Nationalism in Africa and the Middle East

Objectives

As you teach this section, keep students focused on the following objectives to help them answer the Section Focus Question and master core content.

- Describe how Africans resisted colonial rule.
- Analyze how nationalism grew in Africa.
- Explain how Turkey and Persia modernized.
- Summarize how European mandates contributed to the growth of Arab nationalism.
- Understand the roots of conflict between Jews and Arabs in the Palestinian mandate.

Prepare to Read

Build Background Knowledge

Remind students that many people in Africa and the Middle East helped the Allies during World War I. Ask them to predict how these people might expect to be treated after the war.

Set a Purpose

- **WITNESS HISTORY** Read the selection aloud or play the audio.
- **Writing** Complete the Objectives 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 chart describing the rise of nationalism in Africa and the Middle East.
- **Vocabulary Builder** Use the information below and the following resources to teach the high-use words from this section.

### An African Protests Colonialism

If you woke up one morning and found that somebody had come to your house, and had declared that house belonged to him, you would naturally be surprised, and you would like to know by what arrangement. Many Africans at that time found that, on land that had been in the possession of their ancestors from time immemorial, they were now made as squatters or as laborers.

—Jomo Kenyatta, Kenyan independence leader

**Focus Question** How did nationalism contribute to changes in Africa and the Middle East following World War I?

### Africans Resist Colonial Rule

During the early 1900s, almost every part of Africa was a European colony. Agricultural improvements in some areas caused a boom in export crops. However, the colonizers exploited the boom solely for their own benefit.

Some Africans were forced to work on plantations or in mines run by Europeans. The money they earned went to pay taxes to the colonial government. In Kenya and Rhodesia, white settlers forced Africans off the best land. The few who kept their land were forbidden to grow the most profitable crops. Only Europeans could grow these. Also in Kenya, the British made all Africans carry identification cards, imposed a tax, and restricted where they could live or travel. In other parts of Africa, farmers kept their land but had to grow cash crops, like cotton, instead of food. This led to famines in some regions.

During World War I, more than one million Africans had fought on behalf of their colonial rulers. Many had hoped that their service would lead to more rights and opportunities. Instead, the situation remained mostly the same or even worsened.

### Vocabulary Builder

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

**High-Use Words**

<table>
<thead>
<tr>
<th>Word</th>
<th>Definitions and Sample Sentences</th>
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<tbody>
<tr>
<td>Assert, p. 861</td>
<td>to maintain or defend&lt;br&gt;She asserted that it was her turn to shower by taking over the bathroom.</td>
</tr>
<tr>
<td>Advocate, p. 864</td>
<td>to support or favor&lt;br&gt;Because she was hungry, Maria advocated that the group eat first, and then work on the project.</td>
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**Advise, p. 862**

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Opposing Imperialism  Many Western-educated Africans criticized the injustices of imperial rule. Although they had trained for professional careers, the best jobs went to Europeans. Inspired by President Woodrow Wilson’s call for self-determination, Africans condemned the colonial system. In Africa, as in other regions around the world, socialism found a growing audience. Protest and opposition to imperialism multiplied.

Racial Segregation and Nationalism in South Africa  Between 1910 and 1940, whites strengthened their grip on South Africa. They imposed a system of racial segregation. Their goal was to ensure white economic, political, and social supremacy. New laws, for example, restricted better-paying jobs in mines to whites only. Blacks were pushed into low-paid, less-skilled work. As in Kenya, South African blacks had to carry passes at all times. They were evicted from the best land, which was set aside for whites, and forced to live on crowded “reserves,” which were located in dry, infertile areas.

Other laws chipped away at the rights of blacks. In one South African province, educated blacks who owned property had been allowed to vote in local elections. In 1936, the government abolished that right. The system of segregation set up at this time would become even stricter after 1948, when apartheid (uh PAHR tayt), a policy of rigid segregation, became law.

Yet South Africa was also home to a vital nationalist movement. African Christian churches and African-run newspapers demanded rights for black South Africans. They formed a political party, later known as the African National Congress (ANC), to protest unfair laws. Their efforts, however, had no effect on South Africa’s white government. Still, the ANC did build a framework for political action in later years.

Checkpoint  In what ways did colonial powers try to control African life?

Nationalism and an “Africa for Africans”  In the 1920s, a movement known as Pan-Africanism began to flourish. The nationalist spirit and strengthening resistance. Pan-Africanism emphasized the unity of Africans and people of African descent worldwide. Among its most inspiring leaders was Jamaica-born Marcus Garvey. He preached a forceful, appealing message of “Africa for Africans” and the unity of Africans and people of African descent worldwide. Pan-Africanism emphasized the unity of Africans and people of African descent worldwide.

Segregation in South Africa  In the early 1900s, white people in South Africa began to force urban Africans to move to camps outside of the larger cities, such as this settlement outside of Cape Town. Why do you think that the white people have forced the African people to such a bleak existence?

Africans Resist Colonial Rule

Teach

Africans Resist Colonial Rule

Instruct

■ Introduce  Remind students that over one million Africans fought in World War I. Ask them to predict how Africans might react when German colonies are not granted independence, but rather are given to other European powers. Then display Color Transparencies. Ask what method did the African National Congress (ANC) use to protest unfair laws? How did they finally gain control of the government? What was the most significant event that led to South Africa’s independence? Ask students to refer to the lists they made earlier. Have them choose one item on the list and write a paragraph summarizing its impact on the African colonies.

Monitor Progress

As students fill in their charts, circulate to make sure they understand the rise of nationalism in Africa. For a completed version of the chart, see Note Taking Transparencies.

Answers

■ The colonizers set up economic and political systems that benefited mainly themselves.

Caption  to forcefully ensure segregation between blacks and whites.
Nationalism and an “Africa for Africans”

Instruct

- Introduce: Key Terms Ask students to find the key term Pan-Africanism (‘in blue’ in the text) and explain its meaning. Ask students to predict how Marcus Garvey’s idea of an “Africa for Africans” would strengthen the spirit of nationalism within Africa.

- Teach Review the ways the Pan-African movement promoted unity. Then ask What did the Pan-African Congress accomplish? It created a charter of rights for Africans, which the Western powers ignored, and established cooperation among African and African American leaders. How did Léopold Senghor and other writers in the négritude movement foster pride in African culture? (They rejected negative views of Africa and protested colonial rule through their writing.)

- Analyzing the Visuals Refer students to the Infographic on African Resistance. Ask volunteers to list the various forms of resistance (rebutting the notion of a land, labor unions, developing political organizations).

Independent Practice

Link to Literature To help students better understand how the négritude movement inspired pride in African accomplishments, have them read the selection “Prayer to the Masks” by Léopold Senghor and complete the worksheet.

Monitor Progress Ask students to make a brief outline of this subsection to show their understanding of the Pan-African movement.

History Background

Léopold Senghor and the Négritude Movement The négritude movement developed during the 1930s to 1950s to protest mistreatment of Africa and its people by colonial powers. Léopold Senghor (1906–2001) of French West Africa (now the Republic of Senegal), the leading figure of négritude, also became a public figure greatly admired in his country and respected internationally. During the 1940s and 1950s, he worked to unify Africans politically.

After he successfully appealed to French president Charles de Gaulle, Senegal became a republic and a year later, in 1960, Senghor was elected its first president. Although their takes on négritude differed, Senghor inspired many other writers, such as Birago Diop and David Diop from Senegal; Jacques Rabemananjara of Madagascar; Mongo Beti and Ferdinand Oyono from Cameroon; and poet Tchicaya U Tam’si from the Congo.
Displeased with this state of affairs, during the 1930s many young Egyptians joined an organization called the Muslim Brotherhood. This group fostered a broad Islamic nationalism that rejected Western culture and denounced corruption in the Egyptian government.

**Checkpoint** What significance does the phrase “Africa for Africans” have?

## Thinking Critically

1. **Make Comparisons** How did the methods of the ANC in South Africa differ from those used in Egypt?

2. **Determine Relevance** Why is it important to learn about early protests in Africa, despite the fact that most colonies did not gain independence until after World War II?

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### Turkey and Persia Modernize

Nationalist movements brought immense changes to the Middle East in the aftermath of World War I. The defeated Ottoman empire was near collapse in 1918. Its Arab and North African lands. The sultan also had to give up some land in Asia Minor, the Turkish peninsula between the Black Sea and the Mediterranean Sea. Turkey resisted Western control and fought to build a modern nation.

#### Atatürk Sets Goals

In 1920, the Ottoman sultan reluctantly signed the Treaty of Sèvres, in which the empire lost its Arab and North African lands. The sultan also had to give up some land in Asia Minor to a number of Allied countries, including Greece. A Greek force landed in the city of Smyrna (now Izmir) to assert Greece's claims. Turkish nationalist, led by the determined and energetic Mustafa Kemal, overthrew the sultan, defeated the Greeks, and declared Turkey a republic. Kemal negotiated the Treaty of Sèvres, then modernized and westernized Turkey. He also wanted to separate religion and government. Then direct students' attention to the Biography on the next page. What reforms did Atatürk make to reach his goals? (Sample: replaced Islamic laws, calendar, days of rest, and schools with secular, westernized versions; changed the Turkish alphabet from an Arabic version to a Latin-based one, forced people to wear Western clothes, and removed some of the restrictions placed on women! How do you think people would react to these sweeping changes?)

### Independent Practice

Ask students to write a letter from the perspective of an official in either Turkey or Persia that urges people to break with a long-standing tradition and adopt a new, Western custom, such as Sunday a day of rest or adopting a Western style of dress. Tell them to consider the following questions: How would people resist this idea? What arguments should the letter use to be effective?

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### Vocabulary Builder

- **Nationalist** —(uh SURT) one who advocates or supports independence or self-government.
- **Maintain** —(MYNT-un) to keep or defend something.
- **Modernize** —(MOH dun uh YAYZ) to make or become modern.

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### Summary

As students work on their writing, circulate to ensure that the letters are persuasive and that they recognize the tensions surrounding modernization and westernization.

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### Answers

**Thinking Critically**

1. The ANC protested legally and sought to reform specific laws while the Wafd Party protested violently with strikes and riots.

2. It shows that many countries had been working for independence for many years before they were finally granted it.

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**Teach** What were Atatürk's goals for Turkey? (He wanted to strengthen Turkey as a nation by modernizing and westernizing Turkey. He also wanted to separate religion and government.) Then direct students' attention to the Biography on the next page. What reforms did Atatürk make to reach his goals? (Sample: replaced Islamic laws, calendar, days of rest, and schools with secular, westernized versions; changed the Turkish alphabet from an Arabic version to a Latin-based one, forced people to wear Western clothes, and removed some of the restrictions placed on women! How do you think people would react to these sweeping changes? (Sample: They might resist them.))

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**Chapter 27 Section 2 861**
Arab Nationalism in the Middle East

Instruct

- Introduce: Vocabulary Builder
  - Have students read the Vocabulary Builder term and definition. Tell students that in the Middle East in the 1920s, British authorities advocated a plan to encourage Jewish settlement in Palestine. At the same time, Arab nationalists sought to create an Arab nation, which would include the Arabs who already lived in Palestine. Ask students to describe the conflict set up by these two plans.
- Teach: Discuss the goals of Pan-Arabism (to unite Arabs in their own state). Then ask: How did the Paris Peace Conference affect Arabs? (Instead of Arabs gaining the independence they had been promised, some of their lands were made mandates of European powers.) How did the Balfour Declaration further undermine Pan-Arabism? (The Balfour Declaration encouraged Jewish settlement in Palestine, which was a part of the Arab homeland. The subsequent settlement further weakened Pan-Arab goals, and touched off a conflict that still rages today.)
- Quick Activity: Ask students to come to the board and create a flowchart, detailing events in the Middle East from 1919 through the 1930s.

Answers

- BIOGRAPHY: Because he led the fight to found and modernize the present Republic of Turkey.
- Both were focused on modernizing industry and transportation, secularizing schools, and westernizing culture.

BIOGRAPHY

Kemal later took the name Atatürk (ah tah TURK), meaning “Father of the Turks.” Between 1923 and his death in 1938, Atatürk forced through an ambitious program of radical reform. His goals were to modernize Turkey along Western lines and to separate religion from government. To achieve these goals, Atatürk mandated that Islamic traditions in several fields be replaced with Western alternatives (see Biography).

Westonization Transforms Turkey Atatürk's government encouraged industrial expansion. The government built railroad, set up factories, and hired Westerners to advise on how to make Turkey economically independent. To achieve his reforms, Atatürk ruled with an iron hand. To many Turks, he was a hero who was transforming Turkey into a strong, modern power. Others questioned Atatürk's dictatorial powers and complete rejection of religion in laws and government. They believed that Islam could play a constructive role in a modern, civil state.

Nationalism and Reform at Work in Persia The success of Atatürk's reforms inspired nationalists in neighboring Persia (present-day Iran). Persian nationalists greatly resented the British and Russians, who had won spheres of influence over Persia in 1907. In 1925, an ambitious army officer, Reza Khan, overthrew the shah. He set up his own dynasty, with himself as shah. Atatürk, Reza Khan, and other reformers strove for independence and made it fully independent. He built factories, roads, and railroads and strengthened the army. He forced Persians to wear Western-style clothing. He set up his own dynasty, with himself as shah.

Checkpoint

What did the reforms of Atatürk and Reza Khan have in common?

Arab Nationalism in the Middle East

Oil became a major factor throughout the Middle East during this period. The use of gasoline-powered engines in various vehicles during World War I showed that oil was the fuel of the future. Foreign companies began to move into the Middle East to exploit its large oil reserves.

Pan-Arabism Grows Partly in response to foreign influence, Arab nationalism grew after World War I and gave rise to Pan-Arabism. This nationalistic movement was built on the shared heritage of Arabs who lived in lands from the Arabian Peninsula to North Africa. Today, this...
**History Background**

During the early 1900s, many Jewish settlers in Palestine wanted to develop a new way of life. They organized collective farms, called kibbutzim (kee boot seem). Members shared belongings, labor, and proceeds. The settlements were communal, with cooking done in a central dining hall. Children were raised in a home, separate from their parents, so that women could join the kibbutz workforce.

Together, these settlers, called Abibutzniks, introduced new techniques of drainage and irrigation. They grew grain, fruit trees, and vegetables, and raised chickens and cows for meat. They planted olives and palm trees to provide shade from the desert sun. Their efforts later helped the nation of Israel become a world leader in agricultural production.

**Independent Practice**

Have students fill in the Outline Map Middle East After World War I and label the location of the British and French mandates.

**Teaching Resources, Unit 6, p. 35**

**Monitor Progress**

- Have students access Web Code nap-2721 to take the Geography Interactive Audio Guided Tour and then answer the map skills questions in the text.
- Check students’ Outline Maps to make sure students are correctly labeling the location of the British and French mandates in the Middle East. Administer the Geography Quiz.

**Teaching Resources, Unit 6, p. 37**

- Check Reading and Note Taking Study Guide entries for student understanding.

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Promises in Palestine

Since Roman times, Jews had dreamed of returning to the land of Judah, or Israel. In 1897, Theodor Herzl (HEE-zuhl) proposed to the growing anti-Semitism, or prejudice against Jewish people, in Europe by forming the modern Zionist movement. His goal was to rebuild a Jewish state in Palestine. Among other things, violent pogroms against Jews in Russia prompted thousands of them to migrate to Palestine. They joined the small Jewish community that had lived there since biblical times.

During World War I, the Allies made two conflicting sets of promises. First, they promised Arabs their own kingdoms in former Ottoman lands, including Palestine. Then, in 1917, the British attempted to win the support of European Jews by issuing the Balfour Declaration. In it, the British acknowledged the idea of setting up "a national home for the Jewish people" in Palestine. The declaration noted, however, that "nothing shall be done which may prejudice the civil and religious rights of existing non-Jewish communities in Palestine." These communities were Arab. The stage was thus set for conflict between Arab and Jewish nationalists.

A Bitter Struggle Begins

From 1919 to 1940, tens of thousands of Jews immigrated to Palestine due to the Zionist movement and the efforts of anti-Semitism in Europe. Despite great hardships, Jewish settlers set up factories, built new towns, and established farming communities. At the same time, the Arab population almost doubled. Some were immigrants from nearby lands. As a result, Palestine’s population included a changing mix of newcomers. The Jewish population, which was less than 60,000 in 1919, grew to about 400,000 in 1938, while the Muslim population increased from about 568,000 in 1919 to about 1 million in 1940.

At first, some Arabs welcomed the money and modern technical skills that the newcomers brought with them. But as more Jews moved to Palestine, tensions between the two groups developed. Jewish organizations tried to purchase as much land as they could, while Arabs sought to defend their homeland. This threatened the Arabs already living in Palestine, who had been promised their independence.

Vocabulary Builder

- Supported or favored

You Visited One Place

Posters encouraged visitors and settlers to go to Palestine. At the same time, Palestinian Arabs tried to limit Jewish immigration to Palestine to establish their own military defense force. For the rest of the century, Arabs and Jews fought over the land that Arabs called Palestine and Jews called Israel.

Assess and Reteach

Vocabulary Builder

- Supported or favored

You Visited One Place

Posters encouraged visitors and settlers to go to Palestine. At the same time, Palestinian Arabs tried to limit Jewish settlement in the area.

Section 2 Assessment

1. Sentences should reflect an understanding of each term, person, or place listed at the beginning of the section. Write a sentence explaining its significance.

2. Reading Skill: Identify Causes and Effects. Use your completed chart to answer the Focus Question: How did nationalism contribute to changes in Africa and the Middle East following World War I?

3. They squared on European plantations and formed labor unions and other organizations to protest colonial rule. For: Pan-Africanism, the Pan-African Congress, and the negritude movement. Sample: They might feel that the new laws were eroding Islamic culture.

4. Sample: They might feel that the new laws were eroding Islamic culture.

5. Sample: They might feel that the new laws were eroding Islamic culture.

6. They might feel that the new laws were eroding Islamic culture.

Comprehension and Critical Thinking

1. Identify Central Issues. How did African states resist colonial rule?

4. Summarize. What are three examples of the rise of nationalism in Africa?

5. Identify Central Issues. Why might Muslim religious leaders object to reforms in Turkey and Persia?

6. Draw Conclusions. How did the Balfour Declaration affect the Middle East?

Writing About History

Quick Write: Generate Arguments. When you write a persuasive essay, you must support your thesis statement with valid, convincing arguments. You’ll need to read about your topic in order to formulate your list of arguments. Write down ideas for these arguments supporting the following thesis: The ANC was a valuable political party even though it did not affect the white-run government of South Africa for many years.

For additional assessment, have students access Progress Monitoring Online at Web Code naa-2721.