The Partition of Africa

Objectives
- Analyze the forces shaping Africa in the early 1800s.
- Explain why European contact with Africa increased during the 1800s.
- Understand how Leopold II started a scramble for colonies.
- Describe how Africans resisted imperialism.

Terms, People, and Places
- Usman dan Fodio
- Shaka
- African soldiers in German uniforms

Preparing to Read

Build Background Knowledge
Ask students to look at the map in this section and recall Africa's geography, peoples, religions, and trade. Have them predict which parts of Africa Europeans might seek to control first and why.

Set a Purpose
- **Witness History** Read the selection aloud or play the audio.

Note Taking
- **Witness History Audio CD**
- **Resisting Imperialism**

Ask students to refer to this question as they read. (Answer appears with Section 2 Assessment answers.)

Focus
Point out the Section Focus Question and write it on the board. Tell students to refer to this question as they read.

Preview
Have students preview the Section Objectives and the list of Terms, People, and Places.

The Partition of Africa

In the late 1800s, Britain, France, Germany, and other European powers began a scramble for African territories. Within about 20 years, the Europeans had carved up the continent and dominated millions of Africans. Although the Yao and others resisted, they could not prevent European conquest.

Africa in the Early 1800s
To understand the impact of European domination, we must look at Africa in the early 1800s, before the scramble for colonies began.

North Africa
North Africa includes the enormous Sahara and the fertile land along the Mediterranean. Since long before 1800, the region was a part of the Muslim world. In the early 1800s, much of North Africa remained under the rule of the declining Ottoman empire.

Islamic Crusades in West Africa
By the early 1800s, an Islamic revival spread across West Africa. It began among the Fulani people in northern Nigeria. The scholar and preacher Usman dan Fodio (no SHAY AIN dah FEE o shay) denounced the corruption of the local Hausa rulers. He called for social and religious reforms based on the sharia, or Islamic law. Usman inspired Fulani herdsmen and Hausa townpeople to rise up against their European rulers.

Vocabulary Builder

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

<table>
<thead>
<tr>
<th>High-Use Word</th>
<th>Definition and Sample Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domain, p. 759</td>
<td>A territory over which rule or control is exercised. The vegetable garden was my mother’s domain, and she did not trust its care to anyone else.</td>
</tr>
</tbody>
</table>
Asante rulers. ready to turn to Europeans or others who might help them defeat their controlled several smaller states. However, these tributary states were had arisen. The Asante traded with Europeans and Muslims and as cloth and firearms from India. Ivory and copper from Central Africa were also exchanged for goods such on profitable trade. The cargoes were often slaves. Captives were marched from the interior to the coast to be shipped as slaves to the Middle East. Iry and copper from Central Africa were also exchanged for goods such as cloth and firearms from India.

Southern Africa In the early 1800s, the Zulus emerged as a major force in southern Africa under a ruthless and brilliant leader, Shaka. Between 1816 and 1828, Shaka waged relentless war and conquered many nearby peoples. He absorbed their young men and women into Zulu regiments. By encouraging rival groups to forget their differences, he cemented a growing pride in the Zulu kingdom. His conquests, however, set off mass migrations and wars, creating chaos across much of the region. Groups driven from their homelands by the Zulus then migrated north, conquering still other peoples and creat- ing their own powerful states. By the 1840s, the Zulus faced a new threat, the arrival of well-armed, mounted Boers, descendants of Dutch farmers who were migrating north from the Cape Colony. In 1835, the Cape Colony had passed from the Dutch to the British. Many Boers resented British laws that abolished slavery and otherwise interfered with their way of life. To escape British rule, they loaded their goods into covered waggons and started north. Several thousand Boer families joined this Great Trek. As the migrating Boers came into contact with Zulus, fighting quickly broke out. At first, Zulu regiments held their own. But in the end, Zulu spears could not defeat Boer guns. This struggle for control of the land would rage until the end of the century.

Impact of the Slave Trade In the early 1800s, European nations began to outline the transatlantic slave trade, though it took years to end. Meanwhile, the East African slave trade continued to flourish. Some people helped freed slaves resettle in Africa. In 1847, the British organized Sierra Leone in West Africa as a colony for former slaves. Later, some free blacks from the United States settled in nearby Liberia. By 1847, Liberia had become an independent republic.

Afghanistan and his successors set up a powerful Islamic state in northern Nigeria. Under their rule, literacy increased, local wars quelled, and trade improved. Their success inspired other Muslim reform movements in West Africa. Between about 1790 and 1880, more than a dozen Islamic leaders rose to power, replacing old rulers or founding new states in the western Sudan. In the forest regions, strong states like the Asante (uh SAHN tee) kingdom had arisen. The Asante traded with Europeans and Muslims and controlled several smaller states. However, these tributary states were ready to turn to Europeans or others who might help them defeat their Asante rulers.

East Africa Islam had long influenced the east coast of Africa, where port cities like Mombasa (mahm BAH suh) and Kilwa (KEEL wah) carried on profitable trade. The cargoes were often slaves. Captives were marched from the interior to the coast to be shipped as slaves to the Middle East. Iry and copper from Central Africa were also exchanged for goods such as cloth and firearms from India.

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History Background Liberia Beginning in 1822, freed slaves fled the rac- ism of the United States to settle in Liberia (Latin for “land of liberty”). In 1847, Liberia became indepen- dent and modeled its laws and constitution after those of the United States. During the next century, Liberia remained independent but lost territory to neighboring British and French colonies. From the beginning, native groups resisted the intrusion of the freed slaves as simply a different form of imperialism. The Westernized, Christian former slaves and their descendants made up only five to ten percent of the population, yet they imposed English as the official language, ran the government, and largely excluded African Liberians, who had their own languages and religions. In the 1890s, these tensions finally erupted in bitter and bloody civil wars.

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Zulu King Cetshwayo A nephew of Shaka, Cetshwayo (kesh WY oh) was the last of the great Zulu kings. He ruled a disciplined army of about 40,000 men until the British defeated him in 1879. Why was Cetshwayo considered a threat to British colonial interests?

Africa in the Early 1800s Teach

Instruct

Introduce Ask students what they recall about Africa’s geography, key trading centers, and European trade routes. On the map on p. 1258, ask stu- dents to find the approximate locations of the Fulani (northern Nigeria), the Asante (Ghana), Mombasa (Kenya), Kilwa (Tanzania), and the Cape Colony (Cape Town).

Teach Next, point out the birthplace of Islam (Eastern Saudi Arabia). Ask What effects did Islam have in Africa? (It often brought strong govern- ments, higher literacy, peace, and trade.) What were two main forces of change in Africa before imperi- alism spread? (Any two: the slave trade, the Zulu conquests, spread of Islam, decline of Ottoman empire)

Quick Activity Display Color Trans- parency 145: European Explorations of Africa. Use the lesson suggested in the transparency book to guide a discussion on African exploration.

Independent Practice Divide students into four groups, one for each region of Africa. Have each group research their region in the early 1800s and create a poster showing a map of important towns and kingdoms and pic- tures of key people and activities. Groups should present their posters to the class.

Zulu King Cetshwayo A nephew of Shaka, Cetshwayo (kesh WY oh) was the last of the great Zulu kings. He ruled a disciplined army of about 40,000 men until the British defeated him in 1879. Why was Cetshwayo considered a threat to British colonial interests?
European Contact Increases

**Instruct**
- Introduce Ask Who were the first Europeans to arrive in Spanish America and establish control of it? (explorers, then missionary priests) Explain that the process was similar in Africa.
- Teach Tell students that Europeans were fascinated by stories of the adventures of Stanley and Livingstone. Ask Why were explorers and missionaries held in high regard by Europeans? (They had "noble" missions to pursue science and spread civilization to the "savages"). How might Africans have felt about these efforts? (They probably resented them.)
- Quick Activity Organize a debate on whether or not imperialism was advantageous for Africans. Point out that Europeans brought medicine and education to Africa and ended slavery, but many Africans were destroyed, destroyed traditional societies, and exploited the people and their land and resources without fair compensation.

**Independent Practice**
- Viewpoints To help students better understand the debate on imperialism, have them read Two Views of Imperialism in Africa and complete the worksheet.

**Monitor Progress**
- As students fill in their charts, circulate to make sure they have included missionary zeal as a cause leading to the partition of Africa. For a completed version of the graphic organizer, see Note Taking Transparency, 148.

**Answers**
- **Caption** They viewed African religions as inferior to Christianity.
- **Medical advances and steamships** allowed explorers and missionaries to push deep into Africa.

**European Contact Increases**

From the 1500s through the 1700s, Europeans traded along the African coast. Africans wanted trade with Europeans but did not want to "house" them. Resistance by Africans, difficult geography, and diseases all kept Europeans from moving into the interior regions of the continent. Medical advances and river steamships changed all that in the 1800s.

**Explorers Advance Into Africa's Interior**

In the early 1800s, European explorers began pushing into the interior of Africa. Explorers like Mungo Park and Richard Burton set out to map the course and sources of the great African rivers such as the Nile, the Niger, and the Congo. They were fascinated by African geography, but they had little understanding of the peoples they met. All, however, endured great hardships while exploring Africa.

**Missionaries Follow Explorers**

Catholic and Protestant missionaries followed the explorers. All across Africa, they sought to win people to Christianity. The missionaries were sincere in their desire to help Africans. They built schools and medical clinics alongside churches. They also focused attention on the evils of the slave trade. Still, missionaries, like most Westerners, took a paternalistic view of Africans, meaning they saw them as children in need of guidance. To them, African cultures and religions were "degraded." They urged Africans to reject their own traditions in favor of Western civilization.

**Livingstone Blazes a Trail**

The best-known explorer and missionary was Dr. David Livingstone. For 30 years, he crisscrossed Africa. He wrote about the many people he met with more sympathy and less bias than did most Europeans. He relentlessly opposed the slave trade, which remained a profitable business for some African rulers and foreign traders. The only way to end this cruel traffic, he believed, was to open up the interior of Africa to Christianity and trade.

**A Scramble for Colonies**

Shortly afterward, King Leopold II of Belgium hired Stanley to explore the Congo River basin and arrange trade treaties with African leaders. Publicly, Leopold spoke of a civilizing mission to carry the light "that for millions of men still plunged in barbarism will be the dawn of a better era." Privately, he dreamed of conquest and profit. Leopold's activities in the Congo set off a scramble by other nations. Before long, Britain, France, and Germany were pressing rival claims to the region.

**Berlin Conference**

To avoid bloodshed, European powers met at an international conference in 1884. It took place not in Africa but in Berlin, Germany. No Africans were invited to the conference.

**Careers**

- **Foreign Correspondent** In the late 1800s, readers eagerly awaited Henry Stanley's dispatches from Africa to the New York Herald. Foreign correspondents include both journalists and photographers who capture images of the world in words or on film and send them back to local outlets. They work for newspapers, radio, or television, their careers often involve not only excitement and travel, but also long hours and danger, especially in times of war or natural disaster. Time differences may mean working in the middle of the night. Foreign correspondents often have a college degree in journalism or communication, but hands-on experience is also extremely valuable.

Note:
- The New Imperialism 756
- Explore the Scramble for African Colonies on the Witness History Discovery School Video program to learn more about the partition of Africa.

**WITNESS HISTORY VIDEO**

- Watch The Scramble for African Colonies on the Witness History Discovery School Video program to learn more about the partition of Africa.
A Scramble for Colonies

Instruct

- **Introduce** Have a volunteer read the sentence in the first paragraph with the quotation from King Leopold II. Ask students to recall the actual motives of European imperialism from Section 1. (economic, political, military, humanitarian, religious, Social Darwinist)
- **Teach** Display Color Transparency 149: The Scramble for Africa (with overlays). Have students compare the maps showing the spread of European colonies. Then ask **Why did countries want to control certain areas?** (proximity to ports, trade routes) What did the European countries that seized the most territory in Africa have in common? (They were the most industrialized nations.)
- **Quick Activity** Show students The Scramble for African Colonies from the Witness History Discovery School video program. Ask students to list abuses of Africans shown in the video. Then ask **Why did Europeans feel they have the “right” to treat Africans as they did?** You may want to replay or reread the chapter Witness History audio selection.

Answers

**Map Skills**

1. Review locations with students.
2. North and West Africa
3. By 1914, imperialism had spread across most of the continent and very few regions remained independent.
The New Imperialism

**Biography**

Cecil Rhodes (1853–1902) arrived in South Africa at age 17, determined to make his fortune. He got off to a slow start. His first venture, a cotton-farming project, failed. Then, Rhodes turned to diamonds and gold mining. By the age of 40, he had become one of the richest men in the world.

However, money was not his real interest. “For its own sake I do not care for money,” he once wrote. “I want the power.” Rhodes strongly supported British imperialism in Africa. He helped Britain unite its African empire by 1,000,000 square miles and had an entire British colony named after himself—Rhodesia (now Zimbabwe). Rhodes also helped protect the policy of the separation of races in southern Africa. How was Cecil Rhodes’ desire for power illustrated by his actions?

Rhodes also helped promote the policy of the separation of races in southern Africa. How was Cecil Rhodes’ desire for power illustrated by his actions?

At the Berlin Conference, European powers recognized Leopold’s private claims to the Congo Free State but called for free trade on the Congo and Niger rivers. They further agreed that a European power could not claim any part of Africa unless it had set up a government office there. This principle led Europeans to send officials who would exert their power over local rulers and peoples.

The rush to colonize Africa was on. In the 20 years after the Berlin Conference, the European powers partitioned almost the entire continent. As Europeans carved out their claims, they established new borders and frontiers. They redraw the map of Africa with little regard for traditional patterns of settlement or ethnic boundaries.

**Horrors in the Congo**

Leopold and other wealthy Belgians exploited the riches of the Congo, including its copper, rubber, and ivory. Soon, there were horrifying reports of Belgian overseers brutalizing villagers. Forced to work for almost nothing, laborers were savagely beaten or mutilated. The overall population declined drastically.

Eventually, international outrage forced Leopold to turn over his personal colony to the Belgian government. It became the Belgian Congo in 1908. Under Belgian rule, the worst abuses were ended. Still, the Belgians regarded the Congo as a possession to be exploited. Africans were given little or no role in the government, and the wealth of their mines went out of the country to Europe.

**France Extends Its Influence**

France took a giant share of Africa. In the 1830s, it had invaded and conquered Algeria in North Africa. The victory cost tens of thousands of French lives and killed many times more Algerians. In the late 1800s, France extended its influence along the Mediterranean into Tunisia. It also won colonies in West and Central Africa. At its height, the French empire in Africa was as large as the continental United States.

**Britain Takes Its Share**

Britain’s share of Africa was more scattered than that of France. However, it included more heavily populated regions with many rich resources. Britain took chunks of West and East Africa. It gained control of Egypt and pushed south into the Sudan.

In southern Africa, Britain clashed with the Boers, who were descendants of Dutch settlers. As you have read, Britain had acquired the Cape Colony from the Dutch in 1815. At that time, many Boers fled British rule, moving north and setting up their own republics.

In the late 1800s, however, the discovery of gold and diamonds in the Boer lands led to conflict with Britain. The Boer War, which lasted from 1899 to 1902, involved bitter guerrilla fighting. The British won, but at great cost.

In 1910, the British united the Cape Colony and the former Boer republics into the Union of South Africa. The new constitution set up a government run by whites and laid the foundation for a system of complete racial segregation that would remain in force until 1993.

**Others Join the Scramble**

Other European powers joined the scramble for colonies, in part to bolster their national image, while also furthering their economic growth and influence. The Portuguese carved out large colonies in Angola and Mozambique. Italy reached across the Mediterranean to occupy Libya and then pushed into the “horn” of Africa, at the southern end of the Red Sea. The newly united German empire took

**Independent Practice**

- Web Code: ma-241 will take students to an interactive map. Have students complete the interactivity and then answer the questions in their text.
- Remind students that the Western powers did not invite any African nations to the Berlin Conference, where they established rules to govern how the continent could be divided up among the Western powers. Challenge students to write a paragraph explaining whether or not this was a wise decision.

**Monitor Progress**

- Have a student reread the last paragraph in this section. Ask What did the German politician mean by “our place in the sun”? (the glory and prestige of having colonies) Ask whether Europeans considered that they were putting Africans “in the shade.”
- Check answers to map skills questions.

**Link to Literature**

**Things Fall Apart**

Nigerian writer Chinua Achebe was one of the first writers to show the period of imperialism from an African perspective. Unlike most European writers, he sympathetically portrayed traditional African culture and also showed the West’s decision in it. In his 1958 masterpiece, *Things Fall Apart*, Achebe depicts the tragic effects of well-intentioned missionaries in a traditional Igbo village; he captures the benefits, losses, and confusion of a time when missionaries and colonialism gained a stronghold on the region.
lands in eastern and southwestern Africa, including Cameroon and Togo. A German politician, trying to ease the worries of European rivals, explained, “We do not want to put anyone in the shade, but we also demand our place in the sun.”

**Checkpoint** How did King Leopold II set off a scramble for colonies in Africa?

### Africans Resist Imperialism

Europeans met armed resistance across the continent. The Algerians battled the French for years. One ancient Christian kingdom in East Africa, Ethiopia, managed to resist European colonization and maintain its independence. Like feudal Europe, Ethiopia had been divided up among a number of rival princes who ruled their own domains. In the late 1800s, however, a reforming ruler, Menelik II, began to modernize his country.

Before becoming emperor of Ethiopia, Menelik II (1844–1913) ruled the Shoa region in central Ethiopia. He ensured that he would succeed John IV as emperor by marrying John’s daughter. After John died in 1889, Menelik took the throne. He hired European experts to plan modern roads and bridges and set up a Western school system. He imported the latest weapons and European officers to help train his army. Thus, when Italy invaded Ethiopia in 1896, Menelik was prepared. At the battle of Adowa (AH duh wuh), the Ethiopians smashed the Italian invaders. Ethiopia was the only African nation, aside from Liberia, to preserve its independence.

**History Background**

The Asante and the Golden Stool  

The Asante kingdom was a powerful, gold-rich nation in present-day Ghana. Among its most important symbols was a golden stool, believed to contain the soul and welfare of the nation. For decades, when an Asante resisted taxes levied by Europeans on all sides, but in 1896 King Prempeh I gave in to British demands to avoid the annihilation of his people. The British governor forced the king to lie in the dust before him—a humiliation—and sent him to prison. Then the governor ordered the golden stool brought for him to sit on—an even greater insult. Not even their king sat on the stool. The queen mother, Yaa Asantewaa, soon led her people in a fierce rebellion against the British but they could not defeat the Maxim guns. The queen, still defiant, spat in the face of the British officer who took her prisoner.

**Monitor Progress**

To review this section, ask students to provide an example of a domain or territory over which rule or control is exercised.

### Vocabulary Builder

**Domain**—A political or territorial area over which rule or control is exercised.

#### Biography

**Menelik II**

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**Answers**

- by sending explorers to the Congo and trying to establish treaties to dominate trade

**BIOGRAPHY** by obtaining and learning how to use Western weapons

#### Independent Practice

**Link to Literature**  

To help students better understand Africans’ response to imperialism, have them read the excerpt from “The Gentlemen of the Jungle” by Jomo Kenyatta and complete the worksheet.

**Reading/Study Guide**

Students will find information about the Asante and their tradition of the Golden Stool in sources in Unit 5.

**Chapter 24 Section 2 759**
The New Imperialism

Assess and Reteach

Assess Progress
- Have students complete the Section Assessment.
- Administer the Section Quiz.
- To further assess student understanding, use Progress Monitoring Transparencies, p. 64.

Reteach
If students need more instruction, have them read the section summary.
- Reading and Note Taking Study Guide, p. 217
- Adapted Reading and Note Taking Study Guide, p. 217
- Spanish Reading and Note Taking Study Guide, p. 217

Extend
See this Chapter’s Professional Development pages for the Extend Online activity on African resistance to imperialism.

Answers

Caption

That he may be an official or expert who visited or was educated in Europe

Menelik II modernized and Westernized both his country and army and so Ethiopia was prepared to fight Western troops. They defeated Italy’s invasion and remained independent.

Terms, People, and Places
1. For each term, person, or place listed at the beginning of the section, write a sentence explaining its significance.
2. Reading Skill: Identify Causes and Effects
Use your completed chart to answer the Focus Question: How did imperialist European powers claim control over most of Africa by the end of the 1800s?

Comprehension and Critical Thinking
3. Describe Name one development in each region of Africa in the early 1800s.
4. Analyze Information What impact did explorers and missionaries have on Africa?
5. Draw Inferences (a) Why do you think the Europeans did not invite Africans to the Berlin Conference? (b) What might be the effect of this exclusion upon later African leaders?
6. Summarize How did Africans resist European imperialism?

Writing About History
Quick Write: Generate Arguments
One way to approach a persuasive essay is to create a list of arguments that you can include to persuade your audience. For practice, create a list of three arguments that could be used in a persuasive essay, either in favor of or opposed to the European colonization of Africa.

An Asante King
A king of the Asante people in Ghana (center) sits surrounded by his people. What do the clothes of the man to the left of the king suggest about his social rank?

A New African Elite Emerges
During the Age of Imperialism, a Western-educated African elite, or upper class, emerged. Some middle-class Africans admired Western ways and rejected their own culture. Others valued their African traditions and condemned Western societies that upheld liberty and equality for whites only. By the early 1900s, African leaders were forging nationalist movements to pursue self-determination and independence.

Checkpoint
How did Ethiopians resist imperialism?

Terms, People, and Places

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Section 2 Assessment
1. Sentences should reflect an understanding of each term, person, or place listed at the beginning of the section.
2. Explorers and missionaries penetrated Africa. Then European countries divided and conquered Africa with superior arms.
3. In North Africa, the Ottoman empire was declining. In West Africa, new Muslim leaders held power. In East Africa, the slave trade continued. In South Africa, Zulus, Boers, and the British battled for control.
4. Explorers opened Africa’s interior to other Europeans. Missionaries built schools and clinics but undermined African cultures.
5. (a) Sample: They believed they had the right to decide its fate. (b) Sample: They may have resented their exclusion.

For additional assessment, have students access Progress Monitoring Online at Web Code naa-2421.
On Trial for My Country

European imperialists gained control over much of Africa by signing treaties with local rulers. In most cases, the chiefs did not understand what rights they were signing away. Cecil Rhodes used this tactic with King Lobengula, who thought that he was allowing the British only to dig on his land. Rhodes, however, took control of the kingdom, eventually renaming it Rhodesia. The novel On Trial for My Country is a fictional account of a conversation between King Lobengula and his father.

"Why did you not stand up to Rhodes and prevent him from taking your country by strength? Why did you not fight?"

"I thought that if I appealed to the white men's sense of justice and fair play..."

"You and they replied and told you that they had been given the road by their queen and would only return on the orders of their queen. What did you do then?"

"I mobilized the army and told them to wait for my word."

"Did you give that word?"

"No."

"Were the soldiers keen to fight?"

"Yes, they were dying to fight."

"Why did you not let them fight?"

"I wanted to avoid bloodshed and war..."

"And you allowed them to flout your word as king of the Matabele? You let them have their way...")

"...I knew that if I fought the white men I would be beaten. If I sought the white man's friendship and protection, there would be opposition to me or civil war. So I pretended to the white men that if they came into the country I would fight, and hoped that they would be afraid and not come."

"...I told them that I had not given them the road to Mashonaland."

"...They called my bluff and came..."

"Was there no other way out of your dilemma?"

"I did consider marrying the queen, but even though I hinted at this several times no one followed it up."

"I see!"

Thinking Critically

1. Synthesize Information Why did King Lobengula want to avoid fighting the British?
2. Analyze Literature How does Samkange show that Lobengula’s father disagreed with his son’s decision?

Samkange’s Story

Stanlake Samkange, the author of On Trial for My Country, grew up in the British colony of Rhodesia (now Zimbabwe). Although fictional, On Trial for My Country explores the issues at the heart of the British colonization of Rhodesia. Rhodesia was colonized in the 1890s, largely through the will of one man, Cecil Rhodes, which it was then named after. On Trial for My Country sets up the literary device of both Lobengula, the leader of the Matabele in Zimbabwe, and Rhodes having to defend their actions in the afterlife. Each is judged by a council of their own ancestors. Samkange does not reveal the heavenly decision, calling on the reader to draw their own conclusions.