

3 Standards-Based Instruction



Standards-at-a-Glance

History-Social Science

Students understand the cultural, military, and economic challenges in Africa; students describe the recent history of Africa, including the role of political divisions and systems, key leaders, resources, and population patterns; and students discuss whether recent trends in the region serve the cause of individual freedom and democracy.

Analysis Skills

CS1 Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.

English-Language Arts

Writing 2.3

Prepare to Read

Build Background Knowledge L3

Ask students to recall challenges that nations such as Indonesia faced after independence (*internal conflict and a struggle for democracy*). Then ask students to predict challenges that African nations would face at independence.

Set a Purpose L3

- **WITNESS HISTORY** Read the selection aloud or play the audio.

AUDIO **Witness History Audio CD,**
Kenya Achieves Independence

Ask **What mood do the words of Ngugi wa Thiong'o convey?** (*excitement and pride that his nation has achieved independence*)

- **Focus** Point out the Section Focus Question and write it on the board. Tell students to refer to this question as they read. (*Answer appears with Section 3 Assessment answers.*)
- **Preview** Have students preview the Section Standards and the list of Terms, People, and Places.
- **Note Taking** Have students read this section using the Paragraph Shrinking strategy (TE, p. T20). As they read, have students fill in the concept web summarizing causes and effects of independence in Africa.

Reading and Note Taking Study Guide, p. 146

SECTION 3



Britain's Prince Philip and Queen Elizabeth II congratulate Jomo Kenyatta as his nation, Kenya, gains independence in 1963.

The Union Jack, the flag of the United Kingdom, flew over many African countries before independence.



WITNESS HISTORY AUDIO

Kenya Achieves Independence

A scene from a novel by Ngugi wa Thiong'o describes the moment of independence in Nairobi, Kenya's capital:

“A minute before midnight, lights were put out. . . . In the dark, the Union Jack [British flag] was quickly lowered. When next the lights came on the new Kenya flag was . . . waving in the air.”

—Ngugi wa Thiong'o, *A Grain of Wheat*

Kenya was one of more than 40 African nations that gained independence from European colonial powers in the decades after World War II.

Focus Question What challenges did new African nations face?

African Nations Gain Independence

Standards Preview

H-SS 10.10.1 Understand the challenges in the regions, including their geopolitical, cultural, military, and economic significance and the international relationships in which they are involved.

H-SS 10.10.2 Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.

H-SS 10.10.3 Discuss the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy.

Terms, People, and Places

savannas	Mobutu Sese Seko
Kwame Nkrumah	Islamist
Jomo Kenyatta	Katanga
coup d'état	Biafra

Note Taking

Reading Skill: Identify Causes and Effects Fill in a concept web like this one to keep track of the causes and effects of independence in Africa.



In Nairobi, in villages throughout Kenya, and in other new African nations, bands played new national anthems, and crowds cheered the good news. However, as Africans celebrated their newfound freedom, they also faced many challenges.

Africa's Colonies Gain Independence

After World War II, European colonial powers were forced to withdraw from former colonies such as India and Vietnam. During the decade after the war, Africans, too, increasingly demanded independence.

A Geographically Diverse Continent Africa is the world's second-largest continent, more than three times the size of the United States. Tropical rain forests cover central Africa's Congo Basin and coastal West Africa. Vast **savannas**, or grasslands with scattered trees, make up interior West Africa, East Africa, and much of central and southern Africa. Africa has the world's largest desert—the Sahara—in the north and the smaller Kalahari Desert in the south, as well as fertile coastal strips in North and South Africa.

Africa's people are concentrated in the most fertile areas, such as the savanna and forest regions of Nigeria and the moist highlands of East Africa. These regions produce enough food to support large populations. Africa's people, however, have been moving from the countryside to the constantly growing cities.

Vocabulary Builder

Use the information below and the following resources to teach the high-use word from this section.

Teaching Resources, Unit 4, p. 27; Teaching Resources, Skills Handbook, p. 3

High-Use Word

ensure, p. 564

Definition and Sample Sentence

v. to make sure or certain, to guarantee

To **ensure** that students would be prepared for the assessment, the teacher gave weekly practice tests.

Africa has rich deposits of minerals such as gold ore, copper ore, and diamonds. The continent produces valuable cash crops, including coffee and cacao—used to make chocolate. Africa also has large petroleum reserves. European colonial powers did not want to lose control of these valuable resources.

Colonies Demand Independence More and more Africans, however, demanded freedom. Skilled speakers and organizers such as **Kwame Nkrumah** (KWAH may un KROO muh) in the Gold Coast (later Ghana), **Jomo Kenyatta** in Kenya, and Léopold Senghor (lay oh POHLD sahn GAWR) in Senegal led independence movements in their countries.

Sometimes such political pressure was enough to win independence. This was the case in the British colonies that became Nigeria and Ghana and in France's many West African colonies. The liberation struggle turned violent, however, in colonies where large numbers of European colonists had settled, such as in Kenya and Algeria.

Standards Check Why did European powers resist independence for their African colonies? **H-SS 10.10.1**

Africans Build New Nations

Some new African nations enjoyed peace and democracy. Others were plunged into crisis by civil war, military rule, or corrupt dictators. In recent years, however, there has been a hopeful trend toward greater democracy in many African nations.

Confronting Ethnic Divisions European colonial powers had drawn boundaries between their colonies without regard for the territories of the continent's hundreds of ethnic groups. Most African nations gained independence as a patchwork of peoples with diverse languages and religions. Once freedom was won, many Africans felt their first loyalty was to their own ethnic group, not to a faceless national government. As a result, ethnic and regional conflict plagued many nations.

Dictators Seize Power Many early leaders established one-party political systems. Multiparty systems, these leaders declared, encouraged disunity. Many one-party states became dictatorships. Dictators often used their positions to enrich themselves and a privileged few.

When bad government policies led to unrest, the military often seized power. More than half of all African nations suffered military coups (kooz). A coup, or **coup d'état** (koo day TAH), is the forcible overthrow of a government. Some military rulers were brutal tyrants. Others sought to improve conditions. Military leaders usually promised to restore civilian rule once they had cleaned up the government. In many cases, however, they gave up power only when they were toppled by other military coups.

Moving Toward Democracy More and more Africans demanded an end to strong-man rule and a move to greater democracy. Meanwhile, Western governments and the World Bank required democratic reforms as a condition for loans. In response to these pressures, some governments made changes. They legalized opposition parties and allowed freedom of speech.

Africa's Mineral Wealth

A miner in the West African country of Sierra Leone rinses and sifts gravel from a pit in an effort to find rough diamonds. Rich mineral deposits are important to the economies of many African nations.



Link to Art


Ghanaian Art After Independence Kwame Nkrumah, Ghana's first president, turned to the arts to help establish an identity for Ghana and unify its many cultures. During colonial rule, African art had been disparaged. Ghana's new government commissioned public murals, mosaics, sculptures, and national symbols and funded drama and dance. Regional diversity was encouraged. One artist, Kofi

Antubam, created a golden seat of government, incorporating traditional symbols, to be used at presidential inaugurations. In the 1980s, Ghana's leader, Jerry Rawlings, reestablished support for the arts. Today Ghana's art is thriving. Ghanaian artists incorporate both Western influences and traditional forms such as the geometric motifs of kente cloth.

Teach

Africa's Colonies Gain Independence **H-SS 10.10.1** **13**


Instruct

- **Introduce** Point out the photograph on page 566, and ask students to describe what it shows. Explain that Africa is a continent rich in natural resources—resources that brought European colonists to the region. Ask students to predict how this could both help and hamper nations seeking to emerge from colonial rule.
- **Teach** Review key geographic features of the African continent. Ask **What geographic strengths and weaknesses does Africa have?** (*It has areas of great fertility, rich mineral deposits, cash crops, and oil reserves. It also has the world's largest deserts and some densely populated areas.*) **How did geography affect where both Africans and Europeans lived?** (*Most people lived in the most fertile areas.*) Then discuss why European colonial powers resisted African independence in the post–World War II era.
- **Quick Activity** Display **Color Transparency 100: Africa After Independence**. Use the lesson suggested in the transparency book to guide a discussion on the political cartoon.
 **Color Transparencies, 100**

Independent Practice

Have student pairs turn to the map on the next pair of pages. Have them note the sequence in which nations in different parts of Africa gained independence. Ask pairs to suggest why independence came to some regions later than to others and why some nations gained independence later than others in their region.

Monitor Progress

- As students fill in their concept webs, circulate to make sure they understand how the struggle for independence in Africa sometimes led to violence. For a completed version of the concept web, see
 **Note Taking Transparencies, 117**

Answer

- ✓ to retain control of natural resources, to back European colonists who had settled there

Africans Build New Nations

H-SS 10.10.3

L3

Instruct

- **Introduce: Key Terms** Ask students to locate the key term *coup d'état* (in blue) in the text and explain its meaning. Point out that more than half of Africa's new nations suffered military coups. Ask students to predict why there were so many changes of power and struggles for control in the emerging nations of Africa. Have students read to confirm or adjust their ideas.
- **Teach** Discuss how colonial rule contributed to the post-independence power struggles in many African nations. Highlight the different factions that competed for influence, including former colonial powers, and trace the trend toward democracy. Use the Numbered Heads strategy (TE, p. T23) and ask **Why did many Africans lack loyalty to their new national governments?** (*National boundaries had been drawn by European colonial powers without regard to ethnic composition. Africans had greater loyalty to their ethnic group than to their nation.*) **What role did former colonial powers play in African power struggles?** (*Many former colonial powers retained strong business interests and economic influence.*) **How have African nations moved toward democracy?** (*Many have legalized opposition parties and lifted censorship. Some nations have held multiparty elections for the first time.*)
- **Quick Activity** Web Code **mzp-3131** will take students to an interactive map. Have students complete the interactivity and then answer the questions in the text.

Answers

- ✓ More and more Africans have demanded democracy. In addition, Western governments and the World Bank have used economic pressure to require democratic reforms.
- Caption** Sample: They could provide financial support and influence those who visit their markets.

In nations such as Tanzania, Nigeria, and Benin, multiparty elections were held, removing long-ruling leaders from office.

Foreigners Jostle for Influence Although African nations gained political independence, colonial powers often retained control of businesses in their former colonies. Many new nations thus remained dependent economically on their former colonizers.

During the Cold War, the Soviet Union and the United States competed for military and strategic advantage through alliances with several African countries. For example, the United States supported **Mobutu Seso Seko**, the dictator of Zaire (now known as the Democratic Republic of the Congo), to counter Soviet support for the government of neighboring Angola. Likewise, during the 1970s, the United States had an alliance with the government of Somalia, while the Soviet Union supported neighboring Ethiopia. These countries attracted superpower interest because they controlled access to the Red Sea, a vital shipping route connecting Asia, Europe, and Africa. Each superpower wanted to make sure that the other did not gain an advantage.

- ✓ **Standards Check** Why have African countries moved toward democracy in recent years? **H-SS 10.10.3**

The Stories of Five African Nations

While the new nations of Africa faced many of the same challenges, each nation had a unique history. To gain a better understanding of the process of nation-building in Africa, we will examine the recent histories of five important nations.

Market Women in Ghana

In West African countries such as Ghana, many of the businesspeople are women. The woman in this photo runs a grocery stand in a local market. *Why might West African political candidates seek to win the favor of local market women?*



Ghana The first African nation south of the Sahara to win freedom was the British colony of Gold Coast. During the 1940s, Kwame Nkrumah organized a movement for independence from Britain. In 1957, Gold Coast finally won independence. The nation took the name *Ghana*, after the ancient West African kingdom. The name linked the new nation with an African past.

As president, Nkrumah advocated socialism and nationalized, or placed under government ownership, many businesses. His government built a massive dam for electric power that created Lake Volta, the world's largest artificial lake, but left Ghana with massive debts. Gradually, his government became more dictatorial and corrupt. In 1966, he was overthrown by the first of several military coups in Ghana.

Ghana's last coup, in 1981, was led by a young military officer named Jerry Rawlings. Rawlings took steps to strengthen Ghana's economy, which is based largely on overseas sales of cocoa and gold.

Universal Access

Solutions for All Learners

L4 Advanced Readers L4 Gifted and Talented

Copy onto the board the following quotation from the British historian Thomas B. Macaulay: "Many politicians are in the habit of laying it down as a self-evident proposition that no people ought to be free till they are fit to use their freedom. The maxim is worthy of the fool in the old story who resolved not to go into the water till he had learned to swim." Have students

research the history of an African nation during and after its struggle for independence. Have them use the Macaulay quotation to write an essay about the selected nation's experience with democracy. Then conduct a discussion of the causes of Africa's overall successes and failures with democracy.

Independence in Africa

Map Skills From the late 1800s until the 1950s and 1960s, most African countries were colonies of European powers, which drew their borders. Most African nations gained independence during the 1950s and 1960s.

- 1. Locate** (a) Kenya (b) Democratic Republic of the Congo (c) Angola (d) Ghana
- 2. Regions** Which was the last of the Democratic Republic of the Congo's neighbors to gain independence?
- 3. Draw Conclusions** When must the Cold War conflict involving independent Angola have taken place?



Independent Practice

Have students fill in the Outline Map *Independence in Africa*.

All in One Teaching Resources, Unit 4, p. 34

Monitor Progress

Circulate to make sure students are accurately labeling the nations in Africa on their Outline Maps. Check answers to map skills questions.

Universal Access

Solutions for All Learners

L1 Special Needs L2 Less Proficient Readers

Ask pairs of students to locate each of the five nations discussed in this section, describe where in Africa each is located, and name the date each gained independence. Then have pairs create a chart that lists how each of the five nations gained independence and what kind of government it has now.

L2 English Language Learners

Use the following resources to help students acquire basic skills:

Adapted Reading and Note Taking Study Guide

- Adapted Note Taking Study Guide, p. 146
- Adapted Section Summary, p. 146

Answers

Map Skills

- Review locations with students.
- Angola
- after 1975

The Stories of Five African Nations **H-SS 10.10.2**

L3

Instruct

- **Introduce** Have a volunteer read this subtitle and the paragraph beneath it, on page 562. Discuss why each nation's experience in facing the challenges of independence might vary. Invite students to suggest reasons, such as geography, ethnic makeup, or external influences, and then have them read to confirm or revise their ideas.
- **Teach** Write the names of the five nations on the board: Ghana, Kenya, Algeria, Congo, and Nigeria. Have students list features of each nation's history, including its former colonial ruler, key leaders, types of government, and current form of government. Write their answers on the board.
- **Quick Activity** Direct students' attention to the Biography of Jomo Kenyatta and other information about Kenyatta on this page. Ask them whether Jomo Kenyatta can be called a democratic leader. Then discuss the Biography question, inviting students' thoughts on the importance of dynamic political leaders in inspiring change.

Vocabulary Builder

ensure—(en SHOOR) *v.* make sure or certain, guarantee

Rawlings also restored democracy to Ghana, bringing political stability to the country. He won a free election in 1992, and then peacefully handed over power in 2001 after losing an election to an opponent.

Kenya In Kenya, freedom came only after armed struggle. White settlers had taken over land in the fertile highlands, where they displaced African farmers. Most of these farmers were Kikuyu (kee KOO yoo), Kenya's largest ethnic group. White settlers saw Kenya as their homeland and had passed laws to ensure their own domination. "The land is ours," declared Jomo Kenyatta, a leading spokesman for the Kikuyu. "When Europeans came, they kept us back and took our land." Kenyatta supported nonviolent methods to end the oppressive laws.

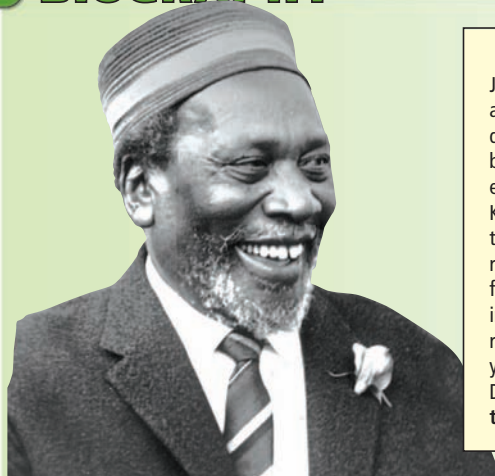
In the 1950s, more radical leaders turned to guerrilla warfare. They burned farms and attacked settlers and Africans who worked with the colonial rulers. The British called the guerrillas the Mau Mau. To stop the violence, the British arrested Kenyatta and killed thousands of Kikuyu. The rebels were crushed, but the movement lived on. In 1963, Kenyatta, whose imprisonment had made him a national hero, became the first leader of an independent Kenya.

As president, Kenyatta jailed opponents and outlawed opposition parties. Kenya's ruling party resisted free elections until violent demonstrations and foreign lenders forced it to move toward democracy during the 1990s. Finally, in 2002, Kenya's first fair election removed the ruling party from office.

Algeria In the 1800s, France had conquered Algeria after a brutal struggle. A million French people settled there over time. They were determined to keep the Algerian people from winning independence.

Algerian nationalists set up the National Liberation Front. In 1954, this group turned to guerrilla warfare to win freedom. France, which had just lost its Asian colony of Vietnam, sent half a million troops to maintain its possession of Algeria. France was especially reluctant to lose Algeria after oil and natural gas were discovered there in the 1950s.

BIOGRAPHY



Jomo Kenyatta

Jomo Kenyatta (c. 1894–1978) was born in a small Kikuyu village and educated at a Christian mission. Moving to Nairobi, he was quickly drawn to the first stirrings of the nationalist cause. He became a prominent anticolonial organizer and was eventually elected president of the Kenya Africa Union. The British arrested Kenyatta in 1952 and convicted him in 1953 on charges of inciting the Mau Mau uprising against the British. Released in 1961, he resumed leadership of the movement for independence, which was finally granted in December 1963. When Kenya became a republic in 1964, Kenyatta was elected its first president. Under his 15-year rule, Kenya enjoyed political stability and economic advances. Each year, October 20, the date of his arrest, is celebrated as Kenyatta Day. **What role do you think national heroes play in helping to form a nation's identity?**

History Background

A History of Repression Colonialism in Algeria left a bitter legacy. Under French rule, Muslims faced discrimination. French settlers owned and operated large farms, businesses, and industries while Algerian Muslims labored on tiny farms or in menial jobs. Muslims were prevented from taking an active role in government. In the 1950s, resentment erupted into guerrilla war. The French moved two million Algerians

to internment camps in the desert, where thousands perished. Algerians responded with terrorist attacks. Nearly a million Algerians and 10,000 French soldiers died overall. Since independence, Algeria has experienced cycles of repression and violence. In the 1990s, attacks by government and opposition forces killed up to 150,000 civilians.

Answer

BIOGRAPHY Sample: They inspire people to support their nation and make the ideals of the nation appealing to people of different backgrounds.



A long and costly war raged in Algeria. Hundreds of thousands of Algerians were killed. Eventually, public opinion in France turned against the war. Finally, in 1962, Algeria celebrated its freedom.

A coup in 1965 began a long period of military rule. During the late 1960s and 1970s, Algeria nationalized foreign firms and created a command economy based on oil and gas exports. Since the 1980s, the country has returned to a market economy. When the government allowed free elections in 1992, an **Islamist** party won the most votes. Islamists are people who want government policies to be based on the teachings of Islam. The military rejected the election results. Seven years of civil war between the Islamists and the military left 100,000 Algerians dead. Since 1999, the government has largely stopped the fighting, but the country remains tense. Critics have accused the government of rigging elections.

Democratic Republic of the Congo The Democratic Republic of the Congo (or the Congo), formerly a Belgian colony, covers a vast region of central Africa, a million square miles of rain forest and savanna centered in the Congo River basin. The huge country contains valuable natural resources, including diamonds and the copper of **Katanga** province. Belgium sought to maintain control of these resources. In 1960, therefore, it rushed to declare the colony independent, though the Congolese were not prepared for self-government. This enabled Belgian mining companies, working with politicians in Katanga, to retain effective control of the province and its valuable minerals.

The Belgian-backed province rebelled against the Congo shortly after independence. The country's first prime minister, Patrice Lumumba, appealed for Soviet help to fight the rebels. Seeing the appeal to the Soviets as a Cold War challenge, the United States supported Lumumba's rival, Colonel Joseph Mobutu, later known as Mobutu Sese Seko. Mobutu captured Lumumba, and Lumumba was executed shortly thereafter.

An Election Celebration

Citizens of Mauritania, in West Africa, celebrate the reelection of the country's president in 2003. *What signs of democracy do you see in this photograph?*

Independent Practice

- Display **Color Transparency 101: African States Achieve Independence**. Have students review the chart and then list causes and effects of independence for each of the five nations discussed.

 **Color Transparencies, 101**

- Have students suppose they are national historians for one of the five nations. Ask them to briefly recount their nation's recent history in one to two paragraphs. Encourage students to reflect pride in their nation's achievements and/or concern for its struggles.

Monitor Progress

- As students list causes and effects of independence in Africa, circulate to make sure that they understand which causes and effects listed on the Transparency apply to each of the five nations.
- Check Reading and Note Taking Study Guide entries for student understanding.

Link to Literature

Wole Soyinka In 1986 Nigerian writer Wole Soyinka became the first black African to receive the Nobel Prize for Literature. Soyinka has written plays, poetry, and novels that combine Western influences with his native Yoruba folklore, song, and dance. Soyinka writes in English, and his works criticize both excessive nostalgia for the African past and unthinking embrace of the West. He attacks the corruption and tyranny of colo-

nialism and of Africa's modern governments. "I have one abiding religion—human liberty," Soyinka says. In the 1960s, Soyinka was arrested by Nigeria's repressive government and kept mainly in solitary confinement for more than two years. His notes, written on toilet paper and paper scraps using self-made ink, were later published as a prison diary. Forced into exile in 1994, Soyinka returned to Nigeria in 1998.

Answer

Caption People are waving signs and voicing their support for the candidate, which is a sign of a democratic election campaign.

Assess and Reteach

Assess Progress

L3

- Have students complete the Section Assessment.
- Administer the Section Quiz.

All in One Teaching Resources, Unit 4, p. 25

- To further assess student understanding, use

 Progress Monitoring Transparencies, 69

Reteach

If students need more instruction, have them read the section summary.

 Reading and Note Taking Study Guide, p. 147

L3

 Adapted Reading and Note Taking Study Guide, p. 147

L1 L2

 Spanish Reading and Note Taking Study Guide, p. 147

L2

Extend

L4

Display **Color Transparency 99: *The Lullaby* by Tapfuma Gutsa**. Have students respond to the sculpture, discussing how it reflects the struggles and experiences of Africans in the post-colonial era.

 Color Transparencies, p. 99

Nigeria's Oil Industry

Nigeria's economy relies heavily on revenues from its oil industry. This oil worker is operating a drill to create an oil well in southeastern Nigeria.



The United Nations ended the Katanga rebellion in 1963. In 1965, Mobutu overthrew Congo's government and ruled as a military dictator.

Mobutu's harsh and corrupt rule let Congo's poverty and instability fester. He was finally driven into exile in 1997 by a rebellion based in the eastern part of the country. Civil war ravaged the country for six years, as regional military forces based on ethnic loyalties fought over the country's mineral wealth. In 2003, a ceasefire brought an uneasy peace, but the country remained divided among regional factions.

Nigeria Nigeria stretches from the dry grasslands of the north to the moist rain forests of the south. It has the largest population in Africa. Its people belong to hundreds of ethnic groups, but three groups dominate. The mainly Christian Ibo (EE boh) and Yoruba (YOH roo buh) people live in the south, and the mainly Muslim Hausa (HOW suh) people dominate the north. After World War II, the British gradually gave in to growing demands for independence. Nigeria won independence peacefully in 1960. The discovery of oil in the southeast in 1961 raised hopes for the new nation's economic future.

Unfortunately, regional, ethnic, and religious differences soon led to conflict. In 1966, Nigeria suffered the first of several military coups. A second coup later that year by northern Muslim officers led to a rebellion in the oil-rich southeast by the Ibo people, who declared independence as the Republic of **Biafra**. A three-year war ensued that left hundreds of thousands dead. In the end, Nigeria's military defeated the Biafran rebels and ended Biafra's independence.

During the 1970s and 1980s, a series of military rulers violently suppressed opposition and diverted much of the country's oil earnings for their own enrichment. Opposition to military rule increased during the 1990s. Finally, in 1999, a military government allowed free elections. After the return to democracy, however, Nigeria's people faced an increase in crime. Meanwhile, ethnic and religious divisions gave rise to renewed violence.

 **Standards Check** How did Biafra and Katanga reflect the challenges to unity that the new African nations faced? **H-SS 10.10.2**

Answer

- ✓ They are both regions within a larger African nation that possess valuable natural resources. Both rebelled and sought independence but suffered defeat at the hands of the more powerful national military force.

Standard	Assessment
H-SS 10.10.1	2, 4
H-SS 10.10.2	3, 5, 6
E-LA W 2.3	Quick Write

SECTION 3 Assessment

Terms, People, and Places

1. Place each of the key terms at the beginning of the section into one of the following categories: politics, economy, or geography. Write a sentence for each term explaining your choice.

Note Taking

2. **Reading Skill: Identify Causes and Effects** Use your completed concept web to answer the Focus Question: What challenges did new African nations face?

Comprehension and Critical Thinking

3. **Make Comparisons** Why did some countries gain independence peacefully, while others faced violent struggles?
4. **Identify Central Issues** Why did the Cold War superpowers seek alliances with African nations?
5. **Express Problems Clearly** Based on the history of Algeria, what were some problems caused by military rule?
6. **Draw Conclusions** How have religious and ethnic divisions affected Nigeria's history?

Writing About History

Quick Write: Provide Elaboration To write a compare-and-contrast essay, you need to provide examples that support the main point of the essay. Suppose that the point of your essay is to compare and contrast challenges faced by Algeria and Nigeria since independence. Draft two sentences for an essay. In each sentence, give examples that compare or contrast a challenge faced by these countries.

Section 3 Assessment

1. Sentences should reflect an understanding of each term, person, or place listed at the beginning of the section.
2. creating national unity amid ethnic diversity; promoting democracy; combating dictatorship; achieving economic independence from colonial powers; and ending government corruption.
3. Some colonial powers were more willing than others to allow independence. Places

where European settlers had lived for a long time saw more European resistance and thus more violence.

4. They both wanted military and strategic advantage in Africa, so they could advance their global dominance.
5. violence, repression, and a lack of democracy
6. Divisions have led to conflict, which has undermined democracy by allowing the military to seize power several times.

Writing About History

Sentences should compare and contrast a challenge faced by the two countries. For example, they could focus on the common features of military coups and ethnic/religious conflict.

 For additional assessment, have students access **Standards Monitoring Online** at **Web Code mza-3131**.

Kwame Nkrumah: *Autobiography*

Kwame Nkrumah led the people of Gold Coast in their quest for independence from Britain. After succeeding in 1957, Nkrumah became the first prime minister and renamed the country Ghana. In this excerpt from his *Autobiography*, Nkrumah speaks of the need to establish economic independence as a means of maintaining political independence. Nkrumah describes the difficult work of building an independent economy.

Independence for the Gold Coast was my aim. It was a colony, and I have always regarded colonialism as the policy by which a foreign power binds territories to herself by political ties, with the primary object of promoting her own economic advantage. No one need be surprised if this system has led to disturbances and political tension in many territories. There are few people who would not rid themselves of such domination if they could. . . .

I saw that the whole solution to [our] problem lay in political freedom for our people, for it is only when a people are politically free that other races can give them the respect that is due them. It is impossible to talk of equality of races in any other terms. No people without a government of their own can expect to be treated on the same level as people of independent sovereign¹ states. It is far better to be free to govern or misgovern yourself than to be governed by anybody else. . . .

Once freedom is gained, a greater task comes into view. All dependent² territories are backward in education, in science, in agriculture, and in industry. The economic independence that should follow and maintain political independence demands every effort from the people, a total mobilization of brain and manpower resources. What other countries have taken three hundred years or more to achieve, a once dependent territory must try to accomplish in a generation if it is to survive.



▲ Prime Minister Kwame Nkrumah of Ghana



▲ Ghana's leaders—including Kwame Nkrumah, at center—celebrate Ghana's independence in 1957.

Thinking Critically

- 1. Identify Point of View** What does Nkrumah think the people of a dependent territory must do before they can achieve economic independence?
- 2. Draw Inferences** Based on Nkrumah's remarks, what makes economic independence difficult for newly independent nations to achieve?

1. **sovereign** (SAHV run) *adj.* not subject to any other power

2. **dependent** (dee PEN dunt) *adj.* subject to the power of another



Standards-at-a-Glance

- **Analysis Skills HR2** Students identify bias and prejudice in historical interpretations.
- **Also covered:** Analysis Skills HR4; H-SS 10.10.2

Build Background Knowledge L3

Ask students to recall the changes that took place as South Asian and Southeast Asian nations pushed for independence. Ask **Why do you think people everywhere want to control their own destiny?** (*Sample: The desire for self-rule is inherent in the human urge for freedom.*)

Instruct L3

- Direct students' attention to the introduction at the top of the text page. Ask **What does Nkrumah believe new nations must do?** (*He believes that new nations must achieve economic independence in order to maintain political independence.*)
- Discuss with students the goals Nkrumah has for his country, and the problems he foresees if those goals are not met. Ask **How does Nkrumah equate economic and political independence?** (*He believes that economic dependence is a facet of colonialism and that economic independence is needed to maintain political independence.*) **What problems does Nkrumah think his people will face in achieving economic and political independence?** (*They will have to mobilize all of their resources to achieve in a generation what other nations have taken centuries to achieve.*)

Monitor Progress

To confirm students' understanding, ask them to briefly summarize Nkrumah's views.

Thinking Critically

1. They must modernize its education, science, agriculture, and industry.
2. They must make up for being centuries behind more established nations in their economic development.

History Background

Kwame Nkrumah When Kwame Nkrumah helped design Ghana's new national flag, he chose the Pan-African colors and a black star symbolizing his hope that Ghana would be a beacon of independence for all of Africa. Nkrumah built modern roads, schools, and universities, the Volta Dam for hydroelectric power, and an aluminum industry. He also spent lavishly on his goal of liberating and uniting all of Africa.

However, as other countries gained freedom, they resisted unification. Meanwhile, the once-thriving Ghana became mired in foreign debt, and Nkrumah resorted to more and more repressive tactics to maintain control. In 1966 the army overthrew Nkrumah. The rejoicing populace destroyed his statues and renamed the roads and buildings that had been named for him.