

Temple decoration, Chiang Mai, Thailand

Floating market, Bangkok, Thailand

The Indian Subcontinent Achieves Freedom

MAIN IDEA

POWER AND AUTHORITY New nations emerged from the British colony of India.

WHY IT MATTERS NOW

India today is the largest democracy in the world.

TERMS & NAMES

- Congress Party
- Muslim League
- Muhammad Ali Jinnah
- partition
- Jawaharlal Nehru
- Indira Gandhi
- Benazir Bhutto

SETTING THE STAGE After World War II, dramatic political changes began to take place across the world. This was especially the case with regard to the policy of colonialism. Countries that held colonies began to question the practice. After the world struggle against dictatorship, many leaders argued that no country should control another nation. Others questioned the high cost and commitment of holding colonies. Meanwhile, the people of colonized regions continued to press even harder for their freedom. All of this led to independence for one of the largest and most populous colonies in the world: British-held India.

A Movement Toward Independence

The British had ruled India for almost two centuries. Indian resistance to Britain, which had existed from the beginning, intensified in 1939, when Britain committed India's armed forces to World War II without first consulting the colony's elected representatives. The move left Indian nationalists stunned and humiliated. Indian leader Mohandas Gandhi launched a nonviolent campaign of noncooperation with the British. Officials imprisoned numerous nationalists for this action. In 1942, the British tried to gain the support of the nationalists by promising governmental changes after the war. But the offer did not include Indian independence.

As they intensified their struggle against the British, Indians also struggled with each other. India has long been home to two main religious groups. In the 1940s, India had approximately 350 million Hindus and about 100 million Muslims. The Indian National Congress, or the **Congress Party**, was India's national political party. Most members of the Congress Party were Hindus, but the party at times had many Muslim members.

In competition with the Congress Party was the **Muslim League**, an organization founded in 1906 in India to protect Muslim interests. Members of the league felt that the mainly Hindu Congress Party looked out primarily for Hindu interests. The leader of the Muslim League, **Muhammad Ali Jinnah** (mu•HAM•ihd ah•LEE JIN•uh), insisted that all Muslims resign from the Congress Party. The Muslim League stated that it would never accept Indian independence if it meant rule by the Hindu-dominated Congress Party. Jinnah stated, "The only thing the Muslim has in common with the Hindu is his slavery to the British."

CALIFORNIA STANDARDS

10.4.4 Describe the independence struggles of the colonized regions of the world, including the roles of leaders, such as Sun Yat-sen in China, and the roles of ideology and religion.

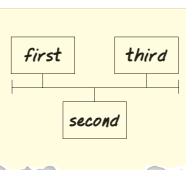
CST 1 Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.

CST 4 Students relate current events to the physical and human characteristics of places and regions.

TAKING NOTES

Following Chronological Order

Create a time line of prominent Indian prime ministers from independence through the current day.



The Colonies Become New Nations 563

OBJECTIVES

- Describe the partition of India.
- Summarize the leadership of Nehru.
- Explain the division of Pakistan.
- Summarize independence struggles in Bangladesh and Sri Lanka.

1 FOCUS & MOTIVATE

Note that many independence movements in Asia faced challenges from ethnic division and conflict. How do ethnic groups in U.S. communities get along? (*Possible Answers: mostly stay separate, sometimes argue with other groups, mingle freely*)

2 INSTRUCT

A Movement Toward Independence

10.4.4

Critical Thinking

- How did British policy toward Indians spur the independence movement? (*British actions against Indian representatives raised strong feelings of Indian nationalism.*)

CALIFORNIA RESOURCES

- California Reading Toolkit, p. L80
- California Modified Lesson Plans for English Learners, p. 155
- California Daily Standards Practice Transparencies, TT72
- California Standards Enrichment Workbook, pp. 53–54
- California Standards Planner and Lesson Plans, p. L151
- California Online Test Practice
- California Test Generator CD-ROM
- California Easy Planner CD-ROM
- California eEdition CD-ROM

SECTION 1 PROGRAM RESOURCES

ALL STUDENTS

In-Depth Resources: Unit 5

- Guided Reading, p. 26

Formal Assessment

- Section Quiz, p. 314

ENGLISH LEARNERS

In-Depth Resources in Spanish

- Guided Reading, p. 140

Reading Study Guide (Spanish), p. 191

Reading Study Guide Audio CD (Spanish)

STRUGGLING READERS

In-Depth Resources: Unit 5

- Guided Reading, p. 26
- Building Vocabulary, p. 31
- Reteaching Activity, p. 45

Reading Study Guide, p. 191

Reading Study Guide Audio CD

GIFTED AND TALENTED STUDENTS

In-Depth Resources: Unit 5

- Primary Source: from "First Servant of the Indian People," p. 35

Electronic Library of Primary Sources

- from Radio Address from New Delhi

INTEGRATED TECHNOLOGY

eEdition CD-ROM

Voices from the Past Audio CD

Power Presentations CD-ROM

World Art and Cultures Transparencies

- AT74 *Veni, Vidi, Vici*

Electronic Library of Primary Sources

- from Radio Address from New Delhi

classzone.com

Freedom Brings Turmoil

10.4.4

Critical Thinking

- Why do you think the British moved so quickly after World War II to grant independence to India? *(Possible Answer: wanted to be free of costs and problems)*
- How might people's attachments to their communities, traditional lands, or religion add to the violence of relocation? *(Possible Answer: People may be protective of their communities or lands, or they may dislike others of different ethnicity or religion, which can create tension.)*

History from Visuals

Interpreting the Map

Tell students that although India has a large Muslim population, Muslims are not a majority in most of India's states. Have students identify areas where potential conflicts over religion might erupt. *(Border areas between two different religions could possibly be locations where conflicts arise.)*

Extension Have students compare this map with a current political map. What mostly non-Hindu areas are part of India? *(East Punjab, Sikkim)* What mostly Hindu area is not part of India? *(Nepal)*

SKILLBUILDER Answers

1. **Location** Pakistan
2. **Location** Bhutan to the north; Ceylon (Sri Lanka) to the south

Freedom Brings Turmoil

When World War II ended, Britain found itself faced with enormous war debts. As a result, British leaders began to rethink the expense of maintaining and governing distant colonies. With India continuing to push for independence, the stage was set for the British to hand over power. However, a key problem emerged: Who should receive the power—Hindus or Muslims?

Partition and Bloodshed Muslims resisted attempts to include them in an Indian government dominated by Hindus. Rioting between the two groups broke out in several Indian cities. In August 1946, four days of clashes in Calcutta left more than 5,000 people dead and more than 15,000 hurt.

British officials soon became convinced that partition, an idea first proposed by India's Muslims, would be the only way to ensure a safe and secure region. **Partition** was the term given to the division of India into separate Hindu and Muslim nations. The northwest and eastern regions of India, where most Muslims lived, would become the new nation of Pakistan. (Pakistan, as the map shows, comprised two separate states in 1947: West Pakistan and East Pakistan.)

The British House of Commons passed an act on July 16, 1947, that granted two nations, India and Pakistan, independence in one month's time. In that short period, more than 500 independent native princes had to decide which nation they would join. The administration of the courts, the military, the railways, and the police—the whole of the civil service—had to be divided down to the last paper clip. Most difficult of all, millions of Indian citizens—Hindus, Muslims, and yet another significant religious group, the Sikhs—had to decide where to go.



GEOGRAPHY SKILLBUILDER: Interpreting Maps

1. **Location** Which Muslim country, divided into two states, bordered India on the east and the west?
2. **Location** Which Buddhist countries bordered India to the north and the south?

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DIFFERENTIATING INSTRUCTION: GIFTED AND TALENTED STUDENTS

Writing Indian Political Statements

Class Time 45 minutes

Task Writing political statements representing different views on the partition of India

Purpose To understand different perspectives on an issue

Instructions Organize students into four groups. Groups will represent the following factions:

- Indian National Congress
- Muslim League
- British government
- Gandhi's followers

Have each group research and write political statements on the partition of India. Statements should be consistent with what a leader or significant member of the faction represented would say. Tell students that their statements should

- accurately outline the opinions of the faction represented.
- use specific details to back up a point of view.

Have the groups share their statements and allow a question-and-answer period in which each group answers questions about the position they represent.

During the summer of 1947, 10 million people were on the move in the Indian subcontinent. As people scrambled to relocate, violence among the different religious groups erupted. Muslims killed Sikhs who were moving into India. Hindus and Sikhs killed Muslims who were headed into Pakistan. A Muslim woman and doctor, Zahida Amjad Ali, recalled her ordeal of fleeing from Delhi to Pakistan by train:

PRIMARY SOURCE

All passengers were forced into compartments like sheep and goats. Because of which the heat and suffocating atmosphere was intensified and it was very hard to breathe. In the ladies compartment women and children were in a terrible condition. Women tried in vain to calm down and comfort their children. If you looked out the window you could see dead bodies lying in the distance. At many places you could see corpses piled on top of each other and no one seemed to have any concern. . . . These were the scenes that made your heart bleed and everybody loudly repented their sins and recited verses asking God's forgiveness. Every moment seemed to be the most terrifying and agonizing.

ZAHIDA AMJAD ALI, quoted in *Freedom, Trauma, Continuities*

In all, an estimated 1 million died. "What is there to celebrate?" Gandhi mourned. "I see nothing but rivers of blood." Gandhi personally went to the Indian capital of Delhi to plead for fair treatment of Muslim refugees. While there, he himself became a victim of the nation's violence. A Hindu extremist who thought Gandhi too protective of Muslims shot and killed him on January 30, 1948.

The Battle for Kashmir As if partition itself didn't result in enough bloodshed between India's Muslims and Hindus, the two groups quickly squared off over the small region of Kashmir. Kashmir lay at the northern point of India next to Pakistan. Although its ruler was Hindu, Kashmir had a majority Muslim population. Shortly after independence, India and Pakistan began battling each other for control of the region. The fighting continued until the United Nations arranged a cease-fire in 1949. The cease-fire left a third of Kashmir under Pakistani control and the rest under Indian control. The two countries continue to fight over the region today. 🗣️

Modern India

With the granting of its independence on August 15, 1947, India became the world's largest democracy. As the long-awaited hour of India's freedom approached, **Jawaharlal Nehru**, the independent nation's first prime minister, addressed the country's political leaders:

PRIMARY SOURCE

Long years ago, we made a tryst [appointment] with destiny, and now the time comes when we shall redeem our pledge, not wholly or in full measure, but very substantially. At the stroke of the midnight hour, when the world sleeps, India will wake to life and freedom.

JAWAHARLAL NEHRU, speech before the Constituent Assembly, August 14, 1947

Connect to Today**The Coldest War**

No part of Kashmir is beyond a fight for India and Pakistan—including the giant Siachen glacier high above the region. The dividing line established by the 1949 cease-fire did not extend to the glacier because officials figured neither side would try to occupy such a barren and frigid strip of land.

They figured wrong. In 1984, both sides sent troops to take the glacier, and they have been dug in ever since. At altitudes nearing 21,000 feet, Indian and Pakistani soldiers shoot at each other from trenches in temperatures that reach 70 degrees below zero. While it is believed that more soldiers have died from the cold than from enemy bullets, neither side will budge.

Connect to Today**The Coldest War**

The battle for Kashmir is a complex situation involving not only religion and ethnicity, but also environment, specifically water resources.

The melting waters of the Siachen Glacier flow into the Indus River. The river is a source of water for both India and Pakistan. The Indus River flows through India toward Kashmir and Pakistan. If the waters flowing through Kashmir were cut off, Pakistan would face dire consequences. In Pakistan, the waters of the Indus allow for an immense irrigated area—bigger than the area of England. So, control of the glacier and the water flowing from it is a major political issue affecting the economies of both nations.

Modern India**10.4.4****Critical Thinking**

- Why do you think Nehru wanted to organize states by language? Explain. (*Possible Answer: provides common ground and method of communication*)
- Why is nuclear war between India and Pakistan more worrisome than traditional war? (*Possible Answer: Nuclear weapons create more far-reaching damage than conventional weapons; the region is home to more than a billion people.*)

A. Answer Kashmir had a large Muslim population but was ruled by a Hindu. Since it bordered both India and Pakistan, both groups staked a claim to it.

MAIN IDEA**Analyzing Causes**

🗣️ What was the cause of the conflict between India and Pakistan over Kashmir?

DIFFERENTIATING INSTRUCTION: STRUGGLING READERS**Outlining Major Ideas**

Class Time 15 minutes

Task Outlining key points in the text

Purpose To identify main ideas and clarify connections between key points

Instructions Review the section material with students. First, post the sample outline for pages 563–567, as it appears here. Explain that each capital letter represents a major subsection (red in the text), roman numerals represent the black sub-subheads, and lowercase letters represent supporting details. Students should fill in two or three supporting details under each numbered subhead. If students need additional help, help them reshape each subhead into a question. For example, "The Battle for Kashmir" becomes "Why was there a battle over Kashmir?" Answering this question will help students identify key supporting details.

Divide students in small groups. Have groups create an outline of the section, using the headings in the text.

A. A Movement Toward Independence

B. Freedom Brings Turmoil

I. Partition and Bloodshed

a.

b.

II. The Battle for Kashmir

a.

b.

C. Modern India

I. Nehru Leads India

II. Troubled Times

III. Twenty-first Century Challenges

History Makers

Jawaharlal Nehru

How might Nehru’s experiences in England have influenced his views on India’s poor? (*Possible Answer: saw great contrast between Indian poverty and British prosperity*) Explain that Nehru was jailed several times after his return from England, each time for a role in the independence movement. Discuss how Nehru’s nine jailings might have increased his support for independence.

In-Depth Resources: Unit 5

- Primary Source: from “First Servant of the Indian People”, p. 35

World Art and Cultures Transparencies

- AT74 *Veni, Vidi, Vici*

Electronic Library of Primary Sources

- from Radio Address from New Delhi

More About . . .

Sikh Separatists

Even before the partition of the Indian subcontinent, Sikhs were agitating for a separate state. Their hopes were not realized and eventually they made the choice to join India rather than Pakistan.

History Makers



Jawaharlal Nehru
1889–1964

Nehru’s father was an influential attorney, and so the first prime minister of India grew up amid great wealth. As a young man, he lived and studied in England. “In my likes and dislikes I was perhaps more an Englishman than an Indian,” he once remarked.

Upon returning to India, however, he became moved by the horrible state in which many of his fellow Indians lived. “A new picture of India seemed to rise before me,” he recalled, “naked, starving, crushed, and utterly miserable.” From then on, he devoted his life to improving conditions in his country.

INTEGRATED TECHNOLOGY

RESEARCH LINKS For more on Jawaharlal Nehru, go to classzone.com

Nehru Leads India Nehru served as India’s leader for its first 17 years of independence. He had been one of Gandhi’s most devoted followers. Educated in Britain, Nehru won popularity among all groups in India. He emphasized democracy, unity, and economic modernization.

Nehru used his leadership to move India forward. He led other newly independent nations of the world in forming an alliance of countries that were neutral in the Cold War conflicts between the United States and the Soviet Union. On the home front, Nehru called for a reorganization of the states by language. He also pushed for industrialization and sponsored social reforms. He tried to elevate the status of the lower castes, or those at the bottom of society, and help women gain the rights promised by the constitution.

Troubled Times Nehru died in 1964. His death left the Congress Party with no leader strong enough to hold together the many political factions that had emerged with India’s independence. Then, in 1966, Nehru’s daughter, **Indira Gandhi**, was chosen prime minister. After a short spell out of office, she was reelected in 1980.

Although she ruled capably, Gandhi faced many challenges, including the growing threat from Sikh extremists who themselves wanted an independent state. The Golden Temple at Amritsar stood as the religious center for the Sikhs. From there, Sikh nationalists ventured out to attack symbols of Indian authority. In June 1984, Indian army troops overran the Golden Temple. They killed about 500 Sikhs and destroyed sacred property. In retaliation, Sikh bodyguards assigned to Indira Gandhi gunned her down. This violent act set off another murderous frenzy, causing the deaths of thousands of Sikhs.

In the wake of the murder of Indira Gandhi, her son, Rajiv (rah•JEEV) Gandhi, took over as prime minister. His party, however, lost its power in 1989 because of accusations of widespread corruption. In 1991, while campaigning again for prime minister near the town of Madras, Rajiv was killed by a bomb. Members of a group opposed to his policies claimed responsibility.

Twenty-First Century Challenges Since winning election as prime minister in 1998, Atal Bihari Vajpayee, leader of the Hindu nationalist party, has ruled over a vibrant but often unstable nation. He faces challenges brought on by an increasing population that is expected to push India past China as the world’s most populous nation by 2035. In addition, the country is racked with social inequality and constantly threatened by religious strife.

Even more troubling are India’s tense relations with its neighbor Pakistan, and the fact that both have become nuclear powers. In 1974, India exploded a “peaceful” nuclear device. For the next 24 years, the nation quietly worked on building up its nuclear capability. In 1998, Indian officials conducted five underground nuclear tests. Meanwhile, the Pakistanis had been building their own nuclear program. Shortly after India conducted its nuclear tests, Pakistan demonstrated that it, too, had nuclear weapons. The presence of these weapons in the hands of such bitter

CONNECTIONS ACROSS TIME AND CULTURES



Nuclear Weapons in India and Pakistan

Class Time 30 minutes

Task Creating a time line showing the development of nuclear weapons in India and Pakistan

Purpose To analyze causes and recognize effects of the nuclear race between India and Pakistan

Instructions Have students reread the second paragraph under the heading, “Twenty-First Century Challenges”. Help them understand that the nuclear race between the two nations escalated during the Cold War. Each nation received help from one of the sides in that war. Both nations responded to the actions of the other by increasing nuclear capability.

Have students search online to trace the nuclear history of India and Pakistan and create time lines showing events that led to escalation. When the time lines are finished conduct a class discussion to identify the cause-and-effect relationships shown on the time lines.

enemies and neighbors has become a matter of great international concern, especially in light of their continuing struggle over Kashmir:

PRIMARY SOURCE

Now that India and Pakistan have tested nuclear weapons, the dispute over their border region of lush valleys and jagged Himalayan peaks has become a matter of urgent concern. . . . [There is] fear that a remote but savage ethnic and religious conflict could deteriorate into a nuclear exchange with global consequences. India and Pakistan must learn to talk to each other and move toward a more trusting relationship.

The *New York Times*, June 28, 1998

Pakistan Copes with Freedom

The history of Pakistan since independence has been no less turbulent than that of India. Pakistan actually began as two separate and divided states, East Pakistan and West Pakistan. East Pakistan lay to the east of India, West Pakistan to the northwest. These regions were separated by more than 1,000 miles of Indian territory. In culture, language, history, geography, economics, and ethnic background, the two regions were very different. Only the Islamic religion united them.

Civil War From the beginning, the two regions of Pakistan experienced strained relations. While East Pakistan had the larger population, it was often ignored by West Pakistan, home to the central government. In 1970, a giant cyclone and tidal wave struck East Pakistan and killed an estimated 266,000 residents. While international aid poured into Pakistan, the government in West Pakistan did not quickly transfer that aid to East Pakistan. Demonstrations broke out in East Pakistan, and protesters called for an end to all ties with West Pakistan.

On March 26, 1971, East Pakistan declared itself an independent nation called Bangladesh. A civil war followed between Bangladesh and Pakistan. Eventually,

Pakistan Copes with Freedom

10.4.4

Critical Thinking

- How did geography play a role in Pakistan's problems? (*Possible Answer: division into two distinct areas led to disunity; exposed coastal location led to storm damage*)
- Why do you think India intervened in the Pakistani civil war? What might its concern have been? (*Possible Answer: to ensure stability in region; spread of war to India, refugees into India*)

Inclusion Tip

For students with dyslexia, clarify the directions of east and west. Explain that these terms are used here as part of nation names. Refer students back to the map on p. 564 to gain a fuller understanding of Pakistan's divided geography. Have students find and identify East Pakistan and West Pakistan on the map.

A Turbulent History



History from Visuals

Interpreting the Time Line

Ask students how many politically related deaths are referenced in the time line. (*five, including the assassination that Bhutto was charged with ordering and the mysterious death of General Zia*)

Extension Have students write a paragraph giving their conclusions about the events on the time line and their relationship to British colonial policies.

DIFFERENTIATING INSTRUCTION: ENGLISH LEARNERS

Tracking Independence Movements

Class Time 20 minutes

Task Making a chart of the independence histories of South Asian nations

Purpose To clarify students' understanding of independence movements in South Asia and to help them highlight key players in these movements

Instructions Use the Guided Reading worksheet and Reading Study Guide for section 1 to review the section material with students. Then work with students to create a chart listing the following:

- countries of South Asia
- their date of independence
- former colonizer
- prominent leaders
- major events

Create and post a sample chart like the one shown here. Help students complete the section on India. Tell them to complete the remaining sections as they read the section.

	India	Pakistan	Bangladesh	Sri Lanka
Date	1947			
Colonizer	Great Britain			
Leaders	Indira Gandhi, Jawaharlal Nehru			
Events	partition			

Bangladesh and Sri Lanka Struggle

10.4.4

Critical Thinking

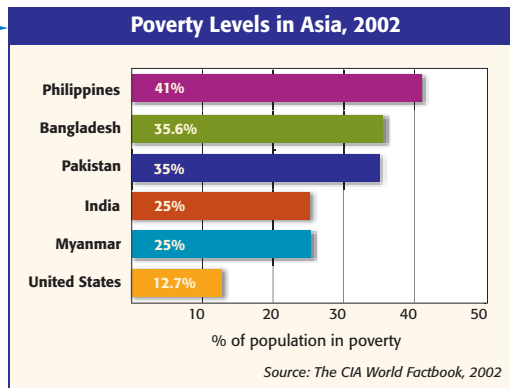
- How might the future of Bangladesh have been different if Pakistan's civil war had taken place on West Pakistan's soil? (Possible Answer: Bangladesh less damaged, more able to recover)
- What reasons do you think people have for wanting self-determination? (Possible Answers: want to control their own affairs; feel mistreated by the controlling government)

History from Visuals

Interpreting a Graph

Ask students how the poverty of Bangladesh compares to that of the United States. (It is about three times as great.) Then ask how Bangladesh compares to other nations in Asia. (It is in about the middle of the nations shown in the graph.)

Extension Ask students to research the poverty levels of Sri Lanka and compare it with the other nations in South Asia.



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Indian forces stepped in and sided with Bangladesh. About two weeks after the arrival of Indian troops, Pakistan forces surrendered. More than 1 million people died in the war. Pakistan lost about one-seventh of its area and about one-half of its population to Bangladesh.

A Pattern of Instability Pakistan, however, could ill afford to dwell on its lost territory, for there were many problems at home. Muhammad Ali Jinnah, the first governor-general of Pakistan, died shortly after independence. This left the nation without strong leadership. As a result, Pakistan went through a series of military coups, the first in 1958. Ali Bhutto took control of the country following the civil war. A military coup in 1977 led by General Zia removed Bhutto, who was later executed for crimes allegedly committed while in office.

After Zia's death, Bhutto's daughter, **Benazir Bhutto**, was twice elected prime minister. After months of disorder, she was removed from office in 1996. Nawaz Sharif became prime minister after the 1997 elections. In 1999, army leaders ousted Sharif in yet another coup and imposed military rule over Pakistan. The nation continues to struggle with challenges from Muslim militants and ongoing disputes with India, especially over the territory of Kashmir.

Bangladesh and Sri Lanka Struggle

Meanwhile, the newly created nations of Bangladesh and Sri Lanka struggled with enormous problems of their own in the decades following independence.

Bangladesh Faces Many Problems The war with Pakistan had ruined the economy of Bangladesh and fractured its communications system. Rebuilding the shattered country seemed like an overwhelming task. Sheik Mujibur Rahman became the nation's first prime minister. He appeared more interested in strengthening his own power than in rebuilding his nation. He soon took over all authority and declared Bangladesh a one-party state. In August 1975, military leaders assassinated him.

Over the years Bangladesh has attempted with great difficulty to create a more democratic form of government. Charges of election fraud and government corruption are common. In recent years, however, the government has become more stable. The latest elections were held in October of 2001, and Begum Khaleda Zia took over as the nation's prime minister.

In the years following its independence, Bangladesh also has had to cope with crippling natural disasters. Bangladesh is a low-lying nation that is subject to many cyclones and tidal waves. Massive storms regularly flood the land, ruin crops and

MAIN IDEA

Comparing

How does the history of Pakistan in 1971 parallel the history of India in 1947?

B. Answer As India was partitioned into India and Pakistan, Pakistan was divided into Pakistan and Bangladesh.

Overcrowded and poor villages are a common sight throughout Bangladesh.



CONNECTIONS TO GEOGRAPHY

Geography in Bangladesh

Class Time 20 minutes

Task Identifying problems and solutions to geographic challenges

Purpose To show how geographic elements can challenge a nation's very survival

Instructions Tell students that the nation of Bangladesh suffers from the extremes of nature. In 1988, floods killed 2,000 people and left 30 million homeless. In 1991, a ferocious cyclone killed 130,000. That storm prompted the government to spend millions of dollars to build defenses against natural disasters. As a result, when a similar cyclone struck in 1994, the death toll was limited to a little more than 200.

Ask students to choose one of the following problems:

- expensive disaster cleanup
- rebuilding infrastructure such as roads and railways
- the cost of large-scale homelessness
- the threat of epidemics due to disruption of clean water supplies

Then using a chart similar to the one found in the Skillbuilder Handbook page R5, chart the problem and brainstorm solutions Bangladesh might use to deal with the problem.

homes, and take lives. A particularly powerful cyclone hit in 1991 and killed approximately 139,000 people. Such catastrophes, along with a rapidly growing population, have put much stress on the country's economy. Bangladesh is one of the poorest nations in the world. The per capita income there is about \$360 per year.

Civil Strife Grips Sri Lanka Another newly freed and deeply troubled country on the Indian subcontinent is Sri Lanka, a small, teardrop-shaped island nation just off the southeast coast of India. Formerly known as Ceylon, Sri Lanka gained its independence from Britain in February of 1948. Two main ethnic groups dominate the nation. Three-quarters of the population are Sinhalese, who are Buddhists. A fifth are Tamils, a Hindu people of southern India and northern Sri Lanka.

Sri Lanka's recent history has also been one of turmoil. A militant group of Tamils has long fought an armed struggle for a separate Tamil nation. Since 1981, thousands of lives have been lost. In an effort to end the violence, Rajiv Gandhi and the Sri Lankan president tried to reach an accord in 1987. The agreement called for Indian troops to enter Sri Lanka and help disarm Tamil rebels. This effort was not successful, and the Indian troops left in 1990. A civil war between Tamils and other Sri Lankans continues today.

As difficult as post-independence has been for the countries of the Indian subcontinent, the same can be said for former colonies elsewhere. As you will read in the next section, a number of formerly held territories in Southeast Asia faced challenges as they became independent nations.



▲ This emblem of the separatist group Liberation Tigers of Tamil Eelam represents the struggle for independence of the Tamils.

History from Visuals

Interpreting the Image

Invite students to describe the various images found on the poster and discuss their meaning. Point out, for example, the ring of bullets and the bayonets.

Extension Ask students to find out the meaning of the letters surrounding the bullets. Suggest an Internet language translation site as a likely information source.

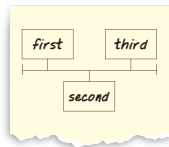
SECTION 1 ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- Congress Party
- Muslim League
- Muhammad Ali Jinnah
- partition
- Jawaharlal Nehru
- Indira Gandhi
- Benazir Bhutto

USING YOUR NOTES

2. What tragic connection did many of the leaders share? (10.4.4)



MAIN IDEAS

3. Why did British officials partition India into India and Pakistan? (10.4.4)
4. In what way did Pakistan also undergo a partition? (10.4.4)
5. What is the main cause today of civil strife in Sri Lanka? (10.4.4)

CRITICAL THINKING & WRITING

6. **SYNTHESIZING** Why might India's political and economic success be so crucial to the future of democracy in Asia? (10.4.4)
7. **ANALYZING ISSUES** How did religious and cultural differences create problems for newly emerging nations? (10.4.4)
8. **DRAWING CONCLUSIONS** Why has the conflict between India and Pakistan over Kashmir become such a concern to the world today? (10.4.4)
9. **WRITING ACTIVITY** **POWER AND AUTHORITY** Write several paragraphs detailing the problems shared by leaders of India and Pakistan. (Writing 2.3.b)

CONNECT TO TODAY CREATING A GRAPHIC

Research the current percentages of religions in India, Pakistan, Bangladesh, or Sri Lanka. Create a **graphic** of your choosing to illustrate your findings. (Writing 2.3.d)

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3 ASSESS

SECTION 1 ASSESSMENT

Organize students into groups. Have students take turns reading the section assessment questions and leading a discussion about the answers. Invite groups to present their answers orally to the whole class.

Formal Assessment

- Section Quiz, p. 314

4 RETEACH

Review the main ideas of the section, subhead by subhead. Use the Guided Reading worksheet as a teaching aid.

In-Depth Resources, Unit 5

- Guided Reading, p. 26
- Reteaching Activity, p. 45

ANSWERS

1. Congress Party, p. 563 • Muslim League, p. 563 • Muhammad Ali Jinnah, p. 563 • partition, p. 564 • Jawaharlal Nehru, p. 565
• Indira Gandhi, p. 566 • Benazir Bhutto, p. 568

2. **Sample Answer:** Jawaharlal Nehru, Indira Gandhi, Rajiv Gandhi, Atal Bihari Vajpayee; They were killed or faced violence.
3. to create separate nations for Muslims and Hindus, who struggled to get along
4. East Pakistan became Bangladesh.
5. fight with Tamil separatists
6. **Possible Answer:** very populous country and world's largest democracy; has great influence in area

7. led to partition of India, battle for Kashmir, civil strife in Sri Lanka
8. Both nations have nuclear weapons.
9. **Rubric** Paragraphs should
- note problems of minority populations.
 - recognize struggle for democracy.
 - list problems of poverty and economic development.

CONNECT TO TODAY

Rubric Graphics should

- show percentage data clearly.
- identify the nation and groups.
- be visually appealing.

LESSON PLAN

OBJECTIVES

- Summarize the Philippine independence movement.
- Identify problems facing Burma, Malaysia, and Singapore.
- Trace Indonesia's fight for independence.

1 FOCUS & MOTIVATE

Have students discuss the pros and cons of children or spouses taking over on a leader's death or retirement. (Possible Answers: Pros—Familiarity, similar goals; Cons—No ability to lead, interested only in power or profit.)

2 INSTRUCT

The Philippines Achieves Independence

10.4.4

Critical Thinking

- Why was the location of the Philippines a factor in the U.S. desire to have a presence there? (It is near the USSR and China.)

CALIFORNIA RESOURCES

California Reading Toolkit, p. L81
California Modified Lesson Plans for English Learners, p. 157
California Daily Standards Practice Transparencies, TT73
California Standards Enrichment Workbook, pp. 53–54
California Standards Planner and Lesson Plans, p. L153
California Online Test Practice
California Test Generator CD-ROM
California Easy Planner CD-ROM
California eEdition CD-ROM



Temple decoration, Chiang Mai, Thailand

Floating market, Bangkok, Thailand

Southeast Asian Nations Gain Independence

MAIN IDEA

ECONOMICS Former colonies in Southeast Asia worked to build new governments and economies.

WHY IT MATTERS NOW

The power and influence of the Pacific Rim nations are likely to expand during the next century.

TERMS & NAMES

- Ferdinand Marcos
- Corazón Aquino
- Aung San Suu Kyi
- Sukarno
- Suharto

CALIFORNIA STANDARDS

10.4.4 Describe the independence struggles of the colonized regions of the world, including the roles of leaders, such as Sun Yat-sen in China, and the roles of ideology and religion.

CST 2 Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.

SETTING THE STAGE World War II had a significant impact on the colonized groups of Southeast Asia. During the war, the Japanese seized much of Southeast Asia from the European nations that had controlled the region for many years. The Japanese conquest helped the people of Southeast Asia see that the Europeans were far from invincible. When the war ended, and the Japanese themselves had been forced out, many Southeast Asians refused to live again under European rule. They called for and won their independence, and a series of new nations emerged.

The Philippines Achieves Independence

The Philippines became the first of the world's colonies to achieve independence following World War II. The United States granted the Philippines independence in 1946, on the anniversary of its own Declaration of Independence, the Fourth of July.

The United States and the Philippines The Filipinos' immediate goals were to rebuild the economy and to restore the capital of Manila. The city had been badly damaged in World War II. The United States had promised the Philippines \$620 million in war damages. However, the U.S. government insisted that Filipinos approve the Bell Act in order to get the money. This act would establish free trade between the United States and the Philippines for eight years, to be followed by gradually increasing tariffs. Filipinos were worried that American businesses would exploit the resources and environment of the Philippines. In spite of this concern, Filipinos approved the Bell Act and received their money.

The United States also wanted to maintain its military presence in the Philippines. With the onset of the Cold War (see Chapter 17), the United States needed to protect its interests in Asia. Both China and the Soviet Union were rivals of the United States at the time. Both were Pacific powers with bases close to allies of the United States and to resources vital to U.S. interests. Therefore, the United States demanded a 99-year lease on its military and naval bases in the Philippines. The bases, Clark Air Force Base and Subic Bay Naval Base near Manila, proved to be critical to the United States later in the staging of the Korean and Vietnam wars.

TAKING NOTES

Summarizing Use a chart to summarize the major challenges that Southeast Asian countries faced after independence.

Nation	Challenges Following Independence
The Philippines	
Burma	
Indonesia	

570 Chapter 18

SECTION 2 PROGRAM RESOURCES

ALL STUDENTS

In-Depth Resources: Unit 5

- Guided Reading, p. 27

Formal Assessment

- Section Quiz, p. 315

ENGLISH LEARNERS

In-Depth Resources in Spanish

- Guided Reading, p. 141

Reading Study Guide (Spanish), p. 193

Reading Study Guide Audio CD (Spanish)

STRUGGLING READERS

In-Depth Resources: Unit 5

- Guided Reading, p. 27
- Building Vocabulary, p. 31
- Reteaching Activity, p. 46

Reading Study Guide, p. 193

Reading Study Guide Audio CD

GIFTED AND TALENTED STUDENTS

In-Depth Resources: Unit 5

- Primary Source: from *The Snap Revolution*, p. 36
- Literature: from *The Year of Living Dangerously*, p. 39

Electronic Library of Primary Sources

- "The Fall of President Marcos"

INTEGRATED TECHNOLOGY

eEdition CD-ROM

Power Presentations CD-ROM

Geography Transparencies

- GT34 Indonesia and Malaysia, 1945–1976

Electronic Library of Primary Sources

- "The Fall of President Marcos"

classzone.com

British Colonies Gain Independence

10.4.4

Critical Thinking


- Why might military governments such as Burma's dislike democratic ideals? *(Possible Answer: military works by authority, rather than by consensus)*
- Why do you think ethnic groups in Malaya resisted British efforts to unite them? How is this similar to uniting people of different religions? *(Possible Answer: want separate identities; both problems require getting people to tolerate differences)*

History Makers

Aung San Suu Kyi

The military government in Burma offered Aung San Suu Kyi the chance for freedom if she would leave the country. Why did she not take the government's offer to free her? *(Possible Answer: She felt it would weaken her cause, especially after she'd gained the power of the Nobel Prize.)* Explain that she refused to leave until a civilian government was restored to Burma and all political prisoners were freed.

History Makers



Aung San Suu Kyi
1945–

Aung San Suu Kyi won the Nobel Peace Prize in 1991 for her efforts to establish democracy in Myanmar. She could not accept the award in person, however, because she was still under house arrest.

The Nobel Prize committee said that in awarding her the peace prize, it intended:

to show its support for the many people throughout the world who are striving to attain democracy, human rights, and ethnic conciliation by peaceful means. Suu Kyi's struggle is one of the most extraordinary examples of civil courage in Asia in recent decades.

As she took the oath of office, Aquino promised to usher in a more open and democratic form of government.

PRIMARY SOURCE

I pledge a government dedicated to upholding truth and justice, morality and decency in government, freedom and democracy. I ask our people not to relax, but to maintain more vigilance in this, our moment of triumph. The Motherland can't thank them enough, yet we all realize that more is required of each of us to achieve a truly just society for our people. This is just the beginning.

CORAZÓN AQUINO, inaugural speech, Feb. 24, 1986

During Aquino's presidency, the Philippine government ratified a new constitution. It also negotiated successfully with the United States to end the lease on the U.S. military bases. In 1992, Fidel V. Ramos succeeded Aquino as president. Ramos was restricted by the constitution to a single six-year term. The single-term limit is intended to prevent the abuse of power that occurred during Marcos's 20-year rule.

The Government Battles Rebels Since gaining its independence, the Philippines has had to battle its own separatist group. For centuries, the southern part of the country has been a stronghold of Muslims known as the Moros. In the early 1970s, a group of Moros formed the Moro National Liberation Front (MNLF). They began an armed struggle for independence from Philippine rule.

In 1996, the government and rebels agreed to a ceasefire, and the Moros were granted an autonomous region in the southern Philippines. The agreement, however, did not satisfy a splinter group of the MNLF called Abu Sayyaf. These rebels have continued fighting the government, often using terror tactics to try to achieve their goals. In 2000, they kidnapped 21 people including foreign tourists. While the group eventually was freed, subsequent kidnappings by Abu Sayyaf have resulted in the death of several hostages. The current Philippines president, Gloria Macapagal Arroyo, has launched an all-out military response to this group. The United States has provided military assistance to the government's efforts.

British Colonies Gain Independence

Britain's timetable for granting independence to its Southeast Asian colonies depended on local circumstances. Burma had been pressing for independence from Britain for decades. It became a sovereign republic in 1948. In 1989, Burma was officially named Myanmar (myahn•MAH), its name in the Burmese language.

Burma Experiences Turmoil After gaining freedom, Burma suffered one political upheaval after another. Its people struggled between repressive military governments and pro-democracy forces. Conflict among Communists and ethnic minorities also disrupted the nation. In 1962, General Ne Win set up a military government, with the goal of making Burma a socialist state. Although Ne Win stepped down in 1988, the military continued to rule repressively.

In 1988, **Aung San Suu Kyi** (owng sahn soo chee) returned to Burma after many years abroad. She is the

DIFFERENTIATING INSTRUCTION: STRUGGLING READERS

Analyzing Geographic Impact

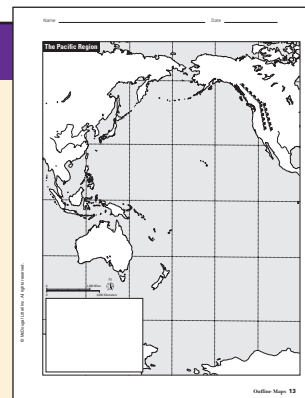
Class Time 15 minutes

Task Analyzing maps of Southeast Asia

Purpose To clarify the importance of geography to political and military strategies

Instructions Have students look at the map on page 571 and the map of Southeast Asia in the atlas at the front of this book. Explain that U.S. business has strong interests in Hong Kong, Singapore, and Indonesia. Have students note how close the Philippines is to these areas. Discuss why having military bases in the area would support the strategic and economic interests of the United

States. If necessary, explain that the presence of these bases might discourage others in the region from interfering with U.S. interests. Ask students what international changes might have supported the United States' giving up the bases. Recall the end of the Cold War and discuss how it changed U.S. concerns about the area. Give students the outline map of the Pacific Region and ask them to circle and name the various countries in the region. Make sure they note the location of Hawaii and the West Coast of the United States.



Geography Skills and Outline Maps

Vocabulary

House arrest is confinement to one's quarters, or house, rather than to prison.

daughter of Aung San, a leader of the Burmese nationalists' army killed years before by political rivals. Aung San Suu Kyi became active in the newly formed National League for Democracy. For her pro-democracy activities, she was placed under house arrest for six years by the government. In the 1990 election—the country's first multiparty election in 30 years—the National League for Democracy won 80 percent of the seats. The military government refused to recognize the election, and it kept Aung San Suu Kyi under house arrest. She was finally released in 1995, only to be placed under house arrest again in 2000. Freed in 2002, she was detained again in 2003, leaving many residents to doubt whether Burma will embrace democracy anytime soon.

Malaysia and Singapore During World War II, the Japanese conquered the Malay Peninsula, formerly ruled by the British. The British returned to the peninsula after the Japanese defeat in 1945. They tried, unsuccessfully, to organize the different peoples of Malaya into one state. They also struggled to put down a Communist uprising. Ethnic groups resisted British efforts to unite their colonies on the peninsula and in the northern part of the island of Borneo. Malays were a slight majority on the peninsula, while Chinese were the largest group on the southern tip, the island of Singapore.

In 1957, officials created the Federation of Malaya from Singapore, Malaya, Sarawak, and Sabah. The two regions—on the Malay Peninsula and on northern Borneo—were separated by 400 miles of ocean. In 1965, Singapore separated from the federation and became an independent city-state. The federation, consisting of Malaya, Sarawak, and Sabah, became known as Malaysia. A coalition of many ethnic groups maintained steady economic progress in Malaysia.

Singapore, which has one of the busiest ports in the world, has become an extremely prosperous nation. Lee Kuan Yew ruled Singapore as prime minister from 1959 to 1990. Under his guidance, Singapore emerged as a banking center as well as a center of trade. It had a standard of living far higher than any of its Southeast Asian neighbors. In 1997, the Geneva World Economic Forum listed the world's strongest economies. Singapore topped the list. It was followed, in order, by Hong Kong, the United States, Canada, New Zealand, Switzerland, and Great Britain. 📍

▼ A glittering skyline rises above the bustling harbor of Singapore.

B. Possible Answer
They are capitalist economies.

MAIN IDEA**Making Inferences**

📍 What do the top economies listed by the Geneva World Economic Forum have in common?

More About . . .**New Economies**

Gross domestic product (GDP) is one way that economists measure prosperity in a nation. They measure the dollar value of the goods and services a nation produces. To find the GDP per capita, economists divide the GDP by the number of workers in a nation. In 1965, soon after independence, Singapore had a GDP per capita under \$1,000. By 1991, this tiny nation had a GDP per capita of about \$13,000. In 2001 the figure was \$20,544. The Philippines' GDP per capita was under \$1,000 in 1965 and changed very little in the years to 1991. By 2001 that number was \$1,240. Ask students how they think Singapore's busy port may have helped it build prosperity. (*through shipping trade*)

**COOPERATIVE LEARNING****Creating a Brochure**

Class Time 45 minutes

Task Creating a brochure promoting Singapore

Purpose To study one Southeast Asian nation in depth.

Instructions Organize students in groups of four. Ask each group to research a different aspect of Singapore. Possibilities are:

- standard of living
- cultural life
- business opportunities
- government

After students complete their research, have groups create a section of a brochure promoting the city-state. Before beginning, the class should decide on the intended audience. Each group should name a researcher, a writer-editor, a designer-illustrator, and a producer, who will meet with like members from the other groups to coordinate their efforts. Remind students that their brochures should

- be tailored to the intended audience.
- show evidence of careful research.
- be written clearly and concisely.
- convey visual information clearly.



Indonesia Gains Independence from the Dutch

10.4.4

Critical Thinking

- Why do you think the U.S. and UN supported Indonesia's independence? (Possible Answer: believed Indonesia deserved self-determination)
- What are the possible challenges to uniting Indonesia? (Possible Answer: geography, ethnic tensions, language barriers, religious hatreds)

In-Depth Resources: Unit 5

- Literature: from *The Year of Living Dangerously*, p. 39

Tip for English Learners

Review and explain colloquial language from the page, for example: *bloodbath*, *police state*, *rules of the game*, and *main pillars of democracy*.

More About . . .

Megawati Sukarnoputri

Like Aun San Suu Kyi, Megawati Sukarnoputri is the daughter of a national hero. Her father Sukarno led Indonesia to independence. In 2001 she was appointed president of Indonesia, after her term as vice president. She came to power after President Wahid was driven from power on charges of corruption. Megawati has strong grass-roots support and is viewed as a corruption-free individual.



PRIMARY SOURCE

Democracy requires sincerity and respect for the rules of the game. Beginning my duty, I urge all groups to sincerely and openly accept the outcome of the democratic process . . . In my opinion, respect for the people's voice, sincerity in accepting it, and respect for the rules of game are the main pillars of democracy which we will further develop. I urge all Indonesians to look forward to the future and unite to improve the life and our dignity as a nation.

MEGAWATI SUKARNOPUTRI, July 23, 2001

Instability and Turmoil Sukarno's efforts to build a stable democratic nation were unsuccessful. He was not able to manage Indonesia's economy, and the country slid downhill rapidly. Foreign banks refused to lend money to Indonesia and inflation occasionally soared as high as one thousand percent. In 1965, a group of junior army officers attempted a coup. A general named **Suharto** (suh•HAHR•toh) put down the rebellion. He then seized power for himself and began a bloodbath in which 500,000 to 1 million Indonesians were killed.

Suharto, officially named president in 1967, turned Indonesia into a police state and imposed frequent periods of martial law. Outside observers heavily criticized him for his annexation of nearby East Timor in 1976 and for human rights violations there. (See the map on page 571.) Suharto's government also showed little tolerance for religious freedoms.

Bribery and corruption became commonplace. The economy improved under Suharto for a while but from 1997 through 1998 the nation suffered one of the worst financial crises in its history. Growing unrest over both government repression and a crippling economic crisis prompted Suharto to step down in 1998. While turmoil continued to grip the country, it moved slowly toward democracy. The daughter of Sukarno, Megawati Sukarnoputri, was elected to the presidency in 2001.

Upon taking office, the new president hailed the virtues of democracy and urged her fellow Indonesians to do what they could to maintain such a form of government:

Vocabulary

A *coup* is the sudden overthrow of a government by a small group of people.

C. Answer respect for the people's voice and respect for the rule of law

MAIN IDEA

Analyzing Primary Sources

What are the cornerstones of democracy, according to Sukarnoputri?

DIFFERENTIATING INSTRUCTION: ENGLISH LEARNERS

Clarifying Sequence

Class Time 20 minutes

Task Arranging events in sequential order

Purpose To trace the sequence in which Southeast Asian nations achieved independence and to highlight related challenges

Instructions Review the section material with students, using the Spanish editions of the Guided Reading worksheet and Reading Study Guide. Then organize students in groups of six.

Have groups list the nations discussed in this chapter:

- the Philippines
- Singapore
- Malaysia
- Burma/Myanmar
- East Timor
- Indonesia

Tell group members to arrange themselves in the order in which these six nations achieved independence. Then ask each student to make a statement telling when, how, and from whom his or her country achieved independence.

Indonesia Gains Independence from the Dutch

Like members of other European nations, the Dutch, who ruled the area of Southeast Asia known as Indonesia, saw their colonial empire crumble with the onset of World War II. The Japanese conquered the region and destroyed the Dutch colonial order. When the war ended and the defeated Japanese were forced to leave, the people of Indonesia moved to establish a free nation.

Sukarno Leads the Independence Movement Leading the effort to establish an independent Indonesia was **Sukarno** (soo•KAHR•noh), known only by his one name. In August 1945, two days after the Japanese surrendered, Sukarno proclaimed Indonesia's independence and named himself president. A guerrilla army backed him. The Dutch, supported initially by Britain and the United States, attempted to regain control of Indonesia. But after losing the support of the United Nations and the United States, the Dutch agreed to grant Indonesia its independence in 1949.

The new Indonesia became the world's fourth most populous nation. It consisted of more than 13,600 islands, with 300 different ethnic groups, 250 languages, and most of the world's major religions. It contained the world's largest Islamic population. Sukarno, who took the official title of "life-time president," attempted to guide this diverse nation in a parliamentary democracy.

Instability and Turmoil Sukarno's efforts to build a stable democratic nation were unsuccessful. He was not able to manage Indonesia's economy, and the country slid downhill rapidly. Foreign banks refused to lend money to Indonesia and inflation occasionally soared as high as one thousand percent. In 1965, a group of junior army officers attempted a coup. A general named **Suharto** (suh•HAHR•toh) put down the rebellion. He then seized power for himself and began a bloodbath in which 500,000 to 1 million Indonesians were killed.

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PRIMARY SOURCE

Democracy requires sincerity and respect for the rules of the game. Beginning my duty, I urge all groups to sincerely and openly accept the outcome of the democratic process . . . In my opinion, respect for the people's voice, sincerity in accepting it, and respect for the rules of game are the main pillars of democracy which we will further develop. I urge all Indonesians to look forward to the future and unite to improve the life and our dignity as a nation.

MEGAWATI SUKARNOPUTRI, July 23, 2001

CHAPTER 18 Section 2 (pages 570-582)

Southeast Asian Nations Gain Independence

TERMS AND IDEAS
 Southeast Asian Nations: A group of 11 nations in Southeast Asia that gained independence from the Dutch in 1949.
 Sukarno: Leader of Indonesia who declared independence in 1945.
 Suharto: Leader who ruled Indonesia from 1967 to 1998.

1. What year did Indonesia gain independence?
 a. 1945 b. 1949 c. 1967 d. 1998

2. Why was Indonesia's independence delayed?
 a. The Dutch fought to keep it. b. The United States fought to keep it. c. The Japanese fought to keep it. d. The British fought to keep it.

3. Who was Indonesia's first president?
 a. Sukarno b. Suharto c. Aung San d. Aung San Suu Kyi

4. How did Indonesia gain independence?
 a. It was granted by the Dutch. b. It was granted by the United States. c. It was granted by the United Nations. d. It was granted by the British.

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Sukarnoputri faces enormous challenges, including a still-fragile economy, ethnic strife, security problems, and a government still hobbled by corruption.

East Timor Wins Independence As Indonesia worked to overcome its numerous obstacles, it lost control of East Timor. Indonesian forces had ruled the land with brutal force since Suharto seized it in the 1970s. The East Timorese, however, never stopped pushing to regain their freedom. Jose Ramos Horta, an East Timorese independence campaigner, won the 1996 Nobel Peace Prize (along with East Timor's Roman Catholic bishop) for his efforts to gain independence for the region without violence.

In a United Nations-sponsored referendum held in August 1999, the East Timorese voted overwhelmingly for independence. The election angered pro-Indonesian forces in the region. They ignored the referendum results and went on a bloody rampage. They killed hundreds and forced thousands into refugee camps in West Timor, which is a part of Indonesia. UN intervention forces eventually brought peace to the area. In 2002 East Timor celebrated independence.

As on the Indian subcontinent, violence and struggle were part of the transition in Southeast Asia from colonies to free nations. The same would be true in Africa, where numerous former colonies shed European rule and created independent countries in the wake of World War II.



▲ East Timorese celebrate their overwhelming vote for independence in 1999.

SECTION 2 ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- Ferdinand Marcos
- Corazón Aquino
- Aung San Suu Kyi
- Sukarno
- Suharto

USING YOUR NOTES

2. Which nation faced the greatest challenges? Why? (10.4.4)

Nation	Challenges Following Independence
The Philippines	
Burma	
Indonesia	

MAIN IDEAS

3. Why did the retention of U.S. military bases in the Philippines so anger Filipinos? (10.4.4)
4. What was the outcome of the 1990 Myanmar election? How did the government respond? (10.4.4)
5. How did Suharto come to power in Indonesia? (10.4.4)

CRITICAL THINKING & WRITING

6. **CLARIFYING** How did World War II play a role in the eventual decolonization of Southeast Asia? (10.4.4)
7. **MAKING INFERENCES** Why do you think that the United States demanded a 99-year lease on military and naval bases in the Philippines? (10.4.4)
8. **COMPARING AND CONTRASTING** What was similar and different about the elections that brought defeat to the ruling governments in the Philippines and in Burma? (10.4.4)
9. **WRITING ACTIVITY** **ECONOMICS** Write a two-paragraph **expository essay** contrasting Singapore's economy with others in Southeast Asia. (Writing 2.3.a)

CONNECT TO TODAY CREATING A TELEVISION NEWS SCRIPT

Locate several of the most recent news articles about one of the countries discussed in this section. Combine the stories into a brief television **news script** and present it to the class. (Writing 2.3.b)

The Colonies Become New Nations 575

More About . . .

East Timor

Before Indonesia took control of East Timor, the island had seen other colonizers. The Portuguese arrived in the early 1500s, followed soon after by the Spanish. Britain also had a short period of control over Timor. However, apart from Japanese occupation during World War II, the Portuguese mostly retained control of East Timor. Indonesian forces then invaded in 1976 and absorbed East Timor as a province. Unlike Indonesia, where religious differences abound, most East Timorese are Christian.

3 ASSESS

SECTION 2 ASSESSMENT

Have students work in pairs. One partner can read the section assessment questions aloud as the other partner lists pages from the section where the answers can be found.

Formal Assessment

- Section Quiz, p. 315

4 RETEACH

Have students exchange the charts they made for item 2 in the assessment. Together, review the charts to help students understand the challenges of newly independent countries.

In-Depth Resources: Unit 5

- Reteaching Activity, p. 46

ANSWERS

1. Ferdinand Marcos, p. 571 • Corazón Aquino, p. 571 • Aung San Suu Kyi, p. 572 • Sukarno, p. 574 • Suharto, p. 574

2. **Sample Answer:** Philippines—Election corruption, power abuse, rebel groups; Burma—Repressive military; Malaysia—Ethnic differences, Communist uprising; Indonesia—Many islands, ethnic groups, languages, religions; East Timor—Conflict over independence. **Possible Answer:** Indonesia, due to size and diversity
3. many saw bases as imperialistic
4. National League for Democracy gained majority, but military refused to honor results and arrested NLD leader.

5. seized power after foiling a coup attempt
6. Japanese occupied area and ejected previous colonial powers.
7. to protect U.S. economic and political interests; to remind surrounding nations of U.S. military force
8. both governments ignored results; Philippine government finally stepped down, Myanmar retained power.

9. **Rubric** Expository essays should
 - clearly convey contrasts.
 - reflect full understanding of topic.

CONNECT TO TODAY

Rubric

- be well organized and easy to follow.
- stress main points of each event.
- support main points with details.

Social History

OBJECTIVES

- Explain how the past and present coexist in Southeast Asia.
- Summarize population and economic information about Southeast Asia.

FOCUS & MOTIVATE

Ask students which of the photographs on these pages show Southeast Asia the way they envision it. Which photographs are the most surprising? Why?

INSTRUCT

Critical Thinking

- What problems might face rural Thais when they visit cities such as Bangkok? (Possible Answer: unfamiliarity with traffic, noise, and crowding)
- What characteristics of Indonesian housing indicate a gap between rich and poor? (Possible Answer: high-rise, modern tower next to decrepit shacks)

Changing Times in Southeast Asia

As you have read, many countries in Southeast Asia have undergone revolutionary changes in their political and social organization. The region continues to struggle with its past and to face new challenges, but democratic reforms are becoming more common.

The past and present exist side by side throughout much of Southeast Asia. For an increasing number of Southeast Asians, housing, transportation, even purchasing food are a mixture of old and new. These images explore the differences between traditional and modern, rich and poor, past and present.

INTEGRATED TECHNOLOGY

RESEARCH LINKS For more on life in Southeast Asia, go to classzone.com

CALIFORNIA STANDARDS

10.11, CST 4



▲ ▼ Transportation

The water buffalo-drawn cart (shown above) is a common sight in rural Thailand. It is a mode of transport that reaches deep into the past.

In Bangkok, Thailand (shown below)—with its cars, motorcycles, and public buses—transportation is a very different thing. These distinctly past and present modes of transportation symbolize the changes many Southeast Asian countries are facing.



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◀ Housing

The luxury apartment building (background) in Jakarta, Indonesia, towers over the shabby and polluted slum of Muarabaru (foreground). Indonesia declared its independence in 1945, but was not recognized by the United Nations until 1950. Since independence, Indonesians have enjoyed relative economic prosperity, but bridging the gap between rich and poor is an issue that faces Indonesia and much of Southeast Asia.

RECOMMENDED RESOURCES

Books

Dick, H. W., and Peter J. Rimmer. *Cities, Transport and Communications: The Integration of Southeast Asia Since 1850*. New York: Macmillan, 2003. A study of the impact of globalization on the cities of Southeast Asia.

Fahn, James David. *A Land on Fire: The Environmental Consequences of the Southeast Asian Boom*. Boulder, CO: Westview, 2003. Southeast Asia's fight to protect the environment.

Litvack, Jennie I., and Denis A. Rondinelli. *Market Reform in Vietnam*. Westport, CT: Quorum, 1999.

Videos

Bangkok. VHS. Library Video Company, 1994. 800-843-3620. The many contrasts of Bangkok, from its Buddhist temples to its business districts and open-air markets.

Indonesia: Urban Development in Jakarta. VHS and DVD. Films for the Humanities and Sciences, 1996. 800-257-5126. Follows a day in the life of a 12-year-old boy.

Living in Vietnam. VHS. Library Video Company, 2001. 800-843-3620.



▲ ▼ Markets

As the post-colonial economies of Southeast Asia grow, traditional markets, like the floating market in Thailand (shown below), give way to the modern convenience of stores with prepackaged foods, like this street-side store (above) in Vietnam.



▶ DATA FILE

SOUTHEAST ASIA

Geography

- Eleven countries are generally referred to as Southeast Asia: Brunei, Cambodia, East Timor, Indonesia, Laos, Malaysia, Myanmar, the Philippines, Singapore, Thailand, and Vietnam.

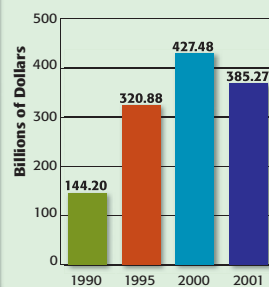
Population

- About 8 percent of the world's population lives in Southeast Asia.
- Indonesia is the world's fourth most populous country, behind China, India, and the United States.

Economics

- Ten Southeast Asian nations—Indonesia, Malaysia, the Philippines, Singapore, Brunei, Cambodia, Laos, Vietnam, Myanmar, and Thailand—make up a trading alliance known as the Association of South-East Asian Nations (ASEAN)

ASEAN Exports, 1990–2001



Source: World Trade Organization

Connect to Today

1. Drawing Conclusions Why might some countries in Southeast Asia have more successful economies than others?

See Skillbuilder Handbook, page R10.

2. Forming and Supporting Opinions Are the issues facing Southeast Asians discussed here also a concern for Americans? Why or why not?

More About . . .

Transportation in Thailand

Thailand's waterways offer a method of transportation that bridges the past and present. The Thai people have used the rivers of the Chao Phraya delta since ancient times. Today, they've added man-made canals to expand water transportation. This is important because, while the road system is growing, Thailand's rainy climate often floods the roadways. Helicopters and airplanes also offer access to very mountainous areas.

More About . . .

ASEAN

In addition to the five founding members, ASEAN also includes Vietnam, Laos, Myanmar, Cambodia, and Brunei. Together these nations represent 500 million people and gross domestic products of \$737 billion. The member nations' total trade is worth \$720 billion. ASEAN works hard to secure unity amongst member nations. Unity helps the organization gain strong economic bargaining power around the world. In addition, after joining the organization, the member nations have avoided military confrontation among themselves.

CONNECT TO TODAY: ANSWERS

1. Drawing Conclusions

Possible Answer: The countries of the Association of South-East Asian Nations (ASEAN) might be more prosperous because they are part of a trading alliance.

2. Forming and Supporting Opinions

Possible Answer: Bridging the gap between rich and poor is a problem facing Americans, though perhaps less dramatically. U.S. transportation systems are fairly modern throughout the nation, but modern markets are displacing farmer's markets and family-owned stores in some places. In other places, farmer's markets have made a comeback as Americans seek fresh or organic produce.

LESSON PLAN

OBJECTIVES

- Identify factors affecting the success of African independence efforts.
- Describe the independence of Ghana and Kenya.
- Explain civil wars and independence struggles in Congo and Angola.

1 FOCUS & MOTIVATE

Tell students that many newly independent African nations struggled under rulers who would not share power. How does the U.S. government create shared power? (*Possible Answer: Constitution mandates three branches and shared power with states.*)

2 INSTRUCT

Achieving Independence

10.9.4

Critical Thinking

- How were the struggles of newly independent nations in Africa and Southeast Asia similar? (*Both began after World War II and both had ethnic divisions.*)

CALIFORNIA RESOURCES

California Reading Toolkit, p. L82
California Modified Lesson Plans for English Learners, p. 159
California Daily Standards Practice Transparencies, TT74
California Standards Enrichment Workbook, pp. 53–54, 93–94
California Standards Planner and Lesson Plans, p. L155
California Online Test Practice
California Test Generator CD-ROM
California Easy Planner CD-ROM
California eEdition CD-ROM



Temple decoration, Chiang Mai, Thailand

Floating market, Bangkok, Thailand

New Nations in Africa

MAIN IDEA

REVOLUTION After World War II, African leaders threw off colonial rule and created independent countries.

WHY IT MATTERS NOW

Today, many of those independent countries are engaged in building political and economic stability.

TERMS & NAMES

- Negritude movement
- Kwame Nkrumah
- Jomo Kenyatta
- Ahmed Ben Bella
- Mobutu Sese Seko

CALIFORNIA STANDARDS

10.4.4 Describe the independence struggles of the colonized regions of the world, including the roles of leaders, such as Sun Yat-sen in China, and the roles of ideology and religion.

10.9.2 Analyze the causes of the Cold War, with the free world on one side and Soviet client states on the other, including competition for influence in such places as Egypt, the Congo, Vietnam, and Chile.

SETTING THE STAGE Throughout the first half of the 20th century, Africa resembled little more than a European outpost. As you recall, the nations of Europe had marched in during the late 1800s and colonized much of the continent. Like the diverse groups living in Asia, however, the many different peoples of Africa were unwilling to return to colonial domination after World War II. And so, in the decades following the great global conflict, they, too, won their independence from foreign rule and went to work building new nations.

Achieving Independence

The African push for independence actually began in the decades before World War II. French-speaking Africans and West Indians began to express their growing sense of black consciousness and pride in traditional Africa. They formed the **Negritude movement**, a movement to celebrate African culture, heritage, and values.

When World War II erupted, African soldiers fought alongside Europeans to “defend freedom.” This experience made them unwilling to accept colonial domination when they returned home. The war had changed the thinking of Europeans too. Many began to question the cost, as well as the morality, of maintaining colonies abroad. These and other factors helped African colonies gain their freedom throughout the 1950s and 1960s.

The ways in which African nations achieved independence, however, differed across the continent. In Chapter 11, you learned that European nations employed two basic styles of government in colonial Africa—direct and indirect. Under indirect rule, local officials did much of the governing and colonists enjoyed limited self-rule. As a result, these colonies generally experienced an easier transition to independence. For colonies under direct rule, in which foreigners governed at all levels and no self-rule existed, independence came with more difficulty. Some colonies even had to fight wars of liberation, as European settlers refused to surrender power to African nationalist groups.

No matter how they gained their freedom, however, most new African nations found the road to a strong and stable nation to be difficult. They had to deal with everything from creating a new government to establishing a postcolonial economy. Many new countries were also plagued by great ethnic strife. In colonizing Africa, the Europeans had created artificial borders that had little to

TAKING NOTES

Clarifying Use a chart to list an idea, an event, or a leader important to that country's history.

Ghana	
Kenya	
Zaire	
Algeria	
Angola	

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SECTION 3 PROGRAM RESOURCES

ALL STUDENTS

In-Depth Resources: Unit 5

- Guided Reading, p. 28
- Skillbuilder Practice, p. 32
- Geography Application, p. 33
- History Makers: Jomo Kenyatta, p. 42

Formal Assessment

- Section Quiz, p. 316

ENGLISH LEARNERS

In-Depth Resources in Spanish

- Guided Reading, p. 142
- Skillbuilder Practice, p. 144

578 Chapter 18

- Geography Application, p. 145

Reading Study Guide (Spanish), p. 195

Reading Study Guide Audio CD (Spanish)

STRUGGLING READERS

In-Depth Resources: Unit 5

- Guided Reading, p. 28
- Building Vocabulary, p. 31
- Skillbuilder Practice, p. 32
- Geography Application, p. 33
- Reteaching Activity, p. 47

Reading Study Guide, p. 195

Reading Study Guide Audio CD

GIFTED AND TALENTED STUDENTS

In-Depth Resources: Unit 5

- Primary Source: Farewell Without Tears, p. 37
- Literature: Negritude poems, p. 40
- Connections Across Time and Cultures: Becoming a New Nation, p. 44

INTEGRATED TECHNOLOGY

eEdition CD-ROM

Power Presentations CD-ROM

classzone.com

do with the areas where ethnic groups actually lived. While national borders separated people with similar cultures, they also enclosed traditional enemies who began fighting each other soon after the Europeans left. For many African nations, all of this led to instability, violence, and an overall struggle to deal with their newly gained independence.

Ghana Leads the Way

The British colony of the Gold Coast became the first African colony south of the Sahara to achieve independence. Following World War II, the British in the Gold Coast began making preparations. For example, they allowed more Africans to be nominated to the Legislative Council. However, the Africans wanted full freedom. The leader of their largely nonviolent movement was **Kwame Nkrumah** (KWAH•mee uhn•KROO•muh). Starting in 1947, he worked to liberate the Gold Coast from the British. Nkrumah organized strikes and boycotts and was often imprisoned by the British government. Ultimately, his efforts were successful.

On receiving its independence in 1957, the Gold Coast took the name Ghana. This name honored a famous West African kingdom of the past. Nkrumah became Ghana's first prime minister and later its president-for-life. Nkrumah pushed through new roads, new schools, and expanded health facilities. These costly projects soon crippled the country. His programs for industrialization, health and welfare, and expanded educational facilities showed good intentions. However, the expense of the programs undermined the economy and strengthened his opposition.

In addition, Nkrumah was often criticized for spending too much time on Pan-African efforts and neglecting economic problems in his own country. He dreamed of a "United States of Africa." In 1966, while Nkrumah was in China, the army and police in Ghana seized power. Since then, the country has shifted back and forth between civilian and military rule and has struggled for economic stability. In 2000, Ghana held its first open elections.

Vocabulary
Pan-African refers to a vision of strengthening all of Africa, not just a single country.

Fighting for Freedom

In contrast to Ghana, nations such as Kenya and Algeria had to take up arms against their European rulers in order to ultimately win their freedom.

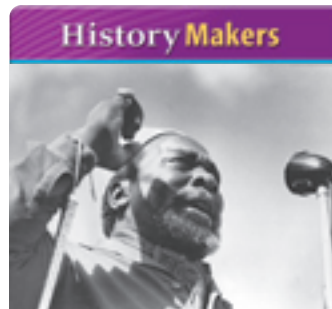
Kenya Claims Independence The British ruled Kenya, and many British settlers resisted Kenyan independence—especially those who had taken over prize farmland in the northern highlands of the country. They were forced to accept African self-government as a result of two developments. One was the strong leadership of Kenyan nationalist **Jomo Kenyatta**. The second was the rise of a group known as the Mau Mau (MOW mow). This was a secret society made up mostly of native Kenyan farmers forced out of the highlands by the British.

Using guerrilla war tactics, the Mau Mau sought to push the white farmers into leaving the highlands. Kenyatta claimed to have no connection to the Mau Mau. However, he refused to condemn the organization. As a result, the

A. Answer The British granted Ghana its independence peacefully, while British settlers in Kenya fought to remain in control.

MAIN IDEA

Contrasting
How did the granting of independence to the British colonies of Ghana and Kenya differ?



History Makers

Jomo Kenyatta
1891–1978

A man willing to spend years in jail for his beliefs, Kenyatta viewed independence as the only option for Africans.

The African can only advance to a "higher level" if he is free to express himself, to organize economically, politically and socially, and to take part in the government of his own country.

On the official day that freedom finally came to Kenya, December 12, 1963, Kenyatta recalls watching with overwhelming delight as the British flag came down and the new flag of Kenya rose up. He called it "the greatest day in Kenya's history and the happiest day in my life."

INTEGRATED TECHNOLOGY
RESEARCH LINKS For more on Jomo Kenyatta, go to classzone.com

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Ghana Leads the Way

10.4.4

Critical Thinking

- What might be the advantages to having a president for life? (Possible Answer: able to follow through on agenda or major changes)
- What might be the advantages of a United States of Africa? (Possible Answer: global bargaining power in economic and political matters)

History Makers

Jomo Kenyatta

Ask what students think Kenyatta meant by the quote. (*that Africans could achieve more if they were allowed the freedoms other people had*)

Kenyatta's policies and approach were quite successful—Kenya's economy grew dramatically in the 20 years after independence.

In-Depth Resources: Unit 5

- History Makers: Jomo Kenyatta, p. 42
- Connections Across Time and Cultures, p. 44

Fighting for Freedom

10.4.4

Critical Thinking

- Why were the British willing to let Ghana go, but not Kenya? (British colonists living there opposed it.)
- How might unemployment in Algeria lead to the rise of Islamic fundamentalism? (Possible Answer: It may have offered answers or solutions to their dissatisfaction.)

SKILLBUILDER PRACTICE: EVALUATING DECISIONS AND COURSES OF ACTION

Analyzing Historical Decisions

Class Time 20 minutes

Task Developing opinions in response to decisions made by a historical leader

Purpose To practice the skill of evaluating decisions and courses of action

Instructions Historians look at decisions made in the past and evaluate both their short-term and long-term consequences. For example, historians still debate President Truman's decision to use the atomic bomb to end the war with Japan. Ask students to read the paragraphs under "Ghana Leads the Way." Then ask them the following questions:

1. For what sorts of programs in Ghana was Nkrumah criticized? (*roads, schools, health facilities*) Do you think the criticism was justified? (*Answers will vary.*)
2. What were other criticisms of Nkrumah? (*spending too much time on Pan-African efforts and neglecting economic problems in Ghana*)
3. What are alternative ways Nkrumah might have handled the economy? (*Possible Answer: He might have put emphasis on strengthening the economy rather than on expensive development plans and projects.*)

Have students use the Skillbuilder Practice worksheet for more examples and practice.

18 SKILLBUILDER PRACTICE Evaluating Decisions

A leader's decision makes a difference. It's a good decision or a bad one. How long the decision is in place is also important. Some decisions are made for a long time. Some are made for a short time. Some are made for a very long time. Some are made for a very short time. Some are made for a very long time. Some are made for a very short time.

1. What reasons did Nkrumah give for his decision to spend too much time on Pan-African efforts and neglecting economic problems in Ghana?

2. How did these decisions affect the work in Ghana?

3. How would you evaluate these decisions?

4. What other options might Nkrumah have considered?

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In-Depth Resources: Unit 5

History from Visuals

Interpreting the Maps

Ask students to identify the countries that were created out of 1955 French West Africa. (*Senegal, Mauritania, Mali, Niger, Upper Volta, Guinea, Ivory Coast*)

Extension Have students use an almanac or other reference tool to determine the present status of the colonies shown on the 1975 map.

SKILLBUILDER Answers

- Place** Libya, Egypt, Ethiopia, South Africa, Liberia
- Location** 1960s

INTEGRATED TECHNOLOGY

Interactive These images are available in an interactive format on the eEdition.

Tip for Struggling Readers

Some students may benefit from viewing the map information in list format. Have them set up a three-column chart with headings "Independent Nation," "Original Colony," and "Date of Independence." Students can then complete the chart with information from the two maps.

Independent Nation	Original Colony	Date of Independence
Chad	French Equatorial Africa	1960



GEOGRAPHY SKILLBUILDER: Interpreting Maps

- Place** Which countries in Africa were already independent in 1955?
- Location** In what decade did most of the African nations gain their independence?

DIFFERENTIATING INSTRUCTION: ENGLISH LEARNERS

Analyzing the Congo Crisis

Class Time 20 minutes

Task Examining a map to explore the movement of various groups in the Congo crisis from 1960 to 1965

Purpose To use maps as a vehicle to describe activities in the Congo crisis

Instructions Make copies or transparencies of the Chapter 34 Geography Application map. Then have students help you make a list of the participants in the Congo crisis and of the movement of troops during the rebellions of 1960–1965. If you are using a transparency, have individual students point out:

- various points of the rebel advance.
- railways.
- centers of rebellion.
- UN troop bases.
- sites of intervention by Belgian paratroopers.

Ask students to comment on the political situation in the Congo at this time. Why were so many different groups involved in the fighting?

British imprisoned him for nearly a decade. By the time the British granted Kenya independence in 1963, more than 10,000 Africans and 100 settlers had been killed.

Kenyatta became president of the new nation. He worked hard to unite the country's various ethnic and language groups. Kenyatta died in 1978. His successor, Daniel arap Moi, was less successful in governing the country. Moi faced increasing opposition to his one-party rule. Adding to the nation's woes were corruption in Moi's government and ethnic conflicts that killed hundreds and left thousands homeless. Moi stepped down in 2002, and a new party gained power through free elections.

Algeria Struggles with Independence France's principal overseas colony, Algeria, had a population of one million French colonists and nine million Arabs and Berber Muslims. After World War II, the French colonists refused to share political power with the native Algerians. In 1954, the Algerian National Liberation Front, or FLN, announced its intention to fight for independence. The French sent about half a million troops into Algeria to fight the FLN. Both sides committed atrocities. The FLN prevailed, and Algeria gained its independence in July 1962.

The leader of the FLN, **Ahmed Ben Bella**, became first president of the newly independent Algeria. He attempted to make Algeria a socialist state, but was overthrown in 1965 by his army commander. From 1965 until 1988, Algerians tried unsuccessfully to modernize and industrialize the nation. Unemployment and dissatisfaction with the government contributed to the rise of religious fundamentalists who wanted to make Algeria an Islamic state. The chief Islamic party, the Islamic Salvation Front (FIS), won local and parliamentary elections in 1990 and 1991. However, the ruling government and army refused to accept the election results. As a result, a civil war broke out between Islamic militants and the government. The war continues, on and off, to this day.

Civil War in Congo and Angola

Civil war also plagued the new nations of Congo and Angola. Congo's problems lay in its corrupt dictatorship and hostile ethnic groups. Meanwhile, Angola's difficulties stemmed from intense political differences.

Freedom and Turmoil for Congo Of all the European possessions in Africa, one of the most exploited was the Belgian Congo. Belgium had ruthlessly plundered the colony's rich resources of rubber and copper. In addition, Belgian officials ruled with a harsh hand and provided the population with no social services. They also had made no attempt to prepare the people for independence. Not surprisingly, Belgium's granting of independence in 1960 to the Congo (known as Zaire from 1971 to 1997) resulted in upheaval.

After years of civil war, an army officer, Colonel Joseph Mobutu, later known as **Mobutu Sese Seko** (moh•BOO•too SAY•say SAY•koh), seized power in 1965. For 32 years, Mobutu ruled the country that he renamed Zaire. He maintained control through a combination of force, one-party rule, and gifts to supporters. Mobutu successfully withstood several armed rebellions. He was finally overthrown in 1997 by rebel leader Laurent Kabila after months of civil war. Shortly thereafter, the country was renamed the Democratic Republic of the Congo.

On becoming president, Kabila promised a transition to democracy and free elections by April 1999. Such elections never came. By 2000 the nation endured another round of civil war, as three separate rebel groups sought to overthrow Kabila's autocratic rule. In January 2001, a bodyguard assassinated Kabila.



▲ Mobutu Sese Seko

The Colonies Become New Nations 581

Civil War in Congo and Angola

10.9.2

Critical Thinking

- How was Kabila's rule similar to that of other leaders in newly independent nations? (Possible Answer: He promised democracy but seized autocratic rule once in power.)
- How did interference by outside forces impact the war in Angola? (Possible Answer: Aid from outside forces kept the war going and reduced the chance of a peaceful end to the war.)

In-Depth Resources: Unit 5

- Primary Source: Farewell Without Tears, letter from Patrice Lumumba, p. 37

More About . . .

Overthrowing Mobutu

Congo rebels, led by Laurent Kabila, overthrew Mobutu in just seven months. They encountered little opposition as they moved across the country. The *New York Times* called the Zaire government "a house that had been eaten by termites. The rebels came along and pushed it over." That is, the corruption of Mobutu's rule had undermined his support among the people.

B. Answer The Belgians left it with a ruined economy and no social services, and provided no preparation for independence.

MAIN IDEA

Recognizing Effects

Why was the Congo vulnerable to turmoil after independence?

DIFFERENTIATING INSTRUCTION: STRUGGLING READERS

Exploring Leadership Styles

Class Time 20 minutes

Task Discussing leadership styles of African leaders

Purpose To clarify the methods of leadership in newly independent African nations.

Instructions Use the Guided Reading worksheet and Reading Study Guide for Section 3 to review the section material with students. Then assign groups of students the roles of various leaders they have read about in this section:

- Kwame Nkrumah
- Jomo Kenyatta
- Mobutu Sese Seko
- Ahmed Ben Bella

Have students discuss their leader's methods of ruling the country. They should discuss the success or failure of the leader's style of governing. Have each group give a brief report describing the leadership style and its success or failure.

Name _____ Date _____

18 GUIDED READING *New Nations in Africa*
Section 3

A. Distinguishing Main Ideas As you read this section, write notes about each African leader. Describe how each nation gained independence and the reasons and problems that followed independence.

Leader	How did the nation gain independence?	What were the reasons and problems that followed independence?

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CHAPTER 18 Section 3 (pages 578-600)

New Nations in Africa

BEFORE YOU READ
As the text begins, you read about the struggle for self-rule in Southeast Asian nations. In this section, you will read about new nations in Africa.

AS YOU READ
Use the web below to take notes on challenges facing each nation after independence.

COUNTRY	CHALLENGES
Chad	Military rule since 1963
Egypt	
Guinea	
Kenya	
Malawi	

ACHIEVING INDEPENDENCE
Why did independence come so quickly in Africa after World War II?
During World War II, Africans fought as soldiers along with Europeans. After the war, African nationalists demanded that Africans take part in the government. The purpose of this movement was to achieve African nations' self-rule and independence.

1. What was the Nigerian movement?

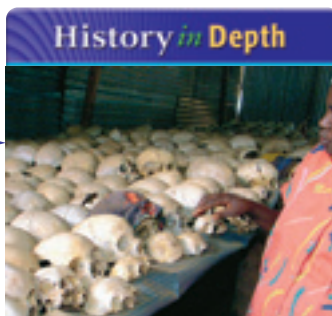
GHANA LEADS THE WAY
What challenges did newly independent nations face?
The British gave African people part in the rule and government of an Gold Coast colony. Kwame Nkrumah led a movement to push Britain to let the Gold Coast colony become independent. The new nation took the name Ghana.

2. What was the Nigerian movement?
Nigeria had long plans for holding the resources of Ghana. But there were more tiny operations. Opponents gave France, the only nation power in 1960, Ghana had been ruled by a military dictator since 1966.

History *in* Depth

Genocide in Rwanda

Rwandan ethnic violence spilled into the Congo as well. Within days after Laurent Kabila took over, rumors began to surface about massacres in the Congo of Hutu refugees from Rwanda. Kabila's army included large numbers of Tutsis. The refugees were ethnic Hutus who fled Rwanda in 1994 after a Tutsi-led government came to power.



Genocide in Rwanda

Of all the African nations that have struggled with ethnic violence, perhaps none has seen more blood spilled than Rwanda. The tiny nation in East Africa gained its independence in 1962. Over the next 30 years, its main ethnic groups, Hutus and Tutsis, often clashed.

In the spring of 1994, the Rwandan president, a Hutu, died in a suspicious plane crash. In the months that followed, Hutus slaughtered about 1 million Tutsis before Tutsi rebels put an end to the killings. The United Nations set up a tribunal to punish those responsible for the worst acts of genocide.

More About . . .

Cuban Troops in Angola

Cuban troops went to Angola as a part of Fidel Castro's program of "Cuban internationalism." In addition to military troops, Cuba sent teachers, doctors, and laborers. There were so many Cubans in medical service that in the 1980s Spanish was the preferred language of the Angolan medical community.

3 ASSESS

SECTION 3 ASSESSMENT

Pair students to respond to the assessment questions together.

Formal Assessment

- Section Quiz, p. 136

4 RETEACH

Direct students to the maps on page 1014. Use the two maps to review the main ideas of the section.

In-Depth Resources: Unit 5

- Reteaching Activity, p. 47

SECTION 3 ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- Negritude movement
- Kwame Nkrumah
- Jomo Kenyatta
- Ahmed Ben Bella
- Mobutu Sese Seko

USING YOUR NOTES

2. Which item had the greatest impact on its country? Why? (10.4.4)

Ghana	
Kenya	
Zaire	
Algeria	
Angola	

MAIN IDEAS

3. Who were the Mau Mau of Kenya? What was their goal? (10.4.4)
4. What sparked the present-day civil struggle in Algeria? (10.4.4)
5. What prompted Portugal to eventually grant Angola its freedom? (10.4.4)

CRITICAL THINKING & WRITING

6. **DRAWING CONCLUSIONS** How did the way in which European colonialists carved up Africa in the 1800s lead to civil strife in many new African nations? (10.4.4)
7. **ANALYZING MOTIVES** Why did the United States and the Soviet Union participate in Angola's civil war? (10.9.2)
8. **ANALYZING ISSUES** Why do you think revolution swept so many African nations following their independence from European rule? (10.4.4)
9. **WRITING ACTIVITY** **REVOLUTION** Imagine you are a reporter covering a revolution in one of the African nations. Write a **headline** and **article** describing it. (Writing 2.3.b)

INTEGRATED TECHNOLOGY INTERNET ACTIVITY

Use the Internet to examine the current status of two countries discussed in this section. Choose from various economic, governmental, and social statistics and display your information in a **comparison chart**. (Writing 2.3.d)

INTERNET KEYWORD
country profiles

His son, Joseph Kabila, took power and began a quest for peace. In July of 2002, some of the rebel forces agreed to a cease-fire, offering hope that a larger peace might one day become a reality.

War Tears at Angola To the southwest of Congo lies Angola, a country that not only had to fight to gain its freedom but to hold itself together after independence. The Portuguese had long ruled Angola and had no desire to stop. When an independence movement broke out in the colony, Portugal sent in 50,000 troops. The cost of the conflict amounted to almost half of Portugal's national budget. The heavy cost of fighting, as well as growing opposition at home to the war, prompted the Portuguese to withdraw from Angola in 1975.

Almost immediately, the Communist-leaning MPLA (Popular Movement for the Liberation of Angola) declared itself the new nation's rightful government. This led to a prolonged civil war, as various rebel groups fought the government and each other for power. Each group received help from outside sources. The MPLA was assisted by some 50,000 Cuban troops and by the Soviet Union. The major opposition to the MPLA was UNITA (National Union for the Total Independence of Angola), to which South Africa and the United States lent support. For decades, the two sides agreed to and then abandoned various cease-fire agreements. In 2002, the warring sides agreed to a peace accord, and the long civil war came to an end.

As the colonies of Africa worked to become stable nations, the new nation of Israel was emerging in the Middle East. Its growth, as you will read in the next section, upset many in the surrounding Arab world and prompted one of the longest-running conflicts in modern history.

ANSWERS

1. Negritude movement, p. 578 • Kwame Nkrumah, p. 579 • Jomo Kenyatta, p. 579 • Ahmed Ben Bella, p. 581 • Mobutu Sese Seko, p. 581

2. **Sample answer:** Ghana—Nkrumah damaged economy through costly projects; Kenya—Kenyatta fought against British; Zaire—Mobutu overthrown; Algeria—French colonists fought independence; long civil war; Angola—Portuguese fought to keep country but gave up; long civil war. **Possible Answers:** Jomo Kenyatta's leadership in Kenya—without his efforts Kenya may have struggled longer to gain freedom; civil war in Angola—it lasted for two decades.

3. resistance group of Kenyan farmers; force British farmers from the land

4. government's refusal to accept recent election victories of Islamic party

5. high cost of fighting for control; opposition at home to colonialism

6. **Possible Answer:** Europeans created artificial borders dividing ethnic groups and enclosing those at odds. Groups fought after Europeans left.

7. Soviets wanted to support Communist government; U.S. wanted to stop this.

8. desire for freedom had been building; colonial departure left instability

9. **Rubric** Articles should

- include a strong and catchy headline.
- explain the revolution and its causes.
- be clearly organized and well written.

INTEGRATED TECHNOLOGY

Rubric Charts should

- identify the two nations.
- provide similar types of statistics.
- clearly compare the two nations.

Temple decoration, Chiang Mai, Thailand

Floating market, Bangkok, Thailand

Conflicts in the Middle East

MAIN IDEA

POWER AND AUTHORITY

Division of Palestine after World War II made the Middle East a hotbed of competing nationalist movements.

WHY IT MATTERS NOW

The conflict in the Middle East threatens the stability of the world today.

TERMS & NAMES

- Anwar Sadat
- Golda Meir
- PLO
- Yasir Arafat
- Camp David Accords
- intifada
- Oslo Peace Accords

CALIFORNIA STANDARDS

10.9.6 Understand how the forces of nationalism developed in the Middle East, how the Holocaust affected world opinion regarding the need for a Jewish state, and the significance and effects of the location and establishment of Israel on world affairs.

REP 1 Students distinguish valid arguments from fallacious arguments in historical interpretations.

REP 4 Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

HI 4 Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.

SETTING THE STAGE In the years following World War II, the Jewish people won what for so long had eluded them: their own state. The gaining of their homeland along the eastern coast of the Mediterranean Sea, however, came at a heavy price. A Jewish state was unwelcome in this mostly Arab region, and the resulting hostility led to a series of wars. Perhaps no Arab people, however, have been more opposed to a Jewish state than the Palestinians, who claim that much of the Jewish land belongs to them. These two groups have waged a bloody battle that goes on today.

Israel Becomes a State

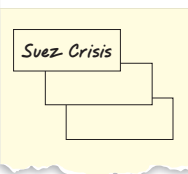
The land called Palestine now consists of Israel, the West Bank, and the Gaza Strip. To Jews, their claim to the land dates back 3,000 years, when Jewish kings ruled the region from Jerusalem. To Palestinians (both Muslim and Christian), the land has belonged to them since the Jews were driven out around A.D. 135. To Arabs, the land has belonged to them since their conquest of the area in the 7th century.

After being forced out of Palestine during the second century, the Jewish people were not able to establish their own state and lived in different countries throughout the world. The global dispersal of the Jews is known as the Diaspora. During the late 19th and early 20th centuries, a group of Jews began returning to the region their ancestors had fled so long ago. They were known as Zionists, people who favored a Jewish national homeland in Palestine. At this time, Palestine was still part of the Ottoman Empire, ruled by Islamic Turks. After the defeat of the Ottomans in World War I, the League of Nations asked Britain to oversee Palestine until it was ready for independence.

By this time, the Jews had become a growing presence in Palestine, and were already pressing for their own nation in the territory. The Palestinians living in the region strongly opposed such a move. In a 1917 letter to Zionist leaders, British Foreign Secretary Sir Arthur Balfour promoted the idea of creating a Jewish homeland in Palestine while protecting the “rights of existing non-Jewish communities.” Despite the Balfour Declaration, however, efforts to create a Jewish state failed—and hostility between Palestinians and Jews continued to grow.

TAKING NOTES

Following Chronological Order Use a graphic to fill in some important political and military events that occurred following the Suez Crisis.



The Colonies Become New Nations 583

OBJECTIVES

- Describe the formation of Israel.
- Trace the conflicts between Israel and Arab states.
- Describe the Palestinian struggle for independence.
- Explain Arab-Israeli peace efforts.

1 FOCUS & MOTIVATE

Explain that Israelis and Palestinians live daily with heightened security measures. What security measures do students face in their schools or communities? (Possible Answers: metal detectors in schools or airports, police presence)

2 INSTRUCT

Israel Becomes a State

10.9.6

Critical Thinking

- How could the claims to land in Palestine be true for Jews, Palestinians, and Arabs? (All three groups claimed lands based on previous residence.)

CALIFORNIA RESOURCES

- California Reading Toolkit, p. L83
- California Modified Lesson Plans for English Learners, p. 161
- California Daily Standards Practice Transparencies, TT75
- California Standards Enrichment Workbook, pp. 101–102
- California Standards Planner and Lesson Plans, p. L157
- California Online Test Practice
- California Test Generator CD-ROM
- California Easy Planner CD-ROM
- California eEdition CD-ROM

SECTION 4 PROGRAM RESOURCES

ALL STUDENTS

In-Depth Resources: Unit 5

- Guided Reading, p. 29
- History Makers: Golda Meir, p. 43

Formal Assessment

- Section Quiz, p. 317

ENGLISH LEARNERS

In-Depth Resources in Spanish

- Guided Reading, p. 143

Reading Study Guide (Spanish), p. 197

Reading Study Guide Audio CD (Spanish)

STRUGGLING READERS

In-Depth Resources: Unit 5

- Guided Reading, p. 29
- Building Vocabulary, p. 31
- Reteaching Activity, p. 48

Reading Study Guide, p. 197

Reading Study Guide Audio CD

GIFTED AND TALENTED STUDENTS

In-Depth Resources: Unit 5

- Primary Source: The Balfour Declaration, p. 38

Electronic Library of Primary Sources

- “Enough of Blood and Tears”

INTEGRATED TECHNOLOGY

eEdition CD-ROM

Power Presentations CD-ROM

World Art and Cultures Transparencies

- AT75 *After the Storm*

Critical Thinking Transparencies

- CT34 Time Machine: The Middle East Conflict

Electronic Library of Primary Sources

- “Enough of Blood and Tears”

classzone.com

Israel and Arab States in Conflict

10.9.6

Critical Thinking

- How did fighting prevent the establishment of the Palestinian state? (Possible Answer: Israel took some of the land; chaos of war made it difficult.)
- How did Israel triumph so quickly in the Six-Day War? (Possible Answer: by moving preemptively; highly motivated and better equipped)

History from Visuals

Interpreting the Map

Ask students to identify the access Israelis and Palestinians have to the Mediterranean and Red Seas. (Israelis have seaports on the Mediterranean; Palestinians have access from the Gaza Strip. Israelis can reach the Red Sea through the Gulf of Aqaba; Palestinians have no access.)

Extension Have students make a list of the nations which surround Israel. Then have students write a brief observation about Israel's relations with her neighbors.

SKILLBUILDER Answers

- 1. Location** Elat; It gave Israel access, by way of the Gulf of Aqaba, to the Red Sea.
- 2. Region** Lebanon; Jordan; Syria

INTEGRATED TECHNOLOGY

Interactive This feature is available in an interactive format on the eEdition.

At the end of World War II, the United Nations took up the matter. In 1947, the UN General Assembly voted for a partition of Palestine into a Palestinian state and a Jewish state. Jerusalem was to be an international city owned by neither side. The terms of the partition gave Jews 55 percent of the area even though they made up only 34 percent of the population. In the wake of the war and the Holocaust, the United States and many European nations felt great sympathy for the Jews.

All of the Islamic countries voted against partition, and the Palestinians rejected it outright. They argued that the UN did not have the right to partition a country without considering the wishes of the majority of its people. Finally, the date was set for the formation of Israel, May 14, 1948. On that date, David Ben Gurion, long-time leader of the Jews residing in Palestine, announced the creation of an independent Israel.

Israel and Arab States in Conflict

The new nation of Israel got a hostile greeting from its neighbors. The day after it proclaimed itself a state, six Islamic states—Egypt, Iraq, Jordan, Lebanon, Saudi Arabia, and Syria—invaded Israel. The first of many Arab-Israeli wars, this one ended within months in a victory for Israel. Full-scale war broke out again in 1956, 1967, and 1973.

Largely as a result of this fighting, the state that the UN had set aside for Palestinians never came into being. Israel seized half the land in the 1948–1949 fighting. While the fighting raged, at least 600,000 Palestinians fled, migrating from the areas under Israeli control. They settled in UN-sponsored refugee camps that ringed the borders of their former homeland. Meanwhile, various Arab nations seized other Palestinian lands. Egypt took control of the Gaza Strip, while Jordan annexed the West Bank of the Jordan River. (See the map at left.)

The 1956 Suez Crisis The second Arab-Israeli war followed in 1956. That year, Egypt seized control of the Suez Canal, which ran along Egypt's eastern border between the Gulf of Suez and the Mediterranean Sea. Egyptian president Gamal Abdel Nasser sent in troops to take the canal, which was controlled by British interests. The military action was prompted in large part by Nasser's anger over the loss of U.S. and British financial support for the building of Egypt's Aswan Dam.

Outraged, the British made an agreement with France and Israel to retake the canal. With air support provided by their European allies, the Israelis marched on the Suez Canal and quickly defeated the Egyptians. However, pressure from

A. Answer The UN recommended the partition of Palestine into a Palestinian state and a Jewish state, with Jerusalem as an international city.

MAIN IDEA

Summarizing

What recommendations did the UN make for Palestine?



GEOGRAPHY SKILLBUILDER: Interpreting Maps

- 1. Location** What was the southernmost point in Israel in 1947 and what might have been its strategic value?
- 2. Region** What country lies due north of Israel? east? northeast?

DIFFERENTIATING INSTRUCTION: GIFTED AND TALENTED STUDENTS

Exploring the Balfour Declaration

Class Time 30 minutes

Task Analyzing the impact of the Balfour Declaration

Purpose To identify the effects of the Balfour Declaration on the conflict between Israel and the Arab states

Instructions Have students read and discuss the Balfour Declaration on p. 38, In-Depth Resources: Unit 5. Then ask students if they think that Jews and non-Jews living in Palestine might have understood the Balfour Declaration differently. Use these questions to guide the discussion:

- How might the Jews have interpreted it?
- How might Muslims and Christians already living there have understood the document?
- Could the declaration have been worded differently and still have achieved its purpose of appeasing both sides?

Finally, have the students draft a series of questions to pose to Sir Balfour and to Lord Rothschild regarding the declaration.

18 PRIMARY SOURCE The Balfour Declaration

The British government declared the following policy regarding the establishment of a Jewish national home in Palestine. The British government is prepared to accept as a basis for discussion the proposal that the Jewish people should be enabled to settle on the land which they have chosen to inhabit in Palestine.

Discussion Questions

1. How did the British government respond to the Zionist goal of establishing a Jewish homeland in Palestine?
2. How did the British government respond to the Arab goal of establishing a Jewish homeland in Palestine?
3. Making Inferences Zionists such as Lord Rothschild were pleased by the Balfour Declaration. How do you think Muslim residents of Palestine might have responded to Balfour's report?

28 Unit 5, Course 1A

In-Depth Resources: Unit 5

the world community, including the United States and the Soviet Union, forced Israel and the Europeans to withdraw from Egypt. This left Egypt in charge of the canal and thus ended the Suez Crisis.

Arab-Israeli Wars Continue Tensions between Israel and the Arab states began to build again in the years following the resolution of the Suez Crisis. By early 1967, Nasser and his Arab allies, equipped with Soviet tanks and aircraft, felt ready to confront Israel. “We are eager for battle in order to force the enemy to awake from his dreams,” Nasser announced, “and meet Arab reality face to face.” He moved to close off the Gulf of Aqaba, Israel’s outlet to the Red Sea.

Convinced that the Arabs were about to attack, the Israelis struck airfields in Egypt, Iran, Jordan, and Syria. Safe from air attack, Israeli ground forces struck like lightning on three fronts. Israel defeated the Arab states in what became known as the Six-Day War, because it was over in six days. Israel lost 800 troops in the fighting, while Arab losses exceeded 15,000.

As a consequence of the Six-Day War, Israel gained control of the old city of Jerusalem, the Sinai Peninsula, the Golan Heights, and the West Bank. Israelis saw these new holdings along their southern, eastern, and western borders as a key buffer zone against further Arab attacks. Palestinians who lived in Jerusalem were given the choice of Israeli or Jordanian citizenship. Most chose the latter. Palestinians who lived in the other areas were not offered Israeli citizenship and simply came under Jewish control.

A fourth Arab-Israeli conflict erupted in October 1973. Nasser’s successor, Egyptian president **Anwar Sadat** (AHN•wahh suh•DAT), planned a joint Arab attack on the date of Yom Kippur, the holiest of Jewish holidays. This time the Israelis were caught by surprise. Arab forces inflicted heavy casualties and recaptured some of the territory lost in 1967. The Israelis, under their prime minister, **Golda Meir** (MY•uhr), launched a counterattack and regained most of the lost territory. Both sides agreed to a truce after several weeks of fighting, and the Yom Kippur war came to an end. ■

The Palestine Liberation Organization As Israel and its Arab neighbors battled each other, the Palestinians struggled for recognition. While the United Nations had granted the Palestinians their own homeland, the Israelis had seized much of that land, including the West Bank and Gaza Strip, during its various wars. Israel insisted that such a move was vital to its national security.

In 1964, Palestinian officials formed the Palestine Liberation Organization (**PLO**) to push for the formation of a Palestinian state. Originally, the PLO was an umbrella organization made up of different groups—laborers, teachers, lawyers, and guerrilla fighters. Soon, guerrilla groups came to dominate the organization and insisted that the only way to achieve their goal was through armed struggle. In 1969 **Yasir Arafat** (YAH•sur AR•uh•FAT) became chairman of the PLO. Throughout the 1960s and 1970s the group carried out numerous attacks against Israel. Some of Israel’s Arab neighbors supported the organization’s goals by allowing the PLO to operate from their lands.

History Makers



Golda Meir
1898–1978

Meir was born in Kiev, Russia, but grew up in the American Heartland. Although a skilled carpenter, Meir’s father could not find enough work in Kiev. So he sold his tools and other belongings and moved his family to Milwaukee, Wisconsin. Meir would spend more than a decade in the United States before moving to Palestine.

The future Israeli prime minister exhibited strong leadership qualities early on. When she learned that many of her fellow fourth grade classmates could not afford textbooks, she created the American Young Sisters Society, an organization that succeeded in raising the necessary funds.

History Makers

Golda Meir

Explain that Meir served Israel as ambassador to the Soviet Union, minister of labor, and foreign minister before becoming prime minister. Have students compare Golda Meir’s achievements with those of similarly qualified women of her generation in the United States. Ask how they would explain the differences. (*Possible Answers: Reform movements have traditionally held progressive views of women. The small, young nation of Israel needed the kind of leadership she could offer.*)

In-Depth Resources: Unit 5

- History Makers: Golda Meir, p. 43

B. Answer Some territory changed hands; hostilities continued; instability threatened the region.

MAIN IDEA

Recognizing Effects

■ What were some of the effects of the Arab-Israeli conflicts?

More About . . .

Anwar Sadat

The failure of the Yom Kippur war changed the attitude of Anwar Sadat toward the Israelis. In 1977, he stunned the Egyptian parliament when he said that he would go to Israel to speak to its legislature about peace negotiations. He believed that peace with Israel would create what he called a “peace dividend” for both Egypt and Israel.

His actions began the peace process that ended with the Camp David Accords (see next page) and won Sadat and Israeli Prime Minister Menachem Begin the Nobel Prize for peace.

The Colonies Become New Nations 585

COOPERATIVE LEARNING

Researching West Bank Settlements

Class Time 30 minutes

Task Researching various positions on the issue of Israeli settlements on the West Bank

Purpose To identify the points of view regarding the West Bank

Instructions Ask students to form groups of three or four. Have them do research, using the Internet, newspapers, and current magazines, on the issue of Israeli settlements on the West Bank and their effect on the Palestinian and Jewish populations and the prospects for peace in the

region. Have each group research the various positions on the issue and list the arguments for each position. Tell students that their lists should:

- clearly convey various sides of the issue.
- list an equal number of arguments for all sides.
- be fair and impartial.

After students present their lists, hold a class discussion on recommendations for solving the West Bank problem. Then have students complete the Standards for Evaluating a Cooperative Activity worksheet.



Name _____ Class _____

PROBES assessment
Standards for Evaluating a Cooperative Activity

Assigned Role: monitor reporter research manager discussion leader other _____

Group Cooperation	Exceptional	Acceptable	Poor
1. Help monitor confirm to obtain agreement			
2. Share responsibility for the activity			
3. Share group time productively			
4. Help the group stay on task			
5. Help the group complete the activity			
Individual Performance			
6. Communicates ideas and concerns clearly			
7. Cooperates with other group members			
8. Fully engaged role			
9. Contributes ideas and affects the group			
10. Is cooperative working with peers			
11. Demonstrates ability to relate to others			

Comments: _____

Overall rating: _____

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Integrated Assessment

Analyzing Primary Sources

Ask students to read both primary sources. Then ask them from what perspective each is written, military or personal? How, if at all, does this change students' response to the views stated? (*Palestinian view—personal; Israeli view—military; Possible Answer: Personal view is more accessible and more likely to create sympathy.*)

Critical Thinking Transparencies

- CT34 Time Machine: The Middle East Conflict

World Art and Cultures Transparencies

- AT75 *After the Storm*

Answers to Document-Based Questions

- 1. Analyzing Issues** *Possible Answer:* He believes the Israelis have acted like a colonial power—seizing land for their own gain.
- 2. Drawing Conclusions** *Possible Answer:* to give up all hostilities toward Israel and show a commitment to creating a lasting peace.

Efforts at Peace

10.9.6

Critical Thinking

- Why do you think Sadat's peace initiative enraged Arabs? (*Possible Answer: It offered to recognize Israel.*)
- How are Yitzhak Rabin and Anwar Sadat similar? (*Possible Answer: Both were courageous leaders who were killed for their willingness to compromise in the interest of peace.*)

> Analyzing Primary Sources

The Palestinian View

Writer Fawaz Turki articulates the view held by many of his fellow Palestinians—that the Israelis are illegal occupiers of Palestinian land.

PRIMARY SOURCE

These people have walked off with our home and homeland, with our movable and immovable property, with our land, our farms, our shops, our public buildings, our paved roads, our cars, our theaters, our clubs, our parks, our furniture, our tricycles. They hounded us out of ancestral patrimony [land] and shoved us in refugee camps. . . . Now they were astride the whole of historic Palestine and then some, jubilant at the new role as latter day colonial overlords.

FAWAZ TURKI, quoted in *The Arab-Israeli Conflict*

The Israeli View

Many Israelis, including former Israeli General Abraham Tamir, feel that controlling Palestinian lands is vital to their security.

PRIMARY SOURCE

Since the establishment of the State of Israel, its national security policy has been designed to defend its existence, integrity and security, and not for expansionist territorial aspirations. Hence, if Arab confrontation states did not initiate wars against Israel or pose threats to its existence, then Israel would not start a war . . . to extend its territories . . . Our national security policy created from its very beginning the linkage between Israel's political willingness for peace and Israel's military capability to repel aggression of any kind and scale.

ABRAHAM TAMIR, quoted in *From War to Peace*

DOCUMENT-BASED QUESTIONS

- 1. Analyzing Issues** *Why does Fawaz Turki refer to the Israelis as colonizers?*
- 2. Drawing Conclusions** *What might be the best way for the Palestinians to regain control of their land, according to Abraham Tamir?*

Efforts at Peace

In November 1977, just four years after the Yom Kippur war, Anwar Sadat stunned the world by extending a hand to Israel. No Arab country up to this point had recognized Israel's right to exist. In a dramatic gesture, Sadat went before the Knesset, the Israeli parliament, and invited his one-time enemies to join him in a quest for peace.



PRIMARY SOURCE

Today, through my visit to you, I ask you why don't we stretch our hands with faith and sincerity and so that together we might . . . remove all suspicion of fear, betrayal, and bad intention? Why don't we stand together with the courage of men and the boldness of heroes who dedicate themselves to a sublime [supreme] aim? Why don't we stand together with the same courage and daring to erect a huge edifice [building] of peace? An edifice that . . . serves as a beacon for generations to come with the human message for construction, development, and the dignity of man.

ANWAR SADAT, Knesset speech, November 20, 1977

Sadat emphasized that in exchange for peace Israel would have to recognize the rights of Palestinians. Furthermore, it would have to withdraw from territory seized in 1967 from Egypt, Jordan, and Syria.

U.S. president Jimmy Carter recognized that Sadat had created a historic opportunity for peace. In 1978, Carter invited Sadat and Israeli prime minister Menachem Begin (mehn•AHK•hehm BAY•gihn) to Camp David, the presidential retreat in rural Maryland. Isolated from the press and from domestic political pressures, Sadat and Begin worked to reach an agreement. After 13 days of negotiations, Carter triumphantly announced that Egypt recognized Israel as a legitimate state. In exchange, Israel agreed to return the Sinai Peninsula to Egypt. Signed in 1979, the [Camp David Accords](#) ended 30 years of hostilities between Egypt and Israel and became the first signed agreement between Israel and an Arab country.

586 Chapter 18

CONNECTIONS ACROSS TIME AND CULTURES

Efforts at Peace

Class Time 30 minutes

Task Investigating negotiations at Camp David

Purpose To identify factors affecting the ongoing Arab-Israeli conflict

Instructions Tell students that over time two U.S. presidents have invited Arab and Jewish leaders to Camp David to work out a path to peace. In the first meeting in 1978, President Carter invited Anwar Sadat of Egypt and Menachem Begin of Israel in a meeting that resulted in the Camp David Accords. In 2000 President Clinton invited Ehud Barak of Israel and Yasir Arafat of Palestine. That meeting ended in failure to reach a compromise.

Have small groups of students research one of the meetings at Camp David. Ask them to focus on the following:

- list the participants in each meeting
- describe the major participants in terms of their personalities and personal histories
- identify the major issues under negotiation
- characterize the tone and quality of the meeting
- describe the outcome of the meeting

After students have completed their research, have them share their findings with the class.

MAIN IDEA

Clarifying

What was the significance of the Camp David Accords?

C. Answer It was the first signed agreement between Israel and an Arab country.

While world leaders praised Sadat, his peace initiative enraged many Arab countries. In 1981, a group of Muslim extremists assassinated him. However, Egypt's new leader, Hosni Mubarak (HAHS•nee moo•BAHR•uhk), has worked to maintain peace with Israel.

Israeli-Palestinian Tensions Increase One Arab group that continued to clash with the Israelis was the Palestinians, a large number of whom lived in the West Bank and Gaza Strip—lands occupied by Israel. During the 1970s and 1980s, the military wing of the PLO intensified its armed struggle against Israel. Israel responded forcefully, bombing suspected rebel bases in Palestinian towns. In 1982, the Israeli army went as far as invading the neighboring country of Lebanon in an attempt to destroy Palestinian strongholds. The Israelis soon became involved in Lebanon's civil war and were forced to withdraw.

In 1987, Palestinians began to express their frustrations in a widespread campaign of civil disobedience called the **intifada**, or “uprising.” The intifada took the form of boycotts, demonstrations, attacks on Israeli soldiers, and rock throwing by unarmed teenagers. The intifada continued into the 1990s, with little progress made toward a solution. However, the civil disobedience affected world opinion, which, in turn, put pressure on Israel to seek negotiations with the Palestinians. Finally, in October 1991, Israeli and Palestinian delegates met for a series of peace talks.

The Oslo Peace Accords Negotiations between the two sides made little progress, as the status of the Palestinian territories occupied by Israel proved to be a bitterly divisive issue. In 1993, however, secret talks held in Oslo, Norway, produced a surprise agreement: a document called the Declaration of Principles, also known as the **Oslo Peace Accords**. Israel, under the leadership of Prime Minister Yitzhak Rabin (YIHTS•hahk rah•BEEN), agreed to grant the Palestinians self-rule in the Gaza Strip and the West Bank, beginning with the town of Jericho. Rabin and Arafat signed the agreement on September 13, 1993.

The difficulty of making the agreement work was demonstrated by the assassination of Rabin in 1995. He was killed by a right-wing Jewish extremist who opposed concessions to the Palestinians. Rabin was succeeded as prime minister by Benjamin Netanyahu (neh•tan•YAH•hoo), who had opposed the Oslo Accords. Still, Netanyahu made efforts to keep to the agreement. In January 1997, Netanyahu met with Arafat to work out plans for a partial Israeli withdrawal from the West Bank.

More About . . .

Lebanon's Civil War

Conflicts between Lebanese Christians and Muslims supported by the PLO erupted into a civil war in 1975. In 1982 Israel occupied Lebanon in an effort to drive out PLO troops and leaders. By 1985, Israel had withdrawn its troops except for a security zone at the Lebanese-Israeli border.

More About . . .

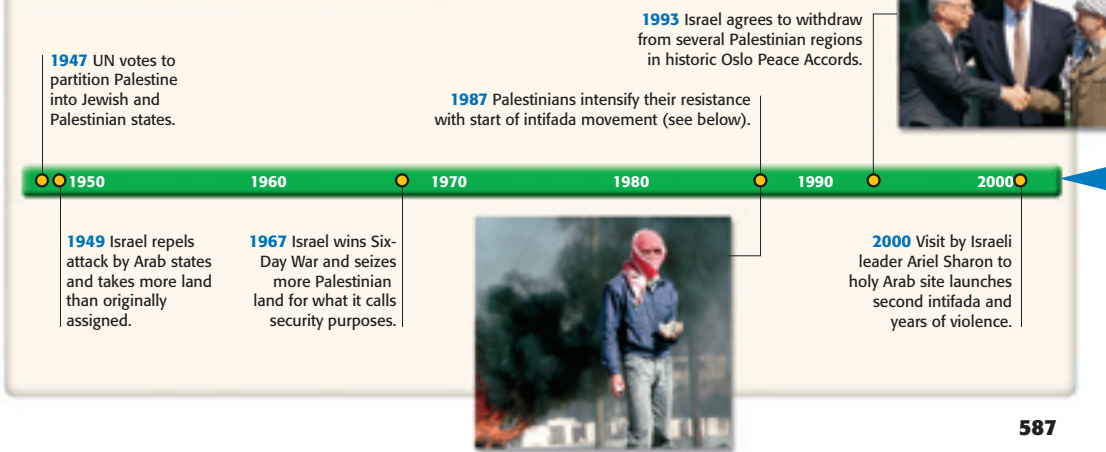
Oslo Peace Agreement

The achievements of PLO chairman Yasir Arafat, Israeli prime minister Yitzhak Rabin, and Israeli foreign minister Shimon Peres were recognized in 1994 when the Nobel Peace Prize was awarded jointly to the three of them. Have students compare the Camp David Accords with the Oslo Peace Agreement.

Electronic Library of Primary Sources

- “Enough of Blood and Tears” by Yitzhak Rabin

The Israeli–Palestinian Struggle



History from Visuals

Interpreting the Time Line

Using the dates on the time line, how long has the Israeli-Palestinian struggle gone on? (51 years)

Extension Ask students which major Arab-Israeli conflict is not shown on the time line. (*Yom Kippur war*) Have students write an entry to add the Yom Kippur war to the time line.

DIFFERENTIATING INSTRUCTION: ENGLISH LEARNERS

Organizing Events Chronologically

Class Time 15 minutes

Task Making a time line of events

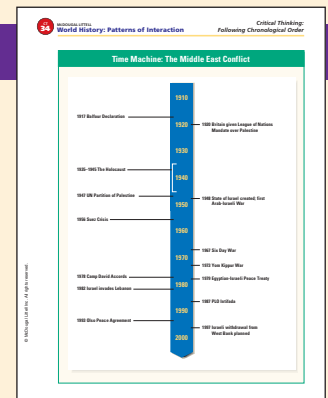
Purpose To trace the sequence of events in the Arab-Israeli conflict

Instructions Review the section material with students taking turns reading aloud. Whenever a reader encounters a date, ask students what occurred on that date. Have them write down the date and the event. Lists should include the following events:

- birth of new state of Israel
- Suez Crisis
- Six-Day War
- PLO formed

- Sadat assassinated
- first intifada
- Rabin assassinated
- second intifada
- Yom Kippur war
- Sadat offers peace
- Camp David Accords
- Oslo Peace Accords
- Sharon visits the Temple Mount
- “road map” to peace

Then have students compare their lists with each other and with the time line on page 587. Students may also check their lists against the transparency. After correcting any errors, have students create a large-size time line for the class beginning with the birth of the new state of Israel.



Critical Thinking Transparencies

History *in Depth*

Signs of Hope

Seeds of Peace founder, John Wallach, found that the most difficult task for campers was to break out of old habits and attitudes. Particularly difficult was living in the same building with someone you considered the enemy.

Wallach told of an Israeli who was found walking outside his bunkhouse one night about 2 A.M. When asked why he wasn't sleeping, the Israeli replied, "I can't fall asleep because I am afraid the Palestinian kid in my bunk is gonna knife me."

Peace Slips Away

10.9.6

Critical Thinking

- Why do you think Sharon's visit to the Temple Mount so angered Palestinians? (Possible Answer: His presence suggested that it belonged to Israel or the Jews.)
- What do you think are the main obstacles to peace between Israel and the Arab states? How has each side caused problems? (Possible Answers: mistrust, extremists on both sides; with continued aggression and violence)

History *in Depth*

Signs of Hope

Amid the cycle of violence and disagreement in the Middle East, there are small but inspiring efforts to bring together Israelis and Palestinians. One is Seeds of Peace, a summer camp that hosts teenagers from opposing sides of world conflicts in the hopes of creating lasting friendships. Another is the West-Eastern Divan, an orchestra made up of Jewish and Arab musicians—the creation of famous Jewish conductor Daniel Barenboim and prominent Palestinian writer Edward Said.



▲ Palestinian and Israeli campers bond at Seeds of Peace, located in Maine.



▲ Edward Said (left) and Daniel Barenboim talk about their orchestra, shown above.

Peace Slips Away

In 1999, the slow and difficult peace negotiations between Israel and the Palestinians seemed to get a boost. Ehud Barak won election as Israeli prime minister. Many observers viewed him as a much stronger supporter of the peace plan than Netanyahu had been. The world community, led by the United States, was determined to take advantage of such a development.

In July of 2000, U.S. president Bill Clinton hosted a 15-day summit meeting at Camp David between Ehud Barak and Yasir Arafat. The two men, however, could not reach a compromise, and the peace plan once again stalled. Just two months later an Israeli political leader, Ariel Sharon, visited a Jewish holy place, the Temple Mount in Jerusalem. The Temple Mount is also the location of one of the most holy places for Muslims, The Dome of the Rock. Sharon's visit to the vicinity of such a revered Muslim site outraged Palestinians. Riots broke out and a second intifada was launched.

The Conflict Intensifies The second intifada began much like the first with demonstrations, attacks on Israeli soldiers, and rock throwing by unarmed teenagers. But this time the Palestinian militant groups began using a new weapon—suicide bombers. Their attacks on Jewish settlements in occupied territories and on civilian locations throughout Israel significantly raised the level of bloodshed. In the first 17 months of the uprising, one Israeli died for every three Palestinians, a rate much higher than during the first intifada.

DIFFERENTIATING INSTRUCTION: STRUGGLING READERS

Determining Main Ideas

Class Time 25 minutes

Task Creating questions about the conflicts in the Middle East

Purpose To determine main ideas and supporting details

Instructions Have pairs of students use the Reading Study Guide and the textbook to review section material. Start by turning heads and subheads into questions. For example, the heading "Israel and Arab States in Conflict" might become the question: When and why were Israel

and the Arab states in conflict? After the questions have been written, the pair trades questions with another pair and writes out answers for each question. The pair writing the questions should check the answers for accuracy. Make sure students understand the chronology of the conflict beginning with the creation of the state of Israel in 1948. Review the events of the Holocaust and discuss how those events influenced the United Nations in the partition of Palestine.

CHAPTER 18 Section 4 (Pages 588–600)

Conflicts in the Middle East

BEFORE YOU READ
In the last section, you read about conflicts in the new nations of Africa.
In this section, you will learn about conflicts in the Middle East.

AS YOU READ
As you read, you should take notes on the conflicts and hopes for peace that followed the creation of the state of Israel.

KEY WORDS AND PHRASES
Ariel Sharon: Israeli leader who visited a Jewish holy place in Jerusalem in 2000.
Camp David: Summit meeting in 2000 between Ehud Barak and Yasir Arafat.
Ehud Barak: Israeli prime minister in 1999.
Yasir Arafat: Palestinian leader who signed the Oslo Accords with Israel in 1993.
Oslo Accords: Agreement between Israel and the PLO in 1993.
Temple Mount: Jewish holy place in Jerusalem.
The Dome of the Rock: Muslim holy place in Jerusalem.

Israel Becomes a State
How did Israel come into being?
The United Nations divided the land into two parts that just one week later were to be the new Jewish and Arab states. The Jewish people had lived there for centuries, but in 1948, the British ended their rule. Many countries backed the idea of a separate Jewish state. They wanted to help make up for the suffering Jews had experienced in World War II. On May 14, 1948, the

Reading Study Guide

In response to the uprising, Israeli forces moved into Palestinian refugee camps and clamped down on militants. Troops destroyed buildings in which they suspected extremists were hiding and bulldozed entire areas of Palestinian towns and camps. The Israeli army even bombed Arafat's headquarters, trapping him inside his compound for many days.

In recent years, peace between these two bitter enemies has seemed farther away than ever. In 2001, Ariel Sharon was elected Israeli prime minister. A former military leader, Sharon refused to negotiate with the Palestinians until attacks on Israelis stopped. Meanwhile, relations between Yasir Arafat and Israeli leaders grew so strained that Israeli officials declared they no longer would meet with the long-time leader of the PLO.

Working Toward a Solution Despite all this, peace efforts continue. Under intense pressure from the world community, Arafat agreed to take a less prominent role in peace talks with Israel. In early 2003, Palestinian leaders appointed their first-ever prime minister, high-ranking PLO official, Mahmoud Abbas. In his new position, Abbas became the main negotiator for the Palestinian side. Shortly afterward, U.S. president George W. Bush brought together Sharon and Abbas to begin working on a new peace plan known as the "road map."

The two men appeared committed to reaching an agreement. Abbas declared, "Our goal is two states, Israel and Palestine, living side by side in peace and security." Meanwhile, Sharon expressed his desire to see Palestinians "govern themselves in their own state." To be sure, many divisive issues remain between the two groups. With leaders from both sides willing to work together, however, hope remains that harmony will one day come to this region.



▲ A U.S. magazine cover highlights America's involvement in the Middle East crisis.

More About . . .

Mahmoud Abbas

Abbas and Yasir Arafat worked together after co-founding the organization Fatah, which is part of the PLO. Abbas was born in 1935 in British Mandate Palestine, in an area now claimed by Israel. Known also as Abu Mazen, Abbas is highly educated and brought that education to bear as a fundraiser and then negotiator. Many credit him with the main ideas of the Oslo Accords. In September of 2003 Abbas resigned as prime minister after the peace plan known as "the road map" came apart as violence escalated once again. After Arafat's death on November 11, 2004, Abbas was selected by the PLO executive committee to lead the PLO.

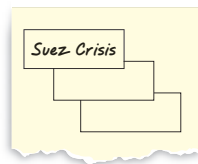
SECTION 4 ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- Anwar Sadat
- Golda Meir
- PLO
- Yasir Arafat
- Camp David Accords
- intifada
- Oslo Peace Accords

USING NOTES

2. Which event was most important? Why? (10.9.6)



MAIN IDEAS

3. What historic claim do both Palestinians and Jews make to the land of Palestine? (10.9.6)
4. What land did Israel gain from the wars against its Arab neighbors? (10.9.6)
5. What were the terms of the Oslo Accords? (10.9.6)

CRITICAL THINKING & WRITING

6. **COMPARING** How was the creation of Israel similar to the establishment of an independent India? (10.9.6)
7. **DRAWING CONCLUSIONS** Why do you think all the Israeli-Palestinian accords ultimately have failed? (10.9.6)
8. **ANALYZING ISSUES** Some have said that the Palestinian-Israeli conflict represents the struggle of right against right. Explain why you agree or disagree. (10.9.6)
9. **WRITING ACTIVITY** **POWER AND AUTHORITY** In groups, create a list of ten **interview questions** for Gamal Abdel Nasser, Anwar Sadat, Yasir Arafat, Yitzhak Rabin, or a current leader of either Israel or Palestine. (Writing 2.5.b)

CONNECT TO TODAY

DRAWING A POLITICAL CARTOON

Draw a **political cartoon** or other type of image that conveys your thoughts about the stalled peace effort today between Palestinians and Israelis. (Writing 2.4.b)

The Colonies Become New Nations 589

3 ASSESS

SECTION 4 ASSESSMENT

Have students work in pairs. As one partner reads an assessment item aloud, the other partner jots down key points to include in the answer. Partners then trade places to repeat.

Formal Assessment

- Section Quiz, p. 317

4 RETEACH

Use the Reteaching Activity for Section 4 to review the main ideas of the section.

In-Depth Resources: Unit 5

- Reteaching Activity, p. 48

ANSWERS

1. Anwar Sadat, p. 585 • Golda Meir, p. 585 • PLO, p. 585 • Yasir Arafat, p. 585 • Camp David Accords, p. 586 • intifada, p. 587 • Oslo Peace Accords, p. 587
2. Suez Crisis; Six-Day War; Yom Kippur war; PLO formed; Camp David Accords; Sadat killed; first intifada; Oslo Peace Accords; Rabin killed; second intifada; **Possible Answer:** Six-Day War. It is the war in which Israel seized much of the now-disputed land.
3. Jews say their kings ruled region 3,000 years ago; Palestinians say land was theirs since Jews driven out in A.D. 135
4. old city of Jerusalem, Sinai Peninsula, Golan Heights, West Bank
5. Palestinian self-rule in West Bank and Gaza Strip
6. both involved partitioning a region
7. **Possible Answer:** Both sides feel too strongly about the issue of land and thus cannot compromise.
8. **Possible Answer:** Both sides have legitimate claims to the land and have reasonable arguments to make.
9. **Rubric** Questions should
 - present a range of issues.
 - show grasp of Middle East issues.
 - show evidence of teamwork.

CONNECT TO TODAY

Rubric

- clearly convey their main point.
- show grasp of the chosen issue.
- be visually appealing.

LESSON PLAN

OBJECTIVES

- Identify challenges facing the nations of the former Soviet Union.
- Describe Afghanistan's struggle for independence and possible role in global terrorism.

1 FOCUS & MOTIVATE

Ask students what challenges a nation faces after becoming independent. (*keeping the economy going, protecting its citizens, solving issues of education and social concern*)

2 INSTRUCT

Freedom Brings New Challenges

10.9.7

Critical Thinking

- How is the problem of ethnic hostility in the former Soviet republics similar to that of post-colonial Africa? (*Possible Answer: Outside authority kept control of ethnic hostility; without that control, hostilities flared.*)

CALIFORNIA RESOURCES

California Reading Toolkit, p. L84
California Modified Lesson Plans for English Learners, p. 163
California Daily Standards Practice Transparencies, TT76
California Standards Enrichment Workbook, pp. 103–104
California Standards Planner and Lesson Plans, p. L159
California Online Test Practice
California Test Generator CD-ROM
California Easy Planner CD-ROM
California eEdition CD-ROM



Temple decoration, Chiang Mai, Thailand

Floating market, Bangkok, Thailand

Central Asia Struggles

MAIN IDEA

POWER AND AUTHORITY
Lands controlled or influenced by the Soviet Union struggle with the challenges of establishing new nations.

WHY IT MATTERS NOW

The security issues in these nations pose a threat to world peace and security.

TERMS & NAMES

- Transcaucasian Republics
- Central Asian Republics
- mujahideen
- Taliban

CALIFORNIA STANDARDS

10.9.7 Analyze the reasons for the collapse of the Soviet Union, including the weakness of the command economy, burdens of military commitments, and growing resistance to Soviet rule by dissidents in satellite states and the non-Russian Soviet republics.

HI 2 Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.

HI 3 Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.

SETTING THE STAGE For thousands of years, the different peoples of Central Asia suffered invasions and domination by powerful groups such as the Mongols, Byzantines, Ottomans, and finally the Communist rulers of the Soviet Union. While such occupation brought many changes to this region, its various ethnic groups worked to keep alive much of their culture. They also longed to create nations of their own, a dream they realized in the early 1990s with the collapse of the Soviet Union. In the decade since then, however, these groups have come to know the challenges of building strong and stable independent nations.

Freedom Brings New Challenges

In 1991 the Soviet Union collapsed, and the republics that it had conquered emerged as 15 independent nations. Among them were those that had made up the Soviet empire's southern borders. Geographers often group these new nations into two geographic areas.

Armenia, Azerbaijan, and Georgia make up the **Transcaucasian Republics**. These three nations lie in the Caucasus Mountains between the Black and Caspian seas. East of the Caspian Sea and extending to the Tian Shan and Pamir mountains lie the five nations known as the **Central Asian Republics**. They are Uzbekistan, Turkmenistan, Tajikistan, Kazakhstan, and Kyrgyzstan.

Economic Struggles Since gaining independence, these nations have struggled economically and are today some of the poorest countries in the world. Much of the problem stems from their heavy reliance on the Soviet Union for economic help. As a result, they have had a difficult time standing on their own. Economic practices during the Soviet era have created additional problems. The Soviets, for example, converted much of the available farmland in the Central Asian Republics to grow “white gold”—cotton. Dependence on a single crop has hurt the development of a balanced economy in these nations.

Azerbaijan, which is located among the oil fields of the Caspian Sea, has the best chance to build a solid economy based on the income from oil and oil products. Meanwhile, Kazakhstan and Turkmenistan are working hard to tap their large reserves of oil and natural gas.

Ethnic and Religious Strife Fighting among various ethnic and religious groups has created another obstacle to stability for many of the newly independent

TAKING NOTES

Outlining Use an outline to organize main ideas and details.

Freedom Brings New Challenges

A.

B.

Afghanistan and the World

A.

B.

590 Chapter 18

SECTION 5 PROGRAM RESOURCES

ALL STUDENTS

In-Depth Resources: Unit 5

- Guided Reading, p. 30

Formal Assessment

- Section Quiz, p. 318

ENGLISH LEARNERS

In-Depth Resources in Spanish

- Guided Reading, p. 144

Reading Study Guide (Spanish), p. 199

Reading Study Guide Audio CD (Spanish)

STRUGGLING READERS

In-Depth Resources: Unit 5

- Guided Reading, p. 30
- Building Vocabulary, p. 31
- Reteaching Activity, p. 49

Reading Study Guide, p. 199

Reading Study Guide Audio CD

INTEGRATED TECHNOLOGY

eEdition CD-ROM

Power Presentations CD-ROM

Critical Thinking Transparencies

- CT70 Chapter 34 Visual Summary

classzone.com

A. Answer The Soviets kept a lid on all such hostilities through repressive rule.

MAIN IDEA

Clarifying

Why was there little ethnic or religious strife in Central Asia during Soviet rule?

countries of Central Asia. The region is home to a number of different peoples, including some with long histories of hostility toward each other. With their iron-fisted rule, the Soviets kept a lid on these hostilities and largely prevented any serious ethnic clashes. After the breakup of the Soviet Union, however, long-simmering ethnic rivalries erupted into fighting. Some even became small regional wars.

Such was the case in Azerbaijan. Within this mostly Muslim country lies Nagorno-Karabakh, a small region of mainly Armenian Christians. In the wake of the Soviet Union's collapse, the people of this area declared their independence. Azerbaijan had no intention of letting go of this land, and fighting quickly broke out. Neighboring Armenia rushed to aid the Armenian people in the district. The war raged from 1991 through 1994, when the two sides agreed to a cease-fire. The status of Nagorno-Karabakh remains unresolved.

Afghanistan and the World

Just to the south of the Central Asian Republics lies one of the region's more prominent nations. Afghanistan is a small nation with both mountainous and desert terrain. It is one of the least-developed countries in the world, as most of its inhabitants are farmers or herders. And yet, over the past several decades, this mostly Muslim nation has grabbed the world's attention with two high-profile wars—one against the Soviet Union and the other against the United States.

Struggle for Freedom Afghanistan has endured a long history of struggle. During the 1800s, both Russia and Britain competed for control of its land. Russia wanted access to the Indian Ocean through Afghanistan, while Britain wanted control of the land in order to protect the northern borders of its Indian Empire. Britain fought three separate wars with the Afghans before eventually leaving in 1919.

▼ The terrain of Central Asia varies widely, from mountains to plains.



GEOGRAPHY SKILLBUILDER: Interpreting Maps

- Location** Which Transcaucasian Republic nation extends the farthest east?
- Place** Which is the only Central Asian Republic that neither contains nor has access to a sea or lake?

Afghanistan and the World 10.9.7

Critical Thinking

- Why might access to the Indian Ocean be important to Russia? (Possible Answer: eased trade from that part of a vast nation)
- Why might people accept a lack of freedom, such as the Taliban created? (Possible Answer: They may think the order and security that such an authority creates is worth the loss of freedom.)

History from Visuals

Interpreting the Map

Ask students to identify a nation that has divided territory. (Azerbaijan) How might this contribute to tensions with Armenia? (Armenian territory is the divider.)

Extension Have students use an atlas or other reference to compare this map with maps showing the area's relief. Discuss ways that tall mountains challenge area nations.

SKILLBUILDER Answers

- Location** Kazakhstan
- Place** Tajikistan

DIFFERENTIATING INSTRUCTION: STRUGGLING READERS

Identifying Central Asian Nations

Class Time 15 minutes

Task Creating and charting names

Purpose To understand Central Asian terminology better

Instructions Highlight the names of the 15 former Soviet republics. Ask volunteers to attempt pronunciation. Then demonstrate correct pronunciation yourself, using this list:

- Armenia: ahr•MEE•nee•uh
- Azerbaijan: AZ•uhr•by•JAHN
- Georgia: JAWR•juh
- Uzbekistan: uz•BEHK•ih•STAN
- Turkmenistan: TURK•mehn•ih•STAN
- Tajikistan: tah•JIHK•ih•STAN
- Kazakhstan: KAH•zakh•STAHN
- Kyrgyzstan: KEER•gee•STAHN

Work with students to create a two-column chart with headings "Proper

Noun" and "Proper Adjective." Clarify how to turn each proper noun type into a proper adjective in order to describe a person from that nation.

Proper Noun	Proper Adjective
Armenia	Armenian
Azerbaijan	Azerbaijani
Georgia	Georgian
Uzbekistan	Uzbek
Turkmenistan	Turkmen

More About . . .

Soviet-Afghani War

The war between the Soviet Union and Afghanistan has been compared to the United States war in Vietnam. In both cases, a large powerful nation eventually withdrew from an area when the costs of fighting guerillas became prohibitive.

Soviet forces entered Afghanistan in 1979 and did not leave until 1989. The Soviets were successful in occupying cities but were unable to secure the countryside. Only by using bomb and chemical attacks were they able to gain control of the rural areas.

Opposition to involvement by Soviet troops steadily grew stronger at home in the Soviet Union. By the time the Soviets left in 1989, 14,453 soldiers had died fighting against the mujahideen.

History *in* Depth

Destroying the Past

Ask students to create a list of rules that they think should govern treatment of world cultural sites such as the one shown. Students might consider how art would be protected in times of conflict or under extremist governments.

INTEGRATED TECHNOLOGY

Rubric Successful research should

- list country names.
- identify artifacts correctly.
- include only key artifacts.

That year, Afghanistan declared itself an independent nation and established a monarchy. The government implemented various reforms and tried to modernize the country. In 1964, the country devised a constitution that sought to establish a more democratic style of government. However, officials could not agree on a reform program and most people showed little interest in the effort to transform the government. As a result, a democratic system failed to develop.

Pushing Back the Soviets Nonetheless, Afghanistan had grown stable enough to establish good relations with many Western European nations and to hold its own on the world stage. When the Cold War conflict between the United States and Soviet Union broke out, Afghanistan chose to remain neutral. However, over the years, it received aid from both of the opposing superpowers.

Situated so close to the Soviet Union, however, Afghanistan could not hold out against the force of communism forever. In 1973, military leaders overthrew the government. Five years later, in 1978, a rival group with strong ties to the Soviet

Union seized control of the country. Much of the population opposed the group and its strong association with communism. Many Afghans felt that Communist policies conflicted with the teachings of Islam.

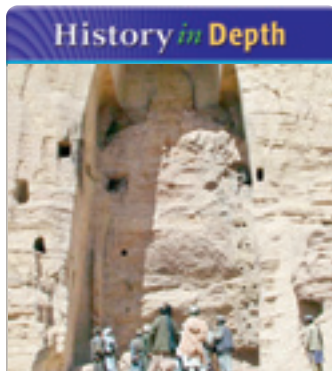
The opposition forces banded together to form a group known as the **mujahideen** (moo•JAH•heh•DEEN), or holy warriors. These rebels took up arms and fought fiercely against the Soviet-supported government. The rebellion soon prompted the Soviet Union to step in. In 1979 and 1980, Soviet troops rolled into Afghanistan to conquer the country and add it to their Communist empire.

With the Soviets' superior military force and advanced weaponry, the war had all the makings of a quick and lopsided affair. But the Afghan rebels used the land and guerilla tactics to their advantage. In addition, the United States provided financial and military assistance. After nearly 10 years of bloody and fruitless fighting, the Soviet Union withdrew its troops. The Afghans had taken on the world's Communist superpower and won.

Rise and Fall of the Taliban With the Soviets gone, various Afghan rebel groups began battling each other for control of the country. A conservative Islamic group known as the **Taliban** emerged as the victor. By 1998, it controlled 90 percent of the country. Another rebel group, the Northern Alliance, held the northwest corner of the country. Observers initially viewed the Taliban as a positive force, as it brought order to the war-torn nation, rooted out corruption, and promoted the growth of business.

However, the group followed an extreme interpretation of Islamic law and applied it to nearly every aspect of Afghan society. Taliban leaders restricted women's lives by forbidding them to go to school or hold jobs. They banned everything from television and movies to modern music. Punishment for violating the rules included severe beatings, amputation, and even execution.

Even more troubling to the world community was the Taliban's role in the growing problem of world terrorism, which you will read more about in Chapter 20. Western



Destroying the Past

Among the Taliban's extreme policies that stemmed from their interpretation of Islam, one in particular shocked and angered historians around the world. In the years after gaining power, Taliban leaders destroyed some of Afghanistan's most prized artifacts—two centuries-old Buddhas carved out of cliffs.

The Taliban deemed the giant statues offensive to Islam. Ignoring pleas from scholars and museums, they demolished the ancient figures with dynamite and bombs. One of the two statues was thought to have dated back to the third century A.D.

INTEGRATED TECHNOLOGY

INTERNET ACTIVITY Choose a country and highlight its top archaeological treasures. Go to classzone.com for your research.

MAIN IDEA

Drawing Conclusions

Why do you think the Soviets finally decided to leave Afghanistan?

B. Possible Answer They no longer had the will or desire to continue fighting against the Afghans and their guerrilla tactics.

DIFFERENTIATING INSTRUCTION: ENGLISH LEARNERS

Defining Difficult Language

Class Time 15 minutes

Task Defining figurative or colloquial language

Purpose To clarify the general meaning of the text

Instructions Explain that the text on page 592 contains many examples of figurative or colloquial language. Clarify that such language has a meaning different from its literal dictionary definition, and that context is a useful clue to meaning. Have students find the language listed below and take turns reading the appropriate sentence aloud. Discuss what students think each phrase means.

- hold its own on the world stage
- banded together
- with strong ties
- troops rolled in

- guerrilla tactics
- superpowers
- lopsided affair
- war-torn
- took up arms
- had all the makings
- taken on
- rooted out

Then have students create a list in which they define the language in their own words. Here is an example:

took up arms = began to fight against

For help, have students use the Reading Study Guide in Spanish for Section 1.

leaders accused the Taliban of allowing terrorist groups to train in Afghanistan. The Taliban also provided refuge for terrorist leaders, including Osama bin Laden, whose al-Qaeda organization is thought to be responsible for numerous attacks on the West—including the attacks on the World Trade Center in New York and the Pentagon in Washington, D.C., on September 11, 2001.

In the wake of the September 11 attacks, the U.S. government demanded that the Taliban turn over bin Laden. After its leaders refused, the United States took military action. In October 2001, U.S. forces began bombing Taliban air defense, airfields, and command centers, as well as al-Qaeda training camps. On the ground, the United States provided assistance to anti-Taliban forces, such as the Northern Alliance. By December, the United States had driven the Taliban from power.

Challenges Ahead With the Taliban defeated, Afghan officials selected a new government under the leadership of Hamid Karzai. His government faces the enormous task of rebuilding a country that has endured more than two decades of warfare. What's more, Afghanistan remains a country of roughly a dozen ethnic groups with distinct language and cultural patterns, all of which makes the job of creating a unified nation a difficult one.

The challenge before Afghanistan, however, is neither unique nor new. As you will read in the next chapter, over the past 50 years countries around the world have attempted to shed their old and often repressive forms of rule and implement a more democratic style of government.



▲ Captured Taliban fighters look out from a jail cell near the Afghani capital of Kabul.

More About . . .

Hamid Karzai

Hamid Karzai was selected to rule the country by the Loya Jerga, a traditional assembly of tribal representatives. Mr. Karzai comes from a prominent family whose members have been leaders in Afghanistan for centuries. His father, a parliamentary deputy, was assassinated in 1999, probably by the Taliban.

SECTION 5 ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- Transcaucasian Republics
- Central Asian Republics
- mujahideen
- Taliban

USING YOUR NOTES

2. Which challenge for the Central Asian nations is most difficult to overcome? (10.9.7)

Freedom Brings New Challenges
A.
B.
Afghanistan and the World
A.
B.

MAIN IDEA

3. What countries make up the Transcaucasian Republics? the Central Asian Republics? (10.9.7)
4. Why did Afghans oppose the notion of Communist rule? (10.9.7)
5. Why did the United States take military action against the Taliban? (10.9.7)

CRITICAL THINKING & WRITING

6. **MAKING INFERENCES** Some historians call the Soviet-Afghan war the Soviet Union's "Vietnam." What do they mean by this reference? Do you agree with it? (10.9.7)
7. **DRAWING CONCLUSIONS** Why might Afghans have been willing to accept Taliban rule by 1998? (10.9.7)
8. **IDENTIFYING PROBLEMS** Why did the new nations of Central Asia experience such economic difficulties? (10.9.7)
9. **WRITING ACTIVITY** **POWER AND AUTHORITY** Imagine you are a speechwriter for Hamid Karzai. Write what you feel would be an appropriate **first paragraph** for his initial speech upon taking power. (Writing 2.4.b)

CONNECT TO TODAY CREATING A TIME LINE

Choose one of the countries discussed in this section and create a **time line** of the eight to ten most significant events in its history over the last 50 years. (Writing 2.3.d)

The Colonies Become New Nations 593

3 ASSESS

SECTION 5 ASSESSMENT

Have students answer the questions independently, then review their answers with a small group.

Formal Assessment

- Section Quiz, p. 318

4 RETEACH

Use the Reteaching Activity for Section 5 and the Visual Summary to review this section and chapter.

Critical Thinking Transparencies

- CT70 Chapter 34 Visual Summary

In-Depth Resources: Unit 5

- Reteaching Activity, p. 49

ANSWERS

1. Transcaucasian Republics, p. 590 • Central Asian Republics, p. 590 • mujahideen, p. 592 • Taliban, p. 592

2. I. A. economic struggles, B. ethnic/religious strife. II. A. fight for independence, B. Taliban brings Islamic fundamentalism. C. support for terrorism. **Possible Answer:** ethnic diversity and tension
3. Transcaucasian—Armenia, Azerbaijan, Georgia; Central Asia—Uzbekistan, Turkmenistan, Tajikistan, Kazakhstan, Kyrgyzstan
4. felt communism conflicted with Islam
5. The Taliban refused to hand over bin Laden.

6. **Possible Answer:** Both were long drawn-out wars, in which a strong nation failed to defeat a seemingly weaker enemy. Most will agree, as U.S. also retreated without victory.
7. **Possible Answer:** Afghans might be worn out from war and chaos enough to choose order and security offered by the Taliban.
8. **Possible Answer:** too much dependence on single crop, economic development unnecessary under Soviets

9. **Rubric** Paragraphs should
- present a clear thesis with details.
 - focus on challenges for Karzai as leader.

CONNECT TO TODAY

- Rubric** Time line should
- highlight key events.
 - follow a logical sequence.