

# Decolonization and Nationalism Review

Apartheid:

Self Determination:

Partition:

Zionism:

Sovereignty:

Nuclear Proliferation:

Green Revolution:

One-Crop Economy:

## Unit Themes

- 1) WWI and WWII increased feelings of NATIONALISM created a new demand for SELF DETERMINATION.
- 2) Colonized groups come to go to fight for their independence through violent and non-violent methods.
- 3) Newly independent nations face many problems and challenges as a result of years of colonization.

## Modern Problems in Newly Independent Nations

1. Religious and Ethnic Tension
2. Weak Colonial Economies
3. Lack of Infrastructure (Basic structures and features needed for the functioning of a Country)
4. Social Inequality and Class Tension
5. Dependence on Developed Nations



Source: Cummings, *Winnipeg Free Press*,  
Cartoonists and Writers Syndicate

Source: Mike Thompson, *Detroit Free Press* for *USA Today*, May 28, 2002

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**Document 1:** JOHANNESBURG—Africa is often depicted as a place of war, disease and poverty, with a begging bowl extended to the world. But a new report paints a much more optimistic portrait of a continent with growing national economies and an expanding consumer class that offers foreign investors the highest rates of return in the developing world.... —“Report Offers Optimistic View of Africa’s Economies,” *New York Times*, June 24, 2010

**Document 2:** The achievement gap between black and white students in South Africa is enormous. In the province of Western Cape, only 2 out of 1,000 sixth-graders in predominantly black schools performed at grade level on a math test in 2005, compared with 2 out of 3 children in schools once reserved for whites that are now integrated, but generally in more affluent [wealthier] neighborhoods....—Celia W. Dugger

Which historical factor most significantly contributed to the achievement gap described in Doc 2?

- A. Inequalities existing between the races under apartheid
- B. Economic sanctions placed on school communities
- C. Lack of governmental support for white educational programs
- D. A period of political assassinations and civil war

Which additional evidence would best support the argument in Document 1?

- A. a rise in poverty rates for most African countries
- B. increases in the mortality rate of African children
- C. growth in the gross domestic product for some African countries
- D. continuously high inflation rates throughout Africa



Source: Paresh Nath, *The National Herald*, India, 7/5/2007

What is the main idea of this cartoon? (LEFT)

- A. European rulers continue to exploit Africa.
- B. A strong, centralized authority is needed to govern Africa.
- C. African societies have flourished in spite of tough obstacles.
- D. Numerous problems have hindered Africa’s development.



Source: Dana Summers, *The Orlando Sentinel* (adapted)

What is the main idea of this cartoon? (RIGHT)

- A. The original causes of apartheid have not been eliminated.
- B. Apartheid improved race relations in South Africa.
- C. Peace can be achieved by nonviolence.
- D. Hate is caused by poverty.



Source: Jeff Koterba, *Omaha World Herald*, 2003 (adapted)



# Decolonization and Nationalism Review

Which choice would be the best title for these cartoons presented together?

- A. Advocates for Settlement
- B. Roadblocks to Peace
- C. Human Rights Violations
- D. Globalization in the Middle East

What is the main claim of the cartoon on the RIGHT?

- A. Peace between Israelis and Palestinians has a good chance of succeeding.
- B. Israeli and Palestinian leaders strongly oppose peace talks.
- C. Israeli and Palestinians extremists have joined forces to bring peace to the Middle East.
- D. The peace efforts of Middle Eastern leaders are hindered by radical groups on each side.

The origin of the conflict presented in these cartoons was the creation of

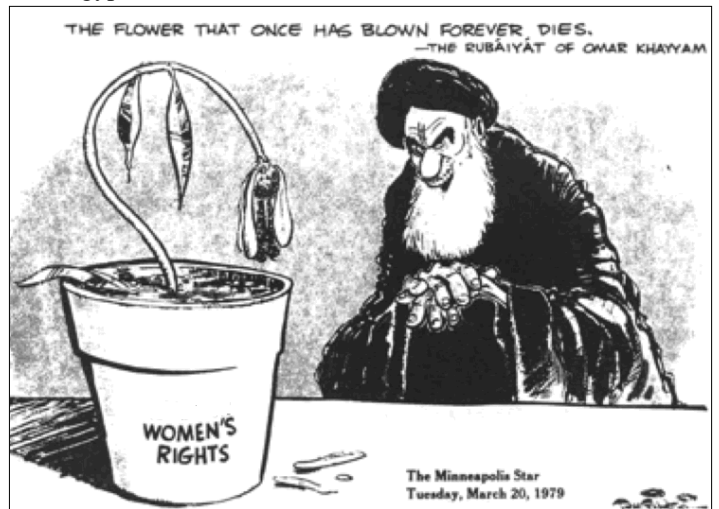
- A. Islam
- B. Israel
- C. Judaism
- D. Palestine

Many conflicts in the Middle East during the post–World War II period have directly resulted from

- A. the dissolution of the Arab League
- B. disputes related to Palestine
- C. border clashes between Iran and China
- D. the partition of Egypt

## DOC B

**Document A:** ...A river of people is flowing down the boulevard. Some are very religious, with the men separate from the women, and the women covered in chadors [robes]. Some are not. Two young men in jeans carry a large poster of Khomeini, with his black turban and black eyebrows standing out against the white background. A middle-aged woman with big dark glasses walks by, one fist in the air, the other holding a cigarette. A group of college students link arms and shout “*Marg bar Shah!*”—Death to the Shah!—and they have the same sort of glad expression that the shoe salesman had on the day he asked Mama if she was American. But these people also have another look—a kind of exhilarated [overjoyed] astonishment, as if they can’t believe no one is stopping them....—Tara Bahrapour



Document B (the cartoon) was created in Iran after the Iranian Revolution of 1979. According to the cartoon which of the following activities was probably **not** part of this “new” Iranian society?

- A. Increased use of the chador
- B. Limited educational opportunities for women
- C. Extension of suffrage to women
- D. Restricted travel for women

Who does the figure in the political cartoon (Document B) represent?

- A. The Shah of Iran
- B. The Arab League president
- C. The Ayatollah Khomeini
- D. The Israeli Prime Minister

Which of the following is the best label for the type of government that took over Iran after the Iranian Revolution of 1979?

- A. Parliamentary Democracy
- B. Theocratic State
- C. Representative Democracy
- D. Communist State

Which of the following was a result of the events described in Document A?

- A. The Shah was overthrown and replaced by an Islamic republic.
- B. The Shah was overthrown and replaced by a United Nations led coalition government.
- C. The Shah was overthrown and the Ayatollah Khomeini was elected leader of Iran in the nation’s first free election.
- D. The Shah was overthrown temporarily and returned within a year of his exile.

A student could assume from Tara Bahrapour’s description of the protestors (Document A) that this type of dissent under the Shah’s government was

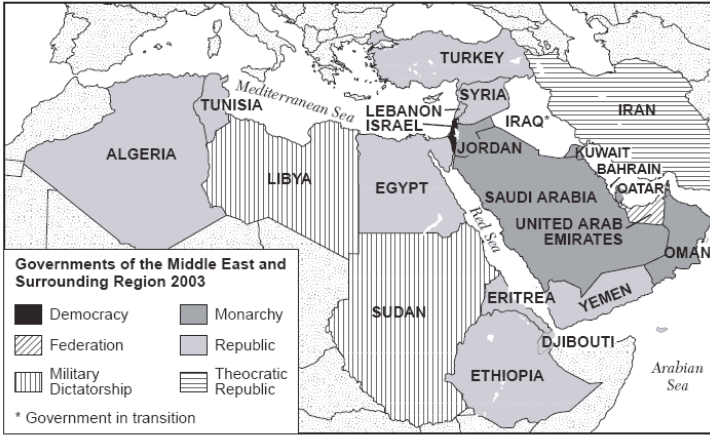
- A. prohibited.
- B. forgiven.
- C. encouraged.
- D. overlooked.

# Decolonization and Nationalism Review

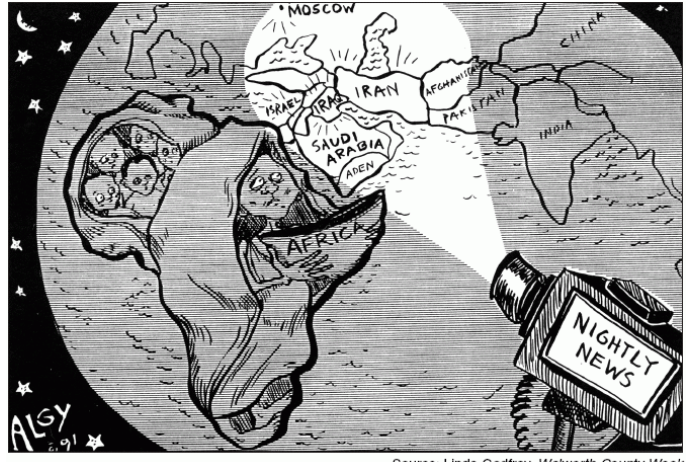
F. W. de Klerk and Nelson Mandela received the Nobel Peace Prize for their work to end the

- A. foreign control of the diamond mines
- B. discriminatory policy of apartheid
- C. anarchy in Somalia
- D. Boer War

Governments of the Middle East (North Africa and Southwest Asia)



Source: Historical Maps on File, Facts on File, 2003 (adapted)



Source: Linda Godfrey, Walworth County Week

Which generalization can best be supported by the information on this 2003 map? (LEFT)

- A. Theocratic governments dominated the Middle East.
- B. The governments of Southwest Asia were in transition.
- C. Many different types of government existed in the Middle East.
- D. Military dictatorships were replaced by republics in northern Africa.

What does this cartoon suggest about news coverage of world events? (RIGHT)

- A. Social concerns are often overemphasized.
- B. Africa's issues are often overshadowed by events in other regions.
- C. Too much time is devoted to European affairs.
- D. Africa's problems can be solved if global powers cooperate.

The Iranian Revolution of 1979 resulted in the establishment of

- A. a secular Western-style democracy
- B. a military dictatorship
- C. a constitutional monarchy
- D. an Islamic state



What is the main idea of this cartoon?

- A. Nelson Mandela has completed South Africa's reconstruction.
- B. Although South Africans have overcome many obstacles to achieve freedom, many struggles lie ahead.
- C. The mountains of South Africa have hindered black South African participation in national elections.
- D. The reconstruction of South Africa can only be achieved through violence, treason, and defiance.