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. Africa is a huge continent, nearly three times the size of Europe. Across its many regions, people spoke hundreds of languages and had developed varied governments. Some people lived in large centralized states, while others lived in village communities.

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 (or USAIN dan FODIO or OUSAIN danso DNI) 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.
The Asante rulers ready to turn to Europeans or others who might help them defeat their dom had arisen. The Asante traded with Europeans and Muslims and ivory and copper from Central Africa were also exchanged for goods such as iron and firearms. The cargoes were often slaves. Captives were marched from the interior to the coast to be shipped as slaves to the Middle East. Ivory 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 creating their own powerful states. By the 1830s, the Zulus faced a new threat, the arrival of well-armed, mounted Boers, descendants of Dutch settlers who had repelled the Zulu. Despite his spearthrowing army of about 40,000 men, Shaka 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?

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 Israel. Some people helped freed slaves resettle in Africa. In 1787, the British organized Sierra Leone in West Africa as a colony for former slaves. Later, some freed blacks from the United States settled in nearby Liberia. By 1847, Liberia had become an independent republic.

**Checkpoint** What factors shaped the main regions of Africa during the early 1800s?

---

**History Background**

- **Liberia** Beginning in 1822, freed slaves fled the racism of the United States to settle in Liberia (Latin for “land of liberty”). In 1847, Liberia became independent 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.

---

**Africa in the Early 1800s**

**Instruct**

- **Introduce** Ask students what they recall about Africa’s geography, key trading centers, and European trade routes. On the map on p. 1218, ask students to find the approximate locations of the Fulani (northern Nigeria), the Asante (Ghana), Mombasa (Kenya), Kíwua (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 governments, higher literacy, peace, and trade. What were two main forces of change in Africa before imperialism spread? (Any two: the slave trade, the Zulu conquests, spread of Islam, decline of Ottoman empire)

- **Quick Activity** Display Color Transparency 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 pictures of key people and activities. Groups should present their posters to the class.

**Monitor Progress**

Ensure that posters include thoughtful and accurate information about each region. For scoring rubrics for posters and maps, see Alternative Assessment Rubrics, pp. 6, 10.

---

**Teach**

- **Introduce** Ask students what they recall about Africa’s geography, key trading centers, and European trade routes. On the map on p. 1218, ask students to find the approximate locations of the Fulani (northern Nigeria), the Asante (Ghana), Mombasa (Kenya), Kíwua (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 governments, higher literacy, peace, and trade. What were two main forces of change in Africa before imperialism spread? (Any two: the slave trade, the Zulu conquests, spread of Islam, decline of Ottoman empire)

- **Quick Activity** Display Color Transparency 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 pictures of key people and activities. Groups should present their posters to the class.

**Monitor Progress**

Ensure that posters include thoughtful and accurate information about each region. For scoring rubrics for posters and maps, see Alternative Assessment Rubrics, pp. 6, 10.

---

**Teach**

- **Introduce** Ask students what they recall about Africa’s geography, key trading centers, and European trade routes. On the map on p. 1218, ask students to find the approximate locations of the Fulani (northern Nigeria), the Asante (Ghana), Mombasa (Kenya), Kíwua (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 governments, higher literacy, peace, and trade. What were two main forces of change in Africa before imperialism spread? (Any two: the slave trade, the Zulu conquests, spread of Islam, decline of Ottoman empire)

- **Quick Activity** Display Color Transparency 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 pictures of key people and activities. Groups should present their posters to the class.

**Monitor Progress**

Ensure that posters include thoughtful and accurate information about each region. For scoring rubrics for posters and maps, see Alternative Assessment Rubrics, pp. 6, 10.
European Contact Increases

Instruct
- Introduce: Ask Who were the first Europeans to arrive in Spanish America and establish control of it? (explorers, then missionaries)
- 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. Africans wanted trade with Europeans but did not want to “house” them.

Independent Practice

Viewpoints
- Two Views of Imperialism in Africa: Complete the worksheet. 
- Review: Teaching Resources, Unit 5, p. 70

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 Teaching Resources, Unit 5, p. 70
- Note Taking Transparencies, 148

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

756 The New Imperialism

Europeans to the Interior

In the early 1800s, Europeans 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 Niger, the Nile, and the Congo. They were fascinated by African geography, but they had little understanding of the people 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 fostered resentment 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 traversed Africa. He wrote about the many peoples 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.
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.)
- Color Transparencies, 149
- 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.

Differentiated Instruction

- Special Needs
- Less Proficient Readers
- English Language Learners

Have students look at the map on this page. Ask them to work in pairs and name the colonies seized by each country and the region(s) of Africa where they were located. What two countries remained independent? (Ethiopia, Liberia) Ask students to brainstorm possible reasons why these two nations successfully remained independent, when much of Africa did not.

- Adapted Reading and Note Taking Study Guide
- Adapted Note Taking Study Guide, p. 216
- Adapted Section Summary, p. 217

Solutions for All Learners

Map Skills

1. Look at the map on this page. Ask students to make Venn diagrams as they did?
2. Region: In which part of Africa were most of France’s colonies located? (They were the “right” to treat Africans as they did?) You may want to replay or reread the chapter Witness History audio selection.
3. Make Comparisons: How did imperialism in Africa in 1850 compare with that in 1914? (economic, political, military, humanitarian, religious, Social Darwinist)
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.

BIOGRAPHY
Cecil Rhodes
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 diamond 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 settle its African empire by 2,000,000 square miles and had an extra-british colony named after himself—Rhodesia (now Zimbabwe). 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?

Independent Practice
■ Web Code map-2421 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.

At the Berlin Conference, European powers recognized Leopold II'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, migrating 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 1902, 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 prestige, 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...
Africans Resist Imperialism

Europeans met armed resistance across the continent. The Algerians battled the French for years. Samori Touré (SAH moh ROOR yoo TUR yu) fought French forces in West Africa, where he was building his own empire. The British battled the Zulus in southern Africa and the Asante in West Africa. When their king was exiled, the Asante put themselves under the command of their queen, Yaa Asantewaa (YA ah ah sahn TAY wuh). She led the fight against the British in the last Asante war. Another woman who became a military leader was Nhemanda (ah HAM duh), of the Shona in Zimbabwe. Although a clever tactician, Nhemanda was captured and executed. However, the memory of her achievements inspired later generations to fight for freedom.

In East Africa, the Germans fought against the Yao and Hereros (huh REHR oh). Fighting was especially fierce in the Maji-Maji Rebellion (muh MEEH mee JEE). The rebels were protesting the government’s efforts to take away their farmland, leaving thousands of local people to die of starvation.

Ethiopia Survives

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 (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.

Menelik used profits from ivory sales to buy modern weapons. He then hired European experts to train his soldiers and equipped them with the latest weapons from Europe. 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.

Vocabulary Builder

- **imperialism**: (doh MAYN) n. — the policy or practice of controlling distant lands.
- **domain**: — (doh MAYN) n. a territory over which power or control is exercised.

**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 the Asante resisted takeover 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 sit on the stool—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.
Assess and Reteach

Assess Progress
■ Have students complete the Section Assessment.
■ Administer the Section Quiz.
■ To further assess student understanding, use Progress Monitoring Transparencies, 100

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.

Writing About History
Responses should include three separate, well-reasoned arguments that clearly support either position.

For additional assessment, have students access Progress Monitoring Online at Web Code: naa-2421.

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 cultures. 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?
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 naming 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, reminding them how good I had been to them since I had never killed or ill-treated a white man, they might hear my word and return to their homes…"

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

"Yes, 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 Amandebele? You let them have their way… Is that right?… Why did you not… seek their protection and declare your country a British protectorate?"

"… 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 decided to pretend to the white men that if they came into the country I would fight, and hoped that they would be afraid and not come… [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!"

1. mobilize (muh buhl ihz) n. to assemble for war
2. flout (flouht) v. to mock

**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?