

Independent Practice

- **Note Taking** Have students fill in the concept web with details on how the Nazis and the Japanese military treated people under their occupation.

 **Reading and Note Taking**
Study Guide, p. 265

- **Primary Source** To further explore the life of Jewish people in occupied Europe, have students read the excerpt from *The Diary of A Young Girl* by Anne Frank and complete the worksheet.

 **Teaching Resources, Unit 6, p. 73**

- **Link to Literature** To help students develop a deeper understanding of the gruesome reality of the Final Solution, have students read the excerpt from Elie Wiesel's *Night* and complete the worksheet.

 **Teaching Resources, Unit 6, p. 74**

Monitor Progress

As students complete their concept webs, circulate to make sure they understand how the Nazi and Japanese forces treated people under their power during World War II. For a completed version of the concept web, see

 **Note Taking Transparencies, 185B**

The Japanese in China

Since 1937, the Japanese had been trying to expand into Asia by taking over China. Although the Japanese occupied much of Eastern China, the Chinese refused to surrender. The occupying Japanese treated the Chinese brutally. Below, Japanese soldiers load Chinese civilians onto trucks to take them to an execution ground during the sacking of Nanjing in 1937.



The Nazis Commit Genocide At the same time, Hitler pursued a vicious program to kill all people he judged “racially inferior,” particularly Europe’s Jews. The Nazis also targeted other groups who did not meet the Aryan racial ideal, including Slavs, Romas (Gypsies), homosexuals, and the disabled. Political and religious leaders who spoke out against Nazism also suffered abuse. Starting in 1939, the Nazis forced Jews in Poland and other countries to live in ghettos, or sections of cities where Jewish people were confined. Many died from starvation, disease, overwork, and the harsh elements. By 1941, however, German leaders had devised plans for the “Final Solution of the Jewish problem”—the genocide of all European Jews.

To accomplish this goal, Hitler had six special “death camps” built in Poland. The Nazis shipped “undesirables” from all over occupied Europe to the camps. There, Nazi engineers designed the most efficient means of killing millions of men, women, and children.

As the prisoners reached the camps, they were stripped of their clothes and valuables. Their heads were shaved. Guards separated men from women and children from their parents. The young, elderly, and sick were targeted for immediate killing. Within a few days, they were herded into “shower rooms” and gassed. The Nazis worked others to death or used them for perverse “medical” experiments. By 1945, the Nazis had massacred some six million Jews in what became known as the **Holocaust**. Nearly six million other people were killed as well.

Jewish people resisted the Nazis even though they knew their efforts could not succeed. In July 1942, the Nazis began sending Polish Jews from the Warsaw ghetto to the Treblinka death camp at a rate of about 5,000 per day. In the spring of 1943, knowing that their situation was hopeless, the Jews took over the ghetto and used a small collection of guns and homemade bombs to damage the Nazi forces as much as possible. On May 16, the Nazis regained control of the ghetto and eliminated the remaining Warsaw Jews. Still, their courage has inspired many over the years.

In some cases, friends, neighbors, or strangers protected Jews. Italian peasants hid Jews in their villages. Denmark and Bulgaria saved almost

History Background

Resisting Nazi Rule Across Europe, ordinary citizens resisted Nazi rule by hiding Jewish people or helping them escape to find safety. In Denmark, where few German troops were stationed, the Danish people smuggled almost all of the country’s Jews to the safety of Sweden. Another pocket of resistance was Le Chambon, in Vichy France, where villagers provided a safe haven for 5,000 Jews.

Even in the death camps themselves, some Jews fought back. In October 1944, for example, a group of Jews in the Auschwitz death camp destroyed one of the gas chambers. The rebels were all killed. One woman, Rosa Robotka, was tortured for days before she was hanged. “Be strong and have courage,” she called out to the camp inmates whom the Nazis forced to watch her execution.

all their Jewish populations. Many people, however, pretended not to notice what was happening. Some even became collaborators and cooperated with the Nazis. In France, the Vichy government helped ship thousands of Jewish people to their deaths. Strict immigration policies in many Western countries as well as conscious efforts to block Jewish immigration prevented many Jews from gaining refuge elsewhere.

The scale and savagery of the Holocaust are unequalled in history. The Nazis deliberately set out to destroy the Jews for no reason other than their religious and ethnic heritage. Today, the record of that slaughter is a vivid reminder of the monstrous results of racism and intolerance.

Japan's Brutal Conquest Japanese forces took control across Asia and the Pacific. Their self-proclaimed mission was to help Asians escape Western colonial rule. In fact, the real goal was a Japanese empire in Asia. The Japanese invaders treated the Chinese, Filipinos, Malaysians, and other conquered people with great brutality, killing and torturing civilians throughout East and Southeast Asia. The occupiers seized food crops, destroyed cities and towns, and made local people into slave laborers. Whatever welcome the Japanese had first met as "liberators" was soon turned to hatred. In the Philippines, Indochina, and elsewhere, nationalist groups waged guerrilla warfare against the Japanese invaders.

Checkpoint How did Hitler's views about race lead to the murder of six million Jewish people and millions of Slavs, Gypsies, and others?

Japan Attacks the United States

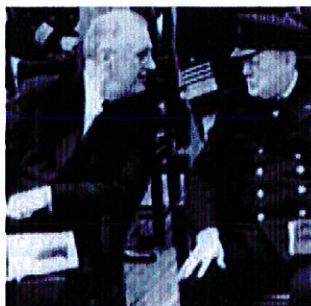
When the war began in 1939, the United States declared its neutrality. Still, although isolationist feeling remained strong, many Americans sympathized with those who battled the Axis powers. As one of those sympathizers, President Franklin Delano Roosevelt (FDR) looked for ways around the Neutrality Acts to provide warships and other aid to Britain as it stood alone against Hitler.

American Involvement Grows In March 1941, FDR persuaded Congress to pass the **Lend-Lease Act**. It allowed him to sell or lend war materials to "any country whose defense the President deems vital to the defense of the United States." The United States, said Roosevelt, would not be drawn into the war, but it would become "the arsenal of democracy," supplying arms to those who were fighting for freedom.

To show further support, Roosevelt met secretly with Churchill on a warship in the Atlantic in August 1941. The two leaders issued the Atlantic Charter, which set goals for the war—"the final destruction of the Nazi tyranny"—and for the postwar world. They pledged to support "the right of all peoples to choose the form of government under which they will live" and called for a "permanent system of general security."

Japan and the United States Face Off When war broke out in Europe in 1939, the Japanese saw a chance to grab European possessions in Southeast Asia. The rich resources of the region, including oil, rubber, and tin, would be of immense value in fighting its war against the Chinese.

In 1940, Japan advanced into French Indochina and the Dutch East Indies. In response, the United States banned the sale of war materials, such as iron, steel, and oil, to Japan. Japanese leaders saw this move as a threat to Japan's economy and its Asian sphere of influence.



Meeting at Sea
President Roosevelt and Prime Minister Churchill issued the Atlantic Charter in August 1941.

Japan Attacks the United States

13

Instruct

- **Introduce** Ask students to recall that when the war began in 1939, the United States was officially neutral. Using the Idea Wave strategy (TE, p. T22), ask students to think of ways that the president or citizens in the United States could have shown support for the Allied powers.
- **Teach** Review how the United States became more involved in the war. (*Lend-Lease Act, Atlantic Charter, Pearl Harbor attack*) Ask **How was Japan's attack on the U.S. naval base at Pearl Harbor similar to the German invasion of Poland?** (*Both were surprise attacks, done before any declaration of war.*) **Do you think the United States could have stayed out of the war?** (*Sample: no, because Japan's attack was a direct attack on the country.*)
- **Analyzing the Visuals** Display **Color Transparency 175: Pearl Harbor**. Use the lesson suggested in the transparency book to guide a discussion of the size and strategy of the Japanese attack and the damage that it caused to the U.S. base.
- **Color Transparencies**, 175

Independent Practice

Explain that many Americans were reluctant to enter World War II until the attack on Pearl Harbor. That event spurred near-unanimous support for war, not only against Japan but also against Germany. Have students write a short essay explaining why the attack changed American attitudes so sharply.

Monitor Progress

- Have students prepare a brief outline of the subsection that shows the steps that led to greater American involvement in the war and, eventually, to a declaration of war.
- Check **Reading and Note Taking Study Guide** entries for student understanding.

Answer

- ✓ **Sample:** Hitler considered non-Germans to be inferior, meaning that they had no right to respect, fair treatment, or even life.

Differentiated

Instruction Solutions for All Learners

- 11 **Special Needs** 12 **Less Proficient Readers** 12 **English Language Learners**

To help students master vocabulary, have them make a list of this section's Vocabulary Builder terms and Key Terms and People. Encourage students to include in the list additional terms that may be new to them, such as *armistice*, *guerrilla*, and *isolationist*. Then, have them create flashcards with the term on one

side and its definition (or, in the case of Key People, one sentence identifying who the person was) on the other. For English Language Learners, you may wish to have students add explanations in their first language on the flashcards. Pair students and have them quiz each other, using the flashcards.

Assess and Reteach

Assess Progress

- Have students complete the Section Assessment. **L3**
- Administer the Section Quiz.
- All in One** Teaching Resources, Unit 6, p. 66
- To further assess student understanding, use
 - Progress Monitoring Transparencies**, 124

Reteach

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

- Reading and Note Taking Study Guide**, p. 266 **L3**
- Adapted Reading and Note Taking Study Guide**, p. 266 **L1 L2**
- Spanish Reading and Note Taking Study Guide**, p. 266 **L2**

Extend

See this chapter's Professional Development pages for the Extend Online activity on the Kindertransport. **L4**

Answers

Caption The direct attack on the United States caused the United States to end its isolationist policies and enter the war.

- ✓ The United States banned the sale of war materials to Japan. This hampered Japanese expansion efforts in Southeast Asia and threatened the Japanese economy.



Damage at Pearl Harbor

U.S. ships sunk or damaged	19
U.S. aircraft destroyed	188
Americans killed	2,348
Americans injured	1,109

SOURCE: Columbia Encyclopedia, Sixth Edition

December 7, 1941

On the sleepy Sunday morning of December 7, 1941, the military complex at Pearl Harbor was suddenly jolted awake by a surprise attack. Planes screamed down from the sky, dropping bombs and torpedoes. Americans were shocked and horrified by the attacks. *How did Pearl Harbor change the isolationist policies of the United States?*

Japan and the United States held talks to ease the growing tension. But extreme militarists, such as General Tojo Hideki, hoped to expand Japan's empire, and the United States was interfering with their plans.

Attack on Pearl Harbor With talks at a standstill, General Tojo ordered a surprise attack. Early on December 7, 1941, Japanese airplanes bombed the American fleet at Pearl Harbor in Hawaii. The attack took the lives of about 2,400 people and destroyed battleships and aircraft. The next day, a grim-faced President Roosevelt told the nation that December 7 was "a date which will live in infamy." He asked Congress to declare war on Japan. On December 11, Germany and Italy, as Japan's allies, declared war on the United States.

Japanese Victories In the long run, the Japanese attack on Pearl Harbor would be as serious a mistake as Hitler's invasion of the Soviet Union. But in the months after Pearl Harbor, possessions in the Pacific fell to the Japanese one by one. The Japanese captured the Philippines and other islands held by the United States. They overran the British colonies of Hong Kong, Burma, and Malaya, and advanced deeper into the Dutch East Indies and French Indochina. By 1942, the Japanese empire stretched from Southeast Asia to the western Pacific Ocean.

- ✓ **Checkpoint** Why did Japanese leaders view the United States as an enemy?

2 Assessment

Terms, People, and Places

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

Note Taking

2. **Reading Skill: Recognize Sequence** Use your completed flowchart and concept web to answer the Focus Question: Which regions were attacked and occupied by the Axis powers, and what was life like under their occupation?

Comprehension and Critical Thinking

3. **Summarize** Describe Hitler's blitzkrieg tactics.
4. **Recognize Effects** Referring to the Battle of Britain in 1940, Winston Churchill said "Never in the field of human conflict was so much owed by so many to so few." What did he mean?
5. **Recognize Ideologies** Hitler translated his hatred into a program of genocide. How do ethnic, racial, and religious hatreds weaken society?

Progress Monitoring Online

For: Self-quiz with vocabulary practice
Web Code: naa-2921

Writing About History

Quick Write: Gather Information Use the library and reliable Internet sources to find information about Pearl Harbor. Create a source card for each book or Web site you use. Then create note cards to record and organize at least three pieces of information.

Section 2 Assessment

1. Sentences should reflect an understanding of each term, person, or place listed at the beginning of the section.
2. Germany and Italy controlled most of Europe and some of North Africa, Japan attacked China and Southeast Asia and many islands in the Pacific. Both Germany and Japan treated the civilians they encountered with brutality.

3. Blitzkrieg tactics used advanced technology to overwhelm enemy forces. First, airplanes bombed a region, then fast-moving ground troops moved in to surround the enemy forces.
4. The RAF, although relatively small, was able to protect Britain.
5. **Sample:** By perpetuating prejudice and cruelty, such hatreds cause conflict and may eventually lead to the loss of valuable members of society.

Writing About History

Source cards should contain basic publication information for the source. The three note cards should each contain information and should cite the source card.

For additional assessment, have students access **Progress Monitoring Online** at Web Code naa-2921.

SECTION 2 Step-by-Step Instruction

Objectives

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

- Understand South Africa's struggle for freedom.
- Describe how struggles for independence and Cold War rivalries brought decades of conflict to South Africa's neighbors.
- Analyze how ethnic conflicts killed millions in Rwanda and Sudan.

Prepare to Read

Build Background Knowledge **L3**

Ask students to recall that Africa's borders were drawn by colonial powers without regard for ethnic divisions. Based on their previous reading, have students predict how this colonial history might lead to conflict in African nations.

Set a Purpose **L5**

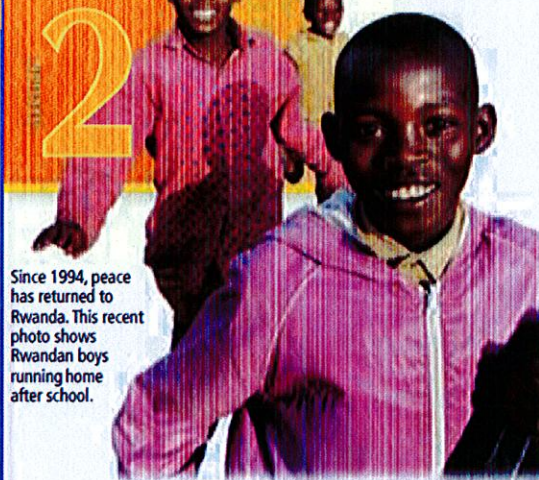
- **WITNESS HISTORY** Read the selection aloud or play the audio.

AUDIO Witness History Audio CD, *Recovering From Genocide*

Ask **What is the main idea of Kofi Annan's speech?** (*Rwanda's example shows that nations can overcome their divisive pasts and unite to move forward.*)

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

Reading and Note Taking Study Guide, p. 294



Since 1994, peace has returned to Rwanda. This recent photo shows Rwandan boys running home after school.

WITNESS HISTORY **AUDIO**

Recovering From Genocide

Although other African nations suffered brutal ethnic conflicts and civil wars, Rwanda's 1994 genocide was one of the most deadly. However, as UN Secretary General Kofi Annan points out, Rwanda's recovery in the years since offers hope that the continent's conflicts can be resolved.

“Rwanda has much to show the world about confronting the legacy of the past and is demonstrating that it is possible to reach beyond tragedy and rekindle hope.”

—Tribute by Kofi Annan on the tenth anniversary of genocide in Rwanda

This section explores the problems that have led to conflicts in Rwanda and in other African countries.

Focus Question Why have conflicts plagued some African countries?

Struggles in Africa

Objectives

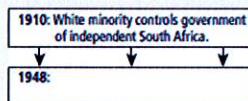
- Understand South Africa's struggle for freedom.
- Describe how struggles for independence and Cold War rivalries brought decades of conflict to South Africa's neighbors.
- Analyze how ethnic conflicts killed millions in Rwanda and Sudan.

Terms, People, and Places

apartheid	Desmond Tutu
African National Congress (ANC)	F.W. de Klerk
Sharpeville	Hutus
Nelson Mandela	Tutsis
	Darfur

Note Taking

Reading Skill: Recognize Sequence Keep track of the sequence of events in the conflicts in South Africa and its neighbors. Add boxes as needed.



In the 1950s and 1960s, many new nations won independence in Africa. National unity, however, was hard to achieve. Most African nations were home to diverse ethnic groups. Often, people did not even share a common language. They spoke dozens of local languages. Religious differences and longstanding rivalries further divided people within a nation.

After independence, a single ethnic group often dominated a nation's government and economy at the expense of other groups. The Cold War further complicated matters, as you have read. As a result, several African nations suffered internal conflicts and civil war.

South Africa Struggles for Freedom

In South Africa, the struggle for freedom was different from that elsewhere in Africa. In 1910, South Africa achieved self-rule from Britain. Freedom, however, was limited to white settlers. The black majority was denied the right to vote. Whites made up less than 20 percent of the population but controlled the government and the economy. The white-minority government passed racial laws that severely restricted the black majority.

Apartheid Divides South Africa After 1948, the government expanded the existing system of racial segregation, creating what was known as **apartheid**, or the separation of the races. Under apartheid, all South Africans were registered by race: Black,

Vocabulary Builder

Use the information below and the following resources to teach the high-use word from this section.
Teaching Resources, Unit 7, p. 46; Teaching Resources, Skills Handbook, p. 3

High-Use Word
stipulate, p. 1049

Definition and Sample Sentence

v. to require, specify
 My teacher **stipulated** that our essays had to be at least nine pages long.

White, Colored (people of mixed ancestry), and Asian. Apartheid's supporters claimed that it would allow each race to develop its own culture. In fact, it was designed to protect white control over South Africa.

Under apartheid, nonwhites faced many restrictions. Blacks were treated like foreigners in their own land. Under the pass laws, they had to get permission to travel. Other laws banned marriages between the races and stipulated segregated restaurants, beaches, and schools. Black workers were paid less than whites for the same job. Blacks could not own land in most areas. Low wages and inferior schooling condemned most blacks to poverty.

Fighting for Majority Rule The African National Congress (ANC) was the main organization that opposed apartheid and led the struggle for majority rule. In the 1950s, as the government established apartheid, the ANC organized marches, boycotts, and strikes. In 1960, police gunned down 69 men, women, and children during a peaceful demonstration in **Sharpeville**, a black township. The government then outlawed the ANC and cracked down on groups that opposed apartheid.

The Sharpeville massacre and crackdown pushed the ANC to shift from nonviolent protest to armed struggle. Some, like **Nelson Mandela**, went underground. As an ANC leader, Mandela had first mobilized young South Africans to peacefully resist apartheid laws. As government violence grew, Mandela joined ANC militants who called for armed struggle against the white-minority government. In the early 1960s, Mandela was arrested, tried, and condemned to life in prison for treason against apartheid. Even while Mandela was in prison, he remained a popular leader and powerful symbol of the struggle for freedom.

In the 1980s, demands for an end to apartheid and for Mandela's release increased. Many countries, including the United States, imposed economic sanctions on South Africa. In 1984, black South African bishop **Desmond Tutu** won the Nobel Peace Prize for his nonviolent opposition to apartheid.

Overcoming Apartheid Outside pressure and protests at home finally convinced South African president **F. W. de Klerk** to end apartheid. In 1990, he lifted the ban on the ANC and freed Mandela. In 1994, South Africans of every race were allowed to vote for the first time.

Vocabulary Builder

stipulated—(STIP yoo layt ed)
v. required, specified

WITNESS HISTORY VIDEO

Watch *Nelson Mandela and the End of Apartheid* on the Witness History Discovery School™ video program to learn about the struggle against apartheid.



The Sharpeville Massacre

When South African police opened fire on peaceful demonstrators at Sharpeville in 1960, many demonstrators ran for their lives. How might this police action lead anti-apartheid activists to give up on peaceful methods?



Link to Literature

Literature of Protest Alan Paton's novel *Cry, the Beloved Country* was a stinging rebuke of South Africa's apartheid policy. Paton's novel helped focus world attention on the injustices of South African society. The author later became a founding member and leader of an anti-apartheid party. His words and actions led South Africa's all-white government to

punish him by taking away his passport for ten years, preventing Paton from traveling abroad. Other South African writers also penned works that criticized the apartheid system. They include playwright Athol Fugard and novelists Nadine Gordimer and J.M. Coetzee. Both Gordimer (1991) and Coetzee (2003) won Nobel Prizes for Literature.

Teach

Struggles for Freedom/ Neighbors Face Long Conflicts



Instruct

- **Introduce: Key Terms** Have students find the key term *apartheid* (in blue) in the text and explain its meaning. Then refer them to the feature on the next page and describe apartheid's impact on South Africa.
- **Teach** To show a map of South Africa under apartheid, display **Color Transparency 195: South Africa**. Then trace the roots of apartheid and its effects in South Africa and its neighbors. Ask **Who claimed control of South Africa after independence in 1910, and why?** (*The white minority claimed control of the government in order to maintain its position of power and status.*) **How did apartheid help the white minority achieve its goals?** (*By limiting the rights of the non-white majority, the white minority could maintain power.*) **How did South Africa affect its neighbors?** (*Its government supported white minority government in some surrounding countries, and it viewed new nations with black majority rule as a threat, so it aided rebel fighters.*) Then discuss the events that led to the end of apartheid in South Africa.

Color Transparencies, 195

- **Quick Activity** Show students *Nelson Mandela and the End of Apartheid* from the Witness History Discovery School™ video program. Ask them to explain why so many South Africans participated in the ANC-led civil disobedience. (*Answers should recognize that the majority of South Africans were damaged by apartheid. They had little to lose and, without votes, no way to change the system other than civil disobedience.*)

Answer

Caption Activists might conclude that peaceful protests were ineffective and turn to military means instead.

Independent Practice

■ **Biography** To help students understand a key figure in South Africa's history, have them read the biography *Nelson Mandela* and complete the worksheet.

■ **All in One Teaching Resources, Unit 7, p. 52**

■ **Viewpoints** To extend students' understanding of apartheid, have them read the selection *Abolishing Apartheid* and complete the worksheet.

■ **All in One Teaching Resources, Unit 7, p. 51**

Monitor Progress

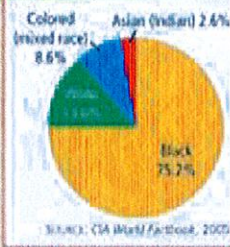
As students fill in their flowcharts, circulate to make sure that they understand the sequence of events in South Africa. For a completed version of the flowchart, see

■ **Note Taking Transparencies, 199A**

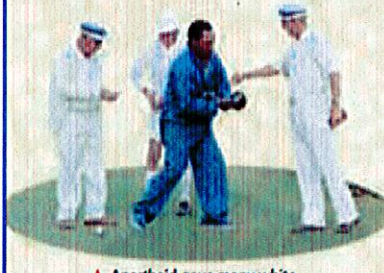
Apartheid's Impact

For more than 40 years, apartheid shaped the lives of the black majority and of whites and other minorities in South Africa. Whites made up less than one fifth of South Africa's population, as you can see in the graph at the right. However, apartheid gave whites not only political power, but also control of South Africa's best lands and economic resources. This hurt blacks, Asians, and people of mixed backgrounds economically and socially. *Based on the information in the graph and elsewhere in this section, about what percentage of South Africa's population suffered from apartheid?*

South Africa's Population by Race



Graph Skills This graph shows South Africa's population by race. The percentages have changed little since the years of apartheid. Which racial group is the majority in South Africa?



▲ Apartheid gave many white South Africans a life of privilege.



Deprived of opportunities, many black South Africans lived in poverty.

Apartheid required all non-whites to get legal permits to travel within their own country and to carry these in a passbook like the one shown here. ▼



They elected Nelson Mandela the first president of a truly democratic South Africa. Mandela helped to heal the country's wounds when he welcomed old political foes into his government, including whites who had supported apartheid. "Let us build together," he declared.

After 1994, South Africa faced huge challenges. With majority rule, black South Africans expected a better life. Although South Africa was a rich, industrial country, it could afford only a limited amount of spending for housing, education, and other programs. The gap between blacks and whites remained large. Whites owned more than three fourths of the land. Black poverty and unemployment remained high. The crime rate soared in the cities and nearby shantytowns. South Africa's government struggled to address these problems.

✓ **Checkpoint** What factors finally brought an end to apartheid in South Africa?

South Africa's Neighbors Face Long Conflicts

Most African nations achieved independence through peaceful means during the 1950s and 1960s. In southern Africa, however, the road to freedom was longer and more violent. For many years, the apartheid government of South Africa supported white minority rule in neighboring Namibia and Zimbabwe.

Answers

Caption nearly 80 percent

Graph Skills Black

✓ President de Klerk ended apartheid in response to international pressures such as economic sanctions and internal pressures such as ongoing protests.

Differentiated Instruction

Solutions for All Learners

👤 **Special Needs** 🧑 **Less Proficient Readers**

As students read this section, have them look for evidence that U.S. Cold War concerns or South Africa's fear of the ANC affected conflicts in South Africa's neighbors. Have students, working in pairs, make a list of these details. Then have each pair use their lists to write a sentence summarizing how South Africa and the United States affected these conflicts.

👤 **English Language Learners**

Use the following resources to help students acquire basic skills.

📖 **Adapted Reading and Note Taking Study Guide**

- Adapted Note Taking Study Guide, p. 294
- Adapted Section Summary, p. 295

Meanwhile, as Britain and France gave up their African possessions, Portugal clung fiercely to its colonies in Angola and Mozambique. In response, nationalist movements turned to guerrilla warfare. Fighting dragged on for 15 years, until Portugal agreed to withdraw from Africa. In 1975, Angola and Mozambique celebrated independence.

Independence did not end the fighting, however. Bitter civil wars, fueled by Cold War rivalries, raged for years. South Africa and the United States saw the new nations as threats because some liberation leaders had ties to the Soviet Union or the ANC. The United States and South Africa aided a rebel group fighting the new government of Angola. South Africa aided a rebel group in Mozambique.

The fighting did not stop until 1992 in Mozambique and 2002 in Angola, where tensions remained even after a ceasefire. Decades of war had ravaged both countries. Slowly, however, they have begun to rebuild.

Checkpoint Why did fighting continue after Angola and Mozambique achieved independence?

Ethnic Conflicts Kill Millions

After independence, ethnic conflicts plagued several African nations. The causes were complex. Historic resentments divided ethnically diverse nations. Unjust governments and regional rivalries fed ethnic violence.

Rwanda and Burundi Face Deadly Divisions The small nation of Rwanda, in Central Africa, faced one of Africa's deadliest civil wars. The Rwandan people included two main groups. **Hutus** were the majority group, but the minority **Tutsis** had long dominated Rwanda. Both groups spoke the same language, but they had different traditions. After independence, tensions between these two groups simmered.

Tensions worsened in the early 1990s. In 1994, extremist Hutu officials urged civilians to kill their Tutsi and moderate Hutu neighbors. Around 800,000 Tutsis and moderate Hutus were slaughtered. Another 3 million of Rwanda's 8 million people lost their homes to destructive mobs. As the death toll rose, the international community failed to act. After several months, France sent in troops to stop the killing.

With UN assistance, Rwanda set about rebuilding and recovering from the horrors of genocide. Those accused of genocide faced trials in an international court. Hutus and Tutsis had to find ways to live peacefully. World leaders pledged to stop any future genocide wherever it might occur. Their readiness to do this, however, was limited.

The neighboring nation of Burundi has a similar population and history. As in Rwanda, tensions between Tutsis and Hutus led to civil war during the 1990s. While the fighting did not lead to a genocide like that in Rwanda, guerrilla groups fought for much longer in Burundi. Although several guerrilla groups signed a peace treaty in 2000, fighting continued in the years that followed.

Sudan's Ethnic Strife After independence, Sudan's Arab Muslim north dominated the non-Muslim, non-Arab south. Arab-led governments enacted laws and policies that discriminated against non-Muslims and against other ethnic groups. For example, the government tried to impose Islamic law even in non-Muslim areas. For decades, rebel groups in the south battled northern domination. War, drought, and famine caused millions of deaths and forced many more to flee their homes.



Note Taking

Reading Skill: Identify Causes and Effects Fill in a concept web like the one below to keep track of the causes and effects of the conflicts in Rwanda and Sudan.



Ethnic Conflicts Kill Millions

13

Instruct

■ **Introduce: Key Terms** Have students locate the key terms *Hutus* and *Tutsis* (in blue) in the text and explain their meanings. Recall with students the causes of other ethnic conflicts, such as those in Bosnia. Ask students what causes might lead to an outcome of violent conflict between Hutus and Tutsis.

■ **Teach** Trace the path of civil war and ethnic conflict in Rwanda, Burundi, and Sudan. Discuss the human costs of these conflicts, both in terms of immediate death and injury as well as the longer-term costs of community destruction and residual tensions.

■ **Quick Activity** Using the Think-Write-Pair-Share strategy (TE, p. T23), have students discuss the following questions: Why do you think international communities hesitated to intervene? What qualities will it take for communities so torn apart by strife to heal their wounds and live again as neighbors?

Independent Practice

Note Taking Have students fill in the concept web listing causes and effects of conflicts in Rwanda and Sudan.

Reading and Note Taking Study Guide, p. 294

Monitor Progress

As students fill in their concept webs, circulate to make sure they understand the events that led to civil war in Rwanda and ethnic conflict in Sudan. For a completed version of the concept web, see

Note Taking Transparencies, 1998

Connect to Our World

Civic Responsibility South Africans who opposed apartheid found many peaceful ways to work against the system. Some wrote articles, books, and speeches describing its injustice and inhumanity. Others demonstrated against the government or worked for opposition parties. All those actions were risky, because the government of South Africa often cracked down on critics. Ameri-

cans, whose rights of free speech, petition, and assembly are guaranteed by the Constitution, have many avenues open to them for voicing their opinions and working to promote changes in their laws. They can write to newspapers or magazines, organize petition-signing drives or e-mail campaigns, or write to elected officials. Which methods do students think are most effective?

Answer

✓ Civil wars continued as groups struggled for control of newly independent nations. These wars were fueled by U.S. and South African concerns over new nations' links to the Soviet Union or the ANC.

Assess and Reteach

Assess Progress

- Have students complete the Section Assessment.
- Administer the Section Quiz.
- **All in One Teaching Resources, Unit 7, p. 44**
- To further assess student understanding, use **Progress Monitoring Transparencies, 138**

Reteach

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

- ➔ **Reading and Note Taking Study Guide, p. 295**
- ➔ **Adapted Reading and Note Taking Study Guide, p. 295**
- ➔ **Spanish Reading and Note Taking Study Guide, p. 295**

Extend

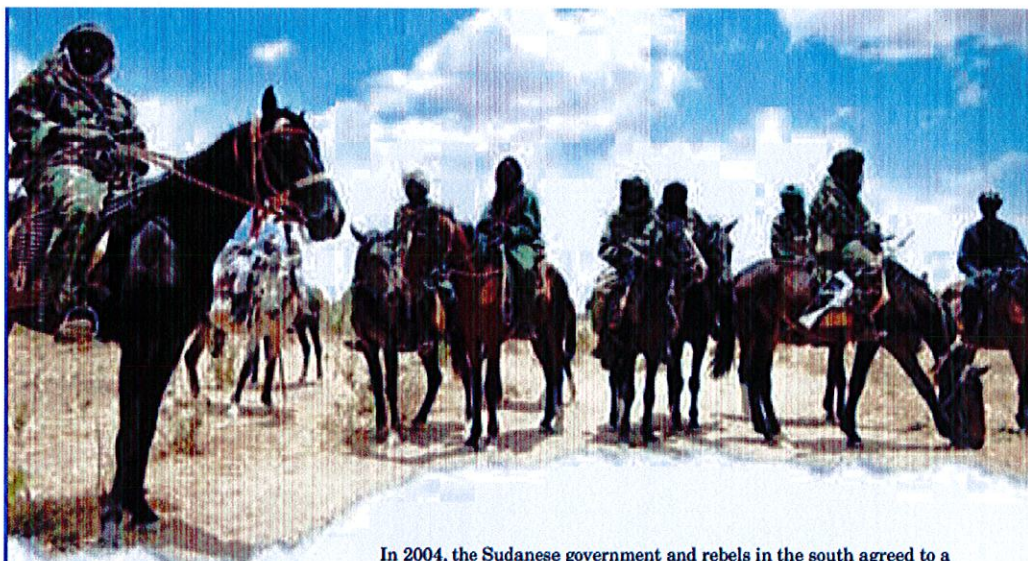
Conduct the unit simulation, *Looking Beyond Apartheid*, which helps students understand why so many South Africans found difficulty in moving beyond this issue.

- **All in One Teaching Resources, Unit 7, pp. 103–106**

Answers

Caption Villagers would be unable to resist an attack, and many could lose their lives.

- ✓ Darfur faced an ethnic conflict involving war crimes and genocide, while southern Sudan's conflict between the government and rebels had both ethnic and religious dimensions.



Arab Militia in Darfur

Arab militias in Sudan's Darfur region, such as the one shown here, are known as *janjaweed* or "bandits." During 2004 and 2005, these militias carried out murder and ethnic cleansing against the non-Arab villagers of Darfur. *How might an attack by this militia affect unarmed villagers?*

In 2004, the Sudanese government and rebels in the south agreed to a ceasefire. However, elsewhere in Sudan, fighting worsened, especially in the western region of **Darfur**. With government backing, Arab militias unleashed terror on non-Arab Muslim villagers. They burned villages and drove hundreds of thousands of farmers off the land that fed them and into refugee camps, where they faced the threat of starvation. The fighting also spilled into neighboring Chad.

The UN, the United States, and other nations sent huge amounts of aid to the refugees but were unable to stop the conflict. Evidence mounted of war crimes and genocide. As the death toll topped 200,000, pressure mounted on Sudan to accept UN peacekeepers.

- ✓ **Checkpoint** How did the conflict in Darfur differ from the conflict in southern Sudan?

2 ASSESSMENT

Terms, People, and Places

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

Note Taking

2. **Reading Skill: Recognize Sequence** Use your completed flowchart to answer the Focus Question: Why have conflicts plagued some African countries?

Comprehension and Critical Thinking

3. **Analyze Information** Was apartheid a product of a democratic system of government? Explain.

4. **Summarize** What was South Africa's role in the conflicts that plagued its neighbors from the 1960s to the 1990s?
5. **Make Comparisons** How was the ethnic conflict in Burundi similar to or different from the conflict in Rwanda?
6. **Synthesize Information** A newspaper headline read, "Looking at Darfur, Seeing Rwanda." Explain what that headline meant. How did the world community respond to genocide after the events in Rwanda?

Progress Monitoring Online

For: Self-quiz with vocabulary practice
Web Code: naa-3221

Writing About History

Quick Write: Gather Information To write a research report, you need to gather information about your topic. Choose one of the conflicts in this section and gather facts about the topic from the library or reliable sources online. Make a list of facts about your topic.

Section 2 Assessment

1. Sentences should reflect an understanding of each term, person, or place listed at the beginning of the section.
2. because people of differing racial, religious, and ethnic groups have sought power at one another's expense
3. No, it was instituted by the white minority, which had denied democratic rights to the nonwhite majority.

4. South Africa supported white minority rule and groups that opposed governments with ties to the ANC.
5. Both were between Hutus and Tutsis, but there was no genocide in Burundi.
6. It raises concerns that, as in Rwanda, the international community will hesitate to act to stop genocide.

Writing About History

Facts should reflect careful and organized research. Lists should include key details and source information.

For additional assessment, have students access **Progress Monitoring Online** at Web Code naa-3221.

Nelson Mandela: *Glory and Hope*

Nelson Mandela delivered this speech after having been elected president in South Africa's first multiracial election in 1994. Knowing that the injustices of apartheid would be hard to overcome, Mandela asked the people to work together for peace and justice.

Today, all of us do, by our presence here, and by our celebrations . . . confer glory and hope to newborn liberty.

Out of the experience of an extraordinary human disaster that lasted too long must be born a society of which all humanity will be proud.

Our daily deeds as ordinary South Africans must produce an actual South African reality that will reinforce humanity's belief in justice, strengthen its confidence in the nobility of the human soul and sustain all our hopes for a glorious life for all. . . .

The time for the healing of the wounds has come. . . .

The time to build is upon us.

We have, at last, achieved our political emancipation.¹ We pledge ourselves to liberate all our people from the continuing bondage of poverty, deprivation, suffering, gender and other discrimination. . . .

We have triumphed in the effort to implant hope in the breasts of the millions of our people. We enter into a covenant² that we shall build the society in which all South Africans, both black and white, will be able to walk tall, without any fear in their hearts, assured of their inalienable right to human dignity—a rainbow nation at peace with itself and the world. . . .

We understand it still that there is no easy road to freedom.

We know it well that none of us acting alone can achieve success.

We must therefore act together as a united people, for national reconciliation,³ for nation building, for the birth of a new world.

Let there be justice for all. Let there be peace for all. Let there be work, bread, water, and salt for all. . . . The sun shall never set on so glorious a human achievement!

1. emancipation (ee man suh PAY shun) *n.* the gaining of freedom from bondage or control by others

2. covenant (kuv uh nunt) *n.* a binding and solemn pledge to do something

3. reconciliation (rek un sil ee AY shun) *n.* a settling of differences that results in harmony



Students in South Africa after the end of apartheid

Thinking Critically

- 1. Identify Alternatives** When apartheid ended, there was a danger of a backlash by blacks against whites who supported apartheid. How does Mandela's speech respond to that danger?
- 2. Draw Inferences** In addition to political freedom, what further freedoms does Mandela call for in his speech?

Nelson Mandela with supporters in 1994



Nelson Mandela: *Glory and Hope*

Objective

- Understand the importance of Nelson Mandela to the development of post-apartheid South Africa.

Build Background Knowledge

Ask students to recall the struggle of black South Africans to gain citizenship rights and to end apartheid. Ask students what role Nelson Mandela played in that struggle. (*He was an important leader in the ANC, spent many years in prison, and emerged to become South Africa's first post-apartheid president.*)

Instruct

- Direct students' attention to the introduction at the top of the text page. Ask **What does Mandela want people to do?** (*work together to overcome the injustices and wounds of apartheid*)
- Discuss with students the hopes that Mandela has for South Africa and the challenges he thinks must be overcome. Ask **What tone does Mandela set for moving forward as one nation?** (*He sets a tone of forgiveness.*) **What do you think Mandela views as the greatest challenge to South Africa's future?** (*unity*)

Monitor Progress

To confirm students' understanding, ask them to briefly summarize Mandela's speech and the views it represents.

History Background

Mandela and de Klerk Both Nelson Mandela and F.W. de Klerk showed extraordinary statesmanship in working together to bring about the peaceful end of apartheid in South Africa. Before acting formally to dismantle the system, de Klerk carried on private talks with leaders from the country's four officially recognized groups: White, Black, Colored, and Asian. He released many political prisoners besides Mandela and pushed the country's Parliament

to repeal apartheid laws despite conservative opposition. His actions were validated in 1992 when nearly 70 percent of the nation's voters—only whites at the time—voted approval of the end of apartheid. Mandela, in turn, worked to avoid ethnic divisions among the nation's blacks and brought de Klerk into the first majority-rule government he formed in 1994. Both men were rewarded for their work by jointly winning the Nobel Peace Prize in 1993.

Thinking Critically

1. He says that all South Africans should be able to walk tall without fear, in peace.
2. He calls for freedom from poverty, deprivation, suffering, and discrimination.