

HISTORY - TERM 3

COMPLETE THE FOLLOWING ACTIVITIES

ACTIVITY 7.1

- ❖ page 174
- ❖ only do question 3 ,4,5
- ❖ note when answering question 3 only refer to Sources B and C

ACTIVITY 7.2

- ❖ page 176 and 177

ACTIVITY 7.5

- ❖ page 180 and 181

ACTIVITY 7.6

- ❖ page 182

ACTIVITY 7.9

- ❖ page 187

ACTIVITY 7.10

- ❖ page 191

ACTIVITY 7.12

- ❖ page 193

ACTIVITY 7.14

- ❖ page 7.15

Unit 1 European Colonisation of Africa in the late 19th century

empire a large group of countries under a single ruler or power
pre-colonial settlers people who settle in an area, usually white Europeans who came to live in the colonies

Colonisation is when a stronger country takes over and rules a nation belonging to other people. The nation becomes a colony of the coloniser. The colonising power uses the colony for its own benefit.

In Grade 7 you learnt about the scramble for Africa. In the late 1800s, European countries realised they could benefit by taking over Africa. They divided the continent up among themselves in a short time. European colonisation changed Africa completely and its effects are still felt today.

People from Africa and Europe had interacted with each other long before colonisation. For more than 400 years, European people and African people traded with each other, and during this time the slave trade also happened. In most cases, the interactions were limited to the coastal areas. Some Europeans, called *traders*, decided to stay in Africa, as was the case in South Africa.

Most African people had little contact with European people. People went about their lives in much the same way they had done for a long time, practising a variety of cultural, religious and political traditions. Some had kept the same systems since ancient times while many others had developed very complicated and advanced structures.

Pre-colonial economies

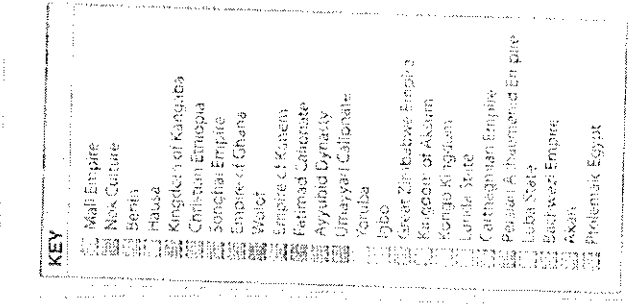
In pre-colonial times African people had built their economies around farming and cattle-herding. Some communities built their economies on trade where salt, gold and ivory as well as slaves were important trade items. For example, some parts of East Africa became important centres for trade across the Indian Ocean.

Pre-colonial politics

There were many political systems all over Africa. Strong kingdoms and empires grew, such as the kingdoms of Mali (which you studied in Grade 7), Ghana in West Africa and Great Zimbabwe in southern Africa. They were ruled by powerful leaders who controlled lots of territory and people. There were also more democratic systems such as the Igbo of Nigeria, where every village had a headman who made decisions with the help of all the village elders. There were also some groups, such as those in Ethiopia, that were ruled by religious figures.

Source A

Before colonisation there were very few political boundaries in Africa. Unlike the nation states of Europe, African communities had not drawn maps with official borders and limits – people moved around according to traditional agreements.



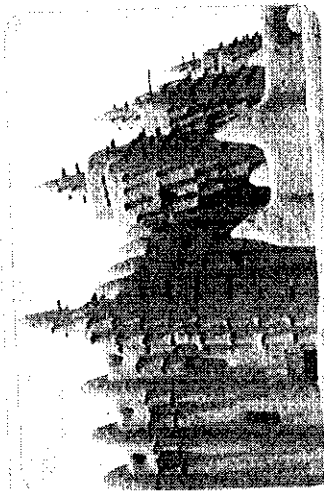
Africa in 1800

Religion before colonisation

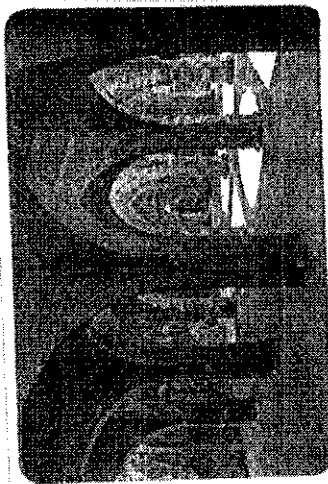
Long before the arrival of European missionaries Africa had been exposed to Christianity and Islam. The emperors of Ethiopia, for example, had established the first ever officially Christian state, in many parts of West Africa and in parts of modern Tanzania and Kenya, Islam became the main religion. This was because of the influence of traders from the Middle East, North Africa and the Arab world. However, most African people held their own traditional belief systems. Often, traditional beliefs were mixed with Islam or Christianity to create a unique local belief system.

Caliphate myth prejudice usually negative

Source B



Source C



Two old African mosques, one at Djambi in modern-day Mali (left) and another on the Island of Kilwa (right), part of modern-day Tanzania. They were built more than 800 years before the European colonisation of Africa.

Africa had a rich and diverse history before colonisation. But European historians ignored this when they began to write down the history of Africa. It was as if nothing had happened in Africa before Europeans arrived.

Source D

This extract is from the preface to the publication, *CENTRO General History of Africa Volume 1*. It explains how European people ignored Africa's own history.

For a long time, all kinds of myths and legends hid the true history of Africa. African societies were seen as societies that could have no history... There was a refusal to see Africans as the creators of original cultures which flourished and survived over the centuries in patterns of their own making.

Source: K. G. Sandhu, *1988, The West and Africa: Myths, Images, Approaches*. University of California Press. <https://doi.org/10.1017/CBO9780511527174.002>

Work with a partner and answer these questions.

1. Refer to the map in **Source A**. Identify four kingdoms on the map.
 - a) Which do you think was the biggest kingdom in Africa by 1800?
2. What is a possible difference between the Fatimid Caliphate and the Bahrwezi Kingdom?
 - a) Refer to **Sources A, B and C**. Write down two examples of advanced African societies and say how you know this.
 - b) What does the author of **Source D** mean by 'African societies were seen as societies that could have no history'?
3. Why do you think European historians believed this about African societies?
 - a) Did African people need European colonisation in order to become modern? Explain your answer.

In 1884 Otto von Bismarck, who was the first Chancellor of Germany, invited the major European powers to attend the Berlin Conference. Their aim was to divide up the African territories between themselves. No African leaders were invited, yet the fate of Africa was decided at this conference.

The European powers saw that they could gain many advantages from the vast territories of Africa. Africa was rich in raw materials and was a market for European manufactured goods. Political leaders also recognised that they could gain status and power by creating colonies in Africa.

King Leopold II and the Congo

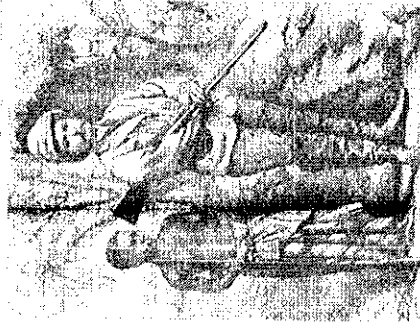
King Leopold II of Belgium felt that Africa was the last chance to prove Belgium's power. He had tried unsuccessfully to buy colonies in Asia and South America where the other European powers held rich territories. Finally, Leopold saw an opportunity in the heart of Africa – the Congo.

Source E



King Leopold II, King of Belgium

Source F



Sir Henry Morton Stanley, journalist and explorer and an African guide who helped him

Leopold hired the famous explorer and journalist, Henry Morton Stanley, to explore the Congo to see if there were any riches to be found there. When France heard of Leopold's plan they also sent an agent to plant their flag in the region. The Portuguese, in turn, claimed some territory in the area. This competition started to threaten the stability of Europe.

The European powers and the conference

Bismarck wanted to avoid instability in Europe and so he organised the conference. Each European country had a different set of interests and desires with regards to Africa. The Europeans would treat African land just as they had the land in the New World (the Americas), as though it had no owners. At this conference they agreed on the rules of who could take which land and when.

Word bank ABC

- delegates
- established
- gleaming
- ignited
- navigate
- people sent to represent a country at a conference
- set up and functioning properly
- shining brightly
- sparked an interest in and started a situation
- guide a vessel such as a ship over water or land

The General Act of the Berlin Conference

At the end of the conference the delegates produced an agreement called the General Act of the Berlin Conference. This agreement laid out the following main rules and decisions:

- If one power claimed a colony in a specific area, they had to have an established presence there. They could not colonise it in name only.
- The Congo and Niger rivers, two major rivers in West Africa, were to remain free and all European powers would be allowed to navigate on these rivers.
- No African power would be allowed to stay independent unless they had existing agreements with at least one European power.
- The Congo basin was recognised as the private property of Leopold II of Belgium.
- If any European power decided to take a new colony they had to first tell the other European powers what they planned to do.

By 1900 90% of African territory had been split up between France, Britain, Portugal and Italy. Germany and Spain took only a few territories.

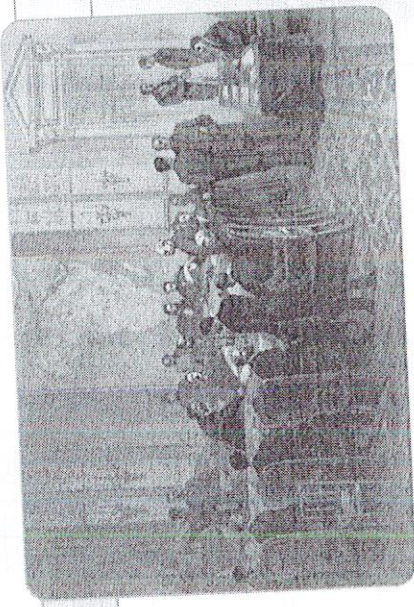
Source G

Henry Morton Stanley also attended the Berlin Conference. In this extract, a modern historian comments on the event:
 More than anyone, Stanley had ignited the great African land rush, but even he felt uneasy about the greed in the air. It reminded him, he said, of how many black followers used to rush with gleaming knives for slaughtered game during our travels. The Berlin Conference was the ultimate expression of an age whose newfound enthusiasm for democracy had clear limits, and slaughtered game had no vote.

(Source: Hochschild, A. (1998). *King Leopold's Ghost*. US: Houghton Mifflin. Page 84)

Source H

This picture shows the people attending the Berlin Conference.



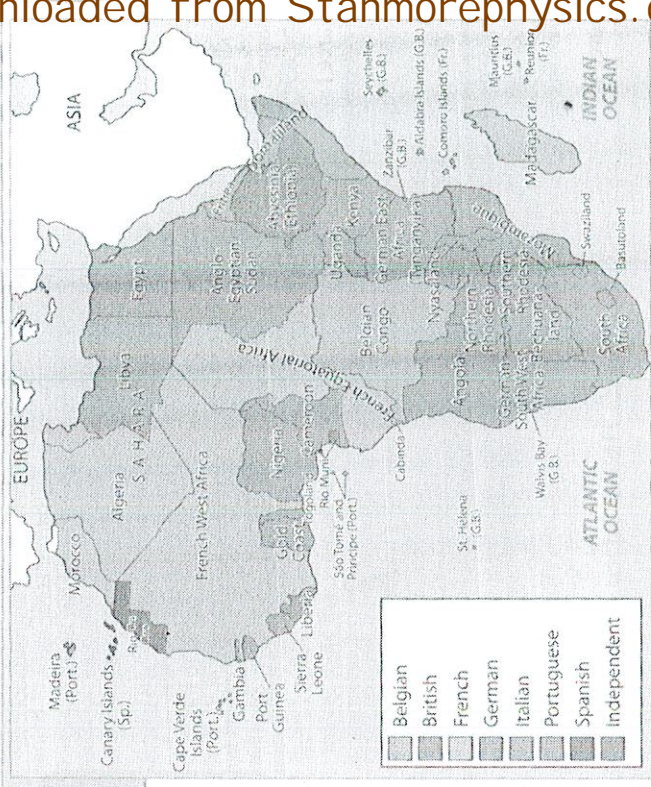
176 Topic 7 The scramble for Africa

Work with a partner. Read Sources G and H and answer these questions.

1. Study Source G.
 - a) What was the mood of the Berlin Conference?
 - b) Why did the European powers not invite African representatives to the Berlin Conference?
 - c) Why does Stanley compare Africa to 'slaughtered game'?
2. Study Source H. Discuss what you notice about the picture.

Source I

Map of Africa showing the different colonising countries.



Classroom activity 73

Work with a partner and answer these questions.

1. a) Compare the map in Source I with the map on page 173. What is the major difference between these two maps?
 b) How would you explain this difference?
2. a) Why are there no major African kingdoms shown in the map in Source I?
 b) What do you think happened to these kingdoms?
3. a) In Source I, which European country has the most colonies?
 b) Which European power has the least colonies?
4. On the map in Source I there are many different borders and boundaries. What impact do you think this would have had on African people living in Africa?

relating to the European belief that they were more sophisticated and advanced than African people
lacking knowledge and awareness
loyalty to one's own country and believing that one's nation is better than all others
respect and high status
reasons related to military, political or economic advantage

Civilised
ignorant
nationalism
prestige
strategic

Political causes

By the late 19th century, new nation states such as Germany and Italy had come into being. European states had a strong spirit of nationalism. Each country wanted to show that it was more powerful and important than the others. This led to increasing competition between them. Each believed that gaining colonies would increase pride and status in its own country and give it more power than other European countries.

Strategic reasons

Egypt and South Africa had strategic value because they were on two major sea routes to India. In 1869 the Suez Canal was opened as a waterway between Egypt and the Red Sea. For the first time, ships could sail to India from Europe without having to travel around Africa. Both Britain and France had helped build the Canal and wanted to control Egypt. The British pushed the French out and annexed Egypt to control the trade route to India. In South Africa, the British wanted control of the sea route that went around Africa. When diamonds and gold were discovered in South Africa, Britain also wanted to gain control of these valuable resources, as you learnt in Topic 5.

Individual interests

The Congo and Southern Rhodesia (modern-day Zimbabwe) were colonised by individual adventurers who wanted to make profits for themselves. King Leopold of Belgium grabbed the Congo because he wanted to create his own empire which would give him power, prestige and, most importantly, profits. Cecil John Rhodes did the same. He took over Southern Rhodesia because he hoped to discover gold there and make a huge personal fortune.

Religious and social beliefs

Most people in Europe believed in Christianity. Many felt that they had a religious duty to spread the message of Christianity and to help the people of Africa, who they considered to be ignorant. Many people supported colonisation because they saw it as a way to spread Christianity. This belief was supported by people who wanted to stop slavery and other activities in Africa that they thought were wrong or evil.

However, many European people also felt that they were superior to Africans because of their race. There was a belief that white European people were better than African people in almost every way. As a result, colonisation was seen as the right action. European people felt they should come to Africa and help the backward African people to become more civilised.

expedition
trip or journey
playwright
a person who writes plays

The European powers colonised Africa for different reasons, all related to how they could benefit.

Economic cause: the Industrial Revolution

You learnt in Topic 5 that Britain became industrialised between 1750 and 1850. Other European states followed with their own processes of industrialisation. In the late 19th century, factory production was a major part of European economies. Factories needed lots of raw materials, such as rubber and oil, and Africa was a good source of these raw materials.

With industrialisation came mass production of goods and European economies needed markets to sell their products. Africa was a big market. European economies would be able to sell their manufactured goods to the African people. European explorers had also discovered natural wealth in Africa, such as diamonds, gold and other minerals. So European countries colonised Africa to gain access to the resources and sell manufactured goods to be able to grow their own economies.

Source J

David Livingstone was perhaps the most famous British explorer in Africa. Between 1858 and 1864 Livingstone explored land along the Zambezi River. He wrote the following lines as part of the introduction to his report:

The main object of this Zambesi [sic] Expedition was to extend the knowledge already gained of the geography and mineral and agricultural resources of Eastern and Central Africa — to improve our acquaintance [contact] with the inhabitants, and to induce our [sic] to engage men to apply themselves to industrial pursuits [working in factories] and to the cultivation of their lands, with a view to the production of raw material to be exported to England in return for British manufactures.

Source: *Journal of David Livingstone, 1858-1864*, London: The Zambezi and its Tributaries, 1864.

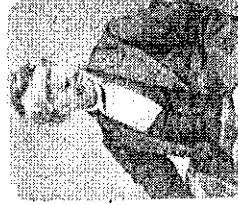
Source K

George Bernard Shaw, a playwright and political thinker of the late 19th and early 20th centuries, wrote: When the manufacturer wants a new market for his bad quality Manchester goods, he sends a missionary to teach the Gospel of Peace. The natives kill the missionary; he flies to arms in the defence of Christianity; conquers for it and takes the market as a reward from heaven.

Source: *Unpleasant Thoughts of a Foreigner*, London: The Century Co., 1904, p. 79. U.K. Britannica. Page 30

Work with a partner and answer these questions.

1. Read **Source J** carefully.
a) List what David Livingstone hoped to achieve with his Zambesi Expedition.
b) Which aim did Livingstone believe to be the most important? Explain your answer.
2. Read **Source K** carefully. How does George Bernard Shaw explain the process of colonialism?
3. Compare **Source J** and **K**. How are the views of Livingstone and Shaw similar and how are they different?



The famous explorer, David Livingstone

- inferiority a belief that one is less advanced than others
- inherent a quality that one is born with
- superiority a belief that one is better or more advanced than others

Homework activity

- Imagine that you are a member of parliament in an imaginary European country called Colonia. You are going to give a short speech to your fellow parliamentarians about why Colonia should try to colonise Africa. Write a short speech that explains the following:
 - how Africans will benefit from the influence of Colonia
 - how Colonia will benefit economically from Africa
 - how Colonia will benefit politically from Colonia.
 The first line of your speech should be: 'Fellow proud Colonians, I want to speak to you today about a great opportunity and a great responsibility.'
- Think about how European attitudes towards Africans in the 1800s have influenced racism today. Discuss your ideas in class.

Source L

An historian explains how Christianity contributed to the growth of racism:

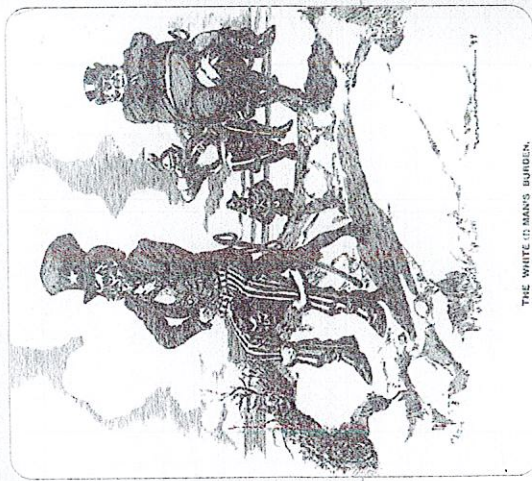
An example of the growth of racism can be seen among Christian missionaries. Early in the 19th century, they tended to believe that any 'superiority' of whites was the result of Christianity and that once other peoples converted, they would quickly catch up and be completely equal; by the late 19th century, many (of course not all) missionaries felt that the 'inferiority' (shown by tardiness [lateness] in adopting Christianity) was *inherent* and therefore 'racial'.

(Source: www.saylor.org/site/.../HIST252-Racism-and-Social-Darwinism.pdf)

Source M

In 1899, a famous English poet named Rudyard Kipling wrote a poem called *The White Man's Burden*. He said that white colonialists carried a heavy burden in having to carry out the hard work of bringing civilisation to the less advanced people of the world. He suggested that the responsibility and the duty to bring education, religion, and white people's ways to places such as Africa weighed heavily on them. This cartoon, published by *Life Magazine* is a direct response to Kipling's poem.

This cartoon was published in *Life magazine*.



THE WHITE (M) MAN'S BURDEN

- Work in small groups to discuss and answer these questions.
- What did Christian missionaries see as their duty in Africa?
 - How do you think Christianity lead to racism?
 - Study Source M carefully.
 - Who do the white men in the cartoon represent?
 - Who are the white men sitting on?
 - What does this image make you think of?
 - What was the cartoonist trying to say about the white men in the cartoon?
 - Do you think this cartoon gives a good or bad view of colonisation? Explain your answer.
 - How do you think colonisers would have responded to this cartoon?
 - How do you think Christian missionaries from Europe would have responded to this cartoon?

4. Patterns of colonisation: which countries colonised which parts of Africa

The map of Africa after the Berlin Conference shows how European powers held groups of countries in different strategic areas in Africa. For example, Britain colonised most of the countries along the Nile River. Each colony had a different kind of reward, but they would also present different challenges for the colonisers.

Who got what, from where?

Colonial power	African colony	Major resources
Belgium	Congo Free State	Rubber; Ivory
France	West and Central Africa: Mauritania, Senegal, Upper Senegal and Niger (Mali and Niger), Ivory Coast, Dahomey (Benin), Upper Volta (Burkina Faso), Gabon, Chad, French Equatorial Africa (C.A.R and parts of Congo)	Agricultural produce (peanuts, cocoa, palm oil, yams, coffee, rice); Ivory; Gold; Salt
France	North Africa: Algeria, Morocco, Tunisia	Agricultural produce (wheat, olives, fruit, citrus); Phosphate
Germany	Togoland (Togo), Kamerun (Cameroon), South West Africa (Namibia), German East Africa (Tanzania)	Agricultural produce (cassava, coffee, maize, millet, yams); Livestock
Italy	Libya, Somaliland (Somalia)	Agricultural produce (wheat, fruit, sorghum); Livestock
Portugal	Angola, Mozambique	Agricultural produce (cashew nuts, coffee, maize)
Spain	Rio de Oro (western Sahara/Morocco), northern Morocco	Agricultural produce (citrus, wheat); Fish
Britain	Nile Basin and East Africa: Egypt, Sudan, Uganda, Kenya, Zanzibar	Agricultural produce (cotton, coffee, cloves, tea, sorghum, sugar, bananas); Control of the Nile and later the Suez Canal
Britain	West Africa: Nigeria, Ghana, Sierra Leone	Agricultural produce (palm oil, yams, cocoa, groundnuts); Gold
Britain	Southern Africa: Union of South Africa, Basutoland (Lesotho), Swaziland, Bechuanaland (Botswana), Southern Rhodesia (Zimbabwe), Northern Rhodesia (Zambia), Nyasaland (Malawi)	Gold; Diamonds; Agricultural produce (maize, fruit, tobacco); Livestock

apathetic
languishing
showing no interest or concern
growing weak

Weaknesses in Africa

At the time of the scramble for Africa by European powers, two major natural changes had taken place in Africa. These changes weakened the ability of African people to resist colonialism. In the 1890s, there was a serious drought in Africa. Lakes dried up and agriculture was destroyed. For the next decade or so Africa would suffer some of the driest seasons in its recent history. This led to famine which weakened and reduced African populations.

The second problem arrived with the colonisers. Starting with a few animals brought by the Italians to Somalia, a cattle disease called *rinderpest* swept through the continent. Between 1889 and the early 1900s, up to 95% of all cattle on the continent were killed by this disease. African herders had no idea what was happening. *Rinderpest* weakened many African groups and communities such as the Fulani of West Africa that depended on cattle, not only for food, but also as a sign of wealth and status.

Source N

An Austrian traveller and map-maker named Oscar Baumann visited German East Africa (Tanzania) in 1891 and later wrote:

There were women like skeletons with the madness of starvation in their eyes ... 'warriors' scarcely able to crawl on all fours, and the old men, who had been the elders. These people would eat anything, dead donkeys were a feast for them, but they did not disdain bones, hides, or even the horns of slaughtered cattle ...

(Source: Quoted in Reader, J. (1999). *Africa: A Biography of the Continent*. UK: Vintage Books, Page 83.)

Source O

The *rinderpest* killed up to 95% of all cattle in Africa.



Imagine you are a journalist who visited an African colony and wrote about the process of colonisation in Africa. Create the front page of a newspaper. It should contain a heading, visual material as well as an article for your newspaper, explaining what you saw happening in a particular colony.

ethnic
guardianship
indigenous population
a word used to describe a group of people within a country who were born in the same place and who share a common language and culture
having responsibility of looking after other people who cannot care for themselves
the first people to live in a particular place

Working with a partner, examine the table and answer the following questions:

1. Which two colonial powers do you think got the biggest benefits in Africa?
2. Which agricultural goods were most common in the colonies?
3. Which colonies held the most strategic advantages? Explain your answer.
4. If you had to choose just one of these sets of colonies to control, which would it be? Explain your answer.
5. Why do you think Britain was so interested in controlling all of the countries on the Nile River?

Administration of the colonies

Each colonial power had its own ways to rule and govern its colonies. We call this process 'administration' – or running the colony. This led to different colonies in Africa having different experiences under colonialism.

Direct rule: The French and the Portuguese ruled their colonies directly. They established a central government from which they ruled the rest of the colony. They appointed chiefs to inferior positions in government. They treated African people like children who needed to be under their control.

Indirect rule: The British colonial authorities ruled indirectly (from far away) through existing chiefs and leaders. Few British people actually stayed in the colonies. Usually the British appointed African chiefs who came from one or tribal group. This created tensions with other ethnic groups who felt that they were treated unfairly.

Settler rule: Some British people left Britain for good and settled in places such as South Africa, Kenya and Zimbabwe. These white settlers created their own governments which did not include any African people. They treated the African people very badly.

In less than 30 years, the powers of Europe had conquered a continent at least six times the size of Europe. In most places there was little resistance from African societies.

European advantages

The European powers had important advantages which allowed them to control African societies very easily. European soldiers had advanced weapons such as the Maxim machine gun. European military advantage was so strong that they could even defeat entire African armies with very few losses of their own. European commanders also had many years of experience with modern warfare which many African leaders had not yet learnt.

Treaties

Many African leaders signed treaties or agreements with Europeans which allowed them access to their land. In return, the Europeans promised to protect them. However, the majority of African leaders did not fully understand what these treaties were about or what the results of signing the treaty would be. In this way, they lost their land.

Source P

This is a British painting of colonial soldiers in the Sudan.



Classroom activity 7.7

Work with a partner and answer these questions.

1. Find evidence in **Source P** for the following things and explain why each aspect would have been an advantage for European colonists in the Sudan:
 - more advanced guns
 - less advanced African weapons
 - European ships
 - train transport
 - European military organisation and strategy
 - European artillery
2. Why did European people have more advanced weapons than African people?

6. Results of colonisation

Africa was completely transformed by colonisation. A few of the changes created benefits for Africa, but many new problems and negative effects were created. The impact of colonisation can still be seen today.

Economic impact

- The major European powers wanted to make the colonies pay for their own administration. They also hoped to make profits from the colonies. This led to a whole lot of new economic patterns in Africa.
- They forced African people into wage labour so that they could earn money to pay taxes to the colonial authorities. Taxes were used to pay for the administration of the colony.
 - They forced African people to move from subsistence farming to the production of cash crops such as cocoa and cotton, which could then be sold for export.

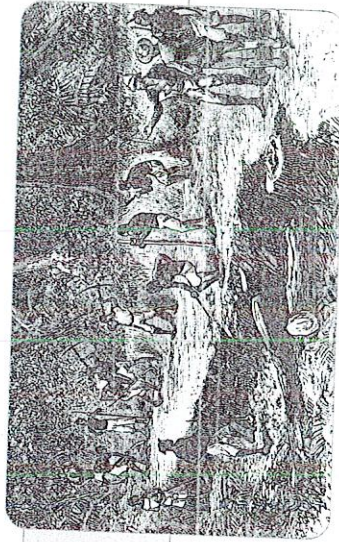
identity
infrastructure
tapped

the way that a person defines him or herself
the basic physical things and services needed to run a society, e.g. transport, government services, hospitals
struck with a light blow

- They extracted natural resources from Africa and exported them to Europe.
- In some colonies some **infrastructure** was developed but only because it helped the colonial authorities to develop their own economies. For example, roads and railways were built but only because this made it easy to transport and manufactured goods from Europe and cash crops and raw materials to the coast where they could then be shipped to Europe. However, it is clear that the use of railways helped African countries after independence.

Source Q

Roads in the colonies were built by forced labour. The colonial authorities forced chiefs to supply young men to work on such projects. They were not paid any wages.



Rubber in the Congo

The Congo Free State is a good example of how an African country was exploited in a terrible way. The Congo was a great source of rubber. Factory owners in Europe needed rubber for the production of goods, especially to produce tyres that would be used on cars and bicycles. To get natural rubber, however, the trees have to be **tapped** by hand. This process needs many workers.

The Belgians used brutal methods to force the local people to work, so that they could get the rubber from the Congo. Many people died or had their hands cut off as a punishment. The trees were overused and much of the natural rubber was destroyed.

Source R

This picture shows a child who was punished by having a hand and a foot cut off.



Religious and cultural impact

Many Christian missionaries came to Africa to spread Christianity. As the colonisers spread and gained control over more African communities, so did the Christian religion. Today, 40% of African people are Christian. Islam is the only religion which is more common in Africa.



Refugees from Somalia fled their country as a result of the ongoing war caused by border disputes.

Classroom activity 7.9

Work with a partner. Examine the photographs in Sources Q, R, S and T and then copy and fill out the following table:

Description: What does the source show?	How useful is the photograph in providing information about the period?	What does this photograph show us about European colonisation?
Source Q		
Source R		
Source S		
Source T		

Was colonisation good or bad for Africa?

There are different points of view about whether colonisation was good or bad for Africa. Those who argue that it was good say that Africa would not have become modern if colonisation had not happened. On the other side, some say that Africa was exploited by the Europeans and that the benefits they got did not last. The following table below shows some of these arguments.

The impact of colonisation	How it was good	How it was bad
African economies produced natural resources for Europe	Africa became connected to the global market. Some African people gained jobs.	African workers were mistreated. Today, Africa depends on selling its resources to the western world.
Colonisers created borders and African States	Different ethnic groups were united under combined nations.	Africa was divided by borders that do not make sense based on ethnic groups.
African people gained access to modern education	African people learnt to read and write in mission schools. Now they could get jobs in government and travel to Europe.	The education did not come for free. African people had to accept European religions and ideas.
African people learnt European languages	African people could communicate with each other and with the rest of the world more effectively.	Some African people lost their connection with traditional languages and traditional culture.

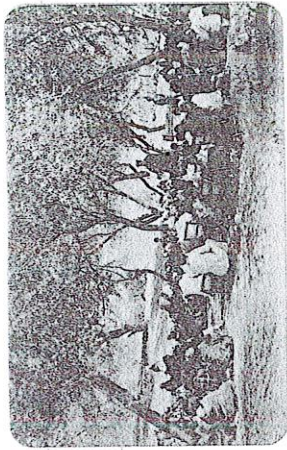
Homework activity

Write a newspaper article of two paragraphs, explaining your opinion about whether or not colonisation was good or bad for Africa. You should imagine that you are one of the following people, and write from his or her point of view:

- an old European missionary who has worked his or her whole life in rural African schools
- a young African college graduate who cannot find a job and does not speak a local language.

In many places, Christianity was connected with education. Most of the colonial authorities (except the French) did not want to educate the African people they colonised. When the Christian missionaries came, however, they often built schools. They would teach Africans how to read and write so that they could read the Bible. They also taught them about the Christian religion. For many Africans, missionary schools gave them an opportunity to improve their status and find work in the colonial government.

Source S



A German mission school in South West Africa (Namibia) in 1910.

Another cultural impact was language. Colonisers took their languages to the colonies. African people had to learn to speak the European languages to be able to communicate with their new rulers. These languages are still used in Africa today.

French colonies became *Francophone*, which means French-speaking. British colonies became *Anglophone*, which means English-speaking. Portuguese colonies became *Lusophone*, which means Portuguese-speaking.

Classroom activity 7.8

Work on your own and answer these questions.

- Use information in this topic to make lists of colonial languages spoken in African countries, as follows:
 - five countries where people speak English
 - four countries where people speak French
 - two countries where people speak Portuguese
 - one country where people speak Spanish.
- How could Christian European people justify treating African people so cruelly?
- Has it been a good or a bad thing that African people were forced to speak colonial languages? Explain your answer.

Political impact

As we have seen, before European powers colonised Africa, there were few borders and unified political systems on the continent. There were different tribes and communities. European colonisers joined large parts of Africa together. Sudan, once the largest country in Africa, united Arabic speakers, English speakers, Muslims and Christians under one common flag and identity. Nigeria combined more than 250 different ethnic groups under one national identity and one government.

Although the borders united Africans, they also separated them. Africa is the most politically divided continent, with more countries and longer borders than anywhere else in the world. These borders also separate many people who would otherwise be in the same group. As many as 177 ethnic groups in Africa are divided by borders. Families that always used to be connected found themselves in different countries. These false divisions created by colonialism have been a major cause of the many wars in Africa.

not simple; highly organised in a complicated system
 kings who ruled together with a council and asked the members of the society to contribute to the running of the kingdom

complex
 consultative monarchies

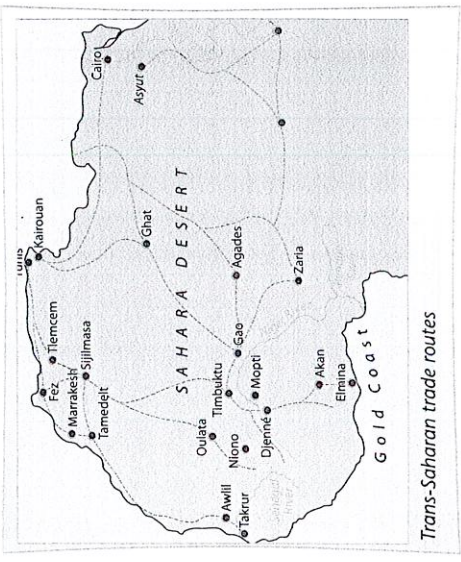
Before colonisation, African people lived in different kinds of communities, some of them quite complex. One such complex society was the Ashanti kingdom of West Africa. At its peak, the kingdom covered an area larger than Britain and was responsible for as much as half of West Africa's gold exports. The Ashanti resisted European invasion for more than 60 years before they accepted British 'protection'.

1. The coast of West Africa before the arrival of Europeans

The first groups of people to settle in West Africa in about 3000 BC were cattle herders. By 1200 BC they were making weapons and tools out of metal. Parts of West Africa were also rich in gold and many societies became wealthy from trading in gold.

Politically this area was very active. Many different kingdoms, empires and states rose and fell in the centuries before the arrival of the Europeans. These included the Mali Empire (which you learnt about in Grade 7), the Songhai Empire, the Bambara Empire and the Dahomey state. Some of these groups were absolute monarchies where one ruler made all the decisions. Others, like the Ashanti, were consultative monarchies, where the leader would listen to many opinions and ideas before making decisions.

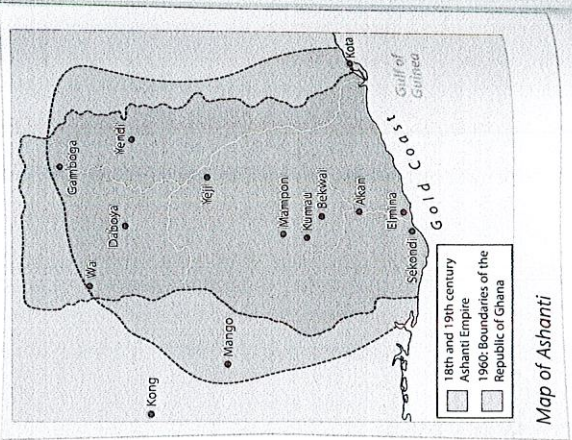
Source A



Trans-Saharan trade routes

(Source: Adapted from Collins, R.O. & Burns, J.M. (2007). *A History of Sub-Saharan Africa*. Cambridge: Cambridge University Press. Page 138.)

Source B



Map of Ashanti

Topic 7 The scramble for Africa

allegiance
 tribute
 millennium
 loyalty to a person or group
 payment made to a ruler, especially in return for protection
 a period of one thousand years

Economically, trade was very important to the West African communities. From the 7th century, caravans of camels carried goods across the Sahara and merchants from West Africa traded with Arabs across the Sahara Desert. This was known as the Trans-Saharan trade. This trade had flourished over a millennium and carried gold, slaves, spices and even books for the libraries and universities of Timbuktu. Because the Arabs were Muslims, many merchant traders also adopted Islam. They helped to increase their trade relationships. As a result, large numbers of African people in West Africa were Muslims.

The rise of the Ashanti

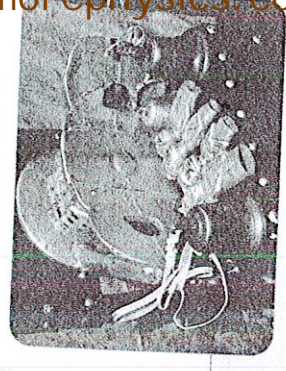
The Ashanti state was founded in about 1680 by a military leader, Osei Tutu. He created an empire by uniting a collection of clans (or family groups) around himself and by conquering neighbouring kingdoms. The Ashanti developed a powerful army that was well organised and well trained. There were three different groups in the kingdom:

- Ashanti chiefdoms with a common language and culture
- neighbouring Akan states that accepted the leadership of the Asantehene (king of Ashanti)
- distant people who paid tribute to the king.

Tutu introduced the symbol of the Golden Stool. The story behind this is that the stool fell down from heaven at Tutu's feet. Tutu declared the stool would be at the heart of the Ashanti spirit and that all the leaders should swear allegiance by it. Tutu became the Asantehene. The kingdom became known as Asanteman.

Source C

The Golden Stool, which symbolised all the power of the Ashanti kingdom.



The economy of Ashanti

The Ashanti kingdom was economically advanced for its time. There were many rich gold mines, and these were mostly mined by slaves. People also farmed successfully and traders used the Trans-Saharan trade routes to sell their goods. The Ashanti also produced beautiful woven cloth and fine metalwork. The kings built roads to allow them to trade with distant locations and they collected tax (in the form of gold) from all of their subjects.

Gold was the most important part of the Ashanti economy. By trading in gold the Ashanti were able to eventually buy weapons which they used to expand and protect their kingdom.

interchange making contact and sharing ideas
mediate form a link or solve problems between different groups of people and their ideas
musket a gun with a long barrel

Homework activity

Much of the early history of Ashanti is unknown to us. This is because it was not recorded in writing until European people came to Africa. However, Ashanti people did pass their history down from generation to generation by telling stories. This is known as oral testimony.

Imagine that you are a member of the Ashanti at the time of the rule of Osei Tutu. You want to pass down the history of Ashanti. Write down the story (about half a page) that you would tell your children about the Ashanti. Use evidence from this section.

2. The Ashanti and their early contact with European traders and explorers

Portuguese traders were the first Europeans to trade with West African people. They made contact with the Ashanti from 1436 because they wanted gold. The west coast was also an important strategic area. At the time, the only way to get to Asia from Europe was to sail around Africa. Thus, whoever controlled the west coast controlled the sea route to India.

By the 15th century, Portuguese explorers knew the west coast of Africa well. When they landed in the rich goldfields of Akan, they built a fort there called Elmina ('the Mine'). By the 1440s they were trading in West Africa to buy slaves, gold and pepper. They also sold some of their slaves to the Ashanti in return for gold. The Ashanti needed slaves to work in the gold mines. Because of the large amount of gold in this area, the Portuguese called the area the Gold Coast. When the slave trade grew in the 1660s, the Portuguese traders became very involved in buying slaves to sell to the plantation owners in the Americas.

Source D

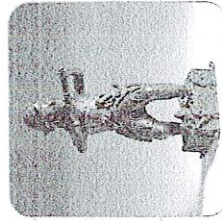
This extract describes the interaction between European and African traders.

The long contact between European and African merchants near the coastal trade castles produced a network of personal relations and cultural **interchange**. Western education, at least to the level of literacy and commercial arithmetic, was important for traders, and many Africans were able to use their business connections to secure **hospitality** for a few years' residence in Europe ... The process as a whole was not so much 'Westernisation' as the creation of a culturally mixed community that could **mediate** between the two parent societies.

(Source: Curtin, P. (et al). (1995). *African History: From Earliest Times to Independence*, 2nd ed. UK: Pearson Education. Page 203.)

Source E

As the Portuguese sailed down the west coast of Africa they met people who belonged to highly developed societies. This is a bronze model of a Portuguese soldier holding a **musket**. It was made by a member of the Benin Empire, living in what is today called Nigeria.



Work with a partner and answer these questions.

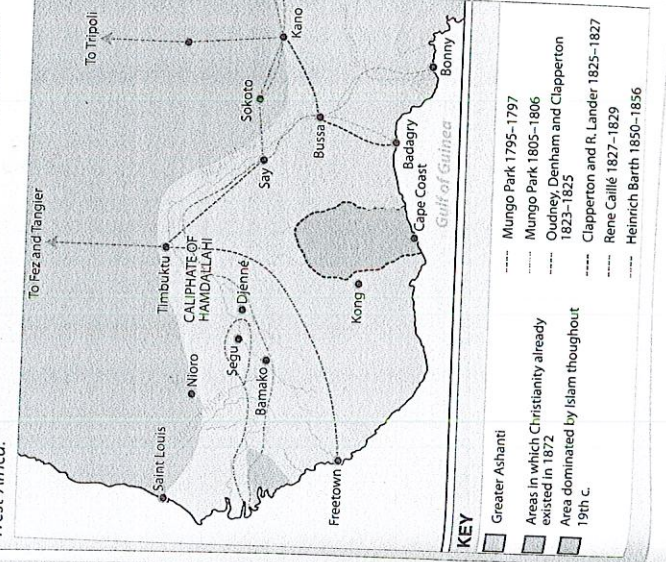
1. According to **Source D**, what did Africans on the west coast of Africa gain from their interaction with Europeans?
2. Using **Source D** and your own knowledge, explain whether or not the relationship between European people and African people was unequal?
3. The statue shown in **Source E** was made by an African sculptor. What is his view of the Portuguese soldier?
4. What does this work of art say about the relationship between the Portuguese and the West Africans?

West African people such as the Ashanti first made contact with European traders on the coast. It was only much later in the 1700s that European explorers began to go into the interior of West Africa. The explorers wanted to go inland to find out about the source of the Niger River and new trade routes. They met a variety of people in West Africa. They returned to Europe with exciting stories of their travels. However, some explorers died in Africa. Mungo Park died after being attacked by local people. Other explorers died from diseases such as malaria.

Missionaries often followed in the footsteps of the explorers. This also led to the increase of European influence in West Africa. However, Christian missionaries were largely active in the southern parts as large parts of West Africa, away from the coast, were already practising Islam.

Source F

Map showing the movement of explorers and missionaries into West Africa.



Mary Kingsley -- a European woman in West Africa

During the period of colonisation, women in Europe did not have the same freedoms as men. They usually stayed at home and raised children. But Mary Kingsley was an English woman who went into West Africa. She was interested in new animal species and she explored large parts of West Africa. She lived among the indigenous populations and was the first European person to visit parts of Gabon in 1894.

Classroom activity 7-11

Work with a partner and answer these questions.

1. Using **Source F** and your own knowledge, list the names of the explorers who travelled into West Africa and identify the areas to which they travelled.
2. Why do you think Christian missionaries were only able to establish a presence in West Africa near the coast?
3. How do you think Mary Kingsley's travels would have been viewed back in England?

decapitated when a person's head is chopped off from his or her body
legitimate legal. In this case, legitimate trade was a change from the illegal slave trade to the trade in vegetable oils, gold and the natural resources of West Africa
protectorate a smaller state that is protected and controlled to some degree by a more powerful state
stalemate a deadlock situation where both sides are unable to win

3. The British and the colonisation of the Gold Coast

The Ashanti kingdom fought for 60 years to prevent the British colonising them. British interest in West Africa began because the British wanted to replace the slave trade with legitimate trade. British traders in the Gold Coast believed that the Ashanti were a threat to their trade and to the stability of the area because they kept attacking tribute states near the coast. In 1820 the British had signed a treaty with the Asantehene that recognised Ashanti claims on most of the coast. However, by 1823 the two sides were at war.

The Ashanti army

The British could not easily control the Ashanti largely because of the size and state of the Ashanti army. With up to 200 000 potential soldiers, the Ashanti had one of the largest forces on the continent. The kingdom had used its gold to buy weapons. As a result of this, the men were also well armed. The kingdom fought regular wars to protect their territory so the soldiers were well-trained and experienced. Finally, quite unique amongst African armies, the Ashanti had specialised medical officers who would treat soldiers on the battlefield.

The Battle of Nsamankow

In 1823 the British tried to challenge the Ashanti for the first time. A military man named Sir Charles McCarthy led soldiers inland from the coast. These soldiers were quickly defeated at the battle of Nsamankow. McCarthy and another leader were decapitated and their heads kept as trophies by the Ashanti chiefs.

The Ashanti army tried to push further towards the coast but they were kept back by disease. There was now a stalemate between the two sides. They agreed to a new treaty in 1831 and a period of relative peace lasted for 30 years.

The Anglo-Ashanti wars

The British fought three more wars with the Ashanti between 1863 and 1896. These were known as the Second, Third and Fourth Anglo-Ashanti wars. In the second war the British were forced, by disease, to retreat without gaining any territory. In the third, the Asantehene was forced to sign a harsh treaty with Britain after the British occupied and burned the capital at Kumasi. The fourth war happened when the Ashanti turned down an offer to become a British protectorate. The Asantahene Prempeh was removed from the throne in 1896 and was sent into exile.

Source G

In January 1896 the British invaded Kumasi, the capital of Ashanti. They defeated the Ashanti. The last king of the Ashanti Empire, the Asantehene Agyeman Prempeh and his mother were forced to bow down to the British. This was a blow to the Ashanti pride. Prempeh was sent into exile and the British declared Asante a protectorate (colony). This painting shows Prempeh and his mother being forced to bow down to the British officials.

'The submission of King Prempeh: The final act of humiliation, 1896'

Classroom activity 7.12

Work on your own to answer these questions.

1. Describe what you see in the painting in Source G.
2. Who do you think painted it – a British person or an Ashanti person? Explain your answer by referring to elements in the painting.
3. If you were a British colonialist, how would you respond to this painting?
4. If you were a member of the Ashanti kingdom, how would you respond to this painting?

War of the Golden Stool

When King Prempeh was sent into exile, the people of Ashanti continued to fight for their freedom. In March 1900 the new British colonial administrator asked to sit on the Golden Stool. This was a serious insult to the Ashanti people and they rose up in rebellion. The Queen Mother Yaa Asantewaa led the Ashanti into battle. They surrounded the British administrators in a small building and would not let them out. The British were only rescued in June.

The Ashanti warriors were eventually defeated in 1901 and Ashanti was officially made part of the Gold Coast colony in January 1902. However, the Ashanti people were mostly allowed to rule themselves while ignoring the colonial rulers. The Asantehene was allowed to return from exile in 1924.

Today, the Ashanti kingdom still exists as a semi-independent traditional state inside modern Ghana.

Source H

The following words were said by Yaa Asantewaa, queen mother of the Ashanti, who led the Ashanti in the War of the Golden Stool:

Now I have seen that some of you fear to go forward to fight for our king. If it were in the brave days, the days of Osei Tutu, Okomfo Anokye, and Opoku Ware, chiefs would not sit down to see their king taken away without firing a shot. No white man could have dared to speak to a chief of the Ashanti in the way the Governor spoke to you chiefs this morning. Is it true that the bravery of the Ashanti is no more? I cannot believe it. It cannot be! I must say this, if you, the men of Ashanti, will not go forward, then we will. We, the women, will. I shall call upon my fellow women. We will fight the white men. We will fight till the last of us falls in the battlefields.

(Source: Quoted in Van Sertima, I. (1984). *Black Women in Antiquity*. US: Transaction Publishers. Page 133.)

Classroom activity 7.13

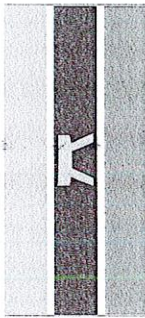
Work on your own and answer these questions.

1. In Source H what does Yaa Asantewaa, queen mother of the Ashanti, suggest has changed as a result of British colonialism?
2. What is her solution to the problem?
3. Using Source H, what is your view of the role of women in Ashanti society?

4. Results of colonisation for the Ashanti and for Britain

The British governed the Gold Coast colony through indirect rule. The Ashanti were made part of the Gold Coast and they lost their political freedom.

Colonisation also affected the Ashanti in the economic, social and cultural areas.



The flag of the Ashanti Kingdom



The flag of the British Gold Coast

Classroom activity 7.14

Look at the flags shown on this page and answer these questions in a class discussion.

1. What is the central symbol of the Ashanti flag and what does it represent?
2. What symbols are on the colonial (Gold Coast) flag?
3. What do you think it would feel like for an Ashanti king to see the new flag?
4. Think about whether symbols and flags are important for a country.

Economic impact

As early as 1898 the British invested heavily in the economy of the Gold Coast colony. The Sekondi-Tarkwa railroad was built to connect all the major economic centres. Around 9 700 km of roads were built by 1937.

The British also introduced the cocoa trees which became the major agriculture product of the Gold Coast colony. Control of farming remained mostly in the hands of African people. Cocoa is still an important export for modern Ghana. While the African people controlled the farms, the British took the gold from the Gold Coast. Many of the profits from gold, however, were re-invested in the colony.



Cocoa beans, the basic ingredient of chocolate

Social and cultural impacts

The profit from gold allowed the British to build the most advanced educational system in West Africa for the people of the Gold Coast. The schools produced African people who eventually filled half of the colonial administration positions.

By 1985, about 62% of the population of modern Ghana followed the Christian religion. Missionary schools played an important role in spreading the religion.

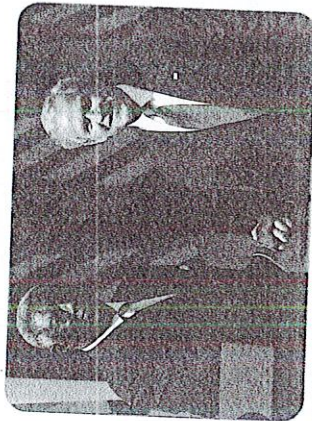
Today, the Ashanti people are almost all Christian. English is the official language of Ghana today and, although the indigenous languages are still spoken, they are not often used in school.

For the British, capturing the Gold Coast gave them a valuable and strategic colony in West Africa – an area otherwise dominated by the French.

The Ashanti today

The Ashanti were combined with many other ethnic groups in the Gold Coast colony, but they remain the largest group in modern Ghana, making up 19% of the total population. The traditions of the Asantehene were restored in 1935 and continue until today – although his political and military power has weakened.

Many of Ghana's most prominent leaders have come from the Ashanti community, including former president John Kufuor and United Nations Secretary-General, Kofi Annan.



President Kufuor with former US president George W Bush



Former UN Secretary General Kofi Annan with Vladimir Putin of Russia

Classroom activity 7.15

Work with a partner. Create and decorate a poster time line showing the most important dates in the history of the Ashanti kingdom. Your time line should include:

- important military victories and defeats
- important treaties signed with the British
- important dates in the trade relations with Europe.

You may use the internet and the library to do research.