**Unit 4: Mid East-Africa Since 1945**

**Unit 4 Lesson 1: Introduction**

In this unit, you will learn about the events that have occurred in the Middle East and Africa since 1945.

-The world became more connected than ever

-New systems of power come to rise

-Post World War II reorganization of world borders and systems of government

-Genocides and world conflicts

-Ending of apartheid

This timeline provides *some* events included in this unit’s learning. The goal for this timeline is to assist understanding chronologically.

* 1945 (September 2) – World War II ends
* 1945 – Holocaust ended; people in concentration camps began to be freed
* 1945 – The Arab League was founded
* 1945 – Fifth Pan-African Congress was held
* 1947 – Cold War began
* 1947 – Indian subcontinent gained independence and was divided into India and Pakistan
* 1948 – United Nations created Israel
* 1948 – Arab-Israeli War of 1948
* 1948 – The National Party enacted apartheid laws in South Africa
* 1948 – The Universal Declaration of Human Rights was enacted
* 1949 – North Atlantic Treaty Organization (NATO) was established
* 1953 – World leaders began to establish agreements that limited the spread of nuclear weapon development
* 1957 – The United Arab Republic was formed
* 1960 – The United Arab Republic was dissolved
* 1963 – the Organization of African Unity (OAU) was formed
* 1967 – The Six-Day War of 1967
* 1994 – Nelson Mandela was elected president in South Africa; beginning the end to apartheid
* 1998 - American embassies were bombed by al-Qaeda in Tanzania and Kenya
* 2001 – Twin Towers in New York City were attacked by al-Qaeda

**Unit 4 Lesson 2: After World War II**

**Objective 1**: In this section, you will describe the political, economic, and social impact of World War II on European colonies in Africa.

**Essential Question 1:** How did World War II lead to successful demands for African independence?

**Big Ideas****:**  Africa provided economic assistance during the war. Many areas of Africa had been claimed by Europeans to access important raw materials. European colonial powers invested in these areas to build critical infrastructure. In some areas, better infrastructure and increased employment opportunities increased the standard of living. Some Africans benefited from this transfer of wealth. However, because these resources were owned by European nations, it furthered poverty and the removal of wealth from Africa. The end of World War II led to the rise of African independence movements as soldiers returned home from freeing Europe and Asia and demanded freedoms of their own. Two examples of these movements are decolonization and Pan-Africanism.

**Key Terms:**

* **apartheid** – a system of political and social segregation based on race
* **colonialism** – when a country takes control of another country by sending settlers to the area
* **decolonization** – the action or process of a state withdrawing from a former colony, leaving it independent
* **Pan-Africanism** – the belief that everyone of African descent should be politically unified
* **self-determination** – the idea that each ethnic group should have its own country and government

**Unit 4 Lesson 2:**

**Objective 2**: In this section, you will explain the impact of European settler populations and European colonial rule on African independence movements.

**Essential Question 2:** How did European colonial policies and settler populations affect African independence movements?

**Big Ideas:**  Throughout the last half of the twentieth century, Africans across Africa fought for independence. Colonial rule and the existence of European settler populations affected this process in different ways, depending on location.

* British Rule: A key part of early decolonization efforts in Africa was creating an elite class. The European empire planned this because they wanted the class to govern the people once the colony was independent.
* French Rule: Used assimilation to try to create one culture. In 1962, Algerians won their long war with France. They, as well as most French colonies in Africa, had gained independence.
* Belgian Rule: After World War II, Belgium tried to create an educated African elite who would support colonial rule. Despite this effort, colonized people pushed harder for independence. By 1960, the Democratic Republic of the Congo had won independence.
* European Settlers Impact: Settlers were given the best farmland, mining access and political rights (Settler colonialism), which forced Africans to move to small plots of land. This created overcrowding and took financial opportunities away from Africans.

**Key Terms:**

* **apartheid** – a system of political and social segregation based on race
* **assimilation** – a policy in which the imperialists force their culture and way of life onto their subjects; the policy assumes that the way of life of the imperialist is superior to the way of life of the subject
* **decolonization** – the dismantlement of colonial empires that had been in existence prior to World War II
* **Fifth Pan-African Congress** – a conference held in Manchester, England, in 1945 to discuss how the end of World War II could mean freedom for everyone of Black African descent
* **guerilla warfare** – an irregular warfare tactic using small groups of fighters who ambush, sabotage, raid, and do hit-and-runs
* **paternalism** – the imperialist policy of treating subjects as if they are children and incapable of self-rule
* **settler colonialism** – a form of colonialism in which foreign peoples move into colonized lands to replace Indigenous peoples, often through the taking of arable lands, natural resources, and forced cultural conversion

**Unit 4 Lesson 2:**

**Objective 3**: In this section, you will describe the political, economic, and social impact of World War II on the European mandates in the Middle East.

**Essential Question 3:** How did World War II affect European mandates in the Middle East?

**Big Ideas****:**  During World War II, armies did little fighting in the Middle East. However, the war had consequences for the people living in the region.

* Syria & Lebanon: To stop Vichy France, British troops from India, Australia, New Zealand, and Britain invaded Syria and Lebanon in 1941. The Syria-Lebanon campaign took less than two months to complete. Then, the democratic Free French took control of the region.
* Iraq: Iraq won its independence from Britain in 1932 but, the British did not leave Iraq entirely. Britain kept its soldiers on military bases in the country. When World War II began, there were tensions between the Iraqi government and Allied forces. Wanting to protect Allied access to oil reserves, the British sent in troops. This was known as the Anglo-Iraqi War. Iraq was defeated and the British remained in Iraq until 1947.

## Palestine: Of all the Middle Eastern mandates, the British Mandate of Palestine saw the most violence during World War II. Arab people in Palestine were not only in conflict with the British. They were also unhappy that Jewish refugees were moving into the mandate. Despite these growing tensions, both Palestinian Arabs and Jewish refugees fought for the Allied powers during World War II.

After World War II, soldiers returned to the Middle Eastern mandates with a renewed sense of nationalism. This was centered around ethnic identity and the desire for their own independent nation-states. The war had devastated the British and French empires. Each began the decolonization process in the Middle East.

**Key Terms:**

* **decolonization** – the action or process of a state withdrawing from a former colony, leaving it independent
* **Holocaust** – the name given to the genocide of European Jews by the Nazis during World War II
* **mandate system** – a system put in place by the League of Nations to govern toward national self-determination the former colonies of the imperial powers that lost World War I
* **nationalism** – an ideology that promotes loyalty to a specific nation or power’s interests at the exclusion of other nations or powers’ interests
* **Pan-Arabism** – a philosophy that promotes the cooperation between and unity of all Arab states
* **sphere of influence** – an area over which a country or government has influence yet no formal authority
* **United Nations** – an international organization developed to help maintain peace and security throughout the world
* **Zionism** – the movement to establish a Jewish homeland

**Unit 4 Lesson 2:**

**Objective 4**: In this section, you will analyze the impact of World War II on nationalist and independence movements that have occurred in Africa and the Middle East since 1945.

**Essential Question 4:** How did World War II lead to demands for independence in Africa and the Middle East?

**Big Ideas:**  In the context of decolonization in Africa and the Middle East, there are three broad categories that can be used for case studies.

* Negotiated Independence (Nigeria case study): During World War II, Nigerian soldiers fought alongside the British. The country also provided raw materials and manufactured goods for the war effort. This helped to improve the industrial base of the region. By 1957, this new parliament had sent delegates to Great Britain to negotiate Nigeria’s independence.
* Violence Resistance (Kenya case study): During World War II, Kenya became important to the African campaign. Kenyans were recruited into the military. Kenya’s valuable farmland was used to provide food to Allied soldiers. Like others, the demand for independence grew in Kenya after the war. Unlike in Nigeria, however, the British resisted these demands in Kenya. Many felt violence was required to end colonial control. The result was the **Mau Mau Rebellion**. The rebellion led to an eight-year period of violence. In 1960, the rebellion was effectively crushed by the British. However, the legacy of armed violence helped to usher in Kenyan independence.
* Contested Claim to Lands (Palestine and Israel case study): The desire by Jewish people to return to their homeland conflicted with the Palestinians, who already lived in the region. The British tried to maintain peace, but access to limited resources and desire for expansion by both groups made the situation fragile. As the persecution of Jewish people began to expand in Europe prior to World War II, refugees moved into the region to escape persecution. Active negotiations were conducted by the United Nations to separate the region into two distinct nations: a Jewish-majority Israel and an Arab-majority Palestine.

**Key Terms:**

* **Arab League** – a political union of Arabic-speaking member states formed in 1945
* **decolonization** – the action or process of a state withdrawing from a former colony, leaving it independent
* **divide and rule** – a policy to deliberately weaken a unified group by separating it into sections with different privileges and rules
* **Holocaust** – the name given to the genocide of European Jews by the Nazis during World War II
* **indirect rule** – a form of imperial government in which local people administer the colony under the control of a foreign power
* **mandate system** – an administrative system that gave the Allied powers, particularly France and Great Britain, control over former German and Ottoman territories after World War I
* **Mau Mau Rebellion** – a violent uprising led by Indigenous Kenyans in the 1950s against British rule
* **nationalism** – the belief that identity groups unified by common interests should rule themselves as a nation-state
* **Pan-Africanism** – a philosophy that says the contributions of Africans, both in Africa and those who live abroad, past or present, should be celebrated. This includes historical, cultural, spiritual, and artistic works
* **settler colonialism** – a form of colonization in which settler populations replace the Indigenous population of an area
* **Zionism** – the movement to establish a Jewish homeland

**Quick Check:**

1. Which of the following statements correctly describes the effect of World War II on the politics of African colonies?
* European nations gave immediate and complete independence to their African colonies.
* African colonies embraced their connections to European nations and culture.
* **The return of African soldiers after the war led to increased movements for self-determination and independent rule.**
* War immediately broke out across Africa as African soldiers fought for independence.
1. How did South Africa and Rhodesia differ from other former African colonies after World War II?
* **South Africa and Rhodesia used strict racial policies to give preferential treatment to White settlers over Indigenous Africans.**
* South Africa and Rhodesia remained European colonies, while other African colonies gained independence.
* South Africa and Rhodesia were independent prior to World War II, while other colonies were not.
* South Africa and Rhodesia were considered the most progressive and equal in their racial policies.
1. Which of the following statements **best** explains the role of settler colonialism in African independence movements?
* **As movements for independence grew, settler populations resisted the loss of political and economic power, leading to violence and segregationist policies.**
* As movements for independence grew, settler populations often returned to their European homelands.
* As movements for independence grew, White settler populations worked together with Africans to share power and economic success.
* As movements for independence grew, European nations always intervened to protect the political and economic power of White minority governments.
1. Which statement **best** describes the drawing of boundaries between European mandates in the Middle East?
* Boundaries were drawn as a result of prolonged warfare in the region between the Arab and Jewish peoples.
* **Boundaries were drawn to prevent conflict between French and British interests in the Middle East.**
* Boundaries were drawn to reflect the ethnic and religious diversity of the Middle East.
* Boundaries were drawn to reflect the economic interests of the League of Nations.
1. Which of the following statements **best** analyzes World War II’s impact on Nigerian independence?
* Nigeria’s participation in World War II exposed ethnic and religious divisions within the country that prevented an effective independence movement.
* While Nigeria participated in World War II, British officials viewed the colony as key to postwar reconstruction, so they prevented independence.
* Nigeria’s failure to support the Allies during World War II led to economic stagnation and an inability to gain independence.
* **While Nigeria participated in World War II, its economic and political systems were not damaged by the war, allowing for a quicker independence process.**

**Unit 4 Lesson 3: Israel**

**Objective 1**: In this section, you will explain the growth of Zionism and the immigration of Eastern European Jews to Palestine.

**Essential Question 1:** What was Zionism and how did it lead to Jewish immigration to Palestine?

**Big Ideas:**  Zionism was a Jewish nationalistic movement that wanted to establish a Jewish homeland. Jewish leaders tried to convince European Jews to return to the country of Palestine, in the Middle East. The rise of Adolf Hitler in Germany led to larger numbers of Jewish immigrants settling in Palestine. After World War II, Zionism gained popularity among Jews worldwide. The Holocaust convinced many Jews that they would be better off living in a homeland of their own. However, their new homeland remained surrounded by Arab nations that did not think they had the right to settle there.

**Key Terms:**

* **Balfour Declaration** – a declaration promising British support in the development of a Jewish homeland in Palestine
* **Haskalah** – a movement among Jews that argued for greater assimilation into European culture through reforms in various aspects of traditional culture, including school curriculum, synagogue services, style of dress, and chosen occupations
* **pogroms** – the organized persecution or massacre of an ethnic group
* **Zionism** – the movement to establish a Jewish homeland

**Unit 4 Lesson 3: Israel**

**Objective 2**: In this section, you will summarize the impact of the United Nations’ decision to partition the Western part of Palestine into two independent countries.

**Essential Question 2:** What was the impact of the United Nations’ 1947 vote to divide Palestine into two independent countries?

**Big Ideas:**  In 1947, the United Nations voted to divide Palestine into two independent countries. The plan allowed for both Arab and Jewish homelands in the area. This decision led to the creation of the nation of Israel in 1948. Arab Palestinians were vehemently against the division, but the major powers believed the Jewish people deserved their own homeland. This was primarily due to the tragedy of the Holocaust. The creation of Israel became the cause of several conflicts in the Middle East.

**Key Terms:**

* **Balfour Declaration** – a declaration promising British support in the development of a Jewish homeland in Palestine
* **pogrom** – the organized persecution or massacre of an ethnic group
* **secular** – describing something that has no religious or spiritual basis
* **Six-Day War** – an Arab-Israeli war lasting from June 5–10, 1967
* **Yom Kippur War** – an Arab-Israeli war lasting from October 6–25, 1973
* **Zionism** – the movement to establish a Jewish homeland

**Unit 4 Lesson 3: Israel**

**Objective 3**: In this section, you will describe the Palestinian loss of land and the creation of refugees by Israeli military action.

**Essential Question 3:** What events led to the Palestinian loss of land to Israel, and how did it create a Palestinian refugee crisis?

**Big Ideas:**  The Arab-Israeli conflicts (Israeli War of Independence, Six-Day War, Yom Kippur War) proved to be disastrous for the Palestinians. Many Palestinians fled or were removed from their land by Israeli troops. A person who flees or is removed from their homeland and relocates in another country is called a refugee.

A good way to understand the number of Palestinian refugees that were displaced by Israeli occupation is to view a line graph. Review the graph to see if there was a major increase in the number of Palestinian refugees in the years closest to the three wars discussed (1948, 1967, 1973).



**Key Terms:**

* **Nakbah** – catastrophe
* **refugee** – one who flees, especially to another country, seeking refuge from war, political oppression, religious persecution, or a natural disaster
* **Resolution 181** – the United Nations resolution that divided Palestine into two independent nations
* **Six-Day War** – an Arab-Israeli war lasting from June 5–10, 1967
* **Yom Kippur War** – an Arab-Israeli war lasting from October 6–25, 1973

**Unit 4 Lesson 3: Israel**

**Objective 4**: In this section, you will explain the impact that the nation of Israel has had on the Middle East.

**Essential Question 4:** How has the creation of the nation of Israel significantly impacted the Middle East?

**Big Ideas:**  The creation of Israel has significantly impacted the Middle East. Some of the impacts include the development of a homeland for Jewish people, several military conflicts, the rise of terrorism, and the Palestinian refugee crisis.

**Key Terms:**

* **monotheism** – the belief in one god
* **Nakbah** – catastrophe
* **refugee** – one who flees, especially to another country, seeking safety from war, political oppression, religious persecution, or a natural disaster
* **secular** – describing something that has no religious or spiritual basis
* **Zionism** – the movement to establish a Jewish homeland

**Quick Check**

1. Which of the following best describes the primary reason for the development of the Zionist Movement in the late nineteenth century?
* the rise of Adolf Hitler
* the Arab Revolt
* the Zionist Conference
* **the Russian pogroms**
1. Who is considered the first leader of the modern Zionist Movement?
* Baron Edmund de Rothschild
* Nanum Sokolow
* Chaim Weizmann
* **Theodor Herzl**
1. Which statement best explains the impact on the Middle East of the United Nations’ vote in 1947 to separate Palestine?
* It caused the Six-Day War of 1967.
* **It has caused numerous conflicts in the Middle East.**
* It caused the development of the Popular Front for the Liberation of Palestine.
* It caused the Israeli War for Independence in 1948.
1. *Use the image to answer the question.*



Using the graph, which statement offers the **best** summary of the impact that Arab-Israeli military action had on Palestinians?

* Conflicts led to nearly 6 million Palestinian refugees by 1970.
* Conflicts led to nearly 6 million Palestinian refugees by 1975.
* **Conflicts led to nearly 6 million Palestinian refugees by 2020.**
* Conflicts led to nearly 6 million Palestinian refugees by 1950.
1. Which statement best explains the impact the creation of Israel has had on the Middle East?
* The creation of Israel provided a homeland for the Jews and a solution to the Palestinian refugee crisis, but it also led to military conflict and the rise of terrorism.
* **The creation of Israel provided a homeland for the Jews, but it also led to military conflict, the rise of terrorism, and the Palestinian refugee crisis.**
* The creation of Israel led to military conflict, the Holocaust, and the Palestinian refugee crisis.
* The creation of Israel provided a homeland for the Palestinians, but it also led to military conflict, the rise of terrorism, and the Palestinian refugee crisis.

**Unit 4 Lesson 4: Independence Movements**

**Objective 1**: In this section, you will identify key leaders of independence movements in Africa and the Middle East after 1945, including Nkrumah, Kenyatta, and Nasser.

**Essential Question 1:** What traits helped the leaders of African independence movements succeed?

**Big Ideas:**

* Nkrumah (Ghana): In 1949, Nkrumah and his Convention Peoples’ Party (CPP) used positive action to seek self-governance. Two years later, Ghana had its first general election and the CPP won most votes.
* Kenyatta (Kenya): In 1946 Kenyatta travelled around the nation lecturing and campaigning for independence. This led to his arrest in 1952. His call for independence was considered disruptive and treasonous. Unlike the nonviolent path that Ghana had taken to independence, it took this violent rebellion to finally put Kenya on the same path to independence.
* Nyerere (Tanganyika): Founded the Tanganyika African National Union (TANU), a national political party. TANU and Nyerere were focused on peaceful change, social equality, and racial harmony. It gained independence in 1961
* Nassar: Throughout his time in the military, Nasser cultivated connections with many officers who opposed British control of Egypt. They were called the Free Officers. In 1952, the Free Officers staged a coup to oust the British-backed monarchy. They managed to take control with little bloodshed. Nasser even vetoed the idea of executing the former king and allowed the royal family to live in exile outside of Egypt.

**Key Terms:**

* **indigenous** – native to a specific area or territory
* **nationalism** – the belief that identity groups unified by common interests should rule themselves as a nation-state
* **Pan-Africanism** – the belief that everyone of African descent should be politically unified
* **positive action** – a form of nonviolent activism that uses protests and strikes

**Unit 4 Lesson 4: Independence Movements**

**Objective 2**: In this section, you will analyze patterns in the development of nationalist and independence movements in Africa and the Middle East since 1945.

**Essential Question 2:** How do political and cultural identities lead to cooperation?

**Big Ideas:** From 1945–1960 many new African and Middle Eastern states formed. Nationalist and independence movements arose during this time. Africa and the Middle East were particularly affected by these movements.

* Patterns: Both Africa and the Middle East had young, male politicians leading independence movements. These politicians were charismatic speakers. They were also intellectuals and strong supporters of the working class. Many were Western educated, too.
* Other important patterns that emerged in newly independent nations are the idea of congress and the adoption of socialist ideas.
* Rise in Pan-Africanism and Pan-Arabism.

**Key Terms:**

* **Atlantic Charter** – a joint statement released by Great Britain and the United States in 1941 outlining their goals in fighting World War II, including the preservation of self-determination for oppressed people
* **Fifth Pan-African Congress** – a conference held in Manchester, England in 1945 to discuss how the end of World War II could mean freedom for everyone of Black African descent
* **First Pan-African Conference** – a conference held in London in 1919 to bring leaders of Black African descent together to discuss liberation and put an end to racism and colonization
* **Pan-Africanism** – the belief that everyone of African descent should be politically unified
* **The Arab League** – a political union of Arab-speaking member states formed in 1945
* **United Arab Republic** – a sovereign state formed in 1958 which combined Egypt and Syria
* **zakat** – the traditional Islamic practice of giving a certain percentage of your income to charity

**Unit 4 Lesson 4: Independence Movements**

**Objective 3**: In this section, you will compare the independence movements that developed in Africa based on their similarities.

**Essential Question 3****:** How did countries in Africa gain their independence after World War II?

**Big Ideas:** After World War II, the European empires that had dominated the globe for over a century began to crumble. Colonized people around the globe demanded their independence and fought for it if it was not given.

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|  | **Region**  | **European Power**  | **Leader(s)**  | **Methods**  | **Government**  | **Additional Notes**  |
| **Ghana**  | West Africa, on the Gulf of Guinea  | England | Nkrumah | Positive action – protests and strikes (nonviolence)  | Parliamentary republic with a president and prime minister  | Military coup against first president  |
| **Kenya**  | East Africa, on the coast of the Indian Ocean  | England  | Kenyatta  | Nonviolence Mau Mau Uprising—guerrilla warfare  | Parliamentary republic with a president  | State of emergency declared  |
| **Algeria**  | Northern Africa, on the Mediterranean Sea  | France  |  | Nonviolent demonstrations War for Independence—guerrilla warfare and diplomatic activity abroad  | Republic assembly with president | State of emergency declared; military coup against first president |

**Key Terms:**

* **collective punishment** – the punishment of an entire group for the actions, or perceived actions, of an individual who is a member of that group
* **colonialization** – the act of large-scale settling and establishing economic and political control over an already settled land through subjugation of the inhabitants
* **guerrilla warfare** – an irregular warfare tactic using small groups of fighters who ambush, sabotage, raid, and do hit-and-runs
* **imperialism** – the practice of one group of people establishing control over another in a foreign land through taking territory or economic and political control
* **Indigenous people** – a group of people with a historical, ancestral identification with the place where they live
* **nationalism** – the belief that identity groups unified by common interests should rule themselves as a nation-state
* **positive action** – a form of nonviolent activism that uses protests and strikes
* **terrorism** – an act of violence used to create fear and intimidation to advance a political or social objective

**Unit 4 Lesson 4: Independence Movements**

**Objective 4**: In this section, you will explain the impact of ideologies and principles of self-determination, nationalism, and freedom on independence movements in the Middle East.

**Essential Question 4:** What shaped independence movements in the Middle East after 1945?

**Big Ideas:**

Independence movements in the Middle East experienced widespread success after 1945. The concepts of self-determination, nationalism, and freedom were responsible for the success of these independence movements. The acceptance of self-determination meant European countries began to let go of their colonies. The principle also became a rallying cry for colonized people themselves. The idea of nationalism fueled independence movements as well. Lastly, a strong belief in the basic concept of freedom for all impacted independence movements in the Middle East.

 The idea of freedom had a big impact on independence movements, too. For many, the concept of freedom meant freedom from Western influence. But for others, the concept of freedom meant the ability to live without being controlled by anyone else. Calls for freedom by certain groups remained.

**Key Terms:**

* **coup d'état** – a violent takeover of the government
* **cult of personality** – a practice in dictatorships of attributing superhuman qualities to the dictator
* **decolonization** – the action or process of a state withdrawing from a former colony, leaving it independent
* **feminism** – a movement based on obtaining rights for women
* **historian** – a person who studies history and communicates their findings to others
* **homogenous** – referring to similar things
* **independence movement** – a group of people pushing for their country to be its own sovereign nation
* **mandate** – an administrative system that gave the Allied powers, particularly France and Great Britain, control over former German and Ottoman territories after World War I
* **nationalism** – an intense pride in one’s nation
* **protectorate** – a country that is controlled by, but not governed by, another country
* **secular** – describing something that has no religious or spiritual basis
* **self-determination** – the right of all peoples to create and govern their own nation-states
* **suffrage** – the right to vote in elections
* **Zionism** – the movement to establish a Jewish homeland

**Quick Check:**

1. Identify key leaders of African independence movements and match them to their nations.
* Nkrumah – Tanzania, Nyerere – Ghana, Kenyatta – Kenya, Nasser – Egypt
* **Nkrumah – Ghana, Nyerere – Tanzania, Kenyatta – Kenya, Nasser – Egypt**
* Nkrumah – Kenya, Nyerere – Tanzania, Kenyatta – Ghana, Nasser – Egypt
* Nkrumah – Egypt, Nyerere – Tanzania, Kenyatta – Kenya, Nasser – Ghana
1. Which of the following **best** analyzes a major pattern in nationalist movements in Africa after 1945?
* Overall desire to exclude the working and lower classes in postcolonial Africa emerged.
* Overall desire to implement socialism decreased as capitalist movements became more popular.
* **There were increased calls for Black African unity and liberation through the congress model.**
* Experimental political blocs such as the United Arab Republic became popular.
1. Compare the independence movements of colonized African nations based on their similarities.
* Most independence movements in Africa started with nonviolence, but when their calls for independence were ignored, they used violence to gain the attention of the colonial government.
* All independence movements in Africa started with violence but also used nonviolent methods to gain international support through diplomatic channels like the UN.
* **Most independence movements in Africa started with nonviolence, but when their calls for independence were ignored or met with violence, they were willing to fight for that independence as well.**
* Most independence movements in Africa started with nonviolence but turned violent when confronted with military suppression by the colonial government.
1. What methods were used in Ghana to gain independence from Britain?
* **nonviolent positive action using protests and strikes**
* military-backed armed resistance using bombings and shootings
* violent unarmed resistance using protests and marches
* nonviolent diplomatic action using petitions and marches
1. Which statement correctly explains the impact of self-determination on independence movements in Syria?
* Self-determination led to conflict with Egypt and prevented the two countries from cooperating with each other.
* Self-determination led to the rise of feminist nationalist leader Huda Sharawi, who argued for suffrage.
* **People understood the concept of self-determination differently and it led to political instability in the region.**
* Self-determination led to continued European control of Syria.

**Unit 4 Lesson 5: Genocides and Atrocities**

**Objective 1**: In this section, you will analyze the significance of mass atrocity crimes and genocide events and the historical and social factors that led to them.

**Essential Question 1:** What makes a mass atrocity a genocide?

**Big Ideas:**  There are three recognized types of mass atrocity: genocide, war crimes, and crimes against humanity. A genocide is when a group kills many people from an ethnic, religious, or racial group with the goal to destroy their population. Genocide can be a crime against humanity or a war crime depending on who commits it. If the government commits genocide, it is a crime against humanity. If a group commits it during war, it is a war crime. The primary factor that leads to most atrocities is division. This can be a difference of class, race, religion, or even gender. The key is that the dominant group isolates one group and blames them for a problem.

**Key Words:**

* **anti-Semitism** – a hostility or prejudice against the Jewish people
* **concentration** **camps** – the places in which a government detains individuals or groups of people without a trial
* **crime against humanity** – a crime, such as genocide, that is committed against civilians as institutional policy
* **ethnic cleansing** – a dominant ethnic group killing, imprisoning, or removing people of a minority group from a land based on their race, religion, or ethnicity
* **extermination camps** – the places that the Nazis used to execute prisoners including Jewish people and other groups deemed “enemies of the state”; also referred to as concentration camps
* **genocide** – the killing of a large number of people from an ethnic, religious, or racial group with the aim to destroy their population
* **mass atrocity** – a violent, targeted act against a population on a large scale
* **war crime** – an action that violates the conduct of war

**Unit 4 Lesson 5: Genocides and Atrocities**

**Objective 2**: In this section, you will compare examples of mass atrocity crimes and genocide events in Africa and the Middle East.

**Essential Question 2:** What motivates individuals to participate in mass atrocities and genocides?

**Big Ideas:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Reasonings**  | **Methods**  | **Consequences**  | **Risk Factors** |
| Afghanistan  | - gain control of the country  | - land minds - aerial bombings  | - increased ethnic tension - continued violence  | - ongoing war - history of violations - lots of weapons/ammunition - untrained militias - targeting of civilian populations - weak state control |
| Rwanda  | - the assassination of politicians triggered the genocide  | - murder - rape - torture - theft  | - government overthrow - spillover into other countries  | - ethnic tension - political instability - weak state control  |
| Democratic Republic of the Congo  | - retribution for the Rwandan genocide  | - executions - murder - rape - looting - child soldiers  | - government overthrow; violence and conflict continued  | - ethnic tension - influx of militias - foreign-backed rebels - targeting of civilian populations - weak state control  |
| Sudan  | - conflict between rebel groups and the government worsened by neighboring civil war  | - murder - rape - torture - looting - arson - child soldiers  | - fracturing of militia groups - government withdrawal - continued violence  | - ethnic tension - history of local conflicts and neighboring civil war - weapons supplied to militia groups - political instability - weak state control |

**Key Words:**

* **concentration camps** – camps in which a government detains individuals or groups of people without a trial
* **crime against humanity** – a crime, such as genocide, that is committed against civilians as institutional policy
* **ethnic cleansing** – the forced removal of a group of people from an area based on their race, religion, or ethnicity
* **genocide** – the killing of many people from an ethnic, religious, or racial group with the aim to destroy their population
* **mass atrocity** – a violent, targeted act against a population on a large scale
* **war crime** – an action that violates the conduct of war

**Unit 4 Lesson 5: Genocides and Atrocities**

**Objective 3**: In this section, you will identify the historic and social causes of mass atrocities, specifically genocide and ethnic cleansing.

**Essential Question 3****:** How does history factor into modern atrocities?

**Big Ideas****:**  In Africa and the region we now call the Middle East, many factors have contributed to divisions in populations. **Colonialization**, ethnic tension, and religion are the primary causes of most divisions in the modern era. Economic differences and wide class gaps have and still do worsen these divides. One mass atrocity can trigger more atrocities. This is why it is important to consider the historical and social factors of a region when looking at the causes of genocide or another mass atrocity. Understanding how the past impacts the present can help to keep future mass atrocities from occurring. **Key Words:**

* **anti-Semitism** – a hostility or prejudice against the Jewish people
* **assimilation** – a policy in which the imperialists force their culture and way of life onto their subjects; the policy assumes that the way of life of the imperialist is superior to the way of life of the subject
* **colonialization** – the act of large-scale settling and establishing economic and political control over an already settled land
* **ethnic cleansing** – the forced removal of a group of people from an area based on their race, religion, or ethnicity
* **genocide** – the killing of many people from an ethnic, religious, or racial group with the aim to destroy their population
* **mass atrocity** – a violent, targeted act against a population on a large scale
* **propaganda** – the biased or misleading information that is promoted by a particular political ideology with the intent to persuade

**Unit 4 Lesson 5: Genocides and Atrocities**

**Objective 4**: In this section, you will summarize the political, social, and economic impacts and consequences of genocide.

**Essential Question 4****:** What are the long-term effects of genocides?

**Big Ideas:**

|  |
| --- |
| **Genocide:** |
| Political Consequences | prosecution of war criminals,  |
| Social Consequences | cultural destruction, loss of connection to shared history, emotional impact of survivors |
| Economic Consequences | “human capital” |

**Key Words:**

* **anti-Semitism** – a hostility or prejudice against the Jewish people
* **Axis powers** – an alliance formed during World War II that included Germany, Italy, and Japan
* **colonization** – the act of large-scale settling of and establishment of economic and political control over an already settled land
* **concentration camp** – a camp used by Nazi Germany to hold prisoners for forced labor and eventual execution
* **genocide** – the killing of many people from the same ethnicity or culture to exterminate the group
* **Holocaust** – the name given to the genocide of European Jews by the Nazis during World War II
* ***Mein Kampf*** – a book written by Adolf Hitler in prison that formed the ideology behind how Hitler would operate his government
* **propaganda** – the biased or misleading information that is promoted by a particular political ideology with the intent to persuade
* **World War I** – a global conflict from 1914 to 1918 that started in Europe
* **Young Turks** – a Turkish political movement in the twentieth century advocating for an ethnically Turkish-dominated Ottoman Empire
* **Zionism** – the movement to establish a Jewish homeland

**Quick Check:**

1. Analyze the factors that lead to genocide.
* Political groups use social divisions like ethnic tension and religious differences to create an economic imbalance that may lead to one group trying to control the other.
* **Existing social divisions like ethnic tension and religious differences can be worsened by economic issues and used by groups looking for someone to blame.**
* Existing social divisions like ethnic tension and economic imbalance can worsen political or historic rivalries that can lead to one group trying to control the other.
* Political groups look for economic imbalance so they can make people see divisions between groups that were not previously there to create blame.
1. Compare the Rwandan genocide and the Darfur genocide.
* **Both genocides were perpetrated in part by the government in power, but only the Rwandan genocide ended with that same government overthrown.**
* Both genocides were perpetrated in part by the government in power and ended with those governments overthrown.
* Both genocides were perpetrated in part by the government in power and ended with those governments still in power.
* Both genocides were perpetrated in part by the government in power, but only the Darfur genocide ended with that same government overthrown.
1. Which of the following identify historical and social causes of mass atrocities?
* colonial rule, political pacts, and religious differences
* **colonial rule, ethnic tensions, and religious differences**
* colonial rule, ethnic tensions, and religious unity
* weak colonial rule, ethnic tensions, and religious differences
1. Which of the following best summarizes the long-term consequences of genocide?
* Genocide is a horrific but limited event linked to only short-term consequences.
* Genocide results in long-term economic devastation for both perpetrators and survivor communities.
* **Genocide results in intergenerational trauma affecting the economic, political, and social lives of survivors.**
* Genocide’s long-term consequences are limited to survivors.
1. What country has criminalized discussion of and writing about the Armenian genocide?
* Germany
* Israel
* Rwanda
* **Turkey**

**Unit 4 Lesson 7: Challenges**

**Objective 1**: In this section, you will explain how the relationships among different regional, social, ethnic, and racial groups have impacted national identities in Africa since 1945.

**Essential Question 1:** What factors impacted national identities in Africa after 1945?

**Big Ideas****:**  A major factor that impacted national identities in Africa, was the government’s discrimination based on race. This discrimination led White descendants of colonists to view themselves as superior. They saw themselves as White South Africans and not “South Africans.” They separated themselves from Black South Africans, whom they viewed as inferior. People’s ethnicity was important during colonialism and in the decades after. So, for many people, it was difficult to feel a sense of belonging in their new nation. As nations in Africa continue to integrate **marginalized people** into their governments and mainstream society, national identity continues to evolve.

**Key Words:**

* **ethnicity** – a categorization of people based on shared history, ancestry, language, or culture
* **eugenics** – the pseudoscientific belief that the human race can be improved through the selective breeding of those with superior traits
* **Indigenous people** – the distinct social and cultural groups that share collective ancestral ties to the lands and natural resources where they live
* **marginalized people** – the people who are excluded or discriminated against due to their race, gender, ethnicity, etc.
* **national identity** – an individual’s sense of belonging to a specific nation-state without consideration for citizenship
* **pseudoscientific** – something that is neither factual nor based in science, but claims to be
* **race** – a categorization of people based on perceived physical similarities
* **region** – a small or large geographic area defined on the basis of certain common characteristics (culture, language, history, function, etc.)
* **social identity** – the part of a person’s self-understanding that stems from their membership in a group of people that is larger than the immediate family
* **tribe** – a group of extended families that live together and shares a distinct culture

**Unit 4 Lesson 7: Challenges**

**Objective 2**: In this section, you will describe geopolitical, military, economic, and cultural challenges in regions of Africa and the impact they have on the international stage.

**Essential Question 2:** What local challenges can have international consequences?

**Big Ideas****:**  The challenges in the regions of Africa have an impact on the international stage. In the twenty-first century, countries on the continent are working to secure political stability and economic development. These challenges are exacerbated by issues such as security, climate change, and inequitable agreements with foreign investors. The African Continental Free Trade Area was created to help the economic growth of the region.

**Key Words:**

* **civil war** – a war between citizens of the same nation or empire
* **colonialism** – when a country takes control of another country by sending settlers to the area
* **decolonization** – the dismantlement of colonial empires that had been in existence prior to World War II
* **export** – a trade good produced in one nation but sold to places outside that nation
* **foreign investment** – capital flows from one country to another, granting foreign investors extensive ownership stakes in domestic companies and assets
* **import** – a commodity or service that is bought from a different country
* **socialist** – a person or group whose political ideology advocates that the working class should control wealth. Most see government control of the economy as the means to this end
* **sub-Saharan Africa** – a term for regions below the Sahara in Africa

**Unit 4 Lesson 7: Challenges**

**Objective 3**: In this section, you will analyze the causes and effects of diseases in world history.

**Essential Question 3:** How has the spread of disease impacted societies throughout history?

**Big Ideas:**  As groups of humans have expanded their settlements and meet new peoples, they have also been exposed to new diseases. Sometimes, humans have adapted to these diseases, finding ways to prevent long-term consequences. Other times, the diseases have reached **pandemic** levels, killing millions across the world.

Examples:

* Bubonic Plague- short-term consequence was the massive death toll; long-term consequence was the economic effects of the disease. The high death toll meant that fewer workers were available. Another long-term consequence was a challenge to the Roman Catholic Church.
* Columbian Exchange- Named for Christopher Columbus, the Columbian Exchange was the transfer of goods, people, and ideas between the Eastern and Western Hemispheres. Many of the items moving between the areas were sent intentionally. However, diseases were sent from Africa, Europe, and Asia to the Americas, unintentionally. The results were devastating. It is estimated that in the first one hundred years after Europeans arrived in the Americas, ninety percent of the Indigenous population died. It allowed Europeans to conquer and control Indigenous populations much more easily.
* HIV/AIDS-Short-term consequence was large death toll; long term social impact of stigmatism of the LGBTQ+ community.
* Ebola- short-term consequence was death toll;

**Key Words:**

* **anti-Semitism** – a hostility or prejudice against the Jewish people
* **Black Death** – the name for multiple European epidemics of bubonic plague that occurred from 1347 to 1400
* **bubonic plague** – a deadly contagion that originated in China and was transmitted to humans by lice and fleas
* **Columbian Exchange** – the exchange of plants, animals, and diseases between the Americas and Eurasia after the arrival of Christopher Columbus
* **conquistador** – a Spanish soldier in the Americas during the 1500s and 1600s
* **pandemic** – an infectious disease that spreads across a large region and can be global in scale
* **Pax Mongolica** – Latin for “Mongol Peace;” this term describes the era of stability in Eurasia controlled by the Mongols during the thirteenth and fourteenth centuries
* **Protestant Reformation** – the sixteenth-century religious reform movement in Europe challenging the authority and doctrine of the Catholic Church
* **urban** – related to, or characteristic of, a town or city

**Unit 4 Lesson 7: Challenges**

**Objective 4**: In this section, you will analyze the short-term and long-term causes and effects of famine on humanity.

**Essential Question 4:** What are the causes and consequences of famine?

**Big Ideas:**

|  |  |  |
| --- | --- | --- |
| **Famine**  | **Human Causes** | **Environmental Causes**  |
| Great Bengal Famine of 1770  | * land revenue system
* promotion of cash crops over food crops
 | * smallpox outbreak
* no monsoon rains
 |
| Irish Potato Famine | * tenant system
* eviction of poor farmers from their land
 | * blight
 |
| Holodomor  | * collectivization
* persecution of Kulaks
* poor farming methods
 | * damp weather
 |

Famine consequences: mass casualties, EIC expanded land ownership, EIC expanded political control, collectivization

**Key Words:**

* **Black Death** – the name for multiple European epidemics of bubonic plague that occurred from 1347 to 1400
* **British East India Company** – the organization formed by British merchants around 1600 to control and expand trade in South Asia
* **carrying capacity** – the amount of population that a given piece of land can support effectively
* **collectivization** – the placement of a country’s economic production under government control
* **famine** – a period of time when food is very scarce, usually resulting in starvation and other impacts on affected people
* **genocide** – the killing of a large number of people from an ethnic, religious, or racial group with the aim to destroy their population
* **Holodomor** – an intentional mass famine in Ukraine between 1932 and 1933 by the Soviet Union killing approximately 3.5 million people
* **Irish Potato Famine** – a period of great starvation in Ireland from 1845–1852 due to a fungus which destroyed their primary crop, potatoes
* **land revenue system** – the system of taxation set up by the British in India to tax farmers
* **Little Ice Age** – the period of climate change between the fourteenth and nineteenth centuries that saw a decrease in global temperature linked to an increased occurrence of environmental disasters and famine
* **monoculture** – the cultivation of a single crop
* **monsoon** – the seasonal wind and rain patterns associated with South and Southeast Asia
* **Neolithic Agricultural Revolution** – the gradual adoption of farming practices that led to widespread lifestyle changes for many humans
* **sedition** – the organized resistance to an established authority
* **staple food** – the food that is the largest part of a person’s diet

**Quick Check:**

1. Which of the following explains how the relationships among different regional, social, ethnic, and racial groups have impacted national identities in Africa since 1945?
* The history of social identities in Africa has hindered the development of national identity for people of every ethnic and racial group, due to the marginalization of many people during and after colonial rule.
* **The history of social identities in Africa has decided how national identity is perceived, particularly for people from ethnic or racial groups that were marginalized during and after colonial rule.**
* The history of social identities in Africa has decided how national identity is perceived, particularly for people from places outside the national borders.
* The history of social identities in Africa has supported the development of national identity, particularly for people from ethnic or racial groups that were marginalized during and after colonial rule.
1. What does eugenics have to do with race?
* Eugenics is a pseudoscientific area of study that uses shared culture, such as language and history, to categorize people into different races based on ancestry or heritage.
* **Eugenics is a pseudoscientific area of study that tries to use physical traits to prove that some people are superior to others and establish a hierarchy of races based on perceived differences.**
* Eugenics is a scientific area of study that uses physical traits to prove that there are multiple races, categorized based on the biology of the people within each group.
* Eugenics is the pseudoscientific area of study that categorizes people based on the perception of physical differences and biological race.
1. Which statement describes one way that political stability can help African nations achieve economic stability?
* **A stable government can help attract foreign investment, which allows for the development of natural resources.**
* Political stability can allow a country to close its borders, preventing workers from leaving and immigrants from undermining the country’s economic stability.
* Political stability can allow a nation to implement plans to protect a country’s economy by avoiding any consequences from climate change.
* Political stability can allow governments to implement socialist policies that allow the government to take over foreign-controlled industries and run them more efficiently.
1. Which of the following statements correctly analyzes the long-term consequences of disease on humanity?
* The death toll of a disease is often the most important consequence in both the short- and long-term.
* Diseases have few long-term consequences, as humanity often recovers quickly from any deaths.
* **Disease can lead to political, economic, and social changes extending beyond the immediate death toll.**
* Disease outbreaks lead to economic downturns but have little effect on political or social institutions.
1. Which of the following statements correctly analyzes the typical cause of famine?
* **Famines result from a combination of human and environmental factors.**
* After the Neolithic Agricultural Revolution, the risk of famine has been virtually eliminated.
* Human factors are often more responsible for famine than environmental issues.
* Famines are exclusively the result of environmental factors.

**Unit 4 Lesson 8: Roots of Conflict**

**Objective 1**: In this section, you will explain the concept of Pan-Africanism and its potential to lead to ethnic conflicts.

**Essential Question 1****:** What is Pan-Africanism, and what have been the positive and negative consequences of the movement?

**Big Ideas:**  Pan-Africanism is a movement to celebrate the contributions of Africans all over the world. This includes historical, cultural, spiritual, and artistic works. The movement is based on the African people’s struggle against slavery, imperialism, and colonialism

Positive Consequences

* The prime minister of Ghana, Kwame Nkrumah, recruited other independent African countries to join Ghana in the fight for decolonization and unity on the continent.
* The ideas of Pan-Africanism were adopted into the U.S. civil rights movement by groups such as the National Association for the Advancement of Colored People (NAACP) and the Black Panther Party.
* The popularity of musical genres such as reggae, rap, and hip-hop, which include the ideals of Pan-Africanism, are a uniting force for African communities around the world.

Negative Consequences

* Pan-Africanism takes away from the uniqueness of each country in Africa and African cultural communities around the world.
* A true worldwide Pan-African community is impossible to achieve. There are very large ethnic and cultural differences between countries in Africa and communities of African people around the world.
* The central focus of Pan-Africanism can cause friction between other ethnic groups in a community.

**Key Words:**

* **Black Panther Party** – an African-American revolutionary civil rights organization founded in 1966 and disbanded in the 1980s
* **colonialism** – when a country takes control of another country by sending settlers to the area
* **imperialism** – the practice of one group of people establishing control over another in a foreign land
* **National Association for the Advancement of Colored People (NAACP)** – civil rights organization in the United States that was formed in 1909 by W.E.B. Du Bois and Ida B. Wells to advocate for equal rights for all and end racial discrimination
* **Pan-Africanism** – a philosophy that says the contributions of Africans, both in Africa and those who live abroad, past or present, should be celebrated. This includes historical, cultural, spiritual, and artistic works
* **Pan-African Organization** – organization started by Henry Sylvester Williams to fight against imperialism and spread the philosophy of Pan-Africanism

**Unit 4 Lesson 8: Roots of Conflict**

**Objective 2**: In this section, you will describe Pan-Arabism and how it can lead to positive and negative consequences.

**Essential Question 2:** What is the Pan-Arab movement and what have been its positive and negative consequences?

**Big Ideas:**  **Pan-Arabism** is a philosophy that says all Arab countries in North Africa and Southwest Asia should be unified. The movement is based on the Arab struggle against **imperialism** and **colonialism**.

Positive Consequences

* Founding of the Arab League in 1945
* Source of unity and understanding between Arab peoples and a celebration of the history and culture of Arabs.
* Movement helped bring independence to many Arab nations.

Negative Consequences

* Pan-Arabism took away from the uniqueness of each country in North Africa, Southwest Asia, and other Arab communities around the world.
* The central focus of Pan-Arabism can also cause friction between different groups.
* Some historians also argue that Pan-Arabism helped create the ideas behind radical Islamic terrorism, which still impacts the world today.

**Key Words:**

* **colonialism** – when a country takes control of another country by sending settlers to the area
* **imperialism** – the practice of one group of people establishing control over another in a foreign land
* **Pan-Arabism** – a philosophy that says all Arab countries in North Africa and Southwest Asia should be unified politically and culturally
* **Six-Day War** – an Arab-Israeli war lasting from June 5 to 10, 1967

**Unit 4 Lesson 8: Roots of Conflict**

**Objective 3**: In this section, you will identify the causes that led to the division of the Shi‘a and Sunni Muslims.

**Essential Question 3:** What were the causes that led to the divide between Shi‘a and Sunni Muslims? **Big Ideas:**  After Muhammad died, there was question about who should now lead Islam. Eventually Islam split into two factions. The Sunni believed that the most capable leader should be appointed as caliph. The Shi‘a believed direct descendants of Muhammad should be the rightful leaders of the faith.

Differences:

* Religious Hierarchy: Sunnis have a more elaborate religious hierarchy than the Shi‘a.
* Islamic Law: The groups have different interpretations of the law.
* Exalted Status: Sunnis believe only the prophets in the Koran can receive this honor. The Shi‘a believe modern humans can also earn this status.

Similarities:

* The Koran is the holy book for both groups.
* Both groups believe that Muhammad was the messenger of Allah.
* Both groups follow the Five Pillars of Islam.
* Both groups have similar prayer rituals.
* Though they have differences in their interpretations, both believe in Islamic law.

**Key Words:**

* **exalted status** – a person who is elevated in status based on important works
* **hajj** – a pilgrimage made to the Kaaba in the sacred city of Mecca in Saudi Arabia
* **Ramadan** – a month of the Islamic calendar celebrating Muhammad’s first message from God
* **tribe** – an extended family group that lives together and shares a distinct culture

**Unit 4 Lesson 8: Roots of Conflict**

**Objective 4:** In this section, you will evaluate the impact of the regional disputes of the Iranian Revolution, the Iran-Iraq conflict, and the invasion of Kuwait.

**Essential Question 4:** What were the short- and long-term consequences of the Iranian Revolution?

**Big Ideas:**

|  |  |  |
| --- | --- | --- |
| **Event** | **Consequences** | **Evaluation** |
| **Iranian Revolution**  | 1. Ayatollah Khomeini implemented an Islamic theocracy.  2. Iranian students stormed the U.S. embassy and held Americans.  3. Saddam Hussein feared that the revolution would spread to Iraq’s Shiites.  | 1. The revolution impacted many Iranians. Those who embraced Western ideas were punished. Hundreds of thousands of people fled the country. 2. The revolution had a global impact because it worsened relations between Iran and the U.S. 3. The revolution had a regional impact because Iraq decided to attack Iran.  |
| **Iran-Iraq War**  | 1. The U.S. sold missiles to Iran. 2. After much destruction, the war ended in a stalemate.  | 1. The war complicated international relations. The U.S. supported Iraq but sold missiles to Iran to free hostages held by Iranian backed terrorists. 2. Iraq needed money after the costly war with Iran so it invaded Kuwait to capture Kuwait’s oil wealth.  |
| **Iraq’s Invasion of Kuwait**  | 1. The U.S. organized a coalition to liberate Kuwait.   2. The U.S. kept troops in Saudi Arabia.  | 1. The war had a regional and global impact. Middle Eastern countries that supported Iraq against Iran now opposed Iraq. The U.S. built a global coalition and went to war. 2. The decision to leave troops in Saudi Arabia had global consequences. The decision angered al-Qaeda, led to September 11, and brought more war to the world. |

**Key Words:**

* **al-Qaeda** – a radical political organization committed to using terrorism to impose its form of Islam on the world and responsible for the 9/11 attacks in the United States
* **ayatollah** – a high-ranking member of the Shi’a clergy
* **annexation** – a formal act whereby a state asserts its independent, autonomous authority over territory previously outside its domain
* **brain drain** – out migration of highly educated and skilled workers seeking better opportunities from less economically advanced to more advanced countries and regions
* **contras** – a group of rebels who fought the Sandinistas in Nicaragua beginning in the 1980s
* **jihad** – a term meaning “struggle” in Arabic, but often used to refer to a holy war fought with the ideal of spreading Islam
* **Iran-Contra Affair** – a complicated web of illegal activities, mostly done in secret, in which American officials tried to sell weapons to release hostages in Lebanon while also using the funds from the sales to help support the contras in Central America in the 1980s
* **Shiite** – a division of Islam that believes the leader of the faith should be a descendant of the prophet Muhammad
* **sovereignty** – independent, autonomous authority
* **Sunni** – a division of Islam that believes the leader of the faith should be selected by an elite group of followers and does not have to be a member of the prophet Muhammad’s family
* **theocracy** – a country ruled by religious leaders
* **weapons of mass destruction** – chemical, biological, or nuclear weapons that are capable of harming large numbers of people

**Quick Check:**

1. Which statement **best** describes a positive impact of Pan-Africanism?
* **Pan-Africanism is a unifying force celebrating the many achievements of Africans throughout the world.**
* Pan-Africanism takes away from the uniqueness of African cultural communities around the world.
* Pan-Africanism can cause friction between ethnic groups in a community.
* Pan-Africanism takes away from the uniqueness of each country in Africa.
1. Which statement **best** describes Pan-Arabism?
* **Pan-Arabism is the belief that all Arab countries in North Africa and Southwest Asia should be unified.**
* Pan-Arabism helped bring peace to Iran and Iraq.
* Pan-Arabism was the philosophy of the Ottoman Empire.
* Pan-Arabism was the political unification of Egypt and Syria.
1. Which statement **best** describes the historic divide in Islam?
* The Shi‘a believe in ritual prayer five times a day, while the Sunni pray only twice.
* The Sunni believe in taking a hajj to Mecca, while the Shi‘a make their pilgrimage to a different location every year.
* **The Shi‘a believe only descendants of Muhammad can be the rightful leaders of the faith, while the Sunni believe that the most capable leader should be selected.**
* The Shi‘a believe in fasting during the daylight hours during the holy time of Ramadan, while the Sunni believe in fasting during the nighttime hours.
1. Which of the following provides the **best** evaluation of the impact of the Iranian Revolution, the Iran-Iraq conflict, and the invasion of Kuwait?
* Iran started most of the wars that occurred at the time.
* **The three events had local, regional, and global consequences.**
* The three events had regional consequences only.
* The U.S. avoided involvement in the Middle East.
1. Which of the following was a cause of the September 11 terror attacks by al-Qaeda?
* The U.S. sold missiles to Iran to free hostages in Lebanon.
* **The U.S. maintained troops in Saudi Arabia after the invasion of Kuwait**.
* Iraq invaded Iran.
* Iranians seized American hostages in 1979.

**Unit 4 Lesson 9: South African and Mid Eastern Turmoil**

**Objective 1:** In this section, you will explain the origins of apartheid in South Africa and consider multiple historic causes.

**Essential Question 1:** What historic causes led to apartheid in South Africa?

**Big Ideas:**  Apartheid is a system of political and social segregation based on race that was enforced in South Africa from 1948 to 1994. The colonial ruling class created apartheid in an attempt to maintain power after colonialism ended. In apartheid, the government stripped Black people of citizenship. White people were given full rights with no restrictions. The South African government placed Asian people between White and Black people on this new scale.

**Key Words:**

* **apartheid** – a system of political and social segregation based on race
* **pass laws** – an internal passport system in South Africa during apartheid to limit the movements of Black South Africans by requiring documentation to pass through segregated areas of the country, including cities, universities, and even public buildings
* **segregation** – an imposed physical separation of people

**Unit 4 Lesson 9: South African and Mid Eastern Turmoil**

**Objective 2:** In this section, you will explain how the system of apartheid in South Africa ended and identify the key players who contributed to the change.

**Essential Question 2:** Who brought apartheid to an end in South Africa?

**Big Ideas:**  Ending apartheid took decades of organized and intentional activism. The government imprisoned or targeted many activists in the resistance movement. Nelson Mandela and the African National Congress (ANC) fought apartheid nonviolently, by challenging the law in court and refusing to publicly approve of the government. Winnie Madikizela-Mandela and the ANC were militant eventually, using violence. Another person that helped end apartheid was Desmond Tutu. He fought in the anti-apartheid movement and was a nonviolent activist. He worked extensively to bring attention to the inequities of apartheid. He focused on bringing both international and national attention.

**Key Words:**

* **apartheid** – a system of political and social segregation based on race
* **economic sanctions** – the withdrawal of trade and other financial relations with a specific country
* **embargo** – an economic block that stops a country from trading with others
* **pass laws** – an internal passport system in South Africa during apartheid to limit the movements of Black South Africans by requiring documentation to pass through segregated areas of the country, including cities, universities, and even public buildings
* **segregation** – an imposed physical separation of people

**Unit 4 Lesson 9: South African and Mid Eastern Turmoil**

**Objective 3:** In this section, you will analyze the impact of political development of the Middle East since 1980.

**Essential Question 3:** How did events of the late 1970s and early 1980 affect the Middle East over the next 40 years?

**Big Ideas:** Around 1980, several key events changed the Middle East: the peace agreement between Egypt and Israel, the Iranian Revolution, and the collapse of oil prices. Peace between Israel and Egypt ended the unity of Arab countries against Israel. The Iranian Revolution put religion into politics in a new way. The sharp decline of oil prices created a major economic crisis.

**Key Words:**

* **Arab League** – a political union of Arabic-speaking member states formed in 1945
* **Arab Spring** – a series of pro-democracy and reform protests and uprisings that took place in some countries in Southwest Asia and North Africa in 2010 and 2011
* **Ayatollah Khomeini** – an Islamic cleric in Iran who rose to power in the Iranian Revolution of the 1970s
* **Camp David Peace Accords** – a negotiated agreement between Egypt and Israel in 1978 that was supported in large measure by President Jimmy Carter
* **dictator** – a political leader who has absolute power in their government
* **Gulf War** – a war fought in 1990–1991 between Iraq and an international coalition led by the United States after Iraq invaded the neighboring country of Kuwait, located on the Persian Gulf
* **intifada** – an Arabic word meaning “shaking off” that is used to identify the often violent Palestinian protests against Israeli occupation of the West Bank and the Gaza Strip
* **Islamic State** – a radical political organization committed to using terrorism to impose its form of Islam on the world
* **Muslim Brotherhood** – an Egyptian political group that gained power after the Arab Spring and ruled the country from 2012 to 2013
* **Organization of the Petroleum Exporting Countries (OPEC)** – an intergovernmental organization of major oil exporting countries around the world that sets a uniform price for all members
* **Oslo Accords –** the agreements between Israel and the Palestinian Liberation Organization negotiated in 1993 and 1994 that gave limited autonomy to Palestinians living in the West Bank and the Gaza Strip
* **Palestine Liberation Organization (PLO)** – a political organization formed in the 1960s to represent Palestinians who fled Israel, and later those who lived in the West Bank and the Gaza Strip
* **Palestinians** – a group of Arab people who are native to the region of Palestine
* **Persia** – an ancient empire in the Middle East that conquered much of Eastern Europe and Northeast Africa
* **secular** – describing something that has no religious or spiritual basis
* **Shah Mohammad Reza Pahlavi** – ruler of Iran between 1941 and 1979, he created western-style approach to foreign policy in his country and was overthrown in the Iranian Revolution in the 1970s
* **sharia** – an Islamic code of law that guides behaviors
* **Shi’a Islam** – one form of Islam developed in the years after Muhammad’s death because early adherents strongly believed that the leader of Islam should be related to Muhammad. Today, it is practiced by a minority of Muslims around the world
* **Sunni Islam** – the current dominant strand of Islamic practice in the world that believes that Muslims should choose the successors to Muhammad
* **Taliban** – the Islamic fundamentalist militia that governs Afghanistan
* **theocracy** – a country ruled by religious leaders
* **Yom Kippur War** – an Arab-Israeli war lasting October 6–25, 1973

**Unit 4 Lesson 9: South African and Mid Eastern Turmoil**

**Objective 4:** In this section, you will describe the challenges that the Middle East has faced in recent history and its impact on the international stage.

**Essential Question 4****:** How have events in the Middle East since World War II affected the rest of the world, and how have world events affected this region?

**Big Ideas:**  Since World War II, the Middle East has been a center of conflict, not only for the people there but for the world as a whole. Conflict in one place inevitably affects its neighbors. Events in the Middle East have a particularly broad impact as the Middle East is the chief exporter of oil, the world’s most valuable commodity. People throughout the world have an interest in the supply of oil. The Middle East is also the cradle of Judaism, Christianity, and Islam, three of the world’s major religions. Members of all three faiths feel connected to events there. Finally, European powers colonized the region, which created ties between them and the people of the Middle East.

**Key Words:**

* **al-Qaeda** – a radical political organization committed to using terrorism to impose its form of Islam on the world and responsible for the 9/11 attacks in the United States
* **Arab League** – a political union of Arabic-speaking member states formed in 1945
* **Arab Oil Embargo** – the decision of Arab oil producing countries to cut off oil shipments to the United States in 1973 and to cut oil production
* **Arab Spring** – a series of pro-democracy and reform protests and uprisings that took place in some countries in Southwest Asia and North Africa in 2010 and 2011
* **caliphate** – an Islamic state or empire
* **Cold War** – a war of ideologies between the United States and its allies and the Soviet Union and its allies
* **Holocaust** – the name given to the genocide of European Jews by the Nazis during World War II
* **Iranian Revolution** – during the 1970s, the overthrow of the pro-Western Iranian ruler, Shah Mohammad Reza Pahlavi; this led to the creation of Iran as an Islamic state
* **Islamic State** – a radical political organization committed to using terrorism to impose its form of Islam on the world
* **Organization of the Petroleum Exporting Countries (OPEC)** – an intergovernmental organization of major oil exporting countries around the world that sets a uniform price for all members
* **Ottoman Empire** – a powerful Muslim state established by Turkic peoples who settled in modern-day Turkey and other regions of West Asia; in the 1400s, the Ottoman Empire conquered the remains of the Byzantine Empire
* **Shiʿa Islam** – one form of Islam developed in the years after Muhammad’s death because early adherents strongly believed that the leader of Islam should be related to Muhammad
* **Sunni Islam** – the current dominant strand of Islamic practice in the world that believes that Muslims should choose the successors to Muhammad
* **theocracy** – a country ruled by religious leaders
* **Yom Kippur War** – an Arab-Israeli war lasting October 6–25, 1973
* **Zionist** – a person who believed Jews would always be outsiders in Christian Europe and supported the establishment of a separate Jewish state

**Quick Check:**

1. Explain the origins of the South African apartheid.
* **Apartheid grew out of the colonization of South Africa, the fear of losing power, and the belief in White supremacy.**
* Apartheid grew out of the colonization of South Africa and the fear of Black South Africans overthrowing the colonial government.
* Apartheid grew out of the pass laws in South Africa and the fear of losing power.
* Apartheid grew out of the pass laws in South Africa and the fear of Black South Africans overthrowing the colonial government.
1. Explain how the system of apartheid in South Africa ended.
* **Activists used nonviolent and violent protests to bring attention to apartheid and put pressure on the government for decades, until the government dismantled the policies.**
* Activists used only nonviolent protests to bring attention to apartheid and put pressure on the government for decades, until the government dismantled the policies.
* Activists used nonviolent and violent protests to bring attention to apartheid and put pressure on the government, beginning in 1976, after the government killed children in Soweto.
* Activists used only violent protests and guerrilla warfare to bring attention to apartheid and put pressure on the government for decades, until the government dismantled the policies.
1. Analyze what you have learned about the Iranian Revolution. Why did this event have a major impact on the politics of Arab countries?
* Iranian ideas about Islam spread throughout the Middle East.
* Iran invaded and occupied large territories outside Iran.
* Iran was the largest Arab country.
* **The Iranian Revolution demonstrated that it was possible to base a government on religion.**
1. Which of the following statements **best** describes how the Arab Oil Embargo affected the rest of the world?
* It led Western powers like the U.S. to abandon their support for Israel.
* It led the U.S. and its allies to use force to get oil moving again.
* It led other countries to abandon oil for other sources of energy.
* **It led to a sharp rise in prices and a severe recession.**
1. What terrorist group was formed during the Syrian Civil War with the goal of creating an Islamic empire?
* al-Qaeda
* **Islamic State**
* the Arab League
* OPEC