Passport to Social Studies: Decolonization Across the Globe

Objective

Identify the historical circumstances that led to decolonization as a global movement.

Resources/Materials

- Colonization timeline
- Germany’s Colonies Game
- Edward Said on Imperialism
- Decolonization and Nationalism
- Contextualization Tool

Activity

- Analyze the Colonization timeline and Germany’s Colonies Game image and record the answer to the question, “What was the purpose of the Game in the image of Germany’s Colonies Game and what was the historical circumstances that led to the creation of the game?”

- Read the quote from Edward Said on Imperialism and annotate as you read answer the following questions:
  - What does Said mean by “Every empire, however, tells itself and the world that it is unlike all other empires that its mission is not to plunder and control but to educate and liberate”?
  - How have empires justified imperialism and colonization?
  - What point was Said trying to make?
  - Which empire or empires may he have been talking about?
  - What does the quote say about the injustice of colonization?
  - What is a possible cause and effect relationship between the ideas reflected in Germany’s Colonies Game and Edward Said on Imperialism?

- Note the definition of decolonization which is the process of a colony gaining its independence; political independence received by European colonies after WWII.
Passport to Social Studies: Decolonization Across the Globe

- Read and analyze *Decolonization and Nationalism*. As you read, complete the *Contextualization Tool*. Complete the “immediate view” and “distant view” sections of the *Contextualization Tool* under the themes of “political forces” and “geographical forces.”

- Write a paragraph answering the following question, “What historical developments led to decolonization across the globe?” Make sure to include how WWI and WWII established conditions that could lead to decolonization.

**Extension**

- Create a cause and effect chart to explain decolonization across the globe.

**Additional Resources**


## Colonization

**Tertiary Source:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1823</td>
<td><strong>Monroe Doctrine</strong>&lt;br&gt;President James Monroe creates a policy that any intervention by external powers in the politics of North or South America is a threat towards the United States.</td>
</tr>
<tr>
<td>1846–1848</td>
<td><strong>The Mexican-American War</strong>&lt;br&gt;A conflict between Mexico and the United States causes Mexico to lose one-third of its territory.</td>
</tr>
<tr>
<td>1884–1885</td>
<td><strong>The Berlin Conference</strong>&lt;br&gt;As their countries attempt to take control of territory in the interior of the African continent, European officials meet to divide the country into colonial spheres without any Africans present at the conference.</td>
</tr>
<tr>
<td>1885</td>
<td><strong>Indian National Congress Party founded</strong>&lt;br&gt;This party leads India’s nationalist movement.</td>
</tr>
<tr>
<td>1891</td>
<td><strong>Chilean Crisis</strong>&lt;br&gt;Late nineteenth century naval conflict between Chile and the U.S.; Chile resigns.</td>
</tr>
<tr>
<td>1898</td>
<td><strong>Spanish-American War</strong>&lt;br&gt;Conflict between the United States and Spain which concludes Spanish colonial rule in the Americas and facilitates U.S. acquisition of territories in the western Pacific and Latin America.</td>
</tr>
<tr>
<td>1898</td>
<td><strong>Battle of Omdurman</strong>&lt;br&gt;This conflict facilitates British rule in Sudan.</td>
</tr>
<tr>
<td>1899–1902</td>
<td><strong>The Philippine War</strong>&lt;br&gt;Local disdain for President William McKinley’s policy of “benevolent assimilation” sparks this conflict.</td>
</tr>
<tr>
<td>1919</td>
<td><strong>Treaty of Versailles</strong>&lt;br&gt;Great Britain along with the United States, France, and Italy meet to create treaty terms following World War I.</td>
</tr>
</tbody>
</table>
Colonization continued

<table>
<thead>
<tr>
<th>Date</th>
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<tbody>
<tr>
<td>1926</td>
<td><strong>Britain and the Balfour Declaration</strong>&lt;br&gt;Canada, Australia, New Zealand, and South Africa become fully independent countries.</td>
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<tr>
<td>1930</td>
<td><strong>Mohandas Gandhi and protest in India</strong>&lt;br&gt;He leads a non-cooperation movement which refuses to follow British laws.</td>
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<tr>
<td>1947</td>
<td><strong>Partition of India and Pakistan</strong>&lt;br&gt;The former British territory is divided into two separate states, India and Pakistan, to cater to the Hindu and Muslim communities.</td>
</tr>
<tr>
<td>1954</td>
<td><strong>Geneva Convention</strong>&lt;br&gt;At this peace conference, the United Kingdom along with various other regions are present as communist North Vietnam and noncommunist South Vietnam are divided up.</td>
</tr>
<tr>
<td>1956</td>
<td><strong>The Sinai-Suez campaign</strong>&lt;br&gt;Conflict between the British, French, and Israeli governments over control of the Suez Canal.</td>
</tr>
<tr>
<td>1957</td>
<td><strong>European Summit in Paris</strong>&lt;br&gt;Meeting between NATO countries over maintaining diplomatic ties.</td>
</tr>
<tr>
<td>1957</td>
<td><strong>Ghanaian Independence</strong>&lt;br&gt;The Gold Coast becomes free from British rule and gains independence as the country of Ghana.</td>
</tr>
<tr>
<td>1958–1961</td>
<td><strong>Great Leap Forward in China</strong>&lt;br&gt;During the period, the Chinese communists aim to create an industrialized society rooted in large-scale rural communities; this attempt ultimately fails.</td>
</tr>
<tr>
<td>1960s</td>
<td><strong>Independence in British African and Caribbean colonies</strong>&lt;br&gt;During this time, many of Britain’s colonies in these regions are declared as independent.</td>
</tr>
<tr>
<td>1960s</td>
<td><strong>Neocolonialism</strong>&lt;br&gt;Following the Cold War, more developed countries continue to control and exploit less-developed countries through indirect economic, political, cultural, and other pressures.</td>
</tr>
</tbody>
</table>

Citation: “Colonization,” Passport to Social Studies (New York: New York City Department of Education, 2019).
Germany’s Colonies Game

by Unknown

Created during the 1890s, Deutschland’s Kolonien-Spiel (the Game of Germany’s Colonies) board game features a mounted, folding playing board with twenty pictures and fifty-three numbered circles forming the playing track around a map of the world. The world map is marked with the player’s route from Germany to China, with the image of the German imperial eagle positioned at the top of the map. During the game, players (most likely German children) traveled through Germany’s colonial territories. Also included in the game were: six painted lead playing pieces in the form of flat figures of white colonists, one cloth bag with nineteen double-sided coins made of embossed prints on cardboard mounts, one painted pressed cardboard tray, and two painted carved wood dice. According to the rules, players gain or lose money based on what they accumulate or experience at each stop on the board. Other board games with a similar story and rules were produced at roughly the same period of time in other European countries.

Primary Source:

Citation: Unknown Artist, Deutschland’s Kolonien-Spiel: Playing Board, ca. 1890, chromolithograph, 32.2 cm. x 48.5 cm., Getty Research Institute, ID Number: 2004.PR.67.
Edward Said on Imperialism

by Edward Said

Edward Said (1935–2003) was a professor of literature at Columbia University. Said is best known for developing an analytical lens of the views of and representations by Europeans and Americans that presented Asia, the Middle East, and Africa as different, exotic, and inferior to the West. This view Said labeled Orientalism. According to Said, Orientalism led the West to present people from the other areas of the world as backward or underdeveloped. It was a primary source for the inaccurate cultural representations that form the foundations of Western thought and perception of the Eastern world and “enables the political, economic, cultural and social domination of the West, not just during colonial times, but also in the present.”

Secondary Source:

The great modern empires have never been held together only by military power. Britain ruled the vast territories of India with only a few thousand colonial officers and a few more thousand troops, many of them Indian. France did the same in North Africa and Indochina, the Dutch in Indonesia, the Portuguese and Belgians in Africa. The key element was imperial perspective, that way of looking at a distant foreign reality by subordinating it in one’s gaze, constructing its history from one’s own point of view, seeing its people as subjects whose fate can be decided by what distant administrators think is best for them. From such willful perspectives ideas develop, including the theory that imperialism is a benign and necessary thing.

For a while this worked, as many local leaders believed—mistakenly—that cooperating with the imperial authority was the only way. But because the dialectic between the imperial perspective and the local one is adversarial and impermanent, at some point the conflict between ruler and ruled becomes uncontainable and breaks out into colonial war, as happened in Algeria and India. We are still a long way from that moment in American rule over the Arab and Muslim world because, over the last century, pacification through unpopular local rulers has so far worked.

Every empire, however, tells itself and the world that it is unlike all other empires, that its mission is not to plunder and control but to educate and liberate. These ideas are by no means shared by the people who inhabit that empire. . .

Glossary:

Subordinating: treating as lesser

Dialectic: discussion

Pacification: an attempt often through the use of force to keep a population submissive

Plunder: to take objects by force

Decolonization and Nationalism

by Trevor Getz

Trevor Getz is a Professor of History at San Francisco State University who specializes in Modern Africa and world history. While the twentieth century could be considered a time period of internecine warfare and bitter conflicts marked by the worst examples of human rights violations, there were also moments of triumph and justice. The low point of humanity that was the Holocaust led to the Universal Declaration of Human Rights in 1948. Likewise, the tragedy and injustice of imperialism gave way to the struggle for decolonization following the two world wars. In the document below, Professor Getz discusses the historical context for decolonization against the backdrop the wars.

Secondary Source:

In 1914, as the First World War began, much of the world was under the domination of vast empires, and much of its population were subjects without the rights of citizenship. Southeastern Europe (the Balkan Peninsula) was mainly under Austro-Hungarian rule. Africa was formally divided by the British, French, Belgians, Germans, and other European states. Britain dominated South Asia including India, with almost 15% of the world’s population. European states also ruled South-East Asia, with France the dominant power on the Indochina peninsula. The scattered islands of the Pacific and the Caribbean were under the flags of Japan, the United States, and various European countries. Canada, Australia, and New Zealand also acknowledged British imperial rule. The Ottoman Empire ruled the Middle East, and vied for control of Central Asia with the Russian Tsars. Massive China, though nominally independent, was in fact slowly being eaten up by the industrialized, imperial states. Latin American countries, also sovereign and independent, nevertheless faced economic domination and sometimes military intervention by their neighbor, the United States.

By the end of the century, however, things had changed dramatically. The Asian and African colonies had all achieved their independence in the half-century following the Second World War, as had Canada, Australia, and New Zealand. The Ottoman and Austro-Hungarian Empires had collapsed, creating a pathway to independence for the Balkans and Arab countries. South American states were better able to act as

Glossary:

Indochina: a French colony in Southeast Asia that comprises of the nations of Vietnam, Laos, Cambodia

Ottoman Empire: the Turkish empire in decline during the 19th and 20th centuries

Austro-Hungarian Empire: a multiethnic central European empire in decline during the 19th and 20th centuries

continued on next page

Citation: Trevor Getz, “Decolonization and Nationalism,” Passport to Social Studies (New York: New York City Department of Education, 2019).
Decolonization and Nationalism continued

sovereign states than ever before. The British Empire, which had once spanned the globe, was reduced to a few overseas islands in the Caribbean and Atlantic. China, once a battered pseudo-state, was now a great state. The return of Hong Kong from Britain to China in 1997, in many ways, signaled the end of an empire and the rise of superpower. How had this great political transformation taken place? Why did the great, formal empires of the nineteenth and early twentieth centuries collapse? Was the collapse of colonialism and the domination of the world by a few industrial powers, especially Europeans, inevitable?... All of them help us to understand decolonization, the process by which colonies became independent states.

The First World War created cracks in the colonial system for a number of reasons. The large numbers of colonial subjects who fought for Britain, France, Belgium, and Germany were, for the first time, told to shoot at Europeans. This helped to break down the strict racial hierarchy of colonialism. They served their empires well. When they returned home at the end of the war, however, it was to broken promises and poverty. This turned many of them against the empire they served. Moreover, the First World War was followed by both a massive influenza pandemic and then the Great Depression, both of which caused suffering in the colonies. Inhabitants of these colonies turned to the empire to help them to recover from these dreadful experiences, but the great imperial powers were unable to cope. Thus people began to question the competency and ‘superiority’ of the colonizers.

The Second World War widened the cracks that had emerged in the decades before 1939. Once again, empires turned to colonial subjects for help. Once again, millions were forced or volunteered to serve. But this time both their suffering and that of the people they left behind was even deeper. The war was longer, and it was even more of a total war. Submarine warfare disrupted trade, leaving many colonies cut off from their economic ties to each other and to the empire. The result was a lack of simple, everyday products and even foodstuffs.

Glossary:

pseudo-state: a geopolitical entity which has many of the formal trappings of being an independent state, but has no real independence

pandemic: a disease prevalent over a whole country or the world

competency: the ability to do something successfully or efficiently
Decolonization and Nationalism continued

The need for resources and munitions, nevertheless, drove the imperial powers to conscript men and women in the colonies to be laborers on mines and in fields, producing strategic resources like iron and rubber for the war. At the same time, many of the great imperial powers were devastated or conquered by the war. The Netherlands and France were both defeated for a time by Germany, leaving their colonies adrift. Italy was defeated by the Allies and surrendered in 1943, and lost its colonies in North and North-east Africa. Japan briefly gained an enormous empire, including Dutch colonies in Southeast Asia and French Indochina, but lost everything in 1945. The result was an imperial ‘vacuum’ in many of these regions that allowed pro-independence movements to rise.

At war’s end, the large European empires did not want to give up their colonies. In fact, France tried to claim some of the colonies of a defeated Italy, just like after the First World War. But within those colonies, returning veterans and civilians who had had to struggle and been forced to labor for the colonial government during the conflict were finding ways to organize against the continuation of colonial rule. Often, they sought each other’s help. One of the most significant events at war’s end was the 1945 Pan-African Congress. A meeting that included delegates from across Africa and the Caribbean, this conference called for an end to colonialism everywhere. Participants shared plans and strategies like boycotts, protests, and mass marches. They left with agreements to help each other achieve independence in the near future. Of course, they still faced one major problem: the challenge of creating unity within their colonies. Most of the leaders of the Pan-African Congress and of anti-colonial movements everywhere were still from those middle classes – clerks and chiefs – and they had to get workers and peasants behind them. Moreover, they still often faced internal religious, ethnic, and cultural division within their own states. The struggle to unify the people and to overthrow colonialism would have its own history in each colony. In the two sections that follow, we will explore too early but very different movements for independence in (British) South Asia including India and (French) Indochina focused on Vietnam.

Glossary:

Pan-African Congress: organization dedicated the independence and unity of African colonies

Citation: Trevor Getz, “Decolonization and Nationalism,” Passport to Social Studies (New York: New York City Department of Education, 2019).
Contextualization Tool: A Very Short Version of a Very Long Story

Understanding historical context is useful when examining a resource because it allows the reader to situate a person, group, or event in the larger narrative of the past. Contextualization is the process of constructing this context. Whenever we think about history, we naturally contextualize it.

First: think of it as looking around history, considering all of the forces that acted upon a person, group, or event. Second: think of contextualization as a very short version of a very long story.

Contextualization requires us to see history from different views. The most essential breakdown is between the immediate view and the distant view. Consider the immediate view first and then look for the “longer story.”

<table>
<thead>
<tr>
<th>Contextual Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title of Person, Group, or Event:</td>
</tr>
<tr>
<td>Location(s):</td>
</tr>
<tr>
<td>Relevant Dates (including beginning and end):</td>
</tr>
<tr>
<td>Brief Description:</td>
</tr>
</tbody>
</table>

### The Immediate View
What forces acted upon the Person, Group, or Event that happened close to the time it occurred?

- **Intellectual Forces**
  - How did people think during this time?
  - What ideologies were popular at the time?
  - Did the people involved support or oppose those ideologies?

- **Socio-Economic Forces**
  - Was the time one of economic growth, decline, or crisis?
  - What did the social structure look like during the time? (Who was at the top or bottom?)

- **Political Forces**
  - In what type of political system was the P/G/E situated?
  - Was the time one of stability or instability?
  - Who held power and how did the P/G/E involved relate to them?

- **Geographic Forces**
  - How do nearby geographical resources shape the Person, Group, or Event?
  - What environmental forces impacted the Person, Group, or Event?
  - (How) did nearby people/groups/nations impact the Person, Group, or Event?

### The Distant View
What long-term forces acted upon the Person, Group, or Event?

- **Intellectual Forces**
  - How do the ideologies identified in the immediate view connect to long-term ideas?

- **Socio-Economic Forces**
  - What long-term social structures impacted the relationship between the classes?

- **Political Forces**
  - What long-term changes in the political system/who held political power impacted the Person, Group, or Event?

- **Geographic Forces**
  - What changes in geography enabled the types of change that impacted the Person, Group, or Event?
  - (How) did the relationship between nearby people/groups/nations and the Person, Group, or Event change over time?

- **General Questions**
  - What enduring issues impacted the Person, Group, or Event?
  - What matters to us? To the narrative presented by the course? To you?
Contextualization Tool: Organizer

Contextual information (write 2–3 sentences; refer back to the first box on the previous page)

<table>
<thead>
<tr>
<th>Intellectual Forces</th>
<th>Social/Economic Forces</th>
<th>Political Forces</th>
<th>Geographic Forces</th>
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<tbody>
<tr>
<td><strong>Immediate View</strong></td>
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<td><strong>Distant View</strong></td>
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</table>

Contextualization

Synthesize relevant information from the contextual information and immediate and distant views to contextualize the person, group, or event being studied. The context you draft should include a combination of the different forces as well as a balance between immediate and distant views.
Passport to Social Studies: The Role of Ideology in Decolonization Movements

Objective

Analyze how ideology influenced and informed decolonization movements

Resources/Materials

- Decolonization in Africa map
- The Struggle for Independence in Africa
- Decolonization and Nationalism in the Congo
- Decolonization in the Gold Coast
- Scale Tool
- The Language of Connections chart

Activity

- Analyze the map titled Decolonization in Africa and record two observations and one inference you have.
- Read The Struggle for Independence in Africa and annotate examples in the text of how ideology influenced decolonization at different scales of decolonization. The definition of ideology is a set of political beliefs or a set of beliefs that characterize a particular culture.
- Read and annotate Decolonization and Nationalism in the Congo and Decolonization in the Gold Coast.
- Complete the Scale Tool for each of the documents using evidence from the texts.
- Summarize in a paragraph the following:
  - What similarities do you see between both decolonization movements as expressed in the documents? How can you tell?
  - What differences do you see between both decolonization movements in terms of their ideologies? How can you tell?
Passport to Social Studies: The Role of Ideology in Decolonization Movements

Extension

- State a claim supporting it by citing evidence from both documents and answering the questions:
  - How did ideology guide the movement for decolonization in Africa?
  - Where were these ideologies examples of nationalism? Why or Why not?

Additional Resources

The Struggle for Independence in Africa

by Trevor Getz

Trevor Getz is a Professor of History at San Francisco State University who specializes in Modern Africa and world history. This excerpt describes issues facing African countries as they struggled to obtain independence.

Secondary Source:

As in Asia, decolonization in Africa was the result of hard-fought struggles rather than a gift from Europe. Also as in Asia, some of these struggles were largely non-violent and political while others evolved into outright warfare. In every case, it was nationalist political parties that brought about decolonization by uniting the often diverse people of each colony in the campaign to become an independent state.

The Second World War was an important event in catalyzing African independence for a number of reasons. The major colonial powers mobilized hundreds of thousands of Africans as laborers and soldiers. The French and Belgian governments in exile, both conquered by Germany early in the war, relied on their African colonies for most of the resources and troops they needed to fight on. Britain drew heavily on strategic resources from its African colonies. All of these countries made vague promises to their African allies of new rights after the war, promises on which they didn’t really deliver. Italy, meanwhile, lost its African colonies to Allied and insurgent forces during the war.

At the end of the war, Britain, France, and Belgium wanted to hang on to their African colonies, partly to use the funds raised from taxes and investment in the colonies to rebuild their own war-torn countries. Africans, however, turned against colonial rule. Many, especially returning veterans, felt that their contributions to the war effort had earned them independence. A lot of the clerks and chiefs who had led the war effort in their countries were especially angry that racism intensified rather than lifting in the 1940s and 1950s. They gradually turned from calling for government reforms to demanding self-rule. Many of them were inspired by the United States and the Soviet Union and by independence in India and elsewhere around the world.

Glossary:

nationalist: a person who supports self-rule

catalyzing: causing

continued on next page
They also turned to each other. Some leaders, like Kwame Nkrumah in the British Gold Coast Colony, promoted a pan-African movement for unity and mutual support across the continent and, to some degree, with African-Americans and Afro-Carribeans.

Overall, however, it was the language of nationalism that won independence in Africa, for by arguing for national identity the leaders of independence movements won the hearts and minds of the working and rural poor. In the Gold Coast, for example, protests against British non-payment of veteran’s benefits in 1948 spiraled into a full-fledged anti-colonial movement under Nkrumah’s nationalist Convention People’s Party (CPP). In the 1950s, the CPP led a series of “Positive Action” strikes, rallies, and boycotts. They promised better economic times to growers of important export crops like cocoa, subsistence farmers, and urban workers alike. They also reached across ethnic and religious lines by establishing party chapters across the colony. By 1957, they had led the Gold Coast to a negotiated independence as the new nation of Ghana, the first independent sub-Saharan African state.

Glossary:

pan-African: across Africa
Primary Source:

Men and women of the Congo,
Victorious independence fighters,
I salute you in the name of the Congolese Government.

I ask all of you, my friends, who tirelessly fought in our ranks, to mark this June 30, 1960, as an illustrious date that will be ever engraved in your hearts, a date whose meaning you will proudly explain to your children, so that they in turn might relate to their grandchildren and great-grandchildren the glorious history of our struggle for freedom. . . .

It was filled with tears, fire and blood. We are deeply proud of our struggle, because it was just and noble and indispensable in putting an end to the humiliating bondage forced upon us.

That was our lot for the eighty years of colonial rule and our wounds are too fresh and much too painful to be forgotten.

We have experienced forced labour in exchange for pay that did not allow us to satisfy our hunger, to clothe ourselves, to have decent lodgings or to bring up our children as dearly loved ones.

Morning, noon and night we were subjected to jeers, insults and blows because we were “Negroes”. Who will ever forget that the black was addressed as “tu,” not because he was a friend, but because the polite “vous” was reserved for the white man?

Glossary:

indispensable: absolutely necessary

Citation: Patrice Lumumba, The Truth About a Monstrous Crime of the Colonialists (Moscow: Foreign Languages Publishing House, 1961), 44–47.
Decolonization and Nationalism in the Congo continued

We have seen our lands seized in the name of ostensibly just laws, which gave recognition only to the right of might.

We have not forgotten that the law was never the same for the white and the black, that it was lenient to the ones, and cruel and inhuman to the others.

We have experienced the atrocious sufferings, being persecuted for political convictions and religious beliefs, and exiled from our native land: our lot was worse than death itself.

We have not forgotten that in the cities the mansions were for the whites and the tumbledown huts for the blacks; that a black was not admitted to the cinemas, restaurants and shops set aside for “Europeans”; that a black travelled in the holds, under the feet of the whites in their luxury cabins.

Who will ever forget the shootings which killed so many of our brothers, or the cells into which were mercilessly thrown those who no longer wished to submit to the regime of injustice, oppression and exploitation used by the colonialists as a tool of their domination?

All that, my brothers, brought us untold suffering.

But we, who were elected by the votes of your representatives, representatives of the people, to guide our native land, we, who have suffered in body and soul from the colonial oppression, we tell you that henceforth all that is finished with.

The Republic of the Congo has been proclaimed and our beloved country’s future is now in the hands of its own people.

Brothers, let us commence together a new struggle, a sublime struggle that will lead our country to peace, prosperity and greatness.

Together we shall establish social justice and ensure for every man a fair remuneration for his labour.

Glossary:

ostensibly: seemingly, but perhaps not actually

remuneration: payment or compensation

Citation: Patrice Lumumba, The Truth About a Monstrous Crime of the Colonialists (Moscow: Foreign Languages Publishing House, 1961), 44–47.
We shall show the world what the black man can do when working in liberty, and we shall make the Congo the pride of Africa.

We shall see to it that the lands of our native country truly benefit its children.

We shall revise all the old laws and make them into new ones that will be just and noble.

We shall stop the persecution of free thought. We shall see to it that all citizens enjoy to the fullest extent the basic freedoms provided for by the Declaration of Human Rights.

We shall eradicate all discrimination, whatever its origin, and we shall ensure for everyone a station in life befitting his human dignity and worthy of his labour and his loyalty to the country.

We shall institute in the country a peace resting not on guns and bayonets but on concord and goodwill.

And in all this, my dear compatriots, we can rely not only on our own enormous forces and immense wealth, but also on the assistance of the numerous foreign states, whose co-operation we shall accept when it is not aimed at imposing upon us an alien policy, but is given in a spirit of friendship. . .

The Congo’s independence is a decisive step towards the liberation of the whole African continent.

Our government, a government of national and popular unity, will serve its country.

I call on all Congolese citizens, men, women and children, to set themselves resolutely to the task of creating a national economy and ensuring our economic independence.

Eternal glory to the fighters for national liberation!

Long live independence and African unity!

Long live the independent and sovereign Congo!

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**Glossary:**

*decisive:* firm or determined

*resolutely:* firmly or unwavering

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**Citation:** Patrice Lumumba, *The Truth About a Monstrous Crime of the Colonialists* (Moscow: Foreign Languages Publishing House, 1961), 44–47.
Decolonization in the Gold Coast

by the Commission of Enquiry Into Disturbances in the Gold Coast

In February 1948, a group of unarmed ex-servicemen who had fought in World War II marched toward the Osu castle, the seat of the colonial government in the colonial capital of Accra. They were asking the governor for pensions owed to them. The police opened fire on the group and killed three of the ex-servicemen, which precipitated riots throughout the city. These riots soon assumed national significance. People rose up to express a range of grievances, including the prices of imported goods, and targeted the shops of foreign merchants. The British authorities quickly suppressed the riots, appointed a commission to investigate the unrest, and promptly arrested the leaders of the fledgling political party, the United Gold Coast Convention, on suspicion of instigating the disturbances. Scholars now consider the 1948 riots as the beginning of the movement for Ghana’s independence from Britain. This excerpt from the investigating commission’s report outlines the scope of the grievances against Britain.

<table>
<thead>
<tr>
<th>Primary Source:</th>
<th>Glossary:</th>
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<tbody>
<tr>
<td>In the main, the underlying causes may be divided into three broad categories: political, economic and social. There is often no clear dividing line between them and they are frequently interrelated. . . . The remedy for the distrust and suspicion with which the African views the European, and which is to-day poisoning life in the Gold Coast, demands an attack on all three causes. None of them may be said to take precedence. . . . These may be summarized as follows:</td>
<td>specious: misleading</td>
</tr>
</tbody>
</table>

A. Political.

(1) The large number of African soldiers returning from service with the Forces, where they had lived under different and better conditions, made for a general communicable state of unrest. Such Africans by reason of their contacts with other peoples, including Europeans, had developed a political and national consciousness. The fact that they were disappointed with conditions on their return, either from specious promises made before demobilization or a general expectancy of a golden age for heroes, made them the natural focal point for any general movement against authority.

Decolonization in the Gold Coast continued

(2) A feeling of political frustration among the educated Africans who saw no prospect of ever experiencing political power under existing conditions and who regarded the 1946 Constitution as mere window-dressing designed to cover, but not to advance their natural aspirations.

(3) A failure of the Government to realize that, with the spread of liberal ideas, increasing literacy and a closer contact with political developments in other parts of the world, the star of rule through the Chiefs was on the wane. The achievement of self-government in India, Burma and Ceylon had not passed unnoticed on the Gold Coast.

(4) A universal feeling that Africanization was merely a promise and not a driving force in Government policy, coupled with the suspicion that education had been slowed up, and directed in such a way as to impede Africanization.

(5) A general suspicion of Government measures and intentions reinforced by a hostile press and heightened by the general failure of the Administration in the field of Public Relations.

(6) Increasing resentment at the growing concentration of certain trades in the hands of foreigners, particularly at the increase in the number of Syrian merchants.

B. Economic.

(1) The announcement of the Government that it would remain neutral in the dispute which had arisen between the traders and the people of the Gold Coast over high prices of imported goods and which led to the organized boycott of January–February, 1948.

(2) The continuance of war-time control of imports, and the shortage and high prices of consumer goods which were widely attributed to the machinations of European importers.

Glossary:

Africanization: Self-governance by people of African ancestry

Decolonization in the Gold Coast continued

(3) The alleged unfair allocation and distribution of goods in short supply, by the importing firms.

(4) The Government’s acceptance of the scientists’ finding that the only cure for Swollen Shoot disease of cocoa was to cut out diseased trees, and their adoption of that policy, combined with allegations of improper methods of carrying it out.

(5) The degree of control in the Cocoa Marketing Board, which limited the powers of the farmers’ representatives to control the vast reserves which are accumulating under the Board’s policy.

(6) The feeling that the Government had not formulated any plans for the future of industry and agriculture, and that, indeed, it was lukewarm about any development apart from production for export.

C. Social.

(1) The alleged slow development of educational facilities in spite of a growing demand, and the almost complete failure to provide any technical or vocational training.

(2) The shortage of housing, particularly in the towns, and the low standards of houses for Africans as compared with those provided for Europeans.

(3) The fear of wholesale alienation of tribal lands leaving a landless peasantry.

(4) Inadequacy of the legal powers of Government necessary to deal with speeches designed to arouse disorder and violence…

Glossary:

vocational: relating to a job or occupation

Scale Tool

This tool addresses the challenge of learning and writing about world history considering both time and space. According to Thomas Holt (1995), this is called “the levels problem” in which historical thinkers work to establish continuity at the individual level of human experience and at the level of society. In the article, “Challenges of Teaching and Learning World History,” Bob Bain argues that thinking of history on both temporal and spatial scales is necessary in order to avoid a fragmented approach to history. In other words, analyzing events in the past at multiple levels allows us to make important connections that might not be apparent if we do not make an effort to identify information and evidence that represent these particular scales.

This tool is designed to help you to address “the levels problem” by thinking about scale in clear steps:

- **Step 1: Contextualization**
- **Step 2: Spatial Scale** (individual, community/nation/region/world)
- **Step 3: Temporal Scale** (immediate/short-term/long-term)
- **Step 4: Historical Understanding** (assessing the effect and consequence of the event)

**Directions:** Consider the evidence analyzed throughout the unit in order to respond to the following question:

*How did ideology guide the movement for decolonization in Africa?*

<table>
<thead>
<tr>
<th>Step 1: Contextualization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of event:</td>
</tr>
<tr>
<td>Geographical location</td>
</tr>
<tr>
<td>Who were the key players?</td>
</tr>
<tr>
<td>What were the circumstances?</td>
</tr>
</tbody>
</table>
## Scale Tool

### Step 2: Evidence & Spatial Scale

<table>
<thead>
<tr>
<th>Individuals</th>
<th>Source:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source:</td>
<td></td>
</tr>
<tr>
<td>The Local Community / Nation</td>
<td>Source:</td>
</tr>
<tr>
<td>Source:</td>
<td></td>
</tr>
<tr>
<td>Regional (i.e., Europe, Southeast Asia)</td>
<td>Source:</td>
</tr>
<tr>
<td>Source:</td>
<td></td>
</tr>
<tr>
<td>The World</td>
<td>Source:</td>
</tr>
<tr>
<td>Source:</td>
<td></td>
</tr>
</tbody>
</table>

### Step 3: Evidence & Temporal Scale

Based on your reading of the primary and secondary sources, what were the causes of this event...? (Note: You can use different sources in each column or repeat sources, it's up to you.)

<table>
<thead>
<tr>
<th>Immediate</th>
<th>Short-Term</th>
<th>Long-Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source:</td>
<td>Source:</td>
<td>Source:</td>
</tr>
</tbody>
</table>

### Step 4: Historical Understanding

How does thinking with scale help us to better understand the role of ideology in efforts to decolonize former colonies in Africa?
# Language of Connections

<table>
<thead>
<tr>
<th>Verbs Used to Develop Connections</th>
<th>Nouns Used to Develop Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encountered</td>
<td>Guide</td>
</tr>
<tr>
<td>Proliferated</td>
<td>Usher</td>
</tr>
<tr>
<td>Introduced</td>
<td>Linked</td>
</tr>
<tr>
<td>Expanded</td>
<td>Contact</td>
</tr>
<tr>
<td>Spread</td>
<td>Access</td>
</tr>
<tr>
<td>Bridging</td>
<td>Expand</td>
</tr>
<tr>
<td>Migrated</td>
<td>Contract</td>
</tr>
<tr>
<td>Exchanged</td>
<td>Overlap</td>
</tr>
<tr>
<td>Transcend</td>
<td>Inaugurated</td>
</tr>
<tr>
<td>Bring together or brought together</td>
<td>Combine</td>
</tr>
<tr>
<td></td>
<td>Intensification</td>
</tr>
<tr>
<td></td>
<td>Network</td>
</tr>
<tr>
<td></td>
<td>Interdependence</td>
</tr>
<tr>
<td></td>
<td>System</td>
</tr>
<tr>
<td></td>
<td>Interconnection</td>
</tr>
<tr>
<td></td>
<td>Shift</td>
</tr>
<tr>
<td></td>
<td>Similarities</td>
</tr>
<tr>
<td></td>
<td>Pattern</td>
</tr>
<tr>
<td></td>
<td>Locus of power</td>
</tr>
<tr>
<td></td>
<td>Conduit</td>
</tr>
<tr>
<td></td>
<td>Routes</td>
</tr>
<tr>
<td></td>
<td>Trend</td>
</tr>
<tr>
<td></td>
<td>Exports/Imports</td>
</tr>
<tr>
<td></td>
<td>Point of origin</td>
</tr>
<tr>
<td></td>
<td>Migration</td>
</tr>
<tr>
<td></td>
<td>Integration</td>
</tr>
<tr>
<td></td>
<td>Boundaries</td>
</tr>
<tr>
<td></td>
<td>Relationship</td>
</tr>
<tr>
<td></td>
<td>Kinship</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Adjectives Used to Develop Connections</th>
<th>Continuity and Change Sentence Starters</th>
</tr>
</thead>
</table>
| Across                                 | Not until (Period or point in time) did (person, group, place A) develop _________ with (person, group, place B). This occurred as a result of _________.
| Transnational                         |                                           |
| Multinational                         |                                           |
| International                         |                                           |
| Interconnected                        |                                           |
| Regional                               |                                           |
| Transregional                         |                                           |
| Intercontinental                      |                                           |
| Mutual                                 |                                           |
| Reciprocal                             |                                           |
| Direct                                 | When _________ came to the attention of (person, group, place A) they developed _________ with (person, group, place B).
| Indirect                               |                                           |
| Cross-cultural                         | This _________ was located _________, whereas _________ was located _________ they developed a network that _________ because _________.
| Linked                                 |                                           |
| Long-distance                          |                                           |
| Expansive                              | The route that connected (person, group, place A) _________ with (person, group, place B) served as a conduit for the exchange of _________ and _________.
| Integrated                             | This was historically significant because _________.
| Multicultural                          |                                           |
| Kinship                                |                                           |

|                      | As relations between (person, group, place A) _________ and (person, group, place B) developed... |
Global History and Geography Regents: Part II

Name of Activity

Read and source two primary documents to understand the significance of a turning point in history

Resources/Materials

- Railroad Tracks in Britain map
- Description of Manchester

Activity

- Read and annotate Railroad Tracks in Britain map and Description of Manchester
- Answer the following questions:
  - Explain the historical circumstances that led to the developments occurring in Great Britain shown in Railroad Tracks in Britain map and the Description of Manchester
  - Define the term turning point.
  - Identify a turning point associated with the historical developments related to both Railroad Tracks in Britain map and Description of Manchester.
  - Explain why the historical developments associated with these documents are considered a turning point.

Extension

- Investigate the legacy of Industrial Revolution at History.com at the website: https://www.history.com/topics/industrial-revolution/industrial-revolution

Additional Resources

- Crash Course World History: https://thecrashcourse.tumblr.com/downloads/worldhistory2
Railroad Tracks in Britain

Maps.com Education Division

Railroads in Britain
Description of Manchester
by Friedrich Engels

The reading below is an excerpt from Friedrich Engels’ (1820–1895) The Conditions of the Working Class in England, published in German in 1844. Engels’ influential book was a collection of the newspaper articles he’d written (in German) for German-language papers in Berlin and Paris. The editor of the newspapers was his fellow German Karl Marx, and from this experience, Marx and Engels became lifelong friends. In 1849 they co-authored the world-famous Communist Manifesto. Today, the two men are considered the founders of Marxist philosophy and Communism. Engels was in Manchester working at his wealthy father’s textile business which spun cotton into spools of thread. It was Mary Burns, his English lover and companion for 30 years, who showed Engels around the worst Manchester working-class slums.

Primary Source:

The whole assemblage of buildings is commonly called Manchester, and contains about four hundred thousand inhabitants, rather more than less. The town itself is peculiarly built, so that a person may live in it for years, and go in and out daily without coming into contact with a working-people’s quarter or even with workers, that is, so long as he confines himself to his business or to pleasure walks. . . .

I may mention just here that the mills [factories] almost all adjoin the rivers or the different canals that ramify throughout the city, before I proceed at once to describe the labouring quarters. . . .

Here one is in an almost undisguised working-men’s quarter, for even the shops and beer houses hardly take the trouble to exhibit a trifling degree of cleanliness. But all this is nothing in comparison with the courts and lanes which lie behind, to which access can be gained only through covered passages, in which no two human beings can pass at the same time. Of the irregular cramming together of dwellings in ways which defy all rational plan, of the tangle in which they are crowded literally one upon the other, it is impossible to convey an idea. . . .

Right and left a multitude of covered passages lead from the main street into numerous courts, and he who turns in thither gets into a filth and disgusting grime, the equal of which is not to be found—especially in the courts which lead down to the Irk, and which contain unqualifiedly the most horrible dwellings which I

Glossary:

assemblage: collection
peculiarly: strangely; oddly
adjoin: next to
multitude: abundance

have yet beheld. In one of these courts there stands directly at the entrance, at the end of the covered passage, a privy without a door, so dirty that the inhabitants can pass into and out of the court only by passing through foul pools of stagnant urine and excrement. Below it on the river there are several tanneries which fill the whole neighbourhood with the stench of animal putrefaction. . . At the bottom flows, or rather stagnates, the Irk, a narrow, coal-black, foul-smelling stream, full of debris and refuse, which it deposits on the shallower right bank. . . .

Everywhere heaps of debris, refuse, and offal; standing pools for gutters, and a stench which alone would make it impossible for a human being in any degree civilised to live in such a district. . . . Passing along a rough bank, among stakes and washing-lines, one penetrates into this chaos of small one-storied, one-roomed huts, in most of which there is no artificial floor; kitchen, living and sleeping-room all in one. . . . Everywhere before the doors refuse and offal; that any sort of pavement lay underneath could not be seen but only felt, here and there, with the feet. This whole collection of cattle-sheds for human beings was surrounded on two sides by houses and a factory, and on the third by the river, and besides the narrow stair up the bank, a narrow doorway alone led out into another almost equally ill-built, ill-kept labyrinth of dwellings. . . .

Such is the Old Town of Manchester, and on re-reading my description, I am forced to admit that instead of being exaggerated, it is far from black enough to convey a true impression of the filth, ruin, and uninhabitableness, the defiance of all considerations of cleanliness, ventilation, and health which characterise the construction of this single district, containing at least twenty to thirty thousand inhabitants. And such a district exists in the heart of the second city of England, the first manufacturing city of the world. If any one wishes to see in how little space a human being can move, how little air—and such air!—he can breathe, how little of civilisation he may share and yet live, it is only necessary to travel hither. . . . Everything which here arouses horror and indignation is of recent origin, belongs to the industrial epoch.

**Glossary:**

- **stagnant**: not moving
- **tanneries**: place where animals are tanned
- **putrefaction**: decomposition of organic matter
- **industrial epoch**: a time period of great industrialization

Global History and Geography Regents: Part II

Objective

Read and source two primary documents to understand potential audience, bias, point of view, and/or purpose.

Resources/Materials

• A Vindication of the Rights of Women
• The Social Contract
• The Purpose of Government
• Sourcing Tool

Activity

• Read and annotate A Vindication of the Rights of Women, The Social Contract, and The Purpose of Government
• While reading the documents complete the Sourcing Tool for each document
• Answer the following questions:
  – Explain the historical circumstances that led John Locke and other political philosophers to develop political ideas such as those expressed in his The Purpose of Government.
  – Based on the text A Vindication of the Rights of Women, identify the point of view of Mary Wollstonecraft during the European enlightenment period.

Extension

• Investigate the legacy of John Locke at the John Locke Foundation at the website: https://www.johnlocke.org/about-john-locke/who-is-john-locke/

Additional Resources

• Brooklyn Museum: Mary Wollstonecraft: https://www.brooklynmuseum.org/eascfa/dinner_party/place_settings/mary_wollstonecraft
Mary Wollstonecraft (1759–1797) was an English philosopher and women’s rights advocate. Wollstonecraft became an influential figure of the European enlightenment period. Wollstonecraft is best known for her book A Vindication of the Rights of Woman written in 1792, in which she argues that women are not naturally inferior to men. Her views contradict those of most Enlightenment thinkers; especially Rousseau, who argues about the inferiority of women to men.

Primary Source:

Consider—I address you as a legislator—whether, when men contend for their freedom, and to be allowed to judge for themselves respecting their own happiness, it be not inconsistent and unjust to subjuge women, even though you firmly believe that you are acting in the manner best calculated to promote their happiness? Who made man the exclusive judge, if woman partake with him of the gift of reason?

But if women are to be excluded, without having a voice, from participation of the natural rights of mankind, prove first, to ward off the charge of injustice and inconsistency, that they want reason, else this flaw in your NEW CONSTITUTION will ever show that man must, in some shape, act like a tyrant, and tyranny, in whatever part of society it rears its brazen front, will ever undermine morality.

The adoption of this system of inequality never was the result of deliberation, or forethought, or any social ideas, or any notion whatever of what conduced to the benefit of humanity or the good order of society. It arose simply from the fact that from the very earliest twilight of human society, every woman (owing to the value attached to her by men, combined with her inferiority in muscular strength) was found in a state of bondage to some man...

Under whatever conditions, and within whatever limits, men are admitted to the suffrage, there is not a shadow of justification for not admitting women under the same...

Glossary:

subjuge: to bring under control; enslave

bondage: slavery

suffrage: right to vote

justification: logic or reason

Citation: Mary Wollstonecraft, “To M. Talleyrand-Périgord Late Bishop of Autun” in Vindication of the Rights of Woman (London: J. Johnson, 1792), n.p.
Jean Jacques Rousseau (1712–1778) was a French philosopher who was an influential figure in the Enlightenment. His political philosophy of social contract had a significant impact on the French Revolution. In this excerpt from On the Social Contract published in 1762, Rousseau argued that people are by nature good. However, to protect themselves from the evils of society, they must form an association whose goal is to protect the common good for all. In this regard, the common will supersedes the will of each individual.

Primary Source:
Man is born free and everywhere he is in chains...The problem is to find a form of association which will defend and protect with the whole common force the person and goods of each associate, and in which each, while uniting himself with all, may still obey himself alone, and remain as free as before.”

This is the fundamental problem of which the Social Contract provides the solution. The clauses of this contract...properly understood, may be reduced to one—the total alienation of each associate, together with all his rights, to the whole community; for... “each of us puts his person and all his power in common under the supreme direction of the general will, and, in our corporate capacity, we receive each member as an indivisible part of the whole...”

In order then that the social compact may not be an empty formula, it tacitly includes the undertaking, which alone can give force to the rest, that whoever refuses to obey the general will shall be compelled to do so by the whole body... the general will alone can direct the State according to the object for which it was instituted, i.e., the common good. . . .

Glossary:
Social Contract: agreement among members of society to cooperate for the benefits of all

tacitly: implied without being stated
compelled: forced

The Purpose of Government
by John Locke

John Locke (1633–1704) was an English philosopher who is best known for modern concept of government. It is argued that Locke’s writing, including Two Treatises of Government published anonymously in 1689, laid the framework for the Enlightenment. His ideas of government profoundly influenced the framers of the United States government. John Locke argued that in a state of nature people are born with certain inviolable rights that are life, liberty, and property. People are willing to form a social contract with a government for the preservation of their rights. He further argued that people hold the right to overthrow and change the government if it fails to preserve people’s rights.

Primary Source:

. . .Political power is that power, which every man having in the state of nature, has given up into the hands of the society, and therein to the governors, whom the society hath set over itself, with this express or tacit trust, that it shall be employed for their good, and the preservation of their property: now this power, which every man has in the state of nature, and which he parts with to the society...is to use such means, for the preserving of his own property...; and to punish the breach of the law of nature in others... this power...can have no other end or measure,

. . .when in the hands of the magistrate, but to preserve the members of that society in their lives, liberties, and possessions; and so cannot be an absolute, arbitrary power over their lives and fortunes... but a power to make laws, and annex such penalties to them... And this power has its original only from compact, and agreement, and the mutual consent of those who make up the community. . . .

These are the bounds...set to the legislative power: first, they are to govern by promulgated established laws...secondly, these laws also ought to be designed for no other end ultimately, but the good of the people. Thirdly, They must not raise taxes on the property of the people, without the consent of the people, given by themselves, or their deputies...Fourthly, The legislative neither must nor can transfer the power of making laws to anybody else, ...but where the people have...

The Purpose of Government continued

Whenever the legislators endeavor to take away, and destroy the property of the people, or to reduce them to slavery under arbitrary power, they put themselves into a state of war with the people...

Whencever therefore the legislative shall transgress this fundamental rule of society; and ...endeavor to grasp themselves, or put into the hands of any other, an absolute power over the lives, liberties, and estates of the people; by this breach of trust they forfeit the power the people had put into their hands... and it devolves to the people, who have a right to resume their original liberty, and, by the establishment of a new legislative, provide for their own safety and security, which is the end for which they are in society.

Glossary:

transgress: infringe upon

forfeit: lose or be deprived of

# Sourcing Tool

**STEP 1 and STEP 2: Title, Context, and Source**
Read the title and context and make connections to prior knowledge. This will provide clues that will be helpful when completing subsequent steps in the Tool.

<table>
<thead>
<tr>
<th>Title and Source:</th>
<th>Historical Context:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Format:</td>
<td></td>
</tr>
</tbody>
</table>

**STEP 3:** Read the document. While reading, continue to make inferences, ask questions, and make connections in the margins as annotations.

<table>
<thead>
<tr>
<th>Summarize the central idea(s) of the document in your own words.</th>
<th>Do you notice ideas or facts that support your observations from STEP 1 and 2? What are the connections?</th>
</tr>
</thead>
</table>

**STEP 4:** Re-read for deeper analysis with regard to author perspective, purpose, and bias.
Record your analysis.

<table>
<thead>
<tr>
<th>Perspective</th>
<th>Purpose</th>
<th>Bias</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
Global History and Geography Regents: Part III- 2 Day

Name of Activity

Read and annotate primary and secondary source documents in order to identify and evaluate an Enduring Issue.

Resources/Materials

- Enduring Issues Essay (Grade 10)
- Enduring Issues Tool
- Analyzing the Enduring Issue
- Outline for an Enduring Issues Essay

Activity

Day 1

- Read and annotate the prompt for the Part III -Enduring Issues Essay.
- Identify the expectation for this part of the Global History and Geography Regents Exam.
- Read the five documents from the January 2020 Part II Global History & Geography Regents Exam and complete Steps 1 and 2 of the Enduring Issues Tool.
- Answer the following questions using your notes from Steps 1 and Steps 2 in the Enduring Issues Tool.
  - What is your Enduring Issue?
  - Which documents best support your selected Enduring Issue?
  - What are the three examples of the Enduring Issue that are present in the three documents you selected?
  - What outside information fits the Enduring Issue?

Day 2

- Review your notes from Steps 1 and Steps 2 of the Enduring Issues Tool.
- Read Step 3 of the Enduring Issues Tool
- Organize the documents chronologically and complete the Analyzing the Enduring Issue graphic organizer.
- Write a paragraph answer the following question:
What makes your Enduring Issue significant? How can you prove its significance?

Extension
- Outline the Enduring Issues Essay using the *Outline for an Enduring Issues Essay*.
- Write the Enduring Issues Essay.

Additional Resources
- Regents Exam in Global History and Geography II (Grade 10) August 2019
Part III
(Question 35)
ENDURING ISSUES ESSAY

This question is based on the accompanying documents. The question is designed to test your ability to work with historical documents. Some of these documents have been edited for the purposes of this question. As you analyze the documents, take into account the source of each document and any point of view that may be presented in the document. Keep in mind that the language and images used in a document may reflect the historical context of the time in which it was created.

Directions: Read and analyze each of the five documents and write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Support your response with relevant facts, examples, and details based on your knowledge of social studies and evidence from the documents.

An enduring issue is a challenge or problem that has been debated or discussed across time. An enduring issue is one that many societies have attempted to address with varying degrees of success.

Task:

- Identify and define an enduring issue raised by this set of documents
- Argue why the issue you selected is significant and how it has endured across time

In your essay, be sure to
- Identify the enduring issue based on a historically accurate interpretation of at least three documents
- Define the issue using relevant evidence from at least three documents
- Argue that this is a significant issue that has endured by showing:
  - How the issue has affected people or has been affected by people
  - How the issue has continued to be an issue or has changed over time
- Include relevant outside information from your knowledge of social studies

In developing your answer to Part III, be sure to keep these explanations in mind:

Identify—means to put a name to or to name.

Define—means to explain features of a thing or concept so that it can be understood.

Argue—means to provide a series of statements that provide evidence and reasons to support a conclusion.
The Industrial Revolution began in England around 1750 and continued into the 19th century, bringing about significant changes in the British way of life. This excerpt is from an essay that explored themes from the temporary exhibition, at the Barber Institute of Fine Arts in 2008–2009 entitled “The Industrial Revolution and the changing face of Britain”.

The industrial and economic developments of the Industrial Revolution brought significant social changes. Industrialization resulted in an increase in population and the phenomenon of urbanization, as a growing number of people moved to urban centres in search of employment. Some individuals became very wealthy, but some lived in horrible conditions. A class of prosperous industrialists, ship owners and merchants dominated, accumulating great wealth, but at the same time the working classes had to live with minimum comforts in overcrowded environments. Children were sent to work in factories, where they were exploited and ill-treated; women experienced substantial changes in their lifestyle as they took jobs in domestic service and the textile industries, leaving the agricultural workforce and spending less time in the family home. This period also saw the creation of a middle class that enjoyed the benefits of the new prosperity. People started spending their free time entertaining themselves in theatres, concert halls and sports facilities or enjoying the countryside in long promenades [walks]. . . .

Source: Artemis Manolopoulou, ed., “The Industrial Revolution and the changing face of Britain,” An exhibition at the Barber Institute of Fine Arts, British Museum online
The country’s most recent [1993] approach to population issues focuses on the advancement of women economically, academically, and socially, as independent women are more likely to have small families. Indian public information campaigns are also working to counter favoritism for boys, a deeply ingrained tradition that drives couples to have more children.

Source: Lexi Krock, “Population Campaigns,” NOVA, PBS, posted April 20, 2004 (adapted)
On September 8, 2000, thirty years after receiving the Nobel Peace Prize for his work in food production and hunger relief, Laureate Norman Borlaug gave an anniversary lecture at the Norwegian Nobel Institute in Oslo. This is an excerpt from his lecture.

Norman Borlaug, 1970 Nobel Peace Prize Laureate, September 8, 2000

. . . I am now in my 56th year of continuous involvement in agricultural research and production in the low-income, food-deficit developing countries. I have worked with many colleagues, political leaders, and farmers to transform food production systems. Despite the successes of the Green Revolution, the battle to ensure food security for hundreds of millions of miserably poor people is far from won.

Mushrooming [fast-growing] populations, changing demographics* and inadequate poverty intervention programs have eaten up many of the gains of the Green Revolution. This is not to say that the Green Revolution is over. Increases in crop management productivity can be made all along the line – in tillage [land under cultivation], water use, fertilization, weed and pest control, and harvesting. However, for the genetic improvement of food crops to continue at a pace sufficient to meet the needs of the 8.3 billion people projected in 2025, both conventional breeding and biotechnology methodologies will be needed . . .

Had the world’s food supply been distributed evenly, it would have provided an adequate diet in 1998 (2,350 calories, principally from grain) for 6.8 billion people – about 900 million more than the actual population. However, had people in Third World countries attempted to obtain 70 percent of their calories from animal products – as in the USA, Canada, or EU [European Union] countries – only about half of the world population would be fed.

These statistics point out two key problems. The first is the complex task of producing sufficient quantities of the desired foods to satisfy needs, and to accomplish this Herculean [difficult] feat in environmentally and economically sustainable ways. The second task, equally or even more daunting, is to distribute food equitably. Poverty is the main impediment [obstacle] to equitable food distribution, which, in turn, is made more severe by rapid population growth . . . .

Source: Norman E. Borlaug, Nobel Prize online

* demographic: relating to the study of changes in population patterns
This passage discusses changing population patterns in Brazil and in the Amazon region.

...Some countries such as Brazil are seeing significant internal migration. Most countries, including Brazil, have seen significant migration from rural areas into cities. But in Brazil, millions of people are also moving into the Amazon region, a vast resource-rich rain forest drained by the largest river on Earth, the Amazon. These people and the companies they work for are in quest of valuable resources such as timber, gold, oil, and land that can be ranched or farmed. To exploit these resources means cutting down rain forest land and displacing rain forest peoples. . . .

The related demographic issue is that much of this land is not actually empty of human beings. Rather, indigenous peoples from many tribes live there. These Native Americans are mainly hunter-gatherers who rely on hunting game and gathering berries and other edible foods across large stretches of land. They migrate through these areas, rather than staying in fixed locations as agricultural peoples do. One of the indigenous rain forest groups is the Yanomami. According to current estimates, only about thirty thousand Yanomami remain in an area roughly three times the size of Switzerland around Brazil’s border with Venezuela. Their way of life is in serious jeopardy as they are being displaced by population pressures from outside their culture and traditional homelands. For example, about forty thousand independent gold miners have overwhelmed Yanomami territory in recent decades. The Brazilian government has worked with the Yanomami to preserve some land for indigenous peoples, much like the reservation system in the United States. . . .

Source: David Horsey, Hearst Newspapers, January 21, 2011
# Enduring Issues Tool

## Outline for an Enduring Issues Essay

**Introduction:**
- Identify the Enduring Issue
- Define EI.
- Provide contextual information that presents the three examples of the EI that are present in the documents
- Thesis: Argue for the Historical Significance of EI considering:
  - How the issue has affected people or been affected by people
  - How the issue has continued to be an issue or changed over time

**Body Paragraph 1:** Make a Claim about an example of the Enduring Issue found in your first document and one aspect of the Historical Significance that helps to establish and argue why your selected Enduring Issue is significant *(Importance –or– Profundity –or– Quantity –or– Durability)*
- Historical context about the topic
- Evidence from the *first document* selected that supports analysis of the *first aspect of historical significance*
- Discussion of why the issue is historically significant based on selected evidence
- Outside Evidence connected to the topic and the *first aspect of historical significance*
- Discussion of why this example of the EI—across evidence from the document and your outside information—is historically significant

**Body Paragraph 2:** Make a Claim about an example of the Enduring Issue found in the second document and one aspect of Historical Significance that helps to establish and argue why your selected Enduring Issue is significant *(Importance –or– Profundity –or– Quantity –or– Durability)*
- Historical context about the topic
- Evidence from the *second document* selected that supports analysis of the *second aspect of historical significance*
- Discussion of why the issue is historically significant based on selected evidence
- Evidence from Outside Information connected to the second example and the *second aspect of historical significance*
- Discussion of why this example of the EI—across evidence from the document and your outside information—is historically significant

**Body Paragraph 3:** Make a Claim about an example of the Enduring Issue found in your third document and one aspect of Historical Significance that helps to establish and argue why your selected Enduring Issue is significant *(Importance –or– Profundity –or– Quantity –or– Durability)*
- Historical context about the topic
- Evidence from the *third document* selected that supports analysis of the *third aspect of historical significance*
- Discussion of why the issue is historically significant based on selected evidence
- Outside Evidence connected to the topic and the selected criteria of historical significance
- Discussion of why this example of the EI—across evidence from the document and your outside information—is historically significant

**Conclusion:**
- Restate why the EI is significant and how the topics discussed prove that the issue has endured across time
- Identify and discuss one or two important *changes*
- Identify and discuss important *continuities* for the Enduring Issue
- Explain why this issue is *Relevant*
  - What is the relevance of the Enduring Issue to global history 1750–present? (be specific) and/or-
  - What is the relevance of the Enduring Issue to the world today? (be specific)
Enduring Issues Tool

Part III—Enduring Issues Essay Prompt
An Enduring Issue is a challenge or problem that has been debated or discussed across time. An Enduring Issue is one that many societies have attempted to address with varying degrees of success.

Task:
- Identify and define an enduring global issue raised by this set of documents.
- Using your knowledge of social studies and evidence from the documents, argue why the issue you selected is significant and how it has endured across time.

Guidelines:
- Identify the issue based on a historically accurate interpretation of at least three documents.
- Define the issue using evidence from at least three documents.
- Argue that this is a significant issue that has endured by showing:
  - How the issue has affected people or been affected by people.
  - How the issue has continued to be an issue or changed over time.
- Include outside information from your knowledge of social studies and evidence from the documents.

Step 1: Read and annotate the five documents, and for each:
- Identify the central idea(s) of the document.
- Note a minimum of two (2) potential Enduring Issues in the margin or at the bottom of each document.
- Brainstorm and note any outside information that you can connect to the document’s central idea(s).

Step 2: Weigh the evidence to select your three documents and identify the single most important Enduring Issue.
Consider three (3) factors to select your documents and the Enduring Issue for the essay that:
- You know best.
- You have the greatest amount of evidence in at least three (3) documents.
- Has Outside Information you can effectively connect to the Enduring Issue and to the documents.

Step 3: Re-read and analyze your three selected documents, for each:
- Organize the documents in chronological order.
- Identify the example of the Enduring Issue found in the document.
- Identify the evidence of the example from the document.
- Identify outside information (OI) and then establish the connection between the OI and the example from the document.
- Select the criteria and supporting evidence that illustrates the historical significance of the Enduring Issue based on the example and Outside Information.

Step 4: Evaluate continuity and change and relevance
- Identify the important changes in the Enduring Issue across the three documents (remember to keep them in chronological order).
- Assess the ways in which the EI has continued (continuity) over time.
- Assess the relevance of the Enduring Issue to global history from 1750–present or to the world today.

Step 5: Define the Enduring Issue and state an argument for its historical significance
- Use aspects of an extended definition and information from the documents to state a definition of the EI you selected.
- Synthesize the criteria for the historical significance for each topic to develop an argument about the significance of the Enduring Issue.

Step 6: Write the essay
- Use Step 5 for your Introduction.
- Step 3 frames each Body Paragraph—Use the Historical Paragraph Structure for each BP.
- Step 4 frames your Conclusion.
Analyzing the Enduring Issue
Civics for All: Activism and The Vietnam War

Objective

Analyze documents in support of or opposition to the Vietnam War to consider different organizing strategies.

Resources/Materials

- John F. Kennedy Pendergrass Letters
- “Lazy-Dog” Bomb Text Excerpt
- Vietnam Document Set
  - Protest this anti-democratic war poster
  - Support Our Men in Vietnam poster
- Image/Document Study Worksheet

Activity

- Read and annotate the John F. Kennedy Pendergrass Letters.
- Record your responses to the following questions:
  - Why does Bobbie Lou Pendergrass write this letter? What is she concerned about?
  - What is Kennedy’s response?
  - What does this exchange reveal about attitudes toward the Vietnam War?
- Read the citation for “Lazy-Dog” Bomb Text Excerpt and answer the following questions:
  - Where is this excerpt from?
  - When was it published?
  - What might the title of this text tell us about attitudes toward the Vietnam War?
  - What strategy did the author use to raise awareness about this issue?
  - Do you think this is an effective strategy? Why or why not?
- Examine the Protest this anti-democratic war poster and Support Our Men in Vietnam poster and complete the Image/Document Study Worksheet for each document.
Civics for All: Activism and The Vietnam War

- Keep in mind the context for the Support our Men in Vietnam poster as you complete the worksheet which was that not everybody opposed the war. On May 13, 1967, a “Support Our Men” parade was held and an estimated 70,000 to 125,000 people participated. Thousands more watched from the sidelines. Among the marchers were veterans and union members, off-duty police officers, members of anticomunist organizations, and others. Many carried signs like the Support Our Men in Vietnam poster. The photo comes from the Hard Hat Demonstration in 1970, led by construction workers, which was a rally in support of troops that turned into a violent riot.

- Summarize in a paragraph the following:
  - What protest strategies were identified in the resources?
  - What is effective about these strategies?
  - What is ineffective about these strategies?
  - Do you find one strategy more effective than the other? Why?
  - If you lived in 1960s, which strategy would you use to express your feelings about the Vietnam War? Why?

Extension

- To learn more about the legacy of the Vietnam War click on the following link:
  - History Channel: Vietnam War [https://www.history.com/topics/vietnam-war/vietnam-war-history](https://www.history.com/topics/vietnam-war/vietnam-war-history)

Additional Resources

- Time: ‘Who is the enemy here?’ The Vietnam war pictures that moved them most: [https://time.com/vietnam-photos/](https://time.com/vietnam-photos/)
- National Archives: Vietnam War: [https://www.archives.gov/research/vietnam-war](https://www.archives.gov/research/vietnam-war)
Dear President Kennedy,

My brother, Specialist James Delmas McAndrew, was one of the seven crew members killed on January 11 in a Viet Nam helicopter crash.

[My older brothers fought in World War II.] During those war years and even all during the Korean conflict we worried about all of them—but that was all very different. They were wars that our country were fighting, and everyone here knew that our sons and brothers were giving their lives for their country.

I can’t help but feel that giving one’s life for one’s country is one thing, but being sent to a country where half our country never even heard of and being shot at without even a chance to shoot back is another thing altogether!

Please, I’m only a housewife who doesn’t even claim to know all about the international situation—but we have felt so bitter over this—can the small number of our boys over in Vietnam possibly be doing enough good to justify the awful number of casualties? It seems to me that if we are going to have our boys over there, then we should send enough to have a chance—or else stay home. Those fellows are just sitting ducks in those darn helicopters. If a war is worth fighting—isn’t it worth fighting to win?

Very sincerely,

Bobbie Lou Pendergrass
Dear Mrs. Pendergrass,

The questions which you posed in your letter can, I believe, best be answered by realizing why your brother – and other American men – went to Viet Nam in the first place. . . .

Americans are in Viet Nam because we have determined that this country must not fall under Communist domination. Ever since Viet Nam was divided, the Viet Namese have fought valiantly to maintain their independence in the face of the continuing threat from the North. Shortly after the division eight years ago it became apparent that they could not be successful in their defense without extensive assistance from other nations of the Free World community. . . .

If Viet Nam should fall, it will indicate to the people of Southeast Asia that complete Communist domination of their part of the world is almost inevitable. Your brother was in Viet Nam because the threat to the Viet Namese people is, in the long run, a threat to the Free world community, and ultimately a threat to us also. For when freedom is destroyed in one country, it is threatened throughout the world. . . .

I believe if you can see this as he must have seen it, you will believe as he must have believed, that he did not die in vain. Forty-five American soldiers, including your brother, have given their lives in Viet Nam. In their sacrifice they have earned the eternal gratitude of this Nation and other free men throughout the world. . . .

Sincerely,

John F. Kennedy
I arrived in Hanoi on February 21, 1966, and travelled in five provinces under heavy bombardment. . . . I saw the result of 650 sorties per week, bombs of 1,000 pounds, napalm, phosphorous and a fiendish weapon known as the “lazy dog”. . . . A “lazy dog” is a grenade-like bomb containing 250 slivers of razor-sharp steel. There are forty such bombs in a cylinder; 10,000 pieces of steel in a sudden storm of hail, lacerating anyone exposed or seeking shelter from the half-ton bombs. The “lazy dog” has been dropped continuously on the most heavily populated areas of North Vietnam.

— Bertrand Russell

Resource 128
WHY
ARE WE
BURNING,
TORTURING,
KILLING
THE PEOPLE
OF
VIETNAM?

...TO PREVENT FREE ELECTIONS

PROTEST
this anti-democratic war

WRITE
President Lyndon B. Johnson,
The White House, Washington, D.C.

GET THE STRAIGHT FACTS
WRITE
Students for a Democratic Society
119 Fifth Avenue, New York, N.Y. 10003

This 18-year-old girl was burned by napalm bombs.
Attention: ALL I.L.A. MEMBERS

IT’S YOUR FLAG THEY BURNED
IT’S YOUR COUNTRY THEY DENOUNCED
IT’S YOUR SERVICEMEN IN VIETNAM THEY VILIFIED

NOW IT’S YOUR TURN TO MARCH

"SUPPORT OUR MEN IN VIETNAM"

SATURDAY, MAY 13, 1967 - 11 A.M.

I.L.A. Assemble Area: E. 95th St. & Lexington Avenue

PARADE HEADQUARTERS

I.L.A. • 17 Battery Place, New York, N.Y. 10004 • HA5-1200
# Image/Document Study Worksheet

**Topic:** 

<table>
<thead>
<tr>
<th>Part 1: Image Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Examine the citation for the image and record the following information:</td>
</tr>
<tr>
<td>Title: ____________________________</td>
</tr>
<tr>
<td>Artist: __________________________</td>
</tr>
<tr>
<td>Date: ____________________________</td>
</tr>
<tr>
<td>2. Examine the image and list at least three interesting details you found:</td>
</tr>
<tr>
<td>3. What does this image tell you about the topic?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 2: Document Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Examine the citation for the image and record the following information:</td>
</tr>
<tr>
<td>2. Summarize the document:</td>
</tr>
<tr>
<td>3. What does this document reveal about the topic?</td>
</tr>
</tbody>
</table>

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Part 4: Reflection Questions

1. How does the image relate to the document?

2.

3.

4.
Civics for All: Philosophical Foundations of the U.S. Constitution

Objective
Analyze the intellectual influences on the philosophical ideas expressed in the United States Constitution.

Resources/Materials
Enlightenment Thinker Cards
Excerpts from the United States Constitution
Note Catcher—Making Connections

Activity
• Read and annotate each of the clauses of the Preamble to the United States Constitution:
  – “We the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.”
    ▪ Preamble to the United States Constitution
• Record the meaning of each phrase of the Preamble to the United States Constitution.
• Read the ideas/tenants for each of the Enlightenment Thinker Cards and note connections from these ideas to how they may have influenced the creation of this part of the US Constitution. Not all of the thinkers in the cards have ideas that influenced the Preamble.
• Read and annotate Excerpts from the United States Constitution. Complete the Note Catcher – Making Connections.
  – Make sure to explain in the Note Catcher how and why thinkers from the Enlightenment connect to each different excerpts from the United States Constitution.

Extension
• Create a well-developed paragraph answering the following questions:
  – Which Enlightenment thinker had the greatest influence to the U.S. Constitution?
  – Which Enlightenment thinkers’ ideas are more indirectly connected or not reflected in the U.S. Constitution? Why do you think that is?
Civics for All: Philosophical Foundations of the U.S. Constitution

Additional Resources

- History Channel: Enlightenment: [https://www.history.com/topics/british-history/enlightenment](https://www.history.com/topics/british-history/enlightenment)
<table>
<thead>
<tr>
<th>Enlightenment Thinker Cards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>John Locke</strong></td>
</tr>
<tr>
<td>(1632–1704)</td>
</tr>
<tr>
<td>John Locke</td>
</tr>
<tr>
<td>“. . .being all equal and independent, no one ought to harm another in his life, health, liberty, or possessions.”</td>
</tr>
<tr>
<td>• Wrote <em>Two Treatises of Government</em> in which he argued that men are by nature free and equal</td>
</tr>
<tr>
<td>• “Natural Rights”—all men have the right to life, liberty, and property</td>
</tr>
<tr>
<td>• Utilizes Rousseau’s “social contract” to justify that the government exists at the whim of the people and the government derives its authority from the people</td>
</tr>
</tbody>
</table>

**Citations:**
# Enlightenment Thinker Cards

<table>
<thead>
<tr>
<th>Francois-Marie Arouet (Voltaire)</th>
<th>Francois-Marie Arouet (Voltaire) (1694–1778)</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Voltaire Portrait" /></td>
<td>“Man is free at the instant he wants to be.”</td>
</tr>
<tr>
<td>• Belief in “enlightened despotism,” which did not favor any form of government, but rather focused on rational, reasoned goals</td>
<td></td>
</tr>
<tr>
<td>• Fervent believer in freedoms of speech and religion</td>
<td></td>
</tr>
<tr>
<td>• Citizens accused of a crime should face a fair trial</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Olaudah Equiano</th>
<th>Olaudah Equiano (1745–1797)</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image2" alt="Equiano Portrait" /></td>
<td>“Is it not enough that we are torn from our country and friends, to toil for your luxury and lust of gain? Must every tender feeling be likewise sacrificed to your avarice?”</td>
</tr>
<tr>
<td>• Published an autobiography recounting his experience as a slave</td>
<td></td>
</tr>
<tr>
<td>• Because his ideas about equality refer-ence enslaved people, they are more universal than those of John Locke</td>
<td></td>
</tr>
<tr>
<td>• Writing demonstrated the humanity of enslaved people and the inhumanity of slavery</td>
<td></td>
</tr>
<tr>
<td>• Advocated the abolition of slavery and the slave trade</td>
<td></td>
</tr>
</tbody>
</table>

**Citations:**
### Enlightenment Thinker Cards

<table>
<thead>
<tr>
<th>Jean-Jacques Rousseau (1712–1778)</th>
<th>Thomas Hobbes (1588–1679)</th>
</tr>
</thead>
<tbody>
<tr>
<td>“To renounce liberty is to renounce being a man, to surrender the rights of humanity and even its duties.”</td>
<td>“. . . wherein men live without other security. . . [there is] continual fear, and danger of violent death; And the life of man [is] solitary, poor, nasty, brutish, and short.”</td>
</tr>
<tr>
<td>- Man, by nature, is good and innocent (and is corrupted by civilization); man is a blank slate or a “tabula rasa”</td>
<td>- Humans have no capacity for self-government, so a strong central government is necessary</td>
</tr>
<tr>
<td>- Government’s authority may come from God, but its job is to wield its power to protect the people</td>
<td>- Citizens turn over their freedoms of action to government in return for protection, order, and advantages of law and civil rights</td>
</tr>
<tr>
<td>- Theorized a “social contract,” which was essentially an agreement between the citizens and government, and if the monarch broke the contract, he/she could be overthrown</td>
<td>- Questioning the government was inherently dangerous because it could open the door to chaos and revolution</td>
</tr>
</tbody>
</table>

## Enlightenment Thinker Cards

<table>
<thead>
<tr>
<th>Adam Smith</th>
<th>Adam Smith (1723–1790)</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Civil government, so far as it is instituted for the security of property, is in reality instituted for the defence of the rich against the poor, or of those who have some property against those who have none at all.&quot;</td>
<td></td>
</tr>
<tr>
<td>• Wrote <em>Wealth of Nations</em>, which idealizes limited government involvement in a so-called free market economic system where everyone has a chance</td>
<td></td>
</tr>
<tr>
<td>• Belief in “laissez-faire” system, in which an “invisible hand,” dictated by people’s supply and demand habits would mean that the government should play no role in the economy.</td>
<td></td>
</tr>
<tr>
<td>• Individuals labor for themselves, which in turn benefits all of society</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Olympe de Gouges</th>
<th>Olympe de Gouges (1748–1793)</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Women, wake up…recognize your rights</td>
<td></td>
</tr>
<tr>
<td>• Wrote <em>Declaration of the Rights of Woman and of the [Female] Citizen</em>, which she hoped would bring attention to feminist concerns</td>
<td></td>
</tr>
<tr>
<td>• One of the first women political activists to fight for equal rights</td>
<td></td>
</tr>
<tr>
<td>• Executed during the French Revolution for her writings that focused on beliefs about government and the role of women</td>
<td></td>
</tr>
<tr>
<td>• Individuals labor for themselves, which in turn benefits all of society</td>
<td></td>
</tr>
</tbody>
</table>

Excerpts from the United States Constitution

Article I: Section 1
All legislative Powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

Article I: Section 4
The Times, Places and Manner of holding Elections for Senators and Representatives, shall be prescribed in each State by the Legislature thereof; but the Congress may at any time by Law make or alter such Regulations, except as to the Places of choosing Senators.

Article II: Section 1
The executive Power shall be vested in a President of the United States of America. He shall hold his Office during the Term of four Years, and, together with the Vice President, chosen for the same Term, be elected.

Article II: Section 4
The President, Vice President and all civil Officers of the United States, shall be removed from Office on Impeachment for, and Conviction of, Treason, Bribery, or other high Crimes and Misdemeanors.

Article III: Section 1
The judicial Power of the United States shall be vested in one supreme Court, and in such inferior Courts as the Congress may from time to time ordain and establish. The Judges, both of the supreme and inferior Courts, shall hold their Offices during good Behavior, and shall, at stated Times, receive for their Services, a Compensation, which shall not be diminished during their Continuance in Office.

Article III: Section 2
The Trial of all Crimes, except in Cases of Impeachment, shall be by Jury; and such Trial shall be held in the State where the said Crimes shall have been committed; but when not committed within any State, the Trial shall be at such Place or Places as the Congress may by Law have directed.

Article VI
The Senators and Representatives before mentioned, and the Members of the several State Legislatures, and all executive and judicial Officers, both of the United States and of the several States, shall be bound by Oath or Affirmation, to support this Constitution; but no religious Test shall ever be required as a Qualification to any Office or public Trust under the United States.

# Note Catcher—Making Connections

*Directions: as you analyze each excerpt from the United States Constitution, decide which Enlightenment thinker best matches to the concepts in the excerpt, and justify your choice.*

<table>
<thead>
<tr>
<th>Excerpt</th>
<th>Concept(s)</th>
<th>Enlightenment Thinker</th>
<th>Provide evidence/reasoning for your choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Article I: Section 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Article I: Section 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Article II: Section 1</td>
<td></td>
<td></td>
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<tr>
<td>Article II: Section 4</td>
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<tr>
<td>Article III: Section 1</td>
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<td>Article III: Section 2</td>
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<tr>
<td>Article VI</td>
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</table>
Hidden Voices: A.J. Gogia

Objective

Consider how migration has been a significant enduring issue through the history of one individual, A.J. Gogia, who immigrated to the United States from India.

Resources/Materials

- Driving the Immigrant Economy
- Taxi Driver Place of Birth, 2016
- Analyze a Map worksheet

Activity

- Brainstorm what you know about the global migration in world history. Consider the way that migration and immigration has influenced the history of New York City.
- Read Driving the Immigrant Economy think about the following questions as you read:
  - How does the immigrant experience in New York City in the late 19th and early 20th centuries compare to the experience of Gogia’s students?
  - Why is the taxi industry essential to both New York City and its immigrant workforce?
  - How do the demographics of Gogia’s students relate to the demographics of New York City?
  - How is A.J. Gogia’s story representative of the history of migration in global history?
- Analyze Taxi Driver Place of Birth, 2016 completing the Analyze a Map worksheet.
- Answer the following questions using notes in your Analyze a Map worksheets.
  - What does each color in the map key represent?
  - This graphic shows the top five places of birth for New York City Taxi Drivers. As Gogia states, most of his students are immigrants to the United States. How might these numbers compare to nationwide immigration trends?
  - What evidence does this map provide for why migration and immigration have been enduring issues in global history?
- Write a paragraph about how the history of A.J. Gogia is an example of how migration is an enduring issue in global history citing evidence from the reading, Driving the Immigrant Economy, and the maps, Taxi Driver Place of Birth.
Hidden Voices: A.J. Gogia

Extension

- Identify hidden voices who provides evidence about the significance of migration and immigration as an enduring issue in history. Research and find a reliable and accurate article online that provides historical background information on your selected historical figure. Then find a primary sources connected to the individual. Use the resources to determine why their hidden voice is historically significant.

Additional Resources

Driving the Immigrant Economy
by Museum of the City of New York

A.J. Gogia is an immigrant who moved from India to New York City. He drove a cab as a student at Hunter College and then opened school to help would-be cabbies to pass the Taxi and Limousine Commission’s test for a yellow cab license. Despite the large banner adjacent to the school, Gogia’s classroom is somewhat hidden. Nevertheless, he has a large following among past, current, and aspiring students.

Tertiary Source:

Driving a cab provides a key opportunity for newcomers to New York. For over 20 years, with a charismatic teaching style and fluency in multiple languages, A.J. Gogia has been preparing would-be cab drivers to drive the streets of New York City. His works supports an industry that is essential to both the city and its immigrant workforce.

A.J. Gogia immigrated to New York from India as a teenager and drove a cab while training to be a teacher at Hunter College. In 1993, he put his education to work teaching drivers hoping to pass the Taxi and Limousine Commission’s test for a yellow cab license. He opened his own school in 2004, preparing would-be cabbies for the navigational, cultural, and linguistic hurdles that await them.

Driving a cab has long been a first job for immigrants: in 2011 the typical New York City cab driver was a 34-year-old man from South Asia (India, Pakistan, Bangladesh), Haiti, Egypt, West Africa, or the former Soviet Union, working 10–12-hour shifts, 6 days per week and earning around $27,000 per year. Around 90% of all drivers are immigrants and among them they speak more than 60 languages.

Although the emphasis on the taxi driver exam has shifted away from geography, Gogia’s drivers have traditionally been prepared to face the complex geography and vast array of landmarks across the five boroughs. With tough practice quizzes and detailed map transcriptions, drivers learn facts that would mystify many locals. While the official taxi test is multiple choice, Gogia’s study materials test students on details of the city’s landscape. Maps of major roadways and connections are key. In class, students are asked to draw their own versions of these maps. The content is not limited to Manhattan and its connections.

Citation: Museum of the City of New York, “A.J. Gogia,” Adapted from the New York at Its Core exhibition at the Museum of the City of New York, Hidden Voices (New York: New York City, 2018), 134-135.
Driving the Immigrant Economy

For entrepreneurs like A.J. Gogia, new factors like Uber and the advent of outer-borough “green” cabs have boosted business: all professional drivers in New York must take the city’s test. While the advent of GPS has shifted the focus to driving regulations, business is booming for Gogia. He trains new drivers every week, preparing his fellow immigrants for the complex job of driving in New York.

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Learn at Home:
Social Studies Resources for Families

Taxi Driver Place of Birth, 2016

**Citation:** Taxi Driver Place of Birth, 2016. Data from 2016 TLC Factbook, 12. New York: New York City Taxi & Limousine Commission.
Analyze a Map

Meet the map.

What is the title? Is there a scale and compass?

What is in the legend?

Type (check all that apply):
- Political
- Exploration
- Land Use
- Census
- Topographic/Physical
- Survey
- Transportation
- Other
- Aerial/Satellite
- Natural Resource
- Military
- Relief (Shaded or Raised)
- Planning
- Population/ Settlement

Observe its parts.

What place or places are shown?

What is labeled?

If there are symbols or colors, what do they stand for?

Who made it?

When is it from?

Try to make sense of it.

What was happening at the time in history this map was made?

Why was it created? List evidence from the map or your knowledge about the mapmaker that led you to your conclusion.

Write one sentence summarizing this map.

How does it compare to a current map of the same place?

Use it as historical evidence.

What did you find out from this map that you might not learn anywhere else?

What other documents or historical evidence are you going to use to help you understand this event or topic?

Materials created by the National Archives and Records Administration are in the public domain.

Citation: National Archives, Docs Teach, https://www.archives.gov/files/education/lessons/worksheets/map_analysis_worksheet.pdf.
Hidden Voices: Kahlil Gibran

Objective

Consider how immigration has been a significant enduring issue through the history of one individual, Kahlil Gibran.

Resources/Materials

- A Prophet in New York
- Photograph of the Pen League

Activity

- Brainstorm a response to the following question, “What do you know about immigration to New York and around the world post World War I?”
- Read A prophet in New York think about the following questions as you read identify textual evidence for the following questions:
  - In what ways did the social conditions that characterized post-WWI New York City inform Kahlil Gibran’s work?
  - Does the story of Kahlil Gibran support the idea that there is one America or many? Explain.
  - How did Gibran’s fusion of Eastern traditions and Western style contribute to his popularity in the United States? In other nations?
  - Would Gibran’s writing be considered political activism?
- Analyze the Photograph of the Pen League and respond to the following questions:
  - How did the Pen League’s mission of wanting to introduce more Western ideas and styles into Arabic prose and poetry reflect the social and political changes in the Roaring Twenties?
  - Why did the members of the Pen League work to combine the styles and traditions of the East and the West?
  - During his tenure as the leader of the Pen League, Gibran was quoted as saying “The Spirit of the West is a friend if we can take from it what we need, but becomes an enemy if we have to accommodate it and bend ourselves to it.” What do you think he meant by this?
  - How does the work of the Pen League reflect the cultural experience of Gibran growing up in America?
Hidden Voices: Kahlil Gibran

– Do you think this is an effective strategy? Why or why not?

• Write a paragraph about how the history of immigration is an example of an enduring issue in global history citing evidence from the reading, *A Prophet in New York*, and the *Photograph of the Pen League*.

Additional Resources

Lebanese immigrant Kahlil Gibran (1883–1931), a writer and artist who moved to New York from Boston in 1911, became the third best-selling poet of all time. Gibran’s career embodies the promise of cross-fertilization of Middle Eastern and American culture. This encounter was made possible in New York in the early 1900s in the nation’s first Arab-American community, which Gibran would soon join.

Gibran combined the traditions of Arabic poetry with Western styles and ideas. His most famous book, *The Prophet* (1923), still sells thousands of copies a week around the world, particularly in the United States, and his essays and poems are considered classics in the Arabic-speaking world. In his art, poetry, and prose he reinvented his own image. As an author, a painter, and a political activist, Gibran sought to harmonize East and West.

Between 1890 and 1914, at least 60,000 Arabic-speaking people from the Ottoman province of Syria migrated to America. Some of them settled in lower Manhattan along Washington Street, forming a neighborhood that came to be called “Little Syria.” Perhaps most importantly, beginning in the 1890s, Little Syria became the home of the early Arab-American press, with magazines and newspapers giving a forum to Syrians’ views and experiences in both English and Arabic.
In 1911, 28-year old Kahlil Gibran moved to New York, the center of America’s Arabic press. He hoped for his writing to bridge East and West, urging all Americans to live more reflective, spiritual lives. He wrote to a friend, “Westerners are weary of the phantoms of their souls and tired of themselves. They will hang onto anything exotic and extraordinary, especially if it comes from the East.”

Gibran was amazed by New York’s dynamism and opportunities and its contrast with Boston. In his words, “I run through the streets of this gigantic city, and shadows run after me… New York is not the place where one finds rest.” Gibran moved to the 10th St. Studio Building in Greenwich Village; he lived there for the next 20 years. He relished life in the Village: “I have simply found myself…. my heart burns and I love it.” Despite his shyness, in New York Gibran met international luminaries, including one of his idols, William Butler Yeats. At times, Gibran found New York and its social pressures overwhelming. He sought refuge in New York’s Central Park, sketching, writing, and “avoiding the faces of the people as much as possible.”

Through the 1910s, Gibran wrote innovative free-verse poetry in Arabic and one of the first Arabic prose novels, Broken Wings, which advocated for greater freedom for women. He was also a civic leader, organizing societies that supported independence for Syria and provided relief for Lebanese famine victims and refugees during World War I.

Gibran and many of his Syrian friends felt that Arabic literature was stifled by devotion to old ideas and poetic forms. In New York in 1920 Gibran hosted the first meeting of Ar-rabitatul Qalamiyat, or the “Pen League,” a group of Arab-American writers who wanted to introduce more modern and Western ideas and styles into Arabic.

Gibran led meetings of the League until his death in 1931. He wrote to fellow Syrians, “The Spirit of the West is a friend if we can take from it what we need, but becomes an enemy if we have to accommodate it and bend ourselves to it.”

In 1918, Gibran also began writing books in English. The first of them, The Madman, is a collection of prose poems set within a narrative frame, fusing the Arabic tradition of short philosophical poems with the Western genre of the novel. His third English-language book, The Prophet (1923), is similar, and it became an international bestseller.

Over the course of his life in New York, Gibran became a part of New York’s artistic and political scene. The tremendous success of The Prophet vaulted him to international fame in the 1920s, introducing him to an even wider range of notables.

In 1925, Gibran joined the board of New Orient magazine along with the English pacifist philosopher Bertrand Russell. Also on the board of New Orient was Mohandas Gandhi, who like Gibran sought to
fuse Eastern and Western philosophies. Gibran met many international celebrities, such as the glamorous actress Sarah Bernhardt, and painted their portraits. In the 1920s, Gibran often visited the Roosevelt family at their summer house in Mohawk, NY.

Gibran’s Arabic writings and the success of *The Prophet* and later books in English such as *Jesus, the Son of Man* made him a celebrity among Syrian-Americans and his countrymen in Lebanon. Gibran died in his studio as a result of cirrhosis in 1931. He left his future royalties to the town of Bsharri, where his remains were sent for burial. Beyond the popularity of *The Prophet*, Gibran’s impact continues to be felt in both the Arab world and the West. Gibran’s unique career and body of work continue to connect East and West on a deeper level than any artist since. The monastery of Mar-Sarkis, the site of Gibran’s tomb, now also contains a museum of his life and work. Gibran’s art can be seen in museums ranging from Lebanon to Mexico City to Savannah, Georgia. Gibran remains a voice for religious harmony; he once wrote that he held Jesus in half his bosom and Muhammad in the other. President Kennedy was just one of the orators who have echoed Gibran’s poetry (“ask not what your country can do for you”).

*Source: Adapted from the New York at Its Core exhibition at the Museum of the City of New York*
Gibran and his Syrian friends sought to introduce a more romantic style of prose and poetry into the traditional, rigid poetic Arabic forms. Favoring themes of alienation, disruption, and lost rural beauty and security in a modernizing world, Gibran wrote in a simple and direct style that was a revelation and an inspiration.