

# HISTORY

MODULE 1  
GRADE 10

History

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# HISTORY

## MODULE 1

## GRADE 10

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## Symbols used in the Module:



This tells you there is an overview of the unit, section and what the unit and section is about.



This tells you there is an in-text question to answer or think about in the text.



This tells you to take note or to remember an important point.



This tells you there is a self-test for you to do.



This tells you there is a checklist.



This tells you there is a written assignment.



This tells you that this is the key to the answers for the self-tests.



This tells you that this is the Unit Summary .

# HISTORY GRADE 10

## MODULE 1



### Module Introduction

**Dear Learner, welcome to Module one!!!**

The modern era of Ethiopian, African, and global history is the focus of this module. It spans the years 1850 through 1990. The middle of the 19<sup>th</sup> century saw significant change in Ethiopia, Africa, and the rest of the world in the political, economic, and social realms of life. In the case of Ethiopia, this was a critical time when the modern Ethiopian empire started to take shape and only reached its apex towards the end of the 20<sup>th</sup> century. The module gives you the background knowledge you need on the history of colonialism in Africa by European countries, the African resistance movements against colonialism, the impacts of colonialism, and the emergence of national liberation movements and independence. It discusses the historical perspective of relations of Africa with Europe in the colonial days and the changing pattern of relations between Africa and the countries of Europe and Africa since independence.

Many people's lifestyles underwent a significant transformation in the 20<sup>th</sup> century as a result of advancements in politics, philosophy, economics, society, culture, science, technology, and medicine. The module gives you the opportunity to learn about human and civil rights, democracy and nationalism, industrialization and free market systems, the causes and results of the two world wars, post-1945 changes, all ushered in a time of change and opportunity in Africa, Europe, and the rest of the world.

There are 4 units in the module. Unit 1 examines the growth of nationalism and capitalism between 1815 and 1914. Africa & the Colonial Experience (1880s-1960s) is the subject of Unit 2. Social, economic, and political developments in Ethiopia from the middle of the 19<sup>th</sup> century until 1941 are the subject of Unit 3. Society and politics in the era of the world wars, 1914–1945, are covered in Unit 4. There are subsection parts within each unit, which include learning competencies that are followed by notes you are supposed to study. Each section includes various self-check exercises and complementary activities. At the end of each unit, there are answers to all of the tasks. Try to attempt all the activities and self-test exercises before you refer to the answer keys.

## **Module Contents**

### **Unit 1: Development of Capitalism & Nationalism 1815 to 1914**

Section 1.1 Features of Capitalism

Section 1.2 Features of Nationalism and formation of Nation States

Section 1.3 Unification of Italy

Section 1.4 Unification of Germany

Section 1.5 The American Civil war

Section 1.6 Nationalism and the “Eastern Question”

### **Unit 2: Africa & the Colonial Experience (1880s -1960s)**

Section 2.1. General Background to Colonialism

Section 2.3. Scramble for Africa and the Berlin Conference

Section 2.4. Colonial Policies and Administration

Section 2.5 Early African Resistance Movements against Colonial Expansion;

Section 2.6 Impacts of Colonial Rule on Africa

### **Unit 3: Social, Economic and Political Developments in Ethiopia mid-19<sup>th</sup> C. to 1941**

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### **Unit 4: Society and Politics in the Age of World Wars 1914-1945**

Section 4.1. The First World War: Causes, Course and Consequences

Section 4.2. The October 1917 Russian Revolution: Causes, Course and Results.

Section 4.3. The League of Nations

Section 4.4. The Worldwide Economic Crises

Section 4.5. The Rise of Fascism in Italy, Nazism in Germany and Militarism in Japan

Section 4.6. The Second World War

Feed Back to Activities

Answers to Self-Test Exercises

## **Module Assessment Methods**

As you are well aware, the module contains questions in the form of checklist activities, self-check exercises, and text questions. Please don't look up the answers before you've tried your level best to answer the activities and self-check exercises supplied at the end of the module. You will have a written assignment which constitutes 30%, mid - examination (20%), and final examination (50%).

# UNIT 1: DEVELOPMENT OF CAPITALISM AND NATIONALISM 1815 TO 1914



## Unit Introduction

Dear learner, welcome to the first unit of the module. In this unit, you are going to learn about the development of capitalism and nationalism from 1815 to 1914. The unit deals with the major characteristics of capitalism and the effects of industrial capitalism. It also tries to illustrate the nationalist movements and the processes of unification of Italy and Germany.

Similarly, the last two lessons of the unit deal with the American civil war and the eastern question, which denotes the diplomatic question posed as a result of the gradual decline of power of Ottoman Turkey. It also illustrates the relations between nationalism and capitalism and how they influenced each other.

## Unit Learning Outcomes

At the end of this unit, you will be able to:

- distinguish the major characteristics of capitalism;
- explore how nationalism causes wars and empire expansion;
- analyze how Italian and German unification changed the political landscape of Europe;
- explain the root causes and consequences of the American civil war.

## Main Contents of the Unit

Section 1.1 Features of Capitalism

Section 1.2 Features of Nationalism and formation of Nation States

Section 1.3 Unification of Italy

Section 1.4 Unification of Germany

Section 1.5 The American Civil war

Section 1.6 Nationalism and the “Eastern Question”

## Unit Learning Strategies

Dear learner,

This unit is divided into six components. The section overview and learning objectives come first in each subsection. Each segment includes reading notes with illustrations that are symbolic of the text include maps, charts, images, etc. You can see the locations of significant historical sites described in the unit on the maps, and significant thought-sequence

summaries are presented in chart form. There are review questions and exercises at the end of each section. You may check your knowledge, practice your skills, make connections between the past and the present, and learn more by using the questions, activities, and self-testing exercises.

There is a unit summary that summarizes the key concepts covered in the unit. The glossary, which can be found at the end of the module, defines key historical words.

**The Required Study Time:** \_\_\_\_\_ Periods.

## Section 1.1. Features of Capitalism



### Section Overview

Dear learner, welcome to the first section of the unit. Capitalism is a socio-economic system in which resources are owned by a few rich and private people, and production is for profit. It emerged as a result of the Industrial Revolution and the factory system. In the capitalist system, the factors of production (resources) are owned by a few rich people called capitalists (the bourgeoisie).

The proletariat sell their labor to the capitalist class in exchange for wages. There is complete free trade and competition. There is no restriction or interference by the government. Everything is left to private enterprise. In a capitalist economy, the production of all the goods and services is dependent on demand and supply. It is known as a market economy.

### Section Learning Competencies

At the end of this lesson, the learners will be able to:

- define the features of capitalism;
- explain the role of the Industrial Revolution in the establishment of the capitalist system; and
- recognize why capitalism first emerged in Western Europe.

Capitalism has been the dominant economic system in the Western world since the collapse of feudalism. In the capitalist system, most means of production are privately owned. The growth of capitalism was influenced significantly by the Industrial Revolution. The Industrial Revolution first started in England in the 18<sup>th</sup> century. The great Industrial Revolution was mainly

responsible for the tremendous economic transformation in Western Europe and the United States of America in the nineteenth century. After England, Belgium, France, and the German states were European countries that became industrialized.

Following the Industrial Revolution, new sources of energy and power, particularly coal and steam, replaced wind and water powers. The Factory system was created to replace the domestic system (in which individual workers used hand tools or simple machinery to fabricate goods in their own homes or workshops attached to their homes). Industrialization promoted the development of new socio-economic classes, especially the proletariat and the bourgeoisie.

During the early modern period, Europeans built a transatlantic economy in which the slave trade and slavery played a key role. Modern industrial capitalism arose from eighteenth-century transatlantic commerce. Europeans made a large amount of money through their network of colonies and sugar, cotton, and tobacco plantations. These riches sometimes referred to as 'capital', were used to fund Europe's industrialization. As a result, the transatlantic slave trade and plantation riches were important factors in the development of capitalism in Europe. For example, the slave trade delivered tremendous riches to British port towns such as Liverpool. Textile mills subsequently played a key part in the rise of the city of Manchester.

The means of production in the capitalist system are owned by a small group of wealthy individuals known as capitalists or bourgeoisie. The proletariat receive wages for their labor. The creation of products and services in a capitalist economy is based on demand and supply, or free commerce and competition, as in a market economy. The government imposes fewer restrictions and interferes less. The capitalist economy differs from the socialist economy's central planning structure, which is also known as a command economy. A command economy is one in which the government is in charge of the economy. It is also an economy in which the government controls the volume of production, their distribution and prices.



**Chart 1.1 Features of Capitalism**

In countries like Germany and Italy, industrialization was linked to the mass militarization and nationalism, which ultimately led to World War I. Then these countries felt that they had to build up colonial empires in order to compete with the longtime colonial powers such as Great Britain and France.



**Activity 1.1: Write a short answer for the following questions.**

1. How well are services produced under capitalism?  
(Use this space to write your answer )

---



---

2. Describe the two new social classes created by capitalism.

---



**Self-test Exercise – 1**

**Instruction: Choose the correct answer from the given alternatives.**

1. Which of the following was the first industrialized nation in Europe?  
A. France      B. England      C. Germany      D. Belgium

2. Which of the following two social classes were formed as a result of the Industrial Revolution?
- The feudal lord and the bourgeoisie
  - The peasantry and the feudal lord
  - The capitalist and the bourgeoisie
  - The proletariat and the capitalist
3. All are characteristics of capitalism, except ?
- Public property
  - Profit maximization
  - Market economy
  - Competition
4. Which of the following statements about capitalism is true?
- system run by a command economy under governmental supervision.
  - an economic system in which factories are owned by the working class.
  - a system where productions are privately owned and operated for profit.
  - a system guided by a command economy and controlled by a government.

## Section 1.2. Features of Nationalism and Formation of Nation

### States



#### Section overview

Several great movements that occurred before the 19th century helped the growth of nationalist sentiment. These include: the Renaissance, the Protestant Revolution, and the expansion of commerce.

The Renaissance with its developments of national language and its literature, helped to bring about a national self-consciousness; the Protestant Revolution ended the religious unity of Europe and ended the supremacy of the pope. Trade and colonies brought in wealth and helped to build a strong state. This section deals with the features of Nationalism and formation of Nation State.

#### Section Learning Competencies

At the end of the section, you will be able to:

- appreciate the positive role nationalist movements played in nation building;
- describe the factors that had contributed to the 19<sup>th</sup> century

nationalist movements.



*Nationalism is a feeling of belonging and loyalty that causes people to think of themselves as a Nation. It is the sense of belonging or feeling proud of your own country. It comes with a feeling that makes people support their nation and government in every activity that she/he chooses to engage in.*

The first few years after the Napoleonic era have been called a time of “reaction”, a time when those in power wanted to return to old orders. These were conservatives who opposed change. Britain, Russia, Prussia and Austria drew the “Treaty of Vienna” in 1815, with the objectives to stop the changes initiated by Napoleon and to restore monarchy. On the other side, there were revolutionaries who spread the ideas of nationalism and opposed conservatism. Nationalism in the 19<sup>th</sup> century mainly focused on the establishment of a strong centralized government.

### Factors that contribute to nationalist sentiment

**Economic—concern for standard of living**

**Historical—attachment to longstanding conditions and practices**

**Geographic—affiliation with particular territory**

**Social—concern for group values, culture, customs, language traditions**

**Political-Desire for political power or autonomy**



### Activity 1.2

1. Write the main objectives of the Treaty of Vienna?
2. Identify the major characteristics of nationalism.

Additional reading assignment: Refer the following website and identify positive and negative aspects of nationalism: <http://studylecturenotes.com/merits-and-demerits-of-nationalism-critical-evaluation-of-nationalism/>.

## Section 1.3: UNIFICATION OF ITALY



### Section Overview:

The Italian Peninsula's several republics were merged into one state, the Kingdom of Italy, as a result of the political and social movement known as the Unification of Italy in the 19<sup>th</sup> century. The unification process started in the 1840s and was finished in 1871. This section discusses the process of unifying Italy.

### Section Learning Competencies

At the end of this lesson, the learner will be able to:

- describe the unification of Italy;
- outline the major events leading to the unification;
- explain why unification is important.

Italy was left completely fragmented by the settlements reached at the Congress of Vienna in 1815. Italy in 1815 faced three obstacles to unity.

- The first was the **Austrian** occupation of Lombardy and Venice in the north and northeast of the Italian peninsula.
- The second was the **Papal States**, the principality under the sovereignty of the pope; the Papal States straddled the center of the peninsula, cutting the north off from the south. Often foreign powers, as for instance **France** in 1849, intervened to protect Papal independence.
- The third obstacle was formed by the **existence of several independent states**.

On the French border was the Kingdom of Sardinia, also called **Piedmont-Sardinia**, which had slowly expanded since the middle Ages and was the most advanced state in Italy. The Kingdom of Sardinia consisted of the region called Piedmont in northwestern Italy and the island of Sardinia. The Kingdom of the two Sicily occupied the southern half of the peninsula and the island of Sicily. Other small states were the duchies of Tuscany (Toscana), Parma, and Modena, all governed by relatives of the Habsburgs, the family that ruled Austria. In each of these states, the monarch exercised absolute powers of government.



Map 1.1 Italy before unification, (source: slideplayer.com)



### Activity 1.3

1. Which European nations were obstacles for Italian unification? Why?
2. How did the Pope feel about the unity of Italy?

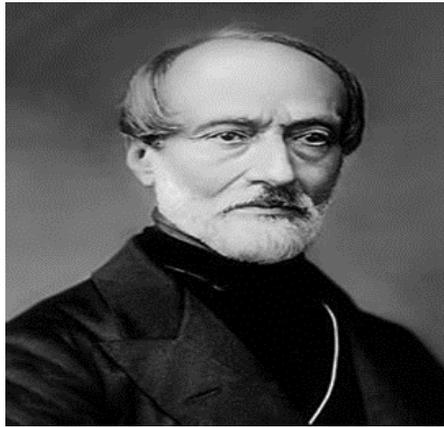
### Leaders and the process of the unification movement of Italy

**Giuseppe Mazzini** : He had a vision for a united Italy. Mazzini viewed “Nation States” to be a necessary and opposed monarchy. He was a member of the Carbonari, a secret society of Italian unification formed to abolish foreign rules in Italy.



In 1831, Mazzini founded a movement called "Young Italy" which attracted tens of thousands of Italians. He wanted a liberal democratic republic to govern a united Italy.

Mazzini played a leading role in the 1848 Revolution. For a short period, he was a leader of a Roman republic proclaimed in the Papal States. But the French forces overthrew the republic established by Mazzini.



**Figure 1.1 Giuseppe Mazzini**

**Count Camillo di Cavour:** In 1852, Cavour became prime minister of the independent Kingdom of Sardinia. He was an aristocrat and well-educated. He took part in the 1848 revolutions. He strengthened Piedmont by promoting industry, encouraging railroad building, improving agriculture, fostering education and enlarging the army.



Cavour disliked absolutism and favored the British type of parliamentary government. He wanted Italy to be both industrialized and united. He tried to reduce the influence of the Roman Catholic Church in politics. Since Austria was the greatest obstacle to Italian unity, Cavour searched for allies against Austria. In 1858, Cavour and Napoleon III made a secret agreement. Napoleon agreed to send troops to drive the Austrians out of Lombardy and Venetia if Austria declared war on Sardinia.



**Figure 1.2 Count Camillo di Cavour**

Cavour maneuvered Austria into declaring war on Piedmont. The combined Sardinia-French forces defeated the Austrians. Sardinia got Lombardy and Venetia from this war. France was to keep Nice and Savoy. Parma, Modena and Tuscany drove out their pro-Austrian rulers, and by plebiscites, they voted to be annexed to Sardinia.

**Giuseppe Garibaldi:** In southern Italy, Italian nationalists were led by Giuseppe Garibaldi. He led the Red Shirts, an army that wore bright red shirts into battle. They captured the island of Sicily and then crossed into the Italian mainland. They conquered Southern areas and agreed to unite with Piedmont-Sardinia in the north. He agreed to hand over power to Victor Emmanuel II of Sardinia.

In 1861, the kingdom of Italy was established, and King Victor Emmanuel II became its king. The new kingdom included every part of Italy except Venetia and the Papal States. The Unification of Italy was completed when these two regions became part of Italy.

In 1866, following the defeat of Austria in the Seven Weeks War (war between Austria and Prussia), Italy got Venetia. When the Franco-Prussian war broke out in 1870, all of the French armies withdrew from Italy. Then, the Italians entered Rome and this finalized the unification of Italy in the same year; Rome was proclaimed the capital of the Kingdom of Italy. The Pope, however, continued to govern a section of Rome known as Vatican City.



Figure 1.3 Giuseppe Garibaldi



## Self-test Exercise – 2

**Part I: True or false Items.** Write “True” for correct statements and “False” for incorrect ones.

1. Southern Italy was industrialized, whereas northern Italy was rural.
2. After unification, the Pope’s authority increased.
3. In 1861, the Kingdom of Italy was declared to have a socialist system of government.

**Part II: Choose the correct answer for each of the following questions.**

1. Cavour was regarded as the designer of an Italian union because of:
  - A. his dispute with Germany
  - B. his strong military victories against France and Austria
  - C. his march to Rome
  - D. his significant contribution to the eventual unification efforts
2. Which of the following was one of the government of Italy’s biggest issues after unification?
  - A. Religious civil war
  - B. Tension between the North and the South
  - C. Opposition from Austria
  - D. Boundary problems with neighboring states

### Part III: Write short answers to the following questions

1. Describe the various strategies Italian patriots used to achieve unification.
2. What happened in Italy during the years of 1866 and 1871?

**( You can use the space below to make your response )**

.....

.....

.....

.....

.....

.....

### Section 1.4. UNIFICATION OF GERMANY



#### Section Overview

The first unification of Germany refers to the political and administrative integration of Germany into a strong nation state which officially occurred on 18 January 1871. Otto von Bismarck was the architect of a unified Germany. He was the first chancellor of united Germany and caused Germany to transform from a loose net of 39 states into the strongest industrial nation of Europe. The unification of Germany had a great impact on the balance of power politics in Europe for the rest of history. For nearly 30 years (till 1890) Bismarck dominated Germany and European politics.

#### Section Learning Competencies:

At the end of this lesson, you will be able to:

- relate political and strategic causes to subsequent effects in German unification;
- organize events related to German unification in a visual timeline.

In the mid nineteenth century, many Germans were driven by nationalistic feelings to support a unified Germany. Germany was the last major western European country to unify. In 1815, the Congress of Vienna created the German Confederation, which consisted of 39 separate autonomous states with common language, culture poised for movement to unite. While the Austrian Empire usually dominated the German Confederation, the state of Prussia took the lead in unifying them into Germany. It was established

to coordinate the economies of separate German-speaking countries and to replace the former Holy Roman Empire. It acted as a buffer between the powerful states of Austria and Prussia. In 1848, revolutions by liberals and nationalists were failed attempts to establish a unified German state. The Confederation briefly dissolved but was reestablished in 1850.



**Map 1.2 Germany before unification**

(source: [map-germany-unification/Mrunal.org/Flickr](http://map-germany-unification/Mrunal.org/Flickr))

There were various forces that opposed the Unification of Germany before 1870. These were foreign powers: Austria, Russia, and France; small German states who feared Prussian domination opposed unification; and the Catholic states who feared domination by Protestants. Southern Germany had a Catholic majority

### Steps toward Unification

Under the dominance of the Napoleonic French Empire (1804–1814), the Germans developed a sense of common cause to remove the French invaders and reassert control over their own lands.

The development of the German railway was the first indicator of a unified state. As travel became easier, faster, and less expensive, Germans started to see unity in factors other than their language.

During the Revolution of 1848, the German liberals initiated a movement for a unified Germany. The movement emphasized the importance of tradition, education, and linguistic unity of people in a geographic region. However, the Revolution of 1848 failed in its attempt to unify the German-speaking states because of division of the German ruling classes on the type of government they want to establish.



**The Zollverein:** In 1834, Germans created the Zollverein, an economic alliance between the German states, which promotes trade and a strong economy. This custom union allowed for the removal of tariffs on products traded between German states



Figure 1.4 Otto Von Bismarck, the Iron Chancellor

### **Bismarck's Plan for Germany**

Otto von Bismarck was a conservative politician and a leading force behind German unification. He came from the Junker class, or the landed nobility, in Prussia. He was a prominent figure in Prussian politics. In 1862, the new Prussian king, Wilhelm I, chose Bismarck as prime minister. Bismarck favored German unification under Prussian leadership. Prussia was a very wealthy German state. It had large coal deposits in the Ruhr Valley, and a flourishing iron and steel industry. Prussia had a strong army and the military was glorified. Otto von Bismarck led Germany towards unification using

his political philosophy of *realpolitik*, or “the politics of reality” and the “Blood and Iron” policy



**Realpolitik:** pursue goals by any means necessary (go to war, lie, and break treaties) “Blood and Iron” policy- using military power to achieve unification of Germany.

German unification was achieved by the force of Prussia. The unification movement was enforced from the top-down, a product of Prussian royal policies. Otto von Bismarck led German unification by appealing to national feelings and through the following three wars:

- Danish War 1864 (against Denmark),
- Seven Weeks War 1866 (against Austria), and
- Franco-Prussian War -1870/71 (against France).

**The Danish War:** The first war of German unification was the 1864 Danish War, which began over the duchies of Schleswig and Holstein. As a result of the war, Schleswig was given to Prussia, while Austria kept Holstein.

**The Austro-Prussian War of 1866:** The Seven Weeks War, which was a war between Prussia and Austria was not simply to control the territory of Schleswig and Holstein.

More importantly, it was about the leadership of Germany. Prussia was supported by Italy in its move. The small German states that feared Prussian domination were on the side of Austria. At the Battle of Königgrätz (or Sadowa) on 3 July 1866, the Prussian army quickly defeated the Austrian forces.



**Results of the Seven weeks war:**

- Holstein were annexed by Prussia
- Austria was excluded from German affairs
- Venetia was given to Italy
- The North German Confederation was formed under the leadership of Prussia. It consisted of all German states except states in the south.



### Activity 1.4.

1. Explain the “Blood and Iron” Policy in detail.
2. Describe the similarities and differences between Italian and German unifications.

### The Franco-Prussian war of 1870-71

This was a conflict between France and Prussia in 1870–1871, during which Prussian troops pushed into France and finally beat the French at Sedan. The defeat brought the French Second Empire to an end. The proclamation of the new German Empire at Versailles was the pinnacle of Bismarck’s efforts to unite Germany. To provoke France to declare war on Prussia, Bismarck published the Ems Telegram, a carefully edited version of a conversation between King Wilhelm and the French ambassador to Prussia. The Ems Telegram was significant because it encouraged France to declare war on Prussia in 1870. Napoleon soon declared war on Prussia. Then, the Southern German states of Bavaria, Wurtemberg, Baden, and Hesse Darmstadt entered the war on the side of Prussia opposing French invasion. On September 2, 1870, French forces were defeated at the battle of Sedan.

In the Treaty of Frankfurt signed on 10 May 1871:

- A) France agreed to cede to Germany the provinces of Alsace and Lorraine, rich areas in coal and iron;
- B) France agreed to pay huge war indemnities to Germany.

In 1871, the German Empire was proclaimed at the Palace of Versailles, outside Paris, with King William of Prussia as German Emperor (Kaiser).



### Self-test Exercise – 3

#### Part I: Multiple choice questions

**Instruction: choose the correct answer from the given alternatives.**

1. Which of the following tools did Otto von Bismarck utilize to unite Germany?
  - A. Peaceful strategy
  - B. “Blood and Iron “policy
  - C. Revolutionary movements
  - D. Decision of the parliament

2. The two leading competitors for supremacy in a united Germany were:
- A. Austria and Prussia
  - B. Prussia and Bohemia
  - C. Bavaria and Austria
  - D. Prussia and Bavaria

**Part II: Give brief answers for the following.**

1. Identify: Zollverein, the battle of Sadowa, Alsace and Lorraine.
2. Identify the three wars Prussia waged to unite Germany along the territories it gained after each war.

## Section 1. 5. The American Civil War



### Section overview:

This section deals with the American civil war from 1861-1865. The Confederate States, made up of the governments of eleven southern states, planned to secede from the Union when Abraham Lincoln was elected president of the United States in 1860, sparking the American Civil War (1861–1865).

### Section Learning Competencies

At the end of this lesson, you will be able to:

- discuss the causes and process of the American civil war;
- analyze the consequences of the American civil war.



*The American Civil War was fought from 1861 to 1865. It was fought between the northern states of America, known as the Union, and the Southern states of America, known as the Confederates. The Union wanted to stop slavery in the USA, whereas the Confederates wanted to keep slavery as it formed the basis of their economy. The majority of the fighting had taken place in the south, meaning many of the southern states were left devastated. The seceding southern states were not trying to take over the United States government; they wanted to declare themselves independent.*



## THE DIFFERENCE BETWEEN THE NORTH AND SOUTH

North	South
<b>A region of growing cities and industry</b>	<b>A semi-modern plantation system dominated by a few powerful slave holders</b>
<b>A mixed economy: farming, small businesses and factories</b>	<b>Mostly agriculture dominated by large plantations; little industry</b>
<b>Believed slavery was unfair competition for business and factory owners because slaves did not have to be paid.</b>	<b>Believed slavery was natural and that modern factories and capitalist businesses made white workers into 'wage slaves'</b>

For nearly a century, the people and politicians of the northern and southern states had been clashing over the issues that finally led to war: economic interests, cultural values, the power of the federal government to control the states, and, most importantly, **slavery** in American society. The southern economy became a one-crop economy, depending on cotton. The white plantation owners in the southern states viewed enslavement as essential to their very survival. With an economy based more on industry than agriculture, the northerners hired people as factory workers at low wages, thus reducing the need for enslaved people in the north.

This economic disparity also led to opposing differences in societal and political views. In the north, the influx of immigrants contributed to a society in which people of different cultures and classes lived and worked together. The South, however, continued to hold onto a social order based on white supremacy in both private and political life. Many in the north came to view enslavement as not just socially unjust, but morally wrong.

There was strong anti-slavery movement in the north known as Abolitionism. The term abolitionist generally refers to a dedicated opponent to slavery in the early 19<sup>th</sup> century America. In the 1830s the movement gathered some momentum..

Abraham Lincoln won the presidential election in the year 1860. He sincerely fought for the abolition of slavery and made amendments to the constitution. Lincoln and the Republicans had promised to prevent the spread of slavery into newly incorporated territories. Shortly after the election

of Abraham Lincoln, eleven southern states formed the Confederacy led by Jefferson Davis, a rich plantation owner, and declared secession. This resulted in the outbreak of the civil war in 1861 which ended in 1865.



### Activity 1.5

**Write a short answer for the following question.**

What significant factors contributed to the American Civil War?

In January 1863, Lincoln had issued the Emancipation Proclamations and Homestead Law, freeing slaves in those parts of the country that rebelled against the United States. Later, amendments were made in the constitution that strengthened the principles of equality. This was a turning point in the American civil war. Many slaves from southern states flocked into the north and join the Federal army. The last Confederate surrender occurred on November 6, 1865.



### Results of the civil war

- The end of slavery in the USA, on December 6, 1865, the Thirteenth Amendment was adopted, which officially outlawed slavery.
- The collapse of the plantation economy in southern part
- The rise of industrialization, larger city centers, and the development of infrastructure such as railroads, banks, and factories in the southern part of the USA. However, progress was slow.
- Though freedom did not lead to equality for former slaves, the constitutional changes acted as a point of departure in the struggle for equal civil and human rights.

President Abraham Lincoln was assassinated by John Wilkes Booth, a Confederate sympathizer, on April 14, 1865.

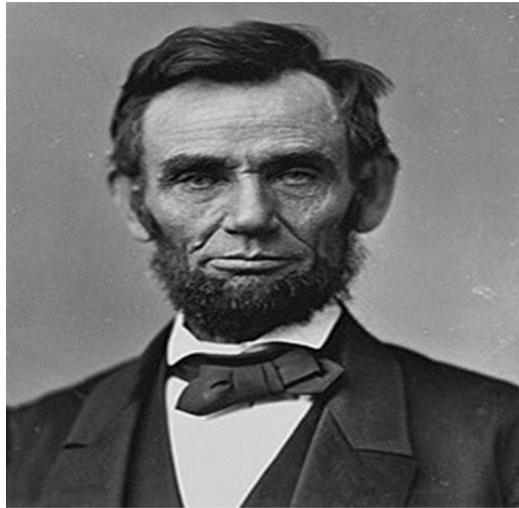


Figure 1.5 Abraham Lincoln



### Activity 1. 6

**Write short answers for the following questions**

1. What effects did the American Civil War leave behind?
2. prepare a timeline showing major events of the American Civil War.

## Section 1. 6. Nationalism and the “Eastern Question”



### Section overview:

The Eastern Question was a diplomatic problem posed in the 19<sup>th</sup> and early 20<sup>th</sup> centuries. It arose as a result of the rise of nationalist feelings among the Balkan people, declining Turkish (Ottoman) empire and the divergent interests of Great powers in the near east. This section deals about the nationalist movement of the Balkan people.

### Section Learning Competencies

At the end of this lesson, you will be able to:

- identify causes for the Balkan's nationalism;
- evaluate the interest of Great powers with regard to “Eastern question”.

 The Balkans were part of the decaying Ottoman Empire. This region was the home of multi-ethnic peoples- Serbs, Bulgarians, Rumanians, and Greeks. In the early 1800s, discontent in the Balkan region was increased by the rise of nationalism.

Following the decline of the Ottoman Turkish rule in the 19<sup>th</sup> century in this region, different countries competed to dominate the Balkans. The question of how to satisfy competing Balkan nationalisms and the ambitions of the great powers refers to the “Eastern Question”. By 1830, Greece had become an independent state and Serbia achieved some self-rule. In the 1850s and 60s, independence and nationalist movements among the people of the Balkan provinces of the Ottoman Empire grew bigger and stronger.



Map 1.3 the Balkan states

Besides Turkey, there were six Great Powers during the late nineteenth century: Russia, Great Britain, France, Austria-Hungary, Italy and Germany. These states followed rather consistent Balkan policies. Some of the powers expressed an interest in the Balkan population, but in a crisis, each followed its own national security and defense needs. The foreign powers intervened for their own ends in the struggles between the Turks and the nationalist groups.

**Russia:** supported the Balkan nationalists for several reasons: The Russians were Slavs, like the Bulgarians and the Serbs. The Russians were Orthodox Christians as were many of the discontented Balkan groups. Moreover, Russia wanted to gain access to the Black Sea and the Mediterranean Sea.

**Britain:** Its main concern was to protect her interests in India and did not want the Russians in the Mediterranean, where they might challenge their sea power. They supported the Turks to suppress the nationalist movements.

**France:** Its main interest in the region was the expansion of colonies in North Africa and her influence in the Middle East.

**Austria:** Though indigenously an enemy of the Ottomans, they supported the Ottomans. They did not want Russia to replace the Ottomans.

In 1875 revolts broke out in several parts of the Balkan region. In 1878 Romania, Montenegro and Serbia got their independence. Between 1878 and 1913, the Ottoman Empire was reduced in size as the major European powers like Great Britain, Austria, France and Italy shared its territories. Tension and hostility were rising to dangerous level.



### Activity 1.7

1. Why did Russia encourage the Balkan people to seek independence?
2. List all of the Balkan states.

## ✓ Checklist

Put a tick mark [✓] if you properly understood the following ideas

1.	Capitalism	
2.	Nationalism	
3.	Unification	
4.	Giuseppe Garibaldi	
5.	Otto Von Bismarck	
6.	Abraham Lincoln	
7.	The Confederate States	
8.	The “ Eastern Question”	

Dear learner, did you mark a [✓] If not, please look at the corresponding item to the left and go back and read about it.



## Unit Summary

During the early modern period, Europeans using a merchant capitalism developed the transatlantic economy, in which the slave trade and slavery had a significant role. Many historians accept that out of the eighteenth-century transatlantic modern industrial capitalism developed. Beginning in the late eighteenth century industrialization became a major part of capitalistic enterprise in Britain. Similar economic transformations occurred in Belgium, France, and the northern part of the United States.

In the mid 1800's, the only two major European states which were not united were Italy and Germany. Both were broken up into many smaller states that sometimes shared connections but other times fought for autonomy. However, the people in these states mostly shared the same language, culture, history, and religion; all the things that make up nationalist feelings. These apparently helped them to unify their respective countries in the second half of the nineteenth century.

From 1861-1865, the American Civil War was fought between the United States of America and the Confederate States of America, a collection of eleven southern states that left the Union in 1860 and 1861. The conflict began primarily as a result of the long-standing disagreement over the institution of slavery. When Lincoln became president 11 southern states seceded. Lincoln and the North opposed the South's secession. The war ended by defeat of the confederates and resulted in the abolition of slavery from the USA.

Economic and social change, international rivalry and unsolved problems combined to unsettle the Balkans. Neither local states nor Great Powers could control the situation. The result was a succession of Balkan crises, some of which had serious consequences for Europe as a whole.



## Self-test Exercise –4

### Part I: True or false questions

#### Write true for correct statements and false for incorrect ones

1. A command economic system primarily governs the capitalist firms.
2. The Junker(nobility) was chiefly responsible for advancing German unity.
3. By the 19<sup>th</sup> century, nationalism had undermined the Ottoman Empire's strength and cohesion.
4. The long-standing argument over the institution of slavery led to the start of the American Civil War.

### Part II: Choose the correct answer from given alternatives

1. Capitalism does not have one of the following characteristics. Which?
  - A. Free market
  - B. Profit motive
  - C. Market price determined by government
  - D. Private property
2. Which of the following represented a British position? In the conflict between nationalists and Ottoman Turks
  - A. Supported independence of the Balkan states
  - B. favored Russia to the Balkans
  - C. supported the Turks to suppress the nationalist movements
  - D. had a neutral position
3. Which of the following outcomes of the 1860–1963 American Civil War?
  - A. *Zolleverien*
  - B. The North German Confederation
  - C. The *Reichstag*
  - D. The German Empire
4. The American civil war resulted
  - A. Equality between white and Black Americans
  - B. End of slavery in the USA
  - C. Expansion of plantation economy in the southern part of the USA
  - D. Increase of political domination of the confederates

## **Feedback for Activity**

### **Unit 1 Section 1**

#### **Feedback for Activity 1.1**

1. In the context of a capitalist free market economy, supply and demand play a major role in determining how many commodities and services are produced.
2. The capitalist or Bourgeoisie and the Proletariat or the working class

### **Unit 1 Section 2**

#### **Feedback for Activity 1.2**

1. To restore the monarchies and undo all the changes that occurred in Europe during Napoleon's rule.
2. Territory, concern for group values, culture, customs, language, tradition, the standard of living and desire for political power.

### **Unit 1 Section 3**

#### **Feedback for Activity 1.3**

1. Austria and France
2. The Popes were concerned that nationalism may cause ethnic and linguistic conflict. A union of Italian states under the control of the Pope was desired by the Catholic clergy.

### **Unit 1 Section 4.**

#### **Feedback for Activity 1.4**

1. In his "Blood and Iron Policy", Bismarck stated that the unification of Germany would only be possible by military power.
2. Germany's unification went more smoothly than Italy's. Germans possessed a Confederation Parliament and a Customs Union (Zollverein), unlike the Italians, which contributed to some degree of political and economic unification. Italian unification really took longer than German unification to complete.

### **Unit 1 Section 5.**

#### **Feedback for Activity 1.5**

The argument that the Civil War was fought over the moral issue of slavery is a prevalent one.

While the North was adamant on keeping them open to only white workers, the South wanted to expand slavery into the western territories. The agreement was finalized by the election of Abraham Lincoln, a

Republican, as president in 1860. Without receiving a single electoral vote from a Southern state, his win sent a loud and unambiguous message to those states that they no longer had any sway.

### Feedback for Activity 1.6

1. The American Civil War had a number of unintended consequences, including the abolition of slavery, the decline of the plantation economy, the fast industrialization of towns and the construction of infrastructures like railroads, banks, and industries in the southern part.
2. 1861- Election of Lincoln as president of the USA;  
1863-- Proclamation of Homestead law;  
1865 --the defeat of confederate forces.

### Unit 1 Section 6

#### Feedback for Activity 1.7

1. Russia backed Balkan nationalists for a number of reasons: Like the Bulgarians and Serbs in the Balkans, the Russians were Slavs. Both the Russians and many of the disgruntled Balkan people were Orthodox Christians. Additionally, Russia wished to acquire access to the Mediterranean and Black Seas.
2. Serbia, Greek, Rumania, Bulgaria,



### Answer key for Self –test Exercise

#### Unit 1 Section1

##### Self –test Exercise -1.

1. B                      2. D                      3. A                      4. C

#### Unit 1 Section 3

##### Self –test exercise -2.

###### Part I:

1. False                2. False                3. False

###### Part II:

1. D                      2. B

###### Part III. Short answer questions

1. Giuseppe Mazzini had a radical agenda that centered on establishing a centralized democratic republic based on universal suffrage and the desire of the people. The unity was made feasible because Cavour had the

appropriate political clout to influence and profit from tactical conditions. He was in favor of a constitutional monarchy. Garibaldi provided the unification movement with popular backing, a crucial component that Cavour was unable to provide.

2. In 1866, following the defeat of Austria in the Seven Weeks War (war between Austria and Prussia), Italy got Venetia. In 1871 following its defeat by the Prussian army, all the French army withdrew from Italy, and this finalized the unification of Italy.

## Unit 1 Section 4.

### Self –Test Exercise - 3.

#### Part I:

1. B                    2. A

A. Zollverein: an economic alliance between the German states established in 1834.

B. The battle of Sadowa: the Seven Weeks War, the war between Prussia and Austria.

C. Alsace-Lorraine: the area ceded by France to Germany in 1871 after the Franco-Prussia War.

2. The Danish War of 1864 (Schleswig and Holstein), The Austro-Prussia war of 1866 (Helped Prussia to form the North German confederation) and the Franco-Prussia War of 1870-71 (Alsace-Lorraine).



### Answer key for self -Exercise -4.

#### Part I:

1. False            2. True            3. True            4. True

#### Part II:

1. C                    2. C                    3. B                    4. B

#### References:

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## UNIT 2: AFRICA & THE COLONIAL EXPERIENCE (1880s -1960s)



### Unit Introduction

Dear learner, welcome to the second unit of the module. This unit comprises five sections and deals with the partition of Africa and early resistance movement to colonial rule. The unit provides you with the necessary knowledge of the history of European colonialism in Africa; the different types of colonial administrations, and the Africans struggle for independence. It is known that the present primary role of African states in the international world economy as the dominant sources of raw materials and major consumers of manufactured products are the results of long years of colonial dominance, exploitation and imperialism.

This unit will help you to discover the consequences of colonialism and the reaction of Africans to alien rule. The unit covers the following major lessons: General background to colonialism and the motives of European colonialism, Scramble for Africa and the Berlin conference, colonial policies and administration, early African resistance movements against colonial expansion, and impacts of colonial rule on Africa.

### Unit Learning Outcomes

**At the end of this unit, you will able to:**

- outline the motives of colonizers in Africa;
- recognize the African resistance movement;
- assess the political, economic and social transformations brought by colonial rule in Africa.

### Main Contents of the Unit

Section 2.1. General background of Colonialism

Section 2.2. The motives of European colonialism

Section 2.3. Scramble for Africa and the Berlin conference

Section 2.4. Colonial policies and administration

Section 2.5. Early African Resistance movements against Colonial Expansion

Section 2.6. Impacts of Colonial Rule on Africa

### Unit Learning Strategies

**Dear learner, welcome to the second unit of the module,**

The history of European colonialism in Africa is covered in this lesson. It discusses colonial rules and administration and how the race for Africa

began. It provides instances of African resistance to colonial control and then discusses the effects of colonialism on Africans. There are reading notes and illustrations in every section. Maps, charts, photos, and other images are used as illustrations to represent the material. The maps will show you the locations of significant historical sites referenced in the unit, and charts summarizing significant thought-process sequences will be provided. The exercises, activities, and questions allow you to assess your knowledge, hone your skills, make connections between the past and the present, and conduct further research.

A unit summary that summarizes the key concepts of the unit is provided at its conclusion. The glossary found at the bottom of the page defines key historical terms. Work on the text questions and learning activities. At the end of the unit, there are self-test exercises that help you to assess your performance.

**The Required Study Time:** \_\_\_\_\_ Periods.

## Section 2.1. General Background to Colonialism



### Section Overview:

Colonialism is defined as the direct and total dominance of one country by another based on the possession of state authority by a foreign power. It occurs when one country subjugates another, conquering and exploiting its people. The notion of colonialism is inextricably tied to that of imperialism, which is defined as the policy or belief of using power and influence to rule another nation or people.

### Section Learning Competencies:

At the end of this lesson, the learner will be able to:

- define the meaning of colonialism;
- describe the motives of European colonial rule in Africa; and
- Point out the major events leading to European colonization in Africa.

Colonialism has been practiced since ancient times. The ancient Greeks, Romans, Ottomans, and others established colonies overseas. Colonialism grew in scope since the 16th century, after the Age of Discovery. This was owing to advancements in navigational technology that allowed

Europeans to travel to all corners of the earth.

Following the end of the Atlantic Slave trade, Europeans began trading with Africa in what became known as “legitimate trade.” The term “legitimate commerce” refers to the commodity trade between Africans and European merchants after the slave trade was abolished. During this time raw products from Africa, particularly cash crops, were exchanged for goods from Europe.

The era of “legitimate” trade shifted the relationship between Africa and Europe from commerce based on human merchandise to merchandise of tropical crops. This heightened competitiveness, resulting in a race for Africa. Between the final quarter of the eighteenth century and the 1870s, a large number of European explorers travelled out into the heart of Africa to conduct “exploration”.

Based on the timing and purpose, European ‘explorers’ may be loosely divided into two groups. First, the European explorers who arrived before the 1850s are believed to have been inspired by a spirit of pure and objective scientific inquiry. Second a considerable number of explorers who arrived after the 1850s were European government agents. Meanwhile, although the European missionaries came with the good intention to evangelize Africa; the timing was bad. Missionaries came into Africa along with colonial administrators and traders with the plan to introduce Christianity, commerce and civilization. They cooperated and united as vital element in the attainment of their set goals.

Missionaries in critical times of need, depended on traders for funds, and relied completely on administrators for physical security and protection. However, European missionaries preaching Christianity in Africa in the last two decades of the nineteenth century converted only less than 1% of non-Muslim Africans (outside Ethiopia) to Christianity. Because of their lack of success, the missionaries began to appeal to their respective European governments for help.



## Self-test Exercise -2.1

**Part I: True/False Items. Write true if the statement is correct and false if the statement is incorrect.**

1. Most Africans were converted to Christianity by European missionaries who preached the faith in that continent.
2. Many of the European explorers who arrived in Africa after the 1850s were sent there as representatives of their governments.

**Part II: Choose the correct answer from the given alternatives**

1. The idea of colonialism is intimately related to the idea of
  - A. Communism
  - B. Socialism
  - C. Feudalism
  - D. Imperialism
2. One of the aforementioned elements contributed to colonialism's growth in the 16<sup>th</sup> century.
  - A. Advances in navigational technology
  - B. Reformation
  - C. Bartering
  - D. Industrial Revolution
3. The "legitimate Trade" in the 19<sup>th</sup> century was a trade
  - A. based on an equal exchange of goods among Africans
  - B. made between the Americans and European businessmen
  - C. in which African raw materials were exchanged for European goods
  - D. a business that supported the slave trade

**Part III: Take a couple of minutes to write a few sentences on the following:**

1. List African countries which were colonized at some point in the history?  
( You can refer to Map 2.2.)

## Section 2.2. The Motives of European Colonialism



### Section overview:

To rationalize their plunder and self-serving expansion in Africa, the imperialists came up with the ideology of a civilizing mission as a 'white man's burden' to bring Christianity and commerce to people that Europeans regarded as 'inferior races'. Political motivations were based on European nation's desire for dominance, competition with other European nations, territory expansion, the use of force, prestige from conquering colonies, and increased national pride and security.

### Section Learning Competencies:

At the end of this lesson, you will be able to:

- explain the motives for European colonization of Africa; and

- assess the role of missionaries on the eve of European colonization of Africa.

## **The main reasons for European colonization in Africa were:**

### **A. Economic:**

Demand for raw materials and the need for new market centers were the most visible ones. The 1800s was a time of great industrialization in Europe. Factories required raw materials that could be manufactured into marketable products. When Europeans returned to Africa for more resources they brought back the manufactured goods and sold them to Africans. Africa was believed to have a great amount of untapped raw material resources (agricultural products like groundnuts, palm oil, wood, cotton and gum; and mining like rubber, gold, and diamonds).

### **B. Political/ Strategic interest:**

Major world powers like Great Britain, France, and Spain were competing for power and prestige. European powers were more interested in dominating strategic territories and favorable locations for military and naval bases.

### **C. The Civilizing Mission and the White Man's Burden:**

The civilizing mission is a rationale for intervention or colonization of other non-western peoples like Africa. The Europeans presented themselves as having a mission of spreading civilization, commerce and Christianity across the globe. The clear implication of this was that Africans were inferior and uncivilized and Europeans were superior and civilized. Another concept which is closely related to the civilizing mission is the so called 'the white man's burden.' Originally, the white man's burden was a poem written by an English poet, Rudyard Kipling in 1899. This poem proposes that white people should rule over non-white people until they can take their place in the world by fully adopting western ways.

### **D. Religious factor:**

Some missionaries supported the colonization of African countries believing that European control would provide a political environment that would facilitate their missionary activities in Africa.



## **Activity 2.1**

**Read the following poem entitled "The White Man's Burden" written by Rudyard Kipling and answer the question below and explain how does**

Kipling describe the subjects of colonial rule?

Take up the White Man's Burden

Send forth the best ye breed

Go bind your sons to exile

To serve your captive's need;

To wait in heavy harness,

On fluttered folk and wild

Your new-caught, sullen peoples,

Half-devil and half child.

(source: <http://historymatters.mu.edu/d/5478/> )

## Section 2.3. Scramble for Africa and the Berlin Conference



### Section Overview:

Before the 1880s, only 10% of Africa was ruled by foreign powers. Most of North Africa was under nominal Turkish rule. Others include Omani rule in Zanzibar Island, the British in Sierra Leone, the French in Algeria, the Boers and the British in South Africa, the Portuguese in Mozambique and Angola coastal areas. These foreign rulers were limited only to the coastal part of Africa. The rest 90% of Africa was free from foreign rule and was independent. Later, European interest in Africa was radically changed. A fierce rivalry, massive and rapid colonial expansion of Europeans in Africa from the 1880s to the first decade of the 20<sup>th</sup> century is called the Scramble for Africa.

### Section Learning Competencies:

At the end of this lesson, you will be able to:

- state how colonial rivalries and conflicts led to the partition of Africa;
- explain the process of colonial occupation and its consequences on Africa;
- draw a sketch map of colonial Africa.

#### 2.3.1. Berlin Conference: 1884-1885

The Berlin Conference was held from 1884 to 1885 in Berlin, Germany. The German Chancellor Otto von Bismarck was the leader of the conference. The fourteen countries represented at the time were Austria-Hungary,

Belgium, Denmark, France, Germany, Great Britain, Italy, the Netherlands, Portugal, Russia, Spain, Sweden-Norway, Turkey, and the United States of America. Of these fourteen nations, France, Germany, Great Britain, and Portugal were the major players in the conference, controlling most of colonial Africa at the time. Britain, France, Germany, Belgium, Italy, Portugal, and Spain were competing for power within European power politics. However, Africa was not invited nor involved in the conference.



*The competition between European powers intensified when King Leopold II of Belgium and Germany entered the competition for African colonies*

King Leopold II of Belgium wanted to make Congo his personal colony and for this reason, he employed H.M. Stanley to explore the Congo River. Before the Berlin conference, in 1884, Germany had proclaimed Togo, Cameroon, and South-West Africa (Namibia), and in 1885, Tanganyika, as its protectorate.

At the Conference, the participants decided on the “General Act of the Conference,” which laid international guidelines for colonization. The Berlin Conference marked the real beginning of colonization in Africa.

- 1. Principle of effective occupation:** According to Article 35 of the Final Act, Colonial powers could acquire rights over colonial lands only if they possessed them: if they had treaties with local leaders, if they flew their flag there and if they established an administration in the territory with a police force to keep order.
- 2. Doctrine of the Sphere of Influence:** According to article 34 of the General Act of the Berlin Conference, any fresh act of taking possession of any portion of the African coast would have to be notified by the power taking possession to the other signatory powers.
3. The conference resolved to end slavery in Africa.
4. The Congo Free State (today's Democratic Republic of the Congo) was confirmed as the private property of King Leopold II of Belgium. Free navigation of the Niger and the Congo.

Europeans were successful in rapidly partitioning Africa during the scramble, because of the following reasons:

1. The major factor for European victory over Africa was the military superiority that Europe enjoyed over Africa. European powers were using professional and well trained armies.

Lack of cooperation and solidarity among Africans. Those weaknesses were made use of by Europeans to their advantage.



**Map 2.2** Colonial map of Africa( source: slideplayer.com)



### Activity 2.2 Answer the following questions.

1. Locate the two independent countries of Africa in 1914, from the above map ( Map 2.2).
2. Describe how the Berlin Conference affected Africa.
3. Explain why the Europeans wanted to colonize Africa?
4. What strategies did Europeans employ to colonize Africa?

## Section 2.4. Colonial Policies and Administration



### Section overview:

The Berlin Conference prepared the ground for the eventual military invasion and domination of Africa by Europe. The whole continent was colonized by Europe, with the exception of Ethiopia and Liberia. The main colonial powers were Portugal, Belgium, Italy, Germany, France, and Britain. The relationships between the colonies and the colonial powers are referred to as colonial administration. Colonialism is characterized by exploitation of the subject population, political and legal dominance by the imperial power, and racial and cultural imbalance between the ruling and subject populations.

### Section Learning Competencies:

At the end of the section, you will be able to:

- List down different methods of colonial administration in Africa;
- Compare and contrast the different colonial policies in Africa.

European colonial governments used different methods of administration in order to administer colonies in Africa. These methods of administering varied from territory to territory and also among imperial powers. These methods include company rule, direct rule and assimilation, indirect rule as well as settler rule.

### 2.4.1 Company Rule

In the early days of colonialism, European nations allowed the establishment of private companies that were granted large African territories to administer. These companies were formed by businessmen who were interested in exploiting the natural resources of the African territories. The company rule was exercised from the 1880s to 1924. The British South Africa Company (B.S.A.C), is an example of company rule, it was formed in 1887 and lasted longer than the British East African Company. The B.S.A.C., under the control of John Cecil Rhodes, used force and coercion to administer three territories Nyasaland, Northern Rhodesia and Southern Rhodesia. The Company governed these colonies until 1924. The companies' rule failed due to shortage of finance and opposition from Africans and missionaries over their harsh company rule.



Figure 2.1 Cecil Rhodes, the man who bought Africa for Britain  
(Source: [www.newworldencyclopedia.org](http://www.newworldencyclopedia.org))

### 2.4.2 Direct Rule and Assimilation

The French, Belgians, Germans, and Portuguese are considered to have used this model to govern their African colonies. In the direct rule system, African indigenous rulers and local governments were removed and replaced by European personnel. African chiefs were assigned at the lower levels of the administrative structure to collect taxes, recruit labor and suppress rural African opposition. Under direct rule, the French government considered its African colonies as part of France.

The French colonial policy of direct rule and assimilation was designed by Albert Sarrout. The French colonial policy also incorporated association. According to the assimilation policy, an African, after receiving French education, stood a chance of becoming a French. Assimilation accepted the inherent superiority of French culture over all others. So, in practice, the assimilation policy in the colonies meant extension of the French language, institutions, laws, and customs.

The other colonial approach France used in Africa was known as association. It was an opposite idea to assimilation policy. It implied that the relationship between the conqueror and the conquered should be one of "association", not of identity and merging; it emphasized cooperation between the rulers and the ruled.

### 2.4.3 Indirect Rule

The architect of the British Indirect rule policy was Frederick Lugard. Lugard exercised this policy when he was a governor of Nigeria and British East Africa. This system of governance used indigenous African rulers within the colonial administration. Frederick Lugard, in his book *The Dual Mandate in British Tropical Africa*, published in 1922, explained the importance of indirect rule.

 *Indirect rule was preferable to administer colonies in Africa because it was the cheapest and most effective way. It also reduced African resistances*

Unlike the French, the British made greater use of African customary law. The British indirect rule aggravated ethnic differences “that emphasized on differences of dialect of language, dress, and religion.

### 2.4.4 Settlers Rule

Europeans came and settled in Africa, in many cases, displacing indigenous Africans. Settler colonies were found in southern Africa including the colonies of South Africa, Southern and Northern Rhodesia (Zimbabwe and Zambia), Angola, Mozambique, and South West Africa (Namibia). In addition, settler rule was practiced in Kenya, a British colony in East Africa, and in Algeria, a French colony in North Africa. Here the fertile lands of the African peasants were taken and given to minority white settlers. The administration was very harsh for Africans and racist. Due to settler rule, Africans became laborers and landless tenants. In Kenya, for example, the Kikuyu, who lost their ancestral territory in the so-called white highlands to European settlers, migrated in mass to growing urban centers like Nairobi in search of employment.

In general, colonial administrative policies implemented by European colonial rulers varied from country to country. Despite these differences, all colonial governments shared certain common features, such as:

- All colonial systems were undemocratic,
- Colonial rule was most often imposed without consent from the African people, and
- All forms of colonial rule engaged in “divide and rule”.

**Activity 2.3**

1. List the matches and dissimilarities between British and French colonial policy.
2. Sketch the colonial map of Africa and locate white settlement areas in Africa.

## Section 2.5. Early African Resistance Movements Against Colonial Expansion

**Section Overview:**

Africans' response to colonial rule varied from place to place. Several forms of armed and nonviolent resistance to colonialism occurred. There was armed resistance in different parts of Africa. The first or early African responses to the colonial conquest occurred from about 1880 to 1914. The second stage covered from 1914 to 1945. The third stage conducted from the 1950s to 1980s was a period of decolonization of Africa. It was characterized by the emergence of national liberation movements that aimed at achieving independence.

**Section Learning Competencies**

At the end of this lesson, you will be able to:

- appreciate African's resistance against colonialism;
- outline African resistance movements against colonialism;
- value the contribution of the anti-colonial struggle;
- demonstrate major areas of African resistance against colonial expansion using the map of Africa.

**Some examples of Early Resistance:****2.5.1 West Africa****A. Ahmadu Seku:**

Ahmadu Seku was one of the prominent leaders of the Tukulor Empire in West Africa. From 1830s to 1845, he resisted French rule in western Africa using various methods. In the beginning, he preferred to use diplomacy over armed resistance. But when the French violated their promise and started territorial expansion, Ahmadu forces clashed with the French-Senegalese troops. The French had recruited soldiers from the local

people for their colonial goal. Finally, Ahmadu's forces were defeated and his empire broke up. He was exiled to Sokoto, where he died. Then after, the French allied with Ahmadu's brother to control the region.

### **B. Samori Ture**

Samori Toure (ca. 1830–1900): He was a Muslim leader in the Mandinka Empire, who engaged the French in protracted armed resistance from 1882 to 1898. Samouri was successful in uniting under his administration most of the people in the vast area between the source of Niger and the Upper Volta basin. He led a strong army of 30,000 men. Samori Ture, who governed an area in what is today Guinea, Mali, and Cote D'Ivoire strongly resisted French colonial expansion.



**Figure 2.2** Samori

It was not until 1900 that the French finally captured Samori. The French exiled Samori to Gabon in Central Africa.

### **C. The Asante**

In West Africa, the British did not acquire large territories like the French. The British acquired the coastal areas of Nigeria and Ghana (Gold Coast) before the start of the scramble. In Ghana, British colonial expansion faced opposition from the Asante kingdom led by Asantehene (King) Prempe. After the bloody war, the British defeated the local resistance and were able to establish their colony of the Gold Coast over all of Ghana in 1900.

The British used the strategy of divide and rule and their superior weapons as well as recruited African troops, to conquer the whole of Nigeria in 1910.

## 2.5.2 Resistances in East Africa

**The Maji-Maji Uprising** The *Maji Maji* Uprising in Tanganyika was the most significant African challenge to German colonial rule from 1905 to 1907. The four German colonies in Africa were Tanganyika (modern-day Tanzania), Togo, Cameroon, and Namibia. The German rulers imposed high taxation and a system of forced labour on their colonial subjects. They were forced to grow cotton and build roads for their European occupiers. As a result, a movement against the Germans led by a prophet Kinjikitile Ngwale erupted in Tanganyika. Ngwale taught the people to sprinkle their bodies with sacred water known as *Maji Maji* which “would turn bullets of their enemies into water.”

The rebellion spread throughout the colony, eventually involving 20 different ethnic groups who wished to dispel the German colonizers. The *Maji Maji* movement was a spontaneous rising with no previous planning and central leadership. The Germans followed a ‘scorched earth’ policy, destroying villages and crushing the uprising.

### 2.5.3 Resistances in South Africa

The Germans’ rule in Africa was harsh and characterized by land alienation. In South West Africa, for instance, land was taken from Africans and given to German settlers. The indigenous Herero and Nama peasants were forced to reduce their grazing land. Following the cattle epidemic of 1896-97, white settlers and traders moved to the African grazing land and provided loans to the poor African peasants to take native lands.

In 1904, the Herero people, led by Samuel Maharero, and in 1905 the Nama people, led by Hendrik Witbooi, rebelled against German colonial rule. However, both uprisings were crushed by the Germans.

### 2.5.4 Resistances in North Africa

After the opening of the Suez Canal in 1869, Britain and France were engaged in a fierce struggle to influence Egypt. At the time, Egypt had a weak government, led by Khedive Ismael Pasha. In 1879, both Britain and France agreed to implement dual control over Egypt. In 1881, the Egyptian people revolted opposing the imperialist domination of Britain and France. The revolt was led by Colonel Urabi Pasha. In 1882, under the banner of controlling the revolt, the British colonial forces entered Cairo and

defeated the revolt. At the same time, Egypt became a British colony.



## Self-test Exercise -2.2

**Part I:** Match names under column "A" with their correct matches under Column "B".

<b>A</b>	<b>B</b>
1. Kinjikitile Ngwale	A. fought back against French control in the Mandika Empire
2. Urabi Pasha	B. protested against German colonial rule in SW Africa
3. Asantehome Prempe	C. sparked Egyptian opposition to British control in Egypt
4. Samouri Toure	D. leader of the Maji Maji Movement
5. Ahmadu Seku	E. a prominent leader of the Tukolor Empire in West Africa
	F. leader of the anti-British struggle in the Gold Coast

**Part II. Write short answer for the following task.**

1. List the benefits of colonialism in Africa (positive results) and its drawbacks (negative effects).

## Section 2.6. Impacts of Colonial Rule on Africa



### Section Overview:

This section deals with the impacts of colonialism on the political, economic and social life of the African people. It describes the causes for boundary conflicts among many African nations today. It illustrates how Colonialism eroded African traditional way of life.

### Section learning Competencies:

At the end of this lesson, you will be able to:

- explain the consequences of European colonialism on the political, economic and social life of the African people

### 2.6.1. Political Impacts

Africans lost independence and freedom. The African indigenous administrations were destroyed. Europeans created artificial boundaries

without the approval of the local community. This became a colonial legacy and caused boundary conflicts among many African nations after independence. Sometimes they grouped together people who had never been united under the same government before. Sometimes they divided existing groups of people.

### **2.6.2. Economic impacts**

Colonialism in Africa brought about the under-development of African territories in many different ways. Africa remained a supplier of raw materials for Europe. Africans were not allowed nor encouraged to go into manufacturing. The Europeans had introduced modern education but the introduction of colonial education made Africans abandon their indigenous technological skills and education. African natural resources were exploited by European colonizers. For instance, forests were cleared to get timber, to provide firewood that was needed to power the steam engine trains and to construct rail tracks.

### **2.6.3. Social impacts**

Colonialism also disrupted the development and way of living of local communities. During the colonization process communities had to be moved and relocated to create white settlement areas for large scale farming.

Colonization also brought about different types of diseases. An example of such a disease that was introduced by the settlers is Rinderpest disease which affected the livestock of the Shona people of present day Zimbabwe and Botswana, and North Ethiopia during the *Kefu Qen*.

Generally, colonialism shaped both the economic and political structure of African colonies to serve the interest of European powers. There were some positive outcomes of colonialism, such as tribal warfare ended following the introduction of colonial administration, introduction of different modern ideas construction of railways, roads to transport raw materials to ports.



## Unit Summary

Africa's commercial transition was inseparably connected to the rising demand for industrial inputs from industrialized Western Europe. Due to the industrial revolution, the search of Europeans for African raw materials and new markets increased.

The volume of African exports of vegetable oils, palm oil, groundnuts, gum, ivory, gold, hides and skins rubber, cotton, and copper, as well as cash crops such as cocoa, coffee, tea and tobacco broadened.

During a period lasting from 1884 to 1914 in what was known as the Scramble for Africa, several European nations took control over areas of the African continent. The European colonizers partitioned the largely unexplored African continent into protectorates, colonies and 'free-trade areas.

Colonial powers exert control and domination of Africa. They justified their act as a civilizing mission. The project was furthered through a structure of ideas by which European practices were asserted to be civilized and universal, and non-European societies were uncivilized and inferior.

Colonialism had a huge impact on the lives of Africans. Economic policies were adopted by Europeans who destroyed the colonies, rather than help them. Africa was weakened economically, politically, and culturally. Africa's indigenous lifestyles and culture were destroyed.

## ✓ Checklist

Put a tick mark [✓] if you properly understood the following ideas

1.	Colonialism	
2.	Otto Von Bismarck	
3.	The General Act of Berlin	
4.	The Civilizing Mission	
5.	The White Man's Burden	
6.	Colonial policies	
7.	African resistance	
8.	Impacts of Colonial Rule on Africa	

Dear learner, did you mark a [✓] If not, please look at the corresponding item to the left and go back and read about it.



### Unit Self-test Exercise

#### Part I: True/False questions.

Write true for correct statements and False for incorrect ones.

- The African map from 1884 and the one from 1914 are remarkably similar.
- One of the goals of European colonial powers in Africa was to look for new markets.
- The early resistance activities among Africans lacked coordination and were spontaneous.
- The British colonial policy favored direct rule rather than indirect one.
- New diseases of various kinds were also introduced to Africa as a result of colonization.

#### Part II: Choose the correct answer from given alternatives.

- What was the primary reason that European nations colonized Africa?
  - The desire to establish democratic regimes in Africa
  - maintain power promote mutual trade relationship
  - To exploit rich African resources
  - To stop the slave trade
- Which of the following cannot be a factor in early African resistance movements' inability to overthrow European colonial rule?

- A. The Africans' inclination to colonial administration than their indigenous system
  - B. Absence of effective organization
  - C. Lack of unity among Africans
  - D. Africans' were poorly armed
3. All forms of colonial rule share commonly
- A. Assimilation policy
  - B. Divide and Rule policy
  - C. Association policy
  - D. Democracy
4. The poem "The White Man's Burden" by Rudyard Kipling reflected the following:
- A. The white race had become a burden on other races
  - B. The white man had a responsibility to civilize other races
  - C. Colonialism was a burden brought by a white man on others
  - D. The white man should not carry the burden of colonialism
5. As a defense for European colonization of Africa, the civilizing mission
- A. Considers other peoples as agents of historical change
  - B. Considers Europe as less civilized compared to other peoples
  - C. Considers colonialism as the enslavement of other peoples
  - D. Considers that colonialism is good for the colonized
6. Which of the following was not agreed upon at the Berlin conference?
- A. Free trade along major African rivers
  - B. Ground rules for future appropriation of the African continent
  - C. The recognition of the Congo Free State
  - D. None of the above

### Part III: Short answer questions

1. Why were African early resistance movements not successful?
2. Explain briefly the economic consequences of Colonialism in Africa.



## Answer key for Exercise and Feedback for Activities

### Answer key Exercise 2.1

Part I: 1. False      2. True

Part II: 1. D      2. A      3. C

1. Any African nations except Ethiopia and Liberia can be the answer.

### Feedback for Activity 2.1

Africans, who were under colonial rule, are characterized by Kipling as being aggressive, uncivilized, wild, and half-demon. He paints the conquerors of Europe as upright, decent, willing to help others, cultured, and superior people.

### Feedback for Activity 2.2

A. Locate Ethiopia and Liberia from the map of Africa.

B. Marked the real beginning of colonization in Africa; laid an international guideline for colonization.

C. To exploit Africa's raw materials and agricultural products; to use Africa as new market sources; to control some strategic regions "The White Man's Burden" was what justified the European actions in Africa The origin of this ideology came from Rudyard Kipling's poem The Europeans believed that it was their duty and burden to "civilize".

D. Trickery treaties, through their agents of missionaries, explorers, using one group of Africans against the other, effectively implementing the Divide and rule policy, and war of conquest.

### Feedback for Activity 2.3

A. The concept of indirect rule was endorsed by British colonial policies. It depended on the use of African chiefs. Because the French favored direct authority, they deployed French officials to various positions in colonial administration. The assimilation association's policies were likewise supported by the French.

B. Make sure that you have located Kenya, Algeria, Rhodesia (Zambia and Zimbabwe), South Africa, Southwest Africa (Namibia) on the sketch map.

### Answer for Exercise 2.2

Part I: 1. D      2. C      3. F      4. E      5. A

**Part II.****Advantages or Positive Outcomes**

Following the establishment of colonial rule, various modern concepts of education, government, and economy were introduced. Roads and railways were built, but trucks were also developed to transport raw materials to ports. Tribal violence decreased.

**Disadvantages or Negative Impacts of colonialism**

Africans lost their freedom and independence. The native African governments were eliminated. Without the consent of the indigenous population, Europeans established artificial boundaries. As a result, many African countries experienced border disputes after gaining independence. Numerous factors contributed to the underdevelopment of African territory as a result of colonialism. Africa continued to supply Europe with raw minerals.

**Answer key for Unit Self-test Exercise****Part I: True/ False Items**

1. False      2. True      3. True      4. False      5. True

**Part II: Multiple choice**

1. C      2. A      3. B      4. B      5. D      6. D

**Part III: Short answer items**

1. European powers were superior in military technology; Europeans were able to make good use of the differences and rivalries among African states and people.
2. Colonialism in Africa played a variety of roles in the underdevelopment of African regions. Africa continued to provide Europe with raw minerals. African manufacturing declined due to colonialism, which also caused their native technological expertise and educational system to be abandoned. European conquerors made use of Africa's natural resources.

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## **UNIT 3: SOCIAL, ECONOMIC AND POLITICAL DEVELOPMENTS IN ETHIOPIA IN THE MID-19<sup>th</sup> C. TO 1941**



### **Unit Introduction**

Dear learner, welcome to the third unit of the module. The unit deals with the history of Ethiopia from the mid-19<sup>th</sup> century to 1941. The first lesson of the unit sheds light on the nineteenth century long distance trade and the roles cottage industry played in the socio-economic development of the country. The second lesson focuses on the process of the making of Modern Ethiopia State and explores the administrative reforms, modernization attempts, religious reforms, the centralization policy and territorial expansions. The third lesson is about external aggressions and the heroic resistance of the people of Ethiopia to preserve their country's territorial integrity. Here you will study about the Napier Expedition, the Egyptian aggression, the Mahdists invasion and the Italian encroachment into Ethiopian territory which was sanctioned by the glorious battle of Adwa in 1896. The fourth lesson deals with power struggle among the ruling elites from 1906 up to 1930. The final section is about the Fascist Italy's aggression and the Ethiopian patriots' resistance.

### **Main Contents of the Unit**

Section 3.1 Long Distance Trade in the 19<sup>th</sup> Century and the Cottage Industry

3.1.1 The Trade Routes, People's Interaction, Major Market Centers, the Medium of Exchange, and Trade Items

3.1.2 The Role of Cottage Industries

Section 3.2 The Making of Modern Ethiopian State 1855-1913

Section 3.3 External Aggressions and the Unity of Ethiopian People in Defense of National Sovereignty, 1871-1896

Section 3.4 Inception of Power Struggle among the Ruling Elites, 1906 - 1935 Fascist Italian Aggression and Patriotic Resistance

**The Required Study Time:** \_\_\_\_\_ Periods.

## Section 3.1. Long Distance Trade in 19<sup>th</sup> Century and the Cottage Industry



### Section Overview:

The movement of products over a long distance from one community to another was known as long-distance trade. Several marketplaces, individuals, regions, and items were involved. It incorporated both domestic and international trade. Muslim traders from Northern Ethiopia known as the Jabarti and Oromo traders from South Western Ethiopia known as the Afkala carried out long-distance trading.

### Section Learning Competencies:

At the end of this lesson, you will be able to:

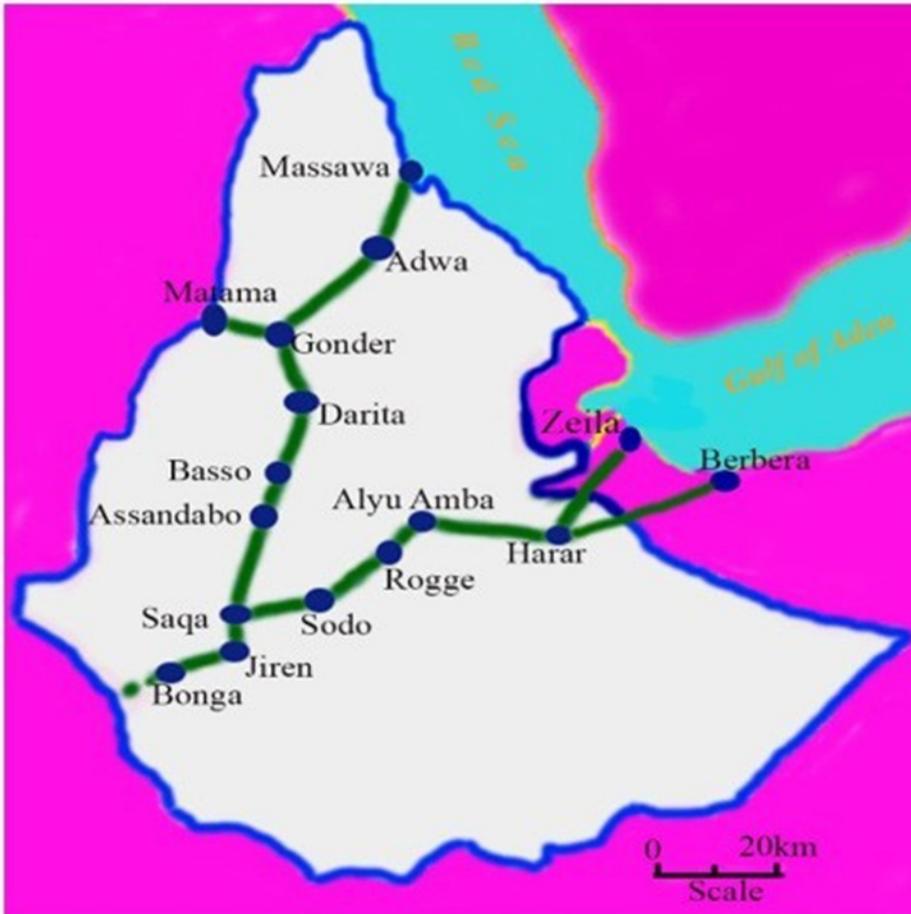
- illustrate the salient features of the long distance trade in Ethiopia;
- appreciate the roles the cottage industry played in the socio-economic life of the Ethiopian people;
- pinpoint the major market centers in nineteenth century Ethiopia.

#### 3.1.1 The Trade Routes, People's Interaction, Major Market Centers

In the 19<sup>th</sup> century, the peoples and polities that existed in the southern, northern and eastern parts of Ethiopia and the Horn were connected by two major trade routes that started from Bonga, the capital of the Kafa Kingdom. The main market centres along these lines were Bonga, Hirmata, Saqa, Asandabo, Basso, and Gondar.

At Gondar it branched into two: the first went westward through Chilga to Matamma (Gallabat) and the other route passed through Adwa, Asmara and terminated at Massawa on the Red Sea coast.

The second major trade route also started from Bonga and passed through the famous market centres of the century like Hirmata in Jimma, Soddo in southern Shawa, Rogge at the foot of Yarar Mountain, Aliyu Amba or Abdul Rasul in northern Shawa and Harar in eastern Ethiopia. At Harar the route branched into two: the first route went to Zeyila and the second to Berbera, both on the Somalia Coast of the Indian Ocean.



Map 3.1 Trade routes of 19<sup>th</sup> C. Ethiopia

 The principal commodities that dominated the long-distance trade in the century were ivory, civet musk, salt bars (amole) and slaves. Muslim traders from Northern Ethiopia known as the Jabarti and Oromo traders from South Western Ethiopia known as the Afkala carried out long-distance trading.

The salt bars (amole) served as a medium of exchange and were used side by side with Maria Theresa Thalers (MTT). MTT was a coin introduced from Austria to the Horn of African region by Arab traders at the end of the eighteenth century.

The long-distance traders had diverse backgrounds. At each market centre, local peoples were active traders. However, Muslim merchants were the most dominant group that travelled from the interior to the coast.

Among these were the northern Muslim merchants known as Jabarti and Southwestern Muslim Oromo merchants known as Afqala. Moreover, the Argoba from the Kingdom of Shawa were also active merchants in the trade between Harar and the northern Somali coast.



### **Activity 3.1**

1. Name the businessmen who controlled the long-distance trade in Ethiopia and the Horn throughout the nineteenth century.
2. How did trade in Ethiopia and the Horn of Africa come to be the main driver of relations between peoples and polities?

#### **3.1.2. The Role of Cottage Industries**

The Cottage industry and handicraft technology existed in Ethiopia since time immemorial. The most common cottage industries were metalworking, pottery, tannery, carpentry, masonry, weaving, jewellery and basket making.

The general public's attitude towards artisans was not at all encouraging as they were mostly disdained and marginalized. Consequently, the locally produced agricultural implements and household furniture did not show any significant improvement and sophistication.

Among the cottage industries, blacksmiths were responsible for the manufacture of a wide variety of articles of considerable economic and military importance in many parts of the country. These included ploughshares and the iron parts of pick-axes, sickles and other agricultural implements, as well as knives and razors, spearheads, daggers, swords, bullets and spare parts for the rifles.

Moreover, tent-pegs, hammers, pincers, drills, nails, hatchets, saws and files, steels for striking fire, pans on which to cook bread, bits and stirrups for horses and mules, chains and rings were also manufactured by smiths. Any examination of the history of Ethiopian crafts reveals the creative genius of the Ethiopian people, as well as their importance in the country's economy and civilization.



Figure 3.1 Local professional's different handicraft product



### Activity 3.2

1. Identify the raw materials used for making the above handicrafts products ( Pots, Cloth and *Lemat*)
2. Mention the economic importance of the cottage industry
3. Additional Activity: By visiting the local cottage industry in your locality assess how the craft industries are a basis for development, and how the local community treated the craft workers.

## Section 3.2. The Making of Modern Ethiopian State 1855-1913



### Section Overview:

The consolidation of the northern and north-central regions and principalities, as well as the territorial expansion into the southern half of the nation, were crucial in the development of modern Ethiopia. Kassa Hailu of Quara, who ascended to the throne as Tewodros II, was the first emperor to make an effort to unite the nation (1855-1868).

Yohannes IV (1872–1889) tried to enact a decentralized style of government that would provide local leaders a significant deal of autonomy. Menilek II engaged with carrying out an extraordinary territorial expansion into what is now southern Ethiopia.

## Section Learning Competencies:

At the end of this lesson, you will be able to:

- identify the reforms made by Tewodros II;
- explain the causes, process and impacts of unification and territorial expansion;
- compare and contrast the roles played by Tewodros II, Yohannes IV and Menilek II in the making of modern Ethiopia.

The making of modern Ethiopia involved the unification of regions and principalities found in northern and north-central parts and territorial expansion into the southern half of the country. The first emperor who attempted to unify the country was Kassa Hailu of Quara, who took the throne name Tewodros II (1855-1868).

Kassa became prominent when he was serving his half-brother, *Dejjazmach* Kenfu of Dambya and helped him in defeating the Egyptians at Wad Kaltabu in 1837. Later, in 1848, Kassa also fought against the Egyptians at a place called Dabarqi, where he was defeated because of the Egyptians' superior military organization, discipline, and better armaments.

Meanwhile, Kassa became popular and this attracted the attention of Yajju (Warra-Sheh) lords. Therefore, they decided to have Kassa on their side through a marriage arrangement and thus they gave him Tawabach, the daughter of Ras Ali II. He was also appointed as the governor of Quara. However, Kassa felt that he was not treated well by Ras Ali and his mother, Etege Menen. Hence he gradually fought against the Yajju nobles and other regional lords.

The major regional lords defeated by Kassa Hailu before his coronation were: Dajjach Goshu Zewde of Gojjam at Gur Amba on November 27, 1852; Birru Aligaz and the four other *Dajjazmachs* at Gorgora Bichegn on April 12, 1853; Ras Ali of Yajju Dynasty at Ayshal on 29 June 1853; and Dajjazmach Wube of Semen and Tigray at Deresge on 8 February 1855.

Of the above battles, the battle of Ayshal where the last ruler of the Yajju dynasty was defeated symbolized the end of Zamana Mesafint. Kassa Haylu was anointed by Abuna Salama at Deresge Mariam on 9 February 1855 and became Tewodros II, King of Kings of Ethiopia. Tewodros was a

man with a mission. He understood the precarious condition his country was in. He knew that his country would not remain independent unless some fundamental measures were taken. So, he envisioned establishing a country that was territorially united and militarily self-dependent and stronger. Immediately after his coronation, he set out to unify the country. The Wallo campaign, where he encountered fierce resistance, started in March 1855. The capture of Maqdala on 12 September 1855 marked the end of Tewodros's campaign to Wallo for the time being. His campaign to Shawa also lasted some five months. It was concluded after the Shawan force was defeated at the Battle of Barakat in November 1855. Tewodros left Shawa by appointing Hayla-Mikael, the brother of Hayla-Malakot, the king of Shawa who died in the middle of the campaign. But Sayfu, another brother of Hayla Malakot, continued to challenge Tewodros's authority. Similarly, in areas like Gojjam and Semen, rebellion against Tewodros had already started. Hence, the conclusion of the Shawan campaign marked the peak of Tewodros's power and also the beginning of the end of his reign.

The other aspect of his reign was his attempt to modernize the country by introducing drastic reforms in the areas of military, administration and socio-economy. In the military sphere, he introduced military titles like Yasar Aleqa (commander of ten), Yamsa Aleka (commander of the fifty), Yemeto Aleka (commander of the hundred), and Yeshe Aleqa (commander of the thousand). He tried to organise and replace the regional armies of the Zamana-Mesafint ('Era of Princes') with a salaried national army. He established an arms manufacture at Gafat (near Dabra Tabor) with the help of European missionaries and artisans. As a result, about 35 cannons were produced at Gafat including his famous mortar known as "Sebastopol."



Figure 3.2 Tewodros's mortar, Sebastopol

To get some extra land to distribute among the landless and increase the productive section of the population, he confiscated church land and reduced the number of priests and deacons in each church to five. However, Tewodros's reforms and modernization attempts faced serious challenges and opposition from both inside and outside the country.

Internally, his administrative and social reforms were opposed by the forces of regionalism, who wanted to maintain their indigenous power in their respective provinces. The clergy saw his involvement in the affairs of the church as dangerous to the church's authority as an institution.

Externally, the lack of support from foreign powers with that assistance he planned to modernize the country brought him into conflict with the British. The combination of these two forces of opposition contributed to his eventual downfall.

The British sent a very large army to Ethiopia to deal with the matter militarily after they failed to negotiate the release of the diplomatic mission and missionaries with Tewodros. The storming of Maqdella on April 30, 1868, by the British and the subsequent suicide of Tewodros brought an end to his reign.



Figure 3.3 Emperor Tewodros II



### Activity 3.3

1. Mention the changes Tewodros II made.
2. Mention the two provinces where Tewodros made campaigns immediately after his coronation.
3. Evaluate Tewodros's campaigns to Wallo and Shawa.

Following the death of Emperor Tewodros, three contenders to the throne emerged; namely, Wagshum Gobeze of Lasta, Kassa Mircha of Tigray, and Menilek of Shawa. Gobeze came to power immediately after Tewodros as Emperor Tekle-Giorgis II (1868–71). Although attempts were made to create a smooth relationship between the Emperor and Kassa Mircha, the quest for state power put them in enmity and it was brought to an end following a battle at Assam (near Adwa) in July 1871 in which the latter became victorious.

Yohannes IV (1872-1889) attempted to introduce a decentralized system of administration permitting regional rulers to exercise a great deal of autonomy. A typical example of this was his recognition of Menilek as Negus of Shawa in 1878 by the Liche agreement. Similarly, Yohannes designated Ras Adal Tesema of Gojjam as Negus Takla-Haymanot of Gojjam and Kafa in 1881. He succeeded in achieving the unity of the predominantly Christian provinces, including Wag and Lasta, Simen, Begemidr, Amhara Saynt, Gojjam, Wallo, Shawa, and the Mereb Milash for quite some time. Emperor Yohannes IV sought to end the religious controversy within the

Ethiopian Orthodox Church (EOC) and presided over the Council of Boru Meda (1878), where Tewahdo was declared the only doctrine of the EOC. Ethiopian Muslims, especially those of Wallo, were forced to be converted to Orthodox Christianity.

Hence, some superficially converted while others preferred migration to other areas like Arsi, Gurage, Jimma and Sudan. However, the Wallo leaders such as Mohammed Ali and Amede Liban were converted to Christianity and changed their names to Ras Michael and Dajjach Hayle-Mariam, respectively.



Figure 3.4 Emperor Yohannes IV



## Self-test Exercise 3.1

**Part I:** Choose the correct answer for each of the following questions

1. Which of the following battles did Kassa Hailu not participate in?  
A. Ayshal    B. Deresge    C. Wad Kaltau    D. Gorgora Bichign
2. Which of the following chronological orders, going from the earliest to the latest wars fought by Kassa Hailu, is correct?  
A. Ayshal- Deresge -Gorgora Bichign-Gur Amba  
B. Gur Amba- Ayshal- Deresge -Gorgora Bichign  
C. Deresge -Gorgora Bichign Gur Amba- Ayshal  
D. Gur Amba- Gorgora Bichign- Ayshal- Deresge
3. Which of the aforementioned wars taught Kassa Hailu a lesson about the need to modernize his army?  
A. Debarki    B. Deresege    C. Ayshal    D. Wad kaltabu
4. The main reason for the conflict between Tewodros and the British was  
A. his foreign policy was anti-Great Britain  
B. Tewodros's desire to test his military skill  
C. the British refused the request of Tewodros  
D. the British colonial adventure of the 19<sup>th</sup> century

The process of territorial expansion carried out during the time of Menilek II can be categorized into three phases. The first phase of his territorial expansion was made when he was king of Shewa (1865-89). The second phase was from the time of his coronation as emperor of Ethiopia in 1889 up to the battle of Adwa in 1896 and the third phase was after the battle of Adwa (1896-1900).



Figure 3.5 Emperor Menilek II

By the 1870s, Menilek incorporated the Tulama and eastern Macha Oromo territories. The Shawan Oromo notables like Ras Gobana Dache played a pivotal role in the territorial expansion and the creation of the modern Ethiopian Empire. In this decade, the northern Gurage, the Kistane or Soddo Gurage peacefully submitted without resistance to Menilek while the western Gurage, led by Hassan Enjamo of Qabena, strongly resisted Menilek's force until Ras Gobana defeated them in 1888.



Figure 3.6 Ras Gobana Dache

Menilek's territorial expansion to western & southwestern Ethiopia was concluded through both forceful and peaceful submissions. The area

south of the Abbay River, particularly Horro Guduru was controlled by Ras Adal (Nigus Tekle-Haymanot) for some time up to the time of his defeat at Embabo by Menilek's commander, Ras Gobana. After the Battle of Embabo, Leqa-Naqamte, Leqa-Qellem, and Jimma Abba Jifar submitted to Menilek peacefully, who promised them to recognize and maintain their autonomy.



Figure 3.7 Abba Jifar II of Jimma

However, in some of the Oromo inhabited territories like in Arsi and Hararghe Menilek encountered stiff resistance. For instance, it took him six different campaigns from 1882 to 1886 to pacify the Arsi Oromo. Finally, the Arsi resistance was suppressed by the forces of Ras Darge Sahla Sellasie at the battle of Azule on 6 September 1886.

In Hararghe, the combined forces of the Harari and the Oromo attempted to resist Menilek's conquest of the province. Yet, their forces were defeated at the battle of Chalanqo on 6 January 1887. This was followed by the appointment of Dajjach (later Ras) Makonnen Walda-Mikael as governor of the province by Emperor Menilek II.

In 1889, Menilek became the emperor of Ethiopia and he continued the process of expansion with renewed vigour. A year before his coronation, the country was hit by the Great Famine or Kefu Qan (1888-92), which devastated the nation and seriously depleted the cattle population. The immediate cause of the famine was the rinderpest epidemic triggered by the Italian importation of infected cattle through Massawa. The famine partly necessitated and gave further momentum to territorial expansion in southern Ethiopia. As a result, starting from 1889 up to 1894, areas like

Dawuro, Konta, Kambata, Bale, Sidama, Gamo, Gofa and Wolayta were incorporated. The incorporation of Walayita was made possible after the suppression of a stiff popular resistance which resulted in the death of a large number of people in 1894. The Wolaita resistance was put under control after Kawo Tona (the last king of Wolaita) was arrested. It was followed by the incorporation of Gedeo, Borana and Konso.



**Figure 3.8** Kawo Tona

In 1897, Kafa was incorporated after the forces of Tato Gaki Sherocho (the last king of Kafa) were defeated by Menilek's army led by *Ras* Wolde Giorgis. Similarly, Emperor Menilek extended his authority over Benishangul and Gambella, setting the stage for a formal agreement in 1902 on borders with the British as the colonial power in Sudan. The process of territorial expansion was concluded with the signing of boundary agreements with the neighboring colonial powers that continued until 1908.



Figure 3.9 Gaki Sherocho

Menilek II, like Tewodros II, was eager to introduce western technology and administrative advances into Ethiopia. Therefore, he founded the first modern bank known as the Bank of Abyssinia in 1905; the first Modern School, Menilek II in 1908; introduced the first modern postal system, signed the agreement and initiated work that established the Addis Ababa-Djibouti railway with the French in 1894, introduced electricity to Addis Ababa, as well as the telephone, telegraph, the motor car, and modern plumbing. He also started to mint a coin to replace the Maria Theresa Thaler.

The treaty which delimited the boundaries between Ethiopia and the surrounding colonies was signed. The first boundary that was delimited and concluded on 20 March 1897 was the boundary between Ethiopia and French Somaliland (Djibouti). This was followed by the delimitation with British Somaliland in May 1897, with Italian Eritrea on 10 July 1900, with Anglo-Egyptian Sudan on 15 May 1902, with the British East Africa (Kenya) in 1907, and with Italian Somaliland in 1908.

With the signing of these boundary delimitation treaties the process of defining Ethiopia's modern territorial extent is completed. These agreements concluded over about a decade, were significant for the history of Ethiopia. They gave the country approximately its present shape. However, the delimitation on the map was not followed by demarcation on the ground.



## Self-test Exercise 3.2

### Part I: Choose the correct answer from the given alternatives

- Which area was absorbed into Menilek's territory during the first stage of his territorial expansion?  
A. Arsi      B. Hara      C. Hararghe      D. All of the above
- The last ruler of the kingdom of Wolaita was  
A. Abba Jifar II    B. Gaki Sherocho    C. Sheikh Khojale    D. Kawo Tona
- Which of the following regions was last added to the Ethiopian Empire?  
A. Jimma      B. Konso      C. Sidamo      D. Gambella
- The process of bringing Ethiopia's northern and central regions together started under the rule of:  
A. Menilek II      B. Tewodros II  
C. Yohanes IV      D. Lij Iyyasu

## Section 3.3. External Aggressions and the Unity of Ethiopian People in Defence of National Sovereignty, 1871-1896



### Section Overview:

The second half of the nineteenth century was a period during which the survival of Ethiopian independence was put to the utmost test. The initial challenge to Ethiopia's independence came from Egypt.

The other foreign and most dangerous power which came to challenge Ethiopian independence in the last quarter of the nineteenth century was Italy. The victory of Ethiopians at Adwa had both national and international significance.

### Section Learning Competencies:

At the end of this lesson, you will be able to:

- explain the causes of the British military expedition led by General Napier;
- recognize the attempts of Egyptians to dominate the Nile basin ;
- unravel the results of the Hewett Treaty;

- pinpoint the causes and effects of the battle of Adwa ;
- appreciate the heroic resistance of the Ethiopian people against foreign aggression.

Emperor Tewodros needed the technical support of Europe, particularly that of Britain, both against what he considered to be the main threat to Ethiopia, namely Egypt, and to assist him in his goal of modernizing the country. His modernization drive emanated mainly from the understanding of this danger to Ethiopia. As a result, in 1862, Tewodros sent a letter to Queen Victoria of Great Britain requesting military assistance through Consul Cameron. Cameron came back to Ethiopia via Egypt without any response.

☞ *Tewodros held Cameron directly responsible for the lack of response to his letter of 1862 to Queen Victoria of England. He also suspected him of conspiring with the “Turks”, i.e. the Egyptians, against him.*

On learning about the imprisonment of the Europeans, Queen Victoria sent a letter through Hormuzd Rassam, which did not satisfy Tewodros. After some communications, the British parliament decided to take military action



**Figure 3.10** Tewodros's European captives

 To free their citizens arrested by Tewodros, the British sent in late 1867, a large military expedition commanded by Sir Robert Napier. With the help of local allies against Tewodros, such as Kasa Mercha of Tigray (the future Emperor Yohannes IV), the British were able to make their march from the coast to the interior.

On 10 April 1868, up to 8,000 Tewodros' soldiers, including his general Gebriye tried to check the advancing British forces but were defeated at the battle of Aroge. The following day, on 11 April 1868, Tewodros released his European captives and on 13 April, 1868, Tewodros committed suicide at Maqdala. This was followed by the burning of his fortress and looting of treasures



Figure 3.11 The main and key gate to Maqdala



Figure 3.12 The fortress of Maqdala burning after the British expeditionary force defeated Emperor Tewodros II



Map 3.2 Debre Tabor and Maqdala: the two historic sites of Tewodros II



### Activity 3.4

1. What caused the conflict between Tewodros II and the British?
2. Which African nation was viewed as a major threat to Ethiopia in the 1870s?

The British showed no interest to remain in control of the country and thus left immediately. However, the easy way in which the British accomplished their mission in Ethiopia created a false impression on the Egyptians about Ethiopia. So, they immediately showed a keen interest to occupy Northeast Africa, including Ethiopia, with the ambition of controlling the source of the Nile. After making initial encroachments along the Ethiopian side of the Red Sea, they prepared a very grand campaign to control the whole of the country.



In 1875, when Khedive Ismail Pasha, the Egyptian leader, sent his troops to invade Ethiopia in three directions. **First was the Zeila front led by Mohammed Rauf Pasha** which resulted in the occupation of the Harar Emirate (1875 to 1885). The **second front was led by Werner Munzinger**, the architect of the whole of Ismail's scheme for the invasion of Ethiopia, and started from the direction of Tajura (Djibouti) but was annihilated by the Afar.

Finally, **Colonel Arendrup and Arakel Bey** led another 2,000 well-armed troops through Massawa. Emperor Yohannes IV and his general Ras Alula mobilized about 20,000 forces and encountered the Egyptians at the Battle of Gundat (16 November 1875), in which the Egyptian troops were severely defeated.

The Egyptians again reorganized their forces and sent an army to invade Ethiopia. However, they were defeated at the Battle of **Gura** (7–9 March 1876).

The other foreign and most dangerous power which came to challenge Ethiopian independence in the last quarter of the nineteenth century was Italy. With the opening of the Suez Canal in 1869, the Red Sea region had acquired great strategic and commercial importance. The Italian foothold on the Horn of Africa began when an Italian private shipping company (Rubatino) had bought the port of Assab from the local chiefs in 1869. The port was transferred to the Italian government in 1882.

Moreover, Great Britain secretly transferred Massawa from Egypt to Italy in 1885. Using these bases as a springboard, Italy began penetrating northern Ethiopia, Mereb Melash. But they were defeated decisively at the Battle of **Dogali** by Ras Alula Engida in 1887, Emperor Yohannes's famous general and right-hand man.

There was a parallel development in the northwestern part of the country bordering Sudan. The struggle of the Sudanese people against Egyptian occupation had gathered momentum and drove them out of most of the country and encircled the remaining Egyptian troops in the Kassala area of Eastern Sudan. The only way the Egyptians could save their

lives was via Massawa through the cooperation of Ethiopia. So, the British brokered a treaty known as the Hewett Treaty between Ethiopia and Egypt in 1884. According to the Hewett Treaty, Ethiopia agreed to facilitate the evacuation of Egyptian soldiers encircled by the Mahdist in eastern Sudan in return for, among others, the use of Massawa by Ethiopia. The Ethiopian involvement infuriated the Mahdists and became the main cause for the clashes between the Mahdists of Sudan and Ethiopian forces that lasted from 1885 to 1889.

The first clash between the two came at Kufit in September 1885, when the Ethiopian forces were victorious. However, when Emperor Yohannes IV was in northern Ethiopia busy with the task of checking the Italian advance to Marab Milash, the Mahdists caused a lot of destruction to churches and monasteries, including the killing of the clergy and the laity. In January 1887, Yohannes ordered Nigus Tekle-Haymanot of Gojjam to repulse the Mahdists.

A year later, the Mahdists led by Abu Anja, defeated Nigus Tekle-Haimanot's troops at Sar Wuha in Dembia. At this important juncture, Negus Menilek and Nigus Takla-Haymanot conspired against the emperor, instead of directly facing the Mahdists. Now, Emperor Yohannes faced what is called the triangular tension, namely the Italians in the north, the Mahdists in the west and northwest, and his two vassals in the centre. As a result, Emperor Yohannes made the following national call.

☞ የኢትዮጵያ ህዝብ ሆይ ኢትዮጵያ የተባለችው ሀገር፡ 1ኛ እናትህ ናት፤ 2ኛ ክብርህ ናት፤ 3ኛ ሚስትህ ናት፤ 4ኛ ልጅህ ናት፤ 5ኛ መቃብርህ ናት። እንግዲህ የእናትን ፍቅር፣ የዘዉድን ክብር፣ የሚስትን የዋህነት፣ የልጅን ደስታ፣ የመቃብርን ከባቲነት አስበህ ተነስ!

*Literally, Oh! The people of Ethiopia,  
The country called Ethiopia is firstly your mother, secondly your crown,  
thirdly your wife, fourthly your child, fifthly your grave. Accordingly, rise  
understanding the love of a mother, honor of a crown, the goodness of  
a wife, the delight of having a child, and the shelter of a grave.*

Hence, on 9 March 1889, the Emperor marched to Metemma where he died fighting the Mahdists. Internal divisions and hostilities among rulers would result in a huge cost to the country and its people. Among others,

Maqdala and Metemma are very good testimonies.

As mentioned earlier, the Italians advance in the northeast was temporarily checked by the force of Emperor Yohannes IV. Following the death of Emperor Yohannes, the responsibility of keeping the territorial integrity of the country fell on his successor, Menilek II. The Italians used the treaty of Wuchale to advance their colonial interests. The treaty was signed by King Menilek II and, the Italian representative, Count Pietro Antonelli in the town of Wuchale, Ethiopia, on 2 May 1889 to promote friendship and trade between the two countries. There were slight, but crucial, differences between the Italian and the Amharic versions of the treaty which created misunderstandings between the two countries. Article XVII of the treaty in its Amharic version indicated that the emperor of Ethiopia “could” use the good offices of the Italian government in his dealings with other foreign powers while the Italian text of the treaty made it obligatory. Upon failing to get the revision of the treaty from the Italians, Emperor Menilek unilaterally abrogated the treaty in 1893.

To achieve their intentions, the Italians crossed the Marab River, arrived at Adigrat, and proceeded to Amba-Alage. This Italians steady encroachment onto north Ethiopia and the need to defend the territorial integrity of the country has been made clear by Emperor Menilek’s call for mobilization.

 አሁንም አገር የሚያጠፋ ሃይማኖት የሚለውጥ ጠላት እግዚአብሔር የወሰነልንን የባህር በር አልፎ መጥቷልና  
 .....እንደ ፍልፈል መሬት ይቆፍር ጀመር። አሁን ግን በእግዚአብሔር ረደትነት አገሬን አሳልፌ አልሰጠውም።  
 :... ጉልበት ያለህ በጉልበትህ እርዳኝ ። ጉልበት የሌለህ ለልጅህ ለምሽትህ ለሃይማኖትህ ስትል በሀዘን እርዳኝ።

*Enemies have now come upon us to ruin the country and to change our religion by crossing the sea coast which God gave us as our frontier. Our enemies have begun the affair by advancing and digging into the country like moles. With the help of God, I will not deliver up my country to them. Today, you who are strong give me of your strength, and you who are weak, help me by prayer.*

Following Emperor Menilek’s proclamation for general mobilization, about 100,000 troops from every part of the country gathered at Wara-Illu (in today’s South Wallo). The people marched to the front irrespective of gender, regional, and ethnic differences to fight against the

Italian aggression. Almost troops from all parts of the country participated in the war. A force led by Fitawrari Gebeyehu Gurmú defeated the Italians at Amba-Alage and forced them to retreat to Mekelle. In January 1896, under the leadership of Ras Mekonnen, the Ethiopian forces defeated the Italians at Mekelle. At Mekelle, they came under siege that prevented their access to a well, which they used for drinking. The strategy was commonly called the “siege of Mekelle” and was believed to be designed by Empress Taytu. After some negotiations, the besieged Italian troops were set free and left Mekele, and joined their compatriots at Adwa.



Figure 3.13 Etege Taytu

The last and decisive phase of the war was fought at Adwa on March 1st 1896. The Ethiopian forces were led by Emperor Menilek, Empress Taytu and war generals like *Ras Mikael*, *Ras Makonnen*, *Ras Alula*, *Ras Mangasha* and *Negus Tekle-Haymanot*. The result of this battle was a remarkable victory for Ethiopians. At this battle, about 8,000 Italian fighters were killed, 1,500 wounded, and 3,000 were captured. On the Ethiopian side, about 4,000-6,000 troops are said to have been killed.

The battle of Adwa has had a profound impact on the countries involved in the conflict and the people who were fighting for their independence and rights all over the world. As far as Ethiopia was concerned, its status as an independent sovereign state was recognized by the great powers of the world. The first country to do so was Italy itself. By the treaty of Addis Ababa signed on October 26, 1896, and which concluded the war, Italy recognized the independence of Ethiopia. Soon after, several powers of the time (including Italy, France, Britain, Russia, the United

States, Germany, Belgium, Turkey, and others) also recognized Ethiopia as a sovereign state and opened their legations in Addis Ababa. In addition, the heroic national campaign, the cooperation, and common successes of the peoples of Ethiopia had a positive impact in consolidating national integration. The victory has since served as a symbol of unity, independence and national pride for all Ethiopians.

The victory of Adwa was the first decisive victory of black people over a powerful white European power. So, for black people who were fighting for their freedom and independence across the world, it also served as a source of pride and motivation. In Italy, too, the defeat led to the collapse of the government of Premier Francesco Crispi.



### Activity 3.5

1. Who were the Ethiopian force's leaders at Adwa?
2. What was the cause of the Battle of Adwa?
3. Explain the differences between the Amharic and Italian versions of Article XVII of the Treaty of Wuchale.

## Section 3.4. The Inception of Power Struggle among the Ruling Elites 1906 to 1935



### Section Overview

The year 1906 may be viewed as a turning point in Ethiopia's political history following the Adwa. In this year, Menilek experienced his first stroke, a condition that would take his life seven years later. This was made worse by the passing away of his cousin Ras Mekonnen Walda-Mikael, who was widely regarded as the likely candidate to succeed him as king, in the same year. These changes have led to the succession problem being raised.

### Section Learning Competencies:

At the end of this lesson, you will be able to:

- pinpoint the measures Emperor Menilek took in order to avert power struggle among his successors;
- describe the reforms of Lij Iyasu;

- analyse the salient features of the period of diarchy; and
- identify the measures Emperor Haile Selassie took to consolidate his absolute power.

The year 1906 might be regarded as a watershed moment in post-Adwa Ethiopia's political history. Menilek suffered his first stroke in this year, an illness that would claim his life seven years later. This was made worse by the death of his cousin, Ras Mekonnen Walda-Mikael, in the same year, who was widely expected to replace him on the throne. As a result of these developments, the issue of succession has arisen. As a result, the surrounding colonial powers, the United Kingdom, France, and Italy, formed a Tripartite Treaty in the same year, assuming that Ethiopia would fall into disorder if Menilek died. Britain and France will each have a sphere of influence over the Nile basin and the railway zone, respectively, according to this pact. The hinterlands of Italy's colonies, Eritrea, and Italian Somaliland were considered as part of Italy's interests.



### Activity 3.6

Mention the primary concerns of the three European nations to the 1906 tripartite treaty.

Emperor Menilek established Ethiopia's first cabinet (ministers' council) in 1907 to address the looming crisis of succession and power vacuum. In 1909, he also named his grandson Lij Iyasu as his successor (regent). In the meanwhile, Empress Taytu's influence grew, but she faced stiff opposition from the Shewan nobles, who saw her as a significant danger to their dominion. They organised resistance against her, and she was forced to abstain from participating in the country's politics in 1910.

Iyasu began to wield his full powers with the fall of Taytu and the death of Ras Tesema Nadaw, and his de facto rule lasted from 1911 until 1916. Iyasu enhanced laws and regulations on the one hand, he announced a series of actions and policies that might be described as progressive and bold, yet contentious on the other. Some of Iyasu's actions brought together internal and external forces, eventually leading to his overthrow in 1916.



Figure 3.14 Lij Iyasu

Iyasu maintained Menilek's modernization agenda, which included the construction of Addis Ababa's first police force. He tried to reform property ownership and taxation, removed the traditional Quragna system of tying plaintiffs and defenders together, and outlawed and banned the indigenous institution of lebashay, or magical thief catchers.



### Self-test Exercise 3.3

Explain the following terms briefly.

- A. Quragna System
- B. Lebashay
- C. Terenbulle

Iyasu was deposed on September 27, 1916, and Zewditu, Menilek's daughter, was named empress of Ethiopia. Dejjach Tafari Mekonen was promoted to the rank of Ras and named successor to the throne.

Following Iyasu's removal from power by a palace coup, Iyasu's father, Negus Mikael, tried unsuccessfully to reverse the coup. His plans were thwarted when his soldiers were decisively defeated and he was captured by the Shewan army, led by Ras Tafari, at Sagale on October 27, 1916, in the deadliest battle since Adwa.

Power was shared between Empress Zawditu, Menilek II's daughter, and

Tafari Mekonnen, son of the renowned Ras Mekonnen, following the successful palace revolt against Lij Iyasu in 1916. The political settlement of 1916 marked the start of a difficult and unusual period of dual governance known as the time of diarchy. The time was characterized by an ongoing dispute between Empress Zawditu's adherents, known as the conservative or indigenous camp on the one hand, and the progressive prince Tafari Mekonnen and his supporters on the other. The conservative camp was led by Fitawrari Habte Giyorgis Dinagde.

The expulsion of the ministers in 1918, with the exception of Habte Gyorgis Dinagde, Minister of War from 1907 until 1926 was the first step towards enhancing Tafari's power. Habte Gyorgis died peacefully in December 1926, putting an end to their silent struggle.

Nonetheless, there were several open challenges to the regent's expanding power. Dajjach Balcha Safo, governor of Sidamo, and Ras Gugsa Wale, governor of Begemdir and ex-husband of Zawditu, issued an open challenge to Tafari. The conflicts were ended when Dajjach Balcha was removed from his governorship in 1928 and Ras Gugsa was defeated at the Battle of Anchim in 1930.



### Activity 3.7

1. Who were the opponents at the Battle of Sagale ?
2. Why did Tafari Mekonnen face opposition from the notables during the diarchy?

The coronation of Ras Tafari as *Negus* in 1928 and Emperor in 1930 marked the beginning of Haile Selassie's autocracy. After gaining virtual control of power, the emperor implemented a series of reforms and adjustments aimed at setting the groundwork for autocratic rule.

The first written constitution of 1931 established the legal basis for emerging absolutism. The Constitution provided a legal framework for Haile Selassie's emerging autocratic rule. The constitution recognized the emperor's unrestricted rights to make appointments and dismiss people, administering justice, declare and end wars, and grant lands and honours.

The provincial hereditary aristocracy lost a lot of political influence with the 1931 Constitution. With the exception of Tigray, which was permitted to be ruled by descendants of its local hereditary chiefs, the country's other provinces lost their internal autonomy and were replaced by individuals nominated directly by the Emperor. The formation of a national army was another measure through which the emperor attempted to consolidate his power. In 1930, the Belgian officers began training the Imperial Bodyguard. In 1934, the first officer training school was established at Holeta, west of the capital, by a Swedish military mission. The first batch of officers three year training program was disrupted by the Italian invasion. Rather than career officers, the cadets began to make history as passionate patriots.



### Activity 3.8

Write short answers for the following questions

1. Describe the elements of Ethiopia's 1931 constitution.
2. What steps did Haile Selassie the Emperor take to solidify his absolute power?
3. Which regional rulers lost their autonomy in the 1930s soon after Haile Selassie crowned Emperor of Ethiopia?

## Section 3.5. Fascist Italian Aggression and Patriotic Resistance



### Section Overview:

This section discusses the Ethiopian people's resistance struggle and the Italian fascist assault. The section demonstrates the changes made by the Italians during the time of occupation, 1935-1941, and how, in the end, the Italians were driven out with the aid of the British forces and the patriotic resistance movement.

### Section Learning Competencies:

At the end of this lesson, you will be able to:

- state the causes of the Second Italo-Ethiopian War ;
- identify the major fronts during Fascist Italy's invasion ;
- appreciate the heroic resistance of the Ethiopian patriots during the Italian occupation.

Despite their defeat at Adwa in 1896, the Italians had never given up their desire to colonize Ethiopia and were waiting for an opportune time to revenge on their defeats.

When Benito Mussolini, the leader of the fascist party, came to power in 1922, he was determined to restore ancient Roman power and glory. To divert attention away from problems he encountered in Europe, he planned a larger military operation in Africa. Mussolini just needed a pretext to invade Ethiopia after a long period of planning. Ethiopian and Italian forces clashed at Walawal, in the Ogaden, on December 5, 1934, over an ill-defined border between Ethiopia and Italo-Somali land.

The Italian soldiers crossed the Marab River on October 3, 1935, and by November 8, they had taken control of Mekele. Emilio de Bono, who was subsequently succeeded by Pietro Badoglio, headed the Italian troops in this direction. On the northern front, Badoglio headed the war's most brutal phase. With air attacks, his men advanced quickly into Tigray. Three hundred planes were dispatched to drop the internationally banned poison gas on Ethiopians. General Rudolfo Graziani was in charge of the Italian army in the south.



### Activity 3.9

What pretext did the Italians use for their 1935 invasion of Ethiopia?

The Ethiopian government's mobilization order was met with a huge response. Ethiopia's counter-offensive, on the other hand, arrived more later than expected. The delay was caused by two factors. First and foremost, Ethiopia placed its faith in the League of Nations and the international world, hoping for fair justice. Second, Ethiopians intended to extend Italy's supply line by enabling it to move deeper into the country. Ethiopian soldiers eventually went out to fight the Italians on two fronts: the northern and southern fronts.

Ras Kassa Hailu had overall command of the northern front. Under him were Ras Mulugeta Yeggezu (minister of war), Ras Seyoum Mengesha (ruler of Tigray), and Ras Emeru Haile-Selassie (governor of Gojjam). Ethiopians fought the Italians in three directions. At the Battle of Amba Aradom, the forces of Minister of War Ras Mulugeta Yegezu, fought on the

eastern front. The armies of Ras Kasa and Ras Seyoum Mengesha were in the centre. Ras Emeru Haile Selassie commanded an army that battled the Italians in Shire, in the west. On the western front, the Ethiopians won a few battles. They were, however, unable to stop Italy's overall advance. Ethiopians were unable to resist the aerial bombardment and poison gas used by the Italians. The battles of Tembien and Amba Aradom were won by the Italians. Ras Mulugeta Yigezu was killed in the second combat. Only in the battle of Shire, on the western front, did the Ethiopian army gain a modest victory.

The final battle on the northern front was fought at Maychew, on March 31, 1936. The emperor led the remaining troops and the Imperial bodyguard. The Italians were well fortified because of the delay from the Ethiopian side and thus helped by their air superiority, the Italians achieved victory over the Ethiopians.

On 2 May 1936, Emperor Haile Selassie, his royal family, and some notable officials left Addis Ababa for Europe via Djibouti. On 5 May 1936, Addis Ababa came under the control of the Italian army led by Marshal Badoglio.

Meanwhile, Ethiopians in Ogaden, Sidamo, and Bale were putting up a strong fight on the southern front. On this side, Ras Desta Damtew, *Dejjach* Nesibu Zeamanuel, *Dejjach* Balcha Safo, and *Dejjach* (later Ras-bitwaddad) Mekonnen Endalkachew commanded Ethiopian soldiers against Marshal Rodolfo Graziani's Italians. Despite this, they were unable to stop the Italian advance. The Italians took control of Harar a few days after Addis Ababa fell,

The Italians' success was largely due to their greater preparation, superior weapons, a crucial monopoly of airpower, and the deployment of the banned mustard gas. The Ethiopians, on the other hand, experienced logistical issues (absence of roads, radio communication and maps). Ethiopia was in the process of transitioning from feudalism to modernity. Ethiopian commanders lost the Adwa-era military courage without replacing it with contemporary military skills.



### Activity 3.10

Why, in 1936, did Italians succeed where they had so tragically failed in 1896?

Following Marshal Badoglio's occupation of Addis Ababa, Benito Mussolini declared, "Ethiopia is Italian". Italian-occupied Ethiopia was officially merged with Eritrea and Somalia into an entirely new territory called Italian East Africa, or in its Italian version, Africa Orientale Italiana (AOI).



*The six provinces of Italian East Africa*

1. *Eritrea (including Tigray) with its capital at Asmara;*
2. *Amhara, formed out of the old provinces of Begemdir, Gojjam, Wallo and northern Shewa with its capital at Gondar;*
3. *Addis Ababa (later renamed Shawa);*
4. *Oromo and Sidama, comprising lands to the Southwest with its capital at Jimma;*
5. *Harar; and*
6. *Somalia, including Ogaden, with capital at Mogadishu*

The viceroy was the senior representative of fascist power at the top of the Italian colonial administrative structure. Badoglio was Musoloni's first viceroy, but he was soon replaced (at the end of May 1936) by Graziani, whose reign was likewise cut short by an assassination attempt on February 19, 1937. He was succeeded by Amadeo Umberto d'Aosta, Duke of Aosta, a more liberal figure who ruled until Italy's surrender in 1941. Ethiopian resistance fighters, named "Patriots" (locally known as *Arbegnoch*), began to reassemble in their respective areas under the leadership of local leaders in order to challenge the enemy. The Italians were confronted with a national resistance almost from the beginning. Despite the Italians efforts to divide the patriots, the resistance movement encompassed nearly all areas and ethnic groupings.



Map 3.3 Italian advances, (source: world War II wiki-Fandom)

The resistance began almost soon after the Battle of Maychew. These Patriots were active throughout the occupation era, making life tough for the Italians, particularly in rural northern, eastern, and central Ethiopia. “ተነሱ! አትነሳም ወይ ሀገር ሲወረር ዝም ትላለህ ወይ” (‘Stand! Oh rise up; you cannot sit there while the nation is invaded’) became the popular slogan at the time. As a result, the country was never effectively occupied.

 The resistance has two phases, with the reprisals that followed the abortive endeavor to kill Grazianni in February 1937 forming the dividing line. The first phase was in essence a continuation of the war. It was characterized by conventional military engagements, and largely led by members of the upper nobility. The second phase was marked by guerilla warfare, led in most cases by members of the lower nobility.

Some of the notable leaders of the first phase of the patriots' resistance were Ras Emeru Hayla-Sellase, Ras Desta Damtew, the emperor's son-in-law, the brothers Abera and Asfawason Kasa. *Dejjach* Balcha Safo, Ras Abebe Aregay, and *Dejjach* Feqre-Maryam Yennadu. Abuna Petros, a bishop of Wallo who became a martyr, is said to have been the motivating spirit. Moges Asgedom and Abraha Deboch, two young Ethiopians, attempted to kill Italian Viceroy Graziani on February 19, 1937. Graziani was seriously wounded while some other officials were killed.

As a kind of revenge, Italian forces massacred Ethiopians in the city. The episode is known as the Graziani Massacre or the February Massacre. Approximately 30,000 Ethiopians were slaughtered in three days.

The Italians primarily targeted Ethiopians with a high level of education. Mass massacres revealed Fascism's real face and sparked a fresh phase of national opposition to Italian authority. This event signaled the beginning of the resistance's second phase. The nobility and local notables launched the second wave of patriotic resistance. It took on the form of guerilla warfare and was mostly concentrated in rural regions. It was mainly strong in the regions of Shawa, Gojjam and Begemidir. Many renowned guerrilla leaders fought the enemy in different battles.

Haile Mariam Mamo, Abebe Aregay, Geresu Duki, and Bekele Woya in Shawa, and Belay Zeleke in Gojjam, and Amoraw Wubineh in Gondar, were some of the popular patriotic leaders.



Figure 3.15 Fighters of the patriotic resistance

Ethiopian resistance fighters lacked a well-organised supply and provisioning infrastructure. They relied heavily on individual donations as well as looting enemy possessions. Soldiers were often sent to peasant homesteads for refuge and food by patriots. The Ethiopian peasantry provided food and shelter to the combatants. On various occasions,

peasants fought with patriots against the Italians. They also provided crucial information to the patriots.



### Activity 3.11

1. Examine how Ethiopian women participated in the patriotic resistances against Italian occupation.
2. Write a Short profile of Shawaragad Gadle.



Figure 3.16 Shawaragad Gadle

*Yewust Arbegnoch* ("inner patriots") made a great contribution to the patriotic struggle. These were patriots who lived in towns among the Italians and frequently worked with them, but who also passed on vital information to the patriots. Some of these group's members used to provide underground support to patriots battling in the bushes. Their main task was to collect weapons, medicine, food, and intelligence reports to be secretly delivered to fighters. As *Yewust Arbegnoch*, Ethiopian women played an important role. Women used to get crucial information from Italians. Some went to the extent of arranging secret killings of Italian authorities.

In addition to underground activities, there were women that led their troops in battles of resistance. Others served as rallying points to soldiers, when their husbands died. Prominent examples of women in the patriotic resistance movement were Shewareged Gedle of Addis Alem, Kebedech Seyoum of Shawa, Shewanesh Abera of Lasta, Abbech Chergos of Gondar and Lekyelesh Beyan of Jirru.

The patriotic struggle continued often under difficult circumstances. Shortages of arms, food, clothing, and medicines had always been serious challenges to the patriots throughout the period of struggle. There were also personal conflicts among patriotic leaders which even sometimes led to the extent of armed clashes. The patriots also lacked proper coordination. They had no strong uniting political organization. Their slogan was fighting for the Ethiopian flag and monarchy.

Despite the above mentioned weaknesses, the patriotic resistance continued throughout the five years of Italian occupation. It played a great role in the gradual weakening of the fascist forces and enhanced the liberation of Ethiopia. Yet, the final liberation of Ethiopia was achieved by the combined efforts of internal and external forces which was partly related to the Second World War.

In June 1940, Italy entered World War II on the side of Germany. This incident led to British military intervention in the liberation campaign of Ethiopia. Britain believed that military intervention in Africa would protect her colonial interests. Emperor Haile Selassie, who was in exile in London, requested British military assistance, and a joint Anglo-Ethiopian liberation operation was started in Sudan and Kenya. In the interior of Ethiopia, patriots joined hands with recently arrived liberation army. Troops under General William Platt attacked the Italians in Eritrea. The two British officers, Major General Orde Charles Wingate and Brigadier General Daniel Sandford, led a joint army known as the Gideon Force with Emperor Haile Selassie that entered Gojjam in April 1941.

The British commander Lieutenant General Sir Allan Cunningham entered Ethiopia through British East Africa (Kenya) and his army controlled Addis Ababa on 6 April 1941. Emperor Haile Selassie re-entered his capital on 5 May 1941 and officially hoisted the Ethiopian flag.



## Unit Summary

The long-distance trade routes of the nineteenth century, which linked peoples and states of southern and northern parts of modern Ethiopia started from Bonga, the capital of the kingdom of Kafa. Muslim traders known as Afkala and Jabarti played a pivotal role in the trade. The salt bars (amole) and the Maria Theresa Thalers served as a medium of exchange. The twin processes which led to the making of modern Ethiopia were the unification of regions and principalities found in northern and north-central parts on the one hand and territorial expansion into the southern half of the country on the other. Tewodros II (1855-1868) was the first emperor of modern Ethiopia who attempted to unify the country.

After the downfall of Tewodos, three contenders to the throne, namely Wagshum Gobeze of Lasta, Kassa Mircha (Yohannes IV) of Tigray, and Menilek of Shawa emerged and came to the throne one after the other. While the former's reign was too short and uneventful the latter two played pivotal roles in the creation of modern Ethiopia. Yohannes IV was renowned for his attempt to introduce a decentralized system of administration and terminate a religious controversy within the Ethiopian Orthodox Church. Menilek II was credited for his unprecedented territorial expansion to the southern half of modern Ethiopia.

During the second half of the nineteenth century, foreign powers attempted to control Ethiopia. The British military expedition led by Sir Robert Napier came to Ethiopia and resulted in the death of Tewodros II. In the 1870s the Egyptians' attempt to control the country was successfully repulsed thanks to the battles of Gundat (1875) and Gura (1876), in which the Ethiopian forces scored decisive victories over the Egyptians.

The Italians repeated attempt to control northern Ethiopia was also successfully repulsed in the 1880s. However, a conflict with the Mahdist Sudan consumed Emperor Yohannes IV's life in 1889. Last but not least, the Italians attempt to colonize Ethiopia was sanctioned by the glorious battle of Adwa in 1896. The period from 1906 up to 1930 was mainly dominated by the power struggle among Ethiopia's ruling elites.

The coronation of Tafari Mekonnen as Emperor Haile Selassie in 1930

marked the end of the period known as diarchy or dual rule. However, Emperor Haile Selassie was forced to exile after six years as a result of the Italians invasion of Ethiopia in 1935/36 and then occupation, 1936-1941. The Emperor restored to his power in 1941 after the defeat of Fascist Italy.

### ✓ Checklist

Put a tick mark [✓] if you properly understood the following.

1.	Long-Distance Trade	
2.	Jabarti	
3.	Afkala	
4.	Cottage Industries	
5.	General Napier	
6.	Reforms of Tewodros II	
7.	Emperor Yohannes IV and the Egyptians	
8.	The Mahdists	
9.	Article VII Wuchale Treaty	
10.	The Battle of Adwa	
11.	The Tripartite Treaty of 1906	
12.	The Diarchy	
13.	The 1931 Constitution	
14.	Fascist Italian aggression and the Patriotic resistance Movement	

Dear learner, did you mark a [✓] If not, please look at the corresponding item to the left and go back and read about it.



## Unit Review Exercise 3.4

**Part I: Choose the correct answer from the given alternatives for the questions.**

- Kassa Hailu's confrontation with the Egyptians came in 1848 at the battle of:
  - A. Arooghee
  - B. Dabarqi
  - C. Wad Kaltabu
  - D. GuteDili
- In 1868, the British troops came to Ethiopia mainly
  - A. to liberate their nationals
  - B. to restrain Tewodros from his wild dream of liberating Jerusalem
  - C. to guarantee the safety of the British sailors to India across the Suez Canal
  - D. All of the above
- The 1870s Egyptian invasion of Ethiopia was masterminded by
  - A. Muhammad Ra'uf Pasha
  - B. Werner Munzinger
  - C. Colonel Arendrup
  - D. General Loring
- Which of the following statements regarding the Hewett Treaty's provisions is false?
  - A. the British agreed to restore Bogos to Ethiopia
  - B. the British agreed to give Ethiopia free use of the port of Massawa
  - C. Yohannes agreed to facilitate the evacuation of the Egyptian troops trapped in eastern Sudan
  - D. Yohannes agreed to support the Mahdists in their battle against the British.



## Answer Key for Activities and Self-Test Exercises

### Activity 3.1

- The dominant traders were the northern Muslim merchants known as Jabarti and Southwestern Muslim Oromo merchants known as Afqala. Moreover, the Argoba from the Kingdom of Shewa were also active merchants in the trade between Harar and the northern Somali coast.
- The trade routes played a pivotal role in the interaction of peoples and polities that existed in the southern, northern and eastern parts of Ethiopia and the Horn.

### **Activity 3.2**

1. The raw materials used to make pots are clay soil and water; for cloth cotton or wool; Lemat or eating basket, grass and textile products like thread.
2. The products of cottage industry have had economic and military importance in many parts of the country.
3. visit the local cottage industries and write a report using following points: the economic importance of the industries, and how the local community treated the craftsmen.

### **Activity 3.3**

Tewodros made reforms in the spheres of administration, religion and military.

He attempted to reform .The military setup of the country in three respects: organization, discipline and armament. Hence, he introduced military titles like Yasar Aleqa (commander of ten), Yamsa Aleka (commander of the hundred), and Yeshe Aleqa (commander of the thousand). He tried to organise and replace the regional armies of the Zamana-Mesafint ('Era of Princes') with a salaried national army. He managed to manufacture firearms at Gafat (near Dabra Tabor) with the help of European missionaries and artisans. As a result, about 35 cannons were produced at Gafat including his famous mortar known as "Sebastopol."

Tewodros also tried to separate church and state. He reduced church land and the number of priests and deacons. In terms of administration, he tried to create a centralized state by eroding the power of some of the regional lords and in other cases appointed descendants of former governors. His administrative reform lacked consistency.

2. Wallo and Shewa

3. The Wallo campaign started in March 1855. The capture of Meqdela on 12 September 1865 marked the end of Tewodros's campaign to Wallo. Tewodros's campaign to Shewa also lasted some five months. In Shewa, Tewodros met a mixed reaction. Tewodros's campaign to Shewan was concluded after the Shewan force defeated at the Battle of Bereket in November 1855.

**Answer key for Exercise 3.1**

1. C            2. D            3. A            4. C

**Answer key for Exercise 3.2**

1. D            2. D            3. D            4. B

**Feedback for Activity 3.4**

1. Tewodros's detention of British citizens, including Capitan Cameroon, head of British Mission in Ethiopia.
2. Egypt.

**Feedback for Activity 3.5**

1. Menelik II and Taytu were overall commanders. Then, comes Ras Mikael, Ras Mekonnen, Ras Alula, Ras Mangasha, Nigus Tekle-Haymanot, Fitawurari Gabayahu, Dajjach Balcha.
2. Article XVII of the Treaty of Wuchale was the immediate cause but Italy's desire to make Ethiopia her colony was the fundamental cause of the war.
3. The Amharic version indicated that the emperor of Ethiopia "could" use the good offices of the Italian government in his dealings with other foreign powers; but the Italian text of the treaty made it obligatory and had the word "must"

**Feedback for Activity 3.6**

The UK wanted to control the Abay Basin, Italy, the adjoining colonies of her Eritrean and Somaliland and French the Ethio-Djibouti railway.

**Answer for Sef test Exercise 3.3**

- A. **Quragna System:** indigenous system by which plaintiffs and defenders were chained together.
- B. **Lebashay:** indigenous institution or magical thief-catchers.
- C. **Terenbulle:** the first police force in Addis Ababa, Terenbulle is the Amharic version of Tripoli.

**Feedback for Activity 3.7**

1. Nigus Mikale, the father of Iyyasu, and Fitawrari Habte Giorgis Dinagde.
2. Because the balance of power gradually tilted in favour of Teferi and they attempted to defend Empress Zawditu .

**Feedback for Activity 3.8**

1. It was the first constitution in the history of Ethiopia. It consolidated the power of Emperor Haile Selassie I.

2. Removed regional lords from their power base, drafted a constitution etc.
3. The rulers of Gojjam and Jimma.

### **Feedback for Activity 3.9**

The Walwal incident.

### **Feedback for Activity 3.10**

The Italians' technological superiority, the lack of military experience among Ethiopian rulers compared to the Adwa era, and the numerical advantage that the Ethiopia's had by this time was not considerable unlike Adwa times etc.

### **Feedback for Activity 3.11**

1. Ethiopian women played significant roles as *Yewust Arbegnoch*. Women used to collect valuable information from the Italians including high-ranking officials. They collected arms from corrupt officials and deserters. Some were even able to exert influence on Italian officials so that they would be moderate towards prisoners. Some went to the extent of arranging secret killings of Italian authorities.
2. Shewareged Gedle was a well-known women patriot during the Italian occupation. She was based at Addis Alam and played a pivotal role in the resistance movement.

### **Answer key for Unit Review Exercise 3.4**

1. B    2. A    3. B    4. D

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## UNIT 4: SOCIETY AND POLITICS IN THE AGE OF WORLD WARS 1914-1945



### Unit Introduction

Dear learner, welcome to the fourth unit of the module. The unit deals with the history of the world from the beginning of the first World in 1914 up to the end of the Second World War in 1945. The major issues to be dealt with in this unit are Causes and Courses of the First World War; the Consequences of the First World War; The October Socialist Revolution in Russia; The League of Nations; The World Great Depression; The Rise of Fascism and Nazism, and the Second World War.

### Unit Learning Outcomes:

At the end of this unit, learner will be able to:

- distinguish the major causes, course and consequences of WW I and WW II;
- discuss cause and consequences of the Socialist Revolution in Russia;
- identify causes and impacts of the Great depression;
- compare and contrast Fascism, Nazism and Militarism;
- examine causes for the failure of the League of Nations to protect the world from devastating war.

### Main Contents of the Unit

Section 4.1 The First World War: causes, course and consequences

Section 4.2 The October 1917 Russian Revolution: Causes, course and results

Section 4.3 The League of Nations

Section 4.4 The Worldwide Economic Crises

Section 4.5 The Rise of Fascism in Italy, Nazism in Germany and Militarism in Japan

Section 4.6 The Second World War

**The Required Study Time:** \_\_\_\_\_Periods.

### Unit Learning Strategies

**Dear Learner,**

There are six sections in this unit. Each section begins with section overview followed by section learning outcomes. Every sections has notes for

reading with illustrations. The illustrations are maps, charts, pictures, etc. symbolic of its content. The maps will give you the location of important historical places mentioned in the unit, important sequences of ideas are summarized in chart form. At the end of each section is a checkup questions/ activities. The questions, activities, self-test exercises help you to check what you know, practice your skills, relate past to present, and investigate further.

At the end of the unit there is a unit summary, which traces the main ideas of the unit. Important historical terms are defined in the glossary that appears at the back of the module.

## Section 4.1. The First World War: Causes, Course and the Consequence



### Section Overview :

The First World War (1914-1918) was different from any previous war. It involved nations all over the world and was fought on battle fields from the plains of central France to Africa and the Middle East. It also involved industrial technology, especially the mass production of armaments. The war dragged on for more than four years, causing incredible property damage and taking the lives of more than any previous years.

### Section Learning Competencies:

At the end of this lesson, you will be able to:

- identify the causes of the First World War;
- Discuss the events that led to trench warfare on the Western Front;
- Assess the consequences of the First World War.

The First World War (1914-18), often known as the Great War, was an international conflict that involved most of the nations of Europe along with Russia, the United States, the Middle East, and other regions. The major causes of the war are indicated as follows. (See also the video using this link <https://www.youtube.com/watch?v=OGfAf45ddCo>).

### Root Causes of WW I

#### Mutual Defense Alliances

Growing rivalries and mutual mistrust had led to the creation of several

military alliances among the Great Powers as early as the 1870s. This alliance system had been designed to keep peace in Europe but it would instead help push the continent into war.

The Major military alliances during WWI were:

- **Triple Alliance:** The Triple Alliance when originally formed in 1882, Comprised Germany, Austria-Hungary and Italy. Later named Central Powers, which included Germany, Italy, Austro-Hungary and Ottoman Turkey in 1914. Bulgaria joined the central powers in 1915. Italy, however, left if and joined the Triple entente in 1915.
- **Triple Entente:** First Britain and France formed the entente cordiale in 1904. It was trans- formed into a Triple entente when Russia joined the alliance in 1907. More than twenty countries, including the USA, Japan, the Union of South Africa, Portugal and Rumania joined the Triple entente, renamed the Allied Powers in the course of the First World War.

## Causes of World War I - Alliances

### Triple Entente:



### Triple Alliance:



Figure 4.1 World War I military alliances (Source : <https://www.slideserve.com/razi/after-the-quiz-define-these-chapter-13-terms>)

## Imperialism

Another force that helped set the stage for war in Europe was imperialism. The nations of Europe competed fiercely for colonies in Africa and Asia. The quest for colonies sometimes pushed European nations to the brink of war. As European countries continued to compete for overseas empires,

their rivalry and mistrust of one another deepened.

### **Militarism**

Yet another troubling development throughout the early years of the 20<sup>th</sup> century was the rise of a dangerous European arms race. By 1914, Germany had nearly 100 warships and two million trained soldiers. Great Britain and Germany both greatly increased their navies in this period. Further, in Germany and Russia particularly, the military establishment began to have a greater influence on public policy. This increase in militarism helped push the countries involved into war.

### **Nationalism**

Nationalism also created tension between France and Germany. France wanted to avenge its defeat in the Franco-Prussian war of 1870 to 1871 and regain its lost provinces of Alsace and Lorraine. Balkan nationalism was another source of tension. They struggled to be independent of the Ottoman Turks domination.

### **Immediate Cause: Assassination of Archduke Franz Ferdinand**

The immediate cause of World War I was the assassination of Archduke Franz Ferdinand, heir to the throne of Austria-Hungary, on June 28, 1914, by a Serbian nationalist named Gavrilo Princip at Sarajevo, capital of Bosnia which was part of Austria-Hungary.

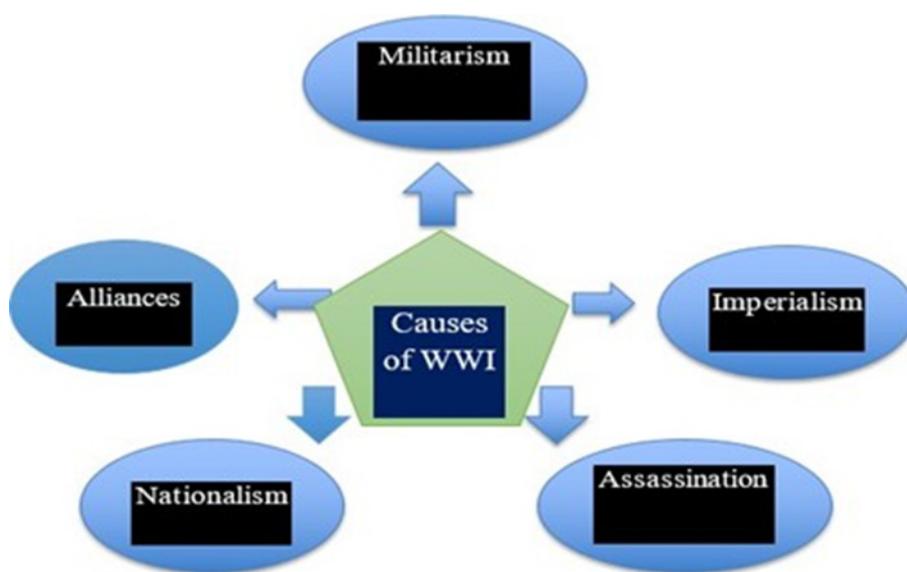


Chart 4:1 Causes of WWI



Map 4.1 Map of Military Alliances, (source:slideplayer.com)



### Activity 4.1

List the immediate and long-term factors that led to World War I.

**Course of WW I:** The assassination of Austrian Archduke Franz Ferdinand suddenly became a source of conflict in the region. Austria-Hungary used the assassination as an excuse to settle its dispute with Serbia. On July 23 Austria-Hungary sent a warlike ultimatum to Serbia. Serbia accepted most of Austria-Hungary's demands but sought international arbitration on some issues. Austria-Hungary declared war on Serbia on July 28, 1914. Within a week most of Europe was at war.



Figure 4.2 Archduke Franz Ferdinand and his wife, Sophie (source: britannica.com)

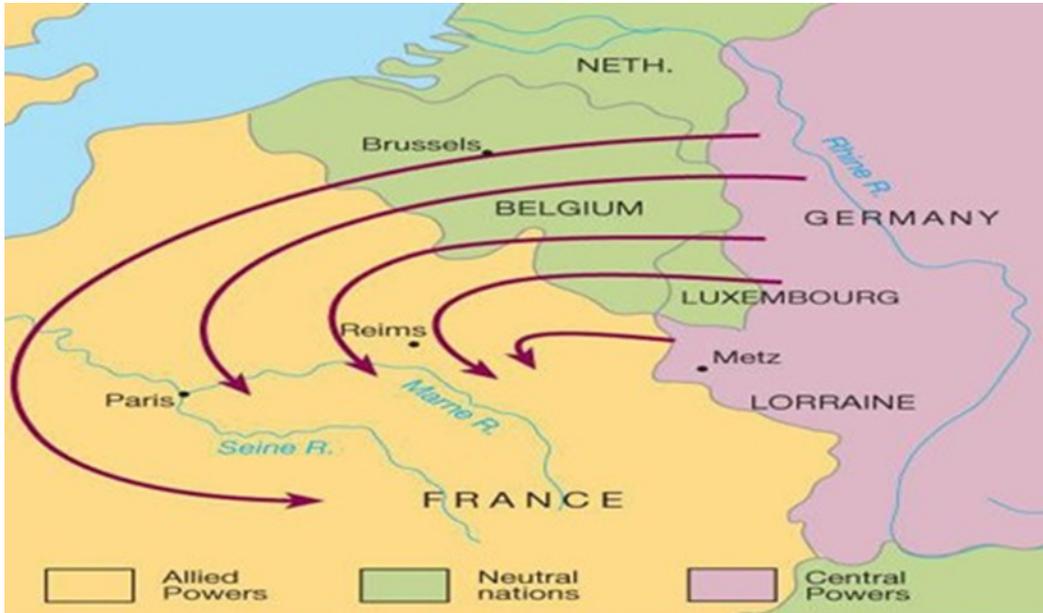
In 1914 the Germans followed a plan devised by Count Alfred von Schlieffen, their Chief of the General Staff. Schlieffen proposed to attack France through Belgium and occupy Paris within six weeks before turning on Russia to avoid a drawn-out, two-front war. Then turn east against the Russia, a large and backward country which would be slow to mobilize.

Moreover, Schlieffen also proposed that the Germans should attack the French from the north through Belgium, where the French defence was weak. Hence, in August 1914, Germany invaded France through Belgium. The Germans' attack was forced back at the Battle of the Marne in September 1914, which halted their advance. After that, both sides dug defensive trenches, and a deadly stalemate started on the Western Front, which lasted for the next four years. Meanwhile, contrary to the Germans' expectations, the Russians made rapid mobilization. As a result, the Germans transferred part of their army to the Eastern front and were forced to fight a two front war. The war in the east was more mobile than that of the west, which was static.



## Activity 4.2

What made the First Battle of the Marne so important?



**Map 4.2** The Schlieffen Plan, ( source: slideplayer.com)



**Figure 4.3** A British soldier inside a trench on the Western Front during World War I, (source: Britannica)

Americans. Although President Woodrow Wilson's great desire was for peace, he felt the United States was forced to go to war. The US declared war on Germany on April 6, 1917.



Figure 4.4 Battle of the Marne, (source: History on the Net)



### Activity 4.3

1. What factors helped the United States to join the war on the Allies' side?
2. Which of the non-European countries had the greatest impact on the war effort?

In the U.S. Public opinion had gradually changed against Germany after 1914. In January 1917, Germany launched an unrestricted submarine campaign. Furthermore, it was discovered that the German foreign minister, Arthur Zimmermann, had secretly sent a telegram to the Mexican government that promised to reward Mexico with vast areas of the southwestern United States in return for Mexican support against the



Map 4.3 Allied powers advance, (source: slideplayer.com)



### Activity 4.4

1. From the above map, identify in which country most of the war in the West fought.
2. What was the Schlieffen Plan?

### The consequences of World War I

World War I, in many ways, was a new kind of war. It involved the use of new technologies such as machine guns, airplanes, poisonous gasses, and U-Boats (Submarines). According to some sources, as many as 8.5 million soldiers and some 13 million civilians died during World War I.

As a result of the war four imperial dynasties collapsed: the Habsburgs of Austria-Hungary, the Hohenzollerns of Germany, the sultanate of the Ottoman Empire, and the Romanovs of Russia. The map of Europe changed forever as territories were divided among the victorious Allied powers. The mass movement of soldiers and refugees helped spread one of the world's deadliest influenza pandemics, the Spanish flu of 1918–19, also called the Spanish influenza pandemic.

### Additional Activities

By referring to relevant sources, highlight the relations between the Spanish flu and the Ethiopian *Yehidar Beshita*.



Figure 4.5 An emergency hospital during Spanish flu influenza pandemic, Camp Funston, Kansas, (source: the guardian news website)

Discontent with World War I also helped bring about the Russian Revolution of 1917. In this revolution, the Russian Empire was toppled and replaced by a socialist government led by Vladimir Lenin. In northeastern Europe, new states emerged that had formerly been a part of the Russian Empire. Among them were Estonia, Finland, Latvia, and Lithuania. In the USA, the war brought women more into the US economy and also helped increase their involvement in politics. The Nineteenth Amendment (Women's Right to Vote) was passed in 1920. It also encouraged African Americans to move to northern cities for factory work.

The Treaty of Versailles between Germany and the Allied powers was signed on June 28, 1919, adopting Wilson's Fourteen Points, the treaty created a League of Nations. The League was to be an international association whose goal would be to keep peace among nations. Although the conference included representatives from many countries, it was dictated by a group known as the "Big Four": Woodrow Wilson of the United States, Georges Clemenceau of France, David Lloyd George of Great Britain, and Vittorio Orlando of Italy. Russia, in the grip of civil war, was not represented. Neither were Germany and its allies.

The treaty also punished Germany and had severe restrictions placed on its military operations. It placed sole responsibility for the war on Germany's shoulders. As a result, Germany had to pay reparations to the Allies.

The defeated nations also lost substantial territory. All of Germany's territories in Africa and the Pacific were declared mandates or territories to be administered by the League of Nations. Under the peace agreement, the Allies would govern the mandates until they were judged ready for independence.



## Self-test Exercise 4.1

### Part I: Choose the correct answer from the given alternatives for the questions

1. What part of Europe was referred to as the "powder keg"?
  - A. Iberian Peninsula
  - B. Alsace-Lorraine
  - C. Austria-Hungary
  - D. the Balkan Peninsula
2. Before World War I, one of the main causes of friction between France and Germany was that:
  - A. France had begun to surpass Germany in industrial output.
  - B. Germany wanted to join the Triple Entente with Great Britain.
  - C. Germany controlled French access to the North Sea.
  - D. France wanted to regain lands previously seized by Germany.
3. Which nations constituted the Triple Alliance in 1907?
  - A. Austria-Hungary, Italy, and Russia
  - B. The United States, Great Britain, and Russia
  - C. Great Britain, France, and Russia
  - D. Austria-Hungary, Germany, and Italy

## Section 4.2. The October 1917 Russian Revolution: Cause,

### Course and Results



### Section Overview

Russia, which had been torn by revolutionary movements throughout 19<sup>th</sup> century, faced continuing problems in the early 20<sup>th</sup> century. After the 1905 revolution, the elected legislative body, the Duma, had little power. The Czar remained an almost absolute power. There were grave economic problems. Russia was far behind Western European countries in its industrial development and agricultural methods. As a result of the First World War, Russia's economy was severely weakened. The February Revolution of 1917, the old Romanov dynasty had ended. On November 7, 1917, The Bolsheviks overthrew the Provincial government and seized control of Russia under the leadership of V.I. Lenin, a radical socialist.

### Section Learning Competencies:

At the end of this lesson, you will be able to:

- explain the causes of the October 1917 Revolution in Russia;
- recognize the difference between the February and October Revolutions in Russia; and
- distinguish the effects of the October Revolution.

Various other sectors of Russian society were discontented throughout the nineteenth century by the autocratic rule of the Czars. This gave rise to different political groups who worked in secret. Some liberal groups demanded the replacement of Czarist absolutism with a democratic parliamentary government.

The group called Social Revolutionaries thought that the peasants should rise, and seize the land of all landlords. Such groups encouraged the peasants to rebel. Of all these, the most radical group was that of the Marxists. This group followed the teachings of Karl Marx (1818-1883). These revolutionaries formed the Russian Social Democratic Labour Party (RSDLP) in 1898. This party was later divided into the Bolsheviks and the Mensheviks. The Bolsheviks (majority) were led by Lenin, whose real name was Vladimir Ilich Ulyanov.

Russia was one of the poorest countries in Europe in the early 1900s. Much of Western Europe saw Russia as a backward and underdeveloped society. The Russian Empire maintained serfdom, a kind of feudalism, in which landless peasants were forced to serve the land-owning nobility. Serfdom was abolished in Russia in 1861.

A population increase at the end of the nineteenth century, combined with a difficult growing season due to Russia's northern climate and a succession of costly conflicts, beginning with the Crimean War (1854-1856), resulted in recurrent food shortages across the vast empire. For instance, defeat by Japan during the Russo-Japanese War (1904-05) became the immediate cause of the Russian Revolution of 1905. The defeat sparked a surge of domestic upheaval.

The Bloody Sunday massacre of peace demonstrators in St. Petersburg marked the beginning of the violent phase of the Russian Revolution of 1905. The czar's army killed or injured hundreds of defenseless protestors. As a result, Nicholas II was forced to issue the October Manifesto, which purportedly turned Russia from an absolute monarchy to a constitutional monarchy.

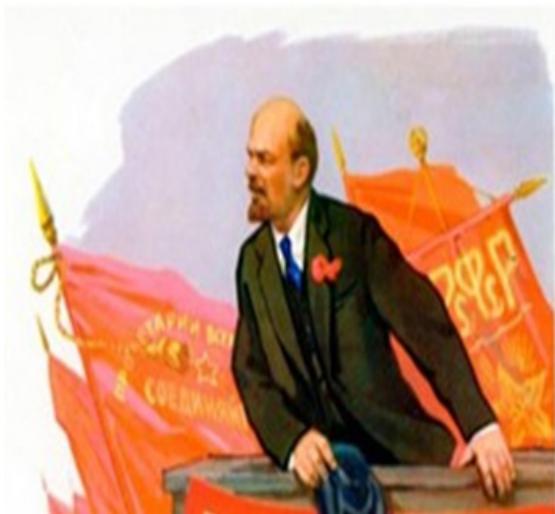


Figure 4.6 Vladimir Ilich Lenin



Map 4.4 Russia during 1917 Revolution

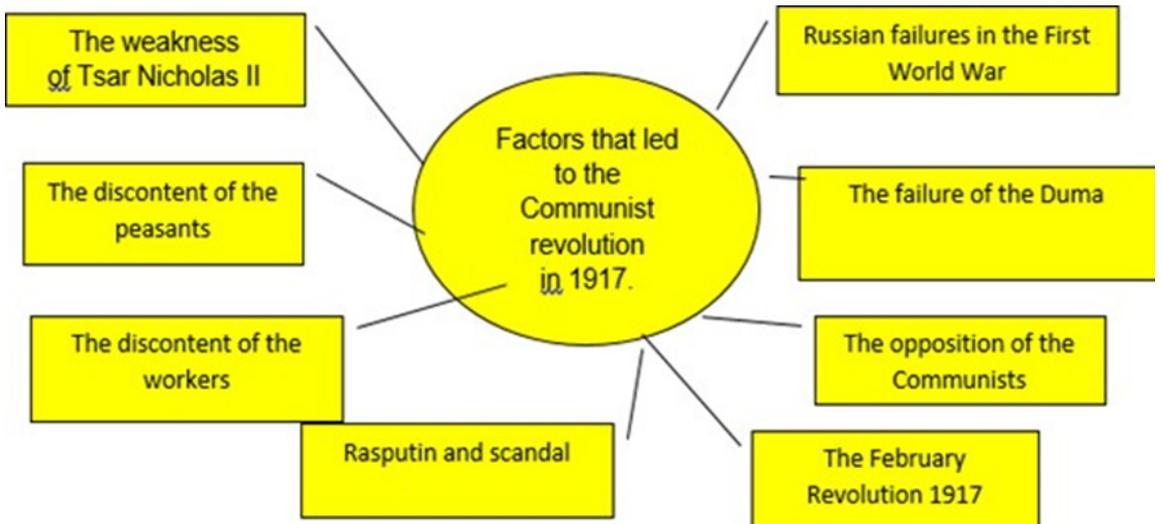


Chart 4.2 Factors to the October revolution of 1917



### Activity 4.5

1. What were the basic differences between the Bolsheviks and the Mensheviks?
2. Describe briefly the causes of the Russian Revolution.

Tsar Nicholas II and his subjects entered World War I with enthusiasm and patriotism, with the defense of Russia's fellow Orthodox Slavs, the Serbs, as the main battle cry. In August 1914, the Russian army invaded Germany's province of East Prussia and occupied a significant portion of Austrian-controlled Galicia in support of the Serbs.

German control of the Baltic Sea and German-Ottoman control of the Black Sea severed Russia from most of its foreign supplies and potential markets.

By the middle of 1915, Russia was affected by the impact of the war at most. Food and fuel were in short supply, casualties were increasing, and inflation was mounting. Strikes rose among low-paid factory workers, and there were reports that peasants, who wanted reforms of land ownership, were restless. Heavy losses during the war also strengthened thoughts that Tsar Nicholas II was unfit to rule.

#### **The February Revolution**

The Russian army lost battle after battle in the ongoing First World War. The military losses precipitated the outbreak of the Revolution. Living conditions in the towns worsened due to food shortages and inflation. In Petrograd, workers went on strikes, and riots became common. Soldiers in Petrograd, finally, joined the people of the city. Eventually, Czar Nicholas II was deposed and this brought the rule of the Romanov Dynasty to an end.

After the monarchy was deposed in February 1917, the powerful members of the Duma (parliament) formed a Provisional Government led by George Lvov, who was succeeded by Alexander Kerensky. However, the new government failed to meet the people's demands. It was unable to mitigate the food shortage and bring the war to an end. As a result, it lost support among the general public.

Meanwhile, in Petrograd, peasants, workers, and soldiers united together

to form Soviets (councils or co-coordinating bodies). The Bolsheviks, led by Lenin, who had recently returned from exile, sought the dissolution of the incompetent Provisional Government.

As a result, it lost popular support. In the meantime, peasants, workers and soldiers in Petrograd came together and formed Soviets (councils or co-coordinating bodies). The Bolsheviks under Lenin, who had just returned from exile, demanded that the ineffective Provisional Government be dissolved.

The Bolsheviks held the following popular slogans: "All Power to the Soviets!" and "Peace, Land and Bread!" with these slogans and their organizing skills, the Bolsheviks won popular support. In September 1917, a military take-over was attempted by General Kornilov, the Commander-in-chief of the Russian Army. Following the failure of this attempt, the Bolsheviks strengthened their hold in Petrograd and Moscow where the Soviets were strong.

The February Revolution, in Petrograd, was a spontaneous protest movement, involving huge masses of people. The event was characterized by massive strikes of workers and demonstrations, the use of the army and the police to stop demonstrations and the occupation of the State Duma in Petrograd. The period between February and October 1917 was characterized by a 'dual power' political structure, representing the Provisional Government and the Petrograd Soviet.



### Activity 4.6

1. Who were the Soviets?
2. How WWI paved the way for the outbreak of revolution in Russia?

### The October 1917 Revolution

The Bolsheviks of the Petrograd Soviets led a popular insurrection beginning on 25 October 1917. The headquarters of the Provisional Government fell into the hands of the Bolsheviks within ten days. The Provisional Government came to an end. The Bolsheviks seized political power. They established a regime led by Premier Lenin and war Minister Leo Trotsky. Soon after they

secured state power, the Bolsheviks took the following measures:

- Organised the workers to take over factories and nationalized industry. An eight hour working day was introduced by law.
- Directed the peasant to seize the noble's estates by the decree passed in October 1917. It confiscated the land of landlords and gave it to the peasants. This was an important measure meant to solve the age-old agrarian problem.
- Passed the decree on peace (October 1917) which relieved the soldiers from the war that they were not willing to fight. Russia formally withdrew from World War I, after signing the Treaty of Brest-Litovsk with Germany in 1918.

By introducing these and other measures, the Bolsheviks tried to meet the demands of the People for "Peace, Land and Bread". These Bolshevik measures were disliked by those who lost their lands, and high offices in government. West European powers feared that such an upheaval would set a bad example for their people. The internal enemies of the Revolution, led by the ex-czarist officers', organised military operations and attacked the revolutionary government. Their forces were known as the "White Armies". A civil war broke out and lasted until 1922. The Red army of the revolutionary government succeeded in crushing the rebel forces and saved the revolution.

To solve the mounting economic problems, the Bolsheviks introduced the New Economic Policy (NEP) in 1921. This policy restored smaller enterprises to their owners, allowed peasants to sell their grains for profit and revived commerce.

A new state called the Union of Soviet Socialist Republic (USSR) was established in July 1922. Secret police called Cheka was also organised in the same year to suppress counter-revolutionaries. Lenin died in 1924 and was succeeded by Joseph Stalin.

From 1928-38, Stalin carried out purges within the Soviet communist party to strengthen his totalitarian rule and eliminate opposition. He introduced series of economic plans, called 'Five Year Economic Plans'. The first five-year economic plan lasted from 1928 to 1932. All foreign influence in Russian industry was abolished. Industrialization showed rapid progress resulting in

a high rate of production. But the process of forceful collectivization of farms faced serious opposition, particularly from the rich farmers (kulaks), and as a result, Russia faced a severe food shortage in 1934.

In the Second Five Year Plan, however, the situation was somewhat alleviated. The third five-year plan had just begun when Nazi Germany attacked Russia in 1941. By that time, Stalin had already transformed Russia from a backward agricultural nation into a modern industrial state. This economic strength enabled Russia to score a victory over Nazi Germany in the Second World War.

The Russian Revolution became an inspiration for colonized peoples of Africa and Asia in their anti-colonial struggle. The strengthening of the U.S.S.R. after the Second World War changed the international balance of power. The U.S.S.R. became strong supporter of the national liberation struggle in Africa, Asia and Latin American countries.

### Section 4.3. The League of Nations



#### Section Overview:

The first intergovernmental body created “to foster international cooperation and to achieve world peace and security” was the League of Nations (1920–1946). It is frequently referred to as the United Nations’ “predecessor”.

The Covenant of the League of Nations, the organization’s foundational text, was created during the peace talks after the First World War. It was made up of 26 articles and covered a wide range of topics, including the requirements for membership, the duties of the main bodies, the procedures for resolving conflicts peacefully abroad, and the obligations of the Member States. The organization’s primary objectives included disarmament, enhancing global welfare, averting war through collective security, and resolving international conflicts through diplomatic negotiations. The League lacked an independent armed force to enact any measures necessary to fulfill these objectives.

The League of Nations, headquartered in Geneva, Switzerland, was an intergovernmental organization founded on January 10, 1920, as a result of the Paris Peace Conference that ended the First World War. It was the first international organization whose principal mission was to

maintain world peace. Its primary goals, as stated in its Covenant, included preventing wars through collective security and disarmament and settling international disputes through negotiation and arbitration.

The idea of the formation of the League of Nations was proposed by President Woodrow Wilson of the USA. But the U.S. Congress was resistant to joining the League, as doing so would legally bind the U.S. to intervene in European conflicts. In the end, the U.S. did not join the League.

The League was composed of a General Assembly, which included delegates from all member states, a permanent secretariat that oversaw administrative functions, and an Executive Council, the membership of which was restricted to the great powers. The Council consisted of four permanent members (Great Britain, France, Japan, and Italy) and four non-permanent members. Members of the League of Nations were required to respect the territorial integrity and sovereignty of all other nation-states and to renounce the use or threat of military force as a means of resolving international conflicts. The League sought to peacefully resolve territorial disputes between members and, was in some cases, highly effective. For instance, in 1926, the League negotiated a peaceful outcome to the conflict between Iraq and Turkey over the province of Mosul. Similarly, in the early 1930s, it successfully mediated a resolution to the border dispute between Colombia and Peru.

However, the League ultimately failed to prevent the outbreak of the Second World War and has therefore been viewed as a largely weak, ineffective, and essentially powerless organization. The League failed to intervene in many conflicts leading up to World War II, including the Italian invasion of Ethiopia, the Spanish Civil War, and the Second Sino-Japanese War.

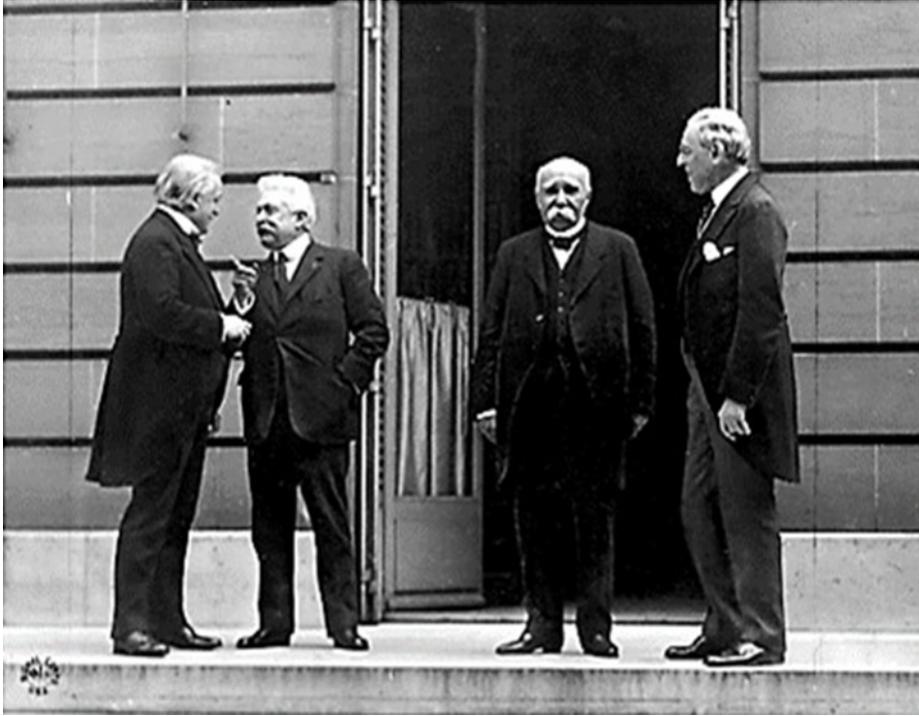


Figure 4.7 The Big Four at the Paris Peace Conference, including British Prime Minister David Lloyd George, Italian Premier Vittorio Orlando, French Premier Georges Clemenceau, and US President Woodrow Wilson (from left to right )

Though the League had failed to prevent the outbreak of another world war, it continued to operate until 1946.



### Activity 4.7

1. Why did the United States refuse to join the League of Nations?
2. How effective was the League of Nations as an international peacekeeping organization?
3. Do you think the League of Nations could have prevented the outbreak of the Second World War if the United States had joined?

## Section 4.4. The Worldwide Economic Crisis



### Section Overview:

The worldwide economic crisis, also known as the Great Depression, was the worst economic downturn in the history of the industrialized world. It began in the United States with the New York Wall Street stock market

crash of October 1929.

The Great Depression had devastating effects on countries, both rich and poor. Personal income, tax revenue, profits, and prices dropped, while international trade plunged by more than 50%. Unemployment in the U.S. rose to 25%, and in some countries, as high as 33%. Cities all around the world were hit hard, especially those dependent on heavy industry. Construction was virtually halted in many countries. Farming communities and rural areas suffered as crop prices fell by about 60%.

Over the next several years, consumer spending and investment dropped, causing steep declines in industrial output and employment as failing companies laid-off workers. By 1933, when the Great Depression reached its lowest point, some 15 million Americans were unemployed, and nearly half the country's banks had failed.

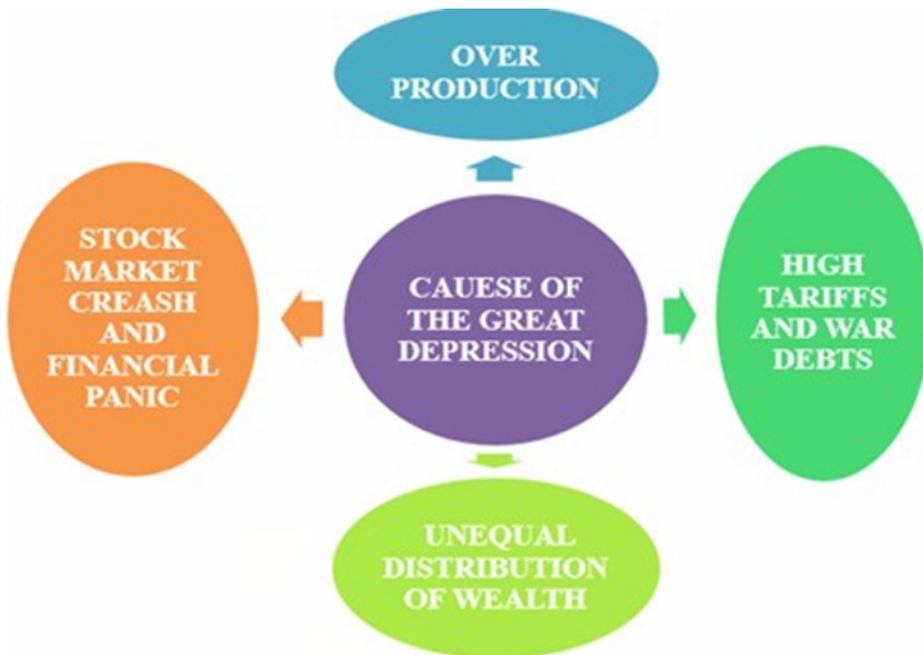


Figure 4.8 Causes of the Great Depression

## Section 4.5. The Rise of Fascism in Italy, Nazism in Germany and Militarism in Japan



### Section Overview

Fascism is a form of government that places a strong emphasis on the primacy and glory of the state, blind allegiance to the ruler, bending the

will of the individual to the authority of the state, and ruthless repression of opposition. Liberal and democratic ideas are degraded while the virtues of war are praised. Fascism, which emerged in the 1920s and 1930s in part due to fear of the growing power of the working classes, contrasted from modern communism (as implemented under Joseph Stalin) in that it protected landowners and economic elites while maintaining class hierarchies. Benito Mussolini, Adolf Hitler, and Francisco Franco were portrayed to their populations as embodying the strength and resolve required to save their countries from political doom during the fascist governments of Italy (1922–43), Germany (1933–45), and Spain (1939–75).

### **Section Learning Competencies:**

At the end of this lesson, you will be able to:

- compare and contrast Fascism and Nazism;
- describe causes for the rise of Fascism in Italy;
- analyse the main causes of the rise of Nazism in Germany.

Fascism and Nazism, though ideologically similar, emerged in Italy and Germany respectively during the inter-war period and turned out to be the main causes of the Second World War. A Fascist State was established in Italy in 1922. Nazis came into power in Germany in 1933. Benito Mussolini had formed his Fascist party in 1919. Nazi was a term associated with the members of the National Socialist German Worker's Party of Adolf Hitler. Italy had joined the First World War (1914-18) with hopes and ambitions of having plenty after the war for its poor peasants and workers. However, the war rendered Italy great illusions, disappointment and unemployment. The Peace Settlement of 1919, better known as the Treaty of Versailles, too turned out to be dissatisfactory to Italy. The defeat of Germany in the First World War had witnessed important developments such as the Treaty of Versailles, the continuation of the age-old rivalry between France and Germany; the emergence of the first communist state in Russia, and the economic depression in the 1930s.

These developments were directly or indirectly responsible for the rise of Fascism in Italy and Nazism in Germany. Fascism and Nazism, in turn, were primarily responsible for the commencement of the Second World War in 1939.



Figure 4.9 Mussolini and Hitler

**Hitler and Mussolini:** Adolf Hitler and Benito Mussolini were the two most prominent fascist dictators, rising to power in the decades after World War I. Fascism is a far-right authoritarian political ideology that emerged in the early 20<sup>th</sup> century .

Fascists believe that liberal democracy is obsolete and regard the complete mobilization of society under a totalitarian one-party state, led by a dictator, as necessary to prepare a nation for armed conflict and respond effectively to economic difficulties. Fascist regimes are often preoccupied racist ideologies and practices, such as the Holocaust in Nazi Germany.

The term originated in Italy and is derived from *fascio*, meaning a bundle of rods, and is used to symbolize strength through unity: a single rod is easily broken, while the bundle is difficult to break.



Figure 4.10 Characteristics of Fascism

### Causes for the Rise of Fascism in Italy

**Treaty of Versailles:** Versailles Peace Treaty had disappointed the Italians since it could not obtain any share in the German overseas territories which the other allied powers had secured. Italy had joined the Allies after the secret treaty of London of 1915. The Allies had agreed to give Italy certain areas like Eritrea and Trieste and later backed out. This gave a justification to Italy's grievance against the Allies. .

**Socio-economic conditions of Italy:** The economic structure had collapsed due to war and natural resources were scarce. It was argued by the supporters of Fascism that Italy, under such terrible conditions, will be saved by the Fascist revolution. Mussolini claimed that the post-war labour unrest and discontent in Italy were leading the country towards communism, and his Fascist party alone could save the society from the danger of communism.

**False aspirations of Italians:** The feeling of disappointment after the Peace Settlement of 1919 was fully exploited by Mussolini, who succeeded not

only in uniting the people under his leadership but also in increasing his hold over Italy.

### **Impact of Fascism in Italy**

**Rise of Totalitarianism:** Mussolini changed the laws to suit his interests of dominating the Parliament. He dissolved all political parties except his own. Fascists started terrorizing opponents making most of them flee Italy. He abolished the Chamber of Deputies in 1929. Fascist Grand Council was established as an apex body to make laws with Duce (leader) Strikes and lockouts were declared illegal to enhance agricultural and industrial productions. Almost all walks of Italy's life were being controlled by the State.

**Territorial Expansion:** An increase in population, and the need for raw material for industrial development, making it imperative for Italy to have territorial expansion. Mussolini succeeded in expanding Italian territories.

**Aggressive Foreign Policy:** Mussolini adopted an ambitious foreign policy and persuaded Yugoslavia to hand over the port of Fiume and acquired it in 1924. He established a protectorate over Albania in 1926 and subsequently annexed it in 1939. He also acquired some territory in East Africa and near Libya through negotiations with England and France. He conquered Ethiopia in 1936, which sounded a death knell of the League of Nations.

Led to Second World War: Mussolini joined the Anti-Communist Pact of Germany and Japan in 1937. Thus came into being the Berlin-Tokyo-Rome Axis. During the Spanish Civil War, Italy helped General Franco. The victory of the General in the Civil War strengthened the position of Italy in the western Mediterranean.



### **Activity 4.8**

1. What conditions in post-World War I Italy favoured the rise of Fascism?

### **Rise of Hitler and Nazi Party**

Several parties and their factions emerged following the collapse of the Hohenzollern dynasty in Germany, each with a strong will to capture power. The communists tried to achieve this end by revolutionary methods. The reactionary elements took advantage of the failure of the Weimar

Republic (the government established in Germany after WWI) and stirred up hostile propaganda against the Socialists. In their bid to capture power they blamed the Socialists,

Some Germans believed that the Jews, had conspired against Germany during the War of 1914-18. This propaganda became very effective for the millions of middle-class Germans, who were on the verge of becoming dissatisfied on account of the economic crisis. They began to join the ranks of the National Socialists (The Nazis), who were backed by the landed aristocracy of Germany. Adolf Hitler, the leader of the National Socialists, tried to capture power in 1923 by coup d'état but failed. Hitler was arrested and jailed, and his party was dissolved. It was during this imprisonment that he wrote the *Mein Kampf*, his autobiography which was published in 1926.

Causes of the Rise of Nazism:-

The following were the main causes of the rise of Nazism in Germany:

- (1) the war and the Peace Settlement left Germany disillusioned and crushed spiritually and materially.
- (2) The continuing hostile attitude of France, the quarrels over the Ruhr, the Rhineland occupation, the Saar, and the reparation it was made to pay.
- (3) the continuous debate on security and disarmament angered many Germans.
- (4) the Weimar Republic's acceptance of unfair treaties and its inability to assert itself more strongly in international affairs.

### **Militarism in Japan**

Militarism in Japan started during the late Meiji dynasty and continued up to 1945. The period from 1931 to 1945 was considered as a peak period of Japanese militarism. The Japanese militarists believed that the military should dominate the political and social life of the Japanese society

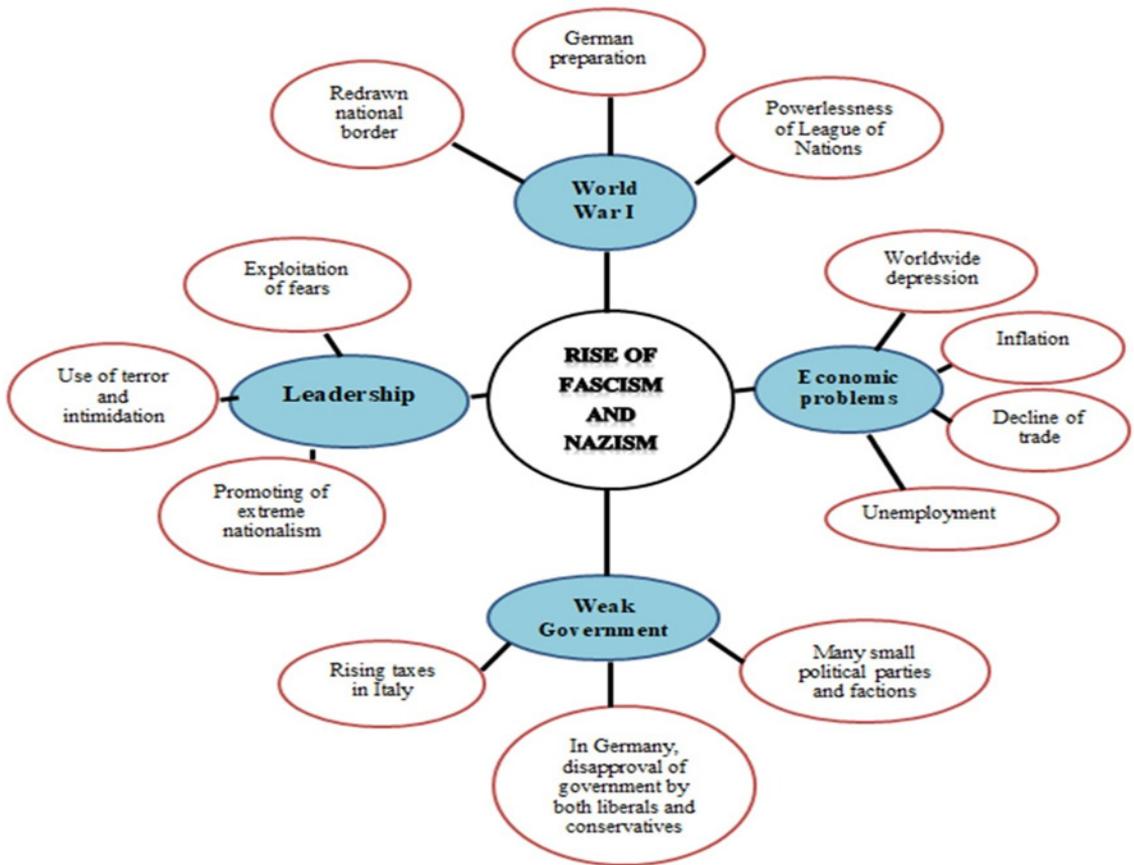


Figure 4.11 Causes for the rise of Fascism and Nazism,  
(source: lh3.googleusercontent.com)

## Section 4.6. The Second World War 1939-45

### Section Learning Competencies:

At the end of this lesson, the learner will be able to:

- explain the causes of the Second World War ;
- identify the major military blocks during WWII;
- evaluate the effects of WWII.

The Second World War was fought between two major military blocs, known as the Allied and the Axis Powers, from 1939 to 1945. The Allied Powers consisted mainly of France, Britain, the U.S.A. (from December 1941) and the U.S.S.R. The Axis powers were made up of Germany, Japan and Italy (after June 1940).

The Second World War broke out in 1939. However, the roots of the international crisis went back to the preceding two decades (1918-38).

Generally, the causes of the war could be attributed to the following factors:-

### **Causes of the War**

One major cause for the war was the developments that led to the ascendancy of fascists in Germany, Italy and Japan. German Nazis complained that the Versailles Treaty signed at the end of the First World War was a dictated peace against Germany. They felt that Germany was unfairly treated by the terms of the peace treaty. Hence, the desire for the restoration of Germany's old position in Europe derived the Nazis to revenge and aggression.

Italy too, under the Fascist Party, subscribed to national chauvinism. Led by Benito Mussolini, Fascists aspired to build a great Italian empire in Africa. Militaristic Japan also planned to expand the Japanese Empire using conquests.

Following World War I the World entered an international economic crisis known as Great Depression. This crisis created economic troubles and political instabilities in many countries. In the wake of these problems, leaders like Adolf Hitler, Mussolini and Japan, military cliques promised a better future for their people and embarked on a policy of aggression.

The Western powers failed to create a united front against Fascist aggression. Rather Britain, and France followed the policy of appeasement. To avoid another world war they were prepared to allow territorial seizures by the aggressive Fascist states. The USA adopted a policy of isolation (not to ally with any power). But this rather encouraged the Fascist states to intensify their war of conquest on a global scale.

In 1931 Japan invaded Manchuria, a northern province of China. Japan continued to control Manchuria and, when the League condemned her aggression, she withdrew from the League of Nations in May 1933. In 1937, Japan started the Sino-Japanese war(1937-1945) for the total subjugation of China.

Against the disarmament clauses of the Versailles Treaty, Germany began rapid rearmament endeavours. Even more, Germany withdrew from the League in October 1933. Germany reoccupied the Rhineland in March 1936. Similarly, Fascist Italy invaded Ethiopia in October 1935. The

Spanish Civil War (1936-39), in which Germany and Italy intervened, was another indicator of the aggressive move of the two powers. In 1936, the democratically elected republican government of Spain was overthrown by Spanish fascist leader, General Franco.

In March 1938 Adolf Hitler of Germany incorporated Austria under the pretext of uniting Austrian Germans with Germany. This simply was the realization of the age-long German dream of uniting Austria with Germany-Anschluss. Similarly, Hitler annexed parts of Czechoslovakia in March 1939 under the pretext of uniting the Sudeten Germans with Germany. In September 1938, Britain, France and Germany signed the Munich Deal. The Munich agreement allowed Germany to occupy part of Czechoslovakia inhabited by German-speaking Sudeten.

**The Course of the War** In August 1939, Germany and the USSR signed the Nazi-Soviet Non-aggression Pact. Finally, Germany invaded Poland on 1 September 1939. This event marked the beginning of World War II. On 3 September 1939, Britain and France declared war on Germany.

Poland was not able to withstand German air and ground attacks. The whole of Poland had been overrun by the German army within three weeks. The Germans called their Polish campaign Blitzkrieg (lightning war). Germany annexed western Poland. The eastern provinces of Poland were invaded by Russia that had territorial claims over this country. From 1939 to 1940 Russia also annexed the Baltic countries of Estonia, Latvia, Lithuania as well as Finland, German expansion thus faced the competition of Russia. In the west, the German army invaded France in May 1940 through neutral Holland and Belgium.

The Nazi forces easily defeated the Allied force in France. The British retreated to Dunkirk. The French resistance collapsed. The Germans occupied over half of France.

In unoccupied France, the Nazis formed a puppet government headed by Marshal Petain, at Vichy, in southern France. General Charles de Gaulle formed a French Free government in England, and was determined to continue a war of liberation. Encouraged by the victory in France, Hitler launched devastating air attacks on Britain. However, the effective British resistance repulsed the Nazi invasion.

Despite the Soviet-German Non-Aggression Pact of 1939, the Nazis invaded Russia in June 1941. Hitler expected a quick victory but Russia proved to be a strong enemy. The Russian armies retreated slowly and the communist guerrilla bands harassed the invaders. The Nazis occupied much territory but were unable to crush the Soviets' resistance.

When Japan attacked the US naval base at Pearl Harbor on the Pacific Island of Hawaii in December 1941, the USA declared war on Japan.

However, Japan secured the support of Italy and Germany. The last two, in turn, declared war on the USA. The USA now joined the Second World War. To stop further expansion of Germany in the west, America began sending continuous supplies to Britain, the Soviet Union and other allies. The Allies also cooperated in the military operations of the Far East but America remained the major opponent of Japan in the Far Eastern war theatre. In 1942 Germany, Italy and Japan were at the height of their success. The Germans had conquered vast territories in Europe. The Japanese became masters of much of the Far East and Pacific Islands.

In Europe, the Soviet Union's implacable resistance turned back the tide of Nazi's assault. The victories scored at the Battles of Stalingrad in 1942/3 and Kursk in 1943, were decisive. These marked the beginning of the Allied counter-offensive in Europe.

In May 1943 Britain, France and the USA finally drove German and Italian forces out of North Africa. This was the second Allied military victory in Africa. The balance of power was shifting in favor of the Allies in the years 1943 to 1945. The Allies launched successful air and sea attacks on Axis Powers in Asia and Europe. The Allied Powers opened a Second Front in Europe in 1944.

The 1943 Allied invasion of Italy hastened the overthrow of Mussolini from power. France was liberated in 1944. By June 1944, Allied forces had overrun much of Italy, though some heavy fighting continued till the end of the war. Russia liberated her last provinces in 1943 to 1944 and her troops continued their advance towards Germany. While the Western Allies were advancing into Germany, Russia entered Berlin. Adolf Hitler committed suicide on 30 April 1945. Mussolini was murdered by the Italian communists in 1945. A few days later, Germany unconditionally surrendered. Thus the

war came to an end in Europe.

Allied forces, mainly the USA, New Zealand and Australia had already begun reoccupying the Pacific Islands in 1943.

On the 6th and 9th of August 1945, the USA dropped atomic bombs on the two Japanese cities of Hiroshima and Nagasaki, respectively. US forces occupied Tokyo, the capital of Japan, on 2 September 1945. Japan unconditionally surrendered.

World War II ended with victory for the Allied Powers. There were several reasons for the defeat of the Axis Powers. To begin with, the Axis Powers had their forces stretched over vast territories, and they could not protect the vast territories which they controlled. When the Soviet Union and the USA entered the war. The military balance shifted in favour of the Allies. Nazi Germany and militarist Japan made the mistake of provoking these powers and forcing them to enter into the war. The coordinated military operations of the Allies together with their mighty economic resources and enormous manpower ensured their success.

### **Effects of WWII**

The Second World War had far-reaching consequences. Above all, it caused an immense loss in human and material wealth. About 50 million people, fighters and civilians lost their lives, millions of families were broken, children left orphans, and a significant number of fighters were to become handicapped. Material losses on infrastructures, factories, roads, buildings and others summed up to excel the destructions of the First World War.

The war hastened the process of decolonization in Asia and Africa. Following the end of the war, the USA and USSR became super-powers of the world. The bloodless diplomatic and political competition and conflict between the two powers and their respective allies known as the Cold War-was another outcome of WWII.

The urge for the formation of a new international organization for the maintenance of world peace and order gave birth to the United Nations Organization(UNO), which replaced the League of Nations.

The assassination of Archduke Franz Ferdinand marked the beginning of World War I. However the major causes of WWI include, among others, nationalism, rivalry for empires and markets, an arms race, militarism, and

alliance structures. The Two belligerent Military Blocks of World War I were the Triple Entente (Allied Powers) and the Triple Alliance (Central Powers). The leading members of the Allied Powers were France, Russia, and Britain. The United States also fought on the side of the Allies after 1917. The chief members of the Central Powers were Germany, Austria-Hungary, the Ottoman Empire, and Bulgaria. WWI lasted until the defeat of the Central powers. The War destroyed empires, established several new nation-states, promoted independence movements in the European colonies, drove the United States to become a world power and led to the rise of communism in Russia and Hitler in Germany.

The League of Nations founded in 1919, sought to maintain peace, collective security, and negotiation diplomacy to settle international issues and improve global welfare. However, the League was ultimately unable to stop Axis aggression in the 1930s, and hence failed to achieve its principal goal of preventing future global wars.

In the aftermath of World War I, Mussolini and Hitler rose to power, using the political and economic effects of the war as a pretext. Hitler opposed the Treaty of Versailles, which made Germany responsible for the outbreak of the war and imposed severe penalties on it, which include among others, abandoning its foreign territories, reducing the size of its army and navy, and paying reparations to the victors of WWI. Fascist leaders used their powers in more extreme ways both at home and abroad, which paved the way for the beginning of another World War known as WWII.

WWI was not limited to Europe. It had a devastating impact on the Middle East, Africa, and Asia. The War also spurred desires for independence in many of the colonial empires that remained under the Europeans' control. The global power balance shifted from Western Europe to the United States and the Soviet Union after WWII.

## ✓ Checklist

Put a tick mark [✓] if you properly understood the following ideas

1.	Triple Alliance	
2.	Triple <i>Entente</i>	
3.	Archduke Franz Ferdinand	
4.	The Schlieffen Plan	
5.	The Spanish Flu	
6.	The Treaty Of Versailles	
7.	League of Nations	
8.	The Bolsheviks and The Mensheviks	
9.	The October 1917 Russian revolution	
10.	The Great Depression	
11.	Features of Fascism	
12.	Adolf Hitler	
13.	Causes of the Second World War	
14.	The Nazi-Soviet Non-aggression Pact.	
15.	Hiroshima and Nagasaki	

Dear learner, did you mark a [✓] If not, please look at the corresponding item to the left and go back and read about it.



### Self-test Exercise 4.2: Unit Review Questions

Choose the correct answers from the given alternatives for the questions

- All of the following were leaders of totalitarian governments in the 1930s and 1940's except:
  - Joseph Stalin
  - Francisco Franco
  - Benito Mussolini
  - Neville Chamberlin
- Where did the Fascist party and government first take root?
  - Italy
  - Japan
  - Spain
  - Germany
- What led directly to America's entry into World War II?
  - The attack on Pearl Harbor
  - The invasion and division of France
  - The invasion and division of Poland
  - Attacks on U.S. ships in the Atlantic



## Answer key for Feedback Activities and Exercises

### Feedback for Activity 4.1

1. Nationalism, formation of military Blocks, Imperialism, arms race etc. were major causes. The assassination of Archduke Ferdinand was the immediate cause.

### Feedback for Activity 4.2

The First Battle of the Marne considered so significant because it halted the Germans advance.

### Feedback for Activity 4.3

1. The factors helped prompt the United States to join the war on the Allies' side were the German U-boat attack the sinking of Lusitania, the Zimmerman Telegraph etc.
2. USA was the non-European country that had the greatest impact on the war effort.

### Feedback for Activity 4.4

1. France
2. The Schlieffen plan first proposed in 1905 by Alfred Schlieffen, chief of the German general staff, designed to allow Germany to wage a successful two-front war.

### Answer key for Self test exercise 4.1

- 1.D            2.D            3.D

### Feedback for Activity 4.5

1. During the early 1900s, the Social-Democrat Worker's Party was created in tsarist Russia. This would escalate into the Russian Revolution of 1917. Within the party, there was a split and two factions emerged: the Mensheviks and the Bolsheviks. The word Menshevik comes from the word "minority" (in Russian of course), and Bolshevik from "majority". Bolsheviks believed in a radical and elitist revolution, whereas Mensheviks supported a more progressive change in collaboration with the middle class and the bourgeoisie.
2. 1917 saw two distinct revolutions in Russia: the overthrow of the Tsarist regime and the formation of the Provisional Government (February Revolution), and the October Revolution in which the Bolsheviks overthrew the Provisional Government. The causes of these two

revolutions encompass Russia's political, social, and economic situation. Politically, the people of Russia resented the autocracy of Tsar Nicholas II and the corrupt and anachronistic elements in his government. Socially, Tsarist Russia stood well behind the rest of Europe in its industry and farming, resulting in few opportunities for fair advancement on the part of peasants and industrial workers. Economically, widespread inflation and food shortages in Russia contributed to the revolution. Militarily, inadequate supplies, logistics, and weaponry led to heavy losses that the Russians suffered during World War I; this further weakened Russia's view of Nicholas II. They viewed him as weak and unfit to rule.

### **Feedback for Activity 4.6**

1. Soviets (councils or co-coordinating bodies) were formed by the peasants, workers and soldiers in Petrograd following the February 1917 Revolution in Russia.
2. By the middle of 1915, Russia was affected by the impact of the war at most. Food and fuel were in short supply, casualties were increasing, and inflation was mounting. Strikes rose among low-paid factory workers, and there were reports that peasants, who wanted reforms of land ownership, were restless. Heavy losses during the war also strengthened thoughts that Tsar Nicholas II was unfit to rule.

### **Feedback for Activity 4.7**

1. The U.S. Congress was resistant to joining the League, as doing so would legally bind the U.S. to intervene in European conflicts.
2. The League has been viewed as a largely weak, ineffective, and essentially powerless organization.
3. It is highly unlikely although it has no place in history.

### **Feedback for Activity 4.8**

The conditions in post-war Italy that favored the rise of Fascism were Treaty of Versailles, Socio-economic conditions of Italy, Socialism and Nationalism and False aspirations of Italians.

### **Answer key for Exercise 4.2: Unit Review Questions**

1. D      2. A      3. A

### **References**

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## **WRITTEN ASSIGNMENT**

Dear learner, please be informed that at the end of a tutorial session, the tutor will give you an assignment which you are supposed to do. Follow the instructions carefully and do it accordingly. Do not forget to submit it on time.

## GLOSSARY

**Abolition:** the ending of slavery.

**Absolute monarch:** supreme ruler (King, queen, emperor or empress) with unlimited power.

**Absolutism:** a form of government under which the ruler has unlimited, or absolute power.

**Aggressive:** ready and willing to fight, violent.

**Alliance:** close relationship between two or more nations for a common purpose or mutual advantage.

**Allied:** joined in alliance by compact or treaty.

**Anarchy:** the absence of any form of government.

**Apartheid:** south African policy of strict racial separation.

**Appeasement:** policy of yielding to the demand of the aggressor in the hope of preserving peace.

**Aristocracy:** form of government that is headed by a privileged ruling class holding hereditary titles (Kings and queens, princes and princesses).

**Armament:** a military or naval force, weapons, arms.

**Armistice:** an agreement for the cessation of active hostilities between two or more belligerents

**Artefacts:** objects, such as tools and weapons.

**Artisan:** a skilled worker skilled in a particular craft.

**Autocracy:** a form of government in which a person holds absolute power  
Anarchy- a state of lawlessness and disorder.

**Autocratic:** characteristic of an absolute ruler or absolute rule; having absolute sovereignty.

**Autonomy:** freedom from external restraint, self-government.

**Blitzkrieg:** the German word for "lightening war".

**Blockade:** the shutting off of an enemy port or region to prevent goods from coming in or going out.

**Bolsheviks** : members of a highly disciplined Marxist party founded in 1903, and seized power in October 1917.

**Bourgeoisie:** the term used to describe the city dwelling middle class (the capitalist class), who own most of the wealth in a capitalist system.

- Boycott:** withdraw from commercial or social relations with (a country, organization, or person) as a punishment or protest.
- Capitalism:** is an economic system featuring the private ownership of business wealth and free trade markets.
- Caravans:** groups of people banding together for safety while journeying through dangerous or hostile regions.
- Central Powers:** in World War I the alliance of Germany and Austria-Hungary and other nations allied with them in opposing the Allies.
- Century:** a period of 100 years.
- Chancellor:** the person who is head of state ( in several countries).
- Chronological:** relating to or arranged according to the order of time.
- Civilization:** an advanced society with complex technical skills, highly developed group living, division of labour, and advanced intellectual achievements.
- Clergy:** the entire class of religious officials.
- Coalition:** a temporary alliance between two or more political parties or groups.
- Cold war:** conflict between communist and non-communist nations after WWII that was waged by political and economic means rather than with weapons.
- Colony:** an area in which a foreign nation gained total control.
- Colonialism:** the policy of establishing and maintaining colonies.
- Commercial capitalism:** early phase of capitalism in which capital was used mainly to buy, sell and exchange goods.
- Communism:** a system and belief based on the writings of Karl Marx. It advocates an economic and political system based on public ownership of the means of production.
- Confederation:** when a group of people or nations form an alliance, allowing each member to govern itself but agreeing to work together for common causes.
- Conservatism:** a political or religious orientation that favours tradition and oppose radical changes.
- Constitution:** a document outlining the fundamental laws and principles that govern a nation.

- Constitutional Monarchy:** form of government with a king or queen whose powers are less than absolute and are defined in written constitution (also called limited constitutional monarchy).
- Condominium:** a region ruled by two nations as partners.
- Containment:** the United States policy, adopted in the late 1940s, aimed to stop the expansion of communism.
- Coup d'état:** it is an illegal seizure of power by a political faction, rebel group, military, or a dictator.
- Demarcation of boundary:** the process of deciding on or marking the border between two areas of land.
- Dejjazmach:** a "commander of the gate", a politico-military title below Ras.
- Delimitation:** a line that indicates a boundary.
- Diarchy:** dual rule.
- Dictator:** a ruler with complete power.
- Dynasty:** family of rulers in which the right to rule is passed from one generation to the next.
- Economic sanctions:** commercial and financial penalties applied by one or more countries against a targeted self-governing state, group, or individual.
- Elite:** a group of persons who by virtue of position or education exercise much power or influence
- Empire:** a form of government that unites different territories and peoples under one ruler.
- Encroachment:** any entry into an area not previously occupied.
- Enlightenment:** intellectual or philosophical movement in Europe during the 1700s that was characterized by the scientific attitude, rationalism, and belief in natural law.
- Entente:** a friendly understanding or informal alliance between states or factions.
- Era:** a period marked by distinctive character.
- Explorer:** one who travels across the sea and /or oceans to discover new lands.
- Export:** refers to a product or service produced in one country but sold to a buyer abroad.

- Factory:** building in which workers and machines are brought together to produce goods.
- Fascism:** dictatorial system of government in which the state is supreme and individuals are loyal to it.
- Federal system:** a system of government is one that divides the powers of government between the national (federal) government and state and local governments.
- Federation:** an organization made up of smaller groups, parties, or states.
- Fitawrari:** a “commander of the vanguard”, a title below dejjasmach.
- Glasnost:** a Russian word meaning “openness”, used by Mikael Gorbachev.
- Great Power:** a state powerful enough to influence events throughout the world.
- Gabbar:**tribute-paying peasant.
- Gasha:**a unit of measurement; equivalent to 40 hectares.
- Gibr:** agrarian tribute, invariably paid in kind, tax.
- Grazmach:** a “commander of the left”.
- Guerrilla warfare:** military technique that uses raids by small bands of soldiers, called guerrillas.
- Hegemony:** influence or control over another country, a group of people, etc.
- Hierarchy:** a series of ordered groupings within a system.
- Holocaust:** the systematic destruction of Jews by the Nazis.
- Imperialism:** the practice of establishing colonies in order to control raw materials and markets. Empire building, the gaining of colonies.
- Import:** a commodity, article, or service brought in from abroad for sale.
- Incorporate:** to include as part of something else.
- Industrial capitalism:** period of capitalism in which capital was used chiefly for producing and manufacturing goods.
- Industrial Revolution:** name given to the wide spread social and economic changes that occurred after machines and factories replaced manual labour.
- Inflation:** an economic situation characterized by a rise in the general level of prices.

**Iron curtain:** term, first used in 1946 by Prime Minister Winston Churchill of Great Britain, to describe the dividing line in Europe between East and West.

**Junkers:** Aristocratic landowners in Prussia.

**Kaiser:** title of the ruler of the German Empire.

**Kingdom:** a government or country headed by a king or queen; also known as a monarchy

**Legislative:** one of the three great branches of government, that makes laws.

**Liberalism:** political and economic movement in Europe in the 1800's that had as its aim the protection of individual rights and freedom.

**Mandate:** area taken in trust by the League of Nations after WWI, to be administered by a League member.

**Manufacturing:** the act of making something (a product) from raw materials.

**Manufacture:** the process of making products, especially with machines in factories.

**Migration:** the movement of groups of people from place to place.

**Monarchy:** a government headed by a king or queen, autocracy governed by a ruler who usually inherits authority.

**Monopol:** complete control of a commodity, a service, or a market.

**Nation:** a people bounded by strong common bonds such as tradition, history, religion, ethnicity, and language; sometimes used as synonym for the state.

**Nationalism:** feeling of patriotism and loyalty to one's country.

**Neo-colonialism:** the use of economic and other means of exerting influence over countries that are no longer colonies.

**Nobility:** refers to a privileged class of people-often receiving hereditary titles-also called the aristocracy.

**Non-aligned:** not linked with the two rival power blocs( the East-West rivalries).

**Patriotism:** love of country and willingness to sacrifice for it.

**Plantation:** is a large agricultural property dedicated to planting a few crops on a large scale.

**Propaganda:** information that is spread to promote some cause.

**Radicals:** those who seek extreme, far reaching changes in existing conditions.

**Reactionary:** backward-looking, opposed to change.

**Referendum:** the act of referring a proposed law or constitutional amendment to the voters.

**Revolution:** a violent attempt to change the structure of a country, government, and society.

**Republic:** a form of government whose head of state is freely and democratically elected by the people, as opposed to a dictatorship or monarchy.

**Resistance:** the action of opposing something that you disapprove of or disagree with.

**Risorgimento:** name given to the nationalist movement in Italy during the 1800's.

**Rural:** living in or characteristic of farming or country life.

**Satellites:** communist countries of Eastern Europe subordinate to the Soviet Union.

**Segregation:** the act of keeping apart.

**Socialism:** Political and economic system under which the means of production are owned publicly and operated for the welfare of all.

**Sovereignty:** Supreme power.

**Soviet:** council, committee. Since 1905 in Russia, commonly associated with revolutionary purposes.

**Sphere of influence:** a region in which one nation has special economic and political privileges.

**Superpower:** a nation possessing military and economic power far greater than those of most other nations.

**The Ems telegram:** a communication between the Prussian King William and Bismarck over a diplomatic issue .

**Totalitarianism:** a form of government in which the ruler is unrestricted.

**Unification:** the bringing together of two or more parts so they become a single unit.

**Veto:** a vote that blocks a decision.

**War Indemnity:** is protection against loss or harm- it is most often used in insurance.

**Zionism:** a movement that sought to resettle Jews in Palestine.

**Zollverein:** customs union set up among most of the German states in the 1800's.