Seventh Grade Social Studies Overview

	First Semester	Second Semester
Social Studies	Empires of Asia European Age of Enlightenment French Revolution Industrial Revolution Slavery and U.S. Civil War Nationalism and Imperialism World Wars	Influential people in history United Nations Cold War Conflicts in Asia and the Middle East Information Age Technology

Grade 7
World History Coursebook

Oak Meadow

Oak Meadow, Inc.
Post Office Box 615
Putney, Vermont 05346
oakmeadow.com

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Introduction

History is about people. Rather than viewing history as a series of events and dates, this course will look at the people behind the events. In this course, we'll look at interactions between people: cooperation and conflict, alliances and arguments. By examining how history is influenced by people's dreams and goals and shaped by their decisions and actions, we'll gain an understanding of not only what happened in the past, but why. People make history. By looking closely at people who have influenced history, we will see how one person can make a profound difference in the world.

What to Expect in This Course

The world is a large place and history is not linear—it does not always move in a straight line from one event to the next and the next. The story of one place and time and people is intricately connected with other places, times, and people. The history of one culture will move seamlessly into another. You will learn about events in one region of the world over a span of tens, hundreds, or thousands of years, and then later may find that events in one region of the world have influenced or resulted in events elsewhere. Keep this in mind as you make your way through this course. If it feels like there are pieces of the puzzle missing, keep reading and see if those pieces fall into place eventually. The reading selections will move forward and backward in time as the threads of human history are woven together, piece by piece.

Throughout the reading selections, you will find bold, italicized words. Some are important historical figures, places, concepts, or events. All the words in bold and italics are important to know! Look up the ones you don't know, and take the time to make sure you understand their significance.

At the end of each unit, you'll be asked to reflect on what you've learned by creating a small project of your choice. As you do your reading and assignments, make a note of anything you might like to learn more about; this could form the basis of your unit project. You might like to look forward to the unit projects before you begin lesson 1 so you have an idea of what to expect.

This coursebook is your primary resource for completing the course. It includes all the instructions for a full year of lessons. The appendix includes information that will be helpful to you throughout the course, so take a few minutes to look it over.

You will also be using the following book:

National Geographic Kids World Atlas, Sixth Edition (2021)

This atlas represents the political framework of the world at the time of publication. Since this is a world history course spanning hundreds of years, you may notice that borders change over time. Be aware of these shifts and notice both what changes and what stays the same. Think about why the changes occurred!

In addition, on the Oak Meadow website, you will find a Curriculum Resource Links page for this course. If you have access to the internet, these resource links can provide a good starting point for your research.

How the Course Is Set Up

This course is divided into 36 lessons, and each lesson is designed to take about one week to complete. In the lessons, you will find the following sections (not every section will be found in every lesson):

An **Assignment Summary** is included at the beginning of each lesson; you can see at a glance what is required and check off assignments as you complete each one. Assignments are fully explained in the lesson.

Learning Objectives outline the main goals of the lesson and give you an idea of what to expect.

Reading assignments detail what you will be reading in each lesson.

Reading Selections are found at the end of each lesson.

Reflect and Discuss sections provide ways to reflect on topics related to the lessons and discuss your ideas with others. You do not need to write anything down for these. These opportunities will help further your understanding of the lesson topics.

Assignments are designed to help you understand key concepts and apply your knowledge. These will often include a "choice assignment" where you can choose the one that most appeals to you.

Up for a Challenge? activities offer additional ways to explore the topics you are studying. You can choose any that interest you (all are optional).

Learning Checklists are included to help you keep track of your progress and the skills that still need work. These can be filled out by you or by an adult who is supervising your work.

A section **For Enrolled Students** provides reminders and information for students who are enrolled in Oak Meadow School and submitting work to their Oak Meadow teacher.

This course is designed for independent learning, so hopefully you will find it easy to navigate. However, it is assumed you will have an adult supervising your work and providing support and feedback. If you have a question about your work, please ask for help!

When you begin each lesson, scan the entire lesson first. Take a quick look at the number of assignments and amount of reading. Having a sense of the whole lesson before you begin will help you manage your time effectively.

For Students Enrolled in Oak Meadow School

If you are enrolled in Oak Meadow School, you will submit work to your Oak Meadow teacher on a regular basis. Continue working on your next lesson while you are waiting for your teacher to send lesson comments. After you have submitted the first 18 lessons, you will receive a first semester evaluation and grade. At the end of 36 lessons, you will receive a final evaluation and grade.

Follow the instructions in your teacher's welcome letter about how and when to submit work. Your teacher may also provide information on alternate assignments, and can help you adapt the lesson material or workload, if necessary. Students and parents or home teachers should look carefully at the week's assignments across all subjects and determine which assignments best fit the student's individual needs or the time constraints. Contact your Oak Meadow teacher whenever you have a question, and notify your teacher if you are making any alterations to the assignments or workload.

You are expected to submit original work, writing in your own words. When you use other sources, cite them accurately following the guidelines in the appendix. Plagiarism, whether accidental or intentional, is a serious matter.

The appendix of this coursebook includes complete details on Oak Meadow's academic expectations and original work guidelines. It is your responsibility to make sure you understand these academic expectations and abide by them.

Please remember to stay in touch with your Oak Meadow teacher and share your comments, ideas, questions, and challenges. Your teacher is eager to help you!

World History is *Our* History

The history of the world is too vast a topic to cover in a single course so we will be focusing on different times in history where significant events had a lasting influence. This doesn't mean that other time periods, civilizations, or events weren't important. In fact, you are encouraged to learn about other cultures and historical events that interest you. World history is a subject you are likely to revisit many times in your academic career and in your life beyond school. Whenever you learn about a new piece of history, think about how it is connected to all that came before it, and how it might have influenced people, cultures, and events that came after it. These connections are what the study of history is all about!

The study of world history can help you develop a more global worldview. As you identify patterns of behavior that tie together events and people around the world, you will begin to recognize the role of the indomitable human spirit. Human history is our history, and we continue to write it with each new day.

Lesson

1

African Empires (1500 BCE–700 CE)

Learning Objectives

At the end of this lesson you will be able to:

- Locate major geographical features of Africa on a map or globe.
- Identify natural features of one African nation.
- Demonstrate knowledge of one aspect of African history in creative form.

Reading

Read the following reading selections (found at the end of the lesson):

- Ancient Kingdoms of Africa
- Africa and Europe Establish Trade

As you read, keep a globe, atlas, or world map next to you and look up each area that you are reading about. This is an important part of every lesson! By looking at the geographical location of each region, you will gain a better understanding of how the environment and neighboring regions influenced each culture.

Before you begin reading, scan the assignments for this lesson and look at the length of the reading selections. This will give you an idea of how much work there is to do and help you plan your time accordingly. You may want to use a planner or the assignment checklist (found at the beginning of each lesson) to divide the work into manageable tasks so you can make steady progress.

ASSIGNMENT SUMMARY

- ☐ Complete the reading selections.
- ☐ Study the geography of Africa.
- ☐ Show the geographical features of one African nation.
- ☐ Choose a creative activity related to ancient Africa.

Reflect and Discuss

When you think of Africa, what comes to mind? Think about it and then ask this question of one or two other people. Often, we have perceptions of a place that may or may not be accurate. When studying history, it's important to notice any preconceptions we have (ideas we have about something before we really know about it), and try to put them aside as we learn.

Assignments

When doing assignments for this course, you will often need to do additional research. As a starting point, you can find excellent online resources at **oakmeadow.com/curriculum-links**. Bookmark the page so you can easily return to it to find more resources for each lesson.

1. Refer to the Africa section of *National Geographic Kids World Atlas* (pages 128–145). Notice what you observe about the following:

   - Major rivers and lakes
   - The bodies of water that border different sides of the continent
   - Mountain ranges
   - Deserts
   - Other unique natural features

   After you've had a chance to look through this section, write a few sentences about what surprised you or new things you learned.

2. Select one African nation and learn about its geographical features. Draw or find photos of at least two natural features, such as bays, mountains, rain forests, deserts, rivers, peninsulas, etc. Write captions for each illustration or photo explaining what the picture shows. If you use photographs, include citation information.

3. Choose one of the following creative activities:

   a. Learn about recent excavations in Morocco, Ethiopia, or elsewhere in Africa and write a brief description of some of the evidence found related to the earliest human civilizations. Draw or include a photograph of one artifact or fossil.

   b. Some ancient empires used pictographs to make written records. Write something in pictographs! Make sure to include a translation of your message.

   c. Design an obelisk in honor of a civilization or a ruler (real or imaginary). You can draw a picture of your obelisk or make a model using clay or other materials. Write a brief description of the meaning of the decorations or inscriptions on your obelisk.

d. Learn about one of the ancient African kingdoms you read about: Kush, Punt, the Phoenicians, Aksum, Mali, or Songhai. Write about or illustrate some aspect of this culture, such as the system of government, art, customs, religious beliefs, architecture, or monuments.

e. Read a firsthand account of sailors navigating around the Cape of Good Hope in the early days of exploration. Alternately, you might want to imagine yourself as an early sailor and write a journal of your trip around the Cape of Good Hope.

Learning Checklist

Use this learning checklist to keep track of how your skills are progressing. Include notes about what you need to work on. Please remember that these skills continue to develop over time, so you aren't expected to be able to do all of them yet. The main goal is to be aware of which skills you need to focus on.

SKILLS	Developing	Consistent	Competent	Notes
Locate continents, peninsulas, and other landforms on a map or globe				
Identify relevant research sources				
Provide accurate and relevant information based on research				
Demonstrate knowledge of one aspect of life in ancient Africa				

FOR ENROLLED STUDENTS

When you have completed this lesson, continue to lesson 2. You will submit your work for lessons 1 and 2 at the end of the next lesson.

If you have any questions about your work, the lesson assignments, or how to share your work, let your teacher know.

Reading Selections

Ancient Kingdoms of Africa

The African continent lies between the Atlantic and Indian Oceans. The equator runs through the center of the continent. Africa is the second-largest continent in size (after Asia), but by population, only Australia and Antarctica are smaller. Africa is a land rich in resources and these resources frequently brought Africa to the attention of other countries in both ancient and modern times.

Too often, our awareness of Africa stems from its relatively modern history, from the slave trade beginning in the sixteenth century and colonization by European countries trying to control its many

resources, to more recent events including civil wars, drought, famine, and health crises. However, Africa has a long and storied history, which began with the evolution of humankind.

The immense African continent has varied climate zones and topography that includes coastal areas, mountains, deserts, and rain forest. (Image credit: NASA/JPL/NIMA)

The oldest hominid fossils are found in Africa. In modern times, paleontologists have excavated in north and east Africa (Morocco and Ethiopia), and there is general consensus among them that the earliest fossils that could be identified as human are to be found in those locations.

Great civilizations arose in Africa in ancient times, beginning with the kingdom of ***Kush*** (also spelled Cush), a Nubian kingdom established by 2000 BCE. Kush was situated along the lower Nile River as far south as modern-day Sudan. It traded ivory, iron, and gold with Egypt, its northern neighbor, and was influenced by its culture. The people of Kush worshipped some Egyptian gods, and in its capital, Meroe, many pyramids were constructed.

Another mysterious ancient kingdom in Africa was the kingdom of ***Punt***. Very little is known about Punt, which the Egyptians called the "land of the gods." Punt and Egypt traded ebony, myrrh, and exotic animals. It is thought that this kingdom was found on the Red Sea coast to the south of Egypt.

Other African civilizations arose in more modern times that became rich, powerful, and influential in world history. At the far eastern end of the Mediterranean Sea during the first millennium, there was the state of ***Tyre*** (which was located in modern-day Lebanon, where the city of Tyre is still in existence.) There is plenty of evidence that the people of Tyre, the ***Phoenicians***, were famous for trading, especially a purple dye, which was reserved for royalty. Tyre became such a powerful trade leader in the Mediterranean that the Phoenicians established colonies to the west. In North Africa (modern-day Tunisia), they started a town they called ***Carthage***, which meant "the new city" in their language. From Carthage, the Phoenicians traded the new rich resources they found in Africa, such as textiles, gold, silver, and copper.

As the population of Carthage grew, the Phoenicians founded other colonies farther to the west on the ***Iberian Peninsula*** (where Spain and Portugal are now) and dominated trade in the Mediterranean from the founding of Carthage in 814 BCE until its fall after three wars with the newly powerful city of ***Rome***. These wars are known as the ***Punic Wars*** (because the Romans called the Carthaginians "*Punici*"), and they lasted from 264 BCE until 146 BCE when Scipio Africanus destroyed the city of Carthage and its fleet.

Ancient ruins of the city of Carthage. (Image credit: Faresbenrayana)

However, Carthage was not the only great civilization in North Africa. Many people are familiar with the advanced civilization in Egypt in ancient times. There was also the kingdom of ***Aksum*** (or Axum), situated west of Egypt and east of Carthage. This country was another important trading center, dealing in gold and ivory. Artifacts indicate they traded not only with Egypt and other neighbors, but also with civilizations in the Far East. Aksum had a written language that, unlike Egyptian hieroglyphs, was not pictographs but had an actual alphabet. The Ge'ez language was used to facilitate trade. They also had a unique architectural style that included the ***obelisk***, a structure found in Egypt as well. Aksum adopted ***Christianity*** very early in the religion's history and even had an alliance with the Eastern Roman Empire , known as ***Byzantium***. The Ethiopian Orthodox Church is a cultural artifact of this civilization and is one of the oldest known forms of Christianity.

The Obelisk at Axum **by Henry Salt, 1809 (Image credit: Wikimedia Commons)**

The ancient kingdom of ***Mali*** was located in northwestern Africa, where the modern country of Mali is located today. In the eighth century, a new religion called ***Islam*** began and spread from its source on the Arabian Peninsula into neighboring areas, such as the Hindu Kush (Afghanistan), Northwestern India, and Northern Africa. In a process called ***jihad***, followers of Islam spread the religion by conquering a country and then offering those who were conquered the chance to become Muslim. Those who did not choose to convert to Islam would pay a higher rate of taxes than citizens who did convert. In time, the Islamic empire spread into Asia and Africa, and to the Iberian Peninsula, forming an Islamic kingdom called ***al-Andalus***.

By the end of the first millennium, the northern part of Africa was heavily Islamic, including the ancient kingdom of Egypt. It was these North African Muslims that spread Islam to the Musa (Emperor) of Mali, known as Mansa Musa. Mali had grown rich on trade, and in the capital there were mosques and a university with a library with 700,000 scrolls. When Mansa Musa made a ***pilgrimage*** to Mecca, a journey that all Muslims are required to make, he brought huge amounts of gold, which gave him and his African kingdom great notoriety.

By the fifteenth century, the kingdom of ***Songhai*** arose, encompassing the old kingdom of Mali and several other West African Kingdoms. Songhai was very large, and thrived in trade with countries in

the Mediterranean, Europe, and India. Songhai was famous for its well-organized bureaucracy. It was ruled by a Muslim ***caliph*** who forged alliances with caliphs in other predominantly Muslim countries. Songhai continued to be a very powerful country until it experienced a civil war in the late sixteenth century and was invaded by neighboring Morocco.

Despite ups and downs, periods of prosperity and turmoil, each of these early civilizations made lasting contributions to African and European culture.

How to Read Ancient Dates

When looking at dates in ancient times, you'll often see BCE (Before Common Era) and CE (Common Era). If there is no label, you can assume the date is CE. But which date came first, 500 BCE or 150 BCE? Which date is closer to modern day? The answer is clear if you think of time as a number line.

Dates that occurred before the current era are viewed looking backward in time, so the numbers get larger the further back in time an event happened. Dates in the current era are viewed looking forward in time, so the numbers get larger as they approach the present. This means an event in 500 BCE occurred 350 years *before* 150 BCE.

Of course, events that happened in ancient times are hard to pinpoint, especially those that happened before written records were common. That's why you'll often see a range of dates rather than a specific year. If you want to find out approximately how long ago a date BCE was from today, simply add 2,000 years to it. For instance, Carthage was founded around 814 BCE or over 2,800 years ago. That's ancient!

Africa and Europe Establish Trade

Like every story in history, Africa's story is intricately tied to other places and people. Africa went largely unnoticed by inhabitants of the continent of Europe throughout the medieval period (500–1500 CE). Religious warfare called the ***Crusades*** united European countries in the quest to combat the religion of Islam and spread Christianity, and at the same time, introduced Europeans to the textiles, goods, and technology of the Eastern world. The interest in trade grew further with Marco Polo's book about his travels in Cathay (China), which became a best seller.

By the fifteenth century, the countries of Europe began looking for easier ways to trade goods with Asia. Travel over land using caravans was tedious and costly. Spain and Portugal, situated on the Iberian Peninsula, wanted to establish trade routes, but each country had different theories of the best

way to get to Asia. Spain, after pushing the Muslims out of their southern regions in January of 1492, gave money and ships to a sailor named ***Cristobal Colon***, who thought the best way to reach Cathay was to sail west across the "Ocean Sea."

The Portuguese had the idea to reach the East by the ***circumnavigation*** of Africa (sailing around the southern edge of the continent). The first voyages of exploration were sent out by Prince Henry the Navigator who had the vision of ocean exploration south along the coast of Africa. He started a school of navigation, which was founded in 1418. First, a Portuguese sailor named ***Gil Eannes*** sailed south to Cape Bojador, the large bulge in the northwest part of Africa. The first cargo ever brought back to Europe from Africa was sealskins. While sailing along this coast, the ongoing trade in ***slaves*** among African nations was discovered. Prince Henry decided to become active in the slave trade, and Portugal began importing enslaved Africans in 1441.

What Century Is It?

Centuries are counted from the year 1 of the Current Era. The first century was from year 1 to year 99, the second century was from year 100 to 199, and so on. This means that the century doesn't match the numbers of the date. For instance, something that happened in 1250 was in the thirteenth century and something that happened in 1760 was in the eighteenth century. Don't let this confuse you! Just remember that the first hundred years were the first century, even though we weren't yet to year 100.

CENTURY	YEARS
1st century	1–99
2nd century	100–199
3rd century	200–299
4th century	300–399
5th century	400–499
6th century	500–599
7th century	600–699
8th century	700–799
9th century	800–899
10th century	900–999
11th century	1000–1099

CENTURY	YEARS
12th century	1100–1199
13th century	1200–1299
14th century	1300–1399
15th century	1400–1499
16th century	1500–1599
17th century	1600–1699
18th century	1700–1799
19th century	1800–1899
20th century	1900–1999
21st century	2000–2099

When Prince Henry died in 1460, exploration continued under the new King of Portugal, John II, who came to the throne in 1481. He sent out ***Bartolomeo Diaz***, who, in 1488, was the first European to travel to the tip of the African continent. He named this point the Cape of Storms because a large storm drove him off course and enabled him to find the cape, but King John renamed it the ***Cape of Good Hope***, as now they knew they had the ability to reach India by the circumnavigation of Africa. The Portuguese achieved success when ***Vasco da Gamma*** rounded the Cape and reached India in 1497.

Through this process of exploration, Portugal built a mighty trade empire in Africa and India, which traded in slaves, gold, ivory, precious gems, spices, exotic fruits and wines, and textiles. These riches made Portugal competitive with Spain, who continued to explore the route to the West under the admiralship of Cristobal Colon.

Band of Captives Driven into Slavery, **artist unknown (Image credit: Wellcome Collection)**

Colon, or as we know him today, Christopher Columbus, believed he sailed to someplace in Asia. He probably never realized he had traveled to a new hemisphere and two new continents—North and South America—but he did claim the new lands he encountered for Spain. Spanish explorers and soldiers, called ***conquistadors*** (Spanish for *conquerors*) built a huge Spanish empire in North and South America. They began to bring in vast quantities of gold and precious metals from the highly developed Aztec and Inca empires.

Spain's explorations and conquests in the "New World" brought them much wealth and natural resources, but did not make other European countries such as France and England very happy, and soon they too were sending out expeditions seeking a "Northwest Passage" to Asia.

European colonies developed in North and South America. These new European colonies worked hard to develop goods and crops to trade with and enrich their mother countries, and these products were largely developed through agriculture, which involved buying captives forced into slavery from the Portuguese and other countries that participated in the lucrative slave trade with West Africa. Slavery spread rapidly in the Western Hemisphere throughout the sixteenth and seventeenth centuries. It became an enduring problem that would eventually end in a series of wars brought on by enslaved people demanding their freedom or by descendants of European colonists rising up against slavery in the abolition movement.

Lesson 2

The Early Dynasties of Asia (400 BCE–1854 CE)

Learning Objectives

At the end of this lesson you will be able to:

- Locate China and Japan on a map and identify significant geographical features.
- Draw a historically accurate map.
- Present a creative project based on an ancient cultural tradition.

ASSIGNMENT SUMMARY

- ☐ Complete the reading selections.
- ☐ Study the geography of China and Japan.
- ☐ Draw a map of the major routes of the Silk Road.
- ☐ Choose a creative project related to ancient China or Japan.

Reading

Read the following reading selections:

- Chinese Dynasties
- The Shogunates of Feudal Japan

As you read, look up each area on a globe, atlas, or world map. Take a few minutes to notice where the region is in relation to other nearby or influential countries.

Assignments

1. Refer to the Asia section of *National Geographic Kids World Atlas* (pages 104–127). Focus on the areas of China and Japan. Consider the terrain, coastal regions, and nearby countries as you think about how the empires of China and Japan would have traveled, traded, and defended themselves from invaders. Write down what you notice about how the geography might have created obstacles or benefits for each country.
2. Research the major routes of the Silk Road, and draw a simple map. Note the locations of countries who were trading partners (you don't have to draw borders around the countries; just show the general area of each). Make sure to include both overland and sea routes. Show on your

map or write a few sentences about the geographical features that would have influenced the route or difficulty of travel.

3. Develop a creative project project based on the contributions of traditional Chinese or Japanese culture, such as pottery, haiku, calligraphy, or theater.

Reflect and Discuss

Think about the concept of isolationism. Do you think a nation should be allowed to isolate itself from the influence, trade, and cultural exchange with other nations? What would be the benefits of this policy? What would be the drawbacks? Consider your opinion and then discuss your ideas with someone else. Listen to their point of view.

On a related note, how do you feel about the way in which Commodore Perry and the United States forced Japan to end its isolationist policy? Imagine you were present when ideas were being discussed about how to approach Japan. What would you say to Perry or others in charge? Would you present an alternate plan? With a partner, role play this scenario. Make sure to give the reasoning behind your ideas. Be convincing—try to persuade others to agree with your plan!

Learning Checklist

Use this learning checklist to keep track of how your skills are progressing. Include notes about what you need to work on. These skills will continue to develop over time. The main goal is to be aware of which skills you need to focus on.

SKILLS	Developing	Consistent	Competent	Notes
Locate specific locations and significant landforms on a map				
Draw a historically accurate map				
Label a map with locations and geographical features				

FOR ENROLLED STUDENTS

When you have completed this lesson, share your work for lessons 1 and 2 with your Oak Meadow teacher. Refer to your teacher's welcome letter for information on submitting work. Feel free to contact your teacher any time you have a question—your teacher is eager to help!

Up for a Challenge?

Calligraphy is a decorative, stylized form of writing found in many Chinese paintings. Bamboo also features prominently in many traditional Chinese paintings and can be quite simple to draw. Draw or paint a picture of bamboo and write a favorite or original verse in calligraphy on your painting. You can find simple calligraphy instructions online or in the library. (Hint: Practice your calligraphy skills first before writing on your drawing.) If you are particularly interested in becoming skilled at calligraphy, you might consider purchasing special pens. Calligraphy is a fun technique to use in making cards, report covers, posters, and other projects.

This is an optional project.

***Twelve Plants and Calligraphy*, Xu Wei, sixteenth century, Ming dynasty**
(Image credit: Honolulu Academy of Arts)

Reading Selections

Chinese Dynasties

In ancient China, small communities farmed along the Yellow River Valley. As with many societies, strong leaders arose who took control of the governance of the people. Leaders often passed control to their sons, establishing a hereditary system of leadership or ***dynasty***. Those in power would sometimes live lavish lifestyles, supported by taxes and service of the rest of the population. By 221 BCE, China was ruled by an ***emperor*** and a small class of scholar-officials known as ***mandarins***. They lived in splendor, while the common people toiled in poverty. The emperor was considered to have a direct connection to the gods, who granted him (or her) the right to rule the land. This belief was called the ***Mandate of Heaven***.

An ornamental gateway dating from the Han dynasty is seen in this 1875 photograph. (Image credit: Library of Congress)

For over 400 years, from 206 BCE to 220 CE, the ***Han dynasty*** ruled China, despite brutal power struggles within the royal court. During this time, a network of trade routes called the ***Silk Road*** was developed that linked China with far-flung regions. The routes traveled over both land and sea, which allowed Chinese mariners to acquire highly valued spices from islands in Indonesia. Those in the West were eager to acquire goods from the East—and pay handsomely for them: silk, tea, dyes, porcelain pottery, spices, and other treasures. Goods traded from the West to the East included horses and saddles, grapes, animal furs, honey, woolen blankets and rugs, silver, and gold. The trading along the Silk Road routes thrived throughout the ***Song dynasty*** (which lasted from 960 to 1279 CE). In 1453, the ***Ottoman Empire*** boycotted Western trade and closed the routes.

Two great Chinese dynasties of emperors existed between 1368 and 1750 CE. The first was the ***Ming dynasty***, started by a common man named ***Chu Yuan-chang*** (also spelled Zhu Yuanzhang). Having been first a beggar and then a Buddhist monk, he became a brilliant military leader, and eventually proclaimed himself emperor, calling himself Ming T'ai-tsu. During his reign, he brought all of China under his rule.

The Ming dynasty brought peace and stability to China. The Ming rulers reorganized the tax system and codes of law, and reformed the local government. This didn't mean that life was necessarily easy or the laws were always kind. For instance, if a scholar displeased the emperor, he could be publicly whipped.

To encourage farmers to move to northern China, which had been devastated by wars before the start of the Ming dynasty, the government offered them free land, tools, seeds, and farm animals in exchange for reclaiming and cultivating the land. Growing rice became a major industry in many parts of China. Travelers brought new crops from other lands, such as sweet potatoes, maize, and peanuts, all of which did well in poor soil. This meant that land previously not favorable for traditional agriculture could now be cultivated.

As agricultural productivity increased, more people became involved in activities that didn't relate to farming. The arts flourished.

This incense burner, dating from the Ming dynasty circa 1500, shows the art of cloisonné. (Image credit: Los Angeles County Museum of Art)

Cloisonné, an artistic technique of decoration, was developed during the Ming dynasty. Silk, tea, porcelain, and cotton cloth were produced in larger amounts. Cities grew larger, and the need for education and entertainment increased. A huge library was compiled that included all the Chinese histories and works of literature possible, recorded by over 2,000 scholars under the orders of the emperor. Novels became very popular during this time.

The Forbidden City, Bejjing, China (Image credit: Adamantios)

Emperors lived in an incredible palace called the ***Forbidden City***, an entire walled city within the city of Peking (now called Beijing) that was off-limits to everyone except the emperor and his court. Within those walls were theaters, gardens, athletic fields, libraries, temples, and audience halls. It was sectioned off into two areas: one for the emperor, his family, and all their servants, and one for important occasions of state. Most citizens of Peking never saw within the walls of the Forbidden City, but there was a courtyard just outside the gate capable of holding 90,000 people.

Chinese artisans produced goods that were greatly valued by European traders. Silk and porcelain were very desirable, and could fetch high prices in Europe. Tea was becoming very popular in Britain, and the British thought Chinese tea was the best in the world. The Chinese didn't want European goods, but they were happy to have gold and silver in exchange for their products.

***The Qianlong Emperor in Ceremonial Armour on Horseback*, Giuseppe Castiglione, 1758 (Image credit: The Palace Museum)**

The Ming emperors lived in luxury and splendor. Toward the end of the dynasty, they were more interested in pleasure than in the business of running an empire. One emperor met with his top officials only five times in the thirty years of his reign! All of this made China weak, and when invaders from Manchuria attacked, the Ming dynasty could not fight them.

Thus began a new dynasty. In 1644, the establishment of the ***Qing dynasty*** of the Manchus (also known as ***Ch'ing dynasty***) represented only the second time in history that all of China had been controlled by foreigners. This dynasty lasted 300 years, and grew to encompass the largest empire that had ever existed in China, taking in Manchuria, Mongolia, Xinjiang, Tibet, and the island of Taiwan. One great Manchu emperor was ***Qianlong***.

One of the reasons the Manchus were so successful is that they tried to adopt many Chinese traditions and integrate themselves into the local customs and traditions. The Manchus kept all the highest political positions for themselves, and allowed the Chinese to occupy only lower jobs, with Manchus as supervisors. There were many more Chinese than Manchus, and this technique helped the Manchus retain the real power for themselves. Marriage was banned between the two groups, which also served to strengthen the power of the Manchus as the rulers.

The first Manchu emperor established an easy way to tell the difference between Manchus and Chinese at first glance, at least among the common people. The Chinese men were ordered to shave most of their hair, leaving just a ***queue***, or braid, at the back of the head. This was a symbol of the low status of the Chinese. The rule was, "Keep your hair and lose your head or lose your hair and keep your head." The punishment for disobedience was serious!

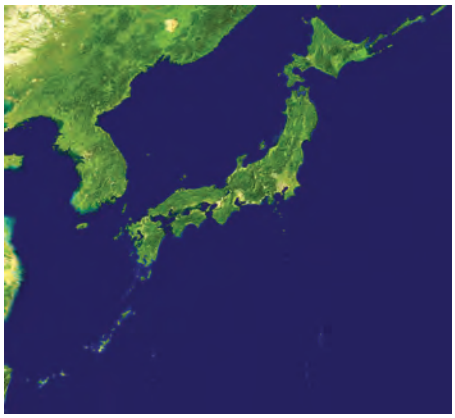
The population increased a great deal during the Qing Manchu dynasty, from 150 million in 1600 to 350 million in 1800. This meant that growing food was paramount. Every inch of land had to be productive. This led to labor-intensive farming, in which all the work was done by people rather than by animals and machinery. Farming families grew rice, cotton, and other crops, often raising silkworms as well.

The Qing dynasty became weakened during the 1700s, due to corruption and numerous rebellions. Wars are very expensive and the emperors found it harder and harder to pay for them.

To preserve their culture, the Chinese tried to limit the ability of non-Chinese people to travel or trade in China. The British were determined to expand their own access to China, however, and went to war with them in 1839. When the British won the war in 1842, they forced the Chinese rulers to sign a treaty that made the strategically placed port city of ***Hong Kong***, in the South China Sea, a British possession. This treaty also gave Britain permission to trade in other ports of China.

The Shogunates of Feudal Japan

Japan is a group of mountainous islands off the coast of China. In ancient times, the Japanese were hunter-gatherers and fished in the abundant seas that surrounded their lands. Travel between Japan and the nearby Korean peninsula introduced the technique of cultivating rice, which made it easier to have a stable food source. ***Buddhism*** was introduced from China, as well as a system of writing. Many Japanese arts, crafts, laws, and government were loosely based on Chinese methods.



Japan is a group of islands in the Pacific Ocean, with the Korean peninsula as its nearest neighbor. (Image credit: NASA)

Japanese culture and lifestyle was very much affected by the geography of the country. The beautiful countryside inspired reverence for nature in Japanese artists and poets through the centuries. As different ruling families came into power,

This 1903 map of Japan shows the dozens of territories ruled by different daimyo during the mid-1500s. (Image credit: James Murdoch and Isoh Yamagata)

Japanese culture became more distinct from Chinese culture, resulting in beautiful gardens, architecture, literature, and art, all in a unique Japanese style.

Powerful ruling families fought for control of Japan and the victor's clan would sometimes rule for centuries. Among them, the ***Fujiwara*** family, ***Taira*** family, and ***Minamoto*** family ruled in succession from the eighth century to the early 1300s, with each family leaving a lasting influence on Japanese government and culture.

Unlike the emperors of China, the emperors of Japan received great honor but had very little power. In title, the emperor was the supreme leader, but often the powerful families had the most authority and control. Military leaders called ***shoguns*** would rule as they liked, establishing their own government or ***shogunate***. For instance, the ***Tokugawa Shogunate*** ruled Japan for 250 years. The title of shogun would pass from father to son until a challenger would try to take control; if successful, the shogun would establish a new ruling family and shogunate.

During this era, ***feudalism*** existed in Japan, a system of rule where most citizens were peasants who were rigidly controlled by the wealthy ruling class. Shoguns retained their power with the help of landowner-warriors called ***samurai***. Samurai followed a strict code of conduct know as ***Bushido*** ("The Way of the Warrior"), which included virtues such as courage, honesty, compassion, and self-control. The most powerful samurai were ***daimyo***, who ruled the region under their command. Samurai pledged loyalty to their daimyo and gave military support as well. Peasants who farmed the lands of the daimyo received protection from the lords. While it is likely that many of the ruling class were kind to the peasants, the inherent inequality of the system kept those who worked the land in poverty with little hope for improving their quality of life.

This photograph, circa 1860, shows a samurai in full armor. (Image credit: Britannica)

Although some Portuguese explorers and traders visited Japan in the 1500s, the country was relatively isolated because of its geographical barriers. Both the strong sea

currents and the mountains made it difficult for outsiders to invade Japan. Like the Chinese, the Japanese saw foreigners as ***barbarians***—uncivilized and inferior. With a society ruled by warriors, the Japanese did not see outsiders as a threat. However, they did see that European weapons could bring them power, so they bought cannons and muskets from Portuguese merchants. Before long, Japanese craftsmen learned how to make guns, and the daimyo provided them to their troops.

The merchants were soon followed by Jesuit missionaries who adopted Japanese customs to increase the possibility of converting people to Christianity. The missionaries were amazed at the Japanese habit of daily bathing, as Europeans of that time rarely washed. They tried to change their manners so as not to offend the Japanese. One priest wrote, "They are much amazed at our eating with the hands and wiping them on napkins, which then remain covered with food stains, and this causes them disgust."

The most notable Jesuit missionary was ***Francis Xavier***, who later became a Catholic saint. During his two years in Japan in the mid-1500s, he made hundreds of converts to Christianity, which spread quickly when some of the daimyos became supportive. Christian symbols became fashionable, and even non-Christian Japanese wore rosaries and crucifixes, as they believed these items would bring good luck and success. Catholic missionaries traveled freely throughout Japan for about 90 years.

By 1600, over 300,000 Japanese people had converted to Christianity. The Tokugawa shoguns began to grow suspicious of the Christians because their influence became so powerful. They were afraid Japanese Christians might revolt against the shogunate. Japanese officials began to ***persecute*** Christians, and killed many of them, common people and priests alike. When the Christians refused to cooperate, the government did its best to wipe them out completely.

The Japanese government enacted a law called the ***Act of Seclusion***, instituting a ban on all Europeans except the Dutch. The Dutch were allowed to remain because they never tried to spread their religious beliefs. However, their travel was limited to two ships a year, and they could only engage in trade in the port of Nagasaki. Dutch travelers were required to stay on a small island in Nagasaki Bay, and were not allowed to cross the bridge to the mainland.

In addition to barring Europeans, the Act of Seclusion decreed that any Japanese person residing abroad would be be put to death if they returned to Japan. This was to keep outside influences at a minimum since many people who traveled to other countries would return home with new ideas and new ways of doing things. At the same time, the government made it illegal to build any ships large enough for ocean voyages, making it impossible for citizens to leave. With these strict rules, Japan was determined to cut off all influence from the Western world.

For 200 years the policy of seclusion meant that very little news went in or out of Japan, other than what the Dutch traders brought. This ***isolationist policy*** also meant Japan fell behind other nations in science, technology, and military power. On the other hand, it gave Japan a long period of peace and stability.

Much growth and change occurred in Japan during those two centuries. A new style of theater, called ***kabuki***, developed. It mixed some of the older traditions with very stylized acting, dancing, music, and

elaborate costumes. A new form of poetry, ***haiku***, became popular during that time, especially among city people. Haiku usually expresses some kind of thought to surprise the reader, using a striking image, often from nature, that suggests a deeper meaning. Zen Buddhism also developed during Japan's period of isolation.

The Japanese period of isolation came to an end in 1853 when United States President Millard Fillmore sent Commodore ***Matthew Perry*** to negotiate a trade agreement with Japan. Perry carried a letter from the president to the Japanese emperor, not realizing that the country was actually ruled by the Tokugawa Shogunate. When Perry arrived with four U.S. Navy ships, this show of power was meant to pressure Japan into negotiations. Gifts were presented to the emperor: a telescope, telegraph, and model of a steam locomotive. When Perry returned the following year with a larger fleet of ships, the Japanese rulers agreed to sign a treaty. Within a few years, Japan had agreements with Great Britain, Russia, France, and the Netherlands as well. Japan was now open to the world.

This five-story Buddhist temple or *pagoda* was built circa 1372 in the Yamagata Prefecture. (Image credit: Geomr)

Lesson 5/6

Unit Project and Learning Reflection

Learning Objectives

At the end of this lesson you will be able to:

- Design a project that combines personal interests with the unit theme.
- Demonstrate project-management skills.
- Reflect on the learning process and content.

ASSIGNMENT SUMMARY

- ☐ Complete a unit project of your own design.
- ☐ Complete a learning reflection.

Unit Project

History is often framed by wars and conflicts. For the next two weeks, you'll look away from the conflicts and struggles of humanity and turn your attention to the accomplishments of people around the world. Based on the historical periods you've studied in this unit, you'll explore some element of human achievement in art, science, math, music, technology, engineering, architecture, medicine, literature, or any other creative endeavor or innovation.

What do *you* like? Find something you are interested in and explore an aspect related to it. Do you like maps? Fashion? Animals? Food? Whatever it is, look back in time to see how that interest could be used as a framework for a project. Your project doesn't have to be anything elaborate; you just have to create something that shows what you've discovered.

You have two weeks to complete this project.

Here are a few examples of project ideas, just to help with your own brainstorming:

- If you are interested in food from different cultures, you might find out what kinds of crops were grown in one particular region during that time period, and then create a menu of what might have been a typical meal or feast. You might even try to make the meal! You can photograph what you've cooked, or create a handwritten menu. You might draw an illustration of the feast, or make up a new recipe based on the available ingredients.
- If you like art, you might draw, paint, or sculpt a reproduction of artwork from that culture and time period. You might learn about one particular artist and create a slideshow of that artist's

work, using captions to highlight historical details. You could compare the art style of the time to earlier or later styles, or you could show how art was a reflection of the social and political events of that era.

- If you like movies, you could watch a movie based on the historical time period and write a movie review. You could use film clips or trailers from different movies related to one time period and compare how historical details were represented (costume, geographical features, food, family or social structure, etc.). Or you might create your own short film or video compilation that highlights one aspect of the time period.
- If you like building things, you might create a diorama (either physical or computer generated) that shows a particular region or historical event. You could recreate a style of architecture or make a model of a typical house. Or you might create a replica of an artifact, such as a type of tool, jewelry, container, vehicle, or other item in daily use at the time.

Use your imagination! Try to come up with a project that you will enjoy doing. Talk to friends and family members before you start your project. Discussing and brainstorming ideas with others will help you refine your project before you begin. Plan the different stages or steps of your project so that it can be completed within two weeks. (If you have a longer project in mind, discuss your idea with your teacher.) Make a checklist of tasks, write down how long you expect each to take, and check off tasks as they are completed. If you find yourself getting bogged down, think about how you can streamline the process or adjust the original time line.

As you are working on your project, continue to talk about it and get input from others, especially if you come to a challenging part or need to adapt your original idea. You don't have to do this project by yourself—make it a collaboration with others! (Just make sure to give them credit when your project is complete.)

Learning Reflection

You have just spent several weeks exploring a great deal of information about world history. It's important to take time to let what you've learned sink in, to ponder its relevance to modern life.

Let your mind wander back over what you've discovered in the past weeks. (It might help to look over the table of contents, reading material, or the assignments you did to refresh your memory.) You can use the following questions to guide your reflections, but you shouldn't feel limited by them—reflections are personal, and each person will think about different aspects of what they've learned.

- What stands out as meaningful or baffling to you?
- What did you learn that was new or surprising?
- Did something raise a strong emotion in you, such as resentment, empathy, or wonder?
- What types of assignments did you most enjoy? Which were most challenging to you?
- If you had a time machine, is this a time period you would wish to visit? Why or why not?

- Is there some element of this time period that you wish was present in our modern culture?
- Is there a lesson to be learned from the struggles, mistakes, and triumphs experienced by the people long ago?

When you have spent some time reflecting and turning over ideas in your head, express your thoughts in some sharable form. This can be in writing, poetry, music, art, discussion or interview format, or any other way you'd like to share your reflections.

Learning Checklist

Use this learning checklist to track how your skills are developing over time and identify skills that need more work.

SKILLS	Developing	Consistent	Competent	Notes
Plan and implement a self-designed project				
Identify discrete project tasks				
Create a project time line				
Produce a tangible outcome that can be shared				
Express thoughts related to self-reflection				

FOR ENROLLED STUDENTS

If you would like to discuss your project ideas, get input, or have questions as you are working on your project, let your teacher know.

When you have completed your project and learning reflection, share them with your teacher.

Lesson 17/18

Unit Project and Learning Reflection

Learning Objectives

At the end of this lesson you will be able to:

- Design a project that combines personal interests with the unit theme.
- Demonstrate project-management skills.
- Reflect on the learning process and content.

ASSIGNMENT SUMMARY

- ☐ Complete a unit project of your own design.
- ☐ Complete a learning reflection.

Unit Project

In this unit, you have learned about colonization, slavery, and revolutions in the Americas and Africa. This week, you'll have a chance to reflect on what you've learned, and create a small project of your own design. Rather than focusing on the conflict, the goal is to create a project that celebrates or highlights some element of human achievement related to the places and time periods you've been studying in this unit.

You can look over the table of contents or your past lessons to refresh your memory. Do you like to create art? Make a decorative piece by embossing or etching a metal or aluminum pie plate in a traditional Mexican style. Do you like reading and writing? Envision how you might have taught literacy to newly freed African Americans of all ages after the Civil War, using the technology of the time. Do you like cooking? Try making food over a campfire using ingredients that Native Americans or pioneers traveling west would have used. Use your imagination! You can also review the project ideas shown in lesson 5/6 and lesson 11 for inspiration.

Remember, your project doesn't have to be anything elaborate; you just want to create something that lets you share information that

you've learned. Brainstorm, discuss, and collaborate with others. Try to come up with a project that you will enjoy doing, based on your own interests and abilities.

Here are the steps you'll take to organize your project and manage your time:

- Decide on a project and discuss it with others to refine your ideas. Be reasonable about the materials you have, and how long it will take to complete. Adjust your plans until you have something that will work for you.
- Plan each step of your project. Write down each task and how long it will take. Note if you will need certain supplies or help with a task and who you will ask for help.
- Check off each task as it is completed. When you encounter an obstacle, talk it over with someone and look for ways to adapt the project, get help, or find a solution.
- When the project is complete, share it with others for their input and make any final adjustments.

You have two weeks to complete this project. (If you have a longer project in mind, discuss your idea with your teacher.)

Learning Reflection

Use the following questions to guide you as you reflect on what you have learned in Unit III: Revolution and Independence.

- What stands out as meaningful or baffling to you?
- What did you learn that was new or surprising?
- Did something raise a strong emotion in you, such as resentment, empathy, or wonder?
- What types of assignments did you most enjoy? Which were most challenging to you?
- If you had a time machine, is this a time period you would wish to visit? Why or why not?
- Is there some element of this time period that you wish was present in our modern culture?
- Is there a lesson to be learned from the struggles, mistakes, and triumphs experienced by the people long ago?

Take some time to reflect, and then express your thoughts in writing or in any creative form.

Learning Checklist

Use this learning checklist to track how your skills are developing over time and identify skills that need more work.

SKILLS	Developing	Consistent	Competent	Notes
Plan and implement a self-designed project				
Identify discrete project tasks				
Create a project time line				
Produce a tangible outcome that can be shared				
Express thoughts related to self-reflection				

FOR ENROLLED STUDENTS

If you would like to discuss your project ideas, get input, or have questions as you are working on your project, let your teacher know.

When you have completed your project and learning reflection, share them with your teacher.

You have now completed the first semester of this course!

Lesson

23

Colonialism in Modern Times (1774–1950)

Learning Objectives

At the end of this lesson you will be able to:

- Demonstrate knowledge of a historical figure.
- Identify relevant graphics to support a text.
- Demonstrate skills in revision and proofreading.

ASSIGNMENT SUMMARY

- ☐ Complete the reading selections.
- ☐ Research and write a report on Gandhi's life and India's quest for independence.

Reading

Read the following reading selections:

- India under Colonial Rule
- European Presence and Apartheid in South Africa
- Colonial Rule in Cuba

In *National Geographic Kids World Atlas,* review Southern Asia on pages 122–123. Notice the many significant geographical features and vast population of India, and consider how those elements might make different forms of control challenging, both from a colonial standpoint and in terms of India trying to gain its independence.

Also refer to information in the atlas about South Africa (pages 144–145) and Cuba (page 59) to gain more perspective about those regions as you read about them in this lesson.

Assignments

Learn more about Mohandas "Mahatma" Gandhi's life and India's journey toward independence. Write a two or three page report about Gandhi and India. You have two weeks to complete this report.

Address some of the questions below as well as any others you think of:

- What ideal did Gandhi hold for India?
- How did he go about helping people to achieve this ideal?
- In what way was Gandhi's life an example we can follow today?

- There is a spinning wheel on the Indian flag. What is its significance?
- Who was Jawaharlal Nehru and why was he important?
- What kind of government does India have today?
- What are the current state of relations between India and Pakistan?

Include illustrations, photographs, graphics, or other visual information (make sure you have at least two pages of writing in addition to your visuals). Use at least three sources and cite them in MLA format in a works cited section at the end of your paper.

When writing your report, be sure to use your own words to explain what you have learned. If you quote a resource directly, use quotation marks and add an in-text citation (see information on in-text citations in Oak Meadow's English Manual for Middle School). Organize your ideas into a logical sequence. Identify the main points you will make and use them to organize paragraphs. Include specific details to explain or illustrate each main point.

After you complete your rough draft, **save it**—you will share it with your teacher along with your finalized report.

Read your rough draft to find places to clarify your writing, eliminate repetition, and reorganize your ideas for a better flow. After revising your report, place the images and graphics where they make the most sense, and add titles or captions to explain what the graphics show. Then proofread your report to correct any errors in punctuation, spelling, capitalization, and grammar. Do your best to ensure your final report is your best work.

This is your only assignment this week, so take your time to present your ideas in an interesting way. Don't just write about the facts and dates but think about the ideals, emotions, and hopes behind the actions. Highlight the most interesting details of what you have learned.

Reflect and Discuss

Rudyard Kipling was a popular writer who lived from 1865 to 1936. He wrote about the glories of imperialism through his many stories set in India while it was under British rule. He believed that Europeans had a duty to civilize the rest of the world, and in one of his poems, says,

> Take up the White Man's
> Burden—
> Send forth the best ye
> breed—
> Go bind your sons to exile
> To serve your captives'
> need . . .

What do you think he meant? Discuss your ideas with someone and listen to what they have to say.

Learning Checklist

Use this learning checklist to track how your skills are developing over time and identify skills that need more work.

SKILLS	Developing	Consistent	Competent	Notes
Identify relevant research sources				
Use original language in expository writing				
Organize ideas into a logical sequence				
Organize paragraphs around key ideas				
Use specific details to support main ideas				
Cite sources in MLA format				
Use in-text citations				
Locate relevant graphics to support a text				
Demonstrate revision skills				
Demonstrate proofreading skills				

FOR ENROLLED STUDENTS

If you would like feedback on your rough draft, please share it with your teacher. Your teacher will provide feedback and then you can finalize your report. You will be submitting your polished report at the end of the next lesson, when you have completed your unit project and reflection.

Reading Selections

India under Colonial Rule

For hundreds of years, India endured invaders from other lands who plundered their riches and controlled their labor force. During Queen Victoria's rule, the British Empire grew until it was the largest empire in the world with territories around the globe. By the time World War I started in 1914, India had been a British colony for over 50 years.

Britain first became interested in India because of its spice trade, and later its exports of silk and cotton. The British East India Company was established in the early 1600s by a group of London merchants who wanted to control the Indian trade. At the time, India did not have a central government, but was broken up into small independent states ruled by princes called ***maharajahs***. Britain began to take over areas of land, increase taxes, and exert its power over the population, effectively ruling eastern India from 1774 onward.

In this illustration from the 1800s (artist unknown), native Indian troops help the East India Company to maintain rule in India. (Image credit: History1800s.about.com)

When the United States successfully fought for and achieved independence from England, England's response was to hold on even more tightly in India. Little by little, Great Britain gained control of the entire country. The East India Company had its own armies, led by British officers who commanded Indian soldiers. This was a delicate arrangement because the Indian soldiers were not always happy working for the British.

This situation became very problematic in 1857. The British enacted numerous laws and made other social changes not welcomed by the local population. They created new jobs that ignored the traditional caste system, and they established policies that deprived landowners of their traditional hereditary rights to their land. In addition to growing conflicts between the Indians and British, the country struggled with ongoing religious conflicts between Hindus and Muslims, which some British policies intensified.

When the British government took command of India, they began to build bridges, dams, canals, irrigation projects, telegraph lines, railroads, schools, and hospitals. In fact, in 1900, India had the third-largest network of railroads in the world. While there were many benefits to these developments, the British government taxed the Indian people enormous sums to pay for the projects. Also, the local population performed all the hard physical labor to make these projects successful.

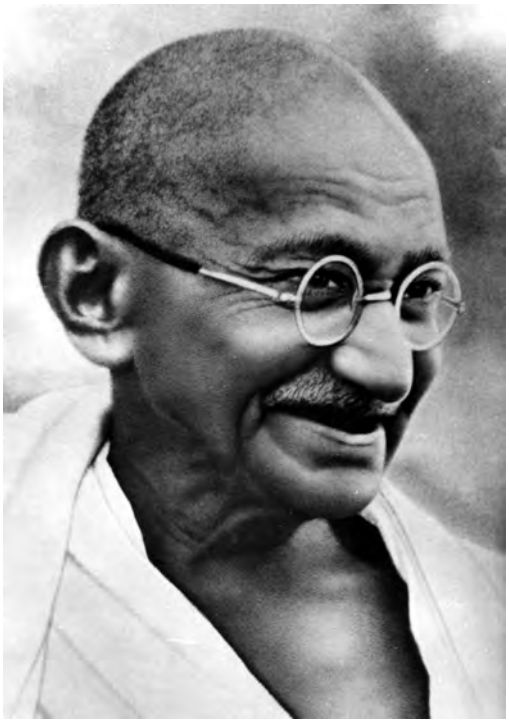
The new schools resulted in many well-educated Indians with no jobs in which to put their education to use. Their educations were based on British schools but were not necessarily relevant to life in India. Indians were learning British culture and history rather than their own. English was the official language in schools and government.

Indians felt like second-class citizens in their own country, and they were even faced with signs on railroad cars and waiting rooms and other public places that said, "For Europeans Only." The British were the owners, and the Indians were the servants. Even worse, the British encouraged Indian farmers to grow cotton instead of food. The Indian population was growing, however, and needed more food. Between 1800 and 1900, over 30 million Indians died of starvation. The British in India lived well while Indians suffered.

Indian ***nationalism*** began to grow as Indians began organizing and holding meetings to gain more rights for themselves. Under the leadership of Mohandas "Mahatma" Gandhi, the people of India rose up in a revolution for independence using nonviolent methods of ***civil disobedience***.

Gandhi was born in 1869 in India. According to custom, his parents arranged a marriage for him when he was 13 years old. He and his wife had four children. After studying law in London, Gandhi returned home to India, and two years later moved to South Africa. He discovered that he took his problems wherever he went, and to conquer them he must conquer himself. Gandhi said,

> *"I had learned the true practice of law. I had learned to find out the better side of human nature and to enter men's hearts. I realized that the true function of a lawyer was to unite parties riven asunder."*



Mohandas "Mahatma" Gandhi, 1946 (Image credit: LIFE Photo Archive)

He stayed in South Africa for 21 years, fighting for Indian rights. In those days, South Africa was under British rule. People of color—which included native Africans and the many Indians who lived in South Africa—were not considered equal citizens to those of European descent. Gandhi became closely involved with the suffering of the Indian laborers, and spent time caring for the sick and the poor.

Gandhi supported the British when he felt they were right and opposed them when he felt they were wrong. One day he was riding in a first-class train car, where he had a ticket, and a white man demanded he leave since he was not white-skinned. When Gandhi insisted his ticket gave him the right to be there, he was forced off the train at the next station. This simple act of civil disobedience—refusing to give up his seat because of his skin color—began a lifelong devotion to fight "the deep disease of color prejudice."

He was determined to carry out his protests in a peaceful way. Gandhi said, "I object to violence because when it appears to do good, the good is only temporary; the evil it does is permanent." When the British proposed restrictive legislation in India in 1919 known as the "Black Act," which was designed to prevent revolutionary activities, Gandhi encouraged people to nonviolent action. Every person objecting to these laws refused to obey the legislation, and accepted the consequences without violent retaliation, but also without yielding their demand for fair and equal treatment.

Gandhi believed that as soon as people refuse to cooperate with injustice, they are free. He taught by example, working selflessly for the welfare of others, showing love and respect, and committing himself to nonviolence in thought, word, and deed. He said,

> *"For a nonviolent person, the whole world is one family. He will thus fear none, nor will others fear him."*

Gandhi focused on his mission, spreading this belief:

> *". . . that every man or woman, however weak in body, is the guardian of his or her self-respect and liberty."*

Gandhi was arrested many times for his nonviolent acts of civil disobedience, as were many others who followed his example—at one time, 60,000 of Gandhi's followers were in British prisons. These jails became festive places of reunion for India's political leaders and their families. People saw they could rise above their present circumstance of imprisonment and live a life of peace. This was frustrating for the British, who saw their method of punishment had little meaning for those being punished. Each day more Indians resisted, and each day more became stronger in the nonviolent stance.

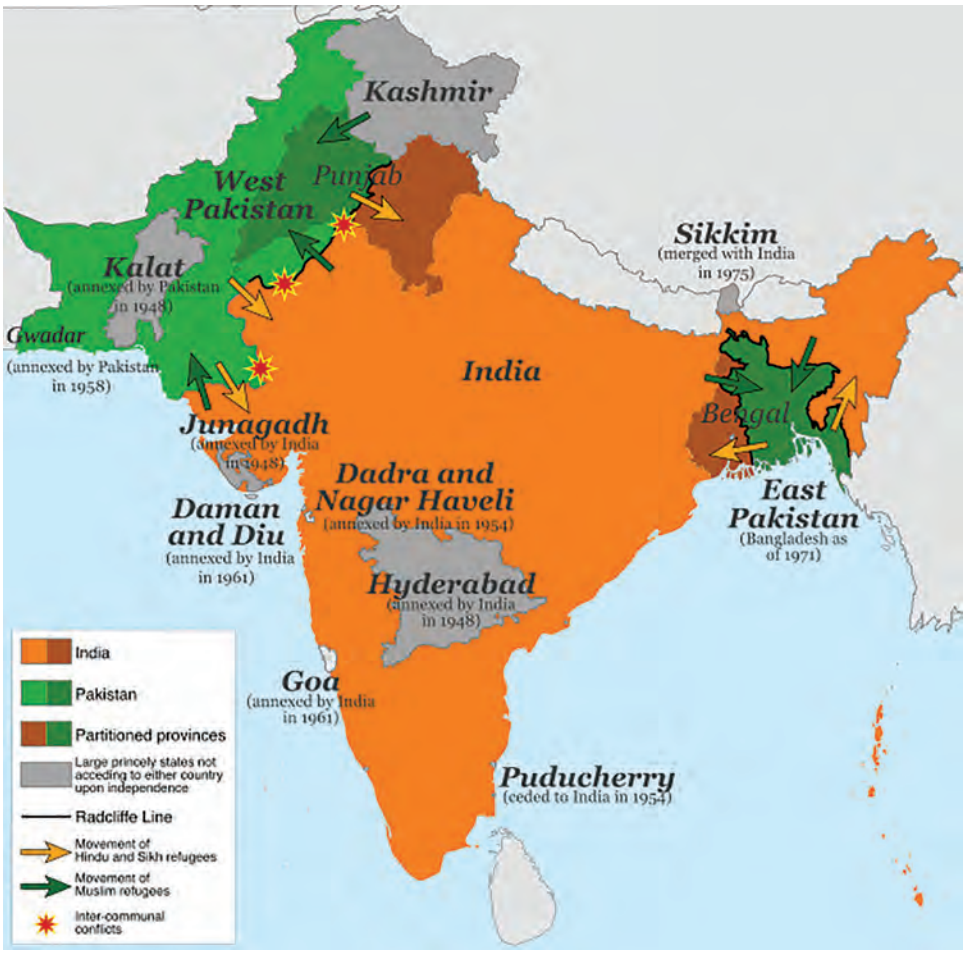
Gandhi's respect for all human beings, particularly his great concern and love for his enemies, made him a formidable opponent. The British joked that to go near Gandhi was to become his follower. He quickly earned the title *Mahatma*, meaning "Great Soul."

Gandhi urged the Indian people to boycott British goods, to pay no taxes, and to refuse to serve in the British army. In defiance of British colonial rule, Gandhi started a hand spinning and weaving project so Indians could be self-sufficient in the making of their clothing. When Britain imposed a heavy tax on salt (a dietary necessity) and made it against the law for Indians to collect salt on their own, Gandhi led a 240-mile march to the sea where, in direct opposition to the new laws, he made salt from evaporated seawater.

Great Britain finally relinquished its control with the ***Indian Independence Act of 1947***, which created two separate, sovereign nations: India and ***Pakistan***. Gandhi had fought long and hard for a unified, independent country, but the British leaders believed that separation or ***partition*** of the two countries was necessary to avoid religious conflicts. The territory with primarily Hindu or Sikh populations became India and the territory with primarily Muslim populations became Pakistan. Gandhi was deeply grieved that the two groups could not live in peace. Six months afterward, while striving to bring about peace between Muslims and Hindus, Gandhi was shot and killed by a young man of the Brahmin caste (the highest caste) who disagreed with Gandhi's tolerance of different religions.

When the British leaders drew the border to separate the two countries according to religion, over 12 million people were forced to abandon their homes to relocate on the other side of the border, either in India or in Pakistan, depending on their religion. Violence broke out as people were forced into conflict based on religion. It is estimated that nearly one million people died during this turbulent time of upheaval. The conflicts between India and Pakistan—based on borders and religious ideals—that began with the formation of the two nations in 1947 would continue long after resettlement was complete.

Partition of India, 1947



When Britain divided India into two nations—India and Pakistan—a massive migration began as people were forced to relocate based on their religion. (Image credit: Superbenjamin)

European Presence and Apartheid in South Africa

When the Netherlands established a colony on the southern tip of the African continent in 1652, its mission was to provide a place for the ships of the Dutch East India Company to stop on their way to the East Indies. The Dutch were greeted by the native people, the ***Khoikhoi***, whom the Dutch called Hottentots (a term that is considered offensive today). The Khoikhoi were not alarmed by the intruders at first. The Dutch set up a fort and grew vegetables and fresh fruits to supply the company's ships. They bartered with the Khoikhoi for dairy products and meat for a time, but the Khoikhoi, who were herders, were not interested in selling their cattle, goats, and sheep. They naturally viewed the arrival of the white men as an encroachment on their land. To the white men, the Africans were primitive barbarians, and if they could not be bribed, they would be enslaved or killed. Within seven years of the Dutch's arrival, the first Khoikhoi-Dutch War erupted, and within 100 years the colony consisted of 25,000 enslaved Africans serving 20,000 colonists. The white settlers considered themselves superior to the native population and felt it was their God-given right to dominate and control them.

As generations passed, South Africans of European descent became known as ***Boers*** (today called ***Afrikaners***). As the early Boers expanded their territory north and east, they encountered other native

Between 1779 and 1879, there were nine wars between the Xhosas and the European settlers. (Image credit: Alchetron)

African tribes, notably the ***Xhosas***, who were farmers. Disputes over land rights erupted that resulted in violent conflict. Meanwhile, in Europe, the French overthrew the government of the Netherlands in 1795, and the Dutch prince, William V, asked England to seize control of the southern African territory. England agreed, as they considered it a profitable outpost.

The British were not prepared for the conflicts that followed. The Boers were a ruggedly individualistic group of people, resentful of authority. The British were determined to outlaw slavery, which would threaten the Boers' very existence. Unable to bring stability to the region, England decided to lure more British families to the area. Families were given free boat tickets to immigrate to southern Africa, and free land once they got there. The British were hoping for a gigantic melting pot of languages and cultures, including British, Boer, Khoikhoi, Xhosa, and those of mixed ancestry. That was not to be.

The Boers shunned the British and their laws and fled farther and farther inland. The British pursued them, trying to bring them under British rule. Continually fleeing, the Boers eventually encountered the ***Zulu*** people, who were fierce warriors. In 1838, the Zulus and Boers engaged in a terrible battle, called the Battle of Blood River. The Zulus, using spears and shields, were no match against the Boers' firearms. As a result of their victory, the Boers set up the ***South African Republic*** (Transvaal) and the Orange Free State, and after much negotiating with the British, managed to get the British to agree that the Boers should have independence.

Under apartheid, signs displayed strict rules of racial segregation, shown by the sign pictured here, written in English and Afrikaans. (Image credit: Dewet)

The newly formed South African Republic specifically declared in its constitution that there would be no equality between white people and people of color either in government or religion. So, although the Boers were forced to give up slavery, they made it clear they would preserve the attitudes of the slave owner. It is this Boer attitude that became the driving force behind ***apartheid*** in South Africa—the system of ingrained racial discrimination. (In

fact, the slogan "the white man must remain master" was used in 1948 when the ***Afrikaner Nationalist Party*** came to power.)

When the Boers discovered diamonds and gold in southern Africa in the 1880s, others took an interest in the region. People from all over the world descended on the Transvaal, hoping to strike it rich. In less than 15 years, foreigners outnumbered the Boers. Tensions were on the rise again and in 1899 the ***Boer War*** erupted. The British once again set out to take control of the area by conquering the Boer Republics and squashing any resistance from the Zulus and Xhosas. The vicious war lasted three years and eventually Britain's forces prevailed. The British plan was to unite the four colonies of the Cape, Natal, Transvaal, and the Orange Free State. On May 31, 1910, the ***Union of South Africa*** officially came into being.

Britain set up the new government as a self-governing dominion, meaning that Britain no longer had any control of it. So, in the new Union of South Africa, there was now a multiparty political system consisting of the more moderate British residents (the United Party) and the Boers' Nationalist Party. The Boers, or Afrikaners, greatly outnumbered the British and for the next 50 years the Afrikaners proceeded to gain control over government policies.

Of course, this new government completely excluded the huge population of native Africans. From the outset, the white man in Africa seemed motivated by a deeply held feeling of racial superiority and prejudice. From the white man's perspective, the native population was just a workforce of unskilled laborers to be used for the white man's benefit in harnessing the land's mineral wealth.

Although the native Africans had no official voice in the government, and were largely denied the opportunity to vote, they attempted to represent their interests by forming, in 1912, the ***African National Congress***, or ANC. Its chief aims were to fight racial discrimination and achieve civil rights for all. The ANC's tactics were strictly legal, based on petitions as a means of airing their grievances. They were not anti-white; they simply renounced violence and racism in all its forms.

The ANC had little or no effect. The new government set about immediately restricting the rights of Africans. They could own land only in specified regions, which consisted of less than 15 percent of the nation's territory. They could stay in European areas only as servants and laborers. Black people and other people of color could venture outside their specified regions only if they carried a pass proving they were employed by a European. There was a curfew time after which any nonwhite people found outside their own areas could be arrested.

This, then, was the South Africa of the early twentieth century—a country in which the vast majority of the population was ruled by a tiny but powerful minority, where the color of your skin determined what, if any, human rights you possessed. The white minority could maintain control only by force, and they allowed no room for discussion, compromise, or dissent.

In 1948, the Union of South Africa held an election that changed the course of South Africa's history. For the first time, South Africa had an all Afrikaner cabinet, which brought about great changes. There was a final severing of any connection to the British Commonwealth. Apartheid was implemented across all segments of society. Past infractions against human rights would pale by comparison with

what happened under Afrikaner rule. The rest of the world watched, silently at first, and then with growing alarm.

It wasn't until the 1990s, when a Black leader named Nelson Mandela became influential, that the battle-scarred, divided nation was able to develop into a multiracial democracy.

Colonial Rule in Cuba

By the late 1800s, the only parts of Latin America still ruled by Spain were Cuba, Puerto Rico, and Santo Domingo on the island of Hispaniola (modern-day Dominican Republic). The Spanish continued their brutal tactics to put down uprisings in these island nations. Many Americans sympathized with the people who were struggling for freedom. The United States government was also worried that trade routes would be disrupted by the nearby presence of Spanish ships and soldiers.

In the 1890s, the Cubans began another revolt against the Spaniards. They used ***guerrilla*** tactics to carry out their goals, using small bands of soldiers to carry out surprise attacks. They would derail trains and run off into the mountains with stolen supplies. They would disappear quickly after each attack, only to reappear elsewhere. It was hard for the Spanish to fight an enemy they could not find. The Spanish started rounding up people and putting them in detention camps with inadequate food, water, or shelter. Some of these people were U.S. citizens living in Cuba.

USS *Maine* entering Havana Harbor, 1898
(Image credit: U.S. Department of Defense)

Many Americans were very angry with the Spanish actions and felt the Monroe Doctrine was being challenged. The United States government tried to mediate, but with no success. Finally, in 1898, in a show of force, the United States sent the battleship *Maine* to the Havana harbor to show the Spanish the U.S. was serious about negotiating. But in a sudden explosion in the middle of the night, the *Maine* sank with 260 people on board. Many believed the Spanish had planted a mine (explosive device) under the ship but no Spanish forces appeared. An investigative team never could figure out what had caused the explosion or who was responsible.

Americans were furious with Spain. Congress passed a bill allowing President McKinley to declare war. The newspapers became heavily involved in inflaming public opinion, competing with one another to sell more newspapers, often making up atrocities about the Spanish. The phrase "Remember the *Maine*!" became a rallying cry for war against Spain, and the United States declared war in 1898.

The war effort in America was begun by ***Theodore Roosevelt***, who was then the Assistant Secretary of the Navy (and a distant cousin to Franklin D. Roosevelt who, 35 years later, led the nation through the

Great Depression and beyond). Roosevelt and his friends were ***imperialists***, who dreamed of the United States as an empire, colonizing other lands. However, Roosevelt saw the Philippine Islands, owned by Spain, as being the best place to begin. U.S. battleships attacked Spanish ships in the Philippine Islands, completely destroying them, and the U.S. took over the Philippine Islands. Soon afterward, U.S. ships attacked the Spanish fleet in the port of Santiago de Cuba, on the southern side of Cuba.

The battle on land was far less successful. American troops were badly organized, and there was little communication between the army and the navy, making it difficult to bring troops and supplies to Cuba.

There was a group of U.S. fighters called the ***Rough Riders***, led by Theodore Roosevelt who had resigned his post with the navy. While not part of the regular army, many of the Rough Riders were old Civil War veterans for the Confederacy or civilians who wanted to fight. Roosevelt got the Rough Riders to Cuba by pushing regular army troops off the trains and boats. The landing in Cuba was disorganized, and Roosevelt managed to be one of the first there by holding off other units.

The Battle of Guasimas Near Santiago, 1898 **by Kurz and Allison, shows the 9th and 10th Calvary, comprised of Black soldiers, supporting the Rough Riders in battle. (Image credit: Library of Congress)**

Because many of the Spanish troops were hungry, badly armed, and demoralized, the land battles in Cuba were initially successful for the United States. The Rough Riders and regular army troops fiercely attacked, charging up difficult hills to capture Spanish holdings without even waiting for artillery fire to first weaken the Spanish. Many soldiers died on both sides as the fighting raged. Others contracted yellow fever and died from that.

The U.S. troops remaining decided to simply lay siege to the city of Santiago de Cuba, preventing any supplies or people from coming or going. The American navy kept the harbor blockaded. The Americans began to bombard the city. The Spanish army was trapped inside. The ***Spanish-American War*** lasted ten weeks and when it was over, the Spanish ceded control of Cuba and Puerto Rico to the United States.

The U.S. military ruled over Cuba for the next three years before Cuba gained its independence in 1902. Puerto Rico, independent from Spain, established a constitution, but the United States claimed the territory and created their own colonial government, ignoring the new democratically elected parliament. Eventually the U.S. granted citizenship to Puerto Ricans but under limited conditions. (Other U.S. territories—Guam, Northern Mariana Islands, the U.S. Virgin Islands, and American Samoa—have the same limitations on U.S. citizenship.)

America was now considered a world power, and had colonies, just as Theodore Roosevelt had dreamed. Theodore Roosevelt became President of the United States in 1901. Under the spirit of the Monroe Doctrine, he basically said the United States possessed the role of international police throughout the Americas. This policy was used to justify repeated interventions in Latin American affairs by the United States, but these interventions were not usually welcomed.