Britain



- |                              |                         |                              |
|------------------------------|-------------------------|------------------------------|
| ABRAHAM DARBY                | HAND LOOM               | SMELTING                     |
| ALEXANDER GRAHAM BELL        | IRON                    | SPINNING                     |
| COAL                         | JAMES HARGREAVES        | SPINNING JENNY               |
| COMMUNICATIONS<br>REVOLUTION | JAMES WATT              | SPINNING MULE                |
| COTTAGE INDUSTRY             | MECHANIZATION           | SPINNING WHEEL               |
| COTTON                       | MILLS                   | STEAM ENGINE                 |
| COTTON GIN                   | MORSE CODE              | STEAM POWERED LOOM           |
| DECENTRALIZED                | NICHOLAS CUGNOT         | TELEGRAPH                    |
| DOMESTIC SYSTEM              | RICHARD ARKWRIGHT       | TEXTILE INDUSTRY             |
| EDMUND CARTWRIGHT            | ROLLER SPINNING MACHINE | TRANSPORTATION<br>REVOLUTION |

