

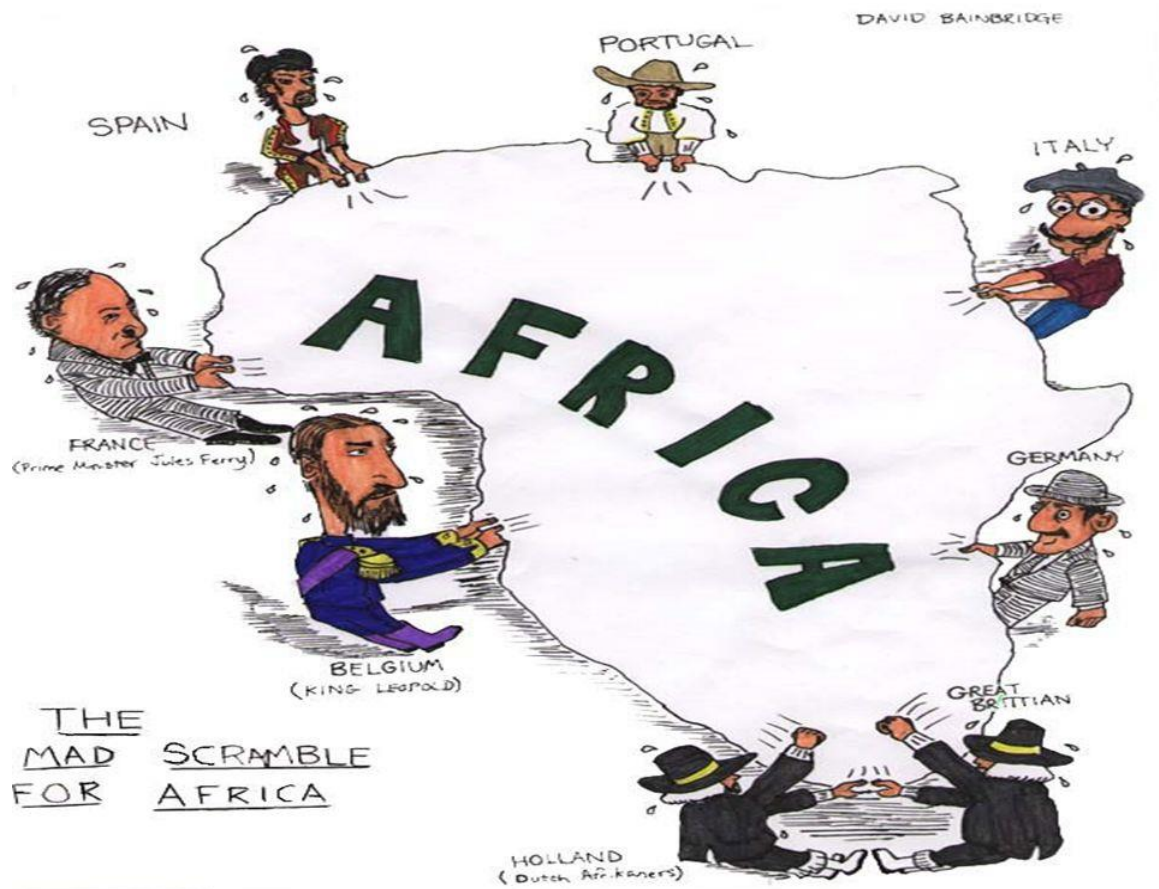


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SP: SOCIAL SCIENCE
GRADE 8: TERM 3
HISTORY: LEARNER BOOKLET

Learner Name: _____ Grade: 8 _____

THE SCRAMBLE FOR AFRICA



WORD BANK

CONCEPT	DEFINITION
Scramble of Africa	the invasion, occupation, colonization and annexation of African territory by European powers during the period of New Imperialism, between 1881 and 1914. It is also called the Partition of Africa and the Conquest of Africa.
Missionaries	People who attempted to convert others to a particular doctrine or religion
Empires	Large group of countries under a single ruler or power
Settlers	People who settle in an area
Pre-colonial	The time before colonisation
Caliphate	Rule by the chief Muslim religious and civil leader.
Domination	Control by the use of force/power
Delegates	People sent to represent a country at a conference
Established	Set up functioning properly
Gleaming	Shining brightly
Navigate	Guide a vessel such as a ship over water or land.
Berlin Act	A Law that allowed European nations to divide Africa among themselves.
Chancellor	Head of state in German or Austria ,representing the king.
Colony	A territory occupied or controlled by another foreign state
Nationalism	Loyalty to one's own country and believing that one's nation is better than all others.
Civilised	Relating to the European belief that they were more sophisticated and advanced than African people.
Ignorant	Lacking knowledge and awareness.
Political rivalry	The competition between the different nations to be the best and to have the most.
Commerce	The buying and selling of goods or services; business.
Regime	Government system
Indigenous Population	The first people to live in a particular place
Ethnic	A word to describe a group of people within a country who were born in the same place and who share a common language and culture
Guardianship	Having responsibility of looking after people who cannot care for themselves.
Apathetic	Showing no interest or concern
Languish	Growing weak
Infrastructure	The basic physical things and services needed to run a society, e.g transport ,government service ,hospitals
Treaties	Agreement
Consultative monarchies	Kings who rule together with a council and asked the members of the society to contribute to the running of the kingdom
Allegiance	Loyalty to a person or group
Tribute	Payment made to a ruler ,especially in return for protection
Millennium	A period of one thousand years.

Mediate	Form a link or solve problems between different groups of people and their ideas.
Musket	A gun with a long barrel.
Decapitated	When a person head is chopped off from his or her body
Protectorate	A smaller state that is protected and controlled to some degree by a more powerful state
Nobility	A class of people with a high rank.
Slave raiding	To make a sudden, surprise attack to capture people that will then be sold as slaves.
Grovel	To be humiliated; to show submission.
Deported	To make a person leave a country
Plundered	To steal by force from people.
Paramount	The highest supreme power
Legend	A story not necessarily true ,passed on from generation to generation

Unit 1: EUROPEAN COLONISATION OF AFRICA IN THE LATE 19TH CENTURY

Colonisation takes place when one country takes over and rules another country for its own benefit. The colonisation of Africa was part of a global colonisation process reaching all the continents of the world. European colonisation and domination changed the world dramatically.

AFRICA BEFORE EUROPEAN COLONISATION

From the late 15th Century, Europeans and Arabs took slaves from West, Central and South-east Africa to other countries overseas. From the earliest days of European exploration, the states of Europe conquered, sent settlers to, and exploited the wealth of territories on other continents. Part of this process was the division of Africa and its resources between European powers. This 'Scramble for Africa' occurred during the late 19th and early 20th Centuries.

It has been difficult for historians to piece together the history of Africa before colonisation. This is because there are few written historical sources from this time in most parts of Africa south of the Sahara Desert.

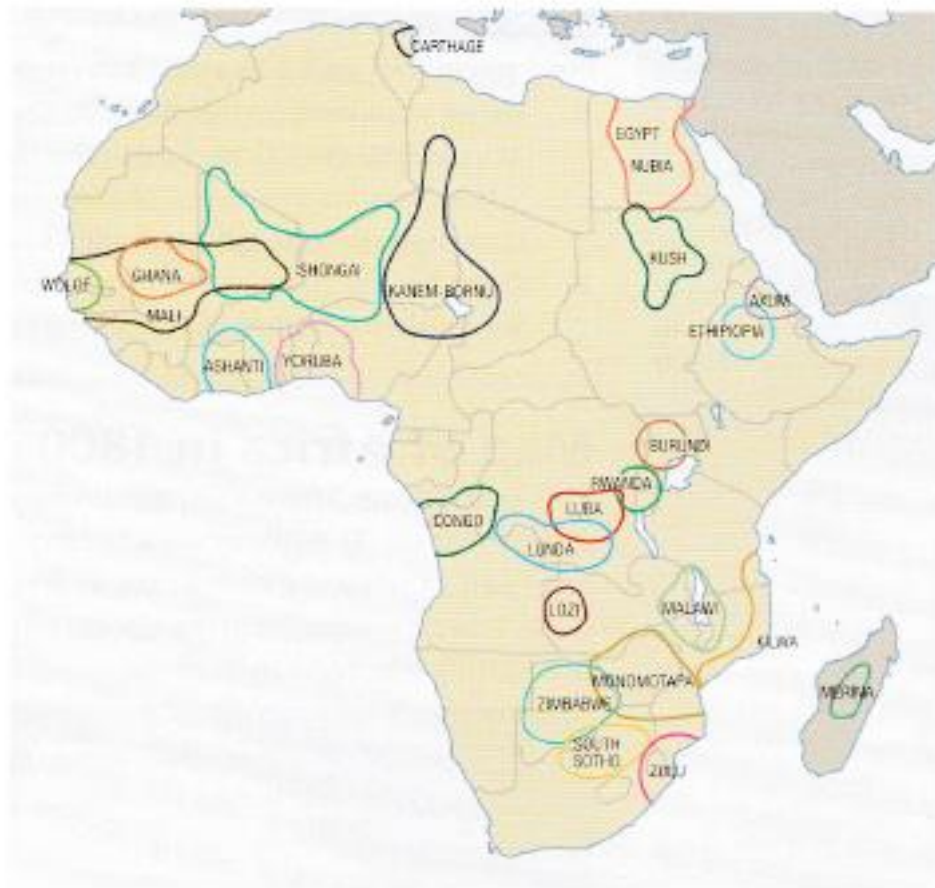
For the 400 years before the Scramble for Africa began, European nations have mainly limited their involvement to setting up trading stations on the African coast and acquiring slaves. Africans had been trading directly with the Europeans before 1500. However few Europeans travelled inland and very little was known about it.

Pre-colonial Africa had as many as 10 000 different states, with many different sorts of political organisation and rule. These included

- Small family groups of hunter-gatherers, such as the San people of southern Africa
- Larger, more structured groups, such as the clan groupings of the Bantu-speaking people of central and southern Africa
- Heavily structured clan groups in the Horn of Africa
- The large Sahelian kingdoms

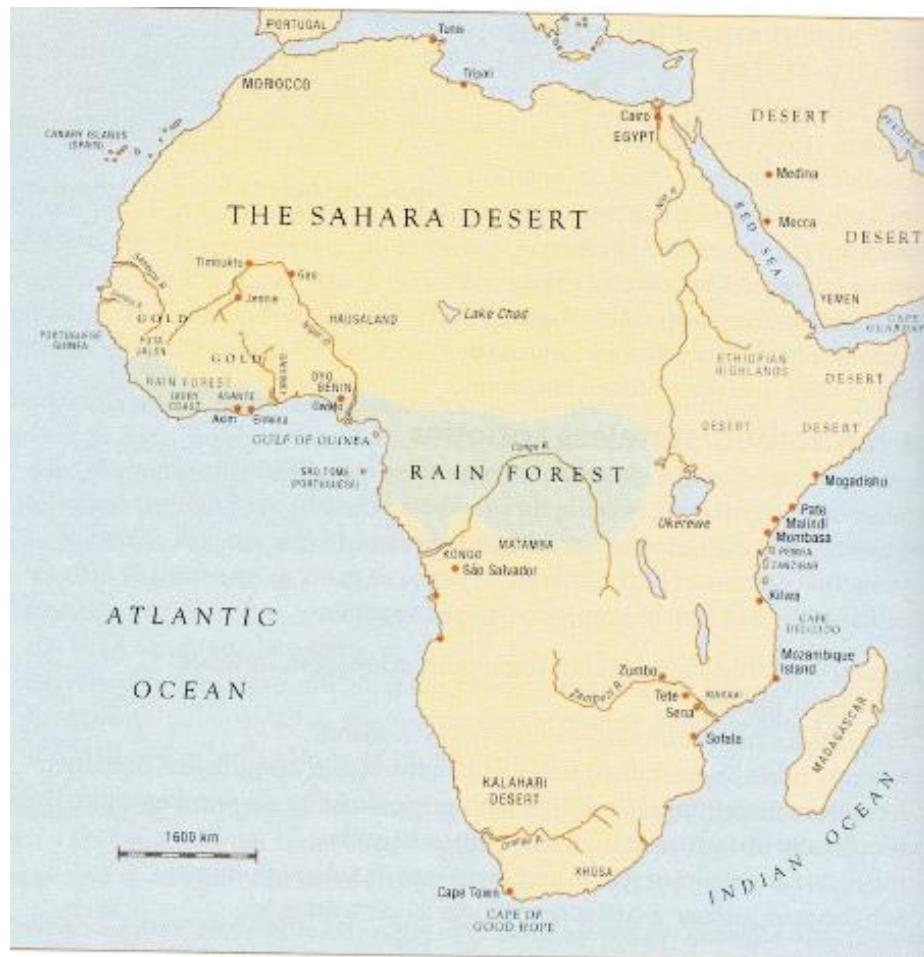
- Independent city-states and kingdoms such as those of the Akan, Yoruba and Igbo people of West Africa. The Swahili coastal trading towns of East Africa and the Mali and Ashanti Kingdoms of West Africa.

All pre-colonial African societies had a system of government. In other words, each society had a set of rules, laws, customs and traditions that established how the people would live together peacefully as part of a larger group.



MAP OF AFRICA IN 1800

This map shows Africa as it was known in 1800. The discovery of many natural resources had not come about yet. The only part of what we now know as South Africa is the Cape of Good Hope, with Cape Town the only city mentioned. By looking at this map in detail, you will see how Africa was seen by Europe.



To Europeans, Africa was largely an unknown continent, with much area to explore. As the 19th Century progressed, it became clear to the European powers that Africa was rich in natural resources and they saw it as a continent that was 'up for grabs'. But how were they to seize these resources without fighting among themselves? The Berlin Conference in 1884 was convened for this purpose.

BERLIN CONFERENCE, 1884

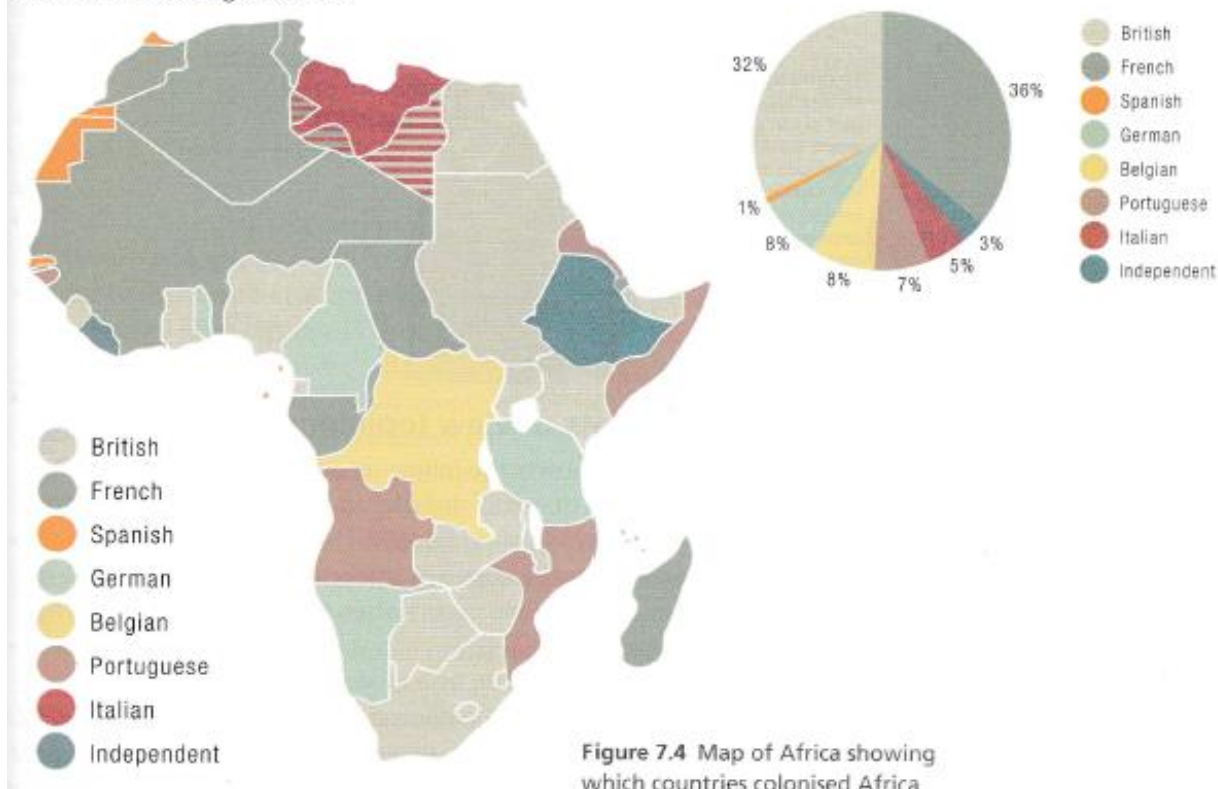
There was increasing competition among European powers to take advantage of Africa's natural resources. In addition the colonisers saw Africa as a new market for their goods. That is, European companies could sell their products in Africa and make a profit. The European powers decided that, instead of fighting one another, it would be easiest simply to divide up Africa among the most powerful countries in Europe.

This was done at the Berlin Conference which was organised by the German Chancellor, Otto von Bismarck. It was attended by European government representatives and the United States. No African leaders were invited! Historians refer to the carving up and exploitation of Africa in the late 19th century as 'The Scramble for Africa'.

RESULTS OF THE BERLIN CONFERENCE

At the time of the Berlin Conference, the borders of African countries as we know them did not exist. At the conference, the European colonisers simply looked at the map of Africa, and shared it out among themselves, drawing up borders as they saw fit. As a result, the borders cut through over 170 tribal or ethnic groups. These borders divided up natural cultural and language groups and caused enormous social problems. Some families and neighbours were split up and suddenly found themselves living in different countries, with different names and different rulers. By the end of the Scramble for Africa, there were 46 different countries in Africa.

This is what Africa looked like after the 'scramble'. The map, Figure 7.4 shows the different colonising countries.



Activity 1: Discuss the map of Africa after the Berlin Conference

Date:

1. Write the meaning of 'Scramble for Africa'.
2. What is colonisation?
3. What changed the world dramatically during the late 19th century?
4. Write the meaning of 'system of government'.
5. Which part of South Africa was known during 1800?
6. What made the Europeans want to colonise Africa even more?
7. Were the results of the Berlin conference positive? Give a reason for your answer.

CAUSES OF COLONISATION

Colonialism is the practice of taking over political power of another country. This means that settlers from the colonising power come to live in and dominate these countries.

1. IMPERIALISM

This is a policy of extending a states' rule over other countries. The motives for this are:

- Desire to exploit (take) the natural resources of a country
- Fear the strength of a rival power and want to grow bigger and stronger
- The idea that one country and people are superior than another.
- The belief that the original inhabitants are not using the country and its resources properly and therefore it is okay to take it away from them.

2. THE INDUSTRIAL REVOLUTION

At the beginning of the year you learnt how the Industrial Revolution changed life for people in Britain and Europe. There was no shortage of labour. However, there were shortages of

- Markets – people who wanted to buy goods
- Natural resources or raw materials

Activity 2: making money out of colonisation

Date:

1. What is 'colonialism'?
2. Write TWO motives of imperialism.
3. Why would the manufactures want to sell everything they produced?
4. How might a colony help the manufactures sell more goods?
5. Why would the manufacturers want more raw materials?
6. Do you think it is a fair or unfair way of making money?

Support your answer with reasons.

IMPERIALISM AND THE 'C's OF COLONIALISM

The European powers believed that their power was measured by the colonies they owned. They also believed that they had a duty to those they colonised. These beliefs became known as 'the three Cs' of colonialism: commerce, civilisation and conquest.

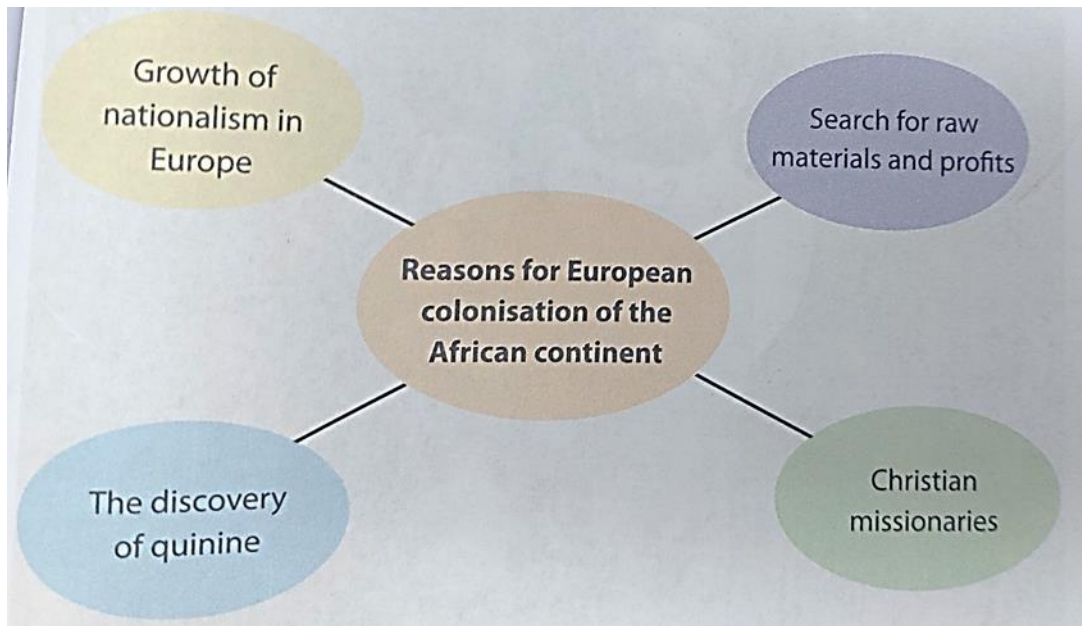
Commerce: We have seen how the natural resources of Africa were used to produce goods in Britain. These goods were then sold in Africa and elsewhere around the worlds. Africa proved an excellent market for which money could be made.

Civilisation: Europeans believed that Africa was a 'dark continent' that needed to be 'civilised'.

Conquest: Conquest involves

- The violent overtaking of other people's land
- Reducing the freedom, dignity and human rights of the original inhabitants

- The exploitation of the natural resources of the colony



Activity 3: Understand colonialism

Date:

1. How did the Europeans measure their power?
2. Name the Cs of colonialism.
3. Write one sentence to describe each of the Cs of Colonialism.

PATTERNS OF COLONISATION – WHICH COUNTRIES COLONISED WHICH PARTS OF AFRICA

How Africa was divided: France and England grabbed the bulk of Africa, with France taking 36% and England taking 32%. The remaining five European countries, Belgium, Spain, Portugal, Italy and Germany were “given” 29% of Africa. The remaining 3% represents the independent counties Ethiopia and Liberia.

European countries ‘owned’ countries which are quite widely spread across Africa. France appears to have taken most of the north, the west and central Africa, while Britain took most of the south and the east of Africa

WHY EUROPEAN POWERS WERE ABLE TO COLONISE AFRICA SO QUICKLY

Let’s look at the situation of Europe and Africa in 1895, when the European powers signed the Treaty of Berlin. This might help us to see why Africa was so quickly and easily ‘carved up’ by European powers.

The European powers certainly had the upper hand when it came to fighting wars they had the weapons, experience and had military powers on land and sea.

The Europeans believed that they should control Africa. They saw their ability to ‘take over’ and ‘own’ the African countries as a sign of their strength and power. They also saw the wealth of Africa with her great natural resources as a way to maintain and increase this wealth and power. Colonial power became an issue of great national pride. Some Europeans were also certain that

they were doing the work of God. The Christian missionaries in Africa preached this idea to local people.

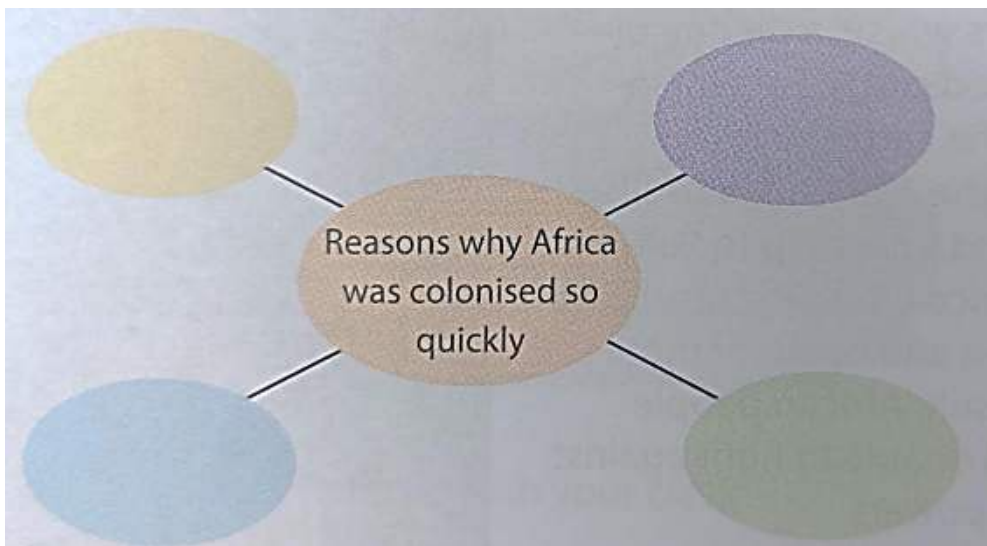
The African states did not have large permanent armies. In addition, the Africans had little experience of highly organised warfare that lasted for years. Their experience was generally limited to brief battles fought over boundaries or between neighbours. They had little ability to fight back and prevent the European powers from taking away their land and their way of life. West Africa had also been weakened by the slave trade whereby millions of their people had been taken as slaves to work in the Americas.

The European powers were in a rush to claim what they saw as the untapped wealth of Africa, which was suddenly in great demand – the race for Africa was on!

Activity 4:

Date:

Draw the following mind map in your notebook and fill in the missing information.



Activity 5: What made colonisation possible?

Date:

1. What advantage did the European powers have over the African people?
2. Explain why European powers were so interested in colonising Africa.
3. What made it possible for the European powers to colonise Africa?

RESULTS OF COLONISATION

Colonisation had a huge impact on Africa. Colonisers

1. Took land away from the African people
2. Took natural resources
3. Created artificial physical boundaries

The effects of colonisation still have an impact on Africa. As some African countries became independent, they found it very difficult to cope with the problems colonialism had caused.

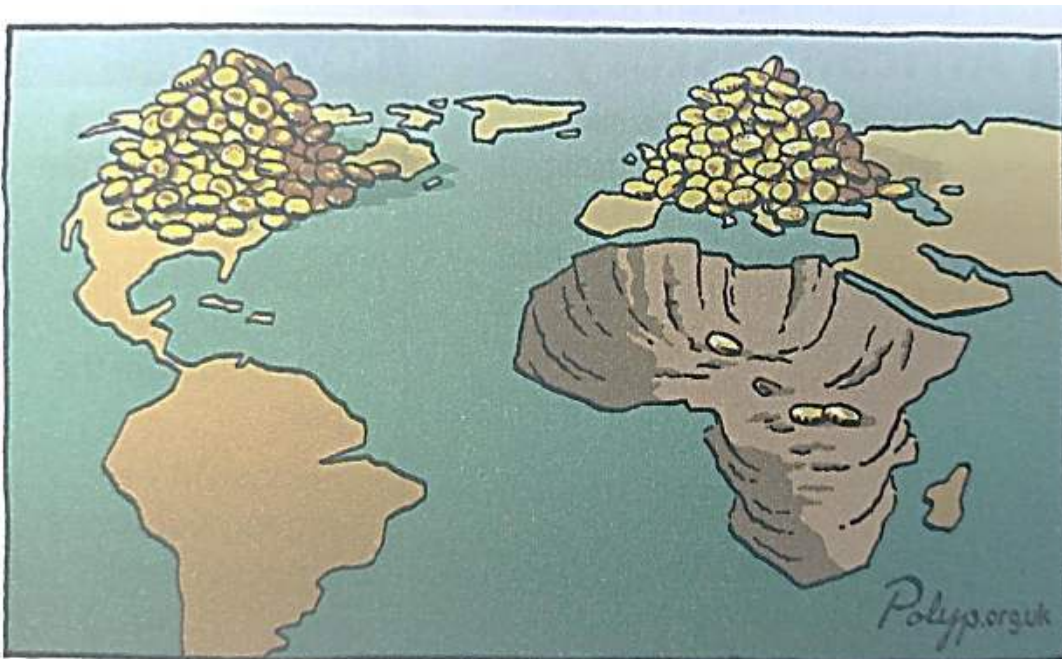
Problems of civil war, bad leadership and corruption have all been seen as part of the legacy of colonialism, which was an unjust system of government.

One of the legacies of colonialism was the creation of rivalries between different ethnic groups. The catastrophic consequences of this policy was shown in the genocidal civil war between the Hutu and Tutsi peoples that erupted in Rwanda in 1994. First the Germans and then the Belgians were the colonial powers in Rwanda. The Germans gave privileges and advantages to the Tutsis and not to the Hutus. The Belgians went further and encouraged members of these two groups to think of themselves as separate and different. The Tutsi minority was given authority at the expense of the Hutu majority. Then, later, Belgium let the Hutu run the government of what was soon to be independent Rwanda in 1962, because the Hutu had large numbers and were threatening Belgian authority. This is part of the reason for what happened in Rwanda, although it does not excuse those who slaughtered their fellow Rwandans.

Post-colonial Africa has also had success stories. Namibia is a stable and prosperous democracy. So is Botswana. So is South Africa. Rwanda has recovered from the horrors mentioned above.

Activity 6:

Date:



Source D: 'Gold Diggers', a cartoon about the colonisation of Africa

1. What does the title of the cartoon mean?
2. Look at the cartoon, how did colonialism affect Africa?
3. Look at the cartoon, how did colonialism affect Europe?
4. What does the cartoon say about colonialism?
5. Give THREE words or short phrases on why you think it is important to learn about the history of Africa.

INFORMAL ASSESSMENT TASK: POINTS OF VIEW

Read this extract from Anup Shah's article "Conflicts in Africa":

The artificial boundaries created by colonial rulers as they ruled and finally left Africa had the effect of bringing together many different ethnic people within a nation that did not reflect, nor had (in such a short period of time) the ability to accommodate or provide for, the cultural and ethnic diversity (differences). The freedom from imperial powers was, and is still, not a smooth transition. The natural struggle to rebuild is proving difficult.

1. The statements below are false. Explain why, referring to the extract above. Use your notes to assist you with the answers to these paragraphs. Name exact countries and situations to support your answers.
 - a) The artificial boundaries created by colonial rulers made people live in peace and harmony.
 - b) When a country finally gets freedom (from the colonial power), everything runs smoothly.
 - c) Rebuilding a country is easy.
2. Write a short essay in which you answer this question

'Should colonising powers have given up control of Africa, given the current problem on this continent?'

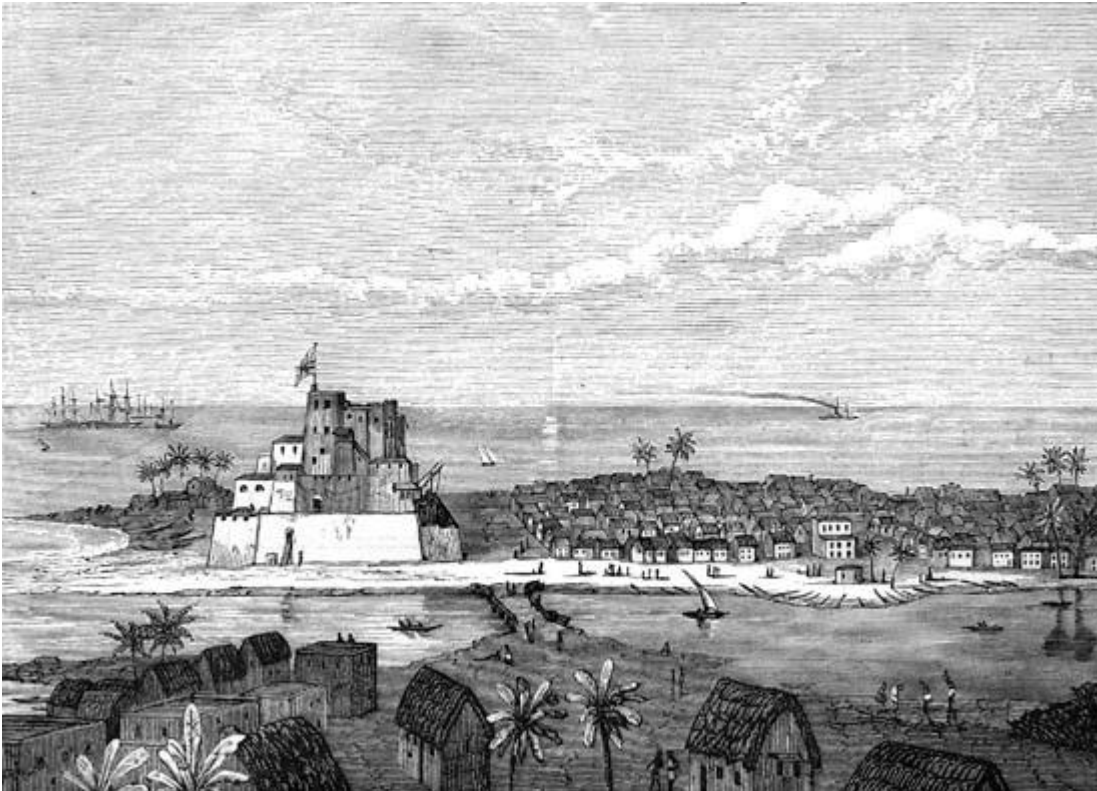
Remember to give reasons for your answers by referring to your knowledge of the colonisation of Africa covered in your notes.

Write your essay in a logical way, using these headings:

- Colonising powers of Africa – taking away identity
- Liberation from colonisers – rebuilding a country
- Problems in Africa – whose responsibility?

Case Study: The Ashanti kingdom

The coast of West Africa before the arrival of Europeans



The city of Elmina, located in the Gold Coast West Africa, in the late 19th century. [Image source](#)

West Africans developed a trading system, based on skilled manufacture. From the 8th century Muslim traders, from North Africa and Arab countries, began to reach the region. Gradually, communities began to convert to Islam. Arabic texts mention that from the late 8th century Ghana was considered 'the land of gold'. Mali also possessed great wealth. In 1324-5, when Mansa Musa, its emperor, made a pilgrimage to Mecca, he took so much gold with him that in Egypt, which he also visited, the value of the metal was debased.

The Ashanti and their early contact with European traders and explorers

The Ashanti kingdom, or Asante, dominated much of the present-day state of Ghana. It was ruled by an ethnic group called the Akan. Gold Coast began encountering European traders in the mid-1400s, when the Portuguese began trading with coastal peoples. By the seventeenth century, many European trading giants including the British, Dutch and French began building along the coastline in order to show off their positions. West Africa had a long history of connection to trans-Saharan gold trade, and from the 15th century was drawn into trade with Europe, in gold and increasingly in slaves. The Ashanti kingdom had emerged from the mid- 17th century, benefitting from access both to rich agricultural resources and gold, much of the labour for production of which was provided by a domestic slave trade.



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The British and the colonisation of the Gold Coast



European troops entering Kumasi during the second Anglo- Ashanti War. [Image source](#)

As Britain increasingly colonised more and more African countries, the British had become the dominant power along the coast, and they began laying claim to territory gradually. The expansion of the Asante kingdom towards the coast was the major cause of this, as the British began to fear that the Asante would come to dominate coastal trade in their place. A supreme court was established in 1853, and led to British common law becoming enforced. However, all of this brought financial challenges, and saw the policy of making the colonies pay come in to force in the Gold Coast for the first time.

The British fought against the Ashanti four times in the 19th century and suppressed a final uprising in 1900 before claiming the region as a colony. The first Anglo-Ashanti War began in 1823 after the Ashanti defeated a small British force under Sir Charles McCarthy and converted his skull into a drinking cup. After two generations of relative peace, more violence occurred in 1863 when the Ashanti invaded the British along the coast in retaliation for the refusal of Fanti leaders to return a runaway slave. In 1873, the Second Ashanti War began after the British took possession of the remaining Dutch trading posts along the coast, giving British firms a regional monopoly on the trade between Africans and Europe. The Ashanti had long viewed the Dutch as allies, so they invaded the British along the coast. A British army led by General Wolseley waged a successful campaign against the Ashanti that led to a brief occupation of Kumasi and a "treaty of protection" signed by the Ashantehene (leader) of Ashanti, ending the war in July 1874. This war was covered

by a number of news correspondents (including H. M. Stanley) and the "victory" excited the imagination of the European public.

In 1894, the Third Anglo-Ashanti War began following British press reports that a new Ashantehene named Prempeh committed acts of cruelty and barbarism. Strategically, the British used the war to insure their control over the gold fields before the French, who were advancing on all sides, could claim them. In 1896, the British government formally annexed the territories of the Ashanti and the Fanti. In 1900, a final uprising took place when the British governor of Gold Coast (Hodgson) unilaterally attempted to depose the Ashantehene by seizing the symbol of his authority, the Golden Stool. The British were victorious and reoccupied Kumasi permanently. On September 26, 1901 the British created the Crown Colony of Gold Coast. The change in the Gold Coast's status from "protectorate" to "crown colony" meant that relations with the inhabitants of the region were handled by the Colonial Office, rather than the Foreign Office. That implied that the British no longer recognized the Ashanti or the Fanti as having independent governments.



This is the Golden Stool, a magnificent stool carved out of wood and decorated with gold.

Results of colonisation of the Ashanti kingdom and Britain

In December 1895, Sir Francis Scott left Cape Coast with an expedition force. It arrived in Kumasi in January 1896. The Asantehene directed the Ashanti to not resist. Shortly thereafter, Governor William Maxwell arrived in Kumasi as well. Asantehene Agyeman Prempeh was arrested. Britain took over the territories of the Ashanti and the Fanti in 1896, and Ashanti leaders were sent into exile in the Seychelles. The Asante Union was dissolved. The British formally declared the coastal regions to be the Gold Coast colony.

As a final measure of resistance, the remaining Asante court not be exiled to the Seychelles mounted an offensive against the British Residents at the Kumasi Fort. The resistance was led by Yaa Asantewaa, the Queen-Mother of Ejisu. From March 28 to late-September 1900, the Asante and British were engaged in what would become known as the War of the Golden Stool. On March 28, 1900 Governor Frederick Hodgson met with the chiefs at Kumasi and demanded that the Asante hand over the sacred Golden Stool to him. The British sent 1,400 troops from other parts of Africa, and the Asante's nine-month struggle for independence failed. The people were disarmed, and only licensed hunters could carry guns. The British took over the Asante group as a Crown Colony in 1926. In the end, Asantewaa and other Ashanti leaders were also sent to Seychelles to join Prempeh I. In January 1902, Britain finally added Asante to its territory on the Gold Coast.



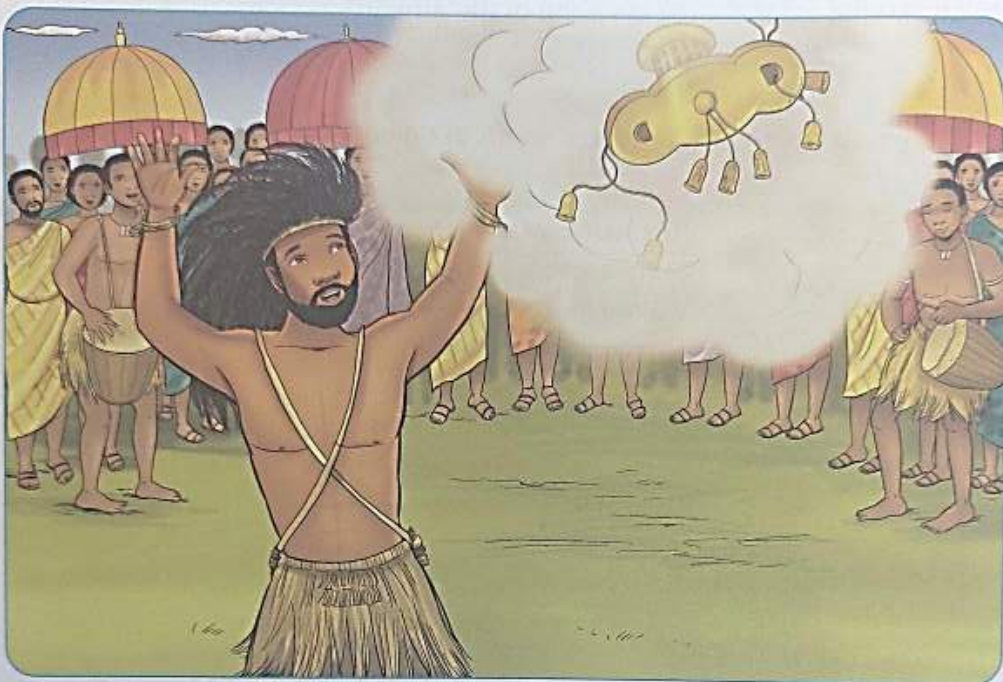
Source B: A photograph of the king's mother, the Asantewaa

Asante was forcibly incorporated into the British Gold Coast colony in 1902. When the British defeated the Ashanti people, they collected all the gold treasures of the area. In addition to this, the Ashanti people lost their independence. They did not receive any political rights in the Gold Coast and power was taken away from the rightful Ashanti leaders. People were forced off their land onto farms or factories which ultimately made the British richer. The British then spent money on things that will improve their ability to remove wealth and natural resources from the Gold Coast. They built railroads and roads, but only to their own benefit in order for products to be shipped off to Europe.

Activity 7 :

Date:

Study this picture carefully and answer these questions.



1. What is the object that is coming down from heaven? (1)
2. What is the name of the ruler who brought this object into Ashanti culture? (1)
3. What did the ruler hope to achieve by introducing this object into Ashanti culture? (2)
4. What does the main person in the picture represent? (1)
5. Why do you think that this person is seen as responsible for bringing the object down from heaven? (2)
6. Is this an effective picture to describe the events that took place in Ashanti in 1680? Explain your answer by referring to elements in the picture. (3)