

UNIT

1

THE WORLD WE LIVE IN

Unit Outcomes

After studying this unit, you will be able to:

- Describe the location and major features of continents, and the major languages of the world.
- Appreciate some ancient world civilizations;
- Distinguish densely and sparsely populated areas and identify factors responsible for the variation;
- Describe the impact of industrial revolution;
- Recognize the history of African people's struggle against colonialism;
- Describe how new ideas emerged and explain what they were.

Competencies: After studying this lesson, you will be able to:

- Copy the map of the seven continents
- Describe the relative location of the continents
- Compare and contrast the size of the continents of the world
- Differentiate the highest peaks and the lowest elevations of the world
- Identify the major lakes and rivers of the world.

Key terms

↔ Continent

↔ Peninsula

↔ Isthmus

↔ Relative location

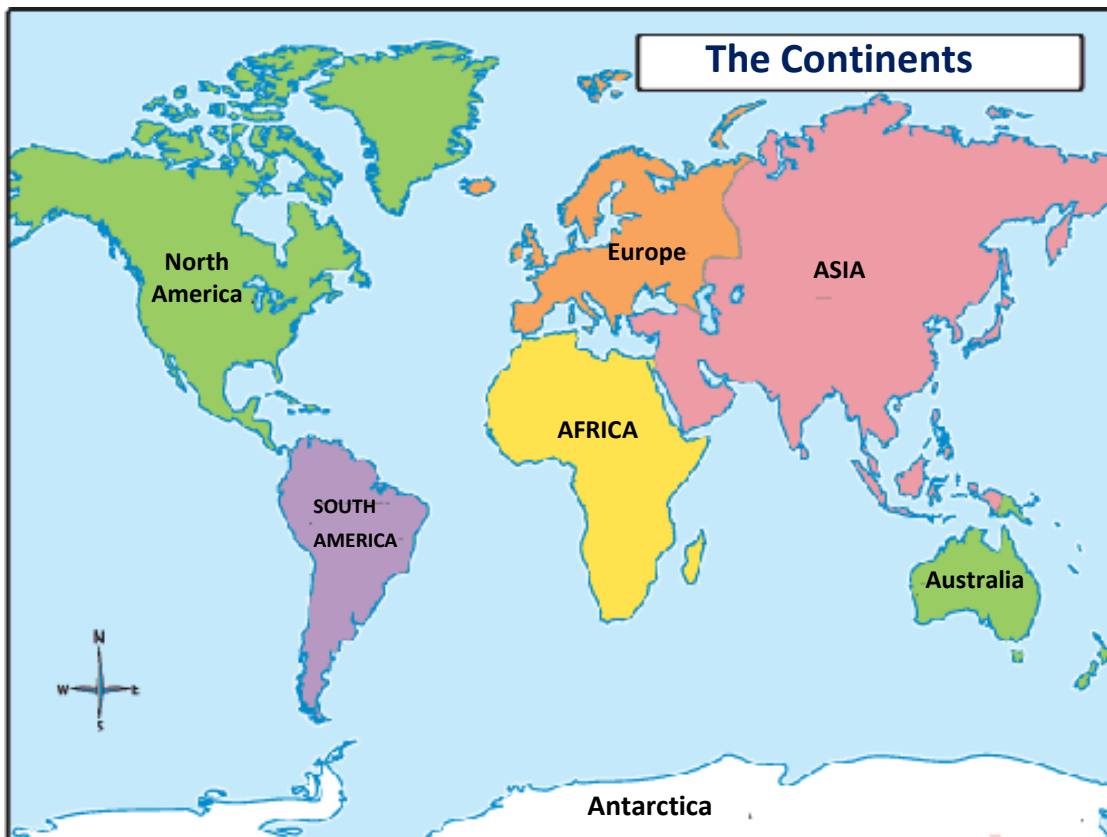


Fig 1.1 The continents

A. Relative location and size of the continents

- What is the difference between a relative location and an absolute location?

Continents and Islands make up 29 % of the surface area of the earth. Whereas oceans and smaller water bodies cover about 71% of the earth's surface.

Continents are the largest landmasses on Earth's surface. There are seven continents. They are: Asia, Africa, North America, South America, Antarctica, Europe, and Australia. As you can observe in Fig.1.1. continents vary considerably in size. Asia is the largest continent in the world. It is bigger than Antarctica, Europe, and Australia combined together. Asia is six times larger than Antarctica.

Out of the seven continents five are interconnected. On the otherhand, Antarctica and Australia are surrounded by water. North America and South America are connected by a narrow strip of land called the Isthmus of Panama. Africa is also connected to Asia at the Isthmus of the Suez.



Isthmus: It is a narrow strip of land that connects two large landmasses.

Peninsula: It is the land area that projects into a body of water.

The following description will help you identify the relative location of the continents:

- **Asia:** is located to the east of Europe, west of the Pacific Ocean, north of the Indian Ocean and south of the Arctic Ocean.
- **Africa:** is a continent found to the south of Europe, south west of Asia, west of the India ocean, east of the Atlantic ocean and north of Antarctica.
- **North America:** is located to the south of the Arctic ocean, west of the Atlantic ocean, east of the Pacific ocean and north of South America.
- **South America:** is found to the south of North America, north of Antarctica, west of the Atlantic ocean and east of the pacific ocean.
- **Antarctica:** is situated south of Africa and South America.
- **Australia:** is located to the south east of Asia, west of the pacific ocean, east of the Indian ocean and north of Antarctica.
- **Europe:** is located to the north of Africa (north of the Mediterranean sea), west of Asia, south of the Arctic Ocean, and east of the Atlantic ocean.

B. Major features of the continents

Table 1.1 Major features of the continents

Continent	Total Area km ²	% of Total Land Surface	Highest Mountains Meter	Largest Lake km ²	Longest River km
Asia	44,810,880	29.9	Mt. Everest 8850	Caspian Sea 371,088	Chang –Jiang (Yangtze) 2461
Africa	30,331,606	20.2	Mt. Kilimanjaro 5896	Victoria 66,400/ 96,500	Nile 6695
North America	24,367,875	16.3	Mt. McKinley 6195	Superior 82,435	Mississippi 2303
South America	17,831,606	11.9	Mt. Cerro Aconcagua 6977	Titicaca 8303	Amazon 2483
Antarctica	14,002,590	9.4	Mt. Vinson Massif 5141	-	-
Europe	9,935,233	6.6	Mt. Elbrus 5643	Ladoga 1873	Volga 1361
Australia	8,289,000	5.7	Mt. Kosciusko 2228	Taupo 606	Darling 1055
World	149,568,790	100.0	Mt. Everest 8850	Caspian Sea 371,088	Nile 6695

- *The world's lowest elevation – dead sea.*

Source: Paul Ward English, “Geography – people and place in a changing world”, NTC publishing groups, Illinois U.S.A 1995

Study Table 1.1 and attempt the questions that follow:

- What is the largest lake in the world? Where do you find it?

Case study

A family who lives near Mt. Everest

Mt Everest had long been considered unclimbable by some and the ultimate climbing challenge by others. The height of the mountain is about 8,850m and is found in the Himalayas, along the border of Nepal and Tibet, China.

Climbing Mt. Everest is extremely dangerous. Climbers of Mt. Everest suffer the effects of the extreme high altitude, often called “mountain sickness”.

In addition to humans, not many creatures or plants can live in such high altitudes. As a result, food sources for climbers of Mt. Everest are relatively nonexistent. So in preparation for their climb, climbers and their teams must plan, purchase and then carry all of their food and supplies with them up the mountain. Most teams hire sherpas to help carry their supplies up the mountain. Sherpas are a previously nomadic people who live near Mt. Everest. The sherpas are ethnic groups from

the most mountainous region of Nepal, high in the Himalayas. Sherpas migrated from the kham region in eastern Tibet within the past 300 – 400 years.

The term sherpa literally means "people from the east" and not a person who carries your luggage for you as many people think.

The term Sherpa is also used to refer to local people, typically men, who are employed as guides for mountaineering expeditions in the Himalayas, particularly Mt. Everest. They are highly regarded as cliff mountaineers and experts in their local terrain. Sherpas are Buddhists and their language belongs to the south branch of the Tibetan language family.

Case study

Tourism at the Dead Sea

The Dead sea which is 400m below sea level lies along the floor of the world rift valley (Jordan and Israel) . It is the lowest point of all places in the world.

The Dead sea region is well known in tourism activities because of its many beaches, National parks, Nature reserves, etc.

The following are some examples:

- **Kalia beach:** Is a water amusement park. It includes swimming pools, water slides and aquatic sports.
- **Qumran National Park:** Is a site of ancient Essene settlement. Nearby in the Qumran canyon are the caves where the Dead Sea scrolls were discovered. There are restaurants and souvenir shops.
- **Masada National Park:** Is the major historical /archaeological/ site in the area. Herod's mountain for trees. Ascent and descent by cable car. Restaurant and Souvenir shops.
- **Mineral beach:** Natural sulfur water pool, sweet water pool, mud packs, cafeteria.
- **Ahava visitors center:** A cosmetic and health products plant using the natural resources of the Dead Sea, show rooms, information center, tourist shop.
- **Einut Zukim (Ein Fesh'ha):** Nature reserve, water pools and streams, bathing beach, excursions.

Lesson

1.1

Review

Activity 1.1**A. Questions based on facts:**

- What percentage of the earth's surface is covered by continents and Islands?
- Where do you find the world's lowest point?
- What is its name? Can you mention its elevation?
- How many continents are found in the world?
- Which continent is the largest?

B. Group discussion:

- Based on the text given above continents and Islands make up 29 percent of the surface area of the earth, and oceans and smaller water bodies cover the rest 71% of the earth's surface. What will happen if the reverse is true, Interms of population distribution and resource availability? Discuss the issue in groups.
- Five of the seven continents are connected to other continents. What are the merits and demerits of this connection? Discuss the point in pairs.

C. Individual work:

- Describe the relative location of the continents.
- Compare and contrast the size of the continents of the world.
- Differentiate the highest peaks and the lowest elevations of the world.
- Identify the major lakes and rivers of the world.

D. Things to do:

- Draw the map of the world on a piece of paper and show the relative location and size of the continents.



Competencies: After studying this lesson, you will be able to:

- Identify the major languages spoken in the world.
- Indicate, using map, where the major languages spoken in the world are found.
- Describe the major achievements of ancient civilizations.
- Appreciate the contributions of ancient civilizations to the present world.

Key terms

↔ Latin

↔ Mandarin

↔ Linguist

◆ Major World Languages

- Which language of the world has largest number of speakers?

Language is human speech, either spoken or written. It is the most important means of communication among human beings. It enables people to talk to each other as well as to write their thoughts and ideas.

The word language is derived from Latin term ‘‘Lingua’’ meaning tongue. Still language is often called tongue.

According to linguists, there are about 6000 languages spoken in the world. Many of the languages are spoken only by small groups of people. However, there are more than 200 languages spoken by a million or more people. About 23 languages have about 50 million or more speakers. Some of the major languages used in the world include Mandarin, English, French, Spanish, Russian and Arabic.



Mandarin: Is an official language of China. This language is spoken by about 600 million people.

◆ English

It is the most widely spoken language in the world. In many countries, English is used as either a mother tongue or second language. Today, about 400 million people speak English as their first language. Most

English speakers live in Australia, Canada, Great Britain, Ireland, New Zealand, South Africa and the United States of America.

At the beginning of the 17th century, English language spread throughout the world as the English people explored and colonized Africa, Australia, India and North America.

Nowadays, English is used as an international language in science and technology. It is also used in business and diplomacy all over the world.

◆ French

French is the official language in France. It serves as an official language in Belgium, Canada, Haiti, Luxemburg and Switzerland. It is one of the six languages used in the United Nations. Over 90 million people use French as a mother tongue. Other millions use it as a second language.

◆ Spanish

Spanish is the official language of Spain. It is also used as an official language in most Latin-American countries. Throughout the world about 297 million people speak Spanish.

◆ Russian

Russian is an official language of Russia. Native speakers of the language account for about 153 million. Russian is the third widely spoken language in Europe. It is also among the six official languages used by the United Nations. The six languages used in the UN include: Arabic, Chinese (Mandarin), English, French, Russian and Spanish.

◆ Arabic

Arabic is one of the most widely spoken languages in the world. It is an official language of many Arab countries in the Middle East and North Africa such as Egypt, Iraq, Jordan, Lebanon, Saudi Arabia and Syria.

Case study

Odinga is a Kikuyu boy who lives with his parents in Mombasa. At home Odinga speaks in his native language, Kikuyu. When he goes to the market to buy some food stuff he speaks in Kiswahili. At school he learns in English. He has some friends in school who came from Uganda, Tanzania, Rwanda and Democratic Republic of Congo. All of them speak Kiswahili.

Lesson

1.2

Review

Activity 1.2A**A. Answer the following questions:**

- Which language of the world has the largest speakers?
- How many languages in the world have a million or more speakers?
- List countries that use French as an official language.
- Which language is the official language of Latin American countries?
- Name the six languages used by the United Nations.
- List the Arab nations, in the Middle East, which use Arabic as an official language.

B. Things to do:

- Using reference materials, write very short notes on each of the following languages:

- Japanese	- Hindi
- Korean	- Irish
- Turkish	

◆ Ancient World Civilization

- What are the world's ancient civilizations?
- What are the major achievements of some of the ancient civilizations of the world?

◆ Ancient Greece

- Who were the first European people to become civilized?

Ancient Greece was the birth place of western civilization. It began about 2500 years ago.

The Greek civilization developed mainly in city-states.



A city-state consisted of a city or town and the surrounding villages and farm lands. The Greek city-states were called Polis.

City-states were governed by an **oligarchy**. It is a form of government ruled by a few powerful people. But, during the sixth century B.C, some city - states adopted democracy. All citizens, except women and slaves, had the right to vote and hold political office as well as serve as judges. **Athens** and **Sparta** were well known city-states.

Athens was the largest of the Greek city-states in size and population. In Ancient Greece, Athens was the most successful center of democracy. The democracy practiced by Athenians was direct democracy but not a democracy elected by representatives. All Athenian citizens meet together in one place to elect their leaders. Such a meeting was called **Assembly**.

Athens was the center of Greek culture. For example, philosophy originated in ancient Greece. Some of the Greek philosophers include Socrates, Plato and Aristotle. While Herodotus was known as the "**Father of history**", Hippocrates was known as the "**Father of Medicine**".

Ancient Greeks made great achievements in architecture, pottery and sculpture. They also developed drama and literature. They made great contributions to the modern world in physics, biology and mathematics.



Fig 1.2 Ancient Greek architecture

◆ Ancient Rome

- Who were the first people, in the world, to establish a republic?

The first people of Rome were called Latins. About 500 BC, the people of Rome established the Roman Republic. The leaders of the Republic were called **Consuls**. They get their position by election.

The people of Rome were divided into three classes known as:

- Patricians
- Equites
- Plebeians



- The patricians were the richest nobles.
- The equites were rich but they were not nobles.
- The plebeians were farmers, craftsmen, shopkeepers and laborers. There were also a large number of slaves.

By 270 B.C, Rome expanded slowly and controlled most of Italy. It was the most militaristic state of the ancient world. Julius Caesar was a famous military leader of Ancient Rome.

Around 27 B.C. the Republic of Rome was changed into the Roman Empire. Augustus Caesar became the first Emperor of the Roman Empire.

The Romans had contributed a lot to modern world civilization. In Western Europe and Latin America, Roman laws are adopted as a base to the new laws.

Architecture, road construction, Latin alphabet and the Latin languages are some of the heritages of the ancient Roman Empire.



Fig 1.3 Statue of Ancient Roman

◆ Ancient China

- Why did the ancient Chinese construct the Great Wall across northern China?

The first civilization in China got its birth along the Yellow River. The earliest dynasty or ruling family was called the Shang dynasty. The Shang kings began to rule China since 1700 BC.

During the Shang dynasty, the Chinese prepared a calendar and also developed advanced skills in bronze making. The early Chinese used pictorial writings called **Logographic**. Chinese craftsmen produced weapons such as spears and daggers from bronze.

The Chou people of Western China, overthrew the Shang and established their own dynasty. Under the Chou dynasty, a feudal system of government emerged. The Chou period was well known for economic growth. Trade expanded and cities grew. With the help of metal coins, trade grew even faster.



Fig 1.4 The Great Wall of China

During the period of the Chou dynasty, the Chinese philosophy had emerged. The greatest of the Chinese philosophers was Confucius. His ideas were called Confucianism. It was basically a philosophy not a religion.

The use of coal was first started by the Chinese. The wheel barrow, silk, printing and the gun powder were also invented in China. Moreover, the Chinese built the famous Great Wall across northern China to keep out invaders from central Asia.

Chinese commerce had great importance for the Empire. The Chinese traders maintained trading contacts with the Middle East, the Red Sea coast and the East African coast. Wherever they went they took their silk and pottery. The discovery of Chinese pottery on the East African coast indicates that trade relations flourished between China and East Africa.

◆ Persia

- Which present day countries were included in ancient Persia?

Ancient Persia was a land that included parts of present-day Iran and Afghanistan. The Persians called their country land of the Aryans from which the name Iran is derived.

The Persian Empire was established by Cyrus the Great in the 6th century B.C. The king was an absolute ruler. He was also assumed to be the representative of the Persians god called **Ahura Mazda**.

Early Persians were farmers. With the help of irrigation they grew wheat, barley, oats and vegetables. Persian merchants also carried goods from many parts of the world to the regions around the Mediterranean sea. In the Persian Empire, a gold money called **Darics** was used.

The Persian religion was called Zoroastrianism. It was introduced by Zoroaster.



Fig. 1.5 Persian Empire

◆ The Inca Empire

- Where was the center of Inca Empire located?

The Inca were South American Indians. They ruled one of the largest and richest empires in the Americas.

The Inca Empire began to expand about 1438 AD. It occupied a very large region that centered on the capital, Cusco, in Southern Peru. The Empire included parts of present day Colombia, Ecuador, Peru, Bolivia, Chile and Argentina. The Inca empire was conquered by the Spanish forces in 1532.

The Inca were skilled in engineering and in crafts. They built a network of roads. The architecture of the Inca is known for its great size. They also created fine articles from gold, silver and other materials. Fine cotton and wollen clothes are also produced by Inca. The main crops grown by the Inca were corn, cotton, potatoes etc.

Priests played a central role in the Inca society. They used to treat the sick by using herbs and other plants as medicine.

The Inca had no system of money. They often used cloth as a medium of exchange and also as gifts.

Lesson

1.2

Review

Activity 1.2 B**A. Questions based on facts:**

1. Identify the following:

- | | | |
|---------------|-------------------|-------------------|
| - Socrates | - Latin | - Chou dynasty |
| - Plato | - Julius Caesar | - Confucius |
| - Aristotle | - Cyrus the great | - American Indian |
| - Herodotus | - Ahura Mazda | - Augusts Caesar |
| - Hippocrates | - Shang dynasty | |

2. Define the following:

- | | | |
|------------------|--------------------|----------------|
| - Polis | - Plebeians | - Confucianism |
| - Oligarchy | - Patricians | - Darics |
| - Consuls | - Equites | - Republic |
| - Zoroastrianism | - Direct democracy | |

3. Answer the following questions:

- Who were the Inca?
- Why don't modern states practice direct democracy like the Greeks?
- List three achievements of Ancient Chinese.
- Describe the main achievements of the Inca.
- What were the democratic features of Athenian government?
- Why was Herodotus called the "Father of history"?
- Compare and contrast types of government developed by the Greeks:
 - Oligarchy
 - Democracy
- Name two ancient Greek city-states?
- What contributions did the Romans make to modern world?
- From what was the name Iran derived?

B. Things to do:

- On a world map locate the following:

- Greece	- China
- Athens	- Iran
- Sparta	- Afghanistan
- Rome	- Peru



Competencies: After studying this lesson, you will be able to:

- Identify some of the most densely and sparsely populated areas of the world.
- Generalize the factors for the variation of population distribution in the world.
- Locate the regions with the largest number of followers of the major religion.
- Describe the different types of livelihood in the world
- Explain where and how the major religion of the world originated.

Key term

↔ Extreme climate

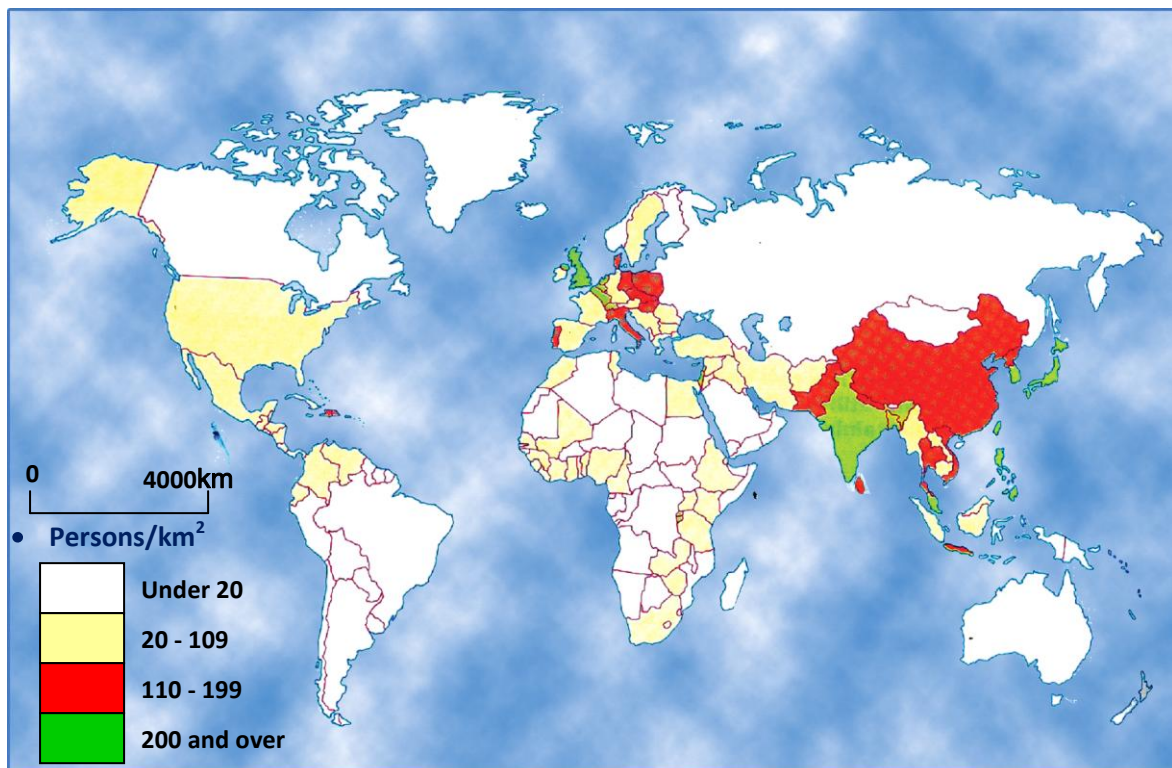


Fig. 1.6 Map Showing world population distribution

1.3.1 Sparsely Populated Areas Compared with Major Population Centers in India, China and Africa

- Explain the difference between sparsely and densely populated areas and give two examples for each area. 0
- Mention the names of the hot deserts.
- Where do we find the cold deserts?
- What are the factors that contributed to sparse population distribution?

◆ The Sparsely Populated Areas

The cold as well as hot lands of the world have scanty population. These areas include: tundra and hot and dry lands.

◆ Tundra

The Tundra is a lowland area bordering the Arctic ocean in North America and Eurasia.

Tundra is continuously cold, damp, treeless plain of Arctic region.

◆ Hot and Dry Lands

The hot and dry lands include many of the tropical desert areas such as the Sahara, Kalahari, Thar, the Atacama, the Great Australian and Arabian deserts.



Fig 1.7 Desert area

◆ Densely Populated Areas

Areas of high population concentration include: River basins of Monsoon Asia and the Nile Valley of Africa.

River Basins of Monsoon Asia: It accounts for more than half of the world's total population. In these areas, people practice intensive rice cultivation being supported by irrigation. In this population cluster, we find the following sub-regions:

- East Asia- includes Japan and China.
- South Asia- includes India, Pakistan and Bangladesh.

The Nile Valley of Africa: It has abundant alluvial soil deposits. People in these areas are well known for both traditional and modern irrigation systems. They are used to growing varied types of crops. Because of the favorable condition along the Nile valley, large number of people are found.

Case study

An Inuit (Eskimo) Family in Cold Deserts

The climate of the Tundra helps us to understand why people do not live in the same numbers all over the earth. The Tundra is a region with a very small population because of its harsh climate. It is, however, interesting to study their way of life.

These people are the Eskimos in Canada and Alaska and the Tungus, Chukchi and other peoples of the Tundra in Siberia. They hunt and fish. They sell animal skins to traders and buy modern tools and hunting weapons from the traders.



Eskimo



Igloo

Fig. 1.8 Eskimos and their igloo

Eskimos live in the Tundra along the Arctic shores of Canada. They live on hunting and fishing. The climate is too cold for crops. They live in scattered settlements along the edge of the Arctic ocean. The Eskimos live in snow houses called Igloos. In summer, they live in tents made from the skins of seals or caribou (The north American wild reindeer) or in Canvas tents that they have bought from traders.

The cold waters of the Arctic provide the Eskimos with a great deal of food. They live on seal (the single most important part of their diet); During the winter they hunt polar bears, foxes, and hares. Their favorite foods are seal and caribou meat, walrus liver, and the skin of whales.

The Eskimos use for their clothing the skin of caribou and the furs of bear and Arctic fox.



Fig. 1.9 Polar bear

Eskimos' life is much different now. Most of the people live in towns or small settlements. They wear modern clothing, live in modern houses, and eat food purchased from stores.

Case study

Family Living Near Mumbai, India

According to 2001 census of India, Mumbai is a place where more than half of its inhabitants (54.5%) live in slum areas. Mumbai was known as Bombay. Mumbai slum dwellers form the largest group of people among the metropolitan areas of India (54.06%). Environmental conditions reflecting housing and sanitation are very poor.

The Tundra region is a region with a very small population, because of its harsh climate (very cold). Here agriculture is not possible. The people are living by hunting and fishing. On the other hand Mumbai in India is the most populated and is inhabited by the highest percentage of slum dwellers among the metropolitan cities of the country. Compared to tundra region, climatic conditions in Mumbai, are much better in allowing people to involve in different types of human activities.

Lesson

1.3

Review

Activity 1.3A**A. Questions based on facts:**

- What is meant by the following terms?
 - Population distribution
 - Population density
 - Sparse population
 - Dense population
- According to the definitions given above, which parts of the world are sparsely populated, and which other parts of the world are densely populated?

B. Group discussion:

- Many environments on our planet are thinly populated- deserts, mountains, tropical rain forests, polar regions. This has not changed in spite of population increase. What does this imply for the future? Discuss the issue in groups.

C. Individual work:

- Make a short study on the population distribution of Ethiopia. Identify areas of high population concentration. Present your findings to your class mates and invite them to discuss the major factors for the high concentration of people in those areas.

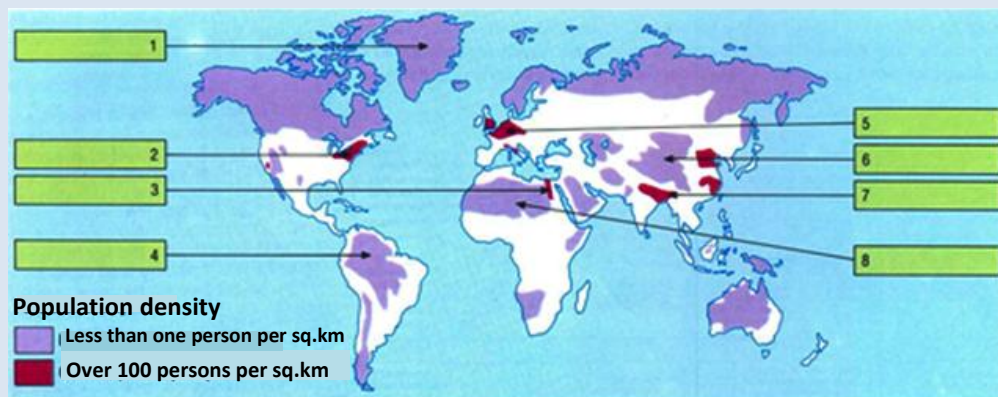
D. Things to do:

Fig.1.10 An outline map of the world

- a) Make the copy of the table below.
- b) Match the numbers on the map with the places named in the following table.
- c) Give reasons for the population density of each place.

Population density	Place	Number on map	Reasons
Densely populated	Eastern U.S.A		
	Ganges valley in India		
	N.W. Europe		
	Nile valley (Egypt)		
Sparsely populated	Himalayas (Nepal, Tibet, China)		
	Sahara desert		
	Amazonia in South America		
	Green land		

1.3.2 Causes of the Variation of Population Distribution

- How do you define the term population distribution?
- Do you think people are equally distributed all over the world?
- What are the factors for the uneven distribution of population on the surface of the earth?

◆ Factors Affecting Population Distribution

Population distribution in the world is extremely uneven. The major factors affecting population distribution include the following:

Physical Factors

Climate, natural vegetations, relief, soil and water supply are major factors affecting population distribution. These factors are called physical factors.

Climate

Some climatic elements such as moderate temperature and high and reliable rainfall are favorable for large population concentration. On the other hand, extreme cases such as too cold climates or too dry climates are unfavorable for high population concentration.

Relief

Landforms or relief also encourages or discourages large population distribution. Plains are much attractive for large population concentration than rugged areas.

The Availability of Fertile Soil and Adequate Vegetation Cover

Fertility of soil and vegetation cover play a big role for the concentration of large number of people in an area. But areas with infertile soil and without vegetation cover are less attractive for settlement.

Social Factors

Stage of economic development, technological equipment, socio-political organization are results of cultural variations. War and civil unrest also affect the distribution of population. Somalia and Afganistan can be good examples for this. Regions that have well developed transport system such as river valleys, mountain passes and coastal areas can be settled by many people. The availability of mineral resources is also another major factor for the settlement of large number of people in a given place.

Lesson

1.3

Review

Activity 1.3 B



A. Question based on facts:

- What are the major physical and social (cultural) factors that determine the distribution of population?
- Explain the reason why it is difficult to assess the relative importance of a single factor (physical or cultural) for population distribution.

B. Group discussion:

- It has been estimated that nearly half the world's people are contained within about 5 percent of the earth's land area, while 57 percent of the land area contains less than 5 percent of the population. Discuss what this means.

C. Individual work:

- Visit your locality. Is it an urban center or a rural area? Examine the population distribution of your locality? Report your findings to your classmates and invite them for further discussion on your report.

D. Things to do:

- Draw a sketch map of Ethiopia and show (locate) areas of high and low population densities.

1.3.3 Livelihood In Different Parts of the World

- What are the different forms of livelihood in the different parts of the world?

The livelihood in the different parts of the world includes the following:

◆ Agriculture

- What is agriculture
- Is there any relationship between agriculture and manufacturing?

Agriculture is the most ancient form of livelihood of human kind. For nearly the whole of human history almost the entire human race has made its living agriculture. Only since the Industrial Revolution with its fast growth of urban population, has there been a significant decrease in the proportion of earth's population directly dependent in an economic sense on domesticated plants and animals.

But in the broadest sense, agriculture is still the most basic of the world's principal forms of production, and it certainly is by far the most wide spread. It comes closer to being global activity than any other enterprise. Agricultural land is likewise the most fundamental of the world's resources. It is from the land that human being is fed and clothed since the manufacturer who processes food and clothing is dependent upon the farmer for the larger part of his/her raw materials.

Between half and two-thirds of the earth's population continue to be tillers and herders. This agricultural population may be divided into two groups of unequal size. The larger group lives in the developing parts of the world which, as yet has not been greatly affected by the Industrial Revolution. Such a population of the developing world is composed of chiefly subsistence farmers who produce food largely for their own families. By contrast, the smaller group lives in regions which have been profoundly influenced by the Industrial Revolution. This smaller group comprises farmers who are engaged mainly in commercial agriculture. They produce for a market and they exchange farm products for industrial goods and services. Industry can not exist without commercial agriculture.

◆ Manufacturing

The processing of raw materials and the assembling of the components of more complex products are both termed manufacturing, which is an important aspect of modern civilization. In the more highly developed areas of the world, greater proportions of the population earn their living from manufacturing. In developing areas, nevertheless, manufacturing is an essential activity in most inhabited places.

The processing of raw materials has been carried out for thousands of years, and during most of that time it has taken place in the home on what can be called subsistence level. Gradually, specialization evolved and family units began to process more than they need so they could sell their surplus or trade it for the surpluses of others. Very large scale specialization of commercial activity is a relatively recent phenomenon, and since the industrial revolution it has become a major part of economic life in developed areas. Manufacturing industries of all kinds probably occupy about a fifth of the world's labor force and consume nearly half of the available inanimate energy.

◆ Transportation and Trade

- **Transportation:** Transportation involves the movement of people or goods from one place to another . The several types of transportation systems (rail, highway, ship, aircraft, pipeline) plus the media of mass communication (telephone, telegraph, radio, television, e-mail, internet, postal system, publications) together provide the circulation which is so essential to modern society. It

has been said that the dominant economic fact of our modern industrial and scientific age is the development of cheap, fast, and efficient transportation and communication.

As we have seen above transportation and communication sector is very wide. As a result very large number of people are making their livelihood by engaging themselves in one of these sectors all over the world.

- **Trade:** Trade or commerce exists because of the desire of individuals and countries having different goods for exchange. In modern societies, organized as they are around regional specialization, exchange is an absolute necessity. At the present time at least, contrasts in the kinds and stage of economic development of nations and regions seem to be the single most important basis of trade. There are two forms of trade. Trade that crosses international boundary (foreign trade) and trade which takes place within countries (domestic trade).

Once again many people in the world are making their living by involving themselves either in domestic trade or foreign trade or both.

Lesson

1.3

Review

Activity 1.3 C**A. Questions based on facts:**

- Which economic system or form of livelihood is practiced in most countries of the world?
- Which economic activity is more strongly associated with the middle east countries?
- Where do we find the major industrial regions of the world?

B. Group discussion:

- Visit your locality and identify the human activities that the people are engaged in. Finally present your findings to the class and invite the class for further discussion.

C. Individual work:

- Where are you living? In a city or a rural center? What is the major human activity in your locality? Explain the causes for this fact.

D. Things to do:

- Classify the forms of livelihood in your locality into three major types, then describe one in detail.
- Draw the maps of North America and Europe and show areas of industrial concentration.



1.3.4 Major Religions in the World

The following are major religions of the world: Judaism, Hinduism, Buddhism, Shintoism, Islam and Christianity.

◆ Judaism

- Which people are the followers of Judaism?

Judaism is the religion of the Jews or Israelites. It is the oldest religion in the world. Judaism teaches the belief in one God. The teachings of Judaism is based on the first five books of the Bible known as **Torah**.

◆ Hinduism

- Where did Hinduism originate?

Hinduism is the major religion of India. It is one of the oldest living religions in the world. Hinduism has no single book of doctrine. It teaches that the soul never dies. When the body dies, the soul is reborn. This continuous process of rebirth is called **reincarnation**.

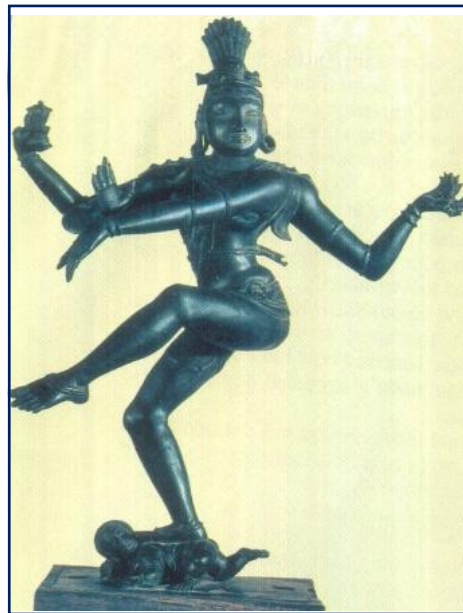


Fig. 1.11 The Hindu god of dancing called Siva.

◆ Buddhism

- Who was Buddha?

Buddhism was founded in India by Siddhartha Gautama in about 500 BC. His followers called him Buddha, which means Enlightened One. According to Buddha, life was a continuing process of death and rebirth. He opposed the Hindu worship of many gods. Buddhism spread to China, Japan, Korea, Cambodia, Laos, Myanmar, Thailand and Vietnam. Buddhism has large number of followers in Tibet, Nepal, Sri-Lanka and Mongolia.



Fig. 1.12 Symbol of Buddhism

◆ Shintoism

- **Who were the followers of Shintoism?**

Shintoism is the oldest living religion of Japan. The word Shinto in Japanese means “the way of the gods”. This religion promotes worship of many gods. It does not believe in life after death. According to Shintoism, the sun goddess was the ancestor of Japan's royal family.

◆ Islam

- **Where is the birth place of Islam?**

Islam is the religion based on the teachings of the Prophet Mohammad. Mohammed was born in Mecca in about 570 AD. At the age of forty, Mohammad began preaching the worship in only one God or Allah.

A tribe called Quraysh controlled Mecca and opposed Mohammed. When the Quraysh tried to kill Mohammad, he escaped to the town of Medina in 622 A.D. Mohammad’s journey from Mecca to Medina is called Hejira.



The Islamic calendar starts from the date of Hegira which took place in 622 A.D.

Mohammad died in 632 AD. After his death, Islamic religion spread into the Middle East, Northern Africa and Spain.

Islam is the 2nd largest religion in the world. Nowadays, Muslims live in every country in the world. More than half of the world's Muslims live in South and South-East Asia. Indonesia, India, Bangladesh and Pakistan have the largest Muslim population. The Muslims living in the Middle East account for one-fourth of the total followers of Islam.

◆ Christianity

- **What is Christianity?**

Christianity is the religion based on the life and teachings of Jesus Christ who was born in Bethlehem, Palestine, in the first century A.D. Palestine was then ruled by the Romans.

Christians believe in one God and that He created the universe. According to Christians God sent Jesus into the world as a Savior. But, the Roman Emperors opposed Jesus and then they persecuted the Christians for about 300 years.

Nowadays, Christians are the largest religious group in the world. Christianity is the major religion in Europe, the Americas, and Australia. Large number of Christians also live in Africa and Asia.

Lesson

1.3

Review

Activity 1.3 D**A. Questions based on facts:**

- Locate the following places on a world map:
 - Israel
 - India
 - Japan
 - Mecca
 - Palestine
 - Medina
- Who are the following?
 - Jesus Christ
 - Prophet Mohammed
 - Siddhartha Gautama
 - Quraysh
- Describe the following terms.
 - Torah
 - Reincarnation
 - Buddhism
 - Hejira
 - avior
- Answer the following questions.
 - Which major world religion is followed by only one group of people?
 - Which religion believes in "reincarnation"?
 - Describe the word "Shinto"



Competencies: After studying this lesson, you will be able to:

- Appreciate that nationalism and colonialism are impacts of the industrial revolution.
- Identify where the industrial revolution began.
- Realize African resistance to colonialism.
- Exemplify successful African resistance against colonialism
- Recognize the outcomes of the two World Wars.

Key terms

↔ Liberalism

↔ Pluralism

↔ Nationalism

↔ Steam power

◆ The Beginning of the Industrial Revolution

- What does the term Industrial Revolution mean?

The industrial revolution was a change made in the process of production. It was a change from production by hand to production by machine. It was also a change from working at home to working in a factory.

The industrial revolution began in England in the middle of the 18th century. It started in England because it had a large amount of coal and iron resources.

◆ Stages of Industrial Revolution

The industrial revolution had two stages:

◆ First Stage

- What was the major source of power at the beginning of the Industrial Revolution?

During the first stage of the industrial revolution, manual work was replaced by machines. In this stage the major source of power was steam power which was obtained by boiling water with the help of coal.

The invention of new machines also improved the production of goods. In 1764, James Hargreaves invented the spinning jenny which speeded the weaving process of textile.

In 1769, James Watt invented an improved steam engine. The first steam engine was designed to drain water out of coal mines. Coal was used as a source of power to drive steam engine as well as for making iron. Iron was used for the production of machines and tools as well as material for building bridges and ships.

The introduction of steam locomotives and steam boats improved transportation systems. The first railway was opened in England in 1825 between Stockton and Darlington.

◆ Second Stage

In the second stage of the industrial revolution, the source of power was changed to electricity, petroleum and atomic energy. During this time, Michael Faraday invented the dynamo. His work led to the construction of electric generators and replaced steam engine.

There was a simultaneous improvement in communication systems. For example, in 1876, Alexander Graham Bell invented the telephone. In 1896, Guglielmo Marconi invented the radio.

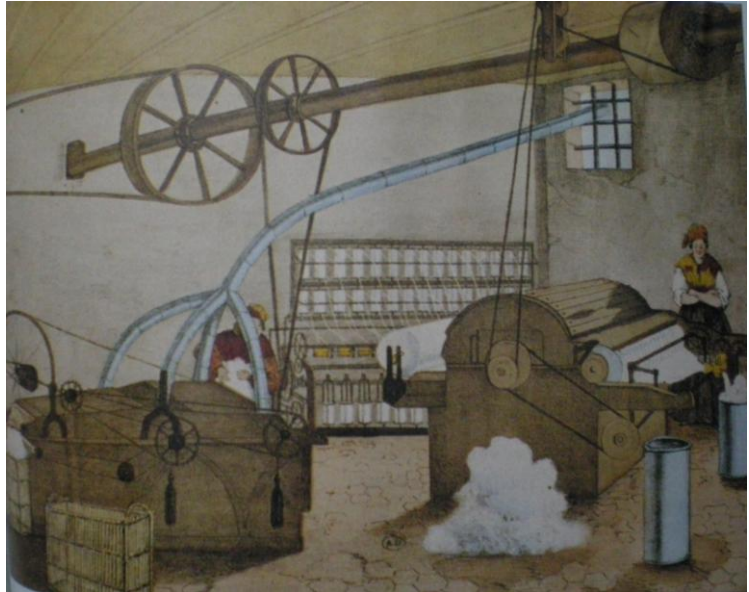


Fig. 1.13 Raw cotton being spun into thread that will be woven into cloth.

◆ Effects of the Industrial Revolution



The industrial revolution had two major effects. First it changed the way of life of society. It brought about economic, social and political changes.

Economic: New kinds of machines were invented and replaced human labour. Goods were produced in greater amount more easily and cheaply. Industries became the main centers of production. As a result, transportation and communication systems developed. This, in turn, led to the development of investment and profit maximization.

Socially: Cities and towns grew as a result of the growth of manufacturing. People left the countryside to work in the city factories and shops. Gradually the number of people living in the cities and towns increased. Two basic social classes emerged in the cities and towns. These were:

- the **capitalist class**; and
- the **working class**

The capitalists were the owners of factories and the rich merchants. The working class consisted of factory workers. To get more profit the capitalists employed women and children with little payment. The bad working and living conditions, poor payments and longer working hours forced workers to struggle for their rights. They formed associations which gradually developed into labour unions.

Politically: The capitalist class began to play key role in the political spheres of life. Gradually, it controlled political power.



The second major effect of the industrial revolution was the colonization of less developed countries by the industrialized states of Europe in the second half of the 19th century.

The industrial states of Europe needed colonies to get raw materials, use them as markets for their manufactured goods and get place of settlement for their growing population. By 1914, seven European countries had colonized 115 less developed countries.

◆ Emergence of New Ideas

In the 19th century industrial capitalism strengthened the development of **nationalism**. Nationalism advocates common national interests, unity and independence from foreign rule. It is a pride in one's own country. Nationalism is patriotic feeling, love and loyalty for one's own country.

In the industrialized countries ideas such as liberalism, democracy and pluralism became popular.

Liberalism: Is the belief in free speech, criticism, freedom of worship and people's control over the state. This idea was explained by Jhon Stuart Mill (1806-1873).

Democracy: Means government of the people. It began in ancient Greece. According to the Greek language "Demos" means people and "Kratia" means government. Abraham Lincon, who was the president of the USA from 1860 to 1865, explained democracy as "government of the people, by the people and for the people".

Pluralism: Is the existence of a number of groups that belong to different political outlooks, religious belief or different races in a specific society. Pluralism in politics means the existence of multi-party political system.

Lesson

1.4

Review

**Activity 1.4 A****A. Questions based on facts:****1. Answer the following questions:**

- Why did the industrial revolution begin in England?
- What was the major source of power in the first stage of the industrial revolution?
- Why were the steam engine and the spinning jenny became so important to the industrial revolution?
- How did transportation and communication systems improve during the industrial revolution?
- Name two important inventions that greatly changed the communication systems during the industrial revolution
- How were labor unions formed?

2. Define the following:

- | | | |
|------------------|--------------------|-----------------|
| - Steam power | - capitalist class | - Labour union |
| - spinning jenny | - steam engine | - working class |

- Describe how the industrial revolution affected social structures such as:
 - Population
 - Cities, and
 - Working conditions of people

B. Things to do:

- By using reference materials write short notes on each of the following persons.

- Michael Faraday	- Alexander Graham Bell
- James Hargreaves	- Guglielmo Marconi
- James Watt	

◆ World Wars I and II

The First World War (1914 - 1918)

Basic Causes of the First World War

➤ Rivalry Among Imperialist Powers

One of the basic causes of the First World war was the economic and political rivalries among the industrialized countries of Europe. These countries competed for raw materials, markets and place of settlement for their growing population. Finally, such competitions led them to conflicts of interest.

➤ Militarism

At the beginning of the 20th century, the European powers began a fierce competition in building military power. They increased the size of armies and improved war materials. In 1906, Britain built the most powerful battleships. After three years, Germany also built similar battleships.

➤ Military Alliances

In 1879, Austria-Hungary and Germany signed a treaty of friendship known as the “Dual Alliance”. Three years later, Italy joined the Dual Alliance to form a strong military bloc called “**Triple Alliance**”. Later, it was named **Central Powers**.

In 1907, Britain, France and Russia formed the **Triple Entente**. Thus, Europe was divided into two military camps. In 1915, Italy left the Triple Alliance and joined the Triple Entente. The Triple Entente was renamed the Entente (Allied) powers.

➤ Nationalism

Nationalism also created tensions between France and Germany. France wanted to regain its lost provinces during the Franco-Prussian (Germany) War of 1870 - 71. Another source of tension was the nationalist movement of the Balkan region (Southeastern Europe). These people struggled for independence from the Ottoman Turks.

Case study

Outbreak of the War

The immediate cause for the outbreak of the First World War was the assassination of the Austrian Crown Prince, Archduke Franz Ferdinand and his wife on June 28, 1914, at Sarajevo, the capital of Bosnia. The killer was called Gavrilo Princip, a nationalist from Serbia. Austria-Hungary held the Serbian government responsible. Then, it declared war on Serbia. At this time, Russia came on the side of Serbia. In support of Austria-Hungary, Germany declared war on Russia and France. Finally, Britain came and declared war on Germany. This marked the official beginning of the First World War.

➤ The Course of the War

• How was the First World War fought?

The First World War was fought in different parts of the world. In Europe, the war was fought on two fronts. They were:

- Western Front; and
- Eastern Front.

The Central Powers were situated in between the British and French forces in the West and Russia in the East. According to their plan, the Germans would first attack France and then Russia.

But their plan did not work. Because the Germans reduced their troops in the Western Front to attack the Russians in the Eastern Front. So the German force was divided for the two fronts and their war plan failed.

In 1917, the USA joined the Allied powers, i.e. Britain, France and Russia; and this changed the military balance. Finally, in November 1918, the Central Powers were defeated.

➤ Consequences of the First World War

The First World War came to an end but millions of people i.e. soldiers and civilians, were killed and dislocated. The war cost about 337 billion dollars. Besides this, industries, bridges, etc. were completely wiped out. Politically, the USA and the Soviet Union became the leading powers of the world.



Fig. 1.14 Trenches dug in World War I

Lesson

1.4

Review

Activity 1.4 B

A. Questions based on facts:

- What was the major causes for the economic and political rivalries among the industrialized countries of Europe?
- Discuss the difference between the Triple Alliance and the Triple Entente.
- Explain the immediate cause for the outbreak of World War I.
- Describe the event that changed the military balance that led to the defeat of the Central Powers.
- The First World War was fought mainly in Europe. Why was it called a world war?



The Second World War (1939 - 1945)

- How did the Second World War begin?

The Second World War was fought between two major military blocs. They were called **Allied Powers** and **Axis Powers**.



The Allied Powers consisted of France, Britain, Russia and the USA. The Axis Powers consisted of Germany, Japan and Italy.

➤ Causes of the War

The rise of Nazi and Fascist forces was the major cause of the war. This refers to Germany, Italy and Japan. Since 1933, Germany was under the Nazi party (National Socialist German Workers Party). Its leader was called **Adolf Hitler**.



The Nazis believed that the Germans were a superior race. Therefore, they wanted to rule the world. Germany's invasion caused the Second World War in Europe.

Italy was also under the Fascist Party whose leader was Benito Mussolini. The Italians believed that they had to build a great Italian Empire in Africa.

Japan also planned to expand the Japanese Empire in Asia. Colonial rivalries in Africa and Asia were other causes for conflicts.

Case study

The outbreak of World War II

In 1931, Japan invaded Manchuria, a northern province of China. Italy also invaded Ethiopia in 1935. On 1 September 1939, Germany invaded Poland. On 3 September 1939, Britain and France declared war on Germany. Thus, the Second World War began in Europe. Germany's invasion of Poland was the immediate cause of World War II.

➤ The Course of the War

- **How was the Second World War fought and won?**

In the west, the German invasion went on rapidly. In 1940, Germany invaded France. France was unable to withstand German attacks and surrendered.

Encouraged by the victory in France, Hitler began aerial attacks on Britain. However, the Battle of Britain was not as such easy. Britain emerged victorious and German invasion was avoided.

In December 1941, Japan attacked the US naval base at **Pearl Harbor** i.e located on the Pacific island of Hawaii. Then, the US declared war on Japan.



Fig. 1. 15 Adolf Hitler on right and Benito Mussolini on left side

Between 1943 and 1945 the balance of power was changed in favour of the Allied powers. Both in Asia and Europe, they led a successful air and sea attacks against the Axis powers. Adolf Hitler was the leader of Germany during World War II. Benito Mussolini was the leader of Italy. They joined together to take over Europe.

After the overthrow of Mussolini in 1944, the Allied powers occupied much of Italy. In the same year France became free. On the other side, Russia also entered Berlin. On April 30, 1945, Adolf Hitler killed himself. A few days later, Germany surrendered and the Second World War came to an end in Europe. This was followed by Japanese defeat in the Far East.



On August 6 and 9, 1945, the USA dropped atomic bombs on the two Japanese cities of Hiroshima and Nagasaki respectively. This marked the end of the Second World War in Asia.

➤ Consequences of the Second World War

- **What are the major consequences of the Second World War?**

The Allied powers became victorious while the Axis powers surrendered one after another. The Second World War caused great destruction both in material property and human lives. About 50 million soldiers became victims of the war. Cities, towns, industries, roads, railways, and bridges were also destroyed. The total destruction cost was 2000 billion dollars.

Consequently, the USA and the Soviet Union became the Super Powers. After World War II, by 1945, the United Nations Organization was established.

Lesson

1.4

Review

Activity 1.4 C**A. Questions based on facts:**

1. Define the following:

- | | | | |
|----------------------|-------------------|------------------|-----------------|
| - Imperialist powers | - Dual Alliance | - Triple Entente | - Nazi party |
| - Militarism | - Triple Alliance | - Allied Powers | - Fascist party |
| - Military Alliance | - Central powers | | |

2. Answer the following questions:

- Why did the USA join the Second World War in 1941?
- Describe the consequences of the Second World War in terms of human life and material property.
- Why did the Second World War start?
- Explain the course of the Second World War.
- Explain factors that changed the balance of power in favour of the Allied Powers in World War II?
- Name, the three militaristic nations that were responsible for the beginning of World War II.

B. Things to do:

- Locate the following places on the map of Europe:

- Austria-Hungary	- Sarajevo	- Serbia	- Berlin
- Balkan region	- Bosnia	- Poland	
- Describe the following:

- Franz Ferdinand	- Axis Powers	- Benito Mussolini
- Gavrilo Princip	- Adolf Hitler	



◆ African Peoples Resistance Against Colonial Expansion

• How did African peoples resist against colonial expansion?

Students, so far you have discussed the effects of the industrial revolution such as the colonization of less developed countries. Now you will learn how the peoples of Africa resisted the colonial expansion in the second half of the 19th century. Such resistance took place in different parts of the African continent and ended in 1914.

◆ The Ashanti Empire

- Which West African country was formerly called Gold Coast?

In the 19th century, the Ashanti built a large Empire in Ghana. The rulers used the title **Ashantehene**. In 1874, the British occupied a strip of land along the West African coast and named it **British Gold Coast**. In the same year, they expanded their conquest into the Ashanti Empire. The Ashanti tried to defend their empire from the British. However, in 1896, the British defeated the Ashanti. The Ashanti fought the British bravely once more, but they were again defeated. Finally, by 1900, all the areas of the present day Ghana became a British colony under the name of Gold Coast.

◆ Samori Toure

- Which colonial power defeated Samori Toure?

In the 1870's, Samori Toure built an Empire in West Africa. His Empire included Senegal, south-eastern Mali and Guinea. During this time, the French had begun colonial expansion in West Africa. But, from 1886 - 87 Samori Toure signed an agreement with the French. When the French broke the agreement and tried to seize control of his land, Toure fought them back.

He obtained arms through trade with the coastal towns. With this, he continued fighting the French for seven years. Finally, in 1898, the French captured Toure and imprisoned him in Gabon, and two years later he died at the age of seventy.

◆ The Maji Maji Rebellion

- What does the term "Maji Maji" mean?

The Maji Maji rebellion broke out in the German colony of Tanganyika in 1905. The rebellion began when the colonial government forced the local people to work on cotton plantation. This widespread, peasant rebellion was called the Maji Maji revolt. The word Maji means **water** in Swahili language. The leaders of the movement claimed that German bullets could be made ineffective if the warriors sprinkle their bodies with Maji water. Then, people believed them.

The Maji Maji revolt continued until 1907. Finally, the revolt was completely suppressed and the Germans continued with their harsh colonial rule.

◆ The Battle of Adwa

- Why was the Wuchale Treaty a cause for the conflict between Ethiopia and Italy?

On May 2, 1889, the Treaty of Wuchale was signed between Italy and Emperor Menelik II of Ethiopia. The treaty had twenty articles but Article 3 and Article 17 are more significant.

According to Article III, the boundary between the Italian occupied region of Mereb Melash (Eritrea) and the rest of Ethiopia was delimited. But, the Italians were not satisfied. So additional convention was signed between Italy and Ras Mekonnen, i.e. the representative of Emperor Menelik. The agreement allowed the Italians to advance further south as far as Mereb river. Then, on January 1, 1890, Italy declared that all the areas north of Mereb river was part of Eritrea.

On the other hand, Article XVII had two different versions. The Amharic version reads that Ethiopia can use the help of Italy in her foreign relations with Europe. But, the Italian version states that Menelik should make all his foreign contacts through the agency of Italy. This version reduced Ethiopia to the level of an Italian protectorate. Then, Italy notified the European powers that Ethiopia had become her protectorate.

In 1893, Emperor Menelik cancelled the Treaty of Wuchale. He notified his decision to major European powers. The Emperor preferred war to surrender the independence of his country.

Then, Menelik marched northwards to fight the Italians at the command of 100,000 soldiers.

On December 7, 1895, Menelik's advancing troops crushed an Italian army at the battle of Ambage in southern Tigray. On March 1, 1896, the decisive battle was fought at Adwa. The battle of Adwa lasted for a day. Ethiopian troops fought the Italians with courage and unity. It was an extremely bloody battle. However, the Italians lost one third of the total number of their 20,000 troops. About 2000 troops became war prisoners and about 1500 were wounded. On the other hand, Ethiopia lost about 7000 soldiers dead out of the total 100,000 troops. The war was concluded with complete Ethiopian victory. The Italians were cleared out of all Tigray and confined themselves to their colony of Eritrea. Thus, Italy's plan of colonizing the rest of Ethiopia failed.

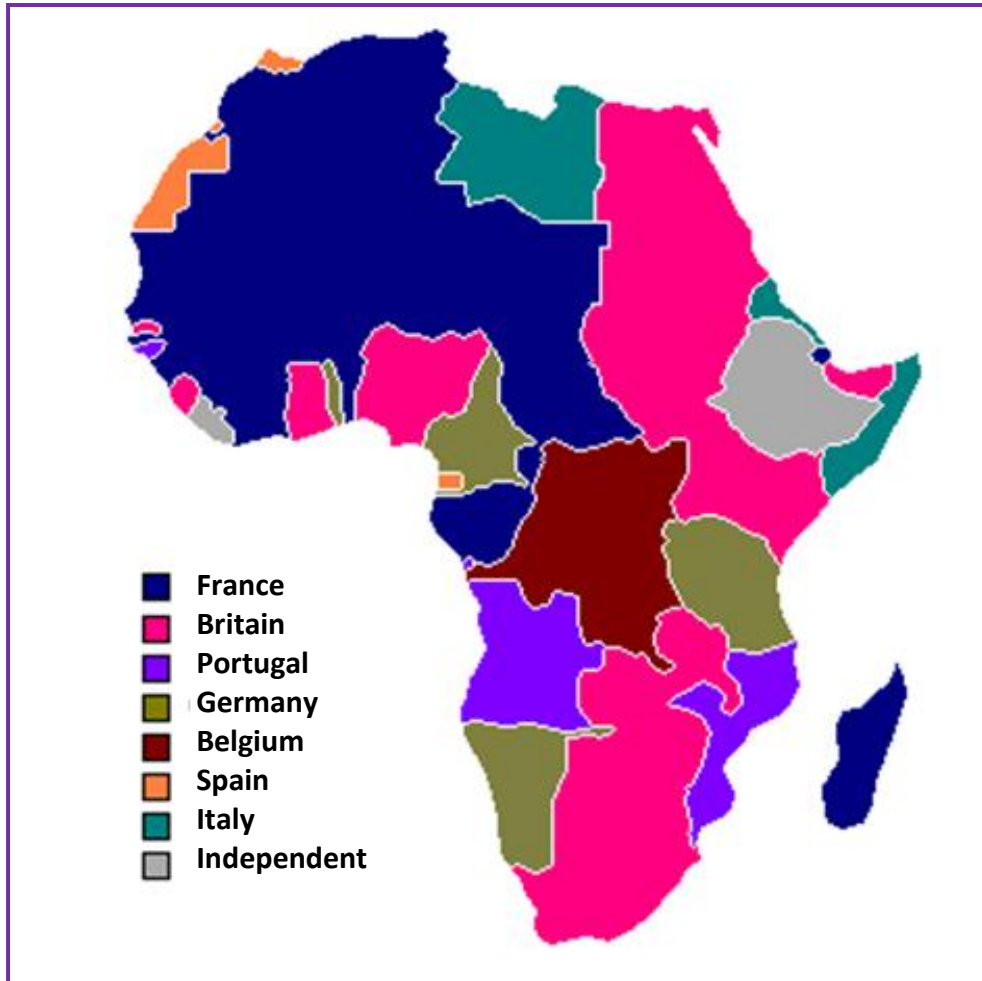


Fig. 1.16 European Colonial powers and their colonies

◆ African Struggle Against Colonial Rule

- What is the difference between resistance against colonial expansion and struggle against colonial rule?

After the First World War, Africans used new forms of struggle against colonialism. There were, self-help or welfare associations such as the Young Kikuyu Association in Kenya, the Wafdist party in Egypt, the Neo-Datsur party in Tunisia and the African National Congress (ANC) in South Africa.

◆ The Young Kikuyu Association in Kenya

- Who are the Kikuyu people?

One of the largest communities of Kenya are known as the Kikuyu. The Young Kikuyu Association was organized by African workers living in cities and farm lands of the White. During the colonial period, British settlers had taken by force the Kenyan fertile highland areas belonging to the Kikuyu people. This made the Kikuyu bitter enemies of the British colonial rule.

In 1921, the British farmers reduced the payments of African workers by one third. This became the immediate cause for the formation of the Young Kikuyu Association.

The leader of the association was a young telephone worker named Harry Thuku. The association was aimed at protecting the rights of the Africans and also, to struggle against the British colonial rule. They demanded the return of lands forcefully taken by the British colonial masters. In return, the British colonial masters took repressive measures and imprisoned Harry Thuku in 1922.

◆ The African National Congress (ANC)

- Who was the leader of the ANC that was kept in prison for almost 30 years?

The capitalist economic sector developed earlier in South Africa than in the rest of the continent. Therefore, this created a fertile ground for the formation of political parties to lead and coordinate the anti-colonial struggle against white minority rule.



The major problem in South Africa was racial discrimination, minority rule and economic exploitation of the black people by the white settlers.

In 1912, the African National Congress (ANC) was established. It was the first political party formed in Africa. Members of the ANC came from different sectors of South African societies and workers from Lesotho and Swaziland. On returning home, the workers from the neighbouring countries spread the ideas of organized struggle for democratic rights and independence from colonial rule.

◆ The Wafd Party

After the First World War, the Egyptians raised a strong anti-colonial opposition against the British. This led to the emergence of an Egyptian nationalist party known as the Wafd. The word Wafd means delegation. This party struggled for the independence of Egypt from the British colonial rule. Zaghlul Pasha was the leader of Wafd. He led a delegation to the Versailles Peace Conference and demanded the independence of Egypt. The British sent Zaghlul Pasha to their island colony of Malta in the Mediterranean sea.

But, in 1922 Egypt became nominal by independence. However, the British troops stayed in Egypt until 1956. In 1923, the Wafd party was formally established and continued its struggle for the total independence of Egypt.

◆ The Neo – Datsur Party

In 1934, the Neo-Datsur party was founded under the leadership of Habib Bourgiba. Datsur Party means party of the Constitution. The Neo-Datsur party was formed to struggle for the independence of Tunisia from the French colonial rule. In 1956, Tunisia became independent. Then, Habib Bourgiba became the first president of Tunisia.

Lesson

1.4

Review

Activity 1.4D**A. Questions based on facts:**

1. Describe the following:

- | | | |
|-----------------|-------------------------|------------------|
| - Ashanti | - Menelik II | - Ras Mekonnen |
| - Gold coast | - Battle of Adwa | - Harry Thuku |
| - Asantehene | - ANC | - Swahili |
| - Samori Toure | - First World War | - Wuchale Treaty |
| - Maji Maji | - Wafd | - Article III |
| - Zaghlul Pasha | - Additional convention | - Article XVII |
| - Habib Borgiba | - Mereb Melash | - Neo Datsur |
| - Kikuyu | | |

2. Define the following:

- | | | |
|----------|----------------|-----------------|
| - colony | - protectorate | - minority rule |
|----------|----------------|-----------------|

3. Explain briefly the anti colonial struggle waged by:

- | | | |
|---------------|----------------|---------------|
| - The Ashanti | - Samori Toure | - Harry Thuku |
|---------------|----------------|---------------|

4. Answer the following questions:

- Whom did the Ashanti fought bravely?
- What factors enabled Samori Toure to resist the French colonial army for seven years?
- Describe the cause for the outbreak of the MaJi MaJi revolt.
- Describe the main articles and outcomes of Wuchale treaty.
- Explain the importance of the victory of Adwa.
- Describe the forms of struggle waged against colonialism in Africa between the two world wars
- What was the major demand of the Young Kikuyu Association in Kenya?

B. Things to do:

- Locate the following on the map of Africa

- | | | |
|------------|---------------|----------------|
| - Ghana | - Wuchale | - Tunisia |
| - Senegal | - Adwa | - South Africa |
| - Mali | - Eritrea | - Swaziland |
| - Guinea | - Mereb river | - Egypt |
| - Gabon | - Ambalage | - Lesotho |
| - Tanzania | - Kenya | |



Summary

- There are seven continents. Among them, Asia is the first in size. Then, comes Africa. The smallest continent is Australia. It is an extension of Asia. Continents are made up of mountains, valleys, rivers and lakes. These are main features of the continents. But, Antarctica is covered by thick glacier. Therefore, major features such as mountains, valleys, rivers, and lakes are unknown over this continent.
- There are vast numbers of languages spoken in the world. Among them, the most important are Mandarin, English, French, Russian, Arabic and Spanish. These languages are spoken by millions of people. Some of them like English and French are used as international media of communication. Spanish is mostly spoken in South America outside of its place of origin.
- Among ancient civilizations Greece, Rome, China, Persia and Inca had magnificent achievements. Today, the world is indebted to some of their contributions.
- In the world, different religions are practiced. The prominent ones include Christianity, Islam, Judaism, Buddhism, Hinduism, and Shintoism.
- In the world, there is uneven distribution of population. There are areas with dense population such as India, China and the Nile valley of Egypt. On the other hand, the cold and hot deserts of the world have low population densities. There are factors that control population distribution. They are known as physical and social factors. People in different environments also practice different ways of life. Some depend on agriculture and others live on fishery, etc.
- The Industrial Revolution began in the middle of the 18th century. During this time, manual labour such as spinning, weaving and iron work were replaced by machines. In addition, the industrial revolution improved the system of communication and transportation. Though, the industrial revolution had several positive consequences, it had also flared colonialism and followed by World War I and II. During this period, most of Africa was under colonial rule. But, later on, Africans struggled against colonial rule. Some of the strongest political parties included ANC, Wafd and Neo-Datsur.

Glossary

- **Continent:** one of the very large areas of land on the earth, usually divided into several countries
- **Extreme climate:** a climate which is much more severe or serious than the normal climate, it may be too hot or too cold
- **Isthmus:** a narrow piece of land that joins two large areas and has water on both sides.
- **Latin:** language of ancient Rome
- **Liberalism:** the belief in free speech, criticism, etc.
- **Linguist:** person skilled in foreign languages
- **Mandarin:** Chinese language
- **Nationalism:** strong devotion to ones own nation
- **Peninsula:** a large piece of land that is mostly surrounded by water, but joined at one end to a large area of land
- **Pluralism:** the existence of different political parties, religions, races, etc.
- **Relative location:** the location of country or continent in reference to physical features
- **Revolution:** complete change
- **Steam power:** power produced by boiling water

UNIT

1

Review Questions

I. True or false Item

Instruction: Write True if the statement is correct or write False if the statement is wrong.

- _____ 1. Africa is joined to Asia at the strait of Babel-Mandeb
 _____ 2. Isthmus is a narrow piece of land that joins two large areas and has water on both sides.
 _____ 3. Tundra region is one of the densely populated areas of the world.
 _____ 4. During the 6th century BC, all Greek city states adopted democracy.
 _____ 5. Shintoism is the oldest living religion of Japan.

II. Matching Item

Instruction: - Match items in column "B" with items in column "A"

A

- _____ 1. Menelik II
 _____ 2. Samoure Toure
 _____ 3. Habib Borgiba
 _____ 4. Zaghlul Pasha
 _____ 5. Harry Thuku

B

- a) Led resistance against Germany
 b) Led resistance against British
 c) Led resistance against Italy
 d) Led resistance against French
 e) Leader of Nazi force
 f) Leader of Fascist force
 g) Leader of Tunisians resistance
 h) Leader of Egyptians resistance
 i) Led resistance against Spain

II. Multiple choice Item

Instruction: Choose the right answer and write the letter of your choice on the space provided.

- _____ 1. The lowest point on earth is found at:
 a) The Afar depression of Ethiopia
 b) The dead sea of the Middle east
 c) The Ganges and Indus valley of India
 d) The Sahara desert region of Africa.
- _____ 2. One of the following is sparsely populated area:
 a) The Nile valley
 b) Japan and India
 c) Tropical desert lands
 d) China and Bangladesh
- _____ 3. Which one of the following livelihoods is dominant in the developing countries of Africa?
 a) Manufacturing
 b) Agriculture
 c) Tourism
 d) Trade

- _____ 4. Which of the following is not a social factor affecting population distribution?
- | | |
|---------------------------|----------------------------|
| a) political organization | c) technological equipment |
| b) economic development | d) climate |
- _____ 5. In which one of the African countries was the first political party formed?
- | | |
|-----------------|------------|
| a) Ghana | c) Nigeria |
| b) South Africa | d) Egypt |

IV. Fill in the blank Item

Fill in the blank spaces with suitable words.

1. The region with sparse population in North America and Eurasia is known as _____ region.
2. Trade, transportation and tourism are highly developed in the examples of _____ countries of the world.
3. The continent with the largest hot desert is _____ .
4. The leader of the Nazi party in Germany was called _____.
5. The rebellion that broke out in the German colony of Tanganyika in 1905 was known as _____.

V. Short Answer Item

Give short answer to each of the following questions.

1. What are continents?
2. Give the name of the largest and the smallest continents of the world.
3. Explain the economic effect of Industrial Revolution.
4. Describe the two versions of Article XVII in the Wuchale Treaty.

Check List

Put a tick (✓) mark in each of the boxes for activities you can perform

I can

1. Copy the map of the seven continents
2. Describe the relative location of continents.
3. Compare and contrast the size of continents.
4. Differentiate the highest peaks and the lowest elevations of the world.
5. Identify the major lakes and rivers of the world.
6. Identify some of the most densely and sparsely populated areas of the world.
7. Identify the major languages spoken in the world.
8. Describe major achievements of ancient civilizations.
9. Appreciate the contribution of ancient civilizations to the present world
10. Generalize the factors for the variation of population distribution in the world.
11. Locate the major religions with the largest number of followers.
12. Realize nationalism and colonialism as impacts of industrial revolution.
13. Identify the place where the industrial revolution began.
14. Appreciate the African response to resist colonialism
15. Exemplify successful African resistance against colonialism.
16. Recognize the outcomes of the two world wars.
17. Relate the emergence of new ideas with industrial revolution.