

SECTION 2 Step-by-Step Instruction

Objectives

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

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

Prepare to Read

Build Background Knowledge L3

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

Set a Purpose L3

- **WITNESS HISTORY** Read the selection aloud or play the audio.

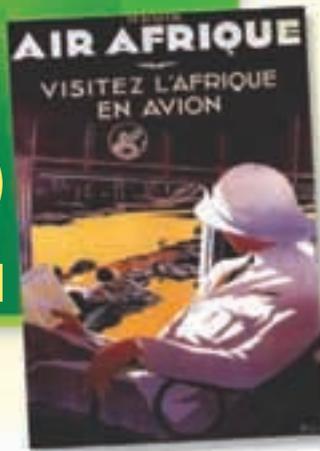
 **Witness History Audio CD,**
An African Protests Colonialism

Ask students to paraphrase Jomo Kenyatta's words. Ask **What metaphor does Kenyatta use to dramatize the injustices of colonialism?** (*that of a house*)

- **FOCUS** Point out the Section Focus Question and write it on the board. Tell students to refer to this question as they read. (*Answer appears with Section 2 Assessment answers.*)
- **Preview** Have students preview the Section Objectives and the list of Terms, People, and Places.
- **Note Taking** Have students read this section using the Paragraph Shrinking strategy (TE, p. T20). As they read, have students fill in the chart describing the rise of nationalism in Africa and the Middle East.

 **Reading and Note Taking Study Guide,** p. 245

2



A woman (right) carries a load of wood in the British colony of Kenya. A French poster (above) urges Europeans to visit Africa.

WITNESS HISTORY

An African Protests Colonialism

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

—Jomo Kenyatta, Kenyan independence leader

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



Nationalism in Africa and the Middle East

Objectives

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

Terms, People, and Places

apartheid	Asia Minor
Pan-Africanism	Pan-Arabism
négritude movement	Balfour Declaration

Note Taking

Reading Skill: Identify Causes and Effects
Record reasons for the rise of nationalism in Africa and the Middle East and its effects in a chart like the one below.

Rise of Nationalism		
Region	Reasons for Rise	Effects
Africa		
Turkey and Persia		
Middle East		

Jomo Kenyatta, quoted above, was a leader in Kenya's struggle for independence from British rule. During the 1920s and 1930s, a new generation of leaders, proud of their unique heritage, struggled to stop imperialism and restore Africa for Africans.

Africans Resist Colonial Rule

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

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

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

Vocabulary Builder

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

 **Teaching Resources, Unit 6,** p. 28; **Teaching Resources, Skills Handbook,** p. 3

High-Use Words

assert, p. 861

Definitions and Sample Sentences

vt. to maintain or defend

She **asserted** that it was her turn to shower by taking over the bathroom.

advocate, p. 864

vt. to support or favor

Because she was hungry, Maria **advocated** that the group eat first, and then work on the project.

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

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

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

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

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

Nationalism and an “Africa for Africans”

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

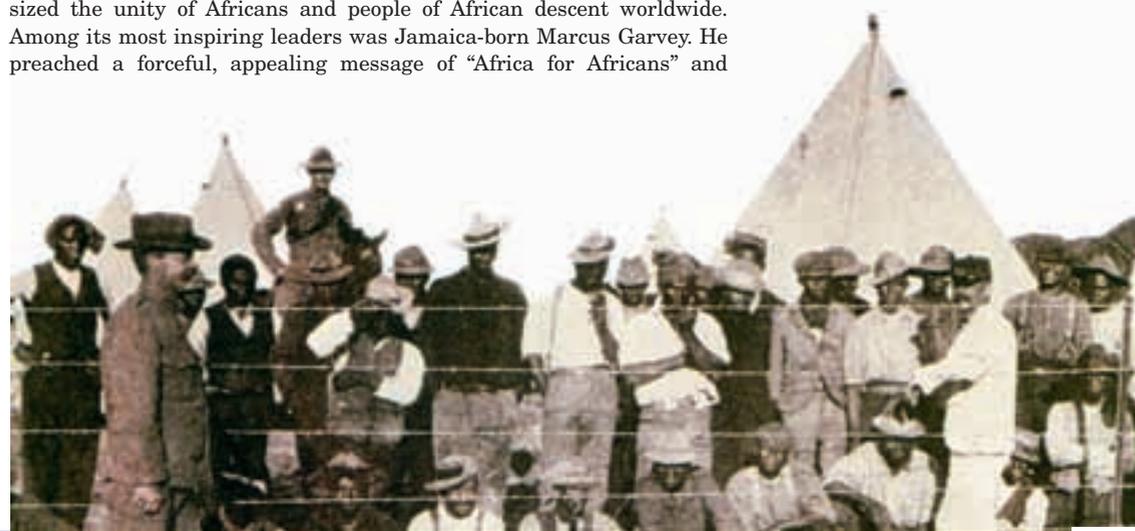
WITNESS HISTORY VIDEO

Watch *South Africa: The Rise of Apartheid* on the **Witness History Discovery School™** video program to explore the workings and origins of apartheid.



Segregation in South Africa

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



Differentiated

Instruction Solutions for All Learners

L1 Special Needs L2 Less Proficient Readers

Pair struggling readers with more advanced learners. Have each pair scan the section “Africans Resist Colonial Rule” and list colonial policies that caused hardships for Africans. Then have pairs scan the Infographic and the section on African nationalism and list ways that Africans resisted colonial policies. As a class, discuss cultural nationalism as a form of resistance.

L2 English Language Learners

Use the following study guide resources to help students acquiring basic skills:

Adapted Reading and Note Taking Study Guide

- Adapted Note Taking Study Guide, p. 245
- Adapted Section Summary, p. 246

Teach

Africans Resist Colonial Rule

L3

Instruct

■ **Introduce** Remind students that over one million Africans fought in World War I. Ask them to predict how Africans might react when German colonies are not granted independence, but rather are given to other European powers. Then display **Color Transparency 163: Percentage of Non-Agricultural Workers, Selected African and European Nations, 1930**. Have students identify the wealthiest segment and the most populous segment. Have students debate the long-term effects of this inequality.

Color Transparencies, 163

■ **Teach** Have students make two lists—one of the conditions in colonial Africa in the early 1900s, and one of the ways Africans responded. Ask **How did these two strands—colonial abuses and African resistance—play out in South Africa?** (*Whites instituted a repressive system of segregation called apartheid. Blacks resisted by forming a political party to protest by legal means.*)

■ **Quick Activity** Show students *South Africa: The Rise of Apartheid* from the **Witness History Discovery School™** video program. Ask **What method did the African National Congress favor in its struggle against apartheid?** (*civil disobedience*)

Independent Practice

Ask students to refer to the lists they made earlier. Have them choose one item on the list and write a paragraph summarizing its impact on the African colonies.

Monitor Progress

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

Note Taking Transparencies, 175

Answers

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

Caption to forcefully ensure segregation between blacks and whites

Nationalism and an “Africa for Africans”

13

Instruct

- **Introduce: Key Terms** Ask students to find the key term **Pan-Africanism** (in blue) in the text and explain its meaning. Ask students to predict how Marcus Garvey’s idea of an “Africa for Africans” would strengthen the spirit of nationalism within Africa.
- **Teach** Review the ways the Pan-African movement promoted unity. Then ask **What did the Pan-African Congress accomplish?** (*It created a charter of rights for Africans, which the Western powers ignored, and established cooperation among African and African American leaders.*) **How did Léopold Senghor and other writers in the négritude movement foster pride in African culture?** (*They rejected negative views of Africa and protested colonial rule through their writing.*)
- **Analyzing the Visuals** Refer students to the Infographic on African Resistance. Ask volunteers to list the various forms of resistance. (*squatting on land, forming labor unions, developing political organizations*)

Independent Practice

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

All in One Teaching Resources, Unit 6, p. 31

Monitor Progress

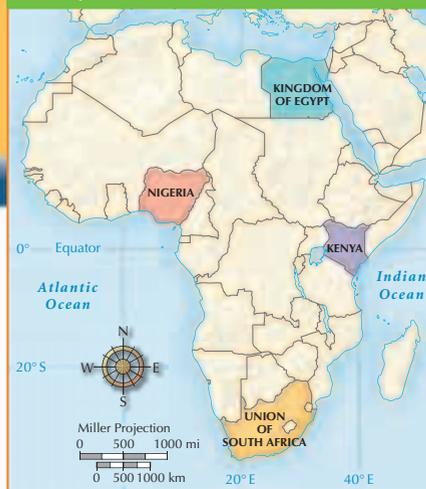
Ask students to make a brief outline of this subsection to show their understanding of the Pan-African movement.

INFOGRAPHIC

African Resistance

Opposition to imperialism grew among Africans in the 1920s and 1930s. Resistance took many forms. Those who had lost their lands to Europeans sometimes squatted, or settled illegally, on European-owned plantations. In cities, workers began to form labor unions, even though they were illegal under colonial law codes. Africans formed associations and political parties to express their opposition to the colonial system. Although large-scale revolts were rare, protests were common.

Africa, 1925



Nigeria

In 1929, Ibo market women in Nigeria denounced British policies. They demanded a voice in decisions that affected their markets (below). The “Women’s War,” as it was called, soon became a full-fledged revolt.



South Africa

In 1912, educated Africans organized a political party that later became the African National Congress (ANC). Its members worked through legal means, protesting laws that restricted the freedom of black Africans. One ANC member (left) gave a speaking tour in England to raise support for his cause.



demanded an end to colonial rule. Garvey’s ideas influenced a new generation of African leaders.

Pan-African Congress Forges Ties African American scholar and activist W.E.B. DuBois (doo BOYS) organized the first Pan-African Congress in 1919. It met in Paris, where the Allies were holding their peace conference. Delegates from African colonies, the West Indies, and the United States called on the Paris peacemakers to approve a charter of rights for Africans. Although the Western powers ignored their demands, the Pan-African Congress established cooperation among African and African American leaders.

The Négritude Movement Shows Pride French-speaking writers in West Africa and the Caribbean further awakened self-confidence among Africans through the **négritude movement**. In the négritude movement, writers expressed pride in their African roots and protested colonial rule. Best known among them was the Senegalese poet Léopold Senghor, who celebrated Africa’s rich cultural heritage. He fostered African pride by rejecting the negative views of Africa spread by colonial rulers. Later, Senghor would take an active role in Senegal’s drive to independence, and he would serve as its first president.

Egypt Gains Independence African nationalism brought little political change, except to Egypt. Egyptians had suffered during World War I. After the war, protests, strikes, and riots forced Britain to grant Egypt independence in 1922. However, Britain still controlled Egypt’s monarchy.

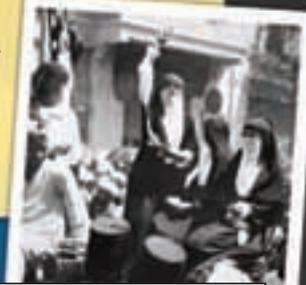
History Background

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

After he successfully appealed to French president Charles de Gaulle, Senegal became a republic and soon after, in 1960, Senghor was elected its first president. Although their takes on négritude differed, Senghor inspired many other writers, such as Birago Diop and David Diop from Senegal; Jacques Rabemananjara of Madagascar; Mongo Beti and Ferdinand Oyono from Cameroon; and poet Tchicaya U Tam’si from the Congo.

Egypt

Simmering resistance to British rule in Egypt flared as World War I ended. Peasants, landowners, Christians, Muslims and Western-educated officials united behind the Wafd party, which launched strikes and protests (right). In 1922, the British finally agreed to declare Egypt independent. In fact, however, British troops stayed in Egypt to guard the Suez Canal, and Britain remained the real power behind Egypt's King Faud.



Kenya

Members of the Kikuyu ethnic group formed the Kikuyu Central Association in 1924. The Association protested the Kikuyu's loss of land, forced labor, heavy taxes, and the hated identification cards. The British jailed Harry Thuku (right) and other Kikuyu leaders, but protests continued.



Thinking Critically

- 1. Make Comparisons** How did the methods of the ANC in South Africa differ from the Wafd party in Egypt?
- 2. Determine Relevance** Why is it important to learn about early protest movements in Africa, despite the fact that most colonies did not gain independence until after World War II?

Displeased with this state of affairs, during the 1930s many young Egyptians joined an organization called the Muslim Brotherhood. This group fostered a broad Islamic nationalism that rejected Western culture and denounced corruption in the Egyptian government.

- ✓ **Checkpoint** What significance does the phrase "Africa for Africans" have?

Turkey and Persia Modernize

Nationalist movements brought immense changes to the Middle East in the aftermath of World War I. The defeated Ottoman empire was near collapse in 1918. Its Arab lands, as you have read, were divided between Britain and France. However, in **Asia Minor**, the Turkish peninsula between the Black Sea and the Mediterranean Sea, Turks resisted Western control and fought to build a modern nation.

Atatürk Sets Goals In 1920, the Ottoman sultan reluctantly signed the Treaty of Sèvres, in which the empire lost its Arab and North African lands. The sultan also had to give up some land in Asia Minor to a number of Allied countries, including Greece. A Greek force landed in the city of Smyrna (now Izmir) to assert Greece's claims. Turkish nationalists, led by the determined and energetic Mustafa Kemal, overthrew the sultan, defeated the Greeks, and declared Turkey a republic. Kemal negotiated a new treaty. Among other provisions, the treaty called for about 1.3 million Greeks to leave Turkey, while some 400,000 Turks left Greece.

Vocabulary Builder

assert—(uh SURT) *vt.* maintain or defend

Turkey and Persia Modernize

L3

Instruct

■ Introduce: Vocabulary Builder

Have students read the Vocabulary Builder term and definition. Tell students that when Turkey's new leader, Atatürk, fought off the Greeks, he **asserted** Turkey's nationalist aims.

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

Independent Practice

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

Monitor Progress

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

Answers

Thinking Critically

1. The ANC protested legally and sought to reform specific laws while the Wafd Party protested violently with strikes and riots.
 2. It shows that many countries had been working for independence for many years before they were finally granted it.
- ✓ It was used to encourage nationalism and an end to colonial rule, and it united Africans in their desire for independence.

Arab Nationalism in the Middle East

13

Instruct

■ Introduce: Vocabulary Builder

Have students read the Vocabulary Builder term and definition. Tell students that in the Middle East in the 1920s, British authorities *advocated* a plan to encourage Jewish settlement in Palestine. At the same time, Arab nationalists sought to create an Arab nation, which would include the Arabs who already lived in Palestine. Ask students to describe the conflict set up by these two plans.

- **Teach** Discuss the goals of Pan-Arabism (*to unite Arabs in their own state*). Then ask **How did the Paris Peace Conference affect Arabs?** (*Instead of Arabs gaining the independence they had been promised, some of their lands were made mandates of European powers.*) **How did the Balfour Declaration further undermine Pan-Arabism?** (*The Balfour Declaration encouraged Jewish settlement in Palestine, which was a part of the Arab homeland. The subsequent settlement further weakened Pan-Arab goals, and touched off a conflict that still rages today.*)

- **Quick Activity** Ask students to come to the board and create a flowchart, detailing events in the Middle East from 1919 through the 1930s.

BIOGRAPHY

Atatürk (1881–1938)

“Atatürk” is the name that Mustafa Kemal gave himself when he ordered all Turkish people to take on surnames, or last names. It means “Father of the Turks.” In 1920, he led Turkish nationalists in the fight against Greek forces trying to enforce the Treaty of Sèvres, establishing the borders of the modern Republic of Turkey. Once in power, he passed many reforms to modernize, Westernize, and secularize Turkey. Atatürk is still honored throughout Turkey today—his portrait appears on postage and all currency. **Why is Atatürk considered the “Father of the Turks”?**

Atatürk’s Reforms in Turkey

- Replaced Islamic law with European model
- Replaced Muslim calendar with Western (Christian) calendar
- Moved day of rest from Friday to Sunday
- Closed religious schools and opened state schools
- Forced people to wear Western-style clothes
- Replaced Arabic alphabet with Latin alphabet
- Gave women the right to vote and to work outside the home.



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

Westernization Transforms Turkey Atatürk’s government encouraged industrial expansion. The government built railroads, set up factories, and hired westerners to advise on how to make Turkey economically independent.

To achieve his reforms, Atatürk ruled with an iron hand. To many Turks, he was a hero who was transforming Turkey into a strong, modern power. Others questioned Atatürk’s dictatorial powers and complete rejection of religion in laws and government. They believed that Islam could play a constructive role in a modern, civil state.

Nationalism and Reform at Work in Persia The success of Atatürk’s reforms inspired nationalists in neighboring Persia (present-day Iran). Persian nationalists greatly resented the British and Russians, who had won spheres of influence over Persia in 1907. In 1925, an ambitious army officer, Reza Khan, overthrew the shah. He set up his own dynasty, with himself as shah.

Like Atatürk, Reza Khan rushed to modernize Persia and make it fully independent. He built factories, roads, and railroads and strengthened the army. He forced Persians to wear Western clothing and set up modern, secular schools. In addition, he moved to replace Islamic law with secular law and encouraged women to take part in public life. Muslim religious leaders fiercely condemned Reza Khan’s efforts to introduce Western ways to the nation.

Reza Khan also persuaded the British company that controlled Persia’s oil industry to give Persia a larger share of the profits and insisted that Persian workers be hired at all levels of the company. In the decades ahead, oil would become a major factor in Persia’s economy and foreign policy.

- ✓ **Checkpoint** What did the reforms of Atatürk and Reza Khan have in common?

Arab Nationalism in the Middle East

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

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

Answers

BIOGRAPHY because he led the fight to found and modernize the present Republic of Turkey

- ✓ Both were focused on modernizing industry and transportation, secularizing schools, and westernizing culture.

Careers

Mediator Negotiations between warring factions, such as Arabs and Jews are often guided by professionals called *mediators*. Mediators also handle everyday conflicts between people who do not want to take their problem to a court of law. Couples, families, neighborhoods, and corporations all turn to mediators for help in resolving conflict. Mediators have good analytical abilities, listening skills, patience, and the

ability to forge a creative compromise between two parties. Many mediators have college degrees. Some also have law degrees or a master’s degree in mediation or dispute resolution. Others have degrees or experience in a field such as social work, counseling, or business. To become certified, mediators must receive training and complete an apprenticeship.

The Middle East, 1920s

Geography Interactive
For: Audio guided tour
Web Code: nap-2721



Map Skills Population movements and foreign influences changed the Middle East after World War I.

1. **Locate** (a) Turkey (b) Persia (c) Palestine (d) the Persian Gulf

2. **Human-Environment Interaction** What natural resource was discovered in the Middle East around this time? What effect did its discovery have on the region?

3. **Make Inferences** List the ways foreign influence affected the Middle East in the 1920s.

area includes Syria, Jordan, Iraq, Egypt, Algeria, and Morocco. Pan-Arabism emphasized the common history and language of Arabs and recalled the golden age of Arab civilization. The movement sought to free Arabs from foreign domination and unite them in their own state.

Betrayal at the Peace Conference Arabs were outraged by the European-controlled mandates set up at the Paris Peace Conference. During World War I, Arabs had helped the Allies against the Central Powers, especially the Ottoman empire. In return for their help, the Allies led the Arabs to believe that they would gain independence after the war. Instead, the Allies carved up the Ottoman lands, giving France mandates in Syria and Lebanon and Britain mandates in Palestine and Iraq. Later, Britain gave a large part of the Palestinian mandate, Trans-Jordan, to Abdullah for a kingdom.

Arabs felt betrayed by the West—a feeling that has endured to this day. During the 1920s and 1930s, their anger erupted in frequent protests and revolts against Western imperialism. A major center of turmoil was the British mandate of Palestine. There, Arab nationalists and Jewish nationalists, known as Zionists, increasingly clashed.

History Background

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

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

Independent Practice

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

All in One Teaching Resources, Unit 6, p. 35

Monitor Progress

- Have students access **Web Code nap-2721** to take the **Geography Interactive Audio Guided Tour** and then answer the map skills questions in the text.
 - Check students' Outline Maps to make sure students are correctly labeling the location of the British and French mandates in the Middle East. Administer the Geography Quiz.
- All in One Teaching Resources, Unit 6, p. 37
- Check Reading and Note Taking Study Guide entries for student understanding.

Answers

Map Skills

1. Review locations with students.
2. oil; The discovery of oil caused foreign companies to begin moving to the Middle East to exploit the resource.
3. Britain controlled Palestine, Iraq, and Trans-Jordan; France controlled Syria.

Assess and Reteach

Assess Progress

L3

- Have students complete the Section Assessment.
- Administer the Section Quiz.

All in One Teaching Resources, Unit 6, p. 24

- To further assess student understanding, use

 Progress Monitoring
Transparencies, 114

Reteach

If students need more instruction, have them read the section summary.

 Reading and Note Taking
Study Guide, p. 246 L3

 Adapted Reading and
Note Taking Study Guide, p. 246 L1 L2

 Spanish Reading and
Note Taking Study Guide, p. 246 L2

Extend

L4

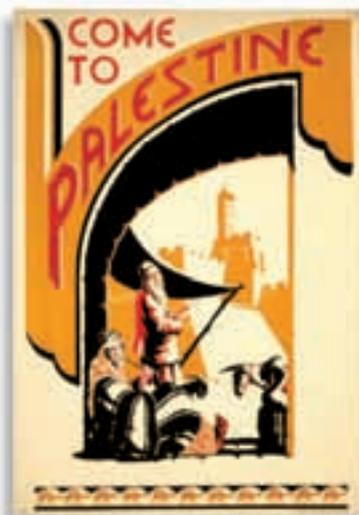
Ask students to find news articles about problems in the Middle East today. Have students consider whether any of these problems stem from events that occurred after World War I. Have them write reports expressing their opinions.

Answer

- ✓ With the Balfour Declaration, the British government announced its support of Jewish immigration to Palestine to establish their own homeland. This threatened the Arabs already living in Palestine, who had been promised their independence.

Vocabulary Builder

advocated—(AD vuh kayt id) *v.*
supported or favored



Two Views of One Place

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

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

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

A Bitter Struggle Begins From 1919 to 1940, tens of thousands of Jews immigrated to Palestine due to the Zionist movement and the effects of anti-Semitism in Europe. Despite great hardships, Jewish settlers set up factories, built new towns, and established farming communities. At the same time, the Arab population almost doubled. Some were immigrants from nearby lands. As a result, Palestine’s population included a changing mix of newcomers. The Jewish population, which was less than 60,000 in 1919, grew to about 400,000 in 1936, while the Muslim population increased from about 568,000 in 1919 to about 1 million in 1940.

At first, some Arabs welcomed the money and modern technical skills that the newcomers brought with them. But as more Jews moved to Palestine, tensions between the two groups developed. Jewish organizations tried to purchase as much land as they could, while Arabs sought to slow down or stop Jewish immigration. Arabs attacked Jewish settlements, hoping to discourage settlers. The Jewish settlers established their own military defense force. For the rest of the century, Arabs and Jews fought over the land that Arabs called Palestine and Jews called Israel.

- ✓ **Checkpoint** Why did Palestine become a center of conflict after World War I?

2 Assessment

Progress Monitoring Online

For: Self-quiz with vocabulary practice
Web Code: naa-2721

Terms, People, and Places

1. For each term, person, or place listed at the beginning of the section, write a sentence explaining its significance.

Note Taking

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

Comprehension and Critical Thinking

3. **Identify Central Issues** How did Africans resist colonial rule?
4. **Summarize** What are three examples of the rise of nationalism in Africa?
5. **Identify Central Issues** Why might Muslim religious leaders object to reforms in Turkey and Persia?
6. **Draw Conclusions** How did the Balfour Declaration affect the Middle East?

Writing About History

Quick Write: Generate Arguments

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

Section 2 Assessment

1. Sentences should reflect an understanding of each term, person, or place listed at the beginning of the section.
2. It strengthened people’s will to resist colonial rule in Africa; helped Africans take pride in African culture; it also led to Egypt’s independence, modernizing in Turkey and Persia, and conflict in Palestine.

3. They squatted on European plantations and formed labor unions and other organizations to protest colonial rule.
4. Pan-Africanism, the Pan-African Congress, and the négritude movement.
5. Sample: They might feel that the new laws were eroding Islamic culture.
6. It set up a conflict between Arabs in Palestine and Jews.

Writing About History

Students should provide valid arguments to support the thesis.

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