

# 10<sup>th</sup> Grade Modern European History Student Information Sheet

## Course Description

There is no prerequisite for enrolling in the course. Modern European History is designed for students who are performing at the tenth grade level. It meets the California standards for tenth grade social science. It is a two semester survey course focusing on the major turning points that shaped the modern world, from the late eighteenth century through the present, including the cause and course of the two world wars. Students trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives.

## Course Requirements

**Reading:** Students in Modern European History will be required to read roughly 6-12 pages from the assigned textbook per week throughout the entirety of the year. Please note that the textbook utilized in the course is a High School-level textbook.

**Writing:** Students in Modern European History will be required to master a number of writing-based assignments including document analysis, GPERSIA analysis, in addition to traditional essay writing assignments. Students should expect to write a minimum of 2-3 essays per semester.

**Assessments:** Students in Modern European History will be required to take periodic reading quizzes on the assigned readings. There also will be either chapter or unit tests throughout the semester. Each semester will have district-mandated Benchmark Exams as well as cumulative Final Exams.

## Why take Modern European History?

Successfully completing Modern European History will help students develop reading, writing, and analytical skills necessary for high school graduation.

# The Scramble for Africa

## MAIN IDEA

**EMPIRE BUILDING** Ignoring the claims of African ethnic groups, kingdoms, and city-states, Europeans established colonies.

## WHY IT MATTERS NOW

African nations continue to feel the effects of the colonial presence more than 100 years later.

## TERMS & NAMES

- imperialism
- racism
- Social Darwinism
- Berlin Conference
- Shaka
- Boer
- Boer War

**SETTING THE STAGE** Industrialization stirred ambitions in many European nations. They wanted more resources to fuel their industrial production. They competed for new markets for their goods. Many nations looked to Africa as a source of raw materials and as a market for industrial products. As a result, colonial powers seized vast areas of Africa during the 19th and early 20th centuries. This seizure of a country or territory by a stronger country is called **imperialism**. As occurred throughout most of Africa, stronger countries dominated the political, economic, and social life of the weaker countries.

## Africa Before European Domination

In the mid-1800s, on the eve of the European domination of Africa, African peoples were divided into hundreds of ethnic and linguistic groups. Most continued to follow traditional beliefs, while others converted to Islam or Christianity. These groups spoke more than 1,000 different languages. Politically, they ranged from large empires that united many ethnic groups to independent villages.

Europeans had established contacts with sub-Saharan Africans as early as the 1450s. However, powerful African armies were able to keep the Europeans out of most of Africa for 400 years. In fact, as late as 1880, Europeans controlled only 10 percent of the continent's land, mainly on the coast.

Furthermore, European travel into the interior on a large-scale basis was virtually impossible. Europeans could not navigate African rivers, which had many rapids, cataracts, and changing flows. The introduction of steam-powered riverboats in the early 1800s allowed Europeans to conduct major expeditions into the interior of Africa. Disease also discouraged European exploration.

Finally, Africans controlled their own trade networks and provided the trade items. These networks were specialized. The Chokwe, for example, devoted themselves to collecting ivory and beeswax in the Angolan highlands.

**Nations Compete for Overseas Empires** Those Europeans who did penetrate the interior of Africa were explorers, missionaries, or humanitarians who opposed the European and American slave trade. Europeans and Americans learned about Africa through travel books and newspapers. These publications competed for readers by hiring reporters to search the globe for stories of adventure, mystery, or excitement.

## CALIFORNIA STANDARDS

**10.4.1** Describe the rise of industrial economies and their link to imperialism and colonialism (e.g., the role played by national security and strategic advantage; moral issues raised by the search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology).

**10.4.2** Discuss the locations of the colonial rule of such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States.

**10.4.3** Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.

**HI 2** Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.

## TAKING NOTES

**Outlining** Use an outline to list the forces and events surrounding imperialism in Africa.

### *The Scramble for Africa*

#### *I. Africa Before European Domination*

- A.
- B.

#### *II. Forces Driving Imperialism*