



Big Era Nine
Paradoxes of Global Acceleration
1945 – Present



Landscape Teaching Unit 9.3
A Multitude of Sovereign States
1945-1975

Table of Contents

Why this unit?	2
Unit objectives	2
Time and materials	2
Author	2
The historical context	3
This unit in the Big Era timeline	5
Lesson 1: Nationalism and Nation-States	6
Lesson 2: Social and Economic Conditions: Pre- and Post-Decolonization	14
Lesson 3: Newly-Independent States and the Cold War	21
Lesson 4: Case Study of a Newly-Independent State in Africa	27
Lesson 5: Case Study of a Newly-Independent Nation-State in Southeast Asia	32
Assessment	37
This unit and the Three Essential Questions	38
This unit and the Seven Key Themes	38
This unit and the Standards in Historical Thinking	39
Resources	39
Correlations to National and State Standards and to Textbooks	40
Conceptual links to other lessons	41

Why this unit?

The second half of the twentieth century witnessed the creation of more than fifty independent sovereign [states](#). Many of these states achieved their independence as consequences of [nationalist](#) movements and decolonization. At the beginning of the twenty-first century, these states comprise a significant part of the membership of the United Nations. Though many of these new states are economically developing and are facing tremendous social and economic challenges, their very existence as sovereign states influences the powerful industrialized states. For example, in recent years “first world” states have contemplated offering debt-forgiveness programs to newly-independent nations. Human rights abuses, including mass killings, have also focused world attention on these new states. As citizens of the world, our students must understand the geopolitical transformation that occurred throughout the world, predominantly in Africa and Southeast Asia, during the second half of the twentieth century. In order to understand current events that involve these regions, students should possess an awareness of the processes that shaped these regions’ political terrains.

Unit objectives

Upon completing this unit, students will be able to:

1. Identify states that gained their independence during the third quarter of the twentieth century.
2. Evaluate the ways in which nationalistic impulses have benefited and impeded social and economic advances in newly-independent states.
3. Analyze the influence that the Soviet Union and the United States of America held over new states during the [Cold War](#).
4. Present research findings explaining the specific contexts of one newly-independent African state and one newly-independent Southeast Asian state.

Time and materials

Five class periods (3 classes at 40 minutes or 2 classes at 60 minutes)

Markers or crayons

Multi-colored construction paper

Unlined white paper

Author

Andrew Pass is an independent educational consultant specializing in curriculum development and school improvement. Pass completed advanced doctoral work in Curriculum, Teaching, and Educational Policy at Michigan State University. He wrote his dissertation on school improvement. He holds a B.A. in Political Science from Columbia University and a B.A. in Talmud and Rabbinics from the Jewish Theological Seminary of America.

The historical context

At first glance the words “nation” and “country” might appear synonymous. These two words, however, have very different meanings. On the one hand, nations are groups that share important characteristics such as religion, language, culture, and ethnicity. On the other hand, countries, or states, are simply sovereign lands that typically have their own governments, constitutions, administrations, police forces, militaries, taxes, and laws. Though some nations come close to coinciding with sovereign states, constituting “nation-states,” other nations lack their own sovereignty. At times, independent sovereign states have sought to expand their territories and resources by colonizing other lands and the nations that inhabit them.

Sovereign states that have colonized other lands have justified their behavior in several different ways. These imperial nations have often claimed that under their control individual citizens living in colonies gained social and economic advantages, including security against invaders or barbaric governments. The British consistently justified colonization of other nations by claiming that they “civilized” the people who lived under their rule. Despite these claims, colonizers have often treated individuals living in their colonies poorly.

Whereas individuals have sought independence and power throughout history, national groups living in colonized lands have also long struggled for independence. This struggle for sovereignty, however, is deeper than a desire for independence. As an ideology, nationalism holds that nations form the central components of human social life. As such, nations have an absolute right to possess their own sovereign states. In fact, some adherents of the nationalist philosophy, such as Jean-Jacques Rousseau, argue that a state is illegitimate if it does not represent a nation. According to this argument, imperialist countries are illegitimate in their desire for control. The various nations controlled by these imperialists have a moral right to push back.

Students of history may view the twentieth century in part as a period of colonization and decolonization. Between 1945 and 2000 more than fifty nations, primarily located in Africa and Southeast Asia, gained independence, including the Philippines, Burma, Laos, Cambodia, Vietnam, Singapore, Indonesia, India, Pakistan, Israel, Libya, Sudan, Tunisia, Morocco, Algeria, Senegal, Mauritania, Ghana, Guinea, Sierra Leone, Nigeria, Mali, Chad, Niger, Togo, Madagascar, Uganda, Jamaica, Trinidad, and many others.

These nations gained their independence in a variety of ways. Some violently deposed their colonial overlords, others fought for freedom with the tools of strike, boycott, mass demonstration, and constant pressures for negotiations. Still others were granted independence through the United Nations. Other nations followed the lead of Mohandas K. Gandhi (Mahatma Gandhi), who led the Indian independence movement against Britain in the first half of the twentieth century. Gandhi passionately opposed violent initiatives. Instead, he argued in favor of non-violent civil disobedience. Though Gandhi died in 1948, his beliefs continued to influence, though not always determine, many other nationalist movements in the second half of the twentieth century.

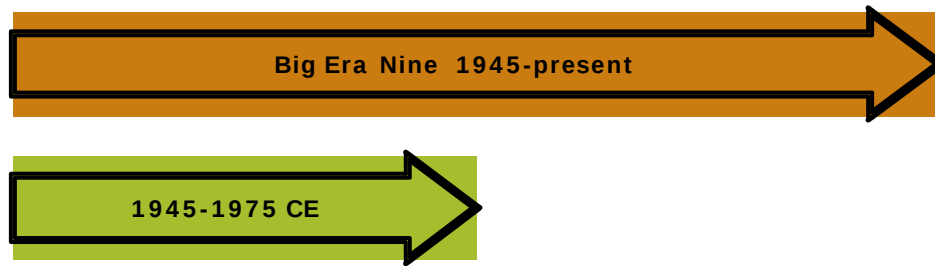
Faced with the threat of both violent and non-violent resistance in nations they had colonized, many imperial nations pulled out of their colonies during the third quarter of the twentieth century. For example, during the 1950s, the Mau Mau in Kenya facilitated an armed uprising against their British overlords. Not all Kenyans favored this armed conflict. The Mau Mau killed nearly 2,000 Kikuyu for refusing to swear allegiance to the rebellion. In the 1950s in the Gold Coast, Kwame Nkrumah incited strikes against the British, which eventually led to independence. At times, the imperial nations struggled to maintain their footholds in their colonies. More often than not, however, colonized peoples won independence before 1975.

Newly-independent states and their citizens often faced tremendous obstacles. These included economic, social, and political turbulence. Different factions often competed with one another for political authority, even as most citizens lived in poverty. In many of these new states, infrastructures such as railways, roads, and telephone lines were underdeveloped and therefore slowed economic progress and national integration. One may look at a list of the poorest nations in the world to realize that even today, many nations that became independent in the third quarter of the twentieth century continue to face deep economic and social problems.

These new states not only dealt with internal challenges. They also had to make their way on the world stage. Having come into existence in the midst of the Cold War between the United States and the Soviet Union, these states had to grapple with the challenges of foreign relations. Both superpowers sought to influence new states, sometimes aggressively. Though these influences were often unwanted, rulers of new states often concluded that allying with one superpower or the other was often a better option than remaining neutral because, in exchange for allegiance, superpowers offered social and economic support.

A multitude of independent states exist at the beginning of the twenty-first century. Some of them constitute solid national communities. Others are multi-ethnic and multi-linguistic and continue to struggle with the problem of transforming the state into a nation-state. In order to effectively understand the landscape of the contemporary world, one should consider the period in which these nations came into existence, the third quarter of the twentieth century.

This unit in the Big Era Timeline



Lesson 1

Nationalism and Nation-States

1. To begin this lesson, ask students to define the words “state,” “nation-state,” and “country” using available dictionaries. After students have completed this work, reconvene the class. Invite students to share their answers. Students should understand that a “state” is a type of political unit, a territory and population that has a central government and that regards itself as sovereign, that is, independent of other states. A “nation” is a group of people who regard themselves as sharing a common culture, heritage, and destiny and who typically believe that they should, if they do not already, constitute a sovereign state. The word “nation-state,” then, means a state that coincides with or at least claims to coincide with a national community, or nation. Students should understand that “sovereign,” or “sovereignty” refers to the exclusive right of the state to exercise supreme political (legislative, judicial, and executive) authority over a geographic region and its inhabitants. Therefore a nation-state, through its government, has the right to exert political authority over its people. “Country” is generally used as a synonym for either “state” or “nation-state,” that is, a sovereign territory such as France, Thailand, Mexico, or the United States of America.

Students should understand that a “nation” may be defined primarily as a cultural group. Ask them what they think the word “culture” means. In 2002, the United Nations Educational, Scientific, and Cultural Organization published the Universal Declaration on Cultural Diversity which defined culture as a “set of distinctive spiritual, material, intellectual, and emotional features of society or a social group, and that it encompasses, in addition to art and literature, lifestyles, ways of living together, value systems, traditions, and beliefs.” Ask students what they think “ethnicity” and “ethnic group” mean. An ethnic group is a population whose members identify with each other because of common genealogy or ancestry. Though “country” and “nation-states” are often used as synonyms, help students understand that, technically speaking, countries need not only contain one nation. Ask students if they think that it is fair to refer to the United States of America as a nation-state. Encourage them to support their opinions.

2. Ask students to complete Student Handout 1.1 (Empires and Colonies in 1945) in groups of two or three. After students have completed this work, reconvene the class. Invite the groups to share their answers. During this step of the lesson, students should develop a general understanding of the empires that existed in 1945 and the colonies that they controlled. The principal western Western imperial systems in 1945 were those of Britain, France, Portugal, Belgium, the Netherlands, Spain, Italy, and the United States. Some students may also define the Soviet Union as a colonial empire because Russian-speaking people ruled over diverse ethnic nationalities. Other students will likely note that both Germany and Japan had colonial empires until the end of the war.
3. Ask students to form groups of two or three and complete Student Handout 1.2 (Nationalism: What is It?). After students have completed this worksheet, reconvene the

class. Invite students to share their answers. Lead a discussion within which students consider how nationalistic sentiments might influence common individuals living within a colony of an imperial power whose nationality is different than their own. Help students understand that, though imperialist nations might not have controlled every aspect of a person's life, they did control the structure of life in their colonies. For example, they controlled political rights, such as freedom of speech, and civic obligations, such as the amount of taxes that people had to pay.

Encourage students to consider the fact that, although common individuals might not gain significant power if the leaders of their own nation gained political power, their lives might be different in meaningful ways. For example, on the one hand, they might gain the right to select their own leaders. On the other hand, if the imperial authority withdrew from their land, these commoners might face new insecurities. Ask students if they think that they would have supported a nationalist ideology if they had lived in a colonized land around 1950. Encourage students to support their answers with high-quality reasoning skills.

4. Now ask students to complete Student Handout 1.3 ([Revolution](#): Peaceful or Violent?). This worksheet asks students to consider the difference between more peaceful and more violent nationalist movements. Students are asked to consider excerpts from the leaders of both types of movements. After they have completed this work, reconvene the class. Invite students to share their answers. Lead a discussion in which students analyze the meanings of each text. Encourage them to examine closely the intentions of each speaker. Ask them to explain whether or not they agree with each statement and why.
5. Now distribute Student Handout 1.4 (Developing a Manifesto). This worksheet asks students to write a paragraph, explaining when and why it is appropriate to revolt against an imperial overlord and when and why it is appropriate to stage a violent revolution, as opposed to non-violent resistance. After students have completed this work, invite them to form groups of three or four. In each group, students should share their work with one another. Tell students that when they are not presenting their own work, they should write down either one point they agree with about their groupmate's paragraph or one point they disagree with about the paragraph. Remind students that these points should be related to substantive ideas expressed by their groupmate. If possible, post these projects around the classroom.
6. After all of the groups have completed their work, reconvene the class. Lead a discussion in which students consider whether or not they believe that it is ever appropriate to participate in a violent revolution. Based on their projects from the previous step, urge them to consider when it might be appropriate to participate in a violent revolution, if ever. Encourage students to challenge one another's ideas. Then ask students if they believe it is fair for them to judge whether or not individuals from the past behaved appropriately. Though it is sometimes natural to judge behavior, tell students that as historians, or students of history, it is their responsibility to try to understand the motivations for the behaviors of others, instead of judging those behaviors. Tell students

that in the remainder of this unit, they will develop additional knowledge that will help them analyze the behavior of those who supported nationalist movements.



Kwame Nkrumah

Nationalist independence leader in British West African colony of Gold Coast

Prime Minister and President of Ghana, 1957-1966

Source: USSR stamp commemorating Kwame Nkrumah, "Kwame Nkrumah,"

Wikipedia, http://en.wikipedia.org/wiki/Kwame_Nkrumah

Lesson 1***Student Handout 1.1—Empires and Colonies in 1945***

Using your textbook or other sources, answer the following questions:

1. Identify four imperial states that possessed imperial colonies in 1940, that is, just at the start of World War II.
2. For each empire, list as least two colonies that they controlled.
3. What two continents had the largest number of colonies?

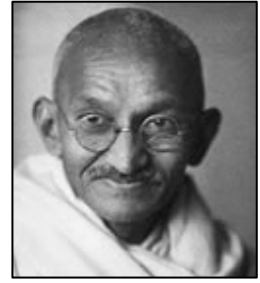
Lesson 1

Student Handout 1.2—Nationalism: What is It?

1. Use a dictionary to define the term “nationalism.”
2. What do you think it would mean for the members of a nation to have “nationalist attitudes and feelings?”
3. In what ways do you think that nationalist attitudes and feelings might promote peaceful interactions towards a common objective?
4. In what ways do you think that nationalist attitudes and feelings might promote conflict?

Lesson 1***Student Handout 1.3—Revolution: Peaceful or Violent?***

Mohandas K. Gandhi (1869-1948) led India's movement for independence from Britain. India became a sovereign state in 1947. Please read the following statements and complete the questions that follow:



Civil disobedience becomes a sacred duty when the state has become lawless or corrupt. And a citizen who barter with such a state shares in its corruption and lawlessness.

Mohandas K. Gandhi

Source: Mary King, *Mahatma Gandhi and Martin Luther King Jr: The Power of Nonviolent Action* (Paris: UNESCO, 1999), 286-7.

1. Explain this statement in your own words.
2. What do you think the phrase “civil disobedience” means?
3. What do you think it means for a citizen to “barter” with a state?

Jomo Kenyatta (1894-1978) was the most renowned leader of Kenya's movement for independence from Britain. He served as Kenya's first Prime Minister (1963–1964) and President (1964–1978).



By driving the African off his ancestral lands, the Europeans have reduced him to a state of serfdom incompatible with human happiness. The African is conditioned, by the cultural and social institutions of centuries, to a freedom of which Europe has little conception, and it is not in his nature to accept serfdom forever. He realizes that he must fight unceasingly for his own complete emancipation; for without this he is doomed to remain the prey of rival imperialisms, which in every successive year will drive their fangs more deeply into his vitality and strength.

Source: Jomo Kenyatta, *Facing Mount Kenya* (London: Secker and Warburg, 1953), 317-18.

1. Explain this statement in your own words.
2. What do you think Jomo Kenyatta's purpose was in making this statement? Explain why.
3. Do you agree with the ideas presented in this statement? Why or why not?
4. Do you think that Mahatma Ghandi would have agreed with Jomo Kenyatta's statement? Why or why not?

Lesson 1***Student Handout 1.4-Developing a Manifesto***

In your group write a paragraph explaining when you think it is appropriate for a nation to revolt against an imperial ruler. Explain when and if you believe that it is ever appropriate to undertake military resistance as opposed to non-violent resistance. Share your ideas with other students.

Lesson 2

Social and Economic Conditions: Pre- and Post-Decolonization

1. To begin this lesson, ask students to complete the questions on Student Handout 2.1 (Social and Economic Conditions) in groups of two or three. After students have completed this work, reconvene the class. Invite students to share their answers. Students should recognize that it is far easier to measure economic conditions than social conditions. Tell students that economic conditions can be measured in a variety of ways. For example, **Gross Domestic Product (GDP)** identifies the sum total of all income produced in a particular country, including wages, profits, rents, and interest. Gross National Product (GNP), on the other hand, identifies the sum total of all income produced in a particular country plus all transfers of income into the country from other countries minus all transfers of income out of the country to other countries.

To help students understand the meaning of these two terms, display the sheet below titled Lesson 2 Transparency (GDP and GNP). Ask students which economic concept would better illuminate the wealth of a particular country or colony, GDP or GNP. Urge students to support their ideas logically. Students should understand that GDP might more effectively describe the wealth of a particular country or colony, because if a great deal of wealth is produced in a colony but then transferred out to imperial rulers, the colony remains poor. Help students understand that social conditions might be measured by criteria such as the occupations in which individuals can work, the type of education and cultural opportunities that are available to them, the amount of power they can wield in society, the amount of respect they receive from others in society, and their opportunities to buy and own property.

Challenge students to define the terms “per capita GDP” and “per capita GNP.” Ask students to discuss the importance of these statistics. What do these statistics reveal that aggregated GDP and aggregated GNP do not reveal? Challenge students to explain their thoughts.

2. Now ask students to complete Student Handout 2.2 (Considering Colonies from the Perspective of the Colonizers) in groups of two or three. This handout asks students to consider the responsibilities that imperialist nations assumed for their colonies. The worksheet prompts students to reflect on the fact that some imperialist nations simply lacked the capacity to promote social and economic advancement in their colonies. Portugal, for example, was itself not an advanced European nation, so the government of Portugal certainly could not promote advancement in its colonies when it could not even promote such advancements in its own nation. After World War II, France, for example, had to rebuild itself after the Nazi occupation. It had limited resources to spend on its colonies. The point of this step is for students to understand that colonizers often treated colonies and the people living in them as inferior beings. Ask students to consider why colonizers often wanted to hold on to their colonies even though they could not afford to help them advance, socially, and economically.

3. Ask students to complete Student Handout 2.3 (Social and Economic Conditions in Colonies) in groups of two or three. This handout asks students to examine social and economic conditions in the former Portuguese colony of Angola. After students have completed this work, reconvene the class. Invite students to share their answers. Lead a discussion in which students consider the social and economic conditions of Angola. Help students understand that Angola has been a developing nation, which means that the social and economic conditions in which the people of Angola have lived have been dismal for many. Students should recognize that these conditions are typical of those found in many former colonies. Ask students if they think that the people of Angola might be happier living in their own independent nation than they would have been living in a colony of another nation besides Portugal.
4. Tell students that though people living in colonies and newly-independent nation-states often sought and gained independence, this liberty sometimes caused unforeseen difficulties. Ask students if they can think of some of these difficulties. Though colonizers sometimes treated the indigenous people living in colonies badly, they did provide stable authority. Once the stable authority of the imperial nation ended, different factions sometimes fought to fill the vacuum. Indigenous people living in the colonies could typically look to their imperial overlords for basic supplies, such as enough food to survive. However, after independence, the newly-independent nations had to borrow money from other nations.

In a quick write, ask students to develop a metaphor for explaining the difficulties that newly-independent nations encountered after decolonization. One such metaphor might be a child leaving home for the first time. After students have written their metaphors, invite them to share them with the class. Encourage students to explain their metaphors.

5. Remind students that not all former colonies encountered horrible social and economic conditions. Ask students if they can think of any examples of former colonies that have thrived. Without much prodding, students should be able to cite the United States, Canada, and numerous South American countries.
6. Now ask students to respond to Student Handout 2.4 (Advising the Leader) in groups of two or three. This handout asks students to pretend that they are an advisory council to the leader of their colony. The leader has asked them to develop a proposal explaining whether or not they should seek independence, explaining both the positive and negative aspects of gaining freedom and the reasons why it might be so desirable. After students have completed this task, reconvene the class. Invite students to share their proposals. Lead a discussion in which students examine the positive and negative aspects of both seeking and achieving independence. Students should recognize that nationalist sentiments drove many colonies to seek independence. Hopefully, students recognized that though they would likely face challenges on their road to independence, other countries successfully overcame these challenges. Therefore, an advisory council might have been very optimistic, though it should also have been realistic.

Lesson 2***Transparency*****GDP and GNP**

GDP Defined: (*Gross Domestic Product*) The total market value of all the goods and services produced within the borders of a nation during a specified period.

GNP Defined: (*Gross National Product*) The total market value of all the goods and services produced by a nation during a specified period. Includes GDP, plus any income earned by residents from overseas investments, minus income earned within the domestic economy by overseas residents.

The American Heritage® Dictionary of the English Language, Fourth Edition 2007. 2000
Houghton Mifflin Company.

Lesson 2***Student Handout 2.1—Social and Economic Conditions***

1. Explain the following term: “social conditions of a society.”

2. How do you think that the social conditions of a society can be measured?

3. Explain the following term: “economic conditions of a society.”

4. How do you think that the economic conditions of a society can be measured?

5. Do you think that it is would be easier to measure the social conditions of a society or the economic conditions of a society? Why?

Student Handout 2.2—Considering Colonies from the Perspective of the Colonizers

1. Explain two reasons why an imperialist nation might want colonies. Be sure to explain each reason in detail.
2. Do you think that the leaders of imperial states would value the importance of social and economic conditions in their colonies? Why or why not?

Lesson 2***Student Handout 2.3—Social and Economic Conditions in Colonies***

Using the CIA's *The World Factbook* (<https://www.cia.gov/library/publications/the-world-factbook/index.html>), answer the questions below:

1. In what year did Angola gain its independence and from what country?

2. Describe three aspects of the social conditions in post-independence Angola.

3. Describe three aspects of the economic conditions of post-independence Angola.

4. What effect did independence have on social and economic conditions in Angola? Explain how you know this.

Lesson 2

Student Handout 2.4—Advising the Leader

Your group has been asked to develop a proposal to submit to the leader of the nationalist movement in your colony. This proposal should contain three parts:

1. Explain at least two positive reasons why your colony should seek independence.
2. Explain at least two reasons why your colony should not seek independence.
3. Conclude by presenting an opinion as to whether or not your colony should seek independence.

Lesson 3

Newly-Independent States and the Cold War

1. To begin this lesson, ask students to complete Student Handout 3.1 (Two Cliques in the School) in groups of two or three. This handout asks students to consider a hypothetical school that is dominated by two cliques, whether they might like to join one of these cliques, and why. After students have completed this work, invite them to share their answers with the class. Then ask students how the scenario presented on this worksheet relates to the Cold War. World History for Us All Landscape Teaching Unit 9.2 provided an opportunity for students to learn about the Cold War. Ask students if they think that comparing the Cold War to two cliques in a school is a reasonable comparison. Encourage them to support their opinions thoughtfully.
2. Now ask students to complete Student Handout 3.2 (The Superpowers' Attitudes towards Newly-Independent States) in groups of two to three. This handout asks students to consider why both the Soviet Union and the United States wanted to attract newly-independent nations to join their side in the Cold War confrontation. After students have completed this work, invite them to share their answers with the class.
3. Ask students to complete Student Handout 3.3 (Newly-Independent States' Attitudes towards the Superpowers) in groups of two or three. After students have completed this work, reconvene the class. Invite students to share their answers. Lead a discussion in which students consider how newly-independent states might have perceived the role of the superpowers in the world. Ask students if they think that it would be fair to compare the superpowers to bullies in a school yard.
4. Make a transparency from the sheet below titled Lesson 3 Transparency. Display the text as an overhead. In groups of two or three, ask students to take a side on the issue. Remind students to justify their positions. After students have completed this preliminary work, invite them to participate in a class debate. This debate will consider the validity of the statement appearing on the overhead. If you find that students are supporting one side over the other, play devil's advocate.
5. Tell students that few countries remained neutral during the Cold War. Ask them why they think that was the case. Give them the examples of Finland and Austria, which were not newly-independent nations but remained neutral. Encourage students to consider the types of challenges that neutral states might have faced during the Cold War.
6. Now inform students that they are going to construct an art project in which they develop a symbolic representation of the relationship between a newly-independent nation and the superpowers. Tell students that they should use construction paper to develop this symbolic representation. Encourage them to use a variety of different colors. Tell students that they can only tear this construction paper and glue it. Explain that some people have more skill at

drawing then others. Few people, however, have experience tearing construction paper and gluing it. Therefore, this project places everybody on an equal footing. They don't have to worry about their artistic skills; they only have to think symbolically about the relationship between newly-independent states and the superpowers. Provide students with time to complete their projects. After they have completed them, reconvene the class. Invite students to present their projects to their classmates. Encourage students to explain why they thought about the relationship between the superpowers and the newly-independent states the way they did.



**Nikita Khrushchev of the Soviet Union and his
Cold War Ally Fidel Castro of Cuba, 1962**

Library of Congress LC-USZ62-127234

Lesson 3

Transparency

Is there a significant difference between being within the sphere of influence of a superpower and being a colony of an imperial state?

State your answer and support it!

Student Handout 3.1—Two Cliques in the School

- <http://worldhistoryforusall.sdsu.edu/>

Student Handout 3.2—The Superpowers’ Attitudes towards Newly-Independent States

2. Why do you think that the superpowers had this attitude toward newly-independent nations?

Lesson 3

Student Handout 3.3—Newly-Independent States’ Attitudes toward the Superpowers

1. If you were a member of the government in a newly-independent nation, how would think about your relationship towards the superpowers? Explain why you would think this way.
2. What benefits do you think might go to newly-independent nations from aligning themselves with one of the superpowers?
3. Explain some of the negative factors that might stem from newly-independent nations aligning themselves with one of the superpowers.

Lesson 4

Case Study of a Newly-Independent State in Africa

1. Ask students why they think that so many countries in Africa gained independence during the third quarter of the twentieth century. Encourage them to consider if they think that one colony gaining independence might have prompted independence movements in other colonies. Help students understand that movements, or attempts to accomplish specific objectives, often spread from one colony to others. Ask students if they can think of any other movements that began in one country and spread to others. One example might be women's liberation. Throughout history, women were often subjugated and treated as inferior to men. Certainly, this phenomenon continues to exist in certain parts of the world. Once women began gaining rights in certain parts of the world, however, this phenomenon spread to other parts of the globe.
2. Now tell students that in this lesson they are going to work in groups to research the characteristics of a particular state in Africa, including how it gained independence and what its political, social, and economic conditions have been since gaining independence. Explain that they are going to use their research to develop an informational brochure about their state. In groups of two or three, students should research one of the following countries:
 - Angola
 - Botswana
 - Gambia
 - Ghana
 - Guinea
 - Sierra Leone
 - Sudan

Make sure that a state is only being investigated by one group. Distribute Student Handout 4.1 (Developing an Informational Brochure on an African State), which contains the directions for this project. Students should have access to markers and unlined white paper.

3. After students have completed their projects, distribute Student Handout 4.2 (Information about African Countries) to each student. Tell each group that it needs to show its travel brochure to every other group. This handout asks students to identify one new thing about each state investigated by a group in the class. Ask students to complete their charts as they see each informational brochure.
4. After students have completed filling in their worksheets, reconvene the class. Ask students what they consider to be the most interesting facts that they have learned about African states. Help students recognize the ways in which states are similar and those ways in which states are different.

5. In a quick-write, ask students to explain why it might be important to know details about African states. Remind students that with the current structure of our world events in one state can certainly influence events in others. Therefore, intelligent people should know as much as possible about different parts of the world.

Africa



Lesson 4***Student Handout 4.1—Developing an Informational Brochure on an African State***

Using the CIA's *The World Factbook* (<https://www.cia.gov/library/publications/the-world-factbook/index.html>) and the United Nations' *The Cyber School Bus* (<http://cyberschoolbus.un.org/>), research the state that your group has been assigned. Then answer the following questions:

Your group has been assigned an African state that gained its independence between 1940 and 1975. Please develop an informational brochure about this state that answers the following questions:

- a. What year did the state gain its independence?
- b. From which imperial state did this newly-independent state gain its independence?
- c. How did this state gain its independence? (Was there civil disobedience? Mostly peaceful constitutional change? A revolution?)
- d. What languages are primarily spoken in this state?
- e. What religions are primarily observed in this state?
- f. What type of government does this state have today?
- g. Would you characterize this state as a "nation-state?"
- h. What is this state's Gross National Product?
- i. What social conditions exist in this state?

You should seek to make your informational brochure artistically creative and pleasing.

Lesson 4***Student Handout 4.2—Information about African Countries***

Name of country							
a. Year independence gained							
b. Imperial state from which it gained independence							
c. Way that independence was gained							
d. Primary languages							
e. Primary religions							
f. Government structure							
g. A nation-state?							
h. GNP							
i. Social Conditions							

Lesson 5

Case Study of a Newly-Independent State in Southeast Asia

1. Remind students that Lesson 4 considered newly-independent states in Africa. Tell them that they will examine newly-independent states in Southeast Asia in this unit. Ask students how they think that African states might differ from states in Southeast Asia. Encourage students to think about the various components of culture: language, religion, clothing, food, music, dance, etc. Tell students that, despite these differences, newly-independent states in both Africa and Southeast Asia have been known for high poverty and poor social conditions.
2. Tell students that in this lesson they will develop an interview with a leader in a Southeast Asian state. Divide students into groups of two or three, and assign each group one of the following countries:
 - Burma
 - Cambodia
 - Indonesia
 - Philippines
 - Singapore
 - Vietnam

Be sure that each state is being considered by at least one group. Distribute Student Handout 5.1 (Research Preparation for Your Interview) to students. Provide students with time to research their state.

3. After students have completed their research, check over and approve their completed handouts. Once this handout has been approved, provide them with a copy of Student Handout 5.2 (Developing Your Interview). Provide students with time to both develop and research their interviews. As students work on their interviews, ensure that each student in the group has a role to play. If a student does not have a role, help the group develop a role for him or her.
4. After the groups have finished preparing their interviews, reconvene the class. Invite each group to present its interview to the class. As each group presents, ask students who are not presenting to write down one idea that strikes them as particularly interesting about the interview. Tell students that these ideas should be substantive. After each group completes the presentation, invite a few students to share the ideas they wrote down.
5. Now ask students if they know what state in the world has the largest shopping centers and the fastest-growing economy. If students do not know the answer to this question, tell them it is China. Remind them that at one time the Japanese controlled much of China, treating it as a colony. Ask students if they know of anyone who has ever phoned a “call center” and had their call picked up by somebody in India. Inform students that the Indian economy is growing quickly as Indians do much work for people from European and the United States.

6. Remind students that at one time India was a colony of Great Britain. Ask students what the stories of China and India make them think about the potential for economic and social success of former colonies. Ask students what they think it would take to ensure that former colonies have the opportunity to realize economic and social success. Encourage them to support their ideas thoughtfully.

Southeast Asia



Lesson 5***Student Handout 5.1—Research Preparation for Your Interview***

Look up the state that your group has been assigned in an encyclopedia and a newspaper. You might try the Microsoft Encarta Encyclopedia or the online Encyclopedia Britannica if they are available. For newspapers consider the New York Times, www.nytimes.com. Then answer the following questions:

1. Identify at least two significant leaders from this state and explain the role that each of these individuals has played in society.

2. Describe the current economic and social conditions in your state.

3. In what ways has each of the individuals identified in question 1 sought to improve social and economic conditions within the state?

4. What challenges have these individuals grappled with as they have sought to improve the social and economic conditions of the state?

5. How have the citizens of this state accepted the efforts of each of these individuals?

Lesson 5***Student Handout 5.2—Developing Your Interview***

Your group should now develop a two-minute segment of a mock news show featuring an interview with one of the leaders whom you investigated in the earlier part of this lesson. Be sure to explain why this individual is significant, as well as his ideas for improving the social and/or economic conditions in the country in which he lives. You should seek to discuss this individual's ideas in as much depth as possible in a two-minute time period.

Assessment

Ask students to analyze and assess the following statement in writing:

“Nationalism and decolonization were pointless, for former colonies were unable to achieve economic and social success. Indeed, unable to survive at even the most basic levels, many people living in former colonies starved to death.”

This unit and the Three Essential Questions

	In what ways do you think the efforts of new states to develop economically might have affected their physical and natural environments?
	View all or parts of the film <i>The Battle of Algiers</i>. Place the events of the film in the chronological framework of the Algerian Revolution (1954-62). How did the presence of a large group of French settlers in Algeria affect the course of the war? What tactics did the French and Algerian nationalists use against one another to win the battle of Algiers? Were these tactics justified on either side? Explain why the revolutionaries lost the battle of Algiers but nevertheless won the revolution. To which side in the struggle does the filmmaker seem to be sympathetic? How does he show this in his move-making? How do recurring musical themes enhance the drama of the film? (<i>The Battle of Algiers</i>, directed by Gillo Pontecorvo, appeared in 1966. It is in French and Arabic with English subtitles. The film includes scenes of torture and street violence, though these are fairly restrained. The film has no sex or nudity. The running time is 121 minutes. The film is available on DVD.)
	When the British withdrew from their West African territories of Sierra Leone, Ghana, and Nigeria, they left those new countries with parliamentary democratic governments modeled on that of Britain. High court judges even wore British-style wigs! These parliamentary governments, however, did not last long. Research the question of why those governments soon devolved into civilian or military autocracies. Why did two-party parliamentary systems not develop? Which of those countries have democratic governments today?

This unit and the Seven Key Themes

This unit emphasizes:

Key Theme 3: Uses and Abuses of Power

Key Theme 4: Haves and Have-Nots

Key Theme 5: Expressing Identity

This unit and the Standards in Historical Thinking

Historical Thinking Standard 1: Chronological Thinking

The student is able to (F) reconstruct patterns of historical succession and duration in which historical developments have unfolded, and apply them to explain historical continuity and change.

Historical Thinking Standard 2: Historical Comprehension

The student is able to (F) appreciate historical perspectives (a) describing the past on its own terms, through the eyes and experiences of those who were there, as revealed through their literature, diaries, letters, debates, arts, artifacts, and the like; (b) considering the historical context in which the event unfolded—the values, outlook, options, and contingencies of that time and place; and (c) avoiding “present-mindedness,” judging the past solely in terms of present-day norms and values.

Historical Thinking Standard 3: Historical Analysis and Interpretation

The student is able to (C) analyze cause-and-effect relationships bearing in mind multiple causation including (a) the importance of the individual in history; (b) the influence of ideas, human interests, and beliefs; and (c) the role of chance, the accidental and the irrational.

Historical Thinking Standard 4: Historical Research Capabilities

The student is able to (C) obtain historical data from a variety of sources, including: library and museum collections, historic sites, historical photos, journals, diaries, eyewitness accounts, newspapers, and the like; documentary films, oral testimony from living witnesses, censuses, tax records, city directories, statistical compilations, and economic indicators.

Historical Thinking Standard 5: Historical Issues-Analysis and Decision-Making

The student is able to (A) identify issues and problems in the past and analyze the interests, values, perspectives, and points of view of those involved in the situation.

Resources

Resources for teachers

Betts, Raymond F. *Decolonization*. London: Routledge, 2004.

Central Intelligence Agency. *The World Factbook*. <https://www.cia.gov/library/publications/the-world-factbook/index.html>.

Cooper, Frederick. *Africa since 1940: The Past of the Present*. Cambridge: Cambridge UP, 2002.

Freedom Now: 1947-1990. People's Century, PBS Online. 22 May 2006.
<<http://www.pbs.org/wgbh/peoplescentury/episodes/freedomnow/index.html>>. (An online resource about nationalistic independence movements aligned to the video Freedom Now.)

Kenyatta, Jomo. *Facing Mount Kenya*. London: Secker and Warburg, 1959.

"Nationalism." *Berkshire Encyclopedia of World History*. Great Barrington, MA: Berkshire Publishing, 2005.

The Official Website of the Association of Southeast Asian Nations. 2005. 22 May 2006
<<http://www.aseansec.org/>>.

Progress of Nations, 1996. UNICEF. 22 May 2006 <<http://www.unicef.org/pon96/>>. A ranking of the nations of the world according to specific achievements.

Smith, Anthony D. *The Ethnic Origins of Nations*. Oxford: Blackwell, 1987.

Tarling, Nicholas. *Nationalism in Southeast Asia: If the People Are with Us*. London: RoutledgeCurzon, 2004.

Resources for Students

Cyber School Bus: United Nations, Global Teaching and Learning Project. 2002. United Nations. 6 June 2006. <<http://cyberschoolbus.un.org/>>.

Freedom Now: 1997-1994. PBS Video

Correlations to National and State Standards and to Textbooks

National Standards for World History

Era 9: The 20th Century since 1945: Promises and Paradoxes. 1C: The student understands how African, Asian, and Caribbean peoples achieved independence from European colonial rule; 3A: The student explains the changing configuration of political boundaries in the world since 1900 and analyzes connections between nationalist ideology and the proliferation of sovereign states.

California: History-Social Science Content Standards

Grade Ten, 10.4: Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin

America, and the Philippines. 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.

Indiana Academic Standards: World History and Civilization

WH.10.8. Students will analyze and explain twentieth-century trends and events of global significance, such as world wars, international controversies and challenges, and cross-cultural changes that have connected once-separated regions into an incipient global community: Analyze and explain why some African and Asian countries achieved independence peacefully through legal means and others as a consequence of armed struggles or wars.

Massachusetts History and Social Science Curriculum Framework

WHII.38. Describe the development and goals of nationalist movements in Africa, Asia, Latin America, and the Middle East, including the ideas and importance of nationalist leaders.

Ohio Academic Content Standards, History

13: a-b. Examine social, economic, and political struggles resulting from [colonialism](#) and imperialism including: independence movements in India, Indochina, and Africa; and rise of dictatorships in former colonies.

Oregon Social Sciences-History, CIM Standards

SS.CIM.4.B.1 (4-5): Understand the concepts of imperialism and nationalism. Understand how European colonizers interacted with indigenous populations of Africa, India, and Southeast Asia and how the native populations responded.

Conceptual links to other teaching units

When countries in Africa and Asia achieved independence in the decades after World War II, their populations had high expectations of economic development and higher [standards of living](#). Some countries made progress, but others became more impoverished. The economic gap between richer and poorer countries continued to widen, especially from the 1970s, when overall world economic growth slowed. Landscape Teaching Unit 9.4 explores the question of how and why world wealth has been distributed so unevenly, despite great advances in technology, food production, and medicine.